

Service Learning is ...

- Service learning is a method - helps students understand *course content through community service* as part of their *academic coursework* (Gascoigne, 2001)
- Service learning raises *community needs awareness* and *teaches civic responsibility*
- Service learning *combines service objectives* with *learning objectives*
- Service learning relies on *teamwork*

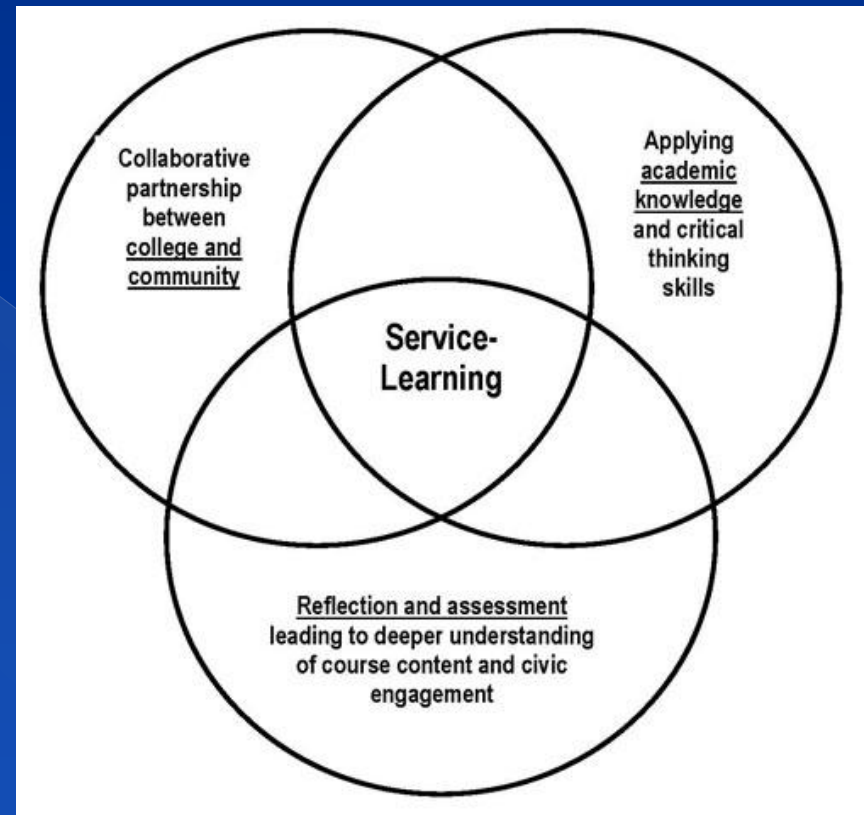
The pioneers of Service Learning

- Getting their *knowledge by doing things*, ... all their senses and carried over into acts” (Dewey, 1995).
- “Reflective thought is an active response to the challenge of the environment” (Smith, 83).
- The fundamental *purpose* of knowledge is to improve human welfare.

Francis Bacon, Benjamin Franklin, John Dewey

The Pioneers of Service Learning and their principles

- *Reflection and experience* develops intelligence
- *Education* should assist children to:
 - > *shape their own learning*
 - > *help form their curriculum*
 - > *reflect on the value of what is being learned*



Francis Bacon, Benjamin Franklin, John Dewey

Education goals - Dewey

- Educate children to become *responsible citizens*
- Encourage *involvement in the community*
- Develop skills needed to *solve life problems* (prepare them for real life)



John Dewey, 1900s

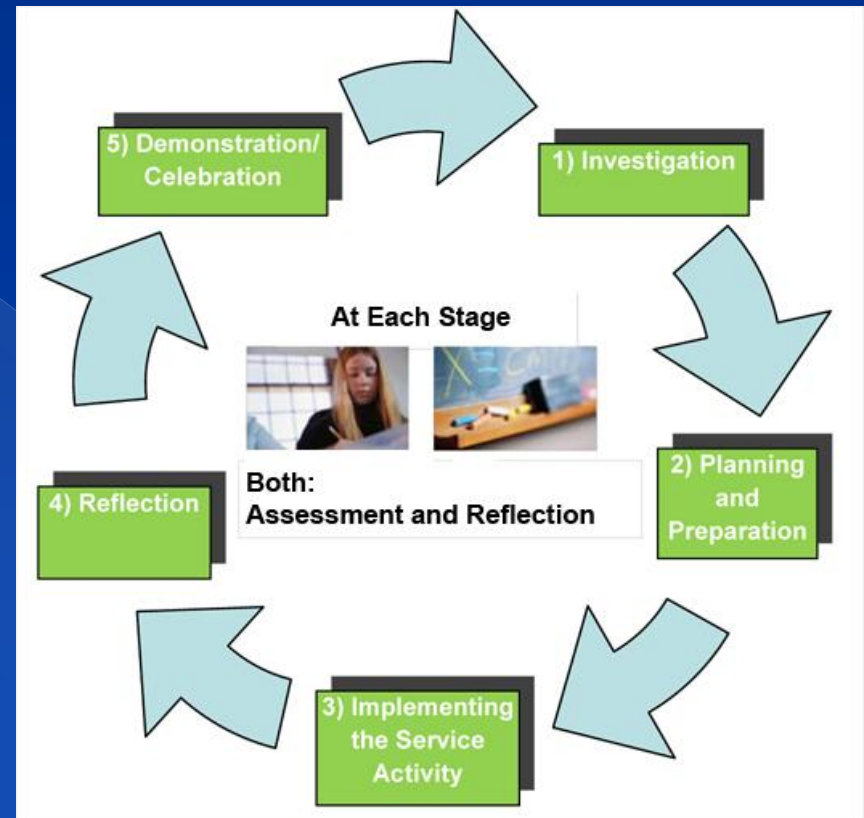
Service Learning in our classrooms

- Through Service learning teachers can teach *any subject*
- Its *authenticity* can fully apply to *real life* - a crucial element in learning
- *Meets* course *content* through *hands on activity* and *reflecting* upon their own *experience*



Service Learning process has 5 stages

- 1. Investigation
- 2. Planning and reflection
- 3. Implementing Service activity
- 4. Reflection
- 5. Demonstration /celebration.

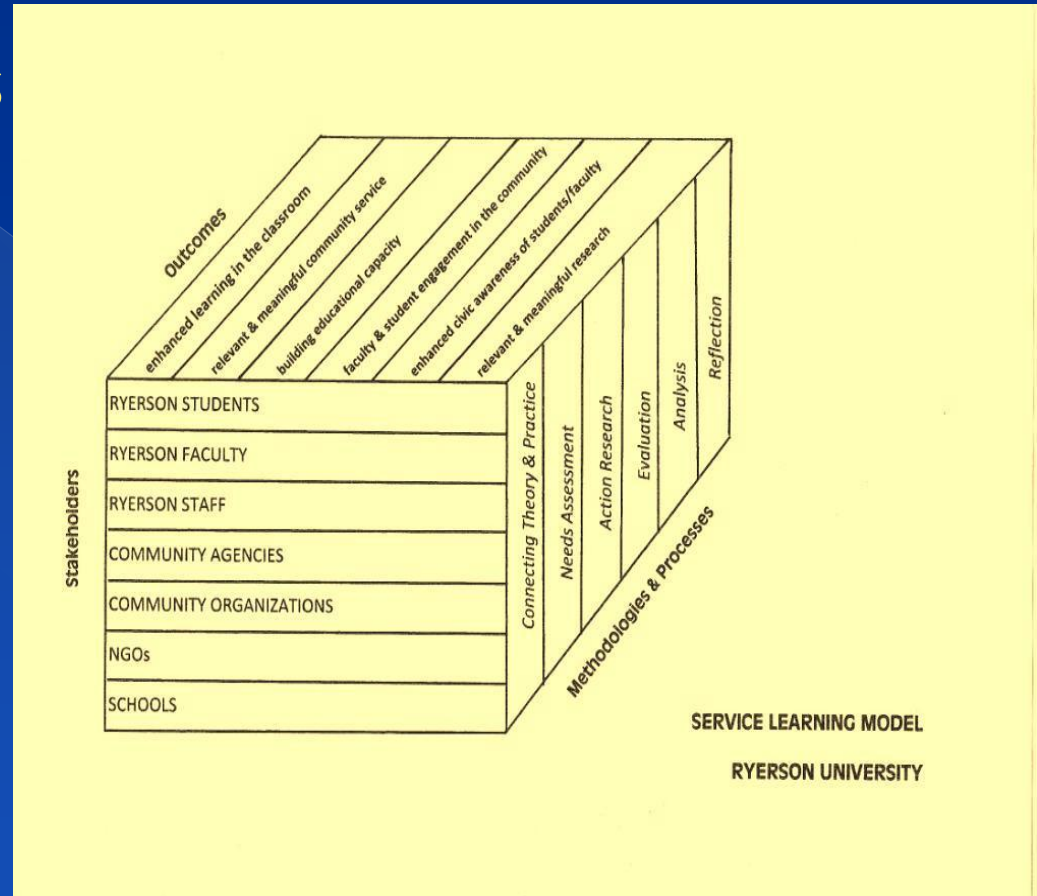


Service Learning – to-do list

- ◉ Identify an important **problem**
- ◉ Identify **possible reasons/causes** of the problem
- ◉ Develop and implement an **action plan** to address the problem
- ◉ **Evaluate and monitor** plan progression
- ◉ Edit and revise it based on **findings**
- ◉ **Generate** alternatives, **evaluate** and **choose** the **best alternative**
- ◉ Consider **risks**
- ◉ Organize **ideas**

Service Learning Model

- 1. Methodologies and processes
- 2. Stakeholders
- 3. Outcomes



Service learning benefits

- ◎ The **Community**
 - > From *the activity that is provided*
- ◎ **Attitude**
 - > Appreciation for *teaching*
- ◎ **Teachers**
 - > *lesson plan development for true purpose*



Service learning benefits

Students learn:

- *about themselves*
- *about team work*
- *apply concepts* learned in class
- be able to *solve real-life problems*
- Great *CV* booster,
- first-hand *experience*
- Embeds *entrepreneurial skills*
- *networking*

Skills Needed and Learned

- Identify important factors: Self-determination
- locate ,comprehend, and interpret information in general and from "experts" and "stakeholders": Investigation skills
- Handle retrieved information
Investigation skills

Key Elements of Service Learning

- ◉ Student Voice heard:
Communication Skills
- ◉ Solving problems through research and reflection: Problem Solving Skills
- ◉ Blending in with the community:
Building Ties to the community,
networking
- ◉ Commit to familiar and unfamiliar situations: Self-Advocacy

Key Elements of Service Learning

- *Team- Work* efficacy
- Effective communication, to *influence others*, using all mediums, visual, audio, etc.
- *Effectively present ideas*

Key Elements of Service Learning



Self-Reflection

- Think and reflect, **Plan**
- Think and reflect, **Act**
- Think and reflect, **Modify**



Service Learning Meets Content Standards

Meaningful Service

- 1) For the school or community
- 2) For the students



Curriculum

- 1) Linked to standards
- 2) Connected naturally to what is being taught

Reflection

- 1) What?
- 2) So what?
- 3) Now what?

Service Learning Outcomes in Language

- ◉ Enhanced language and reading
- ◉ Enhanced test scores
- ◉ Enhanced grades
- ◉ On time homework completion
- ◉ More involved in school



Service Learning Outcomes:

✦ Delivering Toys and Books collected to Children's Hospice



Service Learning Outcomes: Performance Assessment

- Service learning fosters measurement of what students understand, are capable of doing, and how students think and learn
- **The Showcase**—an alternative to performance assessment

Service Learning Outcomes: Self-determination, Student-driven learning, Personal accountability

- Offers them **control**
- Offers an opportunity to **actively participate** in what they learn
- Helps them be more **personally accountable** for their education
- **Authority and autonomy in learning**
- Leads to increase **motivation and participation.**

My research on Service Learning/Goals

- ◉ Identify the possibilities of implementing SL in Universities
- ◉ Analyze students' attitude towards SL.
- ◉ Suggest the methods to implement SL in the curriculum.
- ◉ Motivate ESL teachers and students to be part of it.

Methodology used

- The research methodology used in the study is a **qualitative method**.
- The **data was gathered** through students' **surveys**, distributed to the students at the SEEU in Tetovo.
- **Participants - 30 students** registered in the Needs Analyses Course Design during the fall semester of 2011 who also participated in a **SL pilot project** "Accommodating Students with Special Needs" (ASSN).

Instruments

- The data for the study was collected through a **post course survey**.
- The survey offered outstanding **insight** into foreign language **learning** and **attitudes**, as well as Service Learning experiences.
- The survey included both **closed** and **open-ended** questions. The set of closed-ended questions for the evaluation were **self-ratings** of respondents on their experience throughout the Service Learning Project

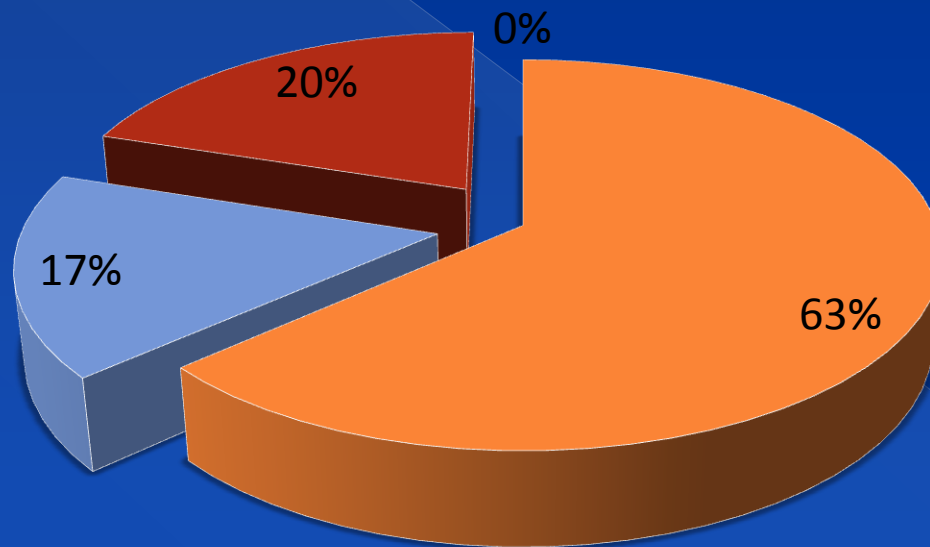
Recommendations

- The results of this study may be used in other academic settings, in various fields, different levels of language learning and with a larger number of participants.
- Further research on the topic of Service Learning may allow in-depth analyses of the attitudes and linguistic understanding of the participants in this study, particularly their general language proficiency, which was not covered in this present study.
- Findings can serve as guidance for designing future Service Learning projects and for integrating Service Learning into a language class.

I feel that my/our project made a positive contribution not only to people with special needs but understand my peers as well.

Student Survey

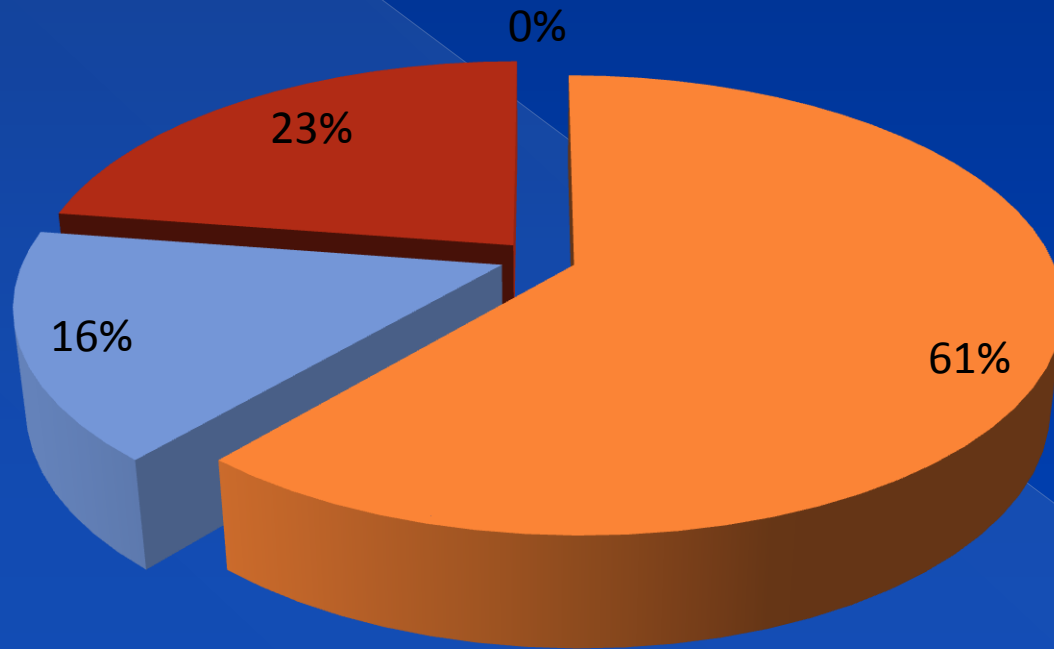
1 Strongly Agree 2 Disagree 3 Agree 4 Strongly Disagree



I will incorporate Service Learning in my classes in the future.

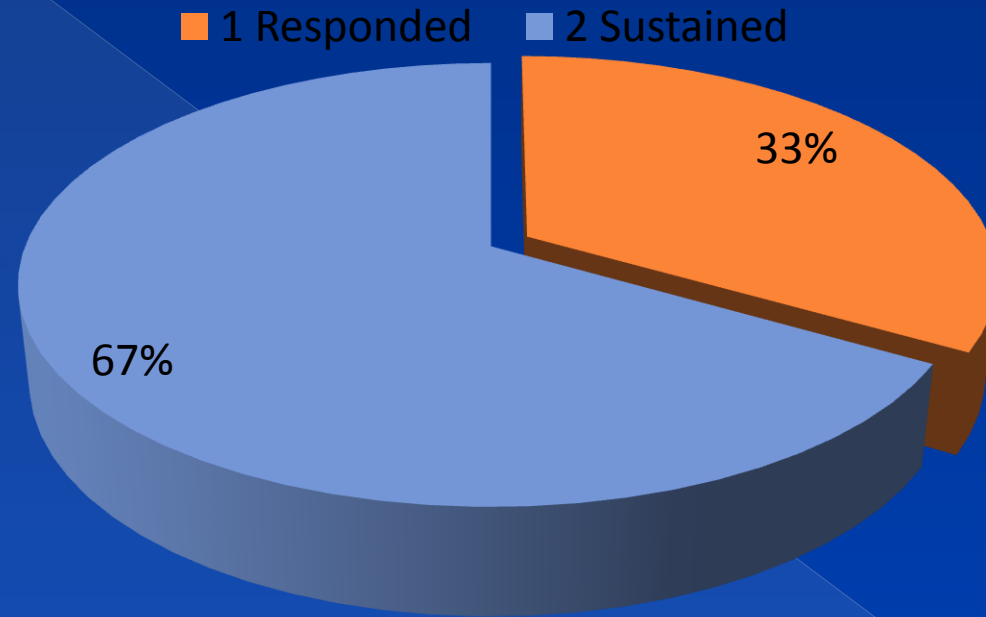
Student Survey

1 Strongly Agree 2 Disagree 3 Agree 4 Strongly Disagree



What was the most beneficial aspect of Service-Learning component of the course? What skills/knowledge did you gain by participating in Service Learning?

Open-ended Questions:



Only 10% n=3 responded to the open – ended questions.

As most beneficial aspect of Service Learning component of the course were seen the following: development of critical thinking; increased communication with the world; operate successfully in team work; involvement within the university and its projects.

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What is Inclusive Service Learning?

- ◉ *Not many models* for including students with special needs in service learning
- ◉ *Teachers/school personnel don't not informed/trained about inclusion in general*, let alone with respect to service learning
- ◉ *Parents don't know about service learning* and how to ask for it in their child's school

Question

***Where do we stand with both
Inclusive / Service Learning ?***

