

## Model for Integrating Service-Learning into Teacher Education at Augsburg College

### Model for Developing Service-Learning Knowledge Base and Methodology in Pre-Service Teacher Education Students

#### PHASE I: EXPOSURE

Goal: Develop Basic Familiarity With and Exposure to Service-Learning  
Occurs in the First Course in Teacher Education Sequence

#### PHASE II: SKILL BUILDING

Goal: To Develop Familiarity With Service-Learning Theory and to Develop a Service-Learning-Enhanced Lesson or Unit  
Occurs in Basic Methods Course, About Half-Way Through Teacher Education Sequence

#### PHASE III: PRACTICE

Goal: To Encourage Student Teachers to Carry-Out Service-Learning-Enhanced Lessons or Units  
Occurs During Student Teaching, At the End of Teacher Education Sequence

**Phase I: Exposure.** The initial fieldwork experience for students in both the elementary and secondary education programs is in our introductory course, Orientation to Education in an Urban Setting. This class reviews American educational history and philosophy and involves students in a brief fieldwork practicum. Students typically work a minimum of 30 hours in an elementary, middle school, or secondary classroom. It is during this first course that Phase I of the model can take place. This phase includes a six-step process:

- Step 1: A class assignment requiring students to write down their personal needs/goals for the experience.
- Step 2: A class assignment requiring students to discuss and identify, in writing, the ways they will be used by assigned teachers.
- Step 3: Class discussion (small group) of how students can reconcile their personal needs/goals while fulfilling teacher expectations.

- Step 4: Ongoing reflection in the form of individual journaling, group and/or class reflections during the semester.
- Step 5: Final class discussion/reflection on the benefits and effects of involvement.
- Step 6: Identification of this as a service-learning (SL) methodology and direct instruction on service-learning.

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**Phase II: Skill Building** will take place in the Creating Learning Environments (CLE) methods course. In this course, we introduce and practice teaching methods and strategies. This phase involves more direct instruction about service-learning as a teaching and learning methodology and requires some personal application of various approaches. Students in CLE typically engage in a second fieldwork placement at this time, and it is in this field work placement that they must carry out their application of teaching methods. These placements are typically very short, which can make full implementation of a SL lesson very difficult.

**Phase III: Practice** will occur during the student teaching or internship experience. Students will be required to design and implement a service-learning experience with their K-12 students (as appropriate) and/or be involved in service-learning at the student teaching site. Of course, written reflection, interaction with the supervisor, and small group reflection are also part of Phase III.

Evaluation activities administered by our Community Service-Learning Office are distributed at the end of each course in which service-learning is offered. These surveys are tabulated and returned to each instructor within several weeks of the end of each course. Several critical issues are examined including the appropriateness of the community sites, and the success of SL activities used in this course (e.g., appropriate training and orientation and adequate reflection activities). The community SL coordinator initiates several sessions with interested faculty throughout the year in order to compare experiences and share solutions to common problems.