

**EDUCATION DOCTORAL PROGRAM
EDP 622 COMMUNITY SERVICE LEARNING**

Instructors: Dr. Mustafa Ozcan, Dr. Anne Seitsinger

Course Description

Catalog Description: EDP 622 Community Service Learning: Focusing on the school, students examine theory and define problems related to community service and service learning (Formerly Field Research II). Two credit hours. Prerequisite: EDP 610-611 and 615.

Extended Description: EDP 622 Community Service Learning: Designed to prepare educators to plan, implement and assess service learning projects in educational settings ranging from kindergarten classes to doctoral programs. The course covers theoretical foundations of service learning, relevant research and samples of current projects. In addition to readings and discussions, the course requires each student to design, implement and assess a service-learning project in an educational setting.

Teaching Strategies and Materials:

Throughout the course, participation and active learning are essential. The following strategies and materials are frequently used: assigned readings; group discussions; reflection papers; review and critique of relevant research and publications, and planning, implementation and assessment of a service learning project of service and student presentations.

COURSE REQUIREMENTS

Participation: Doctoral candidates are expected to regularly attend the classes, read the assigned readings in advance and become involved in classroom discussions.

Leading Class Discussions: Doctoral candidates will lead two class discussions throughout the semester on the topics assigned to them. To this end, each candidate will be assigned specific topics and readings from the syllabus.

Service Learning Article Presentation: Each doctoral candidate will find a scholarly article related to her/his service learning project, use the article in the implementation of the project and present the content of the article to the class. Before the presentation, the copies of the article will be given or emailed to all students and

instructor. Article will be presented by using power point. See the power point presentation rubric.

Service Learning Project Proposal: Each doctoral candidate (educator/teacher) will design a service-learning project together with her/his K-16 students and have the students implement the project. Before the implementation, the proposal of the project will be submitted to the instructor and presented to the class. The service-learning project will meet the following criteria:

1. The project will be designed to solve a real community problem/need.
2. It will provide experiential learning opportunities for students.
3. Experiential learning need of K-12 students and the need/problem of the community will be relevant.
4. The project will develop partnership with the community.
5. It will serve to the improvement of academic learning, human relations, social justice, democratic values and citizenship.
6. The project will meet "Curriculum Standards" implemented in the student's school and district.
7. The project will serve to the realization of the educator/teacher's yearly professional goals.
8. The project will be implemented and assessed according to the pre-prepared guidelines and rubrics.
9. Outside funding might be sought for the project, which requires a well-prepared project in content and format.

Reflections on the Application of SL Project: Doctoral candidates will regularly share with the class their experience and reflections on the preparation and implementation of the service learning project.

Service Learning Portfolio and Display: Each doctoral candidate will prepare a service learning portfolio to show how her/his students have realized their service learning project; what they served and what they have learned. The portfolio will include information, photographs and all related documents regarding the following components: 1. Your conception of service learning, 2. What is Served and Learned, 3. Objectives, 4. Logistics, 5. Partners, 6. Student preparation, 7. Guidelines and Rubrics, 8. Service and Reflection, 9. Supervision, 10. Assessment, 11. Recognition and Celebration, and 12. Re-conception service learning and recommendations for the Future. The portfolio will be displayed in a social gathering open to the public. Name and number of the components in the portfolio can be modified according to the characteristics of service learning projects.

Assessment

Leading Class Discussion (2X50)	20 %	100
Service Learning Article Presentation	20 %	100
Service Learning Proposal	10 %	50
Reflections on the Application of SL Project	10 %	50

Service-Learning Portfolio and Display	40 %	200
Final Total =		500

Grading Scale

A	=	476-500	C	=	326-350
A-	=	451-475	C-	=	301-325
B+	=	426-450	D+	=	276-300
B	=	401-425	D	=	251-275
B-	=	376-400	D-	=	226-250
C+	=	351-375	F	=	225 or below

Required Texts

Bruce W. Speck and Sherry L. Hope (Eds.). (2004). Service Learning: History, Theory, and Issues. Publisher: CT: Praeger Pub.

Rahima C. Wade (Ed.) (1997). Community Service Learning: A Guide to Including Service in the Public School Curriculum. SUNY Pub.

Additional readings may be assigned.

Supplementary Texts

Edward Zlotkowski (Ed.). (1998). Successful Service-Learning Programs: New Models of Excellence in Higher Education. MA: Anker Pub.

Robert Coles (1993). The Call of Service: A Witness to Idealism. Boston: Houghton Mifflin Pub.

TOPICS AND ASSIGNMENTS

Day 1:

TOPICS

1. CONSTRUCTING OUR MIND TO BE A SERVICE LEARNING TEACHER
2. GUIDELINES FOR SERVICE LEARNING TEACHERS AND PROJECTS

OUTLINES

Becoming a democratic learning community
 Introducing ourselves
 Sharing relevant experiences
 Introduction to EDP 622 Community Service Learning
 Course requirements
 Guidelines for service learning projects

REQUIRED READINGS

Course syllabus
 Handouts: Guidelines for service learning teachers and projects

Day 2:**TOPICS**

SERVICE LEARNING
 COMPONENTS
 PREPARATION
 COLLABORATION
 SERVICE
 PROPOSALS OF SERVICE LEARNING PROJECTS

REQUIRED READINGS

Wade (Ed.) (1997): Chapter 1: C. service learning: An overview, pp. 19-34
 Wade (Ed.) (1997): Chapter 2: Preparation, pp. 35-46
 Wade (Ed.) (1997): Chapter 3: Collaboration, pp. 47-62
 Wade (Ed.) (1997): Chapter 4: Service, pp. 63-78.

Day 3:**TOPICS**

SERVICE LEARNING-COMPONENTS
 CURRICULUM INTEGRATION
 REFLECTION
 RECOGNITION AND CELEBRATION

REQUIRED READINGS

Wade (Ed.) (1997): Chapter 5: Curriculum integration, pp. 79-93
 Wade (Ed.) (1997): Chapter 6: Reflections, pp. 94-112.
 Wade (Ed.) (1997): Chapter 7: Building support for service learning, pp. 113-127.

Day 4:**TOPICS**

THEORETICAL FOUNDATIONS
 A NEW MODEL OF EXCELLENCE
 DEMOCRATIC CITIZENSHIP
 CIVIC ENGAGEMENT
 PHILANTHROPIC MODEL IN SERVICE LEARNING

OUTLINES

Theoretical foundations of service learning
 Philanthropic model: justification and critique

REQUIRED READINGS

Zlotkowski (Ed.) (1998): Chapter 1: A new model of excellence, pp. 1-14
 Speck and Hope (Eds.). (2004): Chapter 1.
 Wade (Ed.) (1997): C. service learning in a democracy: An introduction, pp. 1-15
 Speck and Hope (Eds.). (2004): Chapter 3.

SUPPLEMENTARY READINGS

Speck and Hope (Eds.). (2004): Chapter 2.
 Speck and Hope (Eds.). (2004): Chapter 4.

Day 5:

TOPICS

FEEDBACK FROM THE APPLICATIONS
 EMERGING PROBLEMS
 THEORETICAL FOUNDATIONS
 CIVIC ENGAGEMENT MODEL
 COMMUNITARIAN MODEL IN SERVICE LEARNING
 A SYNTHESIS OF THEORIES

OUTLINES

Sharing feedback from the applications of service learning projects
 Theoretical foundations of service learning
 Civic engagement model in service learning: Justification and critique
 Communitarian model in service learning: Justification and critique
 A synthesis of theoretical stances in service learning
 Satisfactions as a source of motivation in community service learning

REQUIRED READINGS

Speck and Hope (Eds.). (2004): Chapter 5.
 Speck and Hope (Eds.). (2004): Chapters 7.
 Speck and Hope (Eds.). (2004): Chapters 9.
 Robert Coles (1993). Chapter 3: Satisfactions (in The call of service: A witness to idealism).

SUPPLEMENTARY READINGS

Speck and Hope (Eds.). (2004): Chapter 6.
 Speck and Hope (Eds.). (2004): Chapters 8.

Day 6:

TOPICS

ASSESSMENT OF THE SERVICE LEARNING PROJECTS

OUTLINES

Two dimensions of assessment in service learning
 Assessing what is learned
 Assessing what is served
 Collecting data from the partners in the project

Day 7:**TOPICS**

RECOGNIZING AND CELEBRATING THE ACHIEVEMENT
PORTFOLIO REVIEWS
DISPLAYING AND DISSEMINATING THE OUTCOMES

OUTLINES

Service as unpaid work must be recognized
Documented service and artifacts must be displayed
Process and outcomes should be disseminated

Day 8:**TOPICS**

REVIEW AND REFLECTIONS ON THE PROCESS AND OUTCOMES
RE-CONSTRUCTING YOUR MIND AND PROJECT FOR THE FUTURE

OUTLINES

Discussing the process and outcomes with students
Soliciting feedback from all partners
Critiques and modifications for improvement
Re-constructing conceptual framework
Re-designing the service learning project for the future applications