

## Continuum and 4 Models of PBSL

### Level of PBSL in a course:

The four models below provide a frame of reference regarding the degree to which PBSL is employed in the course. These models are not rigid, and are only a guide for further refinement of each instructor's vision for a course.

### Continuum of Models

1	2	3	4
limited			all-inclusive
optional			mandatory
supplemental			integrated

**Examples of the four models:** Let's say that we are teaching a Social Problems course that is studying homelessness as one of 20 topics and themes in the course. Let's assume that one of the learning objective of the course is "for the students to identify and articulate the complexities of homelessness in the US today."

**Model 1: Limited to 1-2 hours a week; completely optional; and supplemental.** It is completely optional for students to work at the homeless shelter for 1-2 hours a week. Instead of writing a research paper on homelessness based solely on library research, they can write a more reflective paper on the complexities of homelessness as witnessed at the shelter. Credit is the same, and workload is a bit more in terms of hours a week doing work for the course, and yet the paper would be less time-consuming. Will not share story of work at the shelter with the class.

**Model 2: Optional, 2 hours a week, and yet those who do it will report to the class and help lead discussion on the topic of homelessness in class.**

**Model 3: Mandatory, two hours of work a week at the shelter, all students focus on one aspect of homelessness, write paper and do in-class presentation on topic.**

**Model 4: Mandatory; entire course revolves around it; 100% integrated into the learning objectives.** In this model, the instructor has organized the **entire course around** the issue of **homelessness**. The issue for the shelter is that they cannot increase their funding without a clear documentation of the needs of the homeless population in the area. The shelter staff does not have the time to do that. Therefore, the class will act as a **team of researchers for the shelter**. They will do a **"needs assessment"** for the town on the homeless population. The instructor will reorganize the course so that she covers the social problems of poverty, crime, substance abuse, family dysfunction, poor schools, and weaknesses in the legal system as viewed through the experiences of the homeless population. The 15 students will be assigned different aspects of the problems of homelessness. For example, one student will focus on substance abuse and homelessness, another high-school drop-outs and homelessness, another the job market and homelessness, etc. The **final report** would be edited by the instructor and the staff, and could be the basis of a more public document. Classes would be both the traditional ones in the classroom, and classes at the shelter. Issues surrounding confidentiality, and boundary issues would have to be thoroughly fleshed out before the class began.

## Questions on Continuum and 4 Models of PBSL

- 1) What is your course?
  
  
  
  
  
  
  
  
  
  
- 2) What is the project you are thinking of at this point?
  
  
  
  
  
  
  
  
  
  
- 3) Is the project mandatory?
  
  
  
  
  
  
  
  
  
  
- 4) Is the project supplemental or integrated?
  
  
  
  
  
  
  
  
  
  
- 5) Is the project limited or wrap-around?
  
  
  
  
  
  
  
  
  
  
- 6) Where do you fit into the continuum of models?

## **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.

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## **Problem Statement Worksheet (page 2)**

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).

## **Project Design**

Course Title:

Class Size:

Class Population:

Class Schedule:

Other-Parameters:

**Course Learning Objectives** (Knowledge, Skills, Attitudes)

### **Initial Ideas for PBSL Design**

Where on the continuum model do you see your course?

Timeframe for Service Project:

Product(s) of Student Work:

Resources Needed:

## Project Management

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

Faculty:

Students:

Community Partner(s):

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.)

## Community Partner Relations

Who will you work with?

How will you establish rapport/initiate this relationship?

What are your course needs/ "must haves"?

What does the partner need/want from this relationship? (to be filled in when you meet)

What will you ask of the partner in terms of feedback to you/students?

Who will write the problem statement? When?

Where might this partnership lead over time?

How might this (reasonably sized initial) project connect to future work with this partner?

## **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?