



TED UNIVERSITY
TEDU102 Service Learning
2026 Spring

Course Information

Schedule: Friday, 11.00-13.00

Section Number: 09

Location: G113

Course Credit: (1+0+0) 1 Credit / 1 ECTS

Instructor Information

Name Surname: Assoc. Prof. Dr. Gökçen AYDIN DALARSLAN

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Office hours: Wednesday, 11.00-12.00

Course Description

This course introduces service learning to students through theories, practices, community-engaged projects, NGO collaborations, and field activities. Modern communities are known to be diverse and dependent on each other. For their members to make positive changes in the world, they need to know what social service is. This course examines various concepts and practices of community engagement, such as equity, citizenship, human rights, advocacy and activism, civic leadership, social justice, civil discourse, and social capital. In addition, it provides students with an array of opportunities to engage in an immersive community service-learning experience. Students will have the opportunity to engage with students from other departments and actively participate in community engagement ideas and practices from a local and international perspective.

Catalog Description

Community engagement: Working in context, valuing community expertise, collecting & organizing community information. Ethical engagement. Community context. Service learning and leadership skills. Community-engaged project management: planning, taking action, evaluating success, sustainability and knowledge.

Course Objectives and Learning Outcomes

This course will help students develop a critical perspective and ethical approach in working with people in different communities and community-based organizations. The objectives of the course are to understand community engagement and working in context; collect, analyze information from the community and develop community engagement projects that would bring mutually beneficial partnerships. The course also aims to support students' leadership and effective communication skills and raise their awareness regarding sustainable development goals.

Upon successful completion of this course, students will be able to:

- Identify issues, needs, and resources of the community.
- Demonstrate the ability for ethical community engagement and building mutually-beneficial partnerships.
- Apply community-based project management skills such as taking initiative, following directions, leading, and solving problems.
- Recognize the value of service and social responsibility for a sustainable future.
- Use collaboration and leadership skills such as listening effectively, and resolving conflicts.
- Reflect on their self and the level of their engagement with others.

Attendance and Participation (10%)

Active participation and meaningful learning are critical for this course. Students will participate in class activities that help them learn knowledge and skills to collaborate with NGO's and conduct a service learning project. **Attendance is compulsory for class and TEDU102 poster presentation week. Students who are absent 3 times will fail the TEDU102 course.**

Project Proposal (15%)

This assignment will help students to plan a group project. **Individual projects are not allowed.** Students will prepare a project plan by following Project Proposal Form. The form will include interest and skill of project members, community needs/issue/problem, propose of the project, preplanned actions, responsibility of group members, time table, partner GO/ NGO. Templates and assessment rubric will be provided.

Final Project Report (30%)

Students will complete a final project report and evaluate their report. **Final project report document will be provided on LMS.**

Self-Reflection (20%)

Students will write a self-reflection report to explain how service learning and community engagement contributed to their personal and professional development. **Self-reflection report document will be provided on LMS.**

Poster Preparation (25 %)

Students will make a project poster and present it at the *End of Semester Service Learning Fest*. Each poster should have the title of the project, group members' name, TED University logo, name of the partner institution, purpose of the project, method and outcomes of the project. A poster checklist will be provided to students.

Criteria*	Weight
Attendance and Participation	10%
Project Proposal (Group assignment)	15%
Final Project Report (Group assignment)	30%
Self-reflection (Individual assignment)	20%
Poster Preparation + In-class Poster Presentation (Group assignment)	10%
Poster Presentation at TEDU102 Fest	15%

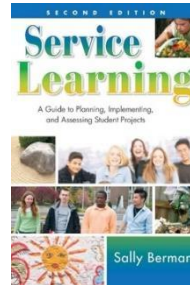
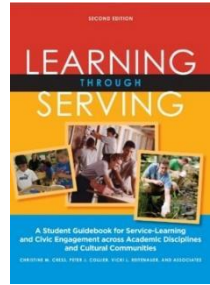
Policy on AI Generative Tools

While AI can be used during in-class activities to assist with brainstorming and refining project ideas, all work submitted for evaluation (project proposal, final project report and self-reflection) must be your own. Any contributions or ideas sourced from AI or other external sources must be appropriately cited and referenced. Failure to properly credit AI-generated content any other external material will be regarded as a violation of academic integrity, and as such, the assignment may not be considered for grading or evaluation. Please follow the Regulations and Guidelines for Education <https://www.tedu.edu.tr/en/regulations-and-guidelines-education>

Course Materials

Cress, C. M., Collier, P. J., & Reitenauer, V. L. (2023). *Learning through serving: A student guidebook for service-learning and civic engagement across academic disciplines and cultural communities*. Taylor & Francis.

Berman, S. (2006). *Service learning: A guide to planning, implementing, and assessing student projects*. Corwin Press.



Week	Topic	Resources
Week 1 9-13 February	Introduction of the Course <ul style="list-style-type: none"> Course objectives and outcomes Course procedures 	
Week 2 16-20 February	Introduction of the Project Experience <ul style="list-style-type: none"> Sharing previous project experience 	
Week 3 23-27 February	Service Learning Concepts <ul style="list-style-type: none"> What is service learning? Benefits of service learning Defining some terms such as service learning, community, engagement, civic engagement, active citizenship 	Cress, C. M., Collier, P. J., & Reitenauer, V. L. (2023). <i>Learning through serving: A student guidebook for service-learning and civic engagement across academic disciplines and cultural communities</i> . Taylor & Francis. Bringle, R. G., Hatcher, J. A., & Jones, S. G. (Eds.). (2023). <i>International service learning: Conceptual frameworks and research</i> . Taylor & Francis.
	Meeting with service learning mentors In-class Activity I: Defining interests and skills	
Week 4 2-6 March	SDG based Project Preparation I <ul style="list-style-type: none"> What is the SDG? How SDG's are related to community-engaged activities Linking students' proposals and SDG 	Halkos, G., & Gkampoura, E. C. (2021). Where do we stand on the 17 Sustainable Development Goals?

	<p>Student Assignment:</p> <ul style="list-style-type: none"> ● Investigation on community needs ● Forming project groups 	An overview on progress. <i>Economic Analysis and Policy</i> , 70, 94-122.
	<p>In-class Activity II: Analyzing SDG Cases</p>	Kopnina, H. (2020). Education for the future? Critical evaluation of education for sustainable development goals. <i>The Journal of Environmental Education</i> , 51(4), 280-291.
<p>Week 5 9-13 March</p>	<p>Project Preparation II:</p> <ul style="list-style-type: none"> ● Service learning project preparation and management ● Guidelines for designing and implementing service learning projects ● Conducting community needs assessments 	
	<p>Student Assignment:</p> <ul style="list-style-type: none"> ● Building networks and contact with NGOs or Schools 	
	<p>In-class Activity III: Analyzing Community Needs Assessment Cases</p>	
<p>Week 6 16-20 March</p>	<ul style="list-style-type: none"> ● Introducing service learning project main and sub-themes, (purpose, community needs, actions, responsibility of group members, NGO or schools etc.) ● Presenting project proposal and getting feedback 	
	<ul style="list-style-type: none"> ● Suggestions to overcome obstacles ● What happens when things don't go as you expect? 	
<p>Week 7 23-27 March</p>	<p>Project Preparation and Implementation</p> <p>Project Proposal Submission</p>	
<p>Week 8 30 March-3 April</p>	<p>Project Preparation and Implementation</p>	
<p>Week 9 6-10 April</p>	<p>Project Implementation and Q&A sessions</p>	
<p>Week 10 13-17 April</p>	<p>Project Implementation and Q&A sessions</p>	
<p>Week 11 20-24 April</p>	<p>Project Implementation and Q&A sessions</p>	
<p>Week 12 27 April-1 May</p>	<p>Project Implementation and Q&A sessions</p>	
<p>Week 13 4-8 May</p>	<p>Project Implementation and Q&A sessions</p>	

Week 14 11-15 May	Poster presentation at class (Compulsory) Self-reflection Report Submission	
Week 15 18-22 May	Project Report Submission Poster Submission <i>Service Learning Project Fest</i>	

*This syllabus is subject to change. Changes, if any, will be announced on LMS. Students will be held responsible for all the changes.

Student Development and Psychological Counseling Center

Student Development and Psychological Counseling Center conducts individual psychological counseling, group psychological counseling and preventive and developmental services such as group works and seminars for all students in need. You may apply to our Center in order to deal with all your current psychological distress.

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