FUSION 8 BLOCK MODEL:
[COURSE BLUEPRINT]

Each block has guiding questions for your course planning. You do not have to respond to every question, but you will need to turn this completed blueprint into the course facilitators at the end of the course.
Fusion 8 Block Model: Course Blueprint

Each block has guiding questions for your course planning; you don’t have to respond to every question. Note for Block 2 you will need to select either the model for students to select their community partner (2a, in Unit 2) or for you to do so (2b, in Unit 4.)

Unit 2: PROJECT SCOPE
BLOCK 1: Project Design

Course Title:

Class Size:

Class Population:

Class Schedule:

Course Learning Objectives (Knowledge, Skills, Attitudes)

Initial Ideas for PBSL Design

Where on the continuum model do you see your course?

Timeframe for Service Project:

Product(s) of Student Work:

Resources Needed:
Planning for Students to Find Partner/Client

You don’t have to respond to every question

What are your course needs/ “must haves”?

What specifics do you have for the types of organizations you want students to work with?

How will you facilitate this process/prepare your students to do so?

How will you monitor your students’ activities with their partners/clients?

What will you ask of the partner in terms of feedback to you about your student efforts?

How might this (reasonably sized initial) project connect to future work?
You don’t have to respond to every question

1. Identify potential community partners who may need service work related to your course outcomes, note this might be generic (i.e., homeless shelter, small business, historical society, etc).

2. For each of the above community partners, what are some problems/issues your students may solve?

3. What assets does the client/community partner bring to solving this problem? What assets will you and your students bring?

4. For each problem-based project, consider what service and learning outcomes can be addressed.

5. Draft partnership agreement (which is the contract your class/student will make with your partner). It should meet the following criteria:
   - problem/issue is clearly defined (problem is authentic, versus contrived; problem is open-ended for students to solve, versus a task to be performed)
   - specific parameters, needs, constraints are included
   - community partner's needs and expectations for the products/deliverables are articulated (there should be a clear connection between student work and course objectives)
   - timeline for when products are needed
   - community partner contact information for follow-up

NOTE: The actual problem statement for your course will need to be created with you/your students’ community partner and ultimately should be communicated from the community partner to the students (i.e. on letterhead or in person).
Unit 2: PROJECT SCOPE
BLOCK 4: Project Management

You don’t have to respond to every question

1. What will the roles and responsibilities be for each:

   Faculty:

   Students:

   Community Partner(s):

2. How will you build student ownership? What role will they play in planning? How can you include students in being part of the management of the project?

3. What are some potential problems that might arise? Which of these problems are of real concern and which can be part of valuable learning experiences?

   a. Which of these problems are your problems and which are/should be the students or community partners? How will you assure you don’t solve every issue “for” the students?

   b. How might you prevent the problems of real concern? Can you include something in the problem statement or in building community and capacity that can alleviate some problems? What tools can help structure the work to help with management?

   c. How might you respond if one of these problems occurs?

4. How often and when will you build in time to reflect on how the project is going and make any necessary changes to the project? (Think about this question in terms of yourself, your community partner and your students.) If you choose a community partner, you can do a significant portion of the project management work before project work begins.

5. If your students choose their own partners your project management efforts will be at least in part in reaction to their choices and the time span for doing this work may be substantially compressed.
6. Will your students require instrumentation, equipment, or supplies to carry out their project? Will your campus supply these needs or can the community partners help?

7. How do students visit their community partners if do not have not have a car or access to public transportation?
   a. Service learning can be an optional component.
   b. Service learning can be a 4th credit option.
   c. Some of these students can do papers or short reports that get reported out to the class to lend theory to practical service learning experience. Good discussions can result from comparisons of in the field observations with theory.

8. Does your campus have policies that cover the liabilities of students performing off campus project work?

Is there firm policy, just general guidelines, or is there any policy at all? Start your exploration with your immediate supervisor.

9. Will project work require approval from your campus Institutional Review Board?

10. What steps can you take to be sure students will present themselves professionally to their community partners, in person, on the phone, and via email?
    a. Are there videos that could help them?
    b. Role-playing?
    c. Check lists?

11. Once the partnership agreement is completed it might be helpful if each student completes a basic timeline to insure that they have budgeted enough time to complete their work. They can share this timeline with you via Google Docs. This will help you check in effectively on their progress.
12. How are you going to include community partners in your classroom several times during the semester? Possibilities include

a. Sharing the Partnership Agreement(s)

b. Encourage them to write notes to the class as the projects evolve. Some partners may want to be heavily involved and others may be so busy that they cannot work effectively with your students, but encourage them write at least one brief note.

c. Encourage community partners to participate in a final celebration. Much more on this in the Reflection block
Unit 3: PREPARING LEARNERS

BLOCK 5. Building an Online Learning Community

You don’t have to respond to every question

Activities to build community in the beginning of the course:

Activities to maintain community during the course:

Activities to celebrate the community at the completion of the course/project:

What size groups will you use early in the course and how (if at all) do you want to build to larger teams?
What are your overall learning goals (knowledge, skills and attitudes)?

What do students need to know and be able to do before the PBSL project begins?

What prior knowledge, skills and attitudes do your students have? How can you find this out?

What learning activities can you begin with that will build confidence and assure student success?

What information and practice do you want to provide students at the beginning of the course and what do you want them to learn later in the course?

What learning activities can you use to build a base of knowledge and skills?
Unit 4: PROJECT IMPLEMENTATION
BLOCK 2B: Community Partner Relations: Maintaining Communications

*You don’t have to respond to every question*

Who will you work with?

How will you establish rapport/initiate this relationship?

What are your course needs/ “must haves”?

What does the partner need/want from this relationship? (to be filled in when you meet)

What will you ask of the partner in terms of feedback to you/students?

Who will write the problem statement? When?

Where might this partnership lead over time?

How might this (reasonably sized initial) project connect to future work with this partner?
1. What are the learning objectives that you want to assess?

2. What is the evidence that you will use to assess learning objectives?

3. Consider one piece of evidence you will use to assess an assignment. What criteria will you use to assess effective learning?

4. How frequently will you do the assessments?

5. What are the different modes by which you will do the assessments?

6. Who will do the different assessments?
What activities, knowledge, skills, and work need reflection (note: reflection may require practice as it is a developmental process)?

What reflection strategies can you use on an on-going basis to keep a pulse on the class?

What reflection strategies will you use for specific purposes such as connecting with learning outcomes?

How do you plan to use reflection toward the end of the course?

How will you incorporate Community Partner reflection?

What celebratory activities will you plan?