

Service Learning
Engaging Students in Civic Responsibility, Academic Curriculum & Social Action
An Online Graduate Course
Syllabus

Teacher Education Institute ©

Course Description

The purpose of this course is to provide educators with an understanding of service learning; the guiding principles of service learning activities; and how to implement, monitor, and evaluate effective service learning projects. Students will learn to design and initiate service learning projects at the K-12 level.

A thorough understanding of service learning supports a higher quality implementation of service learning projects, develops character, and supports the affective and cognitive domains of learning. Nationally, almost all K-12 schools support service projects and value the implications for character development associated with service learning. Many high schools require service credit hours as an elective towards graduation. Most colleges have volunteer divisions to promote community service and some even require service participation for graduation. Numerous major corporations conduct service projects for their employees. The understanding of the foundations of the concept of service, including how/why serving promotes learning and allows the provider to develop the internal motivation to serve others without being prompted by requirements or competitive goals, is a critical element that appears to be missing from popular conceptions of service.

This course will examine the past and current practices of service learning in educational settings. Participants will discover how service learning has become associated with schools and will also study the history of service learning in America. Participants will discover the varied and diverse activities providing service learning opportunities. Finally, participants will learn how to connect service learning activities to their state curriculum objectives and learning standards. Participants will understand how service learning enhances brain development, engages the learner/service provider, and affects the cognitive and affective domains of learning.

The goal of this course is to motivate teachers and students to view participating in service activities as necessary for enhancing learning and character development in the school environment.

Objectives

- Examine and articulate a working definition of the concept of service learning.
- Identify and distinguish between the key elements of service learning.
- Articulate a rationale for service learning.
- Understand how to develop service as a character trait.
- Know how service projects have evolved nationally and in schools.
- Understand how service learning improves affective and cognitive learning processes.
- Recognize the motivation of well-known individuals who provided service to others.
- Explore local community groups and school projects that provide service.
- Explore new initiatives and resources for student involvement.
- Explore major educational and social service organizations.
- Learn to design, implement, monitor, and evaluate service learning projects.
- Learn how to incorporate state curriculum standards and learning objectives with service learning projects.

Curriculum Design

This is a sixty-hour, three credit, graduate level online course to be completed over a thirteen-week period.

Hardware & Computer Skills Requirements

Computer and Internet access required. Students must have regular access to a computer and be able to use computer skills to successfully complete this course. Many problems instructors and students run into stem from mis-configured browsers, incorrect software versions, pop-up blockers, and other issues. Most of these issues can be prevented by performing the browser tune up before the course or once a problem arises. Often students find it easier to use *Mozilla Firefox*, *Google Chrome*, or *Safari* rather than Internet Explorer; for some applications Internet Explorer may work well.

Course Materials

Service Learning A Guide to Planning, Implementing and Assessing Service Projects, 2nd Edition by Sally Berman

Websites and additional resources will be used to provide students with the most recent information about service learning.

Student Requirements

1. Participation: Actively participate in all class activities.
2. Reading: Complete all readings and reflections.
3. Students are required to complete a service learning project in their school setting. Reflections and an evaluation rubric for this project must be submitted by the end of Module 10.

<u>Grading Criteria</u>	<u>Points/Percentage</u>	<u>Grading Scale</u>
Modules	65%	100-93 A
Final Project	25%	92-85 B
Final Exam	<u>10%</u>	84-77 C
	100%	

Student Academic Integrity

Participants guarantee that all academic work is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one's own) is a violation of student academic behavior standards as outlined by our partnering colleges and universities and is subject to academic disciplinary action.

Module Outline

Module One: What is Service Learning?

Content:

1. Member introductions
2. Participants Make Agreements for Class Norms/Expectations
3. Course Modules, resources and requirements
4. Personal Reflection and Experience with service, learning and service learning
5. Define and articulate a working definition of the concept of service learning
6. Explore the process of service learning
7. Analyze an example of a service learning project
8. Summary Assignment

Module Two: Exploring the Blueprint and Thematic Chapters of Service Learning

Content:

1. Review the service learning blueprint for success
2. Explore various points of entry for service learning projects
3. Learn strategies for advancing your service learning practices
4. Become oriented with the thematic chapters of service learning projects
5. Explore the service learning bookshelf
6. Summary Assignment

Module Three: Service Learning Themes: AIDS Education & Animal Protection

Content:

1. Prepare for service learning that involves AIDS education and awareness
2. Explore the AIDS education and awareness bookshelf
3. Prepare for service learning that involves animal protection and care
4. Explore the animal protection and care bookshelf
5. Summary Assignment

Module Four: Service Learning Themes: Elders & Emergency Readiness

Content:

1. Prepare for service learning that involves elders
2. Explore the elders bookshelf
3. Prepare for service learning that involves emergency readiness
4. Explore the emergency readiness bookshelf
5. Summary Assignment

Module Five: Service Learning Themes: The Environment & Gardening

Content:

1. Prepare for service learning that involves the environment
2. Explore the environment bookshelf
3. Prepare for service learning that involves gardening
4. Explore the gardening bookshelf
5. Summary Assignment

Module Six: Service Learning Themes: Healthy Living & Hunger, Homelessness and Poverty

Content:

1. Prepare for service learning that involves healthy living
2. Explore the healthy living bookshelf
3. Prepare for service learning that involves hunger, homelessness and poverty
4. Explore the hunger, homelessness and poverty bookshelf
5. Summary Assignment

Module Seven: Service Learning Themes: Immigrants & Literacy

Content:

1. Prepare for service learning that involves immigrants
2. Explore the immigrant bookshelf
3. Prepare for service learning that involves literacy
4. Explore the literacy bookshelf
5. Summary Assignment

Module Eight: Service Learning Themes: Safe, Strong Communities & Social Change

Content:

1. Prepare for service learning that involves safe, strong communities
2. Explore the safe, strong communities bookshelf
3. Prepare for service learning that involves social change
4. Explore the social change bookshelf
5. Summary Assignment

Module Nine: Creating a Culture of Service

Content:

1. Prepare for service learning that involves people with special needs and disabilities
2. Explore the special needs and disabilities bookshelf
3. Understand why a culture of service learning is necessary
4. Learn how to create a culture of service in your school
5. Summary Assignment

Module Ten: Final Project

Content:

1. Review of major course concepts
2. Final project presentations
3. Course evaluations

Student Academic Integrity

Participants guarantee that all academic work is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one's own) is a violation of student academic behavior standards as outlined by our partnering colleges and universities and is subject to academic disciplinary action.