

SERVICE-LEARNING COURSE DEVELOPMENT EXERCISE
Dr. Edward Zlotkowski

COURSE REVISION PROCEDURES

In the process of converting a traditional course into its service-learning equivalent, consider the following items. Try to address them *as specifically as possible*.

PART I: THE COMMUNITY-BASED PROJECT AND ITS VALUE

Name of Course: Community Fitness

Instructor: Angie Bryant, Belmont University

Group Members: Angie Bryant (Belmont), Jennifer Tucker (RSCC), Cheryl Johnston (UALR), Michelle Douglas (UALR), Betsy Hart (UALR), and Natalie Holley (UALR)

1. Briefly describe your course objectives as the course currently exists. Then briefly describe a community-based project (direct service, problem solving, resource creation, student research, etc.) that would complement those objectives.

Current Course Objectives:

1. Design,
2. Implement &
3. Evaluate a Community Fitness Program

Complementary Community-Based Project:

“Making Fitness Fun”

2. Identify some specific ways in which the course’s community-based project could reinforce, deepen, broaden and/or complement your current course objectives. Note: The value of the project may reveal itself in content-specific outcomes (utilization of a skill or methodology) or be related to more generic outcomes such as critical thinking, appreciation of diversity, enhanced communication skills, and leadership skills. Or it may do both.

Course Enhancements Made Possible by Community-Based Project:

1. Design- critical thinking, appreciation of diversity
2. Implementation- communication skills
3. Evaluation- critical thinking, assessment, leadership, and communication

3. What *concrete benefits* would the community-based project provide for the course’s community partner(s) and/or the community in general? (Since this question should ideally be answered by your community partner(s), your answer will necessarily be provisional.)

1. Change in mindset- fitness/exercise can be fun.
2. You don’t have t be fit to be active
3. Healthy role models for the kids

PART II: COURSE DESIGN

4. What would be the best format for the course's community-based activities: (a) mandatory or elective; (b) individual or group; (c) a major or a minor course component? Explain your choices. If you believe the community-based work should be mandatory, what current assignment(s) would it replace? If you believe it should be elective, how would you make it possible for the class as a whole to benefit from it?

Mandatory/Elective – Rationale:

Mandatory

- **If mandatory, what assignment(s) would the community-based work replace?**

The Implementation 1/3 of the class

Individual/Group – Rationale:

Group- Entire class responsible for the program

Major/Minor Part of Course – Rationale:

Major part of course- 1/3 of entire course

5. Are there any adjustments you would want to make to the course's non-community based components to integrate them better with the course's community-based work?

Classroom-based Adjustments:

1. Makes sure class work and discussion is project specific
2. Evaluation should include debriefing

6. How will your students need to be prepared for their community-based work? Identify both content-related knowledge (e.g., technical skills) and areas where special attention may be called for (e.g., social stereotyping, safety considerations, personal anxieties and concerns). Should anyone else be involved in the preparation process?

Content-Related Preparation: Class discussion and program logistics

Personal/Social Preparation:

Possible Preparation Assistance: Bring in someone from early childhood education and community partners.

PART III: FACILITATING LEARNING

7. Identify some of the *course-related* topics and competencies your students should be asked to relate – in class discussion and/or in writing – to their community project.

Topics: Impact of fitness health in children

Competencies: Program planning implementation and success

8. What contemporary social issues could the project help students better understand? Are there “civic skills” you could use the project to develop (e.g., finding a “public voice”; providing testimony/official recommendations; communicating with non-experts; understanding public-policy issues; navigating political conflicts)?

Contemporary Social Issues: Sedentary lifestyles, childhood obesity and diabetes

Civic Skills: Educate children and families implement SVC projects in community, provide role models for kids.

9. In what areas could the project help your students grow personally (e.g., recognizing unexamined assumptions, critically examining their judgments, learning to deal with diversity, developing time management skills, developing leadership skills)?

Personal Growth Areas:

1. Leadership skills
2. Project planning, Implementation, and Evaluation
3. Recognize unexamined assumptions

10. Identify some of the more important outcomes of the community-based work that you want to be able to assess. Then identify some of the indicators you might use to measure success.

Student Outcomes: Students think, act, and feel different about experience

Project Outcomes: Children will have a positive outlook concerning fitness.

Indicators of Each: