

Massachusetts Campus Compact Grant Opportunity for Education Faculty Incorporating Service-Learning into Teacher Education Curriculum

Massachusetts Campus Compact is pleased to offer grants to Education faculty interested in revising or developing courses to include service-learning pedagogy as a key component of undergraduate and graduate-level teacher instruction. Grants are designed to support the INSTRUCTION of service-learning as a K-12 teaching and learning strategy rather than the USE of service-learning in the course structure. This awards program will support faculty members interested in teaching pre/in-service teachers about service-learning as a K-12 pedagogical approach. Seven \$1,500 grants will be awarded to faculty to develop or revise courses that will be offered during the spring 2009 semester. In addition to the grant awards, faculty will receive training and technical assistance related to service-learning practice and syllabus construction. This project, funded by the Massachusetts Department of Education, is designed to increase the number of K-12 teachers who understand service-learning and use it in their classrooms. Through investment in higher education faculty, Massachusetts Campus Compact and the Massachusetts Department of Education seek to develop more opportunities for Massachusetts teachers to learn about this effective teaching and learning strategy for engaging K-12 students. **Applications are due to Massachusetts Campus Compact by 5:00 p.m. on Monday, June 2nd.**

Faculty Participation Requirements:

- **Incorporate service-learning instruction into a spring 2009 semester course.** Service-learning content should be a substantive component of the course. Methods courses, in particular, have proven to be an excellent platform for service-learning instruction. Faculty will be asked to submit a final copy of the course syllabus.
- **Attend two fall workshops (one full-day, one half-day).** Workshops will likely be held during the first week of November and the first week of December to provide adequate planning time. Workshops will include training on service-learning pedagogy, an overview of resources for service-learning instruction, time for course construction, technical assistance, etc. Breakfast and lunch will be provided. Funding to offset the cost of travel is included in the faculty award.
- **Attend one spring meeting.** Held in conjunction with the Department of Education's annual conference, this meeting will be an opportunity for reflection and evaluation of the semester.
- **Support department-wide conversation about service-learning instruction.** During the spring semester, faculty will be asked to raise department-wide awareness and conversation about service-learning instruction. This could include hosting a brown-bag lunch discussion, offering a formal presentation as part of a department meeting, writing a piece for peer discussion, etc.
- **Complete an end-of-term report.** Faculty will be asked to submit a brief evaluation report and a final copy of the course syllabus.
- **Take advantage of technical assistance as necessary.**

Resources and Support:

- \$1,500 faculty award for time and other costs associated with syllabus revision
- High quality training on service-learning pedagogy
- Technical assistance for course construction and department work
- Service-learning publications for individual faculty and department use
- Funding for faculty/K12 teacher teams to attend the Massachusetts Department of Education's annual Service-Learning Conference

Applications should be emailed to Barbara Canyes, Massachusetts Campus Compact Executive Director, at barbara.canyes@tufts.edu by **5:00 p.m. on Monday, June 2nd**. Awards will be announced on or before Monday, June 30th.

Application

Applicant Information

College or University:

Name:

Title:

Department:

Address:

Phone:

Fax:

Email:

Course Information

Course title:

Is this a revised or new course?

Number of students typically enrolled:

Brief course description:

Please address the following questions:

1. What are the primary educational objectives of the course?
2. Why are you interested in including the topic of service-learning as a K-12 teaching and learning strategy in this course and what do you anticipate will be the added value of this for current/future educators taking your class? Please be as specific as possible.
3. How will students be assessed on knowledge of service-learning content?
4. Approximately how much class time do you anticipate devoting to service-learning during the semester?
5. How will you support department-wide conversations about service-learning instruction?

Please limit responses to 2 pages. Please attach a syllabus if available. Letters of support from Department Chairs are welcomed.

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