2027 DaVinci Institute Scholarship Award

Service Learning Proposal Criteria

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 their communities to meet instructional objectives of courses. Students apply information from classes in authentic settings, while addressing critical needs in their community.

Service-learning has two components. The first is service to the community, often to a particular group in the community, and may be thought of as volunteerism or community service. Service-learning also requires that the project meet the appropriate, defined curricular outcomes for students at a particular level. A well-designed service-learning project must address both components.

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 for the Service Learning project is all that is required for this application—not the actual 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
    i) What students will know or be able to do after completing the unit
    ii) Expected Academic gains
    iii) Expected Societal gains
D) The Service Component
    i) The Need
    ii) Community Partners
E) Timeline
    i) A sequential listing of teacher and student tasks to be completed in this unit
F) Assessments
    i) Ways to measure how well the students mastered the intended objectives