

DaVinci Scholars Award Service Learning Proposal

Teachers in the 21st Century face many challenges, one of the most important being the necessity to make learning meaningful to the students in their classrooms. Students question the relevance of their learning. *How will I use what I'm learning? When will I ever need this?* Interdisciplinary/cross-curricular teaching is often seen as a way to address some of the recurring problems in education, such as fragmentation and isolated skill instruction.

Service Learning is a pedagogy that utilizes interdisciplinary/cross curricular teaching to involve students in community service to meet instructional objectives of courses. Students apply information from classes in authentic settings, while addressing critical needs in the community. The lessons are designed for students to see the connection and apply this knowledge to formulate and execute problem-solving strategies, often in a novel approach. These real world situations encourage communication and collaboration. Research suggests that learning tends to proceed from the concrete to the abstract, therefore, service learning is a powerful tool for impacting student achievement.

The purpose of the DaVinci Scholar's Service Learning Proposal is to show evidence that the applicant knows his or her content and can integrate course objectives into a service learning teaching unit. Additionally, it will give readers an insight into the applicant's educational background, writing skills, and creativity.

The Proposal Criteria

Design a Service Learning Project to be accomplished as a class in a familiar community (neighborhood or school). The formal proposal must not exceed five (5) pages. It must be double-spaced, using Times New Roman in 12 point font. The written proposal is all that is required in this application—**not the implementation of the plan.**

A well-planned service learning project should include:

- 1) Stated academic and service goals that are linked
- 2) Identification of the reciprocal benefits of service for both the student and the community partner
- 3) Strategies for assessment
- 4) Opportunities for reflection

The narrative should at a minimum include:

- a) Unit title
- b) Learning Objectives based on the Oklahoma Academic Standards
- c) Learner Outcomes
 - What students will know or be able to do after completing the unit
 - Expected Academic gains
 - Expected Societal gains
- d) The Service Component
 - The Need
 - Community Partners
- e) Timeline
 - A sequential listing of teacher and student tasks to be completed in this unit
- f) Assessments
 - Ways to measure how well the students mastered the intended objectives