

Chapter 2

Curriculum Integration

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INTRODUCTION

The authors for the pieces in Chapter 2 are the course instructors and the TECSL participants who taught a variety of courses ranging from undergraduate general foundations of education courses to adult education and graduate courses in topics ranging from measurement and evaluation to the aging process. Only four of the pieces are actual methods courses for preservice teachers, but those four courses represent a variety of curriculum areas: early childhood primary curriculum, social studies methods, science methods and children's literature. The variety of courses should be an inspiration to anyone wanting to infuse service-learning into a course that they teach.

The examples in this chapter are grouped chronologically by when the course would be taken at any given university:

EDUC 210: Schools in a Diverse Society;
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EDUC 210: Schools in a Diverse Society;
Nomsa E. Geleta, Ed.D.; Salisbury University

WLIT 205: Honors World Literature;
Juanita D. Gilliam, M.A.; Coppin State College

EDUC 203: Teaching and Learning in a Diverse Society;
Barbara Laster, Ed.D.; Towson University

ECED 201: Intervention and the Young Child;
Barry Frieman, Ed.D.; Towson University

ECED 342: Primary Curriculum;
Nancy W. Wiltz, Ph.D.; Towson University

ELED 312 : Science Instruction;
Edward Robeck, Ph.D.; Salisbury University

ELED 313: Social Studies Instruction;
Joel T. Jenne, Ph.D.; Salisbury University

EDUC 408: Children's Literature;
Ernest Bond, Ph.D.; Salisbury University

EDUC 408: Measurement and Evaluation;
Elizabeth H. Brooks, Ed.D.; Coppin State College

SCED 319: Survey of Educational Programs;
Elizabeth Wilkins, Ph.D.; Towson University

ADLT 504: Partnering with the Community -
A Graduate Practicum;
Theresa Harris, Ph.D.; Coppin State College

ADLT 533: The Aging Process;
Alfred L. Sutton, Ed.D.; Coppin State College

ADLT 513: Sociology and Community Development;
Elinor Santor, Ph.D., and Elizabeth Brooks, Ed.D.;
Coppin State College

ADLT 530: Environment and Aging;
Alfred L. Sutton, Ed.D.; Coppin State College

EDUC 560: Teaching in a Multicultural/
Multiethnic Society;
Lijun Jin, Ed.D.; Towson University

EDUC 210: SCHOOLS IN A DIVERSE SOCIETY

Carolyn M. Bowden, Ph.D.
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Service-Learning Research and Field Experience Reflection Project

Course Description

Sociological, historical and philosophical approach to the role of the school in an increasingly diverse society. Emphasis on development of knowledge, values and skills needed to live, learn, interact and work in a global society.

The “primary” participants in this project were two groups of undergraduate elementary and secondary education majors enrolled in a foundations of education course. The “secondary” participants were students enrolled in elementary, middle, high school or after-school programs. Each university class typically numbered approximately 30 students. University students worked one-on-one with assigned students. When possible, university students were linked with students whose cultures differed from their own. The majority of non-university students (children) were located within Wicomico, Somerset, Dorchester or Worcester county public schools. A small number of university students traveled to Baltimore to work with African-American children enrolled at Kelson Elementary, an inner-city school located on the west side of Baltimore.

Project Focus

Service-learning has been a high school graduation requirement for a number of years in Maryland. As future teachers, education majors—especially secondary teachers—could, and most likely would be responsible for designing and overseeing service-learning projects when they had classrooms of their own. With assigned field work as a requirement for this course, it provided an appropriate avenue for students to develop a clearer understanding of what a good service-learning experience is comprised.

There were two goals for my service-learning project. My first goal for the project was to have students engage in Internet research on both volunteerism and service-

learning in order to understand the commonalities and differences between the two and to submit a written project which verified their understanding. To ready them for the assignment, in-class focused free-writing provided a quick and informal assessment of their base knowledge. Students were instructed to “write for five minutes on the topics of volunteerism and service-learning.” The following three samples of student free-writing prior to their research and service-learning experience suggests that students do not have a clear understanding of what service-learning is all about. No names are put on the writing because they are shared with the whole class to show need for additional exploration of the topic.

Sample #1: Volunteering and service-learning are the same thing. It can be anything that somebody does for somebody else. For example, if I mow my neighbor’s grass or baby sit I am volunteering and doing service-learning.

Sample #2: Volunteering refers to doing something for free or without earning wages for service. Service-learning refers to doing something for someone that they need having done, but there is pay associated with it.

Sample #3: I did service-learning as a Boy Scout. We cleaned up a neighborhood. We received badges for completing our project.

My second goal was to engage students in service-learning activities which could not only provide them with “real” teaching experiences, but would also be beneficial to public school teachers who were seeking help for those students who needed additional instruction.

Salisbury University’s accredited teacher education program requires students enrolled in EDUC 210 to complete a 20 hour field experience which is school related. My project was designed to have students use field experience, research and reflection to learn about volunteerism and service-learning. The project focused on three of the five service-learning competencies: 1) Understanding and Engaging in the Service-Learning Process, 2) Identifying a Relationship Between Service-Learning Project and Course Content, and 3) Sharing Results.

Project Description

One of the areas explored in EDUC 210, Schools in a Diverse Society, is “education for social change.” It is within this area of social change that students initially explore service-learning as a tool which can impact global change. Unfortunately, the depth at which service-learning is covered varies among foundations textbooks with some barely giving more than a one-line, broad, nondescript definition to others which delve into meaningful vignettes which highlight both research and value. Most tend to lean toward a central theme of involvement through action. Parkay’s definition (2001) is clear, succinct and right on the target I want my students to aim for. Parkay describes service-learning as “a way to provide students with opportunities to deliver service to their communities while engaging in reflection and study on the meaning of those experiences ” (p. 128).

Salisbury University students are not allowed to contact schools to arrange for their own placements, so my project did not include the first two service-learning components of 1) identifying community need or (2) establishing partnerships and collaboration with community to develop a service-learning project. Students began the project at step 3: service-learning process: preparation—action—reflection. Investigation of the three service-learning competencies which were the focus of the project—understanding and engaging in the service-learning process, identifying a relationship between service-learning project and course content; and sharing results was done using a four-step process.

Step One began with the university students doing a focused free-writing activity in class. Students were given the following instructions: “In a brief statement, write what you know about volunteerism and service-learning.” Their written statement was to be the impetus of their research to determine if what they wrote was accurate, erroneous or incomplete.

Step Two involved beginning Internet research on volunteerism and service-learning. Students were instructed to “read no less than five articles on each of the two topics (volunteerism and service-learning) to select what they felt was the best and most complete definition for each and to make a comparison of the two in terms of similarities and differences if any were found.

Step Three was to complete 20 hours in their assigned school-related placement.

Step Four was to submit a written reflection on the field experience defining it as either volunteerism or service-learning based upon their research and personal school-related experience. A rubric was used to evaluate the written reflections students submitted (see Appendix A).

Sample Student Reflections

Marc Y. wrote the following during the first semester of the project:

The differences of volunteerism and service-learning aren’t great, but there are some. Service-learning is through school or work programs. Volunteerism is just going out into your community and doing good things to help people. Both are great things to perform, and they are both very educational and worthwhile.

Carol V.’s paper (submitted summer 2002) provides an example of how students researched service-learning and then defined their experience:

Was my observation/participation in a school-related experience service-learning or volunteerism? I have concluded that my experience was service-learning. I found this definition of service-learning to be helpful in making my decision: “Service-learning means a method under which students learn and develop through thoughtfully-organized service that: is conducted in and meets the needs of a community and is coordinated with an institution of higher education, and with the community; helps foster civic responsibility; is integrated into and enhances that academic curriculum of the students enrolled; and includes structured time for students to reflect on the service experience.” (<http://csf.Colorado.edu/sl/what-is-sl.html>)

Volunteerism, on the other hand, does not include the elements of structured time for reflection and integration into an academic curriculum. Volunteerism includes time spent in the Peace Corps or AmeriCorps, or less formal ways of helping out in one’s community.

As President Bush recently said in his June 1 radio address to the nation: “Americans serve others because their conscience demands it, because their faith teaches it, because they are grateful to their country, and because service brings rewards much deeper than material success.” (<http://usinfo.state.gov/usa/volunteer/s060102.htm>) Our main purpose in engaging in this time of service in a structured children’s educational activity is to learn how to become better teachers. This is why our experience during this course falls into the category of service-learning.

A sample of Alison M.’s paper shows how students used specific examples to help them define their classroom experience:

After researching volunteerism and service-learning, I was able to see how my placement at Chipman Elementary School fit in. I would consider my experience there as service-learning because of my role in the classroom. Mrs. S., the main teacher, has a particularly diverse first grade class. She allowed me to work one-on-one with the children in her classroom tutoring in either math or writing. In such a diverse classroom, I was able to apply knowledge I gained in this class about how to handle different ethnic groups. I could see how Mrs. S. handled her class with different races of children. However, I was not just a passive bystander in this class. I was paired with a number of children to work with. Just from interacting with them, I was able to learn a little about their family backgrounds, which varied greatly from my own. For example, one girl, “K”, told me how she was only able to see her sister on the holidays because she lives in Baltimore with her father. From our in-class discussions and reading our textbook (McNergney, pp. 298-301), I was obviously aware that not everyone has had an upbringing like mine, but stories such as this opened my eyes more. The most important thing I learned from my service-learning experience in Mrs. S.’s class was about dealing with families of these diverse students. There is a child in the class, “L”, whose family speaks no English.

Mrs. S. had to be sensitive to this and send letters home in Spanish and couldn’t expect “L” to get much help on his homework from his family. This showed me that knowing the background of your students is important and you must adjust your plans accordingly. All of the experiences have not only let me use my prior knowledge, but also allowed me to gain more in the process. In addition, I have been able to reflect on my experiences at Chipman through this class. For these reasons, my placement was a service-learning project as opposed to volunteerism.”

Conclusion/ Recommendations

Overall, as an instructor, my goals were met. Participation in this project also provided me with an ongoing professional growth experience. From the outset and throughout the project, students arrived in class with varied, and sometimes confusing definitions of volunteerism and service. Most had participated in an activity referred to as “service-learning,” but they did not fully understand the connection between their activity and how it enhanced classroom instruction. Comparing initial entries such as Marc Y.’s with those of Alison M. and Carol V. show improved student documentation of their research and field experience. As the project comes to an end, it is now evident that the overwhelming majority of students recognize the value of service-learning and are knowledgeable in knowing what components make up a valuable learning experience. In most cases, teachers and children in the school sites found the university students to be extremely helpful and looked forward to their classroom interaction.

Sadly, there were a few students whose experiences did not reap the full positive results I had hoped for which was a loss for both the university students and children in the school settings. Sarah R. reflects on her disappointment:

Learning through service-learning or volunteerism allows one to become more diverse, to understand what is actually going on in the world through interaction. Our Web research as well as our textbook helped to enhance our understandings. Our textbook introduced the class to a diverse world. It

taught us how to deal with children of different races and ethnicity... When I arrived at the school I introduced myself to the teacher and asked what she wanted me to do, she informed me that I would only be observing so I sat in the back of the room and took notes. I was a little disappointed because I thought I would be able to interact with the children, but this was not the case ... I would consider my experience a service-learning experience rather than volunteerism because I benefited from these experiences as well as the students in the classroom. Although I only sat in the back of the room and observed, the students would greet me and I feel as though they looked forward to my being there. I have never been in an elementary school looking at things through the eyes of the teacher. It is a totally different perspective. I do not think I would of totally understand the pieces of this course had I not been able to go to the elementary school and see it with my own two eyes. While observing I looked around the classroom and realized how the bulletin boards were educational and eye-catching. They would change every week, which I think allowed students to have variety, to keep the classroom as appealing as possible (see attached bulletin board sketch).

Participation in this project has provided me with a stronger foundation on which to construct and revise service-learning requirements for students. Initially I

failed to provide detailed instructions of what was expected. I think this is evident the sample written by Marc Y. I also didn't use the informal free-writing assessment to get some prior knowledge of where students were coming from. I began with no rubric, developed a general rubric, and then with each succeeding semester refined it. The current rubric has been most helpful in terms of providing students with more complete guidelines for meeting quality performance guidelines. It seems that students began to provide more detailed research and better samples of their experiences using the latest rubric such as those written by Carol V. and Alison M. The improved rubric has been equally beneficial to me for generating more detailed responses to student submissions. As a result of ongoing revisions, I believe the course content and school-related activities have become better connected providing much more valuable learning experiences.

Finally, as a result of my participation in this project, I feel better prepared and am eager to move my students to a new level. I will continue with the current project as it now stands, but I am extending the service-learning assignments by having students include an additional plan of action. Their "plan of action" will involve creating a service-learning (age-appropriate) project for undertaking by students in their school-related setting. Although the written plan will be submitted and evaluated, it will not be implemented in the school setting. The current rubric will be expanded or a new separate rubric will be developed for evaluating the "plan of action."

Appendix A

Rubric for Evaluating Written Reflections in EDUC 210

Gradations of Quality

Criteria	1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Research: Volunteerism	No research cited; based on personal opinion only.	Mentions one or two research sites; based mainly on personal opinion; No URLs/resource information given or if given, is incomplete.	Refers to two or three research sites; paper is based primarily on research; Contains all necessary URLs / resource information.	Three to four research items used as basis of paper; all URLs are complete; may contain additional print resources.	More than four research items used as basis of paper; all URLs are complete; contains several additional print resources.
Research: Service-Learning	No research cited; based on personal opinion only.	Mentions one or two research sites; based mainly on personal opinion; No URLs/resource information given or if given, is incomplete	Refers to two or three research sites; paper is based primarily on research; Contains all necessary URLs / resource information.	Three to four research items used as basis of paper; all URLs are complete; may contain additional resources.	More than four research items used as basis of paper; all URLs are complete; contains several additional resources
Comparison Statement: Volunteerism & Service-Learning	Fails to address likenesses and differences.	Doesn't present balanced view; emphasis is on one more than the other.	Compares volunteerism to service-learning; lacks depth in explanation.	Provides good comparison of volunteerism to service-learning; contains an example of each.	Provides in-depth comparison for volunteerism and service-learning with several examples which clarify likenesses and differences
Field Experience Defined as Either Volunteerism or Service-Learning	Field experience is not defined as volunteerism or service-learning.	Field experience is defined, but explanation is inaccurate.	Field experience is defined, but explanation is not well developed.	Field experience is clearly defined; one or two reasons support definition; doesn't refer to research base.	Field experience is clearly defined; multiple examples for choice are given; refers back to research base.
Clarity/Organization	Writing seems aimless and disorganized.	Organization is rough, but readable; often wanders from topic.	Writing has beginning, middle and end.	Writing is well organized; easily understood.	Writing contains an introduction, is clearly designed for flow and understanding with beginning, middle and end.
Conciseness	Fails to make points in a brief manner.	Tends to overstate same information.	Information is fairly detailed; tends to be wordy.	Information is concise, yet contains appropriate details.	Very concise with words well chosen; points easily developed within minimal length.
Depth of Thought	No depth of thought apparent.	Paper is not written as reflection; may appear more as a report or summary of activities.	Little critical thinking or analysis provided; reflection is more of summary statement rather than reflection.	Some critical thinking involved; contains no analysis; does contain reflection.	There is clear evidence of critical thinking and analysis; contains reflection drawing upon reading and previous experiences.
Examples	No examples presented.	One example presented; is inappropriate to content.	One or two examples presented; both are directly tied to concepts being presented.	Three or four examples are used to make points on concepts being presented.	More than four examples are presented to highlight points being presented; may contain drawings, charts or other supportive information.
Grammar/Mechanics	Numerous errors make paper difficult to read.	There are enough errors to distract the reader.	There are a few errors; correct conventions are generally used.	No more than one or two errors in grammar, punctuation or spelling.	No errors in grammar, punctuation or spelling.

Final Total: /45 maximum pts.

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EDUC 210: SCHOOL IN A DIVERSE SOCIETY

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Service-Learning: A Focus on Literacy

Course Description

EDUC 210, School in a Diverse Society, is an introductory course in the teacher education program, which focuses on sociological historical and philosophical approaches to the role of the school in an increasingly diverse society. The emphasis is on the development of knowledge, values and skills needed to live, learn, interact and work in a global society.

Project Focus

In designing this project, the focus was giving students an opportunity to understand service-learning as a teaching methodology. Further, that the teaching method selected for the purpose of instruction is often based on the teacher's beliefs about teaching and learning. In this particular project I wanted students to understand that service-learning is based on the belief that the highest level of teaching is not only teaching students to know the content, but the ability to apply the content in a real life situation. In addition, teachers instill in their students the desire to practice the use of this newly acquired knowledge and skill while providing meaningful service to the community. Because this is the first course in the teacher education program sequence, the purpose of this project was to introduce students to the theory of service-learning and to give them an opportunity to experience the overall process of developing and implementing a service-learning project. The assumption made was that the students in this introductory course would perfect their skills in developing lesson plans that infuse service-learning as they progress to higher level courses.

Project Overview

Sixty students enrolled in two EDUC 210 sessions taught by this instructor participated in this project. The course was designed to meet several state and national standards, for example, those set forth by the

National Council for Accreditation of Teachers and the Maryland State Reading Outcomes. Consequently, the course objectives were developed to address these standards. In particular, the objectives which were directly linked to service-learning focused on literacy, school and community connections. Moreover, the content of the course deals with the role of school in a diverse society.

A service-learning project provided the most effective way of meeting both goals, while addressing the content of the course. The project required students working individually or in teams, to plan and develop a service-learning project that focused on literacy. The following guidelines were provided for students to successfully complete the project.

1. Define literacy; the definition should serve as an operational framework for the project.
2. Identify the target audience and write a rationale for selecting the audience.
3. Describe the need of the target audience and how this need was identified.
4. Identify at least five Web sites addressing issues of literacy and write an annotated bibliography of each site.
5. Identify and develop a project that will help parents in assisting their children to succeed in school. The project should reflect understanding of the issues and content addressed in this course.
6. Explain how the audience for the project gained access to the project.
7. Arrange for the project to be delivered to the intended audience.
8. Reflect on the project (what was learned about self, the audience intended for using the project, the process of completing the project, challenges encountered and how they were met).
9. Reflect on the project. Present the project in class and submit a written report addressing each of the above-mentioned guidelines.

Serving as a framework for the service-learning theory for this course were five essential elements identified in service-learning literature. These are:

1. Identifying the community need.
2. Establishing partnership and collaboration with community.

3. Understanding and engaging in the service-learning process (preparation, action, reflection).
4. Identifying a relationship between service-learning project and course content.
5. Sharing results.

In this project, students were able to address most of the essential elements to some extent as reflected by the project requirements discussed above.

To address essential element No. 4, for instance, the course schedule plan took into account the background content necessary before the service-learning project was introduced. For example, chapters on student diversity in the classroom, social problems, and school and community connections were presented before the theory of service-learning was addressed. In addition, as a class activity students brainstormed ideas for service-learning projects that would allow them to tie the content learned in class to their service-learning project.

Student Projects

Students were given some flexibility in developing their own definition of “literacy.” This action allowed students to see connections between literacy and their own content areas and grade levels. One of the highlights of this project was the quality of the projects developed. They demonstrated that students invested a lot of time and creativity in designing projects to match the specific need of the community. Examples of projects included an alphabet book with pictures corresponding to the letter of the alphabet to help pre-K students learn their alphabet; a science literacy bag for preschoolers, which included animals youngsters could classify by color, size, the way they moved and where they lived; a nutrition diary to log information about healthy eating habits for middle school girls involved in soccer—the diary provided tips and space for girls to record the food groups represented in their daily meals and the calories each meal had; a math take-home kit for first grade students; and a fun activity handbook to teach elementary age students about hygiene and how to dress properly for the weather.

Service-learning as a teaching methodology was very effective in taking students to a higher level of learning. Students realized that by engaging in service-learning they not only applied the knowledge they gained from class, but extended their own knowledge. This was

revealed in one student’s reflection, which stated, “By doing this project we each learned that we also indirectly gained ways to improve our reading and math skills.”

Students are called upon to sift through the information gained in class as they are confronted with the challenge to use it in a real life situation. According to education experts this ability to sift through information to make judgments about its applicability requires a higher level of understanding. Because of this service-learning project, students began to view the content covered in class as relevant. Students’ reflections indicated that knowing that they could provide meaningful service to the community boosted their self-esteem. This sentiment was captured in a student’s comment: “It felt great to know that I can actually give back to the community.” Furthermore, it encouraged students to become independent learners, as they sought more information to effectively provide the service. In this form of learning there is a healthy interchange where the act of service informs the academic learning content, and the learning content informs service.

The strength of this project was the diversity of the projects selected by students. Although we had to target specific objectives in the course syllabus, students had ownership of the choice of the project and who their target audience was. This flexibility allowed students to adapt their project to their content and grade level areas. The guidelines given to students for completing the project were consistent with elements of high quality service-learning identified in service-learning literature (Hill & Pope, 1997; Anderson & Hill, 2001).

Students in this course met all the requirements of the project; as can be expected, some projects were better developed than others. The challenge identified in assessing this project was the inability of some students to engage in a “true collaborative” relationship with those they served. A few projects lacked evidence of engaging with the community members to establish the needs. These same projects further uncovered unconscious attitudes of superiority. Most problematic was that the developers of these projects seemed to hold negative assumptions about those they served. Comments on the final reports were made about the “lack of” involvement, in particular, of low income parents, and assumptions were made about what these parents’ knowledge capacity was. These assumptions led some students to decide on what projects were needed without getting input from those served. However, this

event provided an opportunity for rich discussions about what an effective service-learning project should entail. The feelings of superiority, combined with the perception of the giver/receiver role in service-learning creates an imbalance of power and hinders the development of true partnerships.

Although students' self-esteem may be enhanced in knowing that they are providing valuable service, their false sense of superiority will also be greater. Hardly ever does respect result from the inflated self-perceptions to those who are perceived to be inferior. Ward (1997) addresses the issue of power dynamic in service-learning. She cautions:

Understanding the dynamics of power in interpersonal and societal relationships must be one of the educational objectives of an effective service-learning curriculum. Power provides the holder with authority; status, prestige and influence that can bring about a sense of significance. Students need to appreciate the inherent imbalance of power in the service relationship ... power can be used in any number of ways (for instance, to develop or to control) ... the dynamic of the passive client/expert outsider may serve to distort students' sense of their participation in the helping relationship; moreover, it may silence the recipients and further impede competent service (p. 145).

While the content of this course addressed issues of power and equity, it is evident that some students needed focused and extended discussions of these issues, which was not possible in the duration of this course. Attention should be given to this issue and opportunities to address them in a judicious manner should be considered when designing the course syllabus. Additionally, courses in teacher education programs should be sequenced in such a manner that allows for continued discussion of these issues as they relate to lesson plans that integrate service-learning.

Also posing a problem was a mechanism to check if the project did, indeed, get delivered to the intended audience; as a result, I was not able to assess the impact of service-learning on all involved. Nevertheless, students' written reports self-documented how the project was delivered to the intended audience.

Conclusion

Even though I, as the instructor of the course, had a good understanding of the service-learning process, I discovered that it is very complex and requires a high tolerance for ambiguity. Also, it is more challenging to teach students this tolerance, whom throughout their schooling were socialized otherwise. I had to deal with "what do you really want me to do" questions. In all cases I directed the students back to their communities to find the answers to this question, needless to say that this was often very frustrating to some. However, students learned in the process that they are capable decision-makers, a skill that is crucial in the classroom. This project helped us discuss issues of equity and power. For the first time, I was not the sole generator of difficult topics for class discussions; students initiated these as they related to their projects. We truly became a community of learners. It became evident to students that the instructor is not the fountain of all knowledge. Through this project, they realized that sometimes their classmates, the library, the Internet or the community could be a valuable source of information. Students reported a great sense of accomplishment in knowing that they performed meaningful service for the community. In conclusion, I believe that the students in this course gained a valuable experience in developing and participating in a service-learning project, and will continue to hone their skills in developing effective service-learning projects in their methods courses as they advance through the program.

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WLIT 205: HONORS WORLD LITERATURE

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Infusing Service-Learning Into the Arts and Sciences Curriculum

Participants

The participants included eight Honors Division Coppin students, the principal and five teachers from John Edgar Howard Elementary School and approximately 250-300 elementary-age students, 60 of whom were the identified students from John Edgar Howard Elementary.

Project Focus

The focus of my service-learning project was to infuse service-learning into the arts and sciences curriculum. I wanted students to realize that service-learning outreach could be part of various disciplines.

Project Description

The Honors WLIT students were freshmen who participated for the first time in a service-learning project on the college level. Teacher-led discussions and the students' enthusiastic desire to participate prompted them to determine how they could locate a community need for a project, and at the same time, use what they were learning about world literature. Students immediately made the connection that their project could be a catalyst to encourage interests in reading and an understanding about diversity. The class identified an elementary school where they could observe a reading class and learn ways to present materials to a young audience. They met with the collaborating teacher and were further instructed about the needs of the students at the school. Once we returned to the classroom, the Coppin students researched theatrical ideas in the library, the educational lab and on the Internet.

To prepare for the presentation, the world literature students discussed the common properties of the literature selections despite the varying cultures, traditions and beliefs. They discussed and schemed about how to present this on the level of the elementary students in order to bring about the broadest under-

standing of the literature selections and their themes. They then prepared a script for a play using major characters from the various pieces of literature, made props and costumes, worked out the staging, and established the part that each student would play in the final presentation. The elementary school children were bused to the college to view the play which was participatory in that the children were asked from the stage to pronounce characters names and solve conflicts that arose among the characters. After the play, the college students participated in a question and answer session which helped the youngsters to gain a deeper understanding of what they had observed.

Finally, the students completed a simple survey form. The enthusiasm generated from that experience prompted the students to do a follow-up visit to the school prior to the Christmas holiday for a Christmas around the world celebration. They again performed skits, read to students, sang carols, and passed out hats and mittens they had collected in a sponsored charity drive. To reflect on the service-learning project, the students wrote papers describing their experiences and their understanding of how they and their selected elementary school children benefited from the experience. Some students indicated that they were not so enthusiastic about the service-learning project initially, but once they began the planning and met with the cooperating teacher, Deitra Wynn, and got more involved in completing the project, they were pleased the class had taken it on. All the students saw the service-learning activities as a rewarding learning experience and looked forward to having the opportunity to participate in other activities.

All five service-learning competencies were incorporated into our project. The community need identified was that students needed to be encouraged to read diverse literature and see that even ancient pieces of literature could provide fun and a universal learning experience that spanned time and place.

The partnership and collaboration was established with Erma Jefferson, the principal of John Edgar Howard Elementary School and one of her staff members, teacher Deitra Wynn. They communicated clearly the needs of the students and were elated to have their students visit a college campus to participate in the service-learning project. They were equally enthusiastic about the follow-up visit so that they could once again have the interaction with the Honors World Literature

students. Jefferson and Wynn were hopeful that we could establish an ongoing partnership and outreach to their student body. Some of the students were excited about that idea and volunteered to do some tutoring, some homework sessions and read aloud activities.

The Honors World Literature class had extensive preparation for the project. Several class periods were devoted to discussion, writing the play and choosing characters. The students contacted one another through e-mail and telephone and met with me several times after class to finalize details. We even visited the auditorium to observe the stage, rehearse and place props.

After the production of the play, the students actively conducted the charity drive to collect hats and gloves to present to the students in their pre-Christmas project. The action involved the actual performance of the play. They involved the children by having them identify the characters from plaque cards and interact with players on the stage. The Christmas program involved the college students in singing, storytelling and participating in skits. This was a special learning experience for the youngsters. Because many of the Coppin students were international, the youth saw how Christmas is celebrated around the world. This activity culminated with each child receiving a wrapped gift. Coppin's students thoroughly enjoyed the activity and enthusiastically looked forward to participating in future service-learning projects.

Reading their reflection papers reveals their thoughts about the project. One student revealed "initially when I found out about the service-learning project, I said 'oh no.' I had no idea how to turn literature into a service-learning project." However, she ends her reflection

saying that "this experience was fun, more fun than I thought it would be. This experience enriched me as an overall person." Another student reflected that "when Professor Gilliam first mentioned the service-learning project to me, I really did not think much of it, but when the project was completed, I was excited to see how happy the children were, and if I had to participate again in another activity I would definitely do so because I realize how valuable it can be." Finally another student remarked "when the teacher told the class that our World Literature class would be participating in a service-learning project, I was bewildered. I did not see how it could be done until the class began brainstorming ideas. The whole experience was a learning one for me, and I was amazed how the class was able to simplify the literary concepts so that young children could understand them. The actual presentation was very touching to me. The children's excitement and their active participation and their attentiveness touched me." Overall the students changed their perception of service-learning and benefited tremendously for having done the experience.

There was definitely a relationship between the service-learning project and course content. The Coppin students were able to assess the value of service-learning and the impact of such an activity, while the elementary students were given a broader understanding of ancient cultures, their traditions and beliefs, and an appreciation for literature of different times and places. After the experience, every student said that he or she would be willing to participate again in such an experience and that they had gained so much having been a part of it.

EDUC 203: TEACHING AND LEARNING IN A DIVERSE SOCIETY:

Barbara Laster, Ed.D.
Towson University

A General Education Course

Introduction

“What do ... service-learning projects have to do with multicultural education?” The question posed by an articulate sophomore in the instructor’s undergraduate class was an important one for the class and the instructor to address. The journey from hypothetical constructs to tangible understandings of racism, sexism, classism and other forms of intolerance was a multifaceted one that included a variety of readings, films, guest speakers, class activities and discussion, writing assignments, and experiential learning in the form of service-learning.

EDUC 203 is a broad examination of culture in general and multicultural influences on education. Students engage in a process of self-awareness and awareness of others while exploring approaches to advocacy and social action, with special attention to educational contexts. Undergraduate students learn about service-learning and the impact on their future career choices. About 50 percent of the students become education majors.

Instructor’s Goals

EDUC 203 is a General Education option for all undergraduate students in the university and it is also a requirement for students pursuing a degree in elementary education. Thus, it is an ideal place to integrate service-learning. To help teachers to achieve the objectives of service-learning, the instructor added three essential components of service-learning: preparation, action and reflection.

The addition of service-learning to an existing General Education course in the College of Education offered opportunities for self-examination and for advancement of social consciousness for both the students and the professor.

Goals of Service-Learning

There are three objectives of integrating service-

learning into this course. One was to help students learning to be teachers who better understand human diversity by engaging experientially in settings/microcultures where people are different given their race, ethnicity, socioeconomic status, age, linguistic background or gender. The second was to help students reflect on the impact of encountering “being different themselves” in those settings/microcultures. The third was to help preservice teachers understand and use service-learning as a method of instruction in their own teaching.

The goal of service-learning in this class was to expose students to a variety of experiences and allow them to explore differences related to race, culture, language, age, class, gender, exceptionality, sexual orientation and religion. Thus, the “preparation” part of service-learning took the form of considering alternative points of view. The readings and class discussions seemed to ease students into thinking in new ways that offered them a segue into service-learning settings. Some service-learning sites had coordinators who gave students specific guidance about what to expect of the clients they would observe and/or what actions they, the students, were expected to do. Thus, preparation was both directly and indirectly addressed.

In EDUC 203, students were given a choice of either a social action research project or a service-learning project. The former exposed students to the “other” but did not involve them directly in service. Most students chose to do the service-learning project. The span of the “action” part of the service-learning was eight weeks during the middle of the semester. Students were required to be physically at the site at least four times for at least one and a half hours each time.

Students’ Reactions

By providing service to people in the community who are different than them, students often were surprised at what they learned. Service-learning helped to integrate the many aspects of the EDUC 203 course. In EDUC 203, as we discussed issues of race, gender, class, etc., students were able to contribute their first-hand experiences from “the field.” For example, one student was a volunteer baseball coach to a group of high school boys. She shared how the boys initially “froze her out” because she was female. After she proved her prowess, they reluctantly let her coach them but still

teased her. She described her reaction to this initial discrimination and her journey to change the perceptions of others.

Students shared in their reflection logs and in their presentations to the class some of their responses to service-learning. Student A showed development as she wrote in her reflection log at the beginning of the semester:

My first experience observing these students was a shock! They can't do anything for themselves. I watched as the teacher and two helpers did everything from feed to change the diapers of the students. Growing up, I was taught to be very independent, and I do a lot for myself and sometimes I am too stubborn to ask for help. These students are totally dependent on someone else just to walk down a hallway. I think that this group of physically handicapped students relates to the class in that of "prejudices and discrimination and socioeconomic status"; they will never be considered high [in terms of class].

Four weeks later, Student A observed a whole school assembly called "Name that Tune." Teachers played a song. Students and their team guessed what it was. The class of students that she was with—children with multiple handicaps—was at a big disadvantage. They

couldn't call out the answers or raise their hands to get the attention. In order to answer, they recorded on their vocal boxes, and then the teacher would raise the student's hand for them. If they were called on, they would press the button with the answer. She then reflected on what she saw: "I think that this experience is what would happen to them in the real world. People would look over them and not think that they are capable of answering the question or doing anything. But, if they are given the correct tools, they can do anything!"

Another student in the class chose to do her service-learning project at a center for young people who had dropped out of school. Student B reflected on her experience: "Many did not drop out because they were dumb, but simply because they did not like school! It was definitely a learning experience to me to sit around and talk to these clients who are in my same peer group but yet I have nothing in common." In her last reflection, Student B noted: "The agency has asked me for a copy of the project I put together and has also asked me to continue coming around. I am now volunteering to help tutor every Thursday afternoon."

Many of the students were able to make linkages between the experiential learning and the classroom activities, discussions and readings. Thus, these service-learning projects really did have much to do with multicultural education.

ECED 201: INTERVENTION AND THE YOUNG CHILD:

Barry Frieman, Ed.D.
Towson University

An Undergraduate Course in Early Childhood Education

Introduction

Why should pre-service early childhood education teachers be concerned about service-learning? After all, service-learning is a mandated part of the curriculum in Maryland, but not the elementary curriculum. It was felt that if pre-service early childhood teachers experienced service-learning they would become convinced of its personal and curricular benefits to the children they teach.

Many of the children in the state's high schools when faced with a mandated service-learning requirement, view the requirement in a less than enthusiastic manner. It was felt that if these students were exposed to service-learning earlier in their educational careers then they would be more comfortable and accustomed to doing service-learning once they were in high school.

College Instructor's Goal in Using Service-Learning

Service-learning was infused into Intervention and the Young Child, a beginning course in the early childhood education program. Students taking this course have not yet been admitted to the early childhood professional program, but most are seriously interested in majoring in early childhood education and getting a teaching certificate to work with children from birth to eight years of age.

One goal of this experience was to give the pre-service students the experience of helping others. Another focus was to meet the departmental goals of addressing some of the related standards of its learned society, the National Association for the Education of Young Children. A final goal was to help the students understand how service-learning could be integrated in a public school early childhood classroom in a developmentally appropriate manner.

Process Used to Integrate Service-Learning into the Course

Service-learning was incorporated using a three-pronged approach. Class discussions, students' participation in their own service-learning project and students' reflections on the experience were all used during the semester and are described in more detail in the following section.

Class Sessions

A discussion of service-learning and its relationship to the early childhood classroom was covered in class sessions. Using this traditional academic approach, the instructor pointed out the tie between service-learning and the early childhood profession's commitment to working with children in the context of community and family. It was pointed out how the targets of service-learning projects helped the communities and families where the children in their classes lived.

A class period was also devoted to the components of a successful service-learning experience. Students discussed how they could adapt the following competencies of a service-learning experience to the early childhood classroom: identifying community need; establishing a partnership and collaboration with the community to develop the project; the process of the project preparation, action and reflection; relating the project to the curriculum; and evaluating and assessing the results of the service-learning project.

Participating in the Service-Learning Experience

Students were asked to choose their own target for the service-learning project. Some students who knew the area suggested possible places to volunteer and the instructor presented several alternatives. Students were given the complete freedom to select their own service-learning project. Because many students had classes before and after the course and worked varying schedules, it was unfeasible to have a group project.

Each student identified a community need they wanted to address. Their focus was based upon their interests and time constraints. Some of the places the students chose to focus included hospitals for children, shelters for battered women, nursing homes, faith-based programs and services to individuals in need. The

assignment was to be carried out over the course of the semester.

All participants were asked to write a report evaluating their experience. This report was turned in at the end of the semester. The report focused on how the service-learning experience made the student feel; how they thought it made the people that they helped feel; and how the experience would apply if one were teaching in an early childhood classroom.

Service-Learning and Course Goals

The service-learning experience supported many of the goals of the course. One of the goals was to teach students that not all learning in early childhood education takes place within the classroom. Our curriculum focused students on the importance of looking beyond the classroom to the community and the family. As one student noted: "... it was [to] become apparent to me that the classroom is not the only place where learning can happen."

Intervention and the Young Child is one of the two beginning courses in the college experience of a prospective early childhood education teacher. One of the goals of the early childhood program at Towson University is to help the student to begin to think as a professional and, particularly, to see the importance of the role of the teacher in the life of a child. As one student noted: "I not only got to touch their lives, but they also touched mine by making me realize how much impact teachers have on children's lives." Another student noted: "I want to make an impact on as many different people as I can."

Students were able to see the connection between

their service-learning experiences and future curriculum decisions. As one student reflected, "I will also teach my students the importance of service-learning, and how the opportunity to partake in it somehow will help others in a great way."

However, the most powerful impact of this experience was on how it changed the students' views of themselves. Their comments are the most powerful statements that support the inclusion of service-learning into this course.

- "But it also really made me appreciate the things that I have in my life. I've realized that I take a lot for granted."
- "It made me sit back for once and really be grateful for what I have. After the first night [of working at the service-learning site], I went home and gave my parents a big hug."
- "This made me feel wonderful inside."
- "Having these people [the clients] greet me with smiles and hugs gave me the same feeling that the kids at the after-school program gave me—a feeling that is unexplainable."
- "The realization that you are able to bring a smile to a person's face and brighten their day brings with it feelings of self-worth and happiness that cannot be described but must be experienced to fully understand."

A bonus in incorporating a service-learning project into this class was the significant personal growth experienced by the students in the class. It will make them better early childhood education teachers and better people.

ECED 342: PRIMARY CURRICULUM

Nancy W. Wiltz, Ph.D.
Towson University

Service-Learning in Early Childhood Education

Introduction

This section describes the process of incorporating a service-learning project as a viable curricular component in a college level early childhood education class. ECED 342, Primary Curriculum, is a required course in the Early Childhood Teacher Education Program at Towson University which students take during their senior year, usually the semester preceding student teaching. According to the Towson University undergraduate catalog (2002-2003), ECED 342 emphasizes “developmentally appropriate objectives, materials, activities and methods for teaching grades 1-3 language arts, social studies, mathematics and science” (p. 302). An important component of this course is a one-day-a-week field placement in a public school first, second or third grade classroom.

Purpose and Goals

Service-learning is often defined “as an approach to teaching and learning in which service and learning are blended in a way that both occur and are enriched by the other” (Anderson, Swick, & Yff, 2001, p. XI). However, service-learning also involves intentionally linking service with the academic curriculum to address real community needs while students learn through active engagement and reflection. The Maryland Student Service Alliance (1995) addresses the three major areas of student development associated with service-learning as social, psychological and academic, and includes the following primary outcomes for students in state-mandated service-learning programs:

- Social and civic responsibility in service settings
- Political efficacy in service settings
- Proficient use of service skills
- Personal development through performing service
- Moral development by acting ethically in service settings
- Basic academic skills in real-life situations

- Increasing ability to do higher-order thinking through service
- Learning by reflecting on the service experience (Wade, 1997).

The Instructor’s Goals

The instructor’s goals for the service-learning project are stated in the course syllabus:

Service-learning is a form of experiential education that involves a blending of community service activities with the academic curriculum. Research indicates that participation in well-planned service-learning results in academic gains, social and personal development, increased civic responsibility, and enhanced empathy and caring for others. This teaching process involves students identifying and analyzing actual community needs, providing solutions to meet those needs, and implementing solutions (Alliance for Service-learning in Education Reform, 1993). As you move from student to teacher, amateur to professional, this service-learning component teaches responsibility, caring, giving, democratic character, integrity and authentic problem solving (Wiltz, 2002).

The instructor’s specific goals for incorporating a service-learning experience into this particular course are:

- To become familiar with ways to integrate service-learning projects into teacher education courses.
- To provide a vehicle for meaningful service in the community with a formal educational curriculum and structured plan for reflection on the service experience (Furco & Billig, 2002).
- To help future teachers plan instruction based upon understanding of how service-learning projects can incorporate Maryland Learning Outcomes in reading, writing, language usage, mathematics, science and social studies, in ways that integrate content areas and create interdisciplinary connections.
- To help future teachers understand how practical approaches to learning can encourage critical thinking, problem solving, active engagement, motivation, social interaction and/or advocacy.

- To foster relationships with school colleagues, parents and agencies in the larger community to support student learning and well being (INTASC Principal No. 10).

In an effort to prepare and license teachers for the 21st century, all courses in early childhood teacher education at Towson University use as a framework the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles. These model core standards “serve as a framework for ... teacher preparation and professional development.” (www.ccsso.org/intascst.html, 2001)

While the service-learning project addresses all 10 INTASC Principles to some degree, INTASC Principles No. 7 (The teacher plans instruction based upon knowledge of the subject matter, students, the community and curriculum goals) and No. 10 (The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support student needs, learning and well being) are especially highlighted in this assignment.

Goals for the Students

In using a service-learning project in this course, the students’ goals are:

- To identify an actual school or community need.
- To provide a solution to meet the need.
- To implement, at least in part, a solution to meet this need.
- To use preparation, action and reflection as essential components of the project.
- To actually use interdisciplinary webs, plans and time lines to plan and implement a service-learning project.
- To use of Maryland Learning Objectives and INTASC Principles (or other guidelines or standards) as an integral part of the project.
- To integrate as many curriculum areas as possible.
- To evaluate through reflection and documentation how this project impacted you (the student), others involved in the project and recipients of the project.

The Process

Primary curriculum begins with a basic overview of curriculum in general, then looks more specifically at

what primary curriculum is in today’s schools. After a basic review of theories of human development, developmentally appropriate practice and frameworks for teaching, Maryland Learning Outcomes are discussed as viable and necessary tools for curriculum planning. Service-learning pedagogy is introduced during the third class session. Readings for that class session assert that schools are places of intellectual, ethical work and social change (Ayers, 2001) and should be organized around “themes of care” rather than traditional disciplines (Noddings, 1995). A service-learning “packet” consisting of materials from the Maryland Student Service Alliance (1995) is distributed and used to define service-learning and to delineate service-learning’s seven essential components.

The following class session involves a step-by-step demonstration modeling how Maryland Learning Outcomes can be integrated into a hypothetical service-learning project using an interdisciplinary project web with preparation, action and reflection as the essential components (Maryland Student Service Alliance, 1995). The purpose of this session is to blend community service activities with the academic curriculum and illustrate how mandated state objectives can be integrated into activities of civic responsibility, enhanced empathy, caring for others, personal development, and social and societal pursuits. Students are then given time to brainstorm ideas and search through materials provided by the instructor about service-learning opportunities. Similar to the plan modeled previously by the instructor, the students, in groups, generate an interdisciplinary web and service-learning plan for a theoretical service-learning project that could be planned by classroom teachers and implemented in early childhood settings. Actual hands-on, active participation gives students the practice necessary to plan, implement and assess an actual service-learning project on their own.

Several weeks later, a written proposal describing the students’ project and how it will be implemented is due. Because of varied class schedules and work obligations, students may choose their own project. They may work alone, with a partner, or in a small group, spending as much or as little time planning, activating and assessing the project. While students are encouraged to use their primary placement as a setting for their project, they are not required to do so. The only requirement is that primary-age children be involved in some aspect of their

service-learning project. Students are required to keep a journal that documents the progress of their project. Projects in the past have included teaching Sunday school, participating in food drives, providing activities for young children at homeless shelters, tutoring, working with the Chesapeake Bay Foundation to protect Bay grasses, volunteering with the Muscular Dystrophy Association, holding a book drive to provide reading materials for impoverished children, and participating in various recycling projects.

About half way through the semester, a rough draft of the timeline, a list of activities and a web showing the interdisciplinary connections is handed in. During the final class period, each group or individual presents project findings to the whole class in a poster session or some other reporting format. Finally, in written form, the service-learning project, including an overview of the project, a description of the setting, methods of implementation, assessment of the project, a journal or detailed reflection describing what was learned, and a conclusion, provide the final summative evaluation in the course. The rubric used to grade the projects is included in Appendix B.

Summary and Conclusion

Service-learning projects seem like an ideal way to meet the goal of successfully wedding state-mandated elementary school outcomes and meaningful teacher education. As standards-based reform continues to dominate the educational scene in America today, using content standards as a part of each project, helps preservice teachers to identify knowledge and skills in core subject areas that their future students are expected to learn. Also service-learning projects apply learning in a practical orientation, increasing students' awareness of and sensitivity toward issues of moral development and/or social and civic responsibility. The more opportunities for preservice teachers to plan, enact and assess service-learning projects, the more likely it is that they will have the skills and desire to engage in similar projects in their own classrooms, as evidenced by the following statements from them:

Before starting this project I did not see its relevance. I did not think that I could create a service-learning project that would have meaning to me and to the students. However,

by the time I completed the project, I felt that many people had benefited. ... Along with a sense of pride for their efforts, the children learned more about helping others, working together, writing letters, and expressing their opinions and feelings. My mentor teacher was very proud of the children for getting so involved. She was pleased to see the cards that the children made for the needy and she was happy to send the cards with the canned goods.

[We] designed a service learning project dedicated to building awareness and teaching [second grade] students how they can help restore the health of the Chesapeake Bay. ... I learned how valuable this project would be for students. It includes all aspects of the curriculum, as well as multiple ways to teach the information. The subject matter, itself, is typically interesting to young children, and for students within close proximity to the Bay, this project means something!

As a part of a team [of first grade preservice teachers], I implemented the cookie lesson from our service learning project about firemen appreciation. ... I know that, for me, this was a valuable experience. I learned that children learn more when there is a reason to learn. When I asked the children how it made them feel, they all told me it made them feel good and they would want to do it again. For children, and adults alike, what better reason could there be than helping others? After planning this unit, I now know it takes a lot of work to integrate all of these areas. However, I feel that it makes learning much more meaningful for the students. If learning is meaningful, then the children learn more. In the future, I know I will implement many units similar to this one.

In our own Early Childhood Education Program, future goals include refining and varying service-learning projects for broader use by more of our faculty, as well as developing service-learning projects that meet the needs of our Professional Development School partners. Collaborative efforts give us new ways to think about meaningful learning and nontraditional approaches to training teachers and teaching children for a

democratic society in the 21st century. Schooling as a “community-oriented endeavor” (Wade & Anderson, 1996), both at the primary and the collegiate level, can be greatly enriched through the implementation of service-learning projects.

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Appendix A

Excerpt from ECED 342: Primary Curriculum Syllabus, Fall, 2002

Service-Learning Project

Service-learning is a form of experiential education that involves a blending of community service activities with the academic curriculum. Research indicates that participation in well-planned service-learning results in academic gains, social and personal development, increased civic responsibility, and enhanced empathy and caring for others (AACTE/SLTEP, 2000). This teaching process involves students identifying and analyzing actual community needs, providing solutions to meet those needs, and implementing solutions. As you move from student to teacher, amateur to professional, this service-learning component teaches responsibility, caring, giving, democratic character, integrity and authentic problem solving.

Students, working alone, with a partner or in a small group, are to determine a project they would like to pursue. Numerous examples and suggestions will be presented in class. Students can choose to work with an organization, an individual in need in the community, a nursing home, a school. A written proposal describing the project and how you will implement it is **DUE**:

In class, we will use the seven essential components for service-learning projects to see how service-learning projects integrate content areas and create interdisciplinary connections. Using preparation, action and reflection as the essential components of best practice, we will devise a plan that includes objectives, MSPAP outcomes, activities, Dimensions of Learning or INTASC Principles, a timeline, evaluation and content standards. This plan will be handed out in class to be included in your final written report. A start on this chart and a list of activities is **DUE**:

During the final class period, you and/or your group will present your project findings to the whole class in a poster session or some other reporting format. The process is more important than the product, so think about how you will present the process. **DUE**:

In written form, you will describe your project and its implementation, and evaluate your own work, your service and its impact. **DUE**:

Service-Learning Final Report Format

Overview (1 page): Describe the project. Provide a rationale for selecting this particular project, citing sources that document your thinking.

Description of the Setting (1 page): Where did this service take place? Include the location, demographics of those involved, and a description of the organization or group of individuals involved. What was the time commitment? How many hours were you involved? Was this a weekly project or a one-time project?

Methods of Implementation: This will be the body of your paper and needs to include:

- (1) Interdisciplinary Connections Web*
- (2) Student Service-Learning Plan*
- (3) A time line*

(*These will be handed out in class or you can design your own.)

- (4) A narrative description of the project. Explain how you implemented your project, telling what you did in a logical, sequential order. If you incorporated activities, describe them in some detail or provide lesson plans. Did you incorporate technology into this project? For each area (preparation, action and reflection) describe the MSPAP outcomes that were incorporated. What Dimensions of Learning or INTASC Principles were used? Did you use other guidelines or standards instead? If so, what content standards were used and why?

Assessment: How did you evaluate this project? Describe your short- and long-term evaluative techniques. Document your thinking by citing appropriate outside resources.

Journal/Reflection/Impact: Include a written record of your project. A thoughtful consideration of the experience might include a list of contacts you made, books you read, accomplishments, frustrations, discussions, writings, thoughts, feelings, questions, lessons learned. You might include stories of those with whom you worked. This can be done in journal or diary form or in a more reflective format. Describe what you learned during your project. Would you implement a service-learning project in your own classroom? Why or why not? Was technology used during your project? If so, describe. In this final report, include feedback from someone who was on the “receiving end” of your project and discuss the impact the project had on you and those who participated in it.

Conclusion: End with a summing up of the project. Was this project worthwhile? Why or why not? Would you do it again? Why or why not?

References: Use APA style for referencing work. All references used should be included (citations, books, Web sites, etc.). (INTASC 1-10).

Appendix B:

ECED 342: Service-Learning Final Project Rubric

NAME(S): _____

Overview (10)

Description of project

Rationale for selecting this particular project

0

5

10

No description

Some description/rationale

Excellent description/rationale

Description of the Setting (10)

Location

Demographics of those involved

Description of the organization or groups involved

Time commitment

0

5

10

No description

Some description

Excellent description

Methods of Implementation (60)

Connections Web (10)

0

5

10

No Web included

Adequate Web

Completed Web

Student Service-Learning Plan (10)

0

5

10

No plan

Adequate plan

Plan well defined

Time line (10)

0

5

10

No time line

Some events sequenced

Clear sequence of events

Narrative Explanation/Description (30)

Inclusion of Maryland Learning Outcomes (MLO), MSPAP outcomes, INTASC Principals, Dimensions of Learning Maryland State outcomes, or some other guidelines or standards.

Include a description of your preparation, action and reflection.

0

15

30

No narrative

Some explanation

Complete narrative

Assessment/Impact (20)

How did you evaluate the project? What worked? What didn't?

0

10

20

No assessment

Some assessment

Project well evaluated

Reflection/Journal (30)

Describe what you learned during your project?

Include evidence from participants. Include feedback from someone who was a part of the project or someone impacted by it.

Was this project worthwhile? Why/why not?

Would you do it again? Why/why not? What would you do differently?

0

15

30

No reflection

Some reflection

Insightful reflection

Conclusions (10)

0

5

10

No conclusion

Some conclusion

Insightful conclusion

Style (10)

Uses APA style, correct language conventions, grammar, spelling and punctuation; cites appropriate references.

0

5

10

Many errors

Some errors

Free from errors; includes references

TOTAL (150)

Comments:

ELED 312: SCIENCE INSTRUCTION

Ed Robeck, Ph.D.
Salisbury University

Zoo Discover Kits Make Science Teaching Go Wild

Participants

Two course sections (n = 16-24 students/section) each semester of elementary/middle level science education methods students from fall 2001 to spring 2003.

Project Focus

This project helped to fill the Salisbury Zoo's need for well-designed instructional materials that are accessible to teachers support the curriculum of local schools.

Project Description

The students in the course are learning reform-focused inquiry-based teaching methods for elementary and middle school science instruction. In this project they used their emerging skills at instructional planning to design and build teaching kits for the Salisbury Zoo. These kits will be used by zoo volunteers in presentations for zoo visitors and will be made available to area teachers for use in schools.

Service-Learning, Science Methods and the Formation of a Teaching Identity

Becoming a teacher is as much about developing one's identity as it is about learning a set of skills or a body of knowledge. Being able to envision one's self in the situations and roles that are typical of a teacher's work is an important part of the process of forming the identity of a professional educator. Through their professional education program, prospective teachers fit the images they have of themselves into their conceptions of what a teacher is—the relationships and behaviors that they think are typical of teaching. As with any conceptual framework, a person's understanding of teaching may be more or less limited, more or less conservative, or more or less empowering. At the same time, preconceived notions, which are often gained

informally and held only tacitly, may be made explicit, challenged, and confirmed or restructured in new ways. The service-learning project described here had the result of helping pre-service education students reconsider and, in some cases, reconceptualize their understandings of the work of teaching. While in this case this result was initially unintended, it points to an important potential for service-learning in professional teacher education programs.

It may have been that the exploration of teaching identity that occurred during this project took place, in part, because this was an elementary/middle school science methods course. For a variety of reasons, it is inherently necessary for students to reconceptualize their role in science education during the course. Evidence from the students' first writing assignment in the course—a science autobiography in which they describe their early experiences with science—suggests that most of the students hold fairly negative and limited views of science teaching. Generally, they would not choose to see themselves take up the behaviors that they saw exhibited by their own teachers. They often express the idea that their own experiences in science have stifled their interest and understanding, rather than promote it. While many students describe one or two particularly engaging science teachers, those are considered for the most part to be exceptions.

As they enter the methods course, students typically seem to either resist the idea that they will teach science at all as elementary teachers or embrace the idea that they will teach science, but think that to do so they will have to reconstruct the role of science teacher into a different model than they observed when they were in grade school (usually by making it less boring or tedious, and more entertaining.) In either case, though, the student often has a rather limited view of what they consider to be involved in science teaching. In the most prevalent view, science teaching involves learning expository information about certain kinds of topics (e.g. weather, rocks, whales), in certain kinds of settings (e.g. classroom, lab, school grounds), and using certain kinds of equipment and processes (e.g. mixing chemicals in beakers and flasks, doing dissections, growing plants in cups).

Even those who want to teach science differently than it was taught to them often restrict the meaning of science teaching to these sorts of dimensions—they just want it done in a livelier fashion. Of course, there is

much that is left out of this traditional view of a science teacher's work when this view is compared to current reform movements. For example, considering how science affects society, which is currently seen as an important dimension of science literacy, is often not something that the students consider an integral part of science teaching. Part of the intended work in the science methods course, therefore, is to get the students to think about science teaching in ways that are consistent with current national reform movements. To do this, a reconceptualization of what it means to teach science is a necessary process for most students. In this course, the service-learning project has become a vehicle for that process.

For the service-learning project to serve as a catalyst for deep reflection on the teacher's role in science education was not the original intent. Three semesters ago, when I first began including service-learning in my course, I designed a service-learning project that would address some of the standard outcomes of the science methods course. I wanted the 20 or so students in the class to get practice designing inquiry-based lessons in developmentally appropriate ways. I saw service-learning as a way to do this in a context that would help the students see their work as valid and vital to something outside of the class, thereby increasing the importance they would place on doing it well. To ensure that these curricular goals could be met in the course, I approached a community-based organization—the Salisbury Zoological Park—that I knew from past encounters could use some help developing instructional materials.

The basic design of the project was for my students to undertake the preparation phase of the project by assessing the instructional quality of one of the zoo's "Discovery Kits." These kits contain a variety of materials on a topic that is linked to an exhibit at the zoo (e.g. diet and dentition, spider monkeys, rain forest.) There is a basic framework for the kits, so there is a level of conceptual coherence across them, but each is unique in terms of the specific items included and topics addressed. The intent is that the kits can be used with school children when they visit the zoo to help build their understanding and add meaning to the visit. In the action phase the methods students were to refurbish the kits and revise and/or rewrite the instructional material in the kits, and develop new lessons for them.

In some cases, students were to develop entirely new

kits, using the same general framework followed for the others. For example, many of the kits were developed around the guidelines of the *Habitat Education Learning Program* (Wildlife Conservation Society, 1995) and focused on biotic and abiotic aspects of habitats, as well as human interactions with those habitats.

Part of the vision of the project was to make the kits user friendly for area teachers, so that the kits might begin to be used in the local elementary schools. As part of the project's action phase, too, the methods students would present to youngsters at the zoo or elsewhere using the kits on one or more occasions during the semester.

It was not long after beginning the project that the challenge it posed to students' conceptions of science teaching became apparent. As the students reflected during early stages of the project, some began to question the relevance of working with the zoo to the purposes of the course. Although one of the outcomes of the course is for students to "identify ways that classroom teaching can be linked with other formal and informal learning opportunities in the community," the students who raised the questions seemed to feel that the attention being given to the zoo through the service-learning project was disproportionate. Their work as teachers would be, they argued, taking place in classrooms, which they thought of as very different places from zoos. While the zoo might provide an occasional resource, or a site for a field trip, they felt that it was pretty much irrelevant to most of the teaching they would do. As students reflected throughout the project, there were many opportunities to explore their ideas about the differences between zoos and classrooms as settings for science education. As we progressed in the project, their ongoing reflection offered an opportunity for me to understand the major differences between how the students were thinking about these settings and how I was thinking about them.

To a large extent, I came to understand that the differences in students' conception of science teaching and mine had to do with our understanding of the social arrangements in schools, and especially the effects of the traditional bureaucracy on teacher-child relationships. This came to light when one particular incident in the second semester in which we did the project provided a critical reflective moment for a group of students and, through their retelling of the event, for the entire class.

The incident took place during the action phase of the project on a day when we were presenting some of the activities that the students had developed at the zoo. Student teams had set up tables around the zoo grounds at points assigned by the staff. Each student was identified by an official volunteer badge, so visitors would know that they were acting as zoo educators that day. They were to work to enhance the educational value of the visitors' zoo experience by interacting with passersby who stopped to visit their station. Several student teams were very busy throughout the day.

One team, however, was becoming frustrated by mid-morning because, while many people passed by their station, few visitors stopped to talk about their display. They asked me what to do, and I turned the problem back to them, asking them to consider what we had said in class about ways to engage learners, and see if any of those would work here. We had discussed strategies relying on such concepts as novelty, relevance, vividness, challenge and others to "hook" learners and bring them into a lesson. At first, one of the students suggested moving their table so it was directly in the main flow of the foot traffic—making it impossible for passers by to not interact with them. The team abandoned this idea, primarily for logistical reasons (the table was heavy, and there was a lot on it that would have to be taken off and put back on at the new spot). On impulse, one of the students then picked up three items from the station, all of which were rather unusual looking parts of plants, and walked up to an adult visitor asking which of the three items she thought she had probably seen before. When she said "none," he proceeded to suggest a puzzle by saying that each of the three was the source of a common spice, and all three were rain forest products. As he talked to her, other people became interested in the odd objects he held, and before long he had several people at the station trying to identify common products that derived from various rain forest sources.

Back on campus the next week we discussed this incident. We compared the two approaches—moving the table versus asking the learner to solve a simple puzzle—in terms of concepts such as intrinsic and extrinsic motivation, student ownership of knowledge, and inquiry. "Moving the table" became a sort of metaphor for using the bureaucracy of the school to extrinsically force students to take part in instruction. Such approaches rarely work, they realized, as the learner ends up in the position of resisting what is being

done to them. The metaphor was apt, they thought, because sometimes what seems like an instructional interaction is really a teacher's response to the students doing their best to avoid the learning. Following the metaphor, the teacher can sometimes put learning in the students' way, so they have no choice but to interact with it. However, they are not motivated to learn and often find ways past the encounter without learning what the teacher intended. On the other hand, asking about the rain forest objects demonstrated the potential of engaging the learner through means he or she found interesting. This came out, too, as some students argued that a strategy that would work in a zoo would not always work in a school. When asked why this was so, the students stated that it was because children can choose to leave the zoo, or move to another part of it, if they want to.

That raised the question; What if we were to imagine that children in classrooms could move or leave if they wanted to? How might that affect our teaching? Together we explored the ways that the structure of schooling sometimes allows teachers to not have to find ways to engage the learners. Teachers have the prerogative to more or less insist on students paying attention, rather than finding ways to make the students willing participants in the learning encounter. We began to question why schools are set up as they are, and whether one might approach teaching in more effective ways if some of the assumptions inherent in the structure of schooling were challenged, such as assumptions regarding what students are *supposed* to do and what teachers are *supposed* to do. In effect, we wondered why schools couldn't be more like zoos (with the children seen as visitors, not residents), and what that might mean if they were. Now, in my fourth semester of working with the Salisbury Zoo as a partner in a service-learning project, considerations of these kinds of questions about schools have become an integral part of the project.

What has become integral, too, has been explicit attention to the process of becoming a teacher as entering a community of practice, with the widest possible conception of the boundaries of that community. It was clear from the students' comments that they thought about teaching as almost exclusively a set of interactions between children and a single teacher, structured to some extent in response to other teachers and administrators in the school, but largely left up to that one teacher. The zoo project has helped to extend

that view. The students can see that the goals of community organizations often overlap with the formal curriculum, and that these organizations can be active partners in developing learning experiences. The expectations for their work as teachers are set not only by school administrators, but also by a wide range of community members, including parents, who have a stake in public awareness of science. These stakeholders, too, must be considered as members of the community of practice of science education since they help to shape the intended outcomes of teaching. This service-learning project has provided an opportunity for the students to be legitimate participants in this broader conception of a teacher's work.

The service-learning project that I have incorporated into my science methods course has also affected me as an instructor. As I have worked through the issues raised by students in the project, I have come to better understand my own role in their preparation. As well, I have become more articulate about the purposes of the project, and the course in general, in the scheme of their professional development. This semester, my fourth with this project, the response of the students has been very different. In an anonymous checkpoint three weeks into the project in which the students responded to the writing prompt, "When I think about the service-learning project what comes to mind is . . .," the vast majority of the students expressed a mix of excitement and a sense of responsibility, realizing that their work would be used by many teachers. Several described how hard it was for them to believe that their work would actually be contributing to other teachers and to the zoo, because they did not feel that they were ready to make the decisions that would lead to such contributions. In short, the fact that the project placed them in a role that was in many ways on par with other teachers forced them to consider their skill development as instructional planners, and to realize that they have valid abilities as novice professionals. The issues regarding the appropriateness of the work to the purposes of the course and to their future role as professionals have diminished over time. We talk openly about the contingent nature of social arrangements in schools—that they are as they are for social and historical reasons, not necessarily because that is in every case the one best way to organize a school. Considering how schools are like and unlike zoos, museums, and other public education

settings has become an integral aspect of the reflections we do in the project. As I have made this an explicit theme in the project from the outset, the students seem more comfortable with expanding their notion of the teacher's role, and of alternative conceptions of their work in schools, classrooms and communities.

There is more work to be done. A few students still voice frustration about the project. Some of those students were uneasy with the ambiguity of the project. They comment about the lack of direction, since they are working with only a general framework regarding what the kits were to contain, as a negative aspect of the project. They would like more clarity regarding what they are to do. This is an element that I can yet address better than I have. I can help the students recognize that teaching is largely about making decisions in ambiguous circumstances, and how in such circumstances returning to guiding principles, rather than looking for strict rules to follow, is the appropriate response. Other students speak to the fact that they did not get to keep the kits that they make and comment that they are less motivated to work on them because of that. To me this suggests that there is more to do with respect than to situating the purpose of the course relative to their position as professionals. I will need to work on helping them to see that a contribution to the community in which they work is also a contribution to themselves. That is very tangibly so in this case, since any teacher in the region can use the kits when they wish.

Yet, even these remaining questions and comments still demonstrate the potential of the service-learning project in the professional teacher education program. As the students are considering whether the project is appropriate or not, relevant or not, or helpful to them as they prepare to teach, what they are also considering is their role relative to the project. In some cases, the project may have to change, and we do continue to make adjustments in it for some or all students from time to time. In some cases, the change must come in the students' conceptions of what it means to be a teacher. Either way, by continuing to consider the issues openly as part of their reflections about the project, the students will find themselves doing the important work of imagining themselves in their future role and, perhaps, allowing that imagining to stretch here and there to fit a broader notion of what it means to be a teacher.

ELED 313: SOCIAL STUDIES INSTRUCTION

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Humanitarian, Relief-Based Service-learning in an Elementary Social Studies Methods Class

Introduction

This section describes how a humanitarian, relief-based service-learning project was incorporated into an elementary social studies methods course in the spring semester of 2002. There has been a long history of support for service-learning-type activities in the social studies, at all grade levels, as a means of promoting civic responsibility.

It is important however to make a clear distinction between community service-type activities, often discussed in social studies texts in connection with citizenship education, and service-learning. “Community service activities can be spontaneous and short-lived, such as when the children learn of a fire at a nearby house and collect canned goods and clothing for the family. Activities can also be planned systematically and sustained over a longer period of time, such as adoption of a creek or a section of the playground” (Parker 2001). In addition to student action, however, service-learning incorporates other essential components. Perhaps service-learning is best defined by looking at the five service-learning competencies adapted from Portland University’s *Assessing the Impact of Service-Learning: A Workbook of Strategies and Methods* (1998). They are as follows:

1. Identify community need
2. Establish partnership and collaboration with community to develop service-learning project
3. The Service Learning Process: preparation—action—reflection
4. Identify relationship between service learning project and course content
5. Sharing results: How to evaluate/assess the impact of service-learning on all involved

One way to articulate the differences between community service and service-learning is to look at how projects done in K-12 classrooms can address the five service-learning competencies. The project de-

scribed in this paper was a school supply collection for Afghan children. Given the close proximity of the project timeline to the tragic events of September 11, 2001, there was a heightened interest and awareness of the plight of Afghan children. I believe that this project exemplifies how service-learning and the social studies can work hand in hand in helping to educate informed and active citizens.

After brief descriptions of: 1) the course in which the project took place, 2) the project activities undertaken by the students and 3) a description of other participants in the project, the paper primarily focuses on how a project of this type can address the five service-learning competencies. Information about the project and passages taken from student reflections are used as evidence of how the competencies were addressed.

The Project

The Course

The course, called Social Studies Instruction, is required as part of the Elementary Teacher Certification Program at Salisbury University. During the semester of the project, two sections of the course engaged in the same service-learning activity. All students in the courses had been admitted to the professional program and were juniors and seniors.

Project Focus

The focus of the service-learning project was three-fold. First, I wanted my methods students to learn what service-learning was and how it differed from community service, a concept so often taught in social studies. I used materials provided by the Maryland Student Service Alliance (1995) to accomplish this. Second, I wanted the students to begin thinking about how they would do a similar project in their social studies classes when they begin their teaching careers. Finally, I wanted these preservice teachers to experience firsthand a service-learning project. I believe all three of these experiences are critical to preservice teachers’ ability to carry out such projects in their own classrooms in the future.

Project Description

Making the Decision. After the introduction to service-learning via materials supplied by the Maryland Student Service Alliance, we spent a day brainstorming

some possible group projects that both sections could complete in a one-semester time frame. The only stipulation was that the project had to be a humanitarian, relief-based, service-learning project. What the project would be and what it might look like were left to the students. While many of the ideas focused on more local needs, the students ultimately decided on a school supply drive for the children of Afghanistan. Recent reports in the media about the reopening of schools in Afghanistan and the lack of facilities and materials made this a popular choice.

Getting Organized. An executive committee was established, consisting of two representatives from each course section and the author. The idea of the executive committee was to meet on a regular basis to brainstorm and research what needed to be done to have a successful but manageable drive in a one-semester time frame, and to keep other class members engaged and informed. Once agreement was reached, the classes organized into committees to handle the different facets of the supply drive. Sign-up sheets were created outlining job descriptions of the various committees. For example there was a public relations committee, a business contact committee, and a bin distribution and collection committee, in addition to the executive committee. Flyers and advertisements were created and distributed across campus, local businesses were contacted, collection bins were distributed in residence halls and classroom buildings, and over a two-week period, supplies were collected.

Collaboration with a Community Event. The Education Department at Salisbury University had been fortunate in receiving a large endowment for the purpose of hosting a series of public lectures, the Riall Lecture Series, designed to attract renowned educational speakers. During the time of the school supply drive, a lecture was scheduled featuring Jonathan Kozol, an author and advocate of inner city children. This lecture is part of the department's community outreach efforts and is free and open to the public. As a member of the Riall Lecture Series committee, I asked other members of the committee if we could tie the Afghan school supply drive into the lecture in some capacity, as there seemed to be a logical connection. The students volunteered to hand out programs and sell Kozol's books at the lecture, in exchange for being able to hang flyers asking those attending the lecture to bring school supplies and place them in the bins supplied outside the auditorium doors.

The Aftermath. Once supplies were collected, they needed to be inventoried, boxed and prepared for shipment. These are all activities in which students engaged as part of their contribution to the project. We ended up with eight large boxes of usable supplies.

The Participants. Although most of the participants in the project were preservice teachers in the elementary methods courses, other people connected with the campus and external communities became involved in a variety of ways. K-6 classrooms in which methods students were completing field experiences did their own school supply collections to donate to our drive. University faculty also became involved with the project in ways beyond donating school supplies. For example, a communication arts faculty member who saw a flyer about the project created stickers in two languages used in Afghanistan that stated "You have a friend in the United States." After hearing about the project, a couple of local businesses donated unsolicited school supplies. A significant number of the people attending the Riall Lecture Series brought supplies.

Addressing the Service-Learning Competencies

The project was a success on many levels and for the most part the participating preservice teachers felt very good about what they accomplished. But was it service-learning and did this project address the five service-learning competencies outlined earlier in the paper? A look at each of those competencies and what the student reflections reveal about how they were addressed follows.

Identify Community Need

By collecting school supplies for Afghan children, we broadened the definition of community to include the world community. Afghanistan is in a part of the world that these preservice teachers may never experience first hand, yet, they felt an educational connection to a community in another part of the world. The need for supplies was obvious and not difficult to identify. But, there was another need; many in our educational community felt compelled to do something in response to the September 11 tragedies and its aftermath. Students were able to connect their personal need for action to the needs of people halfway around the world, as the following student reflections illustrate.

Prior to this project, the only thing on my mind was how well the American forces were doing. This project changed that for me. It made me realize that there are thousands of innocent people, in Afghanistan, without options. They have nothing. In America every child has the opportunity to attend school. In Afghanistan, children are struggling to survive. Imagine trying to learn without pencils or paper, never drawing a picture, or never reading a book. (Student reflection)

We took on a great deal of responsibility with the project and took the initiative to call on our community for help ... We took pride in what we were doing to help the people of Afghanistan. (Student reflection)

Establish Partnership and Collaboration with Community to Develop Service-Learning Project

As previously mentioned, the humanitarian, relief-based project was accomplished through collaboration with local schools, local businesses and the Riall Lecture Series committee. We also made arrangements for shipment through a contact one of the students had with an employee in the Pentagon. She put us in touch with a number of Afghan relief agencies springing up in response to the war against terrorism. One organization, the Afghanistan Foundation, made an early commitment to see that our supplies were shipped. In addition to the local schools and businesses, the preservice teachers made a variety of efforts to get the university and larger communities involved in the drive.

I asked my mom's third grade class back home if they would like to participate, and they were interested. I wrote them a letter explaining what we were doing and what supplies were needed. They brought in quite a few items to add to our shipment. (Student reflection)

I also placed a flyer along with a small description of the project and a box at my place of employment to allow community members who wanted to donate the opportunity to do so. I was pleased that I received so many donations from people that I work with. I forwarded these donations along with my personal donation to the collection boxes on campus. (Student reflection)

Service-Learning Process: Preparation—Action—Reflection

This group project took an enormous amount of preparation. This was an ambitious undertaking for a one-semester course. In addition to the class period devoted to "What is Service-learning?", preservice teachers needed to organize themselves for the collection drive. Class members also began talking about why they thought the preparation was key to success.

I learned a lot about setting up my own service-learning project. I found that it takes a lot of planning on the part of the teacher, depending on the grade level. In order for the project to be successfully completed it needs to be well organized. Having the students sign up for individual jobs or having small groups form committees is a great way to keep them organized and focused on their part of the project. (Student reflection)

The action involved the actual two-week collection, culminating in the Riall Lecture day. As described earlier, the class members distributed flyers, set up and emptied collection bins, contacted local businesses and brought supplies of their own. All preservice teachers in both sections made some contribution to the project. No one opted out, even though he/she could have with minimal cost.

Every class member also did a written reflection based on the service-learning reflection prompt that is included in Appendix B. While excerpts from reflections are found throughout this paper, a summary statement on the reflections can be found in the "Sharing Results" section.

Identify Relationship Between Service-Learning Project and Course Content

The connections with course content were easy to make as the group focused on a common topic: Afghanistan. Many class members commented in their reflections that we didn't do enough with this in class, and I agree. This was partly my fault as I engaged in assumptive teaching, the assumption being that students already knew a great deal about Afghanistan or that, given the events of September 11, they would be motivated to learn more on their own. It is clear to me in retrospect that I missed a great teaching opportunity.

Although I was quite excited about the project, I have to be perfectly honest. I did not learn as much about Afghanistan as I would have liked to. The project did spark an interest for the children of Afghanistan and how little they have, but I did not learn anything other than the children's disadvantages. (Student reflection)

Unfortunately, this project did not increase my awareness of Afghanistan. I must admit that the media was my informant about the whole situation. In a way I feel like we could have spent more time investigating Afghanistan, but I realize that, under the pressures of the semester, we simply do not have enough time. (Student reflection)

One reason for this was having the syllabus set for the course before the project was selected. Since the students did not develop knowledge outside of class, it has become clear to me that I need to orchestrate a more direct content connection when doing projects of this type.

Sharing Results: How to Evaluate/Assess the Impact of Service Learning on All Involved

This project has had no impact on the community it was designed to serve. As of this writing, the school supplies collected last spring are still awaiting shipment. Our Afghanistan Foundation contact left the organization before they were shipped. Through our Pentagon connection, we arranged a flight out of Dover Air Force Base to deliver the supplies, but the pilot was transferred before the flight. We were put in touch with other possibilities, but then were told that organizations want money and not actual supplies for shipment, as they have been inundated with such supplies.

Despite this frustration there appears to be a positive impact on the methods students. At this point, nine months later, students involved in this project still contact me and ask if the supplies have been shipped yet. In fact, a couple of students who have now graduated are still working with me to secure a commitment to ship the boxes.

The best data I have about the impact of this project comes primarily from two sources. One source is the service-learning project summary sheet that students were asked to fill out and hand in (see Appendix A). It

was from these summary sheets that I learned that every student made a personal contribution of school supplies and over three-fourths of the students served on one of the committees formed in connection with the drive.

The second source is the reflections that the preservice teachers did in response to prompts which they were given upon completion of the project (see Appendix B). In response to the prompts, most students felt that we could have learned more about Afghanistan, were able to articulate the differences between community service and service-learning, and had learned a great deal about setting up a service-learning project in their own classroom.

Conclusion

I think it is fair to say that the project described in this paper did address all five of the service-learning competencies. The competencies proved a useful tool in helping to make a distinction between community service and service-learning in the social studies classroom. I also think it is fair to say that this project helped to address the three-fold focus outlined in the project focus section of the paper. At the completion of the project students had a much clearer sense of what service-learning is and experienced first-hand a service-learning project. I also think students had a clearer sense of how to initiate a service-learning project in their own classrooms. Only time will tell what these preservice teachers do with this new understanding.

Appendix A

Service-Learning Project Summary Sheet

Your service-learning reflection paper is being returned to you with a grade based on ten points. These points are in addition to the 20 points being awarded for participation in the service-learning project activities. Please return a clean copy of your reflection paper with any changes you would like to make based on my comments. These will be included in a summary I have to do on our project. The paper needs to be returned along with the completed attached form no later than May 14, the last day of classes.

Please answer the questions below in the way indicated:

Did you participate in the preliminary discussions held in class on the nature of the service-learning project?

Yes No

What did you do to help prepare, carry out, or complete the service-learning project?

Include all activities connected with this project.

Did you make a personal contribution of school supplies to this project?

Based on your participation how many of the twenty available points do you think you earned?

Appendix B

Service-Learning Reflection Prompt

What did you do to assist with the project? Why did you choose this activity?

Did this project increase your awareness of Afghanistan? If so, how?

How did this service-learning project fit with the social studies concept of community service discussed in chapter 3 of our text?

What did you learn about setting up your own service-learning project in your future classroom? What do you still need to know?

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EDUC 408: CHILDREN'S LITERATURE IN THE ELEMENTARY EDUCATION PROGRAM

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Using Literature with English Language Learners: A Service-Learning Project

Participants

Participants Summer Semester

Participants in the summer semester included 24 Salisbury University seniors, 57 K-12 Latino students from the Migrant School and approximately 10 staff members at the Migrant School.

Participant's Fall/Spring Semester

Fall/spring participants included approximately 22 Salisbury University seniors (each semester), 27 K-5 students with a variety of cultural/linguistic backgrounds and a public school ESOL specialist.

Project Focus

The dual focus of the service-learning project was to help preservice teachers discover ways to use literature more effectively with English language learners (ELL) and to provide a valuable enhancement to the education of an underserved student population.

Project Description

The project involved four major components: theory and planning, connecting to the specific context, working hands on with literature and K-12 students, and reflection.

Theory and Planning

The preservice teachers first spent time discussing why it might be advantageous to use literature with ELL. Then they explored preexisting research on the topic. Based on what they discovered, they searched for books that they believed would be especially effective with children with no English proficiency (NEP) or limited English proficiency (LEP). In small groups, they examined the books that each group member had selected and then discussed ways these books might be

used. Finally the preservice teachers prepared an initial lesson, which was primarily designed as an icebreaker, to get to know the students and to investigate individual interests and levels of English proficiency.

Connecting to the Specific Context

A coordinator from the site where preservice teachers would be working came to visit the class early in the semester. She provided information about the school environment and the children students would be working with. Each semester the procedure has been revised based on feedback from previous semesters. Initially, the professor asked each college student for the times they preferred to come to the school; the ESOL coordinator attempted to find children who could fit those time slots. However, it has worked more effectively to create a signup sheet with the best times for the K-5 students and then let the preservice teachers sign up for those times. The amount of actual contact time averaged around four hours. To varying degrees, the preservice teachers have been able to find out something about the children they will be working with ahead of time so they could choose appropriate literature for them.

Working with Literature and K-12 Students

Preservice teachers visited at the initial arranged time and took the ELL aside to a reading center. On the first visit, each preservice teacher read a book with a child and carried out a related activity, but the main objective was to learn more about the K-5 student. Subsequent visits demanded reflection and planning based on what the preservice teacher had discovered about their child as a learner, as an English speaker and as a reader. For assessment purposes a booklet was kept on site in which ELL students' writings and drawings were collected, along with reflections by the preservice teachers.

Reflection

This project involved constant reflection. After each visit the individual preservice teachers wrote in their journals: How did it go? What did you discover? Was the session successful? How might you improve the activity? In addition to the individual reflections, the preservice teachers as a whole group, brainstormed the

sorts of readings that had worked especially well. Fortunately some of the work was captured on video. As a final part of the reflection, students chose video clips and stills which demonstrated the best practices and then created a Power Point presentation. One group of students even presented their reflections at a local ESOL conference.

Five Service-Learning Competencies

In this case, the preservice teachers did not investigate possible community needs, because the need had already been identified. But they did spend much time discussing the implications and the ramifications of such a need. The demographics of the Eastern Shore of Maryland have changed drastically even in the short time since many of these preservice teachers were in elementary school. Several disbelievers checked back at their rural schools, sure that there would be no ELLs, only to find that there was indeed a growing population of non-native English speakers.

The partnership has run smoothly and students have been very flexible in changing gears to meet the needs of the school and the individual students. Although the initial collaboration was established between the professor and the ESOL specialist, the students have carried out the negotiations and modifications since. Interestingly, five students who were already employed at other schools have replicated the model on a smaller scale to meet the needs of ELL at their sites. In those instances, all of the collaboration was carried out by the preservice teachers.

The preparation-action-reflection model was utilized in a cyclical manner. Initial preparation was followed by work with an individual child or small group. The preservice teacher then reflected and modified his/her approach and chose an appropriate book based on what had been learned the first time. In most instances, preservice teachers returned four times to the site. This process was followed by a final reflection of the entire experience.

This service-learning project enhances the material being covered in the course. Preservice teachers learn how to choose appropriate literature, how to read aloud and guide the reading of students, and how to use literature to facilitate the language development of individual learners. Most of the strategies that were uncovered by the preservice teachers are effective

strategies for the general population, so they have been able to see how using the modifications in their future classrooms will benefit not only the ELL but also the whole educational environment.

The overall feedback has been extremely positive. In terms of the preservice teachers' learning, several outcomes were apparent. Before service-learning was incorporated, college students only thought superficially about the fact that they will have ELL in their future classrooms, and many of them have seen that possibility as an imposition which would detract from the education of their other students. The instructor has seen a drastic change in attitudes in this regard. Secondly, the hands-on work reading with children has really enhanced preservice teachers' understanding of the potentials of using literature to strengthen language skills. As for the K-5 students, the effect on their English skills would be extremely difficult to quantify. The ESOL specialist sees improvement, but these children are engaged in so many other English learning activities that growth would be hard to attribute to any one thing.

However, it must be said that anecdotal observations indicate that an excitement about reading has been generated. These students have been introduced to books they can enjoy despite English language limitations. Another qualitative mark of success is that the ESOL coordinator and the school are eager for the project to continue. Anonymous assessments done at the end of the semester indicate that this project is regarded as highly beneficial, and almost unanimously, preservice teachers felt it was a project that should be continued. The following excerpted comments by two preservice teachers are fairly typical of the feedback received:

Overall, I think that tutoring the service-learning student was a wonderful experience. I learned a lot about ELL students and how to work with them. This was the first experience that I've really had to work with a Korean student who is still learning the English language. I think that the ELL program is very positive, and it really helps these students. (Kim C.)

This experience was absolutely amazing because I feel I learned as much if not more than he did. I learned about a different culture and the daily

struggles an ELL student faces. I also learned how hard an ESOL teacher's job is everyday. Additionally, I became more confident in my teaching abilities. The only thing I would change about this opportunity is to make it a longer time than two weeks. I feel like I was just scratching the surface and if I had more time I could have made a true difference.

(Kristy L.)

The only major criticism of the project by the preservice teachers has been that they would like to have more time devoted to working with the children. Four hours is just enough time for them to scratch the surface. The instructor has been pleasantly surprised and impressed by the level of positive feedback from the preservice teachers and this is definitely a project which will be continued in a modified form in future sections of this course.

EDUC 408: MEASUREMENT AND EVALUATION

Elizabeth H. Brooks, Ed. D.
Coppin State College

Using Service-Learning to Enhance Academic Excellence

EDUC 408 is the study of objective measurements and evaluations education, preparing the student for the selection, administration, interpretation and effective classroom use of standardized and informal tests and test results. Emphasis is placed upon adequate diagnosis as the necessary basis for skillful educational guidance. This course was selected as the pilot course for the infusion of service-learning into the curriculum of Coppin State College because, through it, many of the criteria of service-learning could be fulfilled and it allowed preservice teachers the dual opportunity to perform a service and to help Rosemont Elementary School, one of the Professional Development Schools (PDSs) currently under the aegis of Coppin State College. The course emphasis was on familiarizing preservice teachers with using tests and test results. Since Coppin had accepted the responsibility of assisting students and teachers at the PDS with preparing for the Maryland School Performance Assessment Program (MSPAP), the project focus was to develop something to prepare the elementary students for standardized tests, particularly the MSPAP.

Rosemont Elementary School became affiliated with the Coppin through the New School Initiative signed with the Baltimore City School Commissioners in 1998. This partnership was established with Rosemont because the school's achievement scores on the MSPAP never reached city or state standards, and the school was targeted for reconstitution.

To prepare them for developing materials to help with the MSPAP, preservice teachers studying measurement and evaluation in education were required to research and respond to information concerning testing in the Baltimore City School System including the MSPAP. MSPAP guidelines and scoring processes were researched and students also had to locate and compare test scores for Rosemont with scores from other Maryland schools. In their attempt to provide additional assistance with skills training for the Rosemont stu-

dents, the EDUC 408 students searched the national, state and city learning outcomes and content standards in order to develop interactive work book packets of activities to improve critical thinking skills in reading, writing, social studies, mathematics, science and language arts. In addition to researching the standards, the preservice teachers also conferred with parents, teachers and parent liaisons. They, then, located or developed appropriate materials in each area. They brainstormed, used the computer and the Internet, and the scope and sequence sections of teachers' guides and manuals to acquire material. These materials were reproduced and hand bound. The packets turned out to be 40-50 pages in bright and captivating colors. A letter in each packet described the contents and purpose of the packet and explained how caregivers, siblings, coaches, mentors and parents could work with the child to increase and enhance cognitive thinking skills.

The preservice teachers went to the school to deliver the packets to the children themselves. In the pilot session of this project, packets were presented to third and fifth grade classes at Rosemont. Teachers at the PDS kindly allowed the EDUC 408 students to speak to the children and to demonstrate how to use the packets. Preservice teachers in the evening section of this course delivered their packets to eighth graders at another Coppin PDS, William H. Lemmel Middle School, and to parents of the Summer Sports Program at Coppin State.

The need for this project in the community was identified when the Coppin/Rosemont Initiative was signed and the need was further indicated when the EDUC 408 students researched and found that Rosemont students still lacked improvement in scores on the MSPAP. As the preservice teachers located and developed activities for their packets, they were able to enhance their own knowledge-base about assessment, evaluation and testing.

The reflection component of the service-learning definition was satisfied in multiple ways. Children receiving packets verbally expressed their delight with the materials. Parents sent their comments to their children's teachers and to the parent liaison. The Coppin students completed surveys, discussed their findings and feelings in classroom presentations, and entered their thoughts in logs, journals, and portfolios.

When the project began in EDUC 408, students were required to locate some information about service-

learning. They often sought this information from the Education Resource Center (ERC). They located articles and some handbooks. Since the first project, the Coppin State College ERC has made a concerted effort to accumulate and catalog materials about service-learning.

The project started in EDUC 408 has become a well-known aspect of the course. Students who have completed the course tell those who need the course what to expect. They all agree that the beginning of the project is time consuming and, at times, is also frustrating because of all the “groundwork” needed—finding information about the MSPAP, about Rosemont scores, and finding test standards; locating and critiquing articles about service-learning; and locating age- and grade-appropriate materials for the children. The physical labor involved with assembling the packets is also frustrating—counting paper for copies of each specific color, getting the “stuff” to the printer, bringing it back from the printer, and binding each and every packet (100 per grade). But, they also tell incoming

students about the delight they feel when the children receive their packets. Every student tells of how proud they feel when they work with the children and explain how the packets should be used. The EDUC 408 students have not been to Rosemont Elementary School once when they were not applauded by the students there. In the six semesters that we have been doing this project, we have served over 1,100 children and their parents in two schools and two summer programs.

I plan to continue this project into the future. I will adapt the standards of the packet materials to the new Maryland Assessment Test, the MSA and I will have a class conduct research to see if our packets have really helped the Rosemont students increase and enhance their cognitive thinking skills.

Dr. Thomas James and I have presented papers at conferences at Historically Black Colleges and Universities describing this project and at the National Service-Learning Conference in Seattle, WA.

SCED 319: SURVEY OF EDUCATIONAL PROGRAMS

Elizabeth Wilkins, Ph.D.
Towson University

Methods in Certification Education

Introduction

Survey of Educational Programs (SCED 319) is a course only open to those students in art, dance, music, physical education and health, or media specialist whose majors lead directly to certification in elementary and/or secondary education. The course is designed to acquaint students with, develop understanding of, and become skilled in methods and techniques of teaching, planning or instruction, selection of appropriate content, and classroom management. These skills are further refined in special methods courses and student teaching. As a general methods course, the students engage in experiences that introduce them to professional knowledge that will enhance their ability to be effective teachers in an elementary, middle or high school setting.

Instructor's Goals

The instructor hoped that using a service-learning experience would open student minds to the positive possibilities of service-learning, showing them that service-learning can be an effective teaching tool. Her students learned the benefits of service-learning both for themselves and for others. One student wrote, "I feel every student in every major should be required to do a certain amount of volunteer work in order to graduate ... Learning to interact with others is important to be successful in the real world."

Giving the Task to the Students

The instructor assigned four hours of service-learning, allowing her students to choose projects that best fit their personal interests and schedules. Giving them the choice empowered them to take ownership of their projects and to further explore their own professional goals.

After completing their four hours, students wrote reflections and discussed their experiences with the

larger group. The reflections were graded based on a rubric (see Appendix A) that included what the students learned about themselves and others. The discussions enabled them to see several different types of and reactions to service-learning. They were then able to generate more ideas for effectively using service-learning in their own future classrooms.

Integrating Service-Learning into the Overall Curriculum

Service-learning inherently meets the overall College of Education curriculum goals at Towson University. Service-learning supports INTASC Principles; that is, it helps to shape the model teacher candidate. In particular, service-learning develops the following teacher candidate skills:

- It helps them imagine and implement a greater scope of learning opportunities that will foster student development socially and personally.
- It encourages them to seek out growth opportunities for themselves and enables them to reflect on the effects of their actions within the community.
- It offers a way teacher candidates can connect school and the larger community in order to, as INTASC standards state, "support student's learning and well-being."

How Service-Learning Fit into the Course Content and Goals

Service-learning fits naturally into the instructor's general methods course for students pursuing a K-12 certificate. As future high school teachers, many of her students will be responsible for assigning service-learning to meet the Maryland State Department of Education high school requirement. Adding this service-learning experience to her course better prepared her students to make the high school service-learning requirement a positive and beneficial experience for their future students.

Service-learning also supported course goals in that it taught the students more about themselves and their abilities as teachers. By committing themselves to service, they found themselves in situations that encouraged them to think of the greater community and required them to go the extra mile, tackling sometimes challenging interpersonal situations and learning how to

react as professionals, a lesson they will bring with them into the classroom.

The instructor was successful in her goals for the service-learning experience. One student wrote: “I believe ... volunteering is important for a student’s development. Learning about different organizations and activities among people also widens a student’s view of the world around them. This gives students an opportunity to be involved in something positive and helps them to grow by working with other ...” This student was able to apply what he learned about himself and his community to how he wants to teach others to learn about themselves and their communities.

ADLT 504: PRACTICUM

Taught by Dr. Theresa Harris
(Recorded by Beatrice Riley)
Coppin State College

Partnering with the Community — A Graduate Practicum Course

ADLT 504, Practicum, is a six-credit graduate course, which requires 160 clock hours in an internship-type placement. This course utilizes the student's prior knowledge and experiences with the adult learner. Generally, the instructor designs the practicum experience. Students with little or no prior knowledge and/or experience with adult learners are exposed to extensive classroom and/or field experiences in agencies serving adult populations. Knowledgeable and experienced students may elect to complete the internship at their job sites or at adult education centers where their knowledge and experience can be applied and maximized. An on-the-job internship requires that students be engaged in a project, which is distinctly different in nature from their regular responsibilities on the job.

As a general rule, students can devise their own internship to satisfy the requirements of this course. However, for fall 2002 and spring 2003, Coppin State College entered into a partnership with the Pedestal Gardens Neighborhood Network Computer Training Center, a neighborhood computer group in the Upton Community of Baltimore City. This group had been funded to help residents in the complex learn computer skills, which would allow them to participate in G.E.D. programs, basic education courses and welfare-to-work programs. The group needed trainers/teachers, with basic computer skills, to work with adults in the program. Dr. Theresa Harris accepted the partnership requirements and re-formatted her course to help the group to reach their goal. Her course objectives included:

1. To afford students an opportunity to blend theory with practice in an actual work setting and to develop sharpened administrative skills.
2. To further develop student's knowledge and practical application skills for working with a variety of adult populations in a variety of settings.

The eight students in the course were required to

take a basic computer skills course to facilitate the support of the community members and to collaborate with a professional at the site to determine the specific service that would be offered to each individual participant in the program. The 20 Pedestal Gardens participants had individual attention from their trainers for 160 hours. In addition to providing basic computer skills, the students in ADLT 504 also taught application completion, resume writing, interviewing techniques and basic reading.

The partnership between Coppin and Pedestal Gardens was a wonderful opportunity for Coppin students to complete a service-learning project while completing their internships. The ideals, definitions and best-practices suggestions were discussed in the planning and orientation meetings, which were also the advisement classes. Students also discussed logs, reflection journals, observations, supervisory observation requirements and participant surveys. After two weeks of planning, students began their 12 weeks of working with the participants. All of the ADLT 504 students established a timeline for completion of activities, whether with one or with several students; and they all set a training agenda for themselves, and later, for their clients. Some of the students worked with one client the entire time. They agreed upon a specific schedule and met each other at agreed upon times. Some students worked with different clients—whoever needed help while they were available. The students who worked with the same client all of the time felt a deep responsibility for seeing that the person's need was met. They took pride in their client's achievements and felt it necessary to give encouragement and, at times, "pep talks." If their clients were absent from the Center, the students expressed concern and caring to the supervisor.

While the professor acted as a liaison between the college and the Center, her responsibilities were limited to observation because the program worked so well. Supervisory observations and participant responses all seemed to prove that what the professor observed was true, the program worked well.

Students in ADLT 504 presented their observations in an open forum held in the Division of Education. Guest speakers included an administrator and a supervisor from the Pedestal Gardens Neighborhood Network Computer Center. Students discussed service-learning in general and their project at the Center, specifically; and

the supervisors spoke of their observations. They made a general request for future volunteers and asked that Coppin consider their site for future service-learning projects.

Service-learning projects at the graduate level are often difficult to activate and facilitate because, for the most part, graduate students are employed full time. Using a practicum experience to promote service-learning is beneficial to both the student and the

organization or group which receives the service. The student gets the chance to use theories and skills they have learned in real-life situations while he/she is applying course objectives to activities of social responsibility. The organization served is receiving the benefits of trained personnel who can assist them in continuing their work at no cost to them. Service-learning at the graduate level is a win-win situation for everyone involved.

ADLT 533: THE AGING PROCESS

Alfred Sutton, Ed.D.
Coppin State College

Service-Learning in a Graduate Program

ADLT 533, The Aging Process, is a graduate course offered to provide in-service teachers, and others, with the background knowledge and skills needed to work effectively with senior citizens in various settings including those involved with learning activities. Although several of the students in this class were not education majors, they all participated in the service-learning process and were responsible for the service-learning activities. The course is designed to provide a multi-disciplinary analysis of the bio-psycho-social characteristics of older persons as they interact with age-related social, economic and political influences of American society. Social policy, social problems and their implications for the elderly are explored. Students are engaged in clinical gerontology experiences. They use these experiences to develop service-learning activities and assessments of those activities.

Ten graduate students were involved in the class, five of whom were current in-service teachers working in adult-learning situations. The class brainstormed to decide on a place to conduct its service-learning project. After collaboration and interaction with several Resident Activity Coordinators (RACs), they decided to work in a senior citizen facility. There were 200 residents, 50 percent of whom were Korean, and there was some language problems. They then decided to concentrate on providing the seniors with information concerning health issues. The class conducted small group sessions with the seniors to make them aware of their need to have flu shots and to take immunization shots. In order to determine whether or not a need existed and the description of that need, the class devised an instrument in order to conduct a needs assessment. With the assistance of the RAC, it was determined that most of the population was at risk and might benefit from awareness instruction.

The in-service teachers and the other students in ADLT 533 designed two health awareness workshops, delivered them to the population and secured the services of nursing students (with physician approval) to set up free immunization stations at the high-rise

facility. One hundred of the residents took the flu shot. Although the ideal would have been 100 percent participation, the fact that clearances and approvals were obtained for such a high percentage of the group was overwhelmingly positive for showing the need for this activity.

A service-learning project of this sort is difficult to arrange and carry out. The fact that it was done in a single semester is encouraging and indicates that projects of service can and should include problems which might seem to be impossible. Feedback from the senior citizens indicated that the workshops and free shots which were brought to them were appreciated. The students were pleased with the reception they received from the participants. One student felt the experience gave her an opportunity to interact with another culture, to see how seniors participate in a self-selection process and to receive advice from a knowledgeable worker in the field of gerontology (the RAC). She stated that she was able to see the differences and similarities between this group of seniors and the seniors with which she was more familiar and was pleased to note that they were more similar than different.

As a professor, I was involved initially as I had to make contact with the selected site, discuss the possibility of conducting the proposed activity and obtain the proper permission. After that, my role was simplified into observation only. Students developed their instrument, conducted their survey, developed physician permission slips, recruited the nursing students and requested them to bring influenza medications, secured dates and times for workshops and shot distribution, obtained the services of escorts for the senior citizens, and assessed the activity by obtaining feedback from the citizens, the nursing students and the RACs. In their discussion period at the completion of the activity, students shared their reasons for choosing the activity and described their feelings.

Because of the success of this project, similar projects will become a part of the course requirements for ADLT 533 and will be indicated in the syllabus.

ADLT 513: SOCIOLOGY AND COMMUNITY DEVELOPMENT

Elinor Santor, Ph.D. (prior to 2002)
Elizabeth H. Brooks, Ed.D. (2002 to present)
Coppin State College

A Service-Learning Project for Master's Degree Candidates

Introduction

ADLT 513 has been a course taught in the Coppin State College graduate program for educators of adults for many years. It is a course which gives students an opportunity to explore diversity in real-life situations. It is designed to enhance the professional competency of those individuals working in diverse fields serving adults. This course is meant to develop and strengthen the liberal and specialized education of administrators, counselors, teachers and all relevant practitioners of adult education, counseling and training programs. An in-depth study is made of the principles and techniques used to assist learners in using the resources of the community to help them understand how local, state and federal agencies, as well as non-public agencies, operate within the community and how they may participate in activities available through these agencies.

Although it was difficult to convince graduate students that they had to find time in their busy schedules to complete a service-learning project, they were more accepting when they realized the project was a large percentage of their final grade. The course required the students to work with neighborhood associations and other community groups to determine where people would benefit from their services. Students worked in nursing homes, homeless and battered women's shelters, schools, senior centers, and in community meeting and recreation centers. They worked with individuals, families and parent associations in groups which ranged in size from one-on-one to one hundred. The service-learning projects differed as each student selected his or her own problems to resolve or to educate a group about. The students worked with persons in communities not necessarily their own. The interaction gave them chances to experience how adults are impacted by problems and how these problems can affect learning and teaching.

The students attended neighborhood association meetings and interviewed participants to determine a problem which they might attempt to resolve. Problems and concerns of the community were gathered from interviews, research and, sometimes, newspaper articles. Not all projects concentrated on problems. Some of the projects helped the community to gather information to give to new people coming into the community or helped senior citizens in the community prepare "help charts"—charts with addresses and phone numbers (in large print) for the agencies from which they might receive help in different circumstances. Each student established a partnership with the community association, individuals within the community and with agencies which might supply the answer to the problem in the community.

To prepare for the service-learning project, each student was required to locate and critique an article or a chapter from a text containing information about service-learning, in general. They were then asked to include in their writings their ideas for the project, their analysis of the situation causing the problem (if any), and their projected outcomes and possible solutions to the problem. Each student was required to make classroom presentations describing his/her community, the problem, the solution/action taken. They were also required to prepare a portfolio/reflective journal including: critique of an article or text, demographics of the community, a timeline of action, and copies of interviews or surveys used to obtain information about their situations.

Description of One Project

One student worked with homeowners in East Baltimore who had fallen victim to "Flipping Scams." Flipping scams received a great amount of newspaper coverage during the spring the student decided to undertake an action. Her project is outlined here.

Community Problem

Flipping is the process of someone buying a house cheaply and selling it for double or triple the paid price, often without even making any changes to the property. The "flipper" finds his victim by looking for someone who needs a new place to live and believes he or she can't afford the move or the place. The flipper gets the buyer to trust him or her by promising to put the buyer into a house and arranging a mortgage loan even if the

buyer has bad credit or little money. The flipper walks away with the loan money and the buyer winds up with a house that is not worth what he or she owes on it. Too often, the buyer can't afford to pay the inflated loan and soon loses the house in foreclosure; or the house needs so many repairs that the buyer cannot afford and the buyer loses the house after many citations from the city.

My hope in tackling this problem is to stop a potential at-risk client from being "bamboozled" out of his or her money. This becomes a problem because the stability of home ownership in the community is being threatened. What I hope to accomplish by making people aware of flipping scams is to educate them to be aware of the warning signs of possible flipping and to ask the questions that all homeowners have the right to ask before they purchase a house.

Action Taken On the Problem

I will be working along with the community and the neighborhood association to take action. New perspective home buyers will be invited to an open house which I will organize with the community association. There, we will share the warning signs and give them tips on

how to watch out for flippers. A lawyer from the Office of the Attorney General will come to share some of the cases that are being brought against the flippers. He will also explain the rights of the buyers and define what a landlord is supposed to take care of before selling a house. I will be handing out flyers in the community on this issue.

A member of the Attorney General's Office sent me some brochures which were distributed at the community association meeting in December. I contacted Ken Strong, director of Research and policy. He is in charge of the project to end unethical real estate practices. I was able to meet Strong and conduct an interview with him on flipping scams. We have obtained permission to acquire or produce a video describing flipping, flipping scams and the flipping scam warning signals. This video will be donated to the Belair-Edison Neighborhood Association as part of their home buyers' counseling meetings which are held several times each year. I have also obtained a promise from Dennis Murphy, an attorney, to speak at a future association meeting.

ADLT 530: ENVIRONMENT AND AGING

Alfred L. Sutton, Ed.D.
Coppin State College

This course was selected as a pilot for infusing service-learning into a graduate program at Coppin State College. As a part of the general coursework, students were already required to locate a situation involving adults that could be improved through educational activities. To change this portion of the course to service-learning, I simply had to include the definition of service-learning and its tenets in my initial course presentation. I added the preparation, action and the reflection components to the syllabus and identified the relationship between service-learning and course content. All of the students were working on their master's degrees in adult education with a concentration in gerontology.

The ADLT 530 course explores the relationship between human behavior and the physical environment over the life span of the individual. The course places emphasis on subjects such as privacy, mobility, institutionalization, perception, isolation and social interaction with respect to developing needs of people over their life times. Implications for environmental design, planning and policymaking are analyzed. The service-learning component served to add another layer to the skills needed to analyze the needs of individuals and offered the students opportunities to take immediate action to resolve a particular problem.

Nine students were involved in this pilot course. They brainstormed to determine where they might conduct an activity to persuade, inform or otherwise improve a situation for some senior citizens. They developed and conducted a needs-assessment survey with activity directors in a couple of agencies and centers housing senior citizens as residents and/or clients. The class then self-selected a nursing center in the community and made the necessary contacts to visit and devise a particular activity. In collaboration with the nursing center activity director, the students determined that the elderly residents of the center needed more opportunities for group socialization and that such an activity would be beneficial and, probably, very enjoyable for the residents. Although the activity was open to all residents only 10 African-American female residents volunteered to participate. But these residents, surpris-

ingly, ranged in age from 72 to 102. Several discussions were held between the residents, students and the activity director as to what they could do together, what would be considered to be "fun," and, for the students, what would teach the residents something and leave them with a pleasant memory of the activity.

The group decided to make a poster board celebrating the past and present contributions of African-Americans to society. The group of students and participants met several times to discuss the content and format of the board. Some of the seniors were able to draw on past knowledge to contribute to the board's content. Magazines were brought in to be cut up for material and the seniors even had an opportunity to play on the laptop computer belonging to one of the students. The socialization began at the first meeting and continued through the entire board-making process. The group was given a small room to house their materials while they worked on the board. They met twice during the month of March. To spur activity and "stir the juices," the group listened to gospel, classical or popular music playing in the background as they worked.

The group proudly placed their board in a prominent place for display. The senior participants discussed the board and their contributions to its completion with their friends and families.

This activity helped students to gain a better understanding of the elderly. One student said that she now understood that the elderly simply want to be recognized as loving individuals who are basically looking for love and respect in return. They want to be treated as the individuals they are and with the active minds they have which can help them to continue to make important contributions to their world and to the society.

The seniors completed a simple questionnaire about their activity, how they felt, what they learned. All participants agreed the activity had been "nice," and "fun." Friendships were established that will last outside of the service-learning activity.

This pilot project was so overwhelmingly successful that future sessions of this course will have a project and I will include a similar project in other courses of this content area.

Appendix A

Sample Questionnaire

TELL US HOW YOU FEEL ... CIRCLE YOUR
ANSWER

Did you enjoy this activity?

YES NO SOMEWHAT

If you did not like the activity, please tell us why?

Would you participate in something like this again?

YES NO

What did you like best? - the visits - the discussions
—getting things together.

What else would you like to do in a group like this?

EDUC 560: TEACHING IN A MULTICULTURAL/MULTIETHNIC SOCIETY

Lijun Jin, Ed.D.

Towson University

Understanding Human Diversity: Service-Learning as a Pedagogy

EDUC 560, Teaching in a Multicultural/Multiethnic Society, is a graduate course offered to provide in-service teachers with the background knowledge, understandings and techniques to deal effectively with children from diverse cultural and ethnic backgrounds. Most students fit in the profile of teachers in general: white, female and middle class with limited experiences with diversity. Classroom discussions, simulations and case studies were the primary instructional strategies employed to encourage the in-service teachers to examine their own biases related to diversity elements including ethnicity, race, gender, religion, age, disability and socioeconomic status; and to develop competencies in implementing instructional strategies and materials that are multicultural. As effective as those strategies can be, I was frustrated that some teachers never ventured out of their own “comfort zone.” It was very hard to help them make a genuine commitment to creating a school and classroom environment where all students were accepted and respected.

As part of the Teacher Education Consortium in Service-Learning (TECSL) that aims to prepare preservice teachers with the knowledge, skills and abilities to use service-learning as a pedagogy to teach students from K-12, I re-examined and redesigned the multicultural education course. There were three objectives of integrating service-learning in the course. One was to help in-service teachers better understand human diversity by engaging experientially in settings/micro-cultures where people are different given their race, ethnicity, socioeconomic status, age, linguistic background or gender. The second was to help in-service teachers reflect on the impact of encountering “being different themselves” in those settings/micro-cultures. The third was to help in-service teachers understand and use service-learning as a method of instruction in their own teaching.

To help in-service teachers to achieve the above-mentioned objectives, I applied the three essential

components of service-learning, preparation, action and reflection, as the guiding principle to redesign the course assignments. The project required the students to spend at least five hours in a setting serving people who are different from them and with whom they had limited-to-no contact prior to the experience in any of the following aspects: race, culture, language, gender, exceptionality, class and/or age. The students were encouraged to use any community agencies to identify the place they would like to go.

Due to different circumstances among the students, I allowed some students to do a research project as an alternative assignment by studying what research studies have said about service-learning and its connection to multicultural education. They were also required to identify resources available for service-learning and specify how they could utilize those resources to integrate service-learning into existing curriculum at their grade level. The final product could be a paper, newsletter to parents/colleagues, or brochures clarifying the myths about service-learning and the benefits of integrating service-learning projects into the curriculum.

Before the experiential learning began, I allocated a two-hour class time to prepare my students for the project. During that time, I made a Power Point presentation on service-learning to discuss its purpose and introduced the “service-learning as a pedagogy” concept. Class discussions were followed to clarify misconceptions and concerns about the service-learning project they were about to engage in.

As they went through the experiential learning process, the students were required to keep a reflection journal after each encounter and discuss their learning relevant to the topics in class. The journals, augmented with readings and classroom discussions, were to help in-service teachers understand where their mostly unfounded biases came from and make a conscious choice of uprooting them. In the journal, they recorded what they observed, heard or experienced at the settings. As they shared, in writing, the feelings of “being different” and noted any obvious similarities and differences regarding cultural, racial, age and/or language, the students were also expected to go beyond the surface level and examine their own prejudices and stereotypes toward the particular group of people they were in contact.

While learning new cultures experientially helped the in-service teachers to better understand diversity, the

next natural step for me was to assess whether they would be able to implement service-learning in their curriculum planning to help their students develop empathy and social responsibilities. Using Bennett's multicultural curriculum development model that addresses the competencies in developing multiple historical perspectives; strengthening cultural consciousness; strengthening intercultural competence; and combating racism, sexism, and all forms of prejudice and discrimination (Bennett, 2002), the students worked individually or collaboratively to develop an integrated teaching unit in which the service-learning was an essential teaching/learning tool. For example, a third grade teacher planned the archaeology unit by having her students participate in "Project Bridge the Gap" that serves the community by compiling as many old photographs, artifacts and anecdotes as possible and publishing them in a video to share with the community. As a result, this hands-on project gave the students a chance to better understand the community history and develop a sense of community pride.

In summary, the educational component of integrating service-learning experiences into EDUC 560 involved in-service teachers' identifying a service-learning site, providing the service, keeping a reflection log, discussing their experiences in class and making linkages to the content in the course. The experiential learning provided in-service teachers with a springboard to get to know "people being different from themselves" and, at the same time, to become more aware of what it means to be "different" themselves. In addition, integrating service-learning into the multicultural curriculum unit project enabled classroom teachers to see that multicultural education is achievable with deliberate effort, planning and reflection.

Reference

Bennett, C. (2002). Comprehensive Multicultural Education: Theory and Practice (5th ed.). Boston, MA: Allyn and Bacon.

