Questions to guide design of service-learning (Clayton & Moses, 2006, excerpts)

Given: What is already determined, given the department / institution in which I am working?

Guiding questions:
- Who are the student partners? What experience / skills / knowledge / abilities / interests / etc. do they bring to this work? What do they not bring?
- Who are the faculty/staff partners? What experience / skills / knowledge / abilities / interests / etc. do they bring to this work? What do they not bring?
- Who are the community partners? What experience / skills / knowledge / abilities / interests / etc. do they bring to this work? What do they not bring?
- How counter-normative do I expect SL to be, for my students, for my partners, and for me? In what ways?
- What are the public purposes of my discipline? What social / civic issues are related to course content?
- What are the goals underlying this work? For learning? For service? Who is to have a voice in determining goals?
- Other than my students’ learning and my community partner’s desired outcomes, what other goals do I have for SL in my course (e.g., using it as a basis for research, informing the development of a departmental grant, supporting a community organization to which I am particularly committed)?
What current course objectives (content, process, culture) can / cannot be met well with SL?

What new course objectives (content, process, culture) does the integration of SL introduce?

What challenges/obstacles/constraints do I, my students, and my community partners face in implementing SL successfully?

What is needed in terms of capacity-building among all participants in order for this effort to succeed and what resources might we draw upon to help us build capacity?

Making choices:
   Will SL be optional or required? If optional, what will be the alternative assignment and how / when / why will we integrate the work of SL students and non-SL students?

How much of the total level of student effort / time required in the course do I intend to devote to SL? Within this, how many hours of service will the students be asked to complete?

What changes will I make regarding the amount of time I spend / the type of involvement I have?

What specific trade-offs, if any, will I make as I integrate SL into my course so as to best accomplish the goals (e.g., Will I replace a text I used previously with the service requirement? Will I substitute a journal for the essay I have used in the past?)?

What percentage of the final course grade will be allocated to the learning achieved through the SL component, and how will that percentage be allocated across various assignments (e.g., various reflection mechanisms)?