




What is Service-Learning?



Service-Learning:

- Is a method whereby students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of communities;
 - Is coordinated with an elementary school, secondary school, institution of higher education, or community service program and the community;
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What is Service-Learning?

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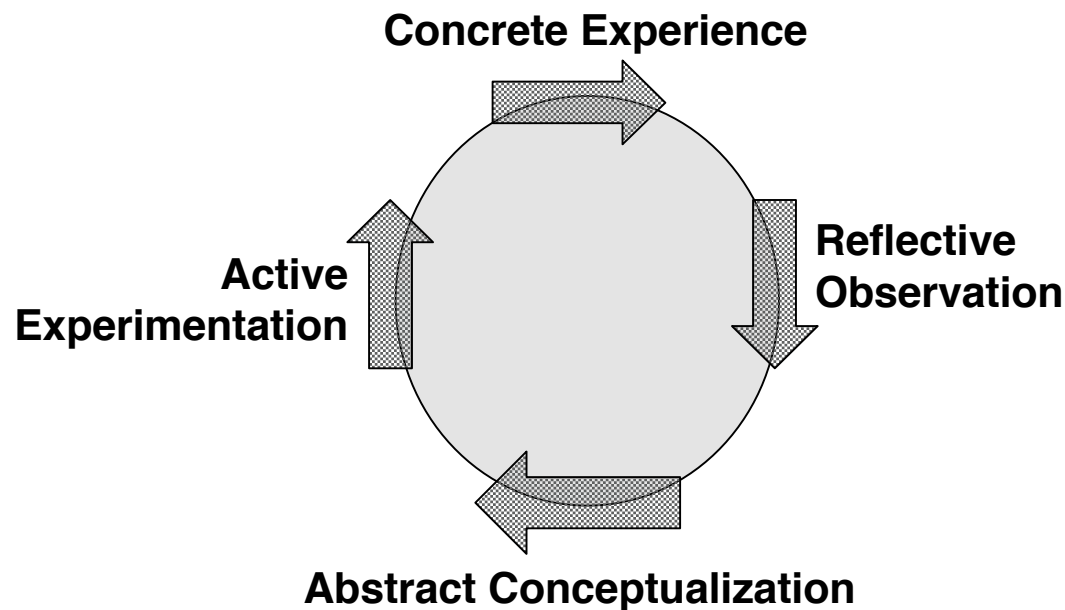
Service-Learning:

- Helps foster civic responsibility;
 - Is integrated into and enhances the academic curriculum of the students, or the education components of the community service program in which the participants are enrolled;
 - And provides structured time for students or participants to reflect on the service experience
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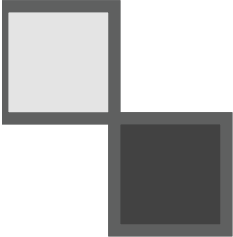
Source: National and Community Service Trust Act of 1993



The Experiential Learning Cycle




Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.





Steps in a Service-Learning Project




1. **Preparation**
 - Identifying goals, choosing a problem and solution, dealing with logistics
 2. **Service Project**
 - The heart of the experience should meet an authentic community need
 3. **Reflection**
 - Students apply learning from experience to class and vice versa
 4. **Celebration**
 - Honoring participants' efforts
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Seven Elements of High Quality Service-Learning




1. Integrated Learning
 2. High Quality Service
 3. Collaboration
 4. Student Voice
 5. Civic Responsibility
 6. Reflection
 7. Evaluation
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What is *Our* Purpose for Using Service-Learning?

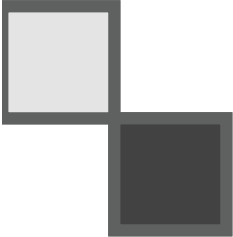


There may be many reasons why a teacher education program employs service-learning:


- To prepare our pre-service teachers
 - To teach about the pedagogy of S-L
 - To introduce the TE students to the communities in which they will work
 - To meet state or national TE standards
 - To reach out to and/or serve the community
 - To assist in achieving the mission of the university
 - Character/Civic Education, et al.
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Confusing Goals



Often the number of goals and their complexity leads to some confusion. At least two goals must be discussed and clarified as you move forward:

1. Are we talking about using S-L to prepare our pre-service teachers? or
 2. Are we talking about preparing our pre-service teachers to use service-learning with their K-12 students?
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Augsburg College Integration Model




Phase I: Exposure

Goal: Develop Basic Familiarity With and Exposure to Service-Learning--Occurs in the First Course in Teacher Education Sequence

Phase II: Skill Building

Goal: Develop Familiarity With Service-Learning Theory and to Develop a Service-Learning Enhanced Lesson or Unit--Occurs About Half-way Through the Teacher Education Sequence




Phase III: Practice

Goal: To Support Student Teachers to Carry-Out Service-Learning Enhanced Lessons or Units--Occurs During Student Teaching At The End of the Teacher Education Sequence



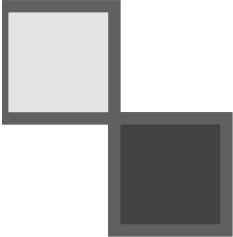

Issues/Roadblocks



- Logistics
 - Common Retorts to the Idea of S-L Integration
 - Service-learning is experiential. Teachers learn it just by doing it; therefore, explicit preparation is unnecessary.
 - Preparation in the use of service-learning is not productive until after teachers have resolved many of the challenges faced by novice teachers; therefore, it is not useful in pre-service teacher education programs.
 - There is no room in our program for anything else. If we added service-learning, what would we take out?
 - Funding
 - Academic Rewards and Roles
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General Principles for Integrating S-L into TE

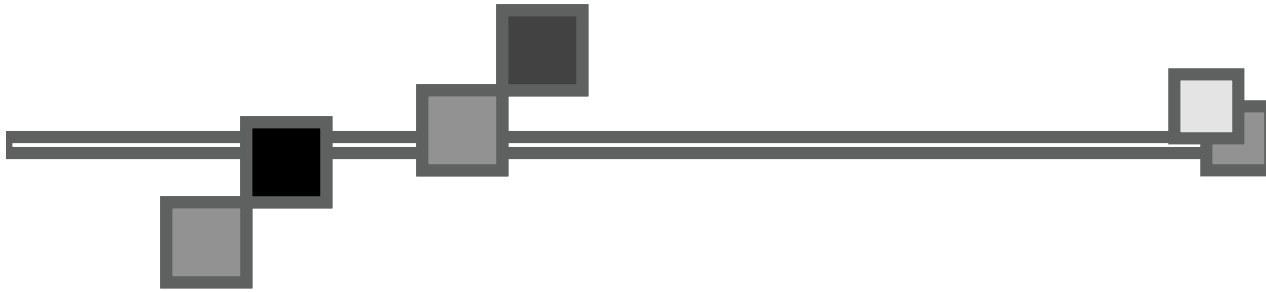
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- Student teaching is *not* S-L
 - To learn S-L, be a service-learner
 - Seek out community partners
 - Integrate in a variety of courses
 - Develop long-term community partnerships
 - Don't wait for ideal or perfect partners
 - Start small, but jump in
 - Provide on-going support
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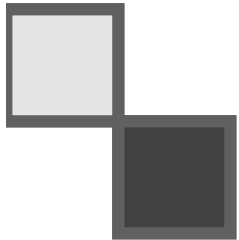
How To Integrate S-L into Teacher Education Without Major Alteration of the Curriculum



- Use “Intro to Teaching” to engage students in S-L as a service-learner
 - Tie S-L experiences to foundations, human relations, or other experiential courses
 - Present S-L theories and research in educational psychology course
 - Teach methods to assess S-L in assessment course
 - Include basics of how to do S-L in methods course
 - Have pre-service teachers work with experienced K-12 teachers to design and implement a S-L project during student teaching
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Possible Next Steps



- Discuss and Clarify Goals
- Identify and Empower Champions
- Clarify Administrative Support
- Institutionalize Support Function
- Develop a Pilot Project
- Involve Community Partners
- Involve Students

