Getting Started in Service Learning:
(http://writing.colostate.edu/references/teaching/service_learning/)

1. Adequate planning time
   • SL is not a supplemental activity; it is an alternative teaching method and requires time to develop objectives, etc.

2. Not all courses should be SL courses
   • Course objectives drive teaching methods
   • Course objectives must be related to community needs for SL course

3. Consider the make-up of the class
   • Age, commuters, transportation needs
   • Large classes need more community partners
   • Small classes may foster deeper, on-going relationships

4. Contacting community partners
   • Make contact early
   • Include course objectives, number of students, timeline of course
   • Invite partners to visit class; you visit the service site

5. Syllabus
   • Make clear connections between readings, assignments, discussions, presentations, agency training period, timelines, student assessment
   • Allow flexibility for special need students

6. Anticipating time requirements
   • Significant time is required on the part of students and instructor
   • Assume the roles of both and mentally walk through the preparation, training, orientation, service hours, class time, assignment time, etc.

7. Consider assessment methods
   • Grades should assess student processing, not service hours
   • Evaluate analytical skills, communication, critical thinking, judgment
   • Use papers, presentations, discussion grades
   • May use evaluations from service supervisors and clients for feedback

8. Considering collaboration
   • Several sections of same course? Collaborate
   • Consider team teaching
   • Use upper level students as service mentors

9. Precluding student objections
   • Distinguish service learning from volunteering
   • Designate service-learning courses in the curriculum
   • Allow for flexibility
   • Reserve class time for critical reflection about student assumptions regarding service
   • Don’t assume students will complain! UCLA study found in-coming Freshmen were most service-oriented in the 31 years of monitoring.

10. Challenging Stereotypes
    • Benefit of SL is to challenge student stereotypes about persons different than they
    • Caveat: Do diversity training and challenge stereotypes by in-class discussion first or you might reinforce stereotypes (literacy training example)

11. Tips on facilitating reflection:
    • Connect course objectives to service through requiring skills on higher level thinking and problem-solving
    • Schedule opportunities for guided reflection in class
    • Define criteria for evaluating reflection
    • Use journals, papers, class discussion, small groups, presentations, responses to course readings, outside readings, on-line discussion forums.