

Service Learning Project Packet

Fall, 2013

Regis University has at its core the Jesuit Values. One such value is the mission of “Men and Women in Service to Others,” also viewed as *service learning*. As a Jesuit University our hope is for each student to obtain the following:

1. The student will gain insight and empathy for the culture of others.
2. The student will develop leadership skills.
3. The student will appreciate the cultures and diversity of our constantly changing world.
4. The student will understand the complexity of family, school, and community realities.

To help attain these goals the School of Education requires that each student engage in and complete a Service Learning Project (SLP). **The SLP is an independent project resulting in 8-10 hours of community work; each student will be required to volunteer 8-10 hours of personal time for the project of his/her choice that are NOT related to any Teacher Education course or their field hours. You cannot “double dip” using these field hours for a TE course.**

This SLP packet provides an overview of the three steps of the project. Although this Service Learning Project is not tied to specific courses in any way, students will be reminded of the SLP tasks throughout their coursework. EDFD 404, EDFD 405, and EDES 403 will provide the initial project steps while other foundational courses and methods will reinforce the SLP. The project will culminate with an 8-10 minute digital story presentation of their experience in Professionalism. Professionalism is the course taken with Student Teaching. A rubric will be used to assess the digital story presentation and is available in the UG Resources link:

<http://www.regis.edu/CPS/Schools/School-of-Education-and-Counseling/SEC-Current-Students/Education/Undergraduate-checklists.aspx>

STEP 1: Service Learning Worksheet

As the student takes EDFD 404, Foundations of Teaching, EDFD 405, Perspectives in Education, and EDES 403, Cultural Competence, he/she must complete the **Service Learning Project Worksheet** which will include the following:

Identify strengths. Identify individual strengths that students believe will assist them in working with a community/school partner.

Examples:

- If a student is strong in creating websites, he/she could assist a small school in creating a school website for parents

- If a student has carpentry background, they might assist in the local Habitat for Humanity organization
- If a student has a strength in Math or English, they might assist or help with setting up an after school program for students

Please remember to take pictures and/or videos of your experience. This will contribute to your digital story presentation that you will share during Professionalism. **Ensure you have the proper permissions to utilize the photos/videos you use in your digital story.**

1. **Identify service learning site.** Students need to identify a school/community organization that needs assistance and can benefit from their individual strengths.
2. **Establish organizational contact.** Once an organization has been chosen, the student will contact someone within the organization to discuss a possible idea for their SLP. (Students will spend 8-10 hours actually completing the service hours later)
 - It is important to note that students may or may not take EDES 403, EDFD 404 and EDFD 405 in order. The order in which students complete these courses is not important, but completing the Service Learning Project Worksheet by the time 403, 404, and 405 are completed, regardless of the order taken, is important. To ensure students are on track with completing their SLP Worksheet, there will be reminders to complete the “Service Learning Project Worksheet” in these three courses.
 - **The Service Learning Project Worksheet is available in the UG Resources link: <http://www.regis.edu/CPS/Schools/School-of-Education-and-Counseling/SEC-Current-Students/Education/Undergraduate-checklists.aspx>**

STEP 2: Completing the Service Learning Project- Plan & Field Hours

*This step of the SLP will be completed in courses EDFD 445, 448, 470 and remaining content courses.

This part of the project will likely take the longest as students will be **actualizing** the Service Learning Project during this time. Students will be completing the Service Learning Project Plan and completing their 8-10 hours of field service. **This is a great place to take pictures/videos of what you are doing to contribute to your digital**

story in Step 3. Ensure you have the proper permissions to utilize the photos/videos you use in your digital story.

The **Service Learning Project Plan** addresses the following questions:

- 1) **What strengths do you possess that you believe will assist you in your Service Learning Project? Explain.**
- 2) **What community/school organization did you choose?**
- 3) **Who is your contact person for this Service Learning Project?**
- 4) **Describe your connection and commitment to the Service Learning Project.**
- 5) **How does your Service Learning project relate specifically to the Regis University Jesuit Values?**
- 6) **What is your Service Learning Project focus? What will you be doing in the required 8-10 hours of service learning participation?**
- 7) **Reflect on the lessons learned, successful practices and areas of improvement/growth.**
- 8) **How might you financially sustain your Service Learning Project in the future? (Consider outside funding resources)**

- In addition to completing the Service Learning Project Plan, 8-10 field service hours are required. It is expected that students complete a **Field Experience Log Sheet**. The Field Log **MUST** be signed by the community/school contact.
- It is important to note that students may or may not take EDFD 445, EDFD 448 and EDFD 470 in order. The order in which students complete these courses is not important, but completing the Service Learning Project Plan and Field hours by the time 445, 448 and 470 are completed, regardless of the order taken, is important. To ensure students are on track with completing their SLP Plan and Field hours, there will be reminders to complete the “Service Learning Project Plan” in these three courses.
- **The Service Learning Project Plan sheet and field log sheets are available in the UG Resources link:**
<http://www.regis.edu/CPS/Schools/School-of-Education-and->

STEP 3: Digital Story Creation/Presentation

To prepare for the final step in the SLP, the digital story presentation, the student will be gaining technology information as courses are taken. Digital story telling will be included in coursework. Reflecting on the SLP experience students will create an 8 -10 minute digital story offering an overview of their experiences and key lessons learned. **The student will need to compile pictures and videos during the actualization (STEP 2) of the SLP for use in the digital story.** The digital story will be assessed according to the criteria of the Service Learning Project Final Rubric found in this SLP packet. To ensure a clear understanding of the digital story and presentation expectations it is essential that students review the rubric criteria before completing their digital story and presentation. A link to an example of a digital story can be found here:

<https://in2.regis.edu/sites/spsteached/studentportal/Shared%20Documents/Service%20Learning%20Project.aspx?PageView=Shared>

Students will be reminded in Assessment and Methods courses to be working on the digital story creation. The student will then present the digital story to peers in Professionalism. This is the course students take with Student Teaching. Each student will have two peers evaluate the Service Learning Project Digital Story presentation, and each student will also do a self-evaluation of the project/presentation. **This is an independent project that is the student's responsibility; the academic advisor or instructors are not expected to remind students about the completion of the presentation.**

• The Service Learning Project Final Rubric will be used for evaluation of the Service Learning Project Digital Story. The student must submit the final three rubrics (two peer evaluations and one self-evaluation) and the SLP digital story to Gate 3 of TaskStream once presented in Professionalism. All resources, including the SLP rubric, can be found in the UG Resources Link:

<http://www.regis.edu/CPS/Schools/School-of-Education-and-Counseling/SEC-Current-Students/Education/Undergraduate-checklists.aspx>

