

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: “Design to Change the World” Graphic Design IV

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Group: Norma May Isakow (UAB), Vivian Grooms (Jackson State CC), and Cathy McClure (CPCC)

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. Problem Definition
2. Solution Creation
3. Evaluation of Success

Complementary Community-Based Project:

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 Thinking
2. Research-Analysis-Evaluation (CPCC Core)

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.)

Creative Thinking/Problem solving process

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?**

Replacing made up project with Service Learning

Individual/Group – Rationale:

Major/Minor Part of Course – Rationale:

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. Problem not solutions

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: Research, Project Design

Personal/Social Preparation: Initiative ←Self- Starting, Vocation → Passion/Need

Possible Preparation Assistance:

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: Did the Design Process Work?

Competencies:

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: Social issues derived from U. N. millennium development goals

Civic Skills: Explore various media for “civic voice”

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. How has project affected your personal perceptions of people/needs?

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: Engaged Professional

Project Outcomes: Positive – Change a life through graphic design

Indicators of Each: