

Service-Learning Project Planning Worksheet

Course Instructor:	
Course title:	Course number:
What do you wish for your students to gain from service-learning?	

What is your service-learning project idea:

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Step one: Identify Learning Objectives:

How will service-learning help students achieve the desired learning outcomes?

What are the current course learning outcomes?	1.
	2.
	3.
	4.

How does your service project support and enhance your learning objectives for this course?	1.
	2.
	3.
	4.

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Step Two: Identify how service and academic content will enhance students learning outcomes:

Identify how the integration of service and academic content will empower students to accomplish the desired learning outcomes.

How will your students complete the service project:			
Individually	Groups	Mixture	Unsure
Client population/focus area:			
Will students complete a certain number of community service hours?			
Will your student be required to attend anything outside of the scheduled course time? If so, how often? <i>Important to note: Typically, a benefit of service-learning is the removal of required extra commitments beyond course meeting time.</i>			
Which type of service will your course utilize from the following options?			
<p style="text-align: center;">Direct:</p> <p>Face-to-face service projects in which the students' service directly impacts individuals/agencies who receive the service from the students.</p>	<p style="text-align: center;">Indirect:</p> <p>Working on current issues or agency projects that have clear benefits, but not necessarily in direct contact with the organization's clients.</p>	<p style="text-align: center;">Advocacy:</p> <p>Efforts made by students result in eventual changes in the social, political, or environmental conditions contributing to community needs.</p>	<p style="text-align: center;">Research:</p> <p>Community based research.</p>
As a result of participating, what skills will your students develop?			
What impact would you like the service-learning experience to have on your students?			

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Step Three: Reciprocal Community Partnerships:

The community and the institution benefit mutually, creating a symbiotic relationship that goes beyond one-sided assistance.

Which community partner are you interested in collaborating with? If unsure, what population do you want for your students to work with?		
What are the expectations for each person involved in this partnership:		
Course instructor:	Community Partner:	Students:
What will your students take away from this experience with the community partner?		
What are the needs, assets, challenges, goals, and opportunities with this community partner? If you are not sure, this will be important to identify/understand moving forward.		
Establish ideal dates for your project to occur and provide flexibility to accommodate all schedules involved. <i>Ensure this is communicated clearly with your partner.</i>		

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Step Four: Critical Reflection

Participating in the service alone doesn't guarantee significant learning or effective service. Reflection offers a framework for students to extract meaning and knowledge from their service experience.

Four C's Framework for reflection:						
Continuous: Reflection occurs at all times during the course. Ensure reflection happened before the event, during, and after.		Connected: Ensure a connection is being made between academic learning and service-learning.		Challenging: Ensure questions are asked that will challenge assumptions and existing knowledge.		Contextualized: Thoughtful and significant reflections on the experience. Remain mindful of the group size, classification (e.g., First year, senior), and major.
What forms of reflection processes will occur throughout the semester? Examples listed below. <i>Reflection guide available on Community and Civic Engagement service-learning website.</i>						
Course Readings	Written Assignments	Journals	Class Discussion	Guest Speakers	Creative Projects	Oral Reflection
Will the community partner participate in the reflection piece? If so, how?						