

Project Design

Course Title:

Class Size:

Class Population:

Class Schedule:

Other-Parameters:

Course Learning Objectives (Knowledge, Skills, Attitudes)

Initial Ideas for PBSL Design

Timeframe for Service Project:

Product(s) of Student Work:

Resources Needed:

Building Community

1. Activities to build community in the beginning of the course:
2. Activities to maintain community during the course:
3. Activities to celebrate the community at the completion of the course/project:
4. What size groups will you use early in the course and how (if at all) do you want to build to larger teams?

Problem Statement/ Contract with Partner Agreement Worksheet

1. Identify potential community partners who may need service work related to your course outcomes.
2. For each of the above community partners, what are some problems/issues your students may solve?

3. What assets does the client/community partner bring to solving this problem? What assets will you and your students bring?
4. For each problem-based project, consider what service and learning outcomes can be addressed.
5. Draft problem statement: (This is the contract your class will make with your partner. You want the problem statement to meet the following criteria):
 - problem/issue is clearly defined (problem is authentic, versus contrived; problem is open-ended for students to solve, versus a task to be performed)
 - specific parameters, needs, constraints are included
 - community partner's needs and expectations for the products/deliverables are articulated (there should be a clear connection between student work and course objectives)
 - timeline for when products are needed
 - community partner contact information for follow-up

NOTE: The actual problem statement for your course will need to be created with your community partner and ultimately should be communicated from the community partner to the students (i.e. on letterhead or in person).

Community Partner Relations

1. Who will you work with?
2. How will you establish rapport/initiate this relationship?
3. What are your course needs/ "must haves"?
4. What does the partner need/want from this relationship? (to be filled in when you meet)
5. What will you ask of the partner in terms of feedback to you/students?
6. Who will write the problem statement? When?

Building Student Capacity

1. What do students need to know and be able to do before the PBSL project begins?
2. What prior knowledge, skills and attitudes do your students have? How can you find this out?
3. What learning activities can you begin with that will build confidence and assure student success?
4. What information and practice do you want to provide students at the beginning of the course and what do you want them to learn later in the course?

What learning activities can you use to build a base of knowledge and skills?

Project Management

1. What will the roles and responsibilities be for each:

Faculty:

Students:

Community Partner(s):

Service Learning Staff:

2. How will you build student ownership? What role will they play in planning? How can you include students in being part of the management of the project?

3. What are some potential problems that might arise? Which of these problems are of real concern and which can be part of valuable learning experiences?

a. Which of these problems are your problems and which are/should be the students or community partners? How will you assure you don't solve every issue "for" the students?

b. How might you prevent the problems of real concern? Can you include something in the problem statement or in building community and capacity that can alleviate some problems? What tools can help structure the work to help with management?

c. How might you respond if one of these problems occurs?

4. How often and when will you build in time to reflect on how the project is going and make any necessary changes to the project? (Think about this question in terms of yourself, your community partner and your students.)

Reflection

- What activities, knowledge, skills, and work need reflection?

- What reflection strategies can you use on an on-going basis to keep a pulse on the class?
- What reflection strategies will you use for specific purposes?

How do you plan to use reflection toward the end of the course?

Assessment/Evaluation Worksheet

1. What are the learning objectives that you want to assess?
2. What is the evidence that you will use to assess learning objectives?
3. Consider one piece of evidence you will use to assess an assignment. What criteria will you use to assess effective learning?
4. How frequently will you do the assessments?
See #2 above
5. What are the different modes by which you will do the assessments?
6. Who will do the different assessments?

8 Block Table for Designing and Implementing Service-Learning

Project Design	Community Partner Relations
Building Community in the Classroom	Building Student Capacity
Problem Statement	Project Management
Assessment of Learning	Reflection and Connections

