

Service Learning for Social Change: A Curriculum Development Workbook

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1. Name and Brief Description of Course:

2. Related Social Justice Issues

How do issues of inequality, power and marginalization interplay and affect the topics you are examining in the course? Brainstorm a list of the relevant social justice issues that students might examine.

3. Social Justice Meta-Question:

What is the overarching question about social justice that you want students to critically examine during the semester? Review the list of “social justice issues” generated above. Write a question that summarizes this aspect of the learning for the course.

When finished, post your *meta-question* in BIG BOLD PRINT in a very visible location where you do your curriculum work! Keep it in front of your eyes at all times!

4. Course Learning Outcomes:

A service learning course helps students develop a wide-range of knowledge, skills, attitudes and values. Some are very specific to the knowledge-base of the discipline or field. Others are related to the issues of service and social justice introduced by the service dimension of the course. An effective service learning course will have clear learning outcomes articulated in each of these areas.

Discipline-specific knowledge, skills and attitudes:

Review your course learning outcomes and list those that you consider to be specific to your discipline or field.

Service and Social Justice-related knowledge, skills and attitudes:

Review your *Social Justice Meta-Question*. What are the knowledge, skills and attitudes necessary for your students to successfully address this question?

- What do you want students to know about the service and social justice issues identified?
- What do you want students to be able to do in relation to these issues?
- What values, beliefs and attitudes do you want students to critically examine and/or develop?

Review the learning outcomes above. What connections and overlap do you see? How are these two dimensions of learning inter-related?

5. Civic Engagement Actions For Social Change

How have social change movements been successful in addressing the injustices that you have identified? What activities can be undertaken by individuals and/or groups to address the underlying social injustices? Brainstorm a list of successful past examples of social change that have occurred in your field. Brainstorm a list of possible future actions?

Case Studies of Successful Social Change

Possible Future Social Change Actions

How will the course introduce students to these past and future social change actions? What readings will you use? What assignments will you give students? Are there additional learning outcomes that you want to add to your list on page 3? (Continue thinking about this on page 6.)

6. Community Partners as Co-Teachers

Your community partners have years of relevant first-hand experience working with the issues that you are addressing in your course. Their knowledge can be a valuable source of learning for your students. Community partners can facilitate student learning in both formal (in the classroom) and informal (at the service site) ways. Identify ways that you can access the knowledge of your community partners in your course.

Formal Learning Process:

Identify examples of “formal approaches” to include the community partner’s involvement in the classroom (ie, presentations, panel discussions, personal histories, etc.).

Informal Learning Process:

Identify examples of “informal approaches” where the community partner facilitates learning and reflection at the service site (ie, interviews by students, discussions at the service site, seizing the “teachable moment,” etc.).

What barriers might your community partner experience in trying to become more active as a “co-teacher?” How can you overcome these barriers?

7. Learning Strategies

What activities, readings, assignments, reflection exercises, etc. will help students achieve the learning outcomes that you have identified? What role can your community partners play in the learning process?

	Learning Outcome	Learning Resources (Community partner presentations, readings, videos, exercises, etc.)	Assignments (Interviews w/community partners, reflection papers, essays, final projects, etc)
Discipline-Specific Learning Outcomes			
Service and Social Justice Learning Outcomes			

8. Assessing Student’s Knowledge of, Capacity for and Commitment to Social Justice and Social Change

The service learning course has given the student an intimate and rigorous experience with issues of service and social justice. It has also introduced the student to ways that individuals and organizations have worked to bring about social change, and address the underlying, systemic cause of injustice. How can you assess your students’:

- knowledge about social justice and social change;
- skills and abilities in working to end social injustice; and,
- commitment to future involvement?

	Learning Outcome	Assessment Strategy
Knowledge about social justice and social change		
Skills and abilities to work to end social injustice		
Commitment to involvement in social change action		

Examples of *assessment strategies* include: taped reflection assignment, pre- post-attitude survey, final paper or project, follow-up research, community partner feedback, etc.