APPLES
Service-Learning

SERVICE-LEARNING SERIES: COURSE PLANNING AND DESIGN

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Service-Learning Series Overview

This pedagogy guide offers foundational information about service-learning practice and implementation. It serves as both reference documents and a set of primers on the possibilities for service-learning inside and outside of the classroom. The series provides information on planning and designing service-learning courses, developing community partnerships, resources for service-learning written reflections and examples of forms that facilitate service-learning activities.

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Course Planning Timeline

Year before:
- Propose new course designation and title; identify course goals and objectives.
- Research possible community partners; begin developing relationships.
- Consult with APPLES for course design assistance, help with navigating administrative and structural challenges and funding ideas.

Semester before:
- Draft syllabus, course goals, assignments and assessments.
- Begin working with community partner(s).
- Continue working with APPLES:
  - Meet guidelines for APPLES course designation.
  - Deadlines for service-learning footnote in registration database: Sept. 15 for spring courses, March 1 for fall courses.
  - APPLES will work with Office of Undergraduate Curricula on your behalf to determine Experiential Education designation.

Month before:
- Send introductory email to students about the course and link to APPLES module.
- Finalize assignments, include a service-learning definition and APPLES information in the syllabus.
- Agree on scheduled contact dates to check in with community partner(s). Share syllabus with community partner and meet face-to-face to finalize plans.

During Semester:
- Week 1: Begin preparing students for service-learning and share service-learning opportunities; students complete APPLES module.
- Week 2: Student/community partner matching; confirm student placements with community partner(s).
- Week 3-4: Students begin service, submit the service-learning agreement (a written agreement between students and community partners).
- Week 4-5, 8, 12: Faculty and instructors check in with community partner(s), mid-semester student assessment of course/partner, if not performing more frequent assessments.

End of semester:
- Assessment/evaluation of student from community partner.
- End of semester faculty debriefing with community partner on the course/community partner relations.
- Thank your partner in some tangible way: a letter, cup of coffee or lunch together are appreciated.

Service-Learning Syllabi

In order for students to fully understand the service-learning experience, we ask that faculty and instructors include the following information in the syllabus. This helps students better prepare for their service experience and will assist in the integration of service into the course.

Service-learning
- A method by which students learn through active participation in thoughtfully organized service.
- A reciprocal collaboration between campus and community organizations in partnership to address identified needs or opportunities.
- A teaching method which combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility.

Expectations of students
- Students are expected to serve a minimum of 30 hours during the semester, ideally three to five hours a week for 10 weeks with a community partner listed with the course.
- Service-learning will not compromise the academic rigor of the course, but rather enhance the learning.
- Communicate any questions, concerns or challenges with site supervisor, instructor or the APPLES program.

Expectations of faculty
- Provide ongoing opportunities for students to participate in critical reflection to explore issues relating to course content and community service.
- Prepare students for serving in and partnering with communities during the service-learning experience.
- Respond to students' questions, concerns or challenges.

Expectations of community partners
- Create active service experiences that relate to the course material.
- Promote personal and professional growth opportunities while providing constructive feedback for students.
- Respond to students' questions, concerns or challenges relating to the service-learning experience.

APPLES information (to include on your syllabus)
Volunteer Description and Community Partner Information
> Contact information
> Mission
> Position description

APPLES
For more information on service-learning opportunities at UNC:
APPLES Service-Learning program
Student Union, Suite 3514 • CB#5210 • (919) 962-0902 • fax (919) 843-9685 • ccps.unc.edu/apples

Course Goals and Objectives

Course Goals
Course goals are broad, general outcomes that students should be able to perform as a result of experiences in the course (and should appear as part of the overall course description in the syllabus). Goals should be written in such a way that evaluation of the outcomes is **implied** or can be **foreseen**.

Examples:

By the end of the course, students should be able to:

1. Critically analyze a work of art.
2. Perform and interpret microscopic urinalysis.
3. Use principles of behavioral psychology to interpret real-life events.
4. Evaluate the impact of stereotypes of non-Western cultures on American society policies.
5. Develop an individualized nutrition plan and modify it if necessary.
6. Establish causal relationships between potential risk factors and disease in a community.

Objectives
Objectives are very **specific** outcomes that enable students to achieve the general course goals (and therefore are associated with particular units, lessons or class meetings in the syllabus). Objectives should be written in terms of particular student behaviors so that the evaluation methods are **explicit.**

Examples:

1. Recall the appropriate terminology used to describe and critique oil paintings.
2. Classify examples of political events that determined historical outcomes.
3. Identify the assumptions underlying community interactions.
4. Write a logically organized essay against or in favor of euthanasia.
5. Use a sphygmomanometer and stethoscope to measure blood pressure.
6. Describe the difference between a sodium atom and sodium ion.

Bloom's Taxonomy Verb List

When developing course goals and objectives, it is important to consider appropriate language to convey the associated outcomes. Bloom's Taxonomy offers verbs which can be associated with various types of learning, which often can build on one another. Consider this list as you move students from understanding knowledge, to learning how to apply and synthesize the information. **NOTE:** Depending on context, use and intent, some verbs may apply at different levels. This list is simply intended to provide some ideas for stating goals and objectives.

1. Knowledge

arrange	name
define	order
duplicate	recognize
identify	relate
label	recall
list	repeat
memorize	reproduce

2. Comprehension

classify	locate
describe	recognize
discuss	report
explain	restate
express	review
identify	select
indicate	translate

3. Application

apply	operate
choose	practice
demonstrate	relate
dramatize	schedule
employ	sketch
illustrate	solve
interpret	use

4. Analysis

analyze	differentiate
appraise	discriminate
calculate	distinguish
categorize	examine
compare	experiment
contrast	question
criticize	test

5. Synthesis

arrange	formulate
assemble	manage
collect	organize
compose	plan
construct	prepare
create	propose
design	set up

6. Evaluation

appraise	judge
argue	predict
assess	rate
attach	score
choose	select
compare	support
defend	value
estimate	evaluate

DO NOT USE: understanding, knowledgeable, appreciation, familiarize, aware, conscious, acquainted, familiar.

Materials adapted from
Brian Rybarczyk, The Graduate School, UNC-Chapel Hill

Assessment and Evaluation

Assessment and evaluation are central to effective teaching and to service-learning pedagogy. Specifically, this refers to the process of checking in with students throughout the semester to determine if they are learning what they need to learn in order to meet the course goals and objectives. Assessment is usually ungraded and is most useful as a feedback mechanism for both instructor and students.

Assessment also offers students multiple low- and no-stakes checks on their *own* learning; they can see where they currently are in their learning process and where they need to improve. Regular assessments, like short homework problem sets, quizzes, paragraph-long or shorter writing assignments and in-class practices, allow both instructors and students to catch misconceptions and errors early and correct them.

Basics of assessment:
All assessment and evaluation for the course should be directly tied to the course goals and objectives. You can't assess whether students are meeting course goals without clear goals to aim for. Assessment helps articulate your course goals very clearly; when planning assessments, you'll find it's difficult to create good, valid, helpful assessments for nebulous, broad or non-measurable course goals.

In order to maximize assessment's potential in the classroom, instructors should be:
- Committed to listening to students' input on their learning and your teaching.
- Flexible and ready change course in response to their feedback.
- Have clear, measurable course objectives and goals.

Basics of Evaluation and Grading
Assessment is taking stock of where your students are performing relative to course goals and objectives. Grading, or evaluation, is meant to be a summary of a student's progress, learning and/or mastery over the course of a semester.

Basics of Evaluation:
- Be clear with your students about what you will and will not be grading them on. Rubrics are an excellent way to be explicit about your expectations for a given assignment.
- Give clear grading schemes in your syllabus and assignment prompts and think through grading philosophies carefully.
- Consider your grading method.
- Choose what types of evaluative mechanisms you will use.