

## **Project Design Protocol**

### ***Application Form for a Service Learning Designated Course***

- 1) Describe proposed activity, including a tentative timeline and commitments.
- 2) Which learning outcomes directly relate to this activity?
- 3) How is the activity reciprocal (what is it that the partner / community gain?)
- 4) Estimated number of hours needed to complete, including preparation, action, and reflection:
- 5) How will you prepare your students for this activity (skills needed:)
  - i) Academically
  - ii) Professionally
  - iii) Cultural competency (biases related to age, ability, gender, race, class, body image, etc.)
- 6) Level and type of supervision and input the agency will need to provide. Will you have to be involved?
- 7) What level of skills can the partner expect from your students?
- 8) Will there be a final product or event?
- 9) What optional activity will this SL project replace (essay, presentation, quiz, etc?)
- 10) What percentage of the total grade in the course will this activity be?
- 11) Specify the criteria or rubric that you will use to evaluate the student for this activity.

Be as specific as possible. E.g.:

  - i) Attendance and punctuality
  - ii) Teamwork / attitude
  - iii) Organizational skills

- iv) Professional services, quality of work, dress code, etc.
  - v) Integrative paper, reflection, etc.
- 12) What reflection method appropriate to your discipline, and relevant to the activity will you use? E.g.: Journal writing, informal presentation, dialogue, prompts for written or verbal reflections, portfolio, integrative papers (combined information from text-book and experience,) video, art work, poster, etc.

***B) SL Project Evaluation:***

Please attach a copy of your proposed CIS, including evaluation criteria. CIS must be in compliance with Blinn’s master syllabus. Some examples of evaluation options:

- a) Questions in the pre- and post-test which help you assess if students learned the desired outcome equally or more effectively than those who did not choose to participate in the SL project.
- b) Design your own open-ended feedback questions for students and partner(s.)
  - 1. What was helpful?
  - 2. What was least helpful?
  - 3. Is there anything I could have done as faculty, which would have helped you do a better job?
  - 4. A SL pre- and post-test questions that specifically gauge civic engagement.

***C) Faculty (Formative) Self-Evaluation***

In a separate sheet, describe what you will use as self-assessment

Examples:

- 1. How does my teaching affect my student’s ability to become responsibly engaged in the community?
- 2. How much information did I give my students before sending them to the community activity?
- 3. What ethical standards guided my design?
- 4. Did the designed activity address the targeted learning outcome?
- 5. Could it address it more effectively?
- 6. Is there another activity which would be better?
- 7. What could I change in my course delivery to promote student engagement?