# Designing a Service-Learning Project: Phases and Sequence

| Phase | Questions | Period of Time |
|---|---|---|
| **1. Initialization** | What social need will be faced?<br>Which type of service will the students provide?<br>What shall be learned through this service?<br>**a) Sketch of the idea**<br>i) Detect social needs of the community and determine which ones could be attended to by the students - Social needs should be relevant for the partner and the students<br>ii) Determine the specific service the students could provide<br>iii) Define the learning facilitated by the service<br>iv) How does the social need relate to the SDGs (https://sdgs.un.org/goals)?<br>**b) Relationship with S-L partners**<br>You may contact partners you have already worked with or map (non-profit) organizations and public administrations dealing with the needs to be addressed. Solid partnerships simplify cooperation.<br>i) Identify partners (non-profit entities, entrepreneurs, public administrations, educational centers, cultural organizations, etc.) - Pay attention to values and goals of the partners<br>ii) Pose the demand and reach an agreement<br>iii) Sign a collaboration agreement between the higher education institution and the (non-profit) organization | **One semester before the S-L project begins** |
| 2. **Planning** | **a)** Define in detail the **service** to be performed by the students. - Results may differ from what is planned! The service should be performed online or face-to-face.<br>i) Who is responsible for the project in the social entity?<br>ii) What program or area of the entity is related to the project? | |

iii) What tasks are related to the service?
iv) What requirements are needed to perform the tasks?
v) How does the university collaborate with the partner during the service?
vi) What are the functions of the person responsible for the project in the (non-profit) organization?
vii) How, when and with whom will the service performed be evaluated?

**b)** Define in detail the **pedagogical aspects**

i) At which part of the curriculum is the project linked? (Subject, specific S-L course…)
ii) What contents, competences, and values (e.g., solidarity, empathy...) could be developed?
iii) How is the gender perspective integrated into this S-L experience (e. g. non-sexist language, distribution of roles among students)?
iv) Do students need specific training before the service starts?
v) How is the social entity related to the pedagogical aspects?
vi) How will the learning be evaluated?

**c)** Define the **management and organization** of the entire project

i) What is the calendar and schedule?
ii) What permits and insurance are needed?
iii) What human resources do you need?
iv) How will the communication with the social entities be realized?
v) What materials and infrastructures are needed?
vi) How are you going to record the experience?
vii) What and how are you going to disseminate the project and its results?
viii) What is the budget? Can you count on any funds?

**d) Budget forecast**

i) Travel expenses
ii) Materials for the service activities
iii) Celebrations
iv) Other

**e)** Prepare a **brief and descriptive document** about the project that will help you to present it to others.

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| **3. <u>Implementation</u>** | **a) Preparation with the partner and the students**<br>i) Introductory event / kick-off, if possible, together with the partner<br>ii) Introduction to the S-L methodology<br>iii) Clarification of expectations and responsibilities, making appointments, etc. → Who can & when be reached? When probably not? → Involvement ofthe students - balance between guidelines and support and free creative space<br>iv) If possible: induction of a student/ research assistant or peer tutor<br>v) Timely and transparent discussion of any difficulties and changes that arise<br>**b) Preparation with the students**<br>i) Analyze the group of participating students (e.g. in terms of motivation, expectations…)<br>ii) Introduce goals and assessment criteria<br>iii) Motivate the students<br>iv) Analyze the social need and define the service<br>v) Knowledge transfer / theory input<br>vi) Organize the work - switch between (virtual) presence phases and individual work phases<br>vii) Reflect on the learning of the planning<br>viii) Preparation for service partially on-site or online<br>**c) Implementation of the service**<br>i) Carry out the service on-site or online<br>ii) Reflect on the lessons learned from the implementation | **Beginning of the semester** |
| **4. <u>Completion</u>** | **a) Document, communicate and disseminate** the project<br>**b) Closing with the group**<br>i) Reflect and evaluate the results of the service<br>ii) Reflect and evaluate the learning achieved<br>iii) Project future prospects<br>iv) Celebrate the experience with all stakeholders<br>**c) <u>Evaluation</u>**<br>Students participate in the evaluation.<br>i) Evaluation with the group<br>ii) Evaluation with the social entity<br>iii) (Self-)Evaluation of the educator(s)<br>**d) Issuing of certificates of attendance** etc. | **End of the semester** |
| **5. <u>Follow-up</u>** | **a)** Ensuring the **sustainability of the service**<br>**b) Revision of results / products** for final presentation if necessary<br>**c) Dissemation** activities | |

**Further information**

- S-L projects should have a curricular connection.
- Duration of a S-L course
    - Depending on the complexity of the project: one or two semesters, e.g. organization of an exhibition.
- Flexible course design, i.e. smaller student project groups who work on projects with different priorities on a common main topic of a practice partner.
- Examples of European S-L projects can be found at https://www.eoslhe.eu