“A Smart Start to Service-Learning:” worksheet based on Rubin[[1]](#endnote-1)

1. Define student learning outcomes.

2. Define your own scholarship outcomes. (does your SL project contribute to your own research? Consider both disciplinary research and pedagogical research possibilities)

3. Plan community collaboration. Rubin lists these ten basic issues to negotiate:

* How long will the service component of the class last? What is the start date? End date?
* How many students will serve? How often? For how many hours?
* Are there transportation or parking problems?
* Who will conduct orientation for the college students? Will it be in-class or on-site orientation? Can community partners attend class during the first week to introduce their programs and answer student questions?
* What icebreakers will be used to break down barriers between students and their new clients?
* Who will be the on-site supervisor? What are the check-in and check-out procedures?
* How will students be evaluated? What outcome measures will be used to evaluate agency satisfaction with the students, and vice versa?
* How will communication among the faculty member, students, and community partners be maintained? Exchange home and work telephone numbers and e-mail addresses.
* What is the plan for closure and recognition of participants?
* Is any special training necessary prior to starting service? If so, can the faculty member and agency share the special training? When can it be scheduled?
* Are any additional tests or procedures, such as tuberculosis tests or fingerprinting, necessary prior to starting?

4. Design the course.

**Exhibit 2.1. Assignment and Outcomes Planner**

This a weekly outline. Copy and paste as many outlines as you need. Adjust the cells in the table as you see fit.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Week # | Student Learning Outcomes | | | Scholarly Activity (your own) | Service Outcomes | | |
| Learning activities | 1. | 2. | 3. | 1. | 2. | 3. |
| Lecture topic/s  Reading assignments  Discussions  Other in-class learning activity  Exam  Reflection  Analysis  Product (what demonstrates that the outcomes has been met?) |  |  |  |  |  |  |  |

*Source:* Driscoll, 1988.

5. Arrange logistics and create forms (e.g.: UGetConnected provides partner agencies an easy one-stop location to report hours).

6. Reflect, analyze, and deliver.

7. Perform assessment and evaluation of and among all critical audiences.

1. Rubin, Maureen Shubow. “A Smart Start to Service-Learning.” *New Directions for Higher Education* 2001, no. 114 (Summer 2001): 15. <https://libweb.uwlax.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid&db=ehh&AN=10210974&site=ehost-live&scope=site>. [↑](#endnote-ref-1)