

**Temple University
Ed 224 – Spring 2001**

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TEXT – *Community Service Learning , A Guide to Including Service in the Public School Curriculum*
By Rahima Wade

Each week there is a general theme and 1 or more *Guiding Questions* that help you to focus your learning and give you points to respond to. Your portfolio should show your own growth in learning concerning each of these topics. Documentation will include course notes, notes from the readings, class worksheets, web-searches, journal entries, etc. Journal entries indicated with a number (Form #) are a 1 page guided reflection (specific questions given). Other journal entries are more open ended, allowing you to respond as you want.

Please note! On days when the class meets at Gratz High School, class will be extended until 3:10. Thus, this will not be a section for anyone with a class at a period directly following this one!

Week 1 COURSE INFORMATION

What is Ed 224 about? What are the requirements? How will I work with the course to meet my learning goals?

Tuesday, Aug 28th Overall presentation about the course and its requirements.
Presentation about the service/sections open to students.

Thursday, Aug 30th Discussion about the specifics of the Gratz HS section including course requirements, service hours, portfolios, etc.

*Journal Entry: What was my most important learning experience?
Write a 2 page journal entry about an event that was meaningful to you as a learning experience.*

Reading: Wade, Chapters 1 and 2

Week 2 SERVICE LEARNING OVERVIEW

What is service-learning? What are the interconnections between service-learning and citizenship?

Tuesday, Sept 4th **Temple University**
Service Learning- a teaching methodology.
Directions to Gratz HS – Car Pools, etc.

Thursday, Sept 6th **Temple University**
Service Learning - Essential Elements
Citizenship, character and service-learning

Reading: Wade, Chapter 3

Week 3 PREPARATION

How do I as a teacher and a student participant prepare for service-learning experiences?

Tues, Sept 11th

Meet at Gratz HS

Gratz HS students and Temple students will have an opportunity to meet each other and to hear a presentation from the Nicetown Tioga Collaborative about the various initiatives they have in the local area.

Journal Form #1: First Impressions of Gratz HS

Portfolio Entry: Summary of information gathered from Nicetown Tioga Collaborative Meeting

Thurs, Sept 13th

Meet at Gratz HS

Gratz HS students and Temple students will meet in interest groups; recreation, health, education, business, community beautification and resident involvement. In order to get to know each other Gratz HS Students and Temple students will interview each other. Each will complete a short paragraph about the other which includes a personal skills analysis. Each will also complete a summary of the discussion that they have about the topics “What does it mean to be a member of a community?” and “What does it mean to be a citizen of the United States?”

Groups will plan for the walk-about which will take place the following week.

Week 4 COLLABORATION

What does it mean to collaborate? What are the benefits and challenges?

Tues, Sept 18th

No Class

Reading: Wade, Chapter 4

Thur, Sept 20th

Gratz HS

Together HS and Temple students will conduct a Community Walk About. They will explore the Nicetown Tioga community with a focus on issues and observations in their area of interest.

Portfolio Entry – Walk about information and observations. List needs and assets observed during the walk-about.

Reading: Wade, Chapters 5 and 6

Week 5 SERVICE LEARNING PROCESS

What are the components and process of effective service-learning?

Tues, Sept 25th

Gratz HS

HS students will share information about what they have learned about the process of service-learning – the “ICARE” model. Together, students will brainstorm service learning projects that will address their area of interest.

Journal Form #2 – The process of Service Learning

Thur, Sept 27th

No Class

Week 6 **COLLABORATION**

How can communities and schools collaborate? What are the needs and assets of a community and how can they be used to work together?

Tues, Oct 2nd

Temple University

The process of collaboration.
School and community relationships – how do they work?
What are the needs and assets of a community? Discussion about needs and assets. Community mapping techniques and approaches.

Portfolio Entry: Describe in detail what you observed/learned about the needs of the Gratz Community through exploration with a sub-committee and/or discussion with your Gratz HS partners. Discuss in depth ideas for meeting the identified needs through service.

Thurs, Oct 4th

Gratz HS

Service project planning work and research into the needs of the community and resources to meet the needs.

Reading: Wade Chapters 7 and 8

Week 7 **NEEDS ASSESSMENTS/PREPARATION**

Why is a needs assessment important and how does it set the stage for effective and impactful service learning?

Tues, Oct 9

Gratz High School

Temple Students and HS students will meet together to develop a specific time line for their project, with tasks, goals, and individual responsibilities.

Tues, Oct 11

Temple University

How can teachers use needs assessments within their curriculums?
What are the implications for “opening up” a school to the community?
How can working with the community assist schools to work with and incorporate diversity into the learning experience?

Reading: Wade Chapters 9 or 10 or 11 (choose the chapter that you are interested in – HS, MS or Elementary

Journal Form #3 – Diversity and Service Learning

Week 8 **CURRICULUM WEBS/STANDARDS – basic**

How do service-learning projects serve to integrate several curriculums and meet academic standards? What is project-based learning?

Tues, Oct 16th

Temple University

Curriculum webs, standards and cross cutting competencies will be reviewed.

Portfolio Entry – Use the example given in class of preparing for a wedding and take another project that you have participated in and web 4 curriculum areas into the project. (Project can be an academic or non-academic in focus.)

Thurs, Oct 18th **Gratz HS**
Service project work.

Week 9 **REFLECTION and FOCUS GROUPS**

*What is reflection? What happens to learning with a reflective process?
What is a focus group?*

Tues, Oct 23 **Temple University**
Service Learning and John Dewey – the theories and philosophy.
Reflection as a learning process.

Thurs, Oct 25 **Gratz HS**
Together with HS students, focus groups, surveys, interviews will be implemented within the school and/or feeder schools.

Portfolio Entry – Focus Group Summary/Needs Assessment

Reading – Service Learning in an Age of Standards

HAND IN PORTFOLIO FOR FEEDBACK!

Week 10 **CURRICULUM WEBS AND STANDARDS**

Is service learning an effective method for meeting standards? How can one assure that service-learning is academically rigorous?

Tues, Oct 30 **Temple University**
An in-depth discussion about standards and meeting content and cross-cutting competencies through service.

Portfolio Entry: Using State and/or Philadelphia Content Standards take 5 standards and give brief descriptions of how to meet the standards through service-learning.

Thurs, Nov 1 **Gratz High School**
Service hours with HS students

Week 11 **EVALUATION AND ASSESSMENT**

What are the components of effective research and evaluation in service learning? What is action research and how might I use it in my own teaching?

Tues, Nov 6 **Temple University**
Service Learning reflection/evaluation methods.

Portfolio Entry: Take 1 of the evaluation methods presented and use the method to evaluate your service work.

Thurs, Nov 8 **Gratz HS YDSL**
Service hours with HS students

Week 12 **EVALUATION METHODS AND ASSESSMENT (cont)**

What are the components of effective research and evaluation in service

*learning? What is action research and how might I use it in my own teaching?
Discussion of the Service Learning in an Age of Standards.*

Tues, Nov 13 **Gratz HS YDSL**
Service Hours with HS Students

Thurs, Nov 15 **Temple University**
Using a variety of reflection techniques, students will reflect, process and evaluate the ED 224 course up to this point. Additional discussion of standards and service.

Journal Entry Form # 4- Evaluating and assessing – will it really get done?

Week 13 **SERVICE**
What have been the major elements of my groups service work?
What has worked? What hasn't worked? How have we come together as a working group?

Tues, Nov 20 Gratz Service Work

Thurs, Nov 22 **Thanksgiving Break**

Week 14 **COURSE REFLECTIONS AND TOUR**
How has Ed 224 impacted on me personally and my future teaching experiences? How can I share with HS students the college experience?

Tues, Nov 27 Gratz High School
Service with Gratz HS Students

Thurs, Nov 29th Temple University
Tour!
Time for Tour: Meet for Tour:
Meet for regular class at Temple

Week 15 **CELEBRATION!**
Why is celebration/regognition/encouragment important for service learning work?

Tues, Dec 4 Gratz High School
Meet with Gratz HS Students for a Celebration/Reflection and presentation of service notebooks. ****Personal Portfolios to be handed in for final Grading. *****Service notebooks will also be collected for grading.

Tues, Dec 11 Temple University
"Final"
Course Evaluations
Reflections
Curriculum Connections Presentations (thus you MUST be present!)
Students should have their *****Curriculum Connections Forms to be handed in for grading. Copies of Curriculum Connections will eventually be put in Service Notebooks.

GRADING

Students will participate in the following service/service-learning activities. Most elements will be a component of a portfolio that reflects the learning of the student. The portfolio elements should answer the essential questions of the course and confirm that the student understands the concepts of the week.

Portfolio See Rubric for grading criteria
15% Total Presentation
25% Service
15% Needs Assessment
15% Readings and Responses
Portfolio Total = 70%

***Service:** Each student will select a group service initiative. **Each time period of service should be noted with time and date and a brief description of what happened.** This is just a documentation format for the service experience. The individual notations should be synthesized and reflected upon in the **Service Project Summary**. Service hours required are 20 for 2 credits and 30 for 3 credits.

Portfolio Elements: 1) **Service Project Summary** (4 pages)
 Rubric used for grading.
 2) **Brief Journal** Entry documenting each service
 participation.
 3) **Required hours of service completed.**
20% OF GRADE

***Community Needs Assessment:** Students are to **show how** their service project meets an authentic need. Students should conduct an actual community needs assessment, which might be a focus group, interview or survey. (If an actual needs assessment has not been accomplished, a clear description/explanation of what could have been conducted should be included. This might include a sample questionnaire or survey.)

Portfolio Element: **Needs Assessment Report** containing facts and
information obtained and personal reflections about
the process of identifying a need.
Rubric used for grading.
15% OF GRADE

***Readings & Responses:** Students are required to summarize each assigned chapter in the text, with a 1 paragraph summary.

15% OF GRADE

Service Notebook: To take a need identified in a focus group (or other source) and expand it
Curriculum Connection: to identify service-learning projects with a variety of curriculums and to document the process of project development in a group notebook.

Students will work in a group (HS and University) to discuss and expand service ideas generated from authentic community needs. Group members will research agencies currently addressing the need, what worked or did not work in terms of meeting the need in the community. The group will look at the social, political and economic ramifications of the need. Each Temple student will design a complete service project, tied to academic standards and cross-cutting competencies. The project should relate in some way to the overall need addressed by the sub-committee. Curriculum form used for project description. Use rubric for grading.

Final Group Notebook and additional service projects to meet curriculum standards. Rubric used for grading.

20% OF GRADE

Attendance: Class attendance and participation . (discussions, group tasks, etc.)

**Attendance is taken at every class!!
10% OF GRADE**

***Within personal portfolio.**