

# Service-Learning Leadership Seminar: Level 1

## October 14, 2015



Re-introductions

Transition from September 9 Session

Video Case Study: *Media Saves the Beach*

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?

A Very Special Project—*Paper Clips*

Future Class Sessions: November 11, and December 9  
(Snow Date: December 16)



# 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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## **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.

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?
5. What's the "2 for 1" pay-off?

### **(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)

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?
5. What's the "2 for 1" pay-off?

### **(3) Weebly**

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

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

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?
5. What's the "2 for 1" pay-off?

#### **(4) Quizlet**

**Research:** <http://quizlet.com>

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

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?
5. What's the "2 for 1" pay-off?

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

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

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?
5. What's the "2 for 1" pay-off?

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

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Notes . . .



# HIGH QUALITY SERVICE-LEARNING/ PROJECT BASED LEARNING

## A Planning Model

This planning model, developed and utilized by Partnerships Make A Difference, blends widely endorsed definitions and key elements of Service-Learning and Project Based Learning. The model applies the "best of both worlds" in providing educators with an authentic instructional framework that effectively integrates rigor, relevance, and relationships.



### Demonstration/Celebration "Making Learning Visible"

- Assessment
- Validation of Gains and Impact
- "Capturing the Magic"
- Sharing New Knowledge with Authentic Audiences
- Academic + Social + Emotional Growth = "Learning that Lasts"



### Investigation "Exploring Possibilities"

- Project Idea(s)
- Driving Question(s)
- Emotionally Engaging Entry Event(s)
- Need to Know
- Initial Inquiry



Authentic Issue or Need  
Compelling Topic or Question  
Academic Focus  
Curriculum Integration/  
Standards

### Learning by Doing

21st Century Skills  
Multiple Intelligences  
Student Voice, Choice,  
and Passion  
Collaboration/Teamwork  
Career Development

### Preparation/Planning "Becoming Experts"

- Continued Inquiry/Research
- Necessary Knowledge and Skill Development
- Community Partners/Mentors
- Logistics

### Reflection (ongoing) "Attaching Meaning"

- What? So What? Now What?
- Revision/refinement of products/services as needed
- Truer, deeper learning



### Action/Implementation "Doing the Work of Real People"

- Authentic Product(s)/ Service(s) for Authentic Audience(s)/Client(s)
- Categories:
  - Direct Service
  - Education and Awareness
  - Advocacy
  - Philanthropy/Fundraising



# Definition of High Quality Service-Learning

**Source: Corporation for National and Community Service**

Service-learning is a method of teaching and learning that **connects classroom lessons with meaningful service to the community**. Integrated into the academic curriculum, **service-learning helps students and schools meet academic goals**. Service-learning **enables young people to apply their knowledge in support of their neighbors and community**, even as they gain knowledge and skills from meeting real community needs. **Students build character and become active citizens** as they work with others in their school or community to create service projects in areas like education, public safety, and the environment. [Note: Service-Learning is a form of Project Based Learning.]

# Definition of Project Based Learning

**Source: Buck Institute for Education**

Project Based Learning (PBL) is an instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. PBL is generally done by groups of students working together toward a common goal.

PBL is a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks.



# Service-Learning Leadership Seminar: Level 1

## Service-Learning/PBL Project Planning Notes

Download: <http://www.partnershipsmakeadifference.org/service-learning-leadership-seminar-level-1-summerfall-2015.html>

Theme/Topic \_\_\_\_\_

Brainstorming Team Members \_\_\_\_\_

### THE BIG IDEA

Issue/Service Focus: *Who needs our help? What issue needs our attention?*

Learning/Academic Focus: *What will we be learning about? What could our "Driving/Essential Question" be? How will this service-learning project connect to your curriculum goals/content standards? What 21st Century Skills (e.g., collaboration, communication, critical thinking, creativity, etc.) might be addressed?*

Project Idea: *What can we do to address the identified need/issue? What community partner(s) might be involved? What opportunities could be provided for student "voice" and "choice"?*

### POTENTIAL STRATEGIES/IDEAS FOR EACH STAGE OF YOUR SERVICE-LEARNING PROJECT

Entry Event(s)—"sets the stage" and inspires student engagement in the project

**Investigation/Inquiry—"Exploring Possibilities"**—helps kids identify potential topics and become emotionally engaged

**Preparation/Planning—"Becoming Experts"**—includes further research, necessary knowledge and skill development, project schedule/logistics, and scaffolding (facilitated by the teacher as needed)

**Action—"Doing the Work of Real People" . . .**

**Authentic Product(s)/Service(s)**—identifies "important stuff" that kids will create and/or accomplish

**Authentic Audience(s)/Client(s)**—identifies who else will be part of/become aware of/benefit from the students' efforts

**Reflection—"Attaching Meaning"**—extends the learning by helping students attach individual and collective meaning to their experiences. *What reflection questions/prompts should we consider? What reflection strategies/forms of student expression should we consider?*

**Demonstration and Celebration—"Making Learning Visible"**—makes learning visible, reinforces relationships, and "captures the magic of the project" by documenting the process, its outcomes, and related next steps

# Service-Learning Project Ideas

## Identified at September 9<sup>th</sup> Level 1 Class Session

**Jamie Kiefaber, Anne Graber, Michelle Johnson** (Greensview)

Deciding between brain cancer research/awareness or adoption in Haiti. Want to combine efforts with 3<sup>rd</sup> & 4<sup>th</sup> grades that both raise money every year.

- Made appointment with Karen for 9/21.

**Emily Adams, Blythe Lamont, Nancy Miller** (Windermere/Greensview)

Working with Ronald McDonald House to collect items for snack packs. RMH speaker coming on 9/30, collection in Oct., possibly take students to RMH in November

- Made appointment with Karen for 9/14

**Dawne McGuire** (Windermere)

Several ideas to with either her class or student council, not sure where to begin.

- Made appointment with Karen for 9/23

**Jennifer Savage** (Windermere)

Not sure whether to work with a general education teacher

- Karen emailed her on 9/9

**Susan Butler** (Holy Spirit)

1<sup>st</sup> grade reading partners with Pick class

**Deb Shepherd** (Northland)

No ideas written down

**Jaime Elledge** (Northland)

"In process"

**Emily Bailey** (Innis)

Storytelling and Poindexter Village Residents

- Made appointment with Karen for Oct. 5<sup>th</sup>

**Jeff Elliott** (Hastings)

Community history, walking tours

**Marlis Fischer** (Hastings)

Change annual German Village “walking scavenger hunt” into S-L by collaborating with Historical Society to do some restoration/maintenance (repair cobblestones, plants in Schiller Park, etc.)

**Viviane Fagalar-Haley** (Linden McKinley)

Ronald McDonald House, Reading Buddies, food cupboard

- Requests meeting with Jane asap—vfagalarhaley5214@columbus.k12.oh.us

**Dana Patterson, Jennifer Kasiak** (Georgian Heights)

“Kindness Starts with Me”—compassion for our elders, team up with nursing home to build relationships, do activities together

**Michelle Duffy, Rachel Schank** (St. Vincent de Paul)

Re-evaluating existing S-L project—collaboration with Montana de Luz orphanage, theme of anti-prejudice

- Karen emailed on 9/9

**Michelle Platt** (Columbus Academy)

Data collection on central-Ohio zip codes, become experts on local issues (food deserts, lack of green spaces, etc.). Plan to do Dreamtown after data collection in order to determine how students want to address a need in their community

- Karen emailed on 9/9

**Jane Pillivant, Joyce Kemmerly, Bonnie Brown** (St. Michael)

“Professional development on S-L through raising awareness and advocacy of the sanctity of life.”

**Lauren Fisk** (Olentangy H.S.)

Has already done *Heartbreak Map*, videos, and *Imagine a World*. Hasn't picked a project yet, but not “SOS”

**Sarah Zettler** (Olentangy H.S.)

Doing *Imagine a World* in next two weeks. Wants students to choose topic.

**Carrie Stieg** (Hastings)

Writing partnership with Dowd Education Center, possibly provide a “travel guide” for Columbus (all while raising awareness about Homeless Families Foundation)

**Rachael Seibert** (Columbus Preparatory School for Girls)

Continuing partnership with RMH—students go there to bake brownies and read to kids. Fundraising through “dress down” days, etc. Will use money to buy wish list items.

- Karen emailed on 9/9

**Carla Toles-Anthony** (Ft. Hayes)

Homelessness—wants to work with Angie and Ray

- Karen emailed on 9/9

**Carrie Hill** (Bishop Flaget)

Theme . . . service men and women, including veterans

**Dianne Cryder** (Bishop Flaget)

Make dog toys for 110 dogs in local shelter

**Denise Sizemore** (Columbus North International)

Water for South Sudan, wants to use *A Long Walk to Water*, looking for guest speakers, goal to earn money for Iron Giraffe

**Laura Wintel, Terri Mottinger, Milissa Campbell, Renee Burke** (Windsor STEM)

School community empowerment—for students and parents

Project idea consists of teachers teaching cultural lessons that expose students to successful African-American role models in history and today, teaching about successful life strategies; provide an “Empowerment Station” in the school where parents can come to acquire career readiness resources, professional clothing, etc.

Goal for kids and families to be “solution focused.”

- Karen emailed on 9/9



# 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?
- 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?



## 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



