

FACULTY COMMUNITY-BASED LEARNING

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Syllabus Revision Procedures

In the process of converting a traditional course into its community-based learning equivalent, consider the following questions. Try to address them as specifically as possible:

1. The learning objectives of the new service component in relation to the overall objectives of the course;
2. The kinds of placements and projects that could facilitate the community-based learning objectives;
3. The best format for the community-based learning component (i.e., mandatory, elective; short-term, long-term);
4. Adjustment you might want to make to the course's traditional workload (i.e., less reading or fewer problem sets; fewer tests or cases). Ask yourself; what kinds of learning can the service-related work facilitate that is currently being covered in another way or that is currently being assessed in another way;
5. Strategies you might use to help student link their field- and classroom-based work (i.e., journals, focus groups [face-to-face or electronic], presentations, or case writing);
6. Appropriate non-technical reflection topics (i.e., professional responsibility);
7. Appropriate assessment strategies (i.e., pre- and post-tests, journals, work logs, supervisor reports, project deliverables);
8. How you imagine your community partner could effectively contribute to student learning.