

Service-Learning Class Timeline

planning the service

1. What type of service compliments the content of your class?
2. What types of organizations exist to address needs in this field? Are your students serving an unmet community need? Is there a coordinator of volunteers in any of these organizations? Who will be your partner at the organization? Can the organization make good use of your student volunteers? What will they be doing?
3. Does your class timeline fit with the public benefit organization's schedule? Can you schedule on-site orientations with the organization's staff? Can the staff participate in your classroom reflection sessions?
4. How many hours of service will you and the public benefit organization expect each student to perform?

planning the curriculum

1. How can you help students understand that a goal of any service-learning class is to help them become better, participating citizens in their communities?
2. How will you help the students relate the service experience to the subject of the course?
3. How will you monitor student experiences in the community (journals, in-class reflection, one-on-one meetings, etc.)?
4. How will the public benefit organization monitor the students (evaluation forms, personal or phone contact, etc.)?
5. What changes would you like to see occur in your students by incorporating service-learning? What are the goals for student learning outcomes in the service-learning class?
6. Does your curriculum contain potentially controversial material? If so, how will you deal with it in a fair manner?
7. Are special equipment or transportation needed for your class? Do you need to seek advice from the University's risk manager?

Service-Learning Class Timeline

beginning of class

1. How will you introduce the students to service-learning?
2. How will you explain your learning goals, unmet needs in the community, service options, journals, and the purpose of reflection sessions? When will you hold reflections?
3. Will you invite public benefit organization representatives to class to discuss their service options? Will you have volunteer sign-up forms in class to facilitate student-organization connections?

mid-term

1. How will you assess community placement with both students and public benefit organizations and adjust as needed?
2. Will you invite representatives from the organizations to class reflections to discuss with students how their service is helping the organization and its clients?
3. How will you enable students to have an opportunity to share their experiences with each other?

end of semester

1. When will students fill out evaluations of the service-learning experience?
2. How will you ask your counterpart at the organization for direct feedback on the service-learning experience?
3. How will you remember what changes you want to make for the next time you teach the class?