Community-Based Learning

BONNER
CENTER FOR CIVIC
ENGAGEMENT

University of Richmond

Faculty Checklist

1. DETERMINE YOUR TEACHING GOALS

- [Review sample syllabi](#) for ideas
- Use this [teaching goals inventory](#) as a resource
- Write out what you want your students to know and/or be able to do, particularly in relation to the CBL experience. What kind of experience would help your students to question their own assumptions, or encounter theory in practice?
- Consider principles of good course design, such as Dee Fink's taxonomy in "Creating Significant Learning Experiences." 1. consider situational factors 2. define learning goals 3. decide how students will demonstrate their learning 4. create learning activities for students to practice before they are assessed 5. integrate the components

2. INVESTIGATE COMMUNITY PARTNERSHIPS

- Articulate, in writing, the objectives related to the community-based experience
- Identify service activities or issues that relate to your learning objectives
- Contact potential community partner(s)
- Plan a site visit
- Discuss mutual goals, expectations, and parameters for service projects (hours, product, timeline, and assessment), training requirements, onsite orientations, schedule flexibility, and method/frequency of exchanging feedback. (Use our Community Partner Interview Worksheet)
- Consider inviting agency or community representatives to visit the class

3. DEVELOP THE SYLLABUS

- Explain the learning objectives as they relate to the community-based activity
- Describe the nature of the activity and the community need it addresses
- Weave the activity with the course content
- Use writing assignments, discussion topics, readings, presentations, and other activities listed in the syllabus as connections to the activity

- Specify how students will be expected to demonstrate what they have learned from the activity (journals, papers, presentations)
- Describe how students will be assessed on the experience
- Provide consequences for students who do/do not follow-through with their agency commitments
- Preview online agreements, log sheets, and/or evaluation forms; Clearly explain the due dates
- Establish benchmarks or a timeline for contacting the agency, meeting with supervisor, signing contracts, beginning and completing the service/activity
- Clarify the procedures for reporting problems
- Provide students with the link to the "Resources for CBL Students" page on the CCE's website:https://engage.richmond.edu/cbl/students/index.html

3. ESTABLISH COMMUNITY PARTNERSHIPS

- Make a plan for maintaining the partnership.
- Plan to check in with the community partner regularly throughout the semester.
- Consider any common goals that you have and how you might gather information about your success in meeting these goals.

4. ORIENT THE STUDENTS

- Talk about the CBL experience on the first day of class. Touch on the each of the topics listed under "Developing the Syllabus" (above). Make sure students sign informed consent form. Go over "Guidelines for Working in the Community" (invite Terry to class to do this).
- Invite agency or community representatives to visit the class
- Facilitate students connecting with agencies. Have students complete an agreement with their agency supervisor.

5. PROVIDE GUIDANCE/MONITORING

- Provide a timeline; students need benchmarks for contacting the agency, meeting with supervisors, signing agreements, beginning and completing the activity. Consider having students turn in a Student Work Plan (see attachment below) by a specified date.
- Have a back-up plan for students with special needs.
- Consider providing an alternative for those students who are legitimately unable to participate, or for those who miss/ignore agency orientations and start dates.

- Contact the community partner(s) at least once mid-semester to exchange feedback and, if possible, visit the service site(s) to gain first-hand exposure to the experience.
- If students are working in groups, give the students structure and tools to make the group work productive.
- Evaluate student service activities EARLY, asking them:

SUGGESTED QUESTIONS:
• Have you attended an on-site orientation?
• What did you find that you did not expect to at the agency?
• How many hours have you served (or how much progress have you made on your project)? If you have not started, what is your anticipated start date?
• Are you encountering any challenges?

6. INCLUDE REFLECTION

- Implement reflective assignments and activities throughout the semester
- Discuss the service in class even if you are using an optional CBL model
- Students who choose not to participate in the experience will still gain insights and knowledge from the comments of students who do participate

7. ASSESSMENT/EVALUATION

- Use reflective assignments to assess student learning and to evaluate performance (class discussion, journals, analysis papers, or oral presentations).
- Administer the CBL online evaluation form for students (It will be sent to you two weeks before finals). A report will be sent back to you to help you refine your next Community-Based Learning course.

  *Adapted from Service Learning Forms from Boise State University

Community-based Learning Student Work Plan
[Course, Date]

Name:

Nonprofit/ Site you have arranged to work with:

Duties you'll be performing:

Contact Person:
Address:
City: State: Zip Code:
Telephone:
Email:

Schedule:
I will perform my service the following day(s) of the week (include times and beginning date) OR on the following dates and times:

Transportation:
Please check one of the following options:

___I will be driving my vehicle or a friend's vehicle on the dates and times specified above.
___I will be riding the CCE shuttle
___I will be riding the GRTC bus to my site.
___I will be carpooling with another student
___Other: (please explain)

For Site Supervisor:
As supervisor for this student, I understand that the student must be involved in direct, face-to-face contact with the person or group being served and that the student must complete a minimum of hours of voluntary (unpaid) service at this site over the course of the semester in order to receive academic credit.

Site Supervisor Signature
Date

Student Signature
Date