

The Application of the Service-Learning Model in the IEP Setting



Culture, Conversation and Community
at A.C.E. Language Institute at
Montana State University, Bozeman



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I. Introduction and Overview

IA. Why this course was created:

1. Our desire to help students develop real-world cross-cultural skills.

- a. Teaching English in the controlled context of the classroom was sometimes not adequately preparing students for:
 - Solving real life problems
 - Understanding social issues and systems in the US
 - Becoming engaged in giving back to the community and the world
 - Interacting with the local community
 - Developing real world communication skills
 - Understanding the language and behavior expectations of the global professional world

IA. Why this course was created



1b. Passive vs. Active Learning

- Gremmel uses a strong analogy for current teaching practices, that of a *dump truck*: “...we in effect load our pedagogical dump truck as full as we can, back it up to the classroom, and unload it onto our students, burying them in teaching...more...than they can possibly absorb in an hour (cited in Smith & Cardaciotto, 2011)”
- “Learning is not a spectator sport. Students...must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.” (Chickering and Gamson, 1987, as cited in Fata-Harley, 2011)
- Discovery-learning is a powerful form of active learning. Graeff (2010) also believes that identifying students’ long-term academic and professional goals, along with the knowledge and skills necessary to achieve these goals, should precede determining course material and content, an approach completely opposite from the norm.

Fata-Harley, C. (Ja/F 2011). Resisting rote: The importance of active learning for all course learning objectives. *Journal of College Science Teaching*, 40(3), 36-9.

Graeff, T. R. (Fall 2010). Strategic Teaching for Active Learning. *Marketing Education Review*, 20(3), 265–278.

Smith, C.V. & Cardaciotto, L. (January 2011). Is active learning like broccoli? Student perceptions of active learning in large lecture classes. *Journal of the Scholarship of Teaching and Learning*, 11(1), 53-61.

IA. Why this course was created:

2. Lack of attendance & participation in previous “no-stakes” course.

-Pre-6 pass rates were 68.2% from Spring II, 2011 to Fall II, 2012 with an average pass rate for our core classes at the time around 75%.

-Pass rate for two sections of CCC has been 85.4%, with an average core class pass rate of 88.6% at this time. (Level 2 had a lower pass rate than CCC during this time.)

-Personal experience teaching Pre-6 (no students by the end of the session) vs teaching CCC (2 of 4 students had perfect attendance).



IA. Why this course was created:

3a. Trends in service learning

- “Service learning” has become increasingly incorporated into curricula and is now being practiced at many educational levels.
- University students frequently work on projects with local and global organizations.
- Montana State University has designated this 2012-13 academic year, the year of Engaged Leadership.



IA. Why this course was created:

3b. What is service learning?

Service learning can be defined as service performed by students that directly addresses a real need of the community and is carried out in a planned way to enhance learning. It is distinguished from volunteering, which can also be meaningful, in that service learning connects back to course material.



IA. Why this course was created:

3b. What is service learning?

A service-learning experience should:

- be personally meaningful and beneficial to the community;
- have clearly identified learning objectives;
- have student involvement in selecting or designing the service activity;
- have a theoretical base;
- integrate the service experience with the academic curriculum;
- and have opportunities for student reflection.



IA. Why this course was created:

3c. Two local examples of service learning:

- **Big Sky Middle and High School:**

Science students are collaborating with the University of Montana, collecting baseline data on snow conditions and soil erosion in designated study areas to monitor changes over time.



IA. Why this course was created:

3c. Two local examples of service learning:

- **MSU Engineering:** Engineers Without Borders partners with Kenyan schools to supply clean, reliable water and effective sanitation facilities to primary schools. Since 2005, EWB-MSU has implemented eight deep water wells, 11 composting latrines, one biogas latrine, a rainwater catchment system, and a water distribution pipeline.



IB. Goals of the CCC Course

1. Student-centered learning
2. Providing guided opportunities for community involvement
3. Development of leadership skills
4. Maintaining and developing core language skills
5. Providing opportunity for critical thinking and reflection
6. Opportunity to earn a certificate of achievement that could be used on resumes.

II. Details From Each Section

IIA. Leadership Foundations

1. Example activity from the class Birthday line-up activity



IIA. Leadership Foundations

2. Topics covered

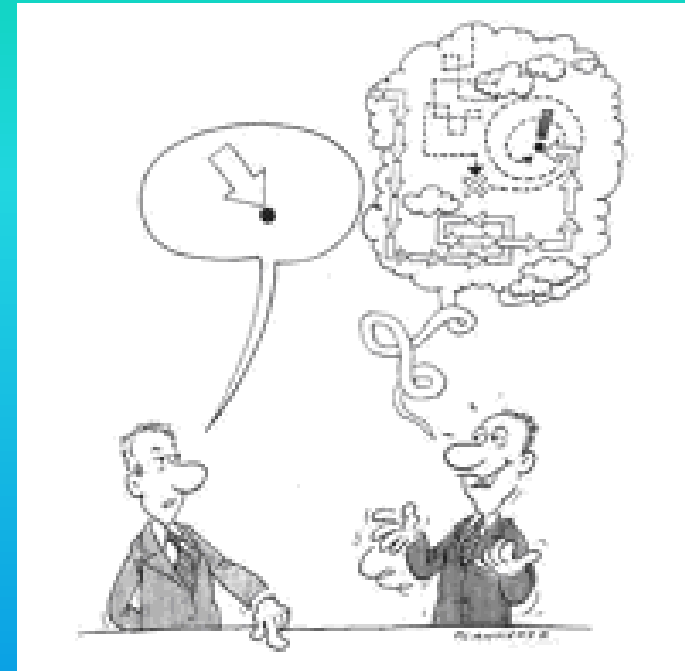
- Value of learning leadership
- Defining leadership
(“everyday” leadership)
- What makes a good leader
(study of great world leaders)
- Different leadership styles (“group-centered” and
“leader-centered” leaders)
- Seven types of power
- Influence vs. authority



IIA. Leadership Foundations

2. Topics covered

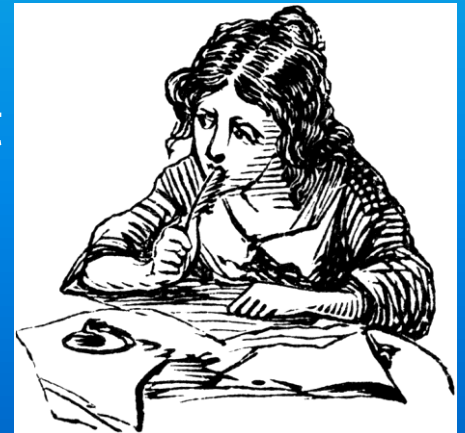
- Communication
 - nonverbal cues
 - providing positive and negative feedback
 - listening blocks
 - tips for effective listening
- Conflict management
- Tips for public speaking



IIA. Leadership Foundations

3a. Assignments (writing emphasis)

- Assignments based those in on Building Everyday Leadership In All Teens by Mariam G. MacGregor
- Reflective journal: questions were based on activities and exercises done in class
- Students required to participate in at least one event sponsored by the Leadership Institute at MSU
- Midterm reflections “exam”
- Research a leader essay - a multi-draft writing project based on the student’s choice of great world leader
- Final reflections “exam”



3b. Assessment

Criteria:		Possible Points:	Points Earned:
1. Completion:	• All journal entries are completed (even for the days you were absent!).	0-10	
	• Every question is addressed with full sentences. All directions are followed.	0-10	
2. Content:	• Clear expression of ideas in starred sentence (you were instructed to place a * next to a sentence/group of sentences where you expressed your ideas well.)	0-10	
	• Correct grammar in sentence with double star (you were instructed to place a ** next to a sentence/group of sentences that is your best work grammatically.)	0-10	
	• Draw a triple star (***) next to a sentence/group of sentences that you would like help with grammatically or expression of ideas		
Overall Grade:		0-40	

IIA. Leadership Foundations

4. Course development

a. What the students valued learning:

- Maintenance of writing skills
- Activities
- Application of leadership to everyday situations (*Everyday Leadership*)



b. What I recognized as necessary/valuable:

- Learning language of professional/corporate culture
- “Culturally-based” communication skills

IIA. Leadership Foundations

4. Course development

Student quotes:



“We thought out what we need to be a leader thorough this class. This gave me clues and chances to know about future. It will be helpful in looking for a job and making my career from now on.”

“ I redefined leadership for myself, and that reduced the burden of it. Most of all, I was one of the people who was afraid of being a leader. However I changed to be more familiar with it during this class.”

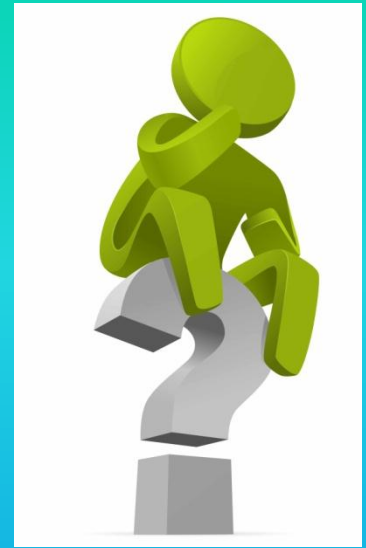
IIB. Community Involvement

1. Example activity from the class



Follow-Up Questions

- How did it feel to be the blind person?
- How did the rest of the group feel while watching / interacting?
- Why would a blind person want to go to the board / to the library?
- Does anyone here have disabled family members?
- Look at our environment: what would it be like to be a disabled person here?
- (Go around campus and look for handicapped accommodations.)



IIB. Community Involvement

2a. Topics covered (reading emphasis):



- Read texts and built vocabulary on relevant social issues.
- Discussed needs of service organizations: need to build volunteer base, community awareness, and time and resources.
- Developed critical thinking and self-reflection skills.

IIB. Community Involvement

2b. Partnerships and activities:

- Partnered with Yellowstone National Park on a Pika Survey: collected data in the park on pikas.
- Partnered with Gallatin Valley Food Bank. Packaged hundreds of pounds of pasta donated by a corporation.
- Identified the issue of hunger on campus and organized a campus food drive.
- Partnered with Reach, Inc. and Eagle Mount, non-profit organizations that assist the disabled: participated in a fund-raiser, weeded gardens, worked with clients on art and music projects.



Pika Research

Spring II Session 2013



REACH Volunteer Work Summer II 2013



IIB. Community Involvement

3. Assignments and Assessments

- Reflection exercises were developed in the form of discussion forums, presentations and writing exercises that allowed students to connect their service experience to their learning.
- Observe-an-organization project: students selected a local service organization, made arrangements to observe the organization in practice, and wrote an analytical paper.



IIB. Community Involvement

4. Course development

a. What the students valued learning:

- opportunity to get out of the classroom and interact with the community
- learning about social systems in the U.S.
- developing critical thinking skills, exploring new perspectives
- pursuing personal interests in choosing local organization to observe

“This class was mainly out of class. I could use English practically. Not only did I learn how to use English, but also I learned differences in culture and values through volunteering in the community.”

b. What we recognized as necessary/valuable:

- awareness of local and global social issues
- critical thinking and personal reflection

IIB. Community Involvement

4. Course development

c. What still needs development

- Carefully think out group projects.
- Work through conflict resolution before attempting group projects.
- Dealing with students without cars can be limiting. We had the benefit of MSU vans, which helped out, but it takes planning.



IIC. Applied English

1. Example activity from class

(Background Information: Hall's Classification of Cultures)

The Personal Space Test

Two people (preferably from different cultural backgrounds) have a conversation during which Person A continues to move gradually closer to Person B while Person B remains standing in the same spot. The conversation should begin with the participants approximately 3' apart, and Person A should move closer at increments of approximately 3". The experiment can be repeated, with Person A and Person B switching roles.



IIC. Applied English



2. Topics covered (Listening/Speaking Emphasis)

- a. Cultural dimensions of communication: avoiding glitches & misfires
- b. Making polite requests: Comparing informal, formal & softer, more polite
 - *Writing email requests for an interview considering status/distance /imposition
 - **a & b taken from *Pragmatics: Teaching Speech Acts*
- c. Three interviews:
 - 1) ESL Student – lowest stakes; based on Hall’s classification
 - 2) ESL Teacher/Administrator - medium stakes; common career/interests
 - 3) Professional/Professor – highest stakes; in student’s field of study
 - *Interview question strategy – “chess” strategy considering follow-up Qs

IIC Applied English

2. Topics Covered

- d. Peer evaluations as basis for self-evaluation: peer & teacher evaluation of emails, interview Qs...
- e. Presentations on interviews:
 - 1) Refine summarizing skills
 - 2) Develop analysis skills: what was helpful, what were the limitations, how will I apply this, what did I learn about interviewing?
- f. Portfolio (by default):
 - 1) Develop format- Notebook or PowerPoint with text, pictures, written work, presentation video
 - 2) Assign summary paragraphs: for CCC and each class + reflection

IIC. Applied English

3. Assignments and assessments

- a. Email teacher with field of study, career hopes, interests...
(Used to make interview suggestions)
- b. Draft & revise/edit emails and interview questions
- c. Record interviews
- d. Give presentation on interviews: summary & analysis
- e. Create CCC Portfolio



IIC. Applied English

4. Course development

- a. What the students valued learning:
 - cultural sensitivity
 - polite request forms
 - interview strategy
- b. What I recognized as necessary/valuable:
 - Guidelines and draft process: for emails, interview questions, presentations
 - analysis
- c. What still needs development:
 - grading recordings: length of interviews vs. number of students
 - grading portfolios



GUIDELINES FOR INTERVIEW PRESENTATIONS

Introduction

- _____ Name and position of interviewer (2 pts)
- _____ Date and time of interview (2pts)
- _____ Focus of interview + reason for focus (4 pts)
- _____ General reaction to interview = “Thesis” of presentation (4 pts)

Summary of Interview

- _____ Major questions of the interview (4 pts)
- _____ Summary of responses (4 pts)
- _____ Important follow-up questions and responses (4 pts)
- _____ Interview strategy: Did you get all the answers you hoped for? (4 pts)

Reaction and Analysis

- _____ Positive reactions: What helpful information/advice did you gain from the interview? (4 pts)
- _____ Limitations: Did any information or advice not apply to you, or need to be balanced by other perspectives? (4 pts)
- _____ How will you apply what you learned in the interview to your life? (4 pts)
- _____ Analysis of interview strategy: what went well &/or what will you change in future interviews? (4 pts)

Mechanics and Delivery

- _____ Word Choice and Grammar (4 pts)
- _____ Pronunciation (4 pts)
- _____ Organization of Speech (4 pts)
- _____ Length (2 pts)
- _____ Confidence and Posture (4 pts)

_____ **Total** (62 pts)

III. Summary

"I redefined leadership for myself, and that reduced the burden of it."



"Even though I was afraid when I got the assignments, I achieved those step-by-step with the teacher."



IIIA. Successes

"It was impressive and gave me unique experiences."

"Those classes gave me lots of opportunities to meet many people outside of the classes and challenges to be accomplished in multiple ways. I needed to contemplate a lot, read books, review what I did or get information from people. This was different from my former classes, so it was strange for me at first. In addition, I could acquire some knowledge and skills to think in different ways to dealing with resources and represent my ideas, thanks to the teachers' leading. , "



"I studied English not only with textbooks but also with the community. In addition, I learned about some kinds of recent or older social issues. Therefore, the CCC course was definitely an instructive opportunity for me."



IIIB. Pitfalls/Lessons learned

Problem

1. Students were being asked to do several oral presentations in all the CCC sections.
2. Students reported being at times confused about the point of some of the activities.
3. In the pilot session, the original theme and format of the classes was too unstructured.

Lesson

1. Coordinate more closely with other teachers in making sure that assignments are not repetitive.
2. Share the goals/explain the purpose of each activity so that students aren't confused about the learning objectives.
3. Focus assignments instead of leaving them open-ended; give more guidelines.

IIIC. Application Ideas

- **Leadership Foundations**

- Increase collaboration with local leadership organizations/individuals: Rotary Club, teen leadership organizations, local business or political leaders

- **Community Involvement**

- Additional service possibilities: hunger issues, food security, poverty, ableism, issues that the disabled face, language, global warming, ecological balance, food chain and social responsibility

- **Applied English**

- Additional interview possibilities: research clubs (hobbies), write email for information, visit/interview





Wrap up

- Q&A
- Course materials are available
- --> If you are interested, please leave us your email address!
- Thank you for coming!!



Enabling a new icon



What do you see?

List 3-5 words that come to mind when viewing this image.

In your mind, what story does this image tell of a person occupying the pictured wheelchair?

What difference do you notice between the word disabled next to the first image and enabled next to this image?



Cambridge Artist Sara Hendren's street campaign promotes an updating of the wheelchair symbol

The design, which is more than 40 years old, represents dated views of persons with disabilities, Hendren said, and lacks the life of even the most basic stick-figure pictograms, such as the pedestrian walk signal.

"The figure is static, wooden, with the squared-off geometry of machinery. The body is synonymous with the chair," and creates the impression of someone who needs a push to get through the world, said the 37-year-old artist and mother of three small children who lives in Cambridge. "It is almost completely unexamined, yet it is a design with human values at stake."

A revamped version of the familiar blue-and-white disability icon will soon be rolling out across parking signs, bathroom doors and accessible entry ramps in New York City, thanks to a group of activists who say the traditional logo portrays them as limited, helpless and inaccurately passive.

International Symbol of Access for Disabled



What do you see?

List 3-5 words that come to mind when viewing this image.

In your mind, what story does this image tell of a person occupying the pictured wheelchair?

Or, what does this image evoke for you about a disabled person?

**Sample lesson plan with activity for Leadership Foundations Course
A.C.E. Language Institute at Montana State University**

Birthday lineup activity

Introduction:

This is an engaging game that can lead to some interesting interactions between students. It is especially good at engaging students who may not verbalize a lot in class. By learning about and practicing nonverbal skills, students are reminded that they do not have to be excellent speakers to get their message across. This activity also helps students recognize the value of nonverbal skills in communication such as using others' ideas and connecting with others.

Instructions:

Tell students:

We will now play a game to accomplish a group goal using communication skills. During this game, you cannot speak. You may ask me questions before we begin. Here are the instructions: Without any talking, you need to line yourselves up in order of birthdays, by month and day (don't worry about year). You may *not* use anything around the room or on your body, such as a calendar, to help. When you are finished, use a nonverbal gesture to tell me that the line is correct.

Ask students some follow up questions to generate discussion. Use the following questions, or any others you think might elicit ideas on nonverbal communication.

- What did the group need to do to succeed?
- Did you develop a common language? Describe it.
- What specific roles did you take?
- Did someone take a leadership role?
- What type of communication did you have to rely on?
- What was easy about this activity?
- What was hard?

Hand out reading: "What You Don't Say Can Say It All" (p. 41, MacGregor (2007)). For ESL students, make sure you pre-teach vocabulary that might be helpful based on the level of your group.

Follow up with a discussion on non-verbal skills or a reflective journal asking students to contemplate their ideas about the topic.