

Conversations That Matter III: Research, Policy, & Practice



The 3rd International Conference on
Service-Learning in
Teacher Education

June 21-23, 2012
Duke University
Durham, North Carolina

Hosted by



ICSLTE

**International Center for Service-
Learning in Teacher Education**

Duke Program in Education
UNIVERSITY

Duke Service-Learning Program
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Conference at a Glance

Thursday, June 21st

8:00 – 6:00	Registration
9:30 – 12:30	Pre-Conference Institutes
12:45 – 2:00	Lunch for Pre-Conference Participants
2:00 – 3:00	Optional Campus Tour
3:00 – 4:30	Welcome/Opening Plenary: Cathy Davidson
4:30 – 4:45	Book Signing / Break
4:45 – 6:30	World Café
7:00 – 9:00	North Carolina Barbeque & Bluegrass Dinner

Friday, June 22nd

7:00 – 5:00	Registration
8:00 – 9:45	Plenary 2: Andrew Furco & Dan Butin
10:00 – 11:30	<i>Concurrent Sessions I</i>
11:45 – 1:00	Lunch & Awards Ceremony
1:00 – 1:30	Break
1:30 – 2:45	Keynote: Marian Wright Edelman
2:45 – 3:15	Break
3:15 – 4:45	<i>Concurrent Sessions 2</i>
5:00 – 6:00	Plenary 3: Global Perspectives on Service-Learning in Teacher Education
6:00 – 7:00	Reception and Poster Session

Saturday, June 23rd

7:30 – 11:00	Registration
8:00 – 8:45	ICSLTE Committee Meetings
9:00 – 10:30	<i>Concurrent Sessions 3</i>
10:45 – 12:15	<i>Concurrent Sessions 4</i>
12:30 – 1:00	Closing Reflections/Future Planning



International Center for Service-Learning in Teacher Education

Greetings Service-Learning Colleagues,

Welcome to *Conversations That Matter III: The Third International Conference on Service-Learning in Teacher Education*—the third meeting of its kind, but the first to take place in North America, on the campus of Duke University in historic Durham, North Carolina. The Board of Directors of the *International Center for Service-Learning in Teacher Education* (ICSLTE) and I are pleased you have decided to join your work with ours at this conference. Our common challenges and disparate approaches bring us together for a few days of sharing, reflection, engagement, and inspiration. I hope you enjoy the stimulation of our conversations and the hospitality of our hosts at Duke.

We think our "conversations" approach to conferencing provides us with an opportunity to interact, challenge and learn from each other. The complexity of the challenges we face and the diversity of approaches we employ challenge the status quo and provoke growth. In conversation, we provoke and challenge each other, knowing that if we're open to it, this approach leads to growth and learning.

Integrating service-learning into teacher education has presented unique challenges to those in our field. Some of us struggle to find a place at a crowded table of competing interests in teacher education: regulatory concerns, high-stakes testing, and financial pressures are just a few of the challenges we face. In conversation, we can support each other in our shared work.

While we face challenges, we are invigorated when we have the opportunity to learn about the complexity and diversity of approaches around the world. Our hope is that ICSLTE is a catalyst for growth and development of the field of service-learning in teacher education by helping to frame and provide venues for "conversations that matter."

We also hope you will continue to be connected to ICSLTE as we grow our organization in the years to come. Please visit our website at www.icslte.org to keep up to date on the opportunities for dialogue we advance.

So again, welcome to Duke University and welcome to *The Third International Conference on Service-Learning in Teacher Education*. We sincerely hope our conference will provide you with the support and engagement you need to develop your work in this important field.

Best wishes for a great conference,

Joseph A. Erickson
Chair, ICSLTE Board of Directors

Duke Program in Education

UNIVERSITY

Greetings to Conference Participants:

On behalf of Duke University, the host institution for the International Center for Service-Learning in Teacher Education (ICSLTE), we welcome you to The Third International Conference on Service-Learning in Teacher Education: *Conversations That Matter III: Research, Policy, and Practice*.

The Program in Education at Duke University has been proud to host the Center since its move from Clemson University in 2009. The Center's series of international conferences (Brussels 2007; Galway 2009; and Durham 2012) brings together university faculty, primary and secondary teachers, and other service-learning advocates to share professional work and to explore possibilities for future collaboration on issues of research, policy, and practice. With these goals in mind, we welcome you to Duke and Durham, and we challenge you as a conference participant to engage, to learn, to grow, and to share.

In reviewing the accomplishments of the Center, we have much of which we are proud, including *Engaging All Learners through Service-Learning (EASL)*, a \$1.5 million grant from Learn and Serve America awarded in 2010 to develop a model for incorporating service-learning pedagogy and practice in teacher education programs. EASL brought together six institutions of higher education from across the U.S. to examine service-learning as a high-impact practice in PK-12 schools.

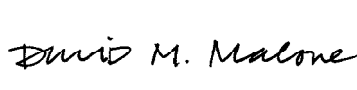
We wish to thank ICSLTE board members, past and present, for their extraordinary work and leadership. In particular, many thanks to the Executive Committee of the Board for their diligent work in planning and coordinating this exciting conference. We want to thank our colleagues at Duke University who have generously supported the work of the Center and who believe deeply in Duke's broader mission of using knowledge in the service of society. In this regard, we would particularly like to thank Duke University President Richard Brodhead for his unwavering support of teacher education, service-learning, and civic engagement as core priorities of our University. Duke's longstanding commitment to the civic purposes of education makes our University an ideal setting for this conference and for the Center.

We hope you will become deeply involved in all the activities of the conference and forge new partnerships with educators from across the globe.

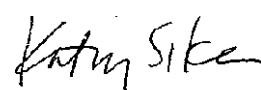
Best wishes for a productive conference. Enjoy Duke's campus and the great city of Durham!



Jan Riggsbee
Director, Duke Program in Education
Faculty Co-Director, ICSLTE



David Malone
Director, Duke Service-Learning
Program
Faculty Co-Director, ICSLTE



Kathy Sikes
Faculty, Duke Program in Education
Administrative Director, ICSLTE

Featured Keynote: Service and Advocacy as Empowerment Strategies in K-16 Education

Marian Wright Edelman, Founder & President, Children's Defense Fund



Marian Wright Edelman has been an advocate for disadvantaged Americans for her entire professional life. Under her leadership, the Children's Defense Fund (CDF) has become the nation's strongest voice for children and families. The Children's Defense Fund's *Leave No Child Behind*® mission is to ensure every child a *Healthy Start*, a *Head Start*, a *Fair Start*, a *Safe Start*, and a *Moral Start* in life and successful passage to adulthood with the help of caring families and communities.

Mrs. Edelman, a graduate of Spelman College and Yale Law School, began her career in the mid-60s when, as the first black woman admitted to the Mississippi Bar, she directed the NAACP Legal Defense and Educational Fund office in Jackson, Mississippi.

In 1968, she moved to Washington, D.C., as counsel for the Poor People's Campaign that Dr. Martin Luther King, Jr. began organizing before his death. She founded the Washington Research Project, a public interest law firm and the parent body of the Children's Defense Fund. For two years she served as the Director of the Center for Law and Education at Harvard University and in 1973 began CDF.

Mrs. Edelman served on the Board of Trustees of Spelman College which she chaired from 1976 to 1987 and was the first woman elected by alumni as a member of the Yale University Corporation on which she served from 1971 to 1977. She has received over a hundred honorary degrees and many awards including the Albert Schweitzer Humanitarian Prize, the Heinz Award, and a MacArthur Foundation Prize Fellowship. In 2000 she received the Presidential Medal of Freedom, the nation's highest civilian award, and the Robert F. Kennedy Lifetime Achievement Award for her writings, which include: *Families in Peril: An Agenda for Social Change*; *The Measure of Our Success: A Letter to My Children and Yours*; *Guide My Feet: Meditations and Prayers on Loving and Working for Children*; *Stand for Children*; *Lanterns: A Memoir of Mentors*; *Hold My Hand: Prayers for Building a Movement to Leave No Child Behind*; *I'm Your Child, God: Prayers for Our Children*; *I Can Make a Difference: A Treasury to Inspire Our Children*; and *The Sea Is So Wide and My Boat Is So Small: Charting a Course for the Next Generation*.

She is a board member of the Robin Hood Foundation, the Center for Budget and Policy Priorities, and the Association to Benefit Children, and is a member of the Selection Committee of the Profiles in Courage Award of the John F. Kennedy Library, the Council on Foreign Relations, the American Philosophical Society, the American Academy of Arts and Sciences, and the Institute of Medicine of the National Academy of Sciences.

Marian Wright Edelman is married to Peter Edelman, a Professor at Georgetown Law School. They have three sons, Joshua, Jonah, and Ezra, two granddaughters, Ellika and Zoe, and two grandsons, Elijah and Levi.

Thursday, June 21, 2012

8:00 – 6:00 Registration

Location: Bryan Center

9:30 – 12:30 Pre-Conference Institutes



Service-Learning: Engaging, Relevant, Real

Presenter: Cathryn Berger
Kaye

Location: Meeting Room A (Bryan Center)

An engaging journey into the process and practice of service-learning: How do we create a definition that meets the involved population? How do the *Five Stages of Effective Service-Learning Practice* establish an effective foundation with ample room for diversification? What can we do to balance both the academic learning and the meaningful service? Through experiences that have proved effective on four continents, expand and solidify your service-learning expertise to advance your work in teacher education. Fresh ideas to reinvigorate your approach to service-learning!



The Power of Dialogue in Teaching and Learning

Presenter: Karen Ridout

Location: Meeting Room B
(Bryan Center)

In this workshop you will experience the Dialogue Education™ Approach to adult learning, based on the work of Dr. Jane Vella, noted adult educator (www.globalearning.com). Dialogue Education™ provides a safe, structured, and accountable framework for designing and facilitating learning events. It switches the focus from passive to active learning; from what the instructor says about a topic to what the participants do with the content to demonstrate their learning.



Critical Reflection in Service-Learning: Generating, Deepening, and Documenting Learning

Presenter: Patti Clayton

Location: Old Trinity Room (West Union)

As the part of the process that generates, deepens, and documents learning, critical reflection is key to all forms of experiential education, including service-learning. It is also a counter-normative way for many of us to teach and to learn, so it is both challenging to implement and potentially transformative. In this session we will consider the meaning and role of critical reflection, examine a research-grounded model for designing critical reflection in light of learning objectives (the DEAL Model), and practice applying rubrics to student products. Participants will leave the session with sample prompts, rubrics, and other tools to support their work as instructional designers and their students as service-learners.

High Quality Service-Learning for All Students: The Guilford County School Model

Presenter: Brenda Elliott

Location: Griffith Board Room (Bryan Center)

Guilford County Schools' (GCS) vision is to transform the school district and the county by ensuring that all students are not only academically proficient, but also develop positive character, citizenship skills, and a commitment to service. To accomplish this, GCS is striving to train all of its K-12 teachers to use service-learning as a high quality instructional strategy. This vision has required the coordination and collaboration of numerous stakeholders and a true revisioning of what the district expects of its 73,000 students, staff, and educators. The Character Development/Service-Learning

team will share the rewards, challenges, and benefits from the district and school-level perspectives. Join in this interactive dialogue on how to build and sustain high-quality service-learning in K-12 schools.

12:45 – 2:00 Pre-Conference Lunch

Pre-conference participants: Use the lunch voucher included in your registration package to purchase food at any on-campus eatery. A list of venues is provided in your conference packet.

2:00 – 3:00 Optional Campus Tour

Duke's West Campus was built in the 1920s with funding from tobacco and electricity baron James B. Duke, and the university has since developed into a premier center of learning, medicine, and research. With its Gothic architecture and hand-carved moldings contrasted with cutting-edge research facilities, West Campus offers an unforgettable learning environment. Meet at the registration table to go on a student-led walking tour of Duke's West Campus.

3:00 – 4:30 Opening Plenary

Location: Von Canon (Bryan Center)

Welcome from the ICSLTE Board: Joe Erickson, Augsburg College, Minnesota

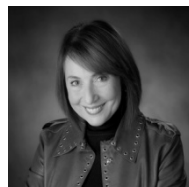
Welcome from Duke University: Jan Riggsbee, David Malone, and Kathy Sikes

Presenter: Cathy Davidson, Duke University

Now You See It: Why the Future of Learning Demands a Paradigm Shift

Virtually everything we think of as defining "work" and "education" are fairly recent institutions in human history. Most of the forms, rules, means of measuring productivity, and tests for intelligence and achievement were designed for the last information age and the industrial era's new technology of steam-powered printing and machine-made ink and paper. We are now seeing the first generation to come of age in a new, digital information age. Our information age began roughly in 1993

when the Mosaic 1.0 browser went public. What institutional changes do we need to make to education to help students thrive in *this* age? We are currently doing a good job training students for the 20th century. In this provocative talk, Cathy Davidson proposes innovative ways that we can be transforming higher education to prepare students for their future (not for our past).



Cathy N. Davidson

teaches at Duke University, where she co-directs the Ph.D. Lab in Digital Knowledge and holds two distinguished

chairs (Ruth F. DeVarney Professor of English and the John Hope Franklin Humanities Institute Professor of Interdisciplinary Studies). She served as Duke's first Vice Provost for Interdisciplinary Studies and helped to create the Program in Information Science + Information Studies and the Center for Cognitive Neuroscience. She is a cofounder of the global learning network HASTAC, which administers the annual \$2 million HASTAC/MacArthur Foundation Digital Media and Learning Competitions, and she was recently appointed by President Obama to the National Council on the Humanities.

4:30 – 4:45 Break/Book Signing with Cathy Davidson

Location: outside Von Canon (Bryan Center)

4:45 – 6:30 World Café

Location: Von Canon (Bryan Center)

Thursday afternoon's World Café is a place for conversations around small tables about issues that matter in the world of service-learning will take place under the guided facilitation of Don Hill and Cathryn Berger Kaye. We intend these conversations to stimulate creative thinking and nurture personal relationships as we move forward in productive action.

7:00 – 9:00 BBQ & Bluegrass Dinner

Location: Durham Convention Center
(adjacent to the Marriott Hotel)

Join us for some “down home” North Carolina food, fun, and fellowship!

Greet old colleagues and meet new ones as you enjoy Southern U.S. bluegrass music and culinary favorites such as barbecued pork, loads of vegetables, cornbread, cobbler, and of course, sweet iced tea at the Durham Convention Center.

Yes, we know that *to barbecue* technically just means to cook meat over a fire, but in the Southern U.S., it has a much more specific meaning: we’re usually talking about pork, traditionally smoked slowly over a pit, pulled apart by hand and served with a vinegar-based sauce (sometimes with the addition of tomato). It’s an art, and one we hope you’ll enjoy with us! Delicious vegetarian options also provided.

Music provided by The Hey Brothers, a five piece bona fide bluegrass band with three-part harmonies and some fine picking.



Durham Convention Center
Credit: Bruce Feeley and Durham Convention & Visitors Bureau



Friday, June 22, 2012

7:00 – 5:00 Registration

Location: Bryan Center

8:00 – 9:45 Plenary 2

Location: Von Canon (Bryan Center)

Duking It Out At Duke: The Great Butin-Furco Debate

Service-Learning in Teacher Education: Challenges and Visions

Presenters:

Dan W. Butin, Merrimack College,
Massachusetts

Andrew Furco, University of Minnesota

Facilitators:

Barbara Holland, The University of Sydney,
Australia

David Malone, Duke University

Service-learning has become a well-known and well-regarded practice in higher education around the globe. A landmark publication in the United States, AAC&U's *Crucible Moment*, makes clear that it is an "undisputed priority...[to construct] educational environments where education for democracy and civic responsibility is pervasive, not partial; central, not peripheral." The fundamental question is how can we make this happen? This plenary session offers two distinctive and contrasting perspectives to how to advance and institutionalize service-learning in higher education and within teacher education. Join Dan Butin and Andy Furco as they debate the challenges and vision of service-learning in the academy and beyond.



Dan W. Butin is an Associate Professor and founding Dean of the School of Education at Merrimack College and the

executive director of the Center for Engaged Democracy. He is the author and editor of more than 70 academic publications, including the books *Service-Learning in Theory and Practice: The Future of Community Engagement in Higher Education* (2010), which won the 2010 Critics Choice Book Award of the American Educational Studies Association, *Service-Learning and Social Justice Education* (2008), *Teaching Social Foundations of Education* (2005), and, most recently with Scott Seider, *The Engaged Campus: Majors, Minors and Certificates as the New Community Engagement* (2012). Dr. Butin's research focuses on issues of educator preparation and policy, and community engagement.



Andrew Furco is Associate Vice President for Public Engagement at the University of Minnesota, where he also serves as an

Associate Professor in the College of Education and Human Development and as Director of the University's International Center for Research on Community Engagement. His research focuses on experiential learning, civic engagement, and service-learning. Furco's publications include the co-edited books, *Service-Learning: The Essence of the Pedagogy* (2001) and *Service-Learning through a Multidisciplinary Lens* (2002), as well as more than 40 journal articles and book chapters exploring the practice and study of community engagement.

Concurrent Sessions at the conference will feature three types of presentations:

❖ **Panel Discussions**

Ninety-minute panel discussions are presentations on research, coursework/syllabi, and project examples. Each presenter will speak for 20 minutes. These will be combined with the work of others in similar fields with no more than three papers to a session.

○ **Roundtables**

Roundtable sessions are an opportunity to engage in discussion of research, a case study, or an issue. Roundtables provide a focused time for learning from one another through brainstorming, questioning, and exchanging ideas.

Participants will have an opportunity to attend two roundtables within the 90-minute session.

➤ **Workshops**

Ninety-minute interactive workshops develop an understanding of major concepts and skills for high-quality service-learning implementation. An individual or a team will present and use thoughtful questions and/or activities to stimulate interaction among participants.

❖ **Panel Discussion: Curriculum, Exceptionalities, and Service-Learning**

Location: Bryan Center Meeting Room A

CAS: One of the IB Diploma Central Elements Involving Students in Learning through Service Experiences

Presenters: John Cannings, Intercommunity School, Zurich; Don Hill, ICSTLE Board of Advisors

The IB Diploma from its inception has aimed at developing a curriculum framework that encourages development of the whole person. Creativity, Action, and Service (CAS) has been the experiential learning component of this programme. There has been a movement towards service-learning which would see an integration of this component of the Diploma with its academic base. Some examples of CAS projects will be presented. Participants will be asked, "Can CAS be considered a form of service-learning?"

Inspire, Engage, Lead: Service-Learning Pedagogy and Gifted Students

Presenters: Kristen Stephens and Alissa Griffith, Duke University

This session will share how service-learning experiences nurture those characteristics and dispositions typically associated with gifted students. In addition, the use of service-learning pedagogy as a means for narrowing the "excellence gap" will be examined.

What Do the Experts Say About the Use of Service-Learning in Special Education Courses?

Presenters: Lawrence Neeper, University of Maine at Farmington; Stacy K. Dymond, University of Illinois at Urbana-Champaign

This presentation will focus on the results of a qualitative investigation regarding the involvement of special education faculty in service-learning teaching and course development. Interviews, document

analysis, and survey data were gathered from a national sample of special education faculty with expertise in service-learning teaching. Results pertaining to service-learning implementation, factors that motivate and deter faculty from using service-learning, and recommendations for implementation will be discussed.

Roundtables Part 1 (10:00-10:45)

- **Effectiveness of Service-Learning Practice for Teacher Education in Japan**

Location: Faculty Commons 204 (West Union)

Presenter: Takeshi Miyazaki, Soka University, Tokyo

This study examines the effectiveness of service-learning practice for teacher education in Tokyo, Japan. The study was designed to trace the impact of SL practice on the pre-service teachers. They made teaching plans for a high school in Tokyo's public school system — "HOUSHI" (= Service), and conducted them in the classes. This research will present practices based on SL that give prospective teachers ideas about the significance of SL and the challenges that exist.

- **The Value of Masters Educational Psychology Students in a Service-Learning Project for First-Year Teacher Education Students**

Location: Faculty Commons 209 (West Union)

Presenters: Helen Dunbar-Krige and Nadine Petersen, University of Johannesburg

The focus of this paper is on how Masters Educational Psychology students enact their service in a community of practice (of educational psychology and a pre-service teacher education excursion) as they attempt to move from the periphery to the centre of the community. From 2007, the Faculty of Education at the University of Johannesburg has run a yearly educational excursion (also known as an immersion field trip) for first-year pre-service teachers during the April vacation. The excursion,

which forms part of a first-year module *Introduction to the South African School Curriculum*, has as its main foci the professional and personal development of pre-service teacher education teachers.

- **The Concept of Habitus and Embodied Practice in Professional Preparation: Exploring the Nature of Meaning Making through Service-Learning and Experiential Education**

Location: Taylor Cole Room (West Union)

Presenters: Elizabeth Gulledge, University of St. Andrews, Scotland; Suzanne Gulledge, University of North Carolina – Chapel Hill

The way that practitioners make meaning of experience is an important consideration for those who aim to integrate civic engagement and service-learning into pre-service teacher preparation. Of particular relevance to studies of practicing teachers who engage in service or experiential professional development is the concept of habitus, with its implications for dispositions and expression. The presenters aim to offer in this session a rationale for application of the concepts of habitus and embodied practice.

Roundtables Part 2 (10:50-11:35)

- **Preparing Students for Service-Learning Engagement**

Location: Faculty Commons 204 (West Union)

Presenter: Katie Stanton-Nichols, Indiana University-Purdue University Indianapolis

Preparation in service-learning requires thoughtful planning and careful consideration of what one wants students to do when engaging in their service-learning setting. Service-learning, to be meaningful, requires students to engage thoughtfully and meaningfully. The purpose of this presentation is to provide guidelines on preparing students for service-learning including expectations, definition of engagement, and grading.

○ **Early Childhood Service-Learning: Preparing Pre-Service Teachers to Be Social Change Agents**

Location: Faculty Commons 209 (West Union)

Presenter: Kim Riordan, University of Minnesota – Duluth

The early childhood education major at the University of Minnesota – Duluth requires pre-service teachers to participate in hundreds of hours of service-learning experiences. Graduates of the program are required to have knowledge and competencies in culture, language, ethnic diversity and learners of differing abilities. This philosophical foundation is based on a belief that teachers are social change agents. Our professional goal is to create positive social change agents in our candidates.

○ **A Collaboration for Developing Service Sites and Meeting Standards: Two Critical Components of Service-Learning in Teacher Education**

Location: Taylor Cole Room (West Union)

Presenter: Jane Callahan, Providence College, Rhode Island

This interactive roundtable will share a collaborative model designed to develop and support service-learning sites that provide teacher candidates with the knowledge, skills and dispositions to meet standards and become effective teachers. Participants will gain knowledge of issues involved in accessing organizational support and choosing and maintaining meaningful service activities that will provide value to both students and community organizations.

Workshops

➤ **High Quality Service-Learning Professional Development: Confronting Competing Demands**

Location: Old Trinity Room (West Union)

Presenters: Lisa Guilfoile, Education Commission of the States; Nancy Garvin,

Detroit Edison Public School Academy; John Weiss, Greendale Middle School, Wisconsin

Faced with the challenge of allocating precious professional development time for their teachers, schools and districts often overlook the value of service-learning professional development in deference to state and district mandates. Join members of the Education Commission of the States' "Schools of Success" network for an interactive, in-depth look at the "whys" and "hows" of investing in high quality service-learning professional development in an age of high stakes accountability.

➤ **P-16 Service-Learning Initiative: Training and Collaboration with In-Service Teachers**

Location: Meeting Room B (Bryan Center)

Presenters: Julie Dierberger and Paul Sather, University of Nebraska at Omaha

Connecting P-12 in-service teachers, higher education instructors, and community partners in rigorous and collaborative service-learning experiences is the goal of the P-16 Initiative at the University of Nebraska at Omaha. This session will break down the training and support provided for all partners to co-develop service-learning projects. A P-16 service-learning team will share their experiences and participants will explore opportunities in their own communities.

➤ **Internship Placement Project: A Four-Year Academic Service-Learning Initiative for Pre-Service Teachers**

Location: Griffith Board Room (Bryan Center)

Presenter: Regina Minstretta, St. John's University, New York

This session concerns an initiative in its second year of implementation. The initiative's framework is described and qualitative findings shared concerning how its practical experiences in nonprofit community organizations have impacted pre-service teachers' understandings of (a) multiple aspects of school-age children/young adult lives, (b) roles of educators, (c) learning environments, and

(d) relationships between their pedagogical course content and their practical experiences.

➤ **A Service-Learning Facilitation Model: What, How, and So**

Location: Room 218 (Perkins Library)

Presenters: Carol Ma and Lai Kuen (Stella) Wong, Lingnan University, Hong Kong

This workshop presents a unique service-learning facilitation model in Hong Kong. Going into the local welfare and education systems in Hong Kong, Lingnan University has set up an Office of Service-Learning in 2006 to provide support for faculty, students, and community workers throughout the service-learning practicum. Teachers need to know how to identify the needs of community and how to integrate service elements into course materials. This workshop will share the facilitation model at Lingnan University, explain the role of the coordinator, and the outcomes of our partnerships.

➤ **ICSLTE Current Projects**

Location: Room 217 (Perkins Library)

Presenters: Kathy Sikes and Julie Lawson, Duke University; Teresa Davis, California State University Chico; Joseph Erickson, Augsburg College, Minnesota; Barbara Greybeck, Sam Houston State University, Texas; Andrew Furco, University of Minnesota

The International Center for Service-Learning in Teacher Education sponsors several ongoing projects. In this session you will learn about the International Survey of Service-Learning in Teacher Education, our e-learning community, and Engaging All Learners in Service-Learning, our current three-year grant to document best practices.

11:45 – 1:00 Lunch/Awards Ceremony

Location: Von Canon (Bryan Center)

Lifetime Achievement Award

Robert L. Sigmon

Individual and Program Awards

Miguel Lopez, California State University Monterey Bay (Rahima Wade Award for Outstanding Contributions to Service-Learning in Teacher Education – U.S.A.)

Loshini Naidoo, University of Western Sydney (Service-Learning Individual Educator Award – International)

Appalachian State University (Service-Learning Program Award – U.S.A.)

Honorable Mentions

Jean Strait, Hamline University, Minnesota (Rahima Wade Award for Outstanding Contributions to Service-Learning in Teacher Education – U.S.A.)

Rajesh Majumdar, The Doon School, Dehradun, India (Service-Learning Individual Educator Award – International)

University of Vermont (Service-Learning Program Award – U.S.A.)

University of Calgary (Service-Learning Program Award – International)

1:30 – 2:45 Keynote

Location: Griffith Theater (Bryan Center)



Marian Wright Edelman,
Founder and President,
Children's Defense Fund

Service and Advocacy as Empowerment Strategies in K-16 Education

Opening Remarks: Richard Brodhead, President, Duke University

Closing Remarks: Phail Wynn Jr., Vice President, Durham and Regional Affairs, Duke University

❖ Panel Discussion 1: Pre-Service Teacher Outcomes

Location: Meeting Room A (Bryan Center)

Two Activity Systems: The Intersection of Service-Learning and Work Integrated Learning in Pre-Service Higher Education

Presenter: Nadine Petersen, University of Johannesburg

This paper reports on students' experience of SL and WIL in their learning as teachers. The theoretical framework of CHAT and Veresov's interpretation of Vygotsky's concept of the Zone of Proximal Development is used to argue that WIL allows students to stay 'safely' in a ZPD of learning from experience, while SL compels them to 'stretch' their zone of learning in serving the impoverished and marginalized in society.

Closing the Theory-Reality Gap: The Case of Pre-Service Teachers' Experiences with Disadvantaged Inner-City Students in an Urban Education Course

Presenter: Comfort Ateh, Providence College, Rhode Island

The session will consist of findings from exploratory studies by pre-service teachers in an urban education course in which they were engaged in a service-learning program that aims at enhancing inner-city students' awareness and preparedness for college. Participants will appreciate how service-learning enhanced the awareness and knowledge of college students on issues that challenge the education of inner-city students and enhanced their preparedness in teaching at inner-city schools.

"I Will Be a Better Teacher Because of Doing This:" Teacher Candidates' Perspectives on Learning to Work with Adolescents through Service-Learning

Presenter: Karen Gourd, University of Washington

The investigation of teacher candidates' perspectives on community-based learning from a social justice orientation indicates challenges provided their greatest learning opportunities. Interacting with adolescents prior to taking on all roles of a teacher was beneficial. Candidates recommend that the program explicitly define social justice, provide opportunities to connect social justice to experiences, and ensure all candidates have opportunities to work with students different from themselves.

❖ Panel Discussion 2: Institutions and Partnerships

Location: Old Trinity Room (West Union)

Collaborative Partnership Trends between Teachers and Educational Psychology Researchers within the Context of Service-Learning

Presenter: Ronal Ferreria, University of Pretoria, South Africa

This qualitative study investigated collaborative partnership trends between educational psychology researchers and teachers, by implication the outcome of community engagement/service-learning initiatives in schools. Findings indicate that collaborative partnerships are directed by a philosophy of "care," that collaborative studies favour methodologies encouraging participation in addressing school-community issues, and that co-creation of knowledge is promoted in collaborative endeavours.

Leveraging Institutional and Community Partnerships to Facilitate Academic Service-Learning with First-Year Pre-Service Teachers

Presenter: Reid Riggle, St. Norbert College, Wisconsin

The Village Project at St. Norbert College is highlighted to illustrate the critical role of partnerships/collaborations within the IHE that facilitate the creation of an effective academic service-learning experience for first-year pre-service teachers. VP is a

mechanism to help the pre-service teachers actively engage in helping children learn in an out-of-school-time setting, in the process seeing the relationship between research, theory, practice, institutional mission, and community engagement.

Service-Learning and University Student Engagement

Presenter: Heather Coffey, Tina Heafner, Michael Wolf, and Olivia Wylie, University of North Carolina – Charlotte

In their first year, university students do not typically declare a major and are often still considering their options for career choices. This study explores the potential of recruiting undeclared first-year students into the teaching field through participation in an education-based service-learning course and project embedded in a middle school. We also seek to understand how long-term service partnerships influence university students' perceptions of the field of public education.

Roundtables Part 1 (3:15-4:00)

○ **Human Rights from Education to Action**

Location: Faculty Commons 204 (West Union)

Presenter: Ellen Firestone, Youth for Human Rights International

Participants will be provided with tools created by Youth for Human Rights International for teaching the United Nations' Universal Declaration of Human Rights. Once students or teachers become aware of their rights and the rights of all human beings, they can do something about them. After learning the 30 different human rights, participants will identify the rights they feel most strongly about and collaborate about ways they can best serve in those areas.

○ **Earth Force: Adventures in Service-Learning and Pre-Service Education**

Location: Faculty Commons 209 (West Union)

Presenters: Alyssa Hawkins and Lisa Bardwell, Earth Force

Earth Force—a national (U.S.) non-profit which engages young people as active citizens who improve the environment and their communities now and in the future—has focused its partnerships with universities nationwide on exploring the nexus between pre-service teacher preparation and service-learning. Participants will explore the Earth Force Six-Step Service-Learning process as we describe successful service-learning projects and detail the history of our work with university partners.

○ **Putting Service-Learning on the Map: Linking Your Community, Classroom, and Service-Learning Campaign**

Location: Taylor Cole Room (West Union)

Presenter: Erin Viera-Or, Jane Goodall Institute (U.S.)

This session addresses methods and best practices for the development of quality long-term service-learning projects in the form of “campaigns.” Participants will leave the workshop with tools from Jane Goodall’s Roots and Shoots global environmental and humanitarian youth program, specifically community assessment tools.

Roundtables Part 2 (4:05-4:50)

○ **What’s Your EarthEcho?**

Location: Faculty Commons 204 (West Union)

Presenter: Cathryn Berger Kaye, EarthEcho International

Wherever we are in the world, we make a difference every day—by what we purchase, how we discard our waste, and what we eat. Learn about the extensive free resources available through EarthEcho International, co-founded by Philippe Cousteau, to promote youth as advocates for our blue planet. Discover many diverse resources including EarthEcho’s Water Planet Challenge Service-Learning Action Guides, online Hot Topics, the Big CleanUp,

and many educational opportunities. Make your echo count!

- **An Interdisciplinary Approach to Teaching Mathematics and Science in South Africa's Township High Schools**

Location: Faculty Commons 209 (West Union)

Presenter: Rande Webster, Dominican University of California

Dominican University and Nelson Mandela University in Port Elizabeth, South Africa established a partnership in 2009 between the Schools of Education to improve the mathematics and science instruction for non-white South African high school students living in townships. The purpose of this session is to share what we've learned about collaborating with faculty from other disciplines to improve the quality of these students' learning experiences.

- **EDU 320: Teaching Mathematics, Science, and Technology: Service Learning in a Content/Pedagogy Course**

Location: Taylor Cole Room (West Union)

Presenter: Eunmi Yang, Karen Anderson, and Briana Burke, Stonehill College, Massachusetts

This will be a roundtable discussion of how EDU 320 fits with the four characteristics of service-learning (respect, reciprocity, relevance, and reflection), as well as the service-learning cycle (planning, action, reflection, and celebration).

Description from the college course catalog: Course focuses on developing content and pedagogy aligned with national/state standards in the STEM fields. Working in a community-based setting, course participants will assess children's prior knowledge, design, and implement their own instruction with the goal of cultivating children's interest in STEM related areas.

Workshops

- **A Continued Conversation on Pedagogical Models of Empowerment: Heterotopias of**

Service-Learning in the Spaces of Difference and Action

Location: Meeting Room B (Bryan Center)

Presenter: Virginia Jagla, National Louis University, Illinois

Through an engaged conversation, we show how we continue our work as an Engaged College of Education, preparing critically aware teacher candidates informed by our Service-Learning Habitus model. Our work with candidates in urban settings is the basis for this fresh look at SLH. We build on our initial model and practices and extend them to the poststructuralist position on service-learning within teacher education curricula as heterotopias—anti-hegemonic spaces of hope and dreams.

- **Analyzing Service-Learning in Teacher Education from the Perspectives of Teacher Candidates, Cooperating Teachers and Teacher Education Faculty: A Report of the EASL Project to Date**

Location: Griffith Board Room (Bryan Center)

Presenter: Lynne Bercaw, Appalachian State University, North Carolina; Laurel Hill-Ward and Teresa Davis, California State University Chico

A School of Education's development of a systematic implementation of service-learning across programs with the support of public school partners is explored through the perspective of three critical participants: the teacher candidate, the cooperating classroom teacher, and the teacher educator. Both the supporting and hindering factors of implementation are explored through each of the perspectives.

- **Service-Learning through a Social Justice Course: Better Understanding Children and Youth of Immigrant Families**

Location: Link Seminar Room 1 (Perkins Library)

Presenters: Darren Lund, Erin Kaipainen, and Bronwyn Bragg, University of Calgary; Lianne Lee, Immigrant Sector Council of Calgary

The innovative Service-Learning Program for Pre-Service Teachers pilot program was launched in January 2012 and aims to strengthen intercultural competencies in pre-service teachers enrolled in a social justice course. The program provided community-based placement opportunities for 27 pre-service teachers to engage meaningfully with culturally diverse children and youth. The pilot initiative also strengthened connections between theories of intercultural competencies and practical experiences.

➤ **Critical Incident Reflection: A Cognitive Fitness Routine for Service-Learning and Experiential Education**

Location: Link Seminar Room 4 (Perkins Library)

Presenter: Suzanne Gullledge, University of North Carolina – Chapel Hill

This workshop introduces critical incident reflection, found to be helpful when integrated into service-learning, study abroad programs and courses that integrate engaged scholarship. Participants will see reflections that exemplify the proscribed format, learn strategies to teach the method and use sample rubrics for evaluation of written reflections.

➤ **The NCATE Transition to CAEP: What Changes Are Expected?**

Location: Room 217 (Perkins Library)

Presenter: Donna Gollnick, National Council for the Accreditation of Teacher Education (U.S.)

As of January 2013, NCATE and TEAC will become the Council on Accreditation for Educator Preparation (CAEP). What does that consolidation mean for institutions already accredited by NCATE or TEAC? What are the current CAEP standards and what changes are likely to be made to those standards by the CAEP Commission on Standards? What is the status of state partnerships? How can and should service-learning be reflected in CAEP? These questions and other developments in the new accreditation process will be discussed.

➤ **New Challenges, New Proficiencies**

Location: Room 218 (Perkins Library)

Presenter: Rajesh Majumdar, The Doon School, Dehradun, India

This session is about our presentation of the challenges faced in incorporating the skill of service-learning in the Indian educational system with all its commonalities and divergence. We will open up for discussions on our belief that new challenges create new perspectives and proficiencies for a well knit society.

5:00 – 6:00 Plenary 3

Location: Von Canon (Bryan Center)

Global Perspectives on Service-Learning in Teacher Education

Facilitator: Andrew Furco, University of Minnesota

Participants:



Carol Ma, Lignan University, Hong Kong

MA Hok Ka, Carol is currently an adjunct assistant professor in the Department of Sociology and Social Policy and the Assistant Director in the Office of Service-Learning (OSL) at Lingnan University in Hong Kong. She was awarded a W.T. Chan Fellowship to study and practice service-learning at the University of California at Los Angeles and is currently a visiting scholar at the New England Resource Center for Higher Education.



Nadine Petersen, University of Johannesburg, South Africa

Nadine Petersen taught at a secondary school for nine years before she joined Rand Afrikaans University in 1997 as a tutor coordinator and then the University of Johannesburg as a faculty member. She is a specialist in service-learning and adult education.



Rajesh Majumdar, The Doon School, Dehradun, India

Rajesh Majumdar, Physics teacher and Head of Science at The Doon School, has taught at Doon since 2005. Majumdar started his teaching career in 1993 in reputed residential schools of India, gaining experience with different curricula, including International Baccalaureate. His interests include collecting pencils, coins, and paper currency, traveling, and motorbike expeditions.

Panel members will address aspects of the following issues:

- The state of service-learning in the primary, secondary, and higher education systems in their country and other countries in the region.
- The role of service-learning in preparation and professional support of teachers.
- The role of community in service-learning

The audience will be invited to ask questions and offer comments.

6:00 – 7:00 Reception/Poster Session

Location: Von Canon (Bryan Center)

Enjoy hors d'oeuvres with colleagues as you reflect on the day and peruse the variety of innovative programs and projects on display:

- **Internationalizing Teacher Education through Service-Learning: Connecting Pre-Service Teachers with International Students via Online Instruction Using Skype**
Presenter: Tiece Ruffin, University of North Carolina – Asheville
- **Contemplating the Heart of Social Justice: From Troubling Conversations to Transformative Dialogues**
Presenter: Vanessa-Jean Merckel, University of Johannesburg
- **Place in Service-Learning: A Case Study of the Connection Between Sense of Community and Service-Learning with Two Rural Teachers**

Presenters: Faith Beyer Hansen and Anne Gregory, Boise State University, Idaho

- **Community Builders: The Nexus of Teacher Education and Service-Learning**

Presenter: William J. Soesbe III, Wartburg College, Iowa

- **GreenSTEAM VCU: An Innovative Program for Integrating Service-Learning into Middle-School Science, Technology and Mathematics Instruction**

Presenters: Suzanne Kirk, Kelly Lockenan, and Lynn Pelco, Virginia Commonwealth University

- **Creating Inclusive School Communities through Service-Learning**

Presenters: Stacy Dymond and Michelle Bonati, University of Illinois

- **A Journey of Service-Learning Success: Validating Service-Learning Pedagogy in Teacher Education Programs**

Presenter: Nancy McBride Arrington, Georgia Southern University

- **Economic and Civic Literacy: Learning about Personal Finance through Public Pedagogies**

Presenter: Kathy Sikes, Duke University

- **Service-Learning at its Best in Guilford County Schools**

Presenter: Brenda Elliott, Guilford County Public Schools, North Carolina

- **Constructing Knowledge in the Service of Society: Connecting First-Year Undergraduates with Local Schools**

Presenters: Jan Riggsbee, Duke University, and Paula Januzzi-Godfrey, Central Park School for Children, North Carolina

7:00 Dinner/Entertainment

Sign up at the registration desk to join colleagues for a meal at one of Durham's award winning restaurants, or cheer for Durham's internationally famous minor league baseball team, the Durham Bulls, at a home game.

Saturday, June 23, 2012

7:30 – 11:00 Registration

Location: Bryan Center

8:00 – 8:45 Committee Meetings

Location: Von Canon (Bryan Center)

Join an ICSLTE committee meeting and enjoy coffee, bagels, and a closer look at the work of ICSLTE.

9:00 – 10:30 Concurrent Sessions

❖ Panel Discussion: Developing Dispositions

Location: Meeting Room A (Bryan Center)

Benefits of Academic Service-Learning Through a First-Year College Course

Presenter: Marilyn Dono-Koulouris, St. John's University, New York

Students within a core freshmen college class, both education and non-education majors, were afforded the opportunity to study the urban development of both New York City and Rome, Italy through experiential learning and academic service-learning while working with fourth grade students in several local elementary schools. Both the college students and the fourth graders had a positive experience while learning about the diversity that exists around them.

Service as Curriculum

Presenter: Richard Hartsell, University of South Carolina Upstate

Current traditional-aged students entering teacher education programs possess concepts of curriculum and pedagogy shaped by the narrowing effect a decade of high stakes testing in public schools has had on the dual questions of what should be taught and how is it best taught. Service-learning offers a means for overcoming such a narrowing effect thereby allowing

students to re-conceptualize their concepts of curriculum and pedagogy.

Service-Learning for Faculty and Students, Professional Development for Teachers: The Case of the South Cumberland Teacher Network

Presenter: Mae Wallace, The University of the South, Tennessee

This paper offers a case study focused on undergraduate education students' service-learning as they worked with teachers in a rural, tri-county professional development network. The desirability of combining a rich service-learning undergraduate education minor and a graduate professional program for licensure, as well as a rationale for increasing complexity in pre-service teachers' service-learning in formal and informal settings will be offered for discussion.

Roundtables Part 1 (9:00-9:45)

○ Building Service-Learning as Pedagogy into the Social Foundations of Education

Location: Link Seminar Room 1 (Perkins Library)

Presenters: Amy Anderson and Barbara Jentleson, Duke University

This session will describe ways that experiencing service-learning as pedagogy provides students the opportunity to study schools as engaged and engaging sites of knowing. Presenters will share successes and challenges of developing strategies for *pre-* pre-service teachers to gain experience with service-learning while supporting in-service teachers' service-learning pedagogy.

○ Taking It to the Next Level: Forging Authentic, School-Based Partnerships for First-Year Students

Location: Link Seminar Room 2 (Perkins Library)

Presenters: Jan Riggsbee, Duke University; Paula Januzzi-Godfrey, Central Park School for Children, North Carolina

The session will highlight an innovative and comprehensive university-school partnership for first-year undergraduate students at Duke University. Components of the program include joint planning by the faculty member and school partner, weekly site-based literacy instruction for Duke tutors, dedicated multi-class tutoring sessions, and collaborative critical reflection between tutors and tutees. The session will conclude with student-made video clips and reflective writings that speak to the impact of the experience on the students' development and their growing understanding of service-learning and civic engagement.

- **Bringing Learning to Life: A Collaboration Across Organizations, Classrooms and Communities**

Location: Link Seminar Room 4 (Perkins Library)

Presenters: Emily Nemeth and Tamara Butler, The Ohio State University; Tori Parker and Pam Reed, Columbus City Schools, Ohio

The session will highlight the service-learning experiences of three classroom teachers and their students. The teachers will discuss their SL projects as well as their growing understanding of SL in an urban context. Grounding their work in critical pedagogical practices, panelists will argue that students are agentive beings whose voices are central to teaching and learning. The session will conclude by considering the future of these SL projects and their funding stream.

Roundtables Part 2 (9:50-10:35)

- **Synergy: How a Service-Learning Partnership in Diverse Settings Benefits the Community and Teacher Candidates**

Location: Link Seminar Room 1 (Perkins Library)

Presenters: Michelle Lenarz and Elizabeth Juelich-Velotta, Walsh University, Ohio

Leadership in service-learning drives this teacher education program and offers candidates unique field experiences that serve specific community needs. This session details the synergy created by a distinctive partnership forged with an urban middle and high school. Teacher candidates participate in best practice onsite/in-class activities and summative reflections/presentations that align with multicultural education and service-learning.

- **Communities of Educators: Two Metropolitan Communities Examine In-Service Service-Learning Teacher Professional Development**

Location: Link Seminar Room 2 (Perkins Library)

Presenters: Julie Dierberger and Paul Sather, University of Nebraska Omaha; Barbara Weitz, Building Bright Futures, Omaha; Danielle Forchette, McCormick Foundation, Chicago; Sharon Smogor, Carmel Catholic High School, Illinois

This session examines two metropolitan communities: Chicago, Illinois, and Omaha, Nebraska, and how foundation support of service-learning professional development has been implemented for in-service teachers in service-learning pedagogy and quality practice. Representatives from the McCormick Foundation and Building Bright Futures will share the intention behind the support of these types of programs. Teacher representatives will share best practices, challenges, outcomes, and future goals.

- **Community as a Classroom**

Location: Link Seminar Room 4 (Perkins Library)

Presenters: Rajesh Majumdar and Srinivas Swamy, The Doon School, Dehradun, India; Teresa Davis, California State University Chico

The idea of service-learning has a deep rooted sense of belongingness and responsibility towards the community for a

more meaningful life. The resurgence of new educational systems in my country with greater sense of internationalism needs linking of service to learning as a skill for all learners. We will present the work done in training teachers in all parts of India by holding workshops and in developing lesson plans linking Indian curriculum to service-learning.

Workshops

➤ **Service-Learning in Multiple Contexts: An Overhaul of the Clinical System in Teacher Education**

Location: Meeting Room B (Bryan Center)

Presenters: Jean Strait and Tammie Pate, Hamline University, Minnesota

For years, teacher education programs have provided field work experiences for students. Hamline Center for Excellence in Urban Teaching investigated what would happen if the field model were restructured into tiered service-learning experiences—introductory to advanced development. The Hamline Model is in development with an introductory undergraduate pilot in place. Students can work as reading/math tutors and hand-in-hand mentors, eventually designing a student teaching SL project.

➤ **Building Bridges: An Inclusive Service-Learning Program for Postsecondary Students with Developmental Disabilities and Their Nondisabled Peers in Teacher Education**

Location: Griffith Board Room (Bryan Center)

Presenters: Stephanie Kurtis and Natsuto Takemae, University of North Carolina – Greensboro

This study examines leadership and self-advocacy skills of postsecondary students with developmental disabilities and their nondisabled peers enrolled in teacher education and majoring in special education. These students engaged in service-learning in a community-based therapeutic equestrian program. This interactive presentation highlights inclusive

community-based service-learning program design, teacher candidate student outcomes, and outcomes of students with developmental disabilities.

➤ **Facing Challenges and Finding Solutions: Toward the Development of a Meaningful Service-Learning Program**

Location: Link Classroom 2 (Perkins Library)

Presenters: Anne-Marie Clark and Allen Bryant, Appalachian State University, North Carolina

This session examines the progression of a service program in a teacher preparation program over the course of a decade. Particular emphasis will be placed on lessons learned, successes and failures, and a discussion on how and why the decision was made to transition from a community service/service-learning hybrid to a pure service-learning program. The challenges in making this program meaningful for students are not unique to this one university. The approaches that have been developed over the last 10 years offer a positive model for educators who believe in service as part of a university curriculum and setting.

➤ **Service-Learning in TESOL and Teacher Education**

Location: Link Classroom 3 (Perkins Library)

Presenters: Adrian Wurr, The University of Idaho; Kathy McCord, Alvernia University, Pennsylvania; Zach Mulert, American School in Switzerland; Nguyen Thi Quynh Hoa, HaiPhong Private University, Vietnam

This workshop will focus on the use of service-learning in Teaching English to Speakers of Other Languages and teacher education programs. Using a roundtable format and videoconferencing technology, panelists will present snapshots of service-learning programs for English Language Learners around the world. Audience members will be invited to discuss the educational and social contexts in which they work to support service-learning, TESOL, and teacher education in their countries and communities.

➤ **Community Partners Speak: Six Ways to Ensure Effective Service-Learning Partnerships that Maintain a Strengths-Based Approach**

Location: Link Classroom 4 (Perkins Library)

Presenters: Alan Tinkler, University of Vermont; Ethan Hausman, City of Winooski

To maintain the efficacy of the service-learning experiences, the University of Vermont's secondary education program has worked hard to involve community partners in the planning, development, and implementation of service-learning experiences to ensure that those experiences attend to authentic community needs. This discussion will focus on six ways to ensure effective service-learning partnerships from the perspective of the community partners.

➤ **Utilizing the Generator School Network to Strengthen Service-Learning Practice in Pre-Professional Teachers**

Location: Link Classroom 5 (Perkins Library)

Presenters: Lana Peterson, National Youth Leadership Council (U.S.)

The Generator School Network is a place for educators to learn, plan, and connect. Nowhere else online are service-learning practitioners able to communicate in ways that directly impact student achievement. This interactive session will demonstrate how to utilize the site to improve your practice through resources and webinars, and collaborate with teachers, community partners, and leaders in the field through learning communities.

10:45 – 12:15 Concurrent Sessions

❖ **Panel Discussion 1: Integrating Service-Learning in the Content Areas and Grade Levels**

Location: Meeting Room A (Bryan Center)

Becoming Effective Citizens and Teachers: Service-Learning in Social Studies Methods Courses

Presenters: Masato Ogawa, Indiana University Kokomo

The purpose of this study is to investigate how students in social studies methods courses gain knowledge about social problems in communities and how students increase self-knowledge, self-efficacy, knowledge about serving, knowledge about issues surrounding domestic violence and sexual assault, and personal connections with community through participating in service-learning experiences in community agencies working with children and adults in need and participating in Take Back the Night.

The Integration of Service-Learning Into an Elementary School Teacher Education Programme

Presenters: Nadine Petersen, University of Johannesburg

This paper addresses attempts at integrating service-learning framed by social justice and care into an elementary school teacher education programme. Grounding our work in existing research on elementary school teacher education programmes which integrate SL, we will present exemplars of curriculum proposals and outlines for a four-year degree and present some video material on students' SL interactions with elementary school children.

Making Connections between High School Service-Learning and Secondary Teacher Preparation

Presenters: Susan Wynn and Bryan Morgan, Duke University

This presentation will explain how service-learning evolved at a large, comprehensive high school that partners with a local university's secondary teacher preparation program. We will discuss some of the advantages of incorporating service-learning at the high school and university level and also address some of the challenges that have emerged as we plan for implementation.

❖ Panel Discussion 2: Implementation and Impact

Location: Link Classroom 5 (Perkins Library)

The Impact of Service-Learning on Teacher Candidates' Self-Efficacy in Teaching STEM Content to Diverse Learners

Presenter: Eunmi Yang, Karen Anderson, and Briana Burke, Stonehill College, Massachusetts

The study explored how service-learning in diverse settings provides undergraduate teacher candidates enrolled in a STEM content/pedagogy course with opportunities for increased self-efficacy in science teaching as well as opportunities to cultivate deeper understandings of culturally diverse learners. More specifically, the following research questions guided this study: What role does service-learning, embedded within a STEM content/pedagogy course, have on (a) teacher candidates' understandings of, and comfort with, culturally diverse learners and (b) undergraduate teacher candidates' self-efficacy in science teaching?

Pre-Service Teachers' Beliefs, Expectations and Other Teacher Preparation Issues of the Practicum

Presenters: George Gowrie, Cheryl Bowrin, and Mala Ramdass, University of Trinidad and Tobago

The research focused on the extent to which there were changes in pre-service teachers' beliefs, expectations and other teacher preparation issues over a four-year period at the University of Trinidad and Tobago. The study identified four major components of the teacher education practicum program and compared pre-service teachers' perceptions on these components before and after their exposure at the university. The findings suggested there were changes in their beliefs and expectations.

Educational Borderlands: Building Bridges Connecting Colleges and Local Schools

Presenters: Sheri C. Hardee, Gainesville State College, Georgia

This paper discusses a service-learning collaboration between a college and a Title I high school in which school guidance counselors worked with college faculty to create a mentoring program linking pre-service teachers with underrepresented 9th graders. The author discusses program implementation, student engagement, and relationship building. The author examines how the program became a borderland where dialogue and reflection became tools for growth and change.

Roundtables Part 1 (10:45-11:30)

○ **Service-Learning in Mexico: One Early Childhood Teacher Preparation Program's Experience**

Location: Link Seminar Room 1 (Perkins Library)

Presenter: Kim Riordan, University of Minnesota Duluth

The early childhood teacher preparation program at the University of Minnesota Duluth has successfully established community and educational service-learning experiences in Puerto Vallarta, Mexico. The challenges and intricacies of this international initiative will be discussed with participants.

○ **Undergraduate Students' Attitudes toward Distance Service Education and Independent Learning**

Location: Link Seminar Room 2 (Perkins Library)

Presenter: Victor Uwaifo, University of Benin, Nigeria

Distance service education is being used along with the regular education systems in order to respond to the demand for higher education. Most of these distance learning universities create the opportunity for students to be independent learners who can organize their learning processes by using distance education systems and technologies. In this study, the thoughts and attitudes of postgraduate students

toward distance service education and independent learning will be examined.

- **Internationalizing Teacher Education through Service-Learning Abroad**

Location: Link Seminar Room 4 (Perkins Library)

Presenters: Agya Boakye-Boaten and Tiece Ruffin, University of North Carolina – Asheville

This session examines an innovative international service-learning program aimed at global and cultural competence that engages pre-service teachers in meaningful interactions with a country, its people, and an educational system. Also discusses how the experience enhanced the ability of pre-service teachers to be teachers that embrace diversity globally through exposure and analysis of education from a different cultural perspective, different cultural setting, and different educational model.

Roundtables Part 2 (11:35-12:20)

- **A Secondary Level e-Service-Learning and Leadership Course: Curriculum Development, Course Framework, and Teacher Preparation**

Location: Link Seminar Room 2 (Perkins Library)

Presenter: Kristi Verdi, Randall Middle School, Lithia, Florida

This roundtable discussion will address the issue of developing a virtual service-learning and leadership course for secondary schools. Participants will see a proposed curricular outline, a course format, and sample modules that have been constructed based on a traditional middle school service-learning/leadership course. Discussion points will include course content, the search for existing models, and the keys to building state and local support for service-learning.

- **Expanding Circles of Collaboration: Content Literacy Teaching and Learning, Locally and Globally**

Location: Link Seminar Room 4 (Perkins Library)

Presenter: Diane Zigo, Le Moyne College, New York

This presentation traces the ongoing development of a textbook and curriculum-writing project for pre-service teachers in a content literacy course. The teacher candidates learn to apply strategies for content literacy for English language learners while responding to authentic instructional needs of students in Uganda and South Sudan. Regular communication with educators in Uganda and South Sudan supports the candidates' understandings of reciprocity and culturally responsive pedagogy.

Workshops

- **Questions that Count: A Framework for Cultivating Transformations through International Service-Learning**

Location: Link Classroom 2 (Perkins Library)

Presenters: Patricia Talbot and Ann Mary Roberts, Radford University, Virginia

This session will use the context of the presenters' personal experiences and responses of teacher education students before, during and after a month long service-learning project in Malawi to illustrate a conceptual framework that merges key components of transformational learning theory, critical pedagogy and service-learning theory. The framework offers a mechanism for planning for and examining cultural competencies developed by participants in international study abroad settings.

- **Service-Learning and Educational Partnerships: Pedagogical Possibilities**

Location: Link Classroom 3 (Perkins Library)

Presenters: Valerie Kinloch, Tamara Butler, and Emily Nemeth, The Ohio State University; Roberta Hantgan, National Education Association (U.S.); Rhonda Johnson, Columbus Education Association, Ohio

Presenters will describe a unique educational partnership among the National Education Association, the Columbus Education Association, and The Ohio State University. This grant-funded partnership focuses on professional development service-learning opportunities for K-12 teachers across subject areas (e.g., STEM; English; history; art; physical education and health; counseling, etc.) throughout the school district. Presenters will interactively discuss this partnership and its potential for involving teachers, students, and community groups in transformative service-learning work.

➤ **Service-Learning and 21st Century Competencies**

Location: Link Classroom 4 (Perkins Library)

Presenter: Cathryn Berger Kaye, CBK Associates

What does service-learning have to do with embedding, improving and transferring

essential skills for academic success and for life? Experience a research-based approach that illuminates ways this can occur while strengthening everyday teaching. These apply at all grade levels and academic settings, and have been vetted to be appropriate with diverse cultures. Do these skills matter when strengthening service-learning programs? Absolutely! When youth have the abilities they assume greater responsibility, work more effectively with others, and authenticate community needs with confidence. Handouts you can use and processes that truly work!

12:30 – 1:00 Closing Reflections

Location: Von Canon (Bryan Center)

Join the staff and board of ICSLTE for light refreshments, closing reflections, and planning for the future!

International Center for Service-Learning in Teacher Education

Our Origins

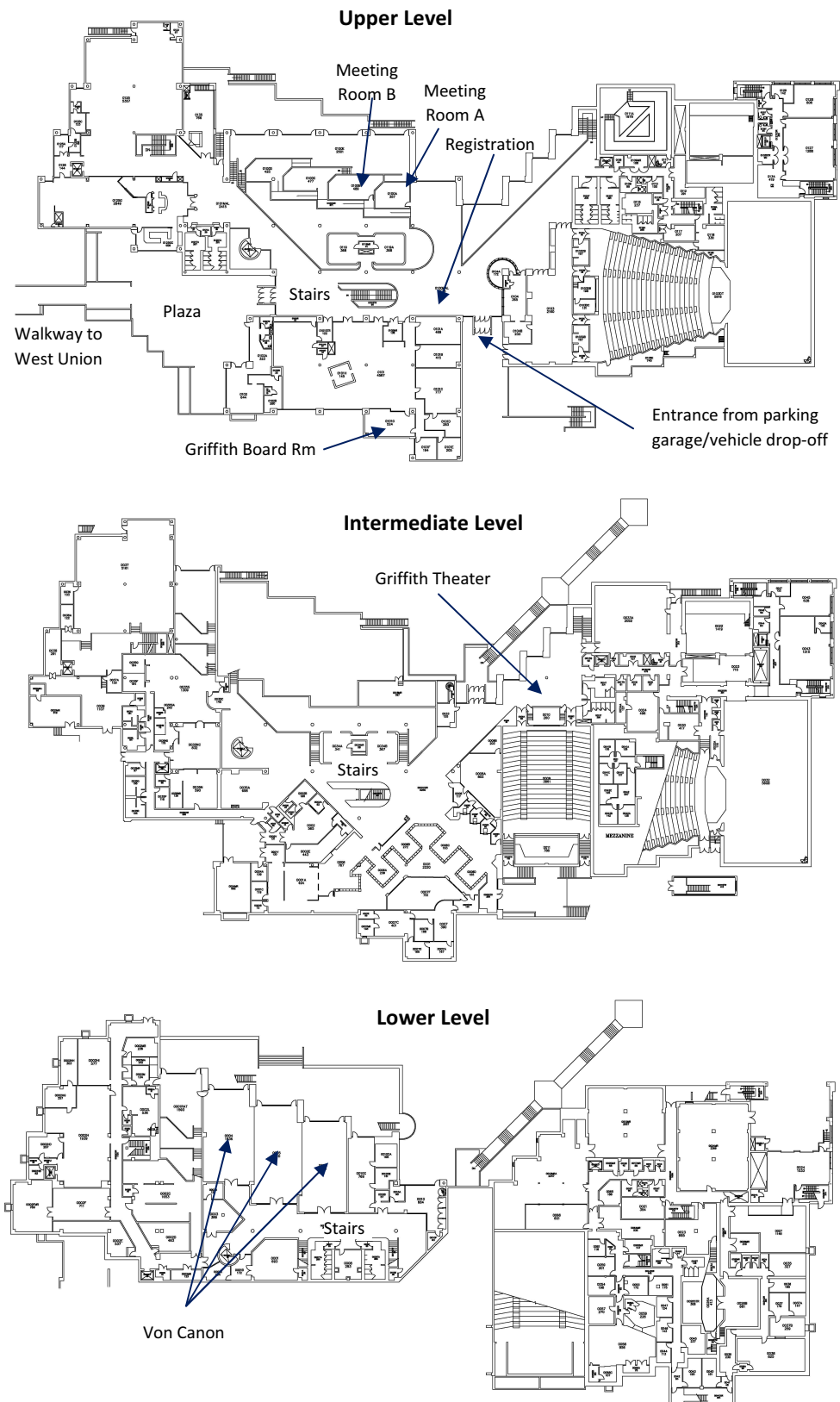
In 1997, the Corporation for National Service awarded two significant teacher education grants, one to the American Association of Colleges for Teacher Education (AACTE) and one to Dr. Rahima Wade of the University of Iowa. Both grants developed national partnerships that merged together in 2000 to form the current AACTE National Service-Learning in Teacher Education Partnership (NSLTEP). This group of national partners created the International Center for Service-Learning in Teacher Education (ICSLTE) in 2003. ICSLTE was housed at Clemson University until 2009, when it moved to Duke University's Program in Education.

The International Center is committed to sharing experience, practice and findings on service-learning in teacher education with colleagues throughout the world. Educators in different countries have different perspectives about how to offer young people the chance to learn through active involvement with their school and wider communities. The International Center will provide a forum for this exchange and create opportunities to learn from each other as we develop these concepts in service-learning.

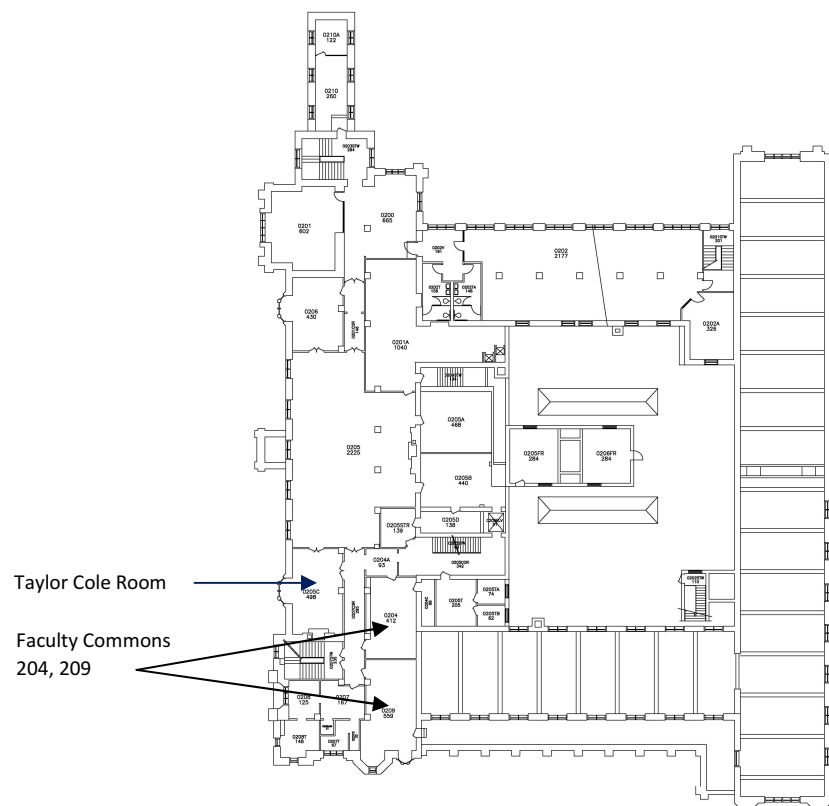
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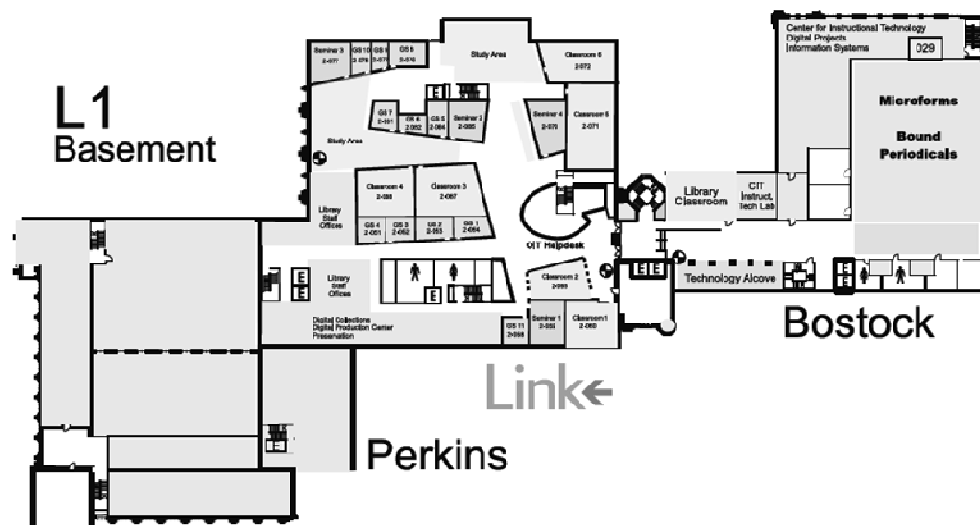
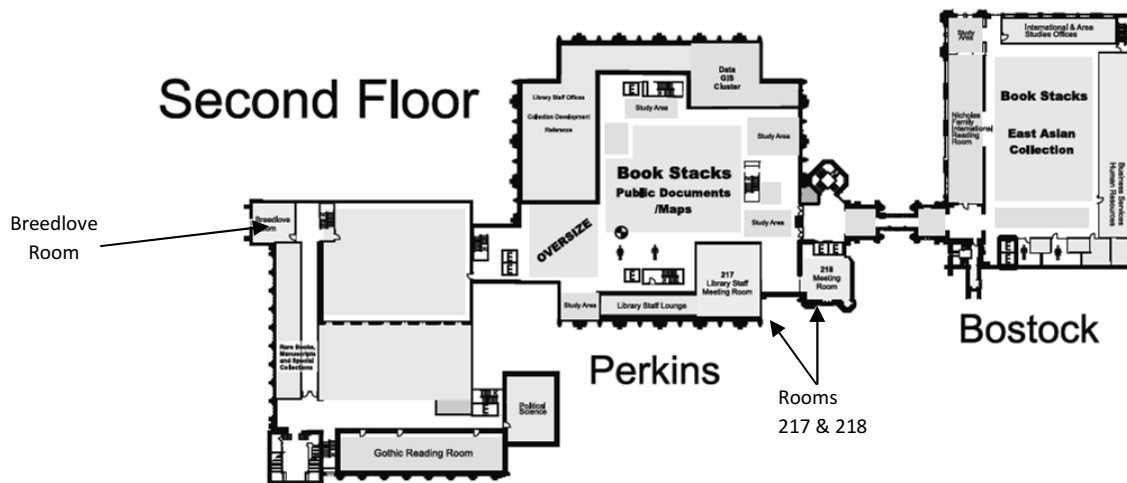
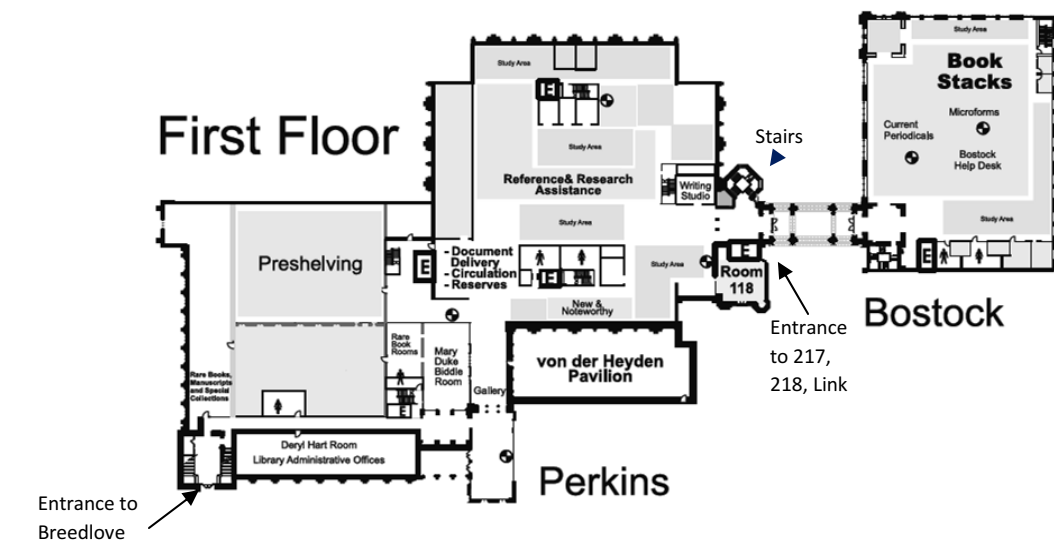
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Durham Public Schools Board of Education

Durham Public Schools Office of Public Affairs (Robin McCoy, Jeffrey Nash)

Burt's Bees

...And all of our volunteers:

- Duke undergraduate teacher education students
- Duke undergraduate service-learning students
- North Carolina AmeriCorps members

Cover Photo Credits:

Main: James B. Duke Statue

Credit: Durham Convention & Visitors Bureau

Sidebar, from top to bottom:

American Tobacco Skyline (at night)

Credit: Chris Barron/Durham Convention & Visitors Bureau

Historic Durham Athletic Park, original home of the Durham Bulls for 50 years and the film location of the movie Bull Durham starring Kevin Costner, Susan Sarandon, and Tim Robbins. Now hosts annual events such as the World Beer Festival and the Bull Durham Blues Festival.

Credit: Durham Convention & Visitors Bureau

Historic Durham Athletic Park Sign

Credit: Durham Convention & Visitors Bureau

Nasher Museum of Art at Duke University, Great Hall. Designed by renowned architect Rafael Viñoly, the Nasher houses Duke's permanent collections along with galleries for special exhibits.

Credit: Brad Feinkopf and Durham Convention & Visitors Bureau

The Sarah P. Duke Gardens, a combination of formal and informal gardens on 55 acres of Duke University's campus

Credit: Durham Convention & Visitors Bureau

