

This document outlines how faculty and agencies prepare for project-based SL. It explains project-based SL, outlines things to discuss, and lists documents agencies need to assemble in advance.

**Definitions:**

Direct Service SL:

- As a course assignment, students serve for a certain number of hours (usually 15-20) with a community agency. Examples: tutoring, being a companion, serving meals, tabling at an event, etc.
- Service activities directly benefit the public; students usually interact directly with the population served by the agency (refugees, children, elderly, or the public)
- The same service activity can relate to (and be matched with) many different courses

Project-Based SL

- As a course assignment, students in teams or individually partner with nonprofit organizations to gain hands-on experience producing an end product of mutual benefit to student and agency. Examples: writing an article or brochure, improving a webpage, designing a PR campaign
- Students usually work with agency administrators, not clients
- Service activity is usually exclusive or tailored to one course

<b><u>Differences:</u></b>	<b><u>Project-Based SL:</u></b>	<b><u>Direct Service SL:</u></b>
<b>PREPARATION:</b>		
<b>Learning Objectives</b>	Very specific learning objectives and project outcomes (ex: apply technical writing layout concepts while developing a brochure)	General learning objectives that relate to many academic disciplines (ex: apply <i>child psych</i> theories while interacting with <i>children</i> )
<b>Agency Communication</b>	More agency/faculty communication to arrange details before the semester (topics on next page)	Agency communication is often missing or not vital (SL staff serve as intermediaries)
<b>Preparation of literature</b>	Agencies usually assemble documentation and give to faculty before semester (topics on next page)	Often no literature is assembled before the semester; on-site orientations include standard volunteer literature
<b>ACTION:</b>		
<b>Timing</b>	There will be course-specific time line for orientations, start dates, due dates	Standard timing (orientations in week two, service starts by week five, etc.)
<b>Forms</b>	Standard time-logs, agreements, or evaluations may not be applicable or required.	Standard SL forms, agreements, evals.
<b>Check-ins</b>	Agencies may be asked to review drafts with quick turnaround times and/or meet with students repeatedly	Recommended "how are you doing" check-ins every two weeks
<b>Staff involvement</b>	Students may ask to interview agency staff or observe a meeting	Little staff involvement beyond volunteer coordinator
<b>EVALUATION:</b>		
<b>Presentation events</b>	Students often are required to give a presentation of their product (on campus or at the agency)	None, usually.
<b>Evaluation</b>	Evaluations: Faculty may request a non-standard evaluation of the product or of the student group	Standard on-line evaluation.

## **DETAILS TO DISCUSS BETWEEN FACULTY AND AGENCIES**

Discuss course goals:

- Desired learning outcomes (do students need to be exposed to a population, task, or issue?)
- Number of students available, and students' capacities (what skills & knowledge can they contribute to a project?)
- Course deadlines, agency deadlines
- Agency visits to the classroom, faculty visits to the site
- Methods for evaluating student service

Discuss agency goals:

- Agency needs
- Parameters for potential projects (capacity, desired outcome, timeline, and location)
- Supervision, training requirements, onsite orientations, and safety issues
- Method/frequency of exchanging feedback between faculty and agency

## **DOCUMENTATION FOR AGENCIES TO ASSEMBLE AND PREPARE**

### 1. PROJECT DESCRIPTION:

- a. Desired product
- b. Project purpose
  - i. The social need the project will address
  - ii. The population the project will analyze or target
  - iii. How the product will be used
  - iv. Timeline of your deadlines for product
- c. Specific tasks, if relevant
  - i. List particular events or meetings students could attend
  - ii. List specific information gathering activities students will need to complete

### 2. RESOURCES AVAILABLE FOR THE STUDENTS:

- a. Personnel resources
  - i. Who is available to help the students? Who is the lead person on staff for students to contact? If more than one staff person is involved do they offer different types of support (for example, Joe can give info on past events, Jane can give info on donors)
  - ii. Contact information, preferred contact mode (email or phone), typical availability
- b. Material resources
  - i. What documents is the agency supervisor providing upfront?
  - ii. How can students access other information? (through interviews, web research, articles)
  - iii. How will the agency provide information on or access to the target population (to survey, to observe, etc.).