

# Service-Learning Leadership Seminar: Level 1

## October 12, 2016



Re-introductions

Transition from September 9 Session

Video Case Study

Sharing of Technology Tools

Progress/Updates/Peer Feedback Re: Your Service-Learning/PBL Project Plans

Talking Points for November/December Presentations

(3-4 minutes—Please stay within this timeframe!)

- What issue/authentic needs(s) will your students be addressing?
- What authentic product(s)/service(s) will they create/provide?  
Who will be their authentic audience(s)/clients?
- How will the project be connected to your curriculum standards (and others)?
- What "entry event(s)" will you use to inspire student engagement?
- How will you "capture the magic" of your project and its impact?

Sign-Up Process and Schedule for Presentations

A Very Special Project—*Paper Clips*

Future Class Sessions: November 9, and December 7

(Snow Date: December 14)

WHAT IS

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# FROM OHIO TO HAITI: SERVICE-LEARNING WITH “GOALS” AND HASTINGS MIDDLE SCHOOL

*At our last class session, we learned about a service-learning project developed by Kelly Smith, Hastings Middle School French teacher. Many of you wondered what happened as a result of her project. Kelly received this information from Jolinda Haskett (GOALS Haiti) and Emily Hopcian (One World Play Project) and was kind enough to share it with us.*

I've been in contact with both Jolinda Haskett (GOALS Haiti) and Emily Hopcian (One World Play Project) and they are both excited about working with our students once again!

Emily is willing to Skype "meet" with our students. She went to Denison University, so even though she is far away now, she knows the area! If she ever comes back to visit, she said she can pop in, but has no plans to as of right now.

Jolinda is having some internet issues (often troublesome when she's in Haiti) but is trying to send some pictures of Haitian children with the balls that we sent!!

Here's what Jolinda sent me:

"Of course I remember you—and the incredible videos your classes made!!!!

1. Most of the balls we receive, we used in our own programs near the city of Leogane. We also sent some of them to our rural outreach sites, most of which are also near Leogane. If you're looking for a geography lesson, they can look for the the village of Tom Gato, where we have a partner and a school we like to visit. Another place we have visited as part of our rural outreach is Fond Des Negres and Ile Gonave. :) I have GPS coordinates for our own soccer fields handy somewhere, if you'd like to see what you can see on Google maps or google earth, just let me know!

And yes, I have some pictures attached. We had a few soccer balls—about 25—donated, so I'm not sure which is which, but 95% of the ones in the photos should be from your group. :) I may have a few more on my external hard drive, so I'll try to send you some more too.

2. We've tried this in the past but have often had technical difficulties—but—I would LOVE to try to set up a Skype with your kids . . . or maybe we could do Whatsapp messages somehow? At least some of your kids should speak enough French that it would work, at least for your more advanced students? I'm not sure exactly, but one way to find out!!

Thanks again for thinking of us again—love it!!!!

PS Some of the pics are from our literacy class. We had kids write the name of the item on it, so the ball says "Balon", and I think there's one where they are also practicing writing their names on the ball. I adore this, and our literacy program was just nominated for a big award . . . probably because of the great photos! :)"

Thanks for keeping up with everything! It would be great if Jane could come observe/help facilitate if we DO get a facetime/skype session up and running with either one of them. I might need to enlist Alice or someone for the technical aspects, as well, just to make sure it all goes smoothly!

Hoping we can make it a success, once again!

Kelly

# Video Case Study

## Small Group Assignments:

(1) **Investigation/Inquiry—"Exploring Possibilities"**: What were students becoming "experts" about? Why did they care about their inquiry? What "entry events" did the teacher use to "hook" the students' interest and build emotional engagement/commitment? What other strategies can you envision in this regard?

(2) **Preparation/Planning—"Becoming Experts"**: What knowledge and skills did students need to acquire to successfully complete the project? What scaffolding/support did the teacher provide to ensure the necessary learning and skill development? What curriculum connections did you see or could you envision?

(3) **Action—"Doing the Work of Real People"**: What authentic products/services were students responsible for accomplishing/creating? Who benefited from their efforts? What additional products/services might have been a good fit?

(4) **Reflection—"Attaching Meaning"**: What types of reflection and revision do you think occurred? If this were your project, what other strategies might you use?

(5) **Demonstration and Celebration—"Making Learning Visible"**: How did the students demonstrate/celebrate their learning and impact? Who else was involved? What other culminating strategies could you envision if this were your project?

(6) **Student Voice and Choice**: What evidence did you see of student ownership and initiative? What choices do you think students had throughout the project? What other possibilities can you envision?

(7) **Assessment**: How do you think the teacher assessed student performance for the project? If this were your project, how might you define and measure "success"?



# Becoming a Digital Educator . . . Authentic Applications for SL/PBL

**T**his is your opportunity to explore how a particular technology tool/application can be used for a variety of purposes in SL/PBL while meeting specific standards (see below) for technology and other curricular areas. **By next class session, become an "expert"** by selecting one of the following tools/applications (or one of your choosing) and explore how you might use it to enhance your project. Be prepared to share your findings/thoughts with your colleagues.



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## Technology Standard 1: Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues
- d. Identify trends and forecast possibilities

## Technology Standard 2: Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

## Technology Standard 3: Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop a solution or complete a project

- c. *Collect and analyze data to identify solutions and/or make informed decisions*
  - d. *Use multiple processes and diverse perspectives to explore alternative solutions*
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**Pick one of the tools/applications below and consider the following questions . . .**

1. What is the purpose of this tool/application?
2. How do you access it? Is there a cost?
3. What are some ways your students could authentically use this tool/application as a part of your SL/PBL project?  
Could it be used as part of investigation, entry event, preparation, an authentic product, reflection, demonstration/celebration, or assessment? (it might be used for more than one purpose.) Be as specific as possible.
4. If applicable, who might be the authentic audience?

## **Sample Technology Tools/Applications**

### **(1) Animoto**

Research: <https://animoto.com/education/classroom>

Hint: Watch the "Civil Rights Presentation" found at the bottom of the Animoto web page.

### **(2) Padlet**

Research: <https://padlet.com>

Hint: Read . . . [http://www.educationworld.com/a\\_tech/using-padlet-in-the-classroom.shtml](http://www.educationworld.com/a_tech/using-padlet-in-the-classroom.shtml)

### **(3) Weebly**

Research: <https://education.weebly.com/>

Hint: Read . . . <http://mofbartaction.weebly.com>

### **(4) Quizlet**

Research: <http://quizlet.com>

Hint: <http://quizlet.com/19635456/hungerhomelessnesspoverty-word-study-flash-cards/>

### **(5) Survey Monkey**

Research: [www.surveymonkey.com](http://www.surveymonkey.com)

### **(5) Prezi**

Research: [www.prezi.com](http://www.prezi.com)

# A Viewing Guide

## "PAPER CLIPS"



### A List Of Things To Think About While Viewing The Movie ...

Throughout our time together, we will continue to emphasize several themes:

#### ***Legacy***

#### ***Gifts, Fascinations, and Positive Character Traits***

#### ***Connection to Community***

#### ***Taking Action That Matters***

#### ***Reflection***

#### ***Envisioning the Future***

We believe, and we hope you do too, that these themes, when used as part of high quality, curriculum-based service-learning, can create magic in the classroom. As an excellent demonstration of how "magic" happens, we will be viewing *Paper Clips*. This film is a moving documentary that captures how the students, staff and community members of Whitwell, Tennessee created an inspiring service-learning project over time.

- Please review the list of elements below that enhance the impact of service-learning projects.
- While viewing the film, describe on the next page instances where you see these elements being demonstrated.

### **Elements That Enhance Service-Learning Projects**

Through our service-learning project, students have or will:

- Explore significant needs and issues;
- Examine prevailing myths and stereotypes;
- Apply their academic knowledge and skills to situations that matter;
- Identify and utilize their individual and collective gifts, passions, and positive character traits;
- Experience a personal connection with those they are serving, creating a sense of community;
- Experience a sense of community with others they are serving with from their class/school;
- Identify tangible results and impact;
- Reflect upon and attach meaning to their experiences;
- Document and celebrate their efforts; and
- Think about and recognize the legacies they are creating and can continue to create through their positive action.

**NOTE:** "Teaching guides" to accompany the use of Paper Clips in the classroom can be downloaded at [http://www.partnershipsmakeadifference.org/uploads/3/9/3/2/3932381/paper\\_clips\\_bw.pdf](http://www.partnershipsmakeadifference.org/uploads/3/9/3/2/3932381/paper_clips_bw.pdf)

<b>KEY ELEMENT</b>	<b>DEMONSTRATED IN <i>PAPER CLIPS</i></b>
Explored significant needs and issues	
Examined prevailing myths and stereotypes	
Applied their academic knowledge and skills to situations that matter	
Identified and utilized their individual and collective gifts, passions, and positive character traits	
Experienced a personal connection with those they are serving, creating a sense of community	
Experienced a sense of community with others they are serving with from their class/school	
Identified tangible results and impact	
Reflected upon and attached meaning to their experiences	
Documented and celebrated their efforts	
Thought about and recognized the legacies they are creating and can continue to create through their positive action	

# Reflection Guide

- What have I learned today?



- What has moved me/resonated with me?



## Role of the Teacher in SL/PBL

- In SL/PBL, the teacher becomes more of a facilitator and coach—"Not the sage on the stage, but the guide on the side."
- This by no means minimizes the role of the teacher, merely shifts it in a different direction. In SL/PBL, students rely on their teachers for inspiration, guidance, relevant resources, and opportunities for leadership and reflection. Teachers support necessary skill development and provide links to the curriculum. They help manage project timelines, provide framework for effective collaboration, and implement appropriate assessment strategies.

*-- Developed at Zuni (NM) PBL training*



- Where does service-learning "fit" for me?
  - How does it reflect/support my personal beliefs and values?
  - How does it reflect/support my professional beliefs and values?
  - Where does it fit in the legacy I hope to create?
  - What gifts and passions can I bring to the process?