The NMU School of Education Unit received $1,000 from the Marquette Alger Regional Educational Service Agency. Mr. Bob Koehs served as our contact at MARESA. To assure funds were distributed equitably among the Unit faculty it was decided that our School of Education Executive Committee comprised of the School Director and three full-time faculty would critique ASL proposals to determine funding. The Executive Committee set some criteria for proposal review and communicated this to faculty. Those guidelines are as follows:

Education Faculty,

In reviewing the current ASL proposals, the Executive Committee developed some definitions and guidelines for your use. We will be using these questions to help us evaluate ASL proposals.

ASL

Academic service-learning is a pedagogical model that intentionally integrates community service, academic learning, and civic learning. It is a response to the call for higher education to take responsibility for preparing active citizens for a diverse democracy.

Because academic service-learning is integrated into discipline-based academic curricula, courses from across the curriculum can take advantage of this pedagogical model. Faculty interested in applying for service-learning grants are asked to address the issues related to Academics, Service, and Learning.

Academics: How does your proposal meet your course objectives and standards?

Service: How is your proposal meeting the needs of the community, i.e. Why is your proposal a service to the community? How is this learning (ASL) going to be brought back to the course and community (reflection)?

Learning: How does your proposal help the students gain a deeper understanding of your course content? What are the community connections and how do they
supplement your course content? How will this learning be shared with the various communities and audiences?

The following are examples of projects funded with ASL project funds and matching and/or additional support funds from the NMU School of Education and the College of Professional Studies. The ASL projects listed were funded at approximately $3,000.

**Cameras for Kids ASL Project**

The main purpose of our “Cameras for Kids” project is to enrich the lives of middle-school children within their communities by teaching students how to use digital cameras, print pictures, use a camera in conjunction with a computer to crop images, and develop a professional photography portfolio. Our mission is to enable children to learn photographic skills to document the world through their eyes. Jim Hubbard, who created “Shooting Back,” inspired our grant through his organization's work dedicated to empowering “at-risk” children by teaching photography skills.

We seek to strengthen community connections between Northern Michigan University (NMU) School of Education's academic service learning efforts and Lake Superior Youth and Family Center (LSV)'s after school activity programs. The project contributes in a significant manner to the professional development of the School of Education's pre-methods education students.

Currently LSV and the NMU School of Education have academic service learning connections through ED 231 students who work onsite at LSV each semester. Academic service learning is an educational experience where NMU students participate in organized service activities to identify local community needs, partake in civic responsibilities, enhance a sense of personal values, and to reflect on their service activities to gain further understanding of course content.

**Demonstration of need**

LSV is a high-density, low-income housing area in Marquette, Michigan. LSV is home to 113 families who live in a 2 ½-block area. LSV has a Youth and Community Center with a need for educational after school enrichment activities for elementary, middle, and high school students.

**Sustainability of project**

Participating LSV middle-school students will develop the ability to create and maintain an ongoing professional development photography portfolio. These students would be able to build and reflect on their photography throughout their academic and professional endeavors. The program will be an ongoing effort where students teach other students photography skills. We expect these digital cameras to give these students many years of high quality performance.
**Students with Special Needs Bowling Event ASL Project**

In summary, this project will give students in ED 360 and ED 400 an opportunity to work with ‘real kids,’ and to observe their strengths and weaknesses in context. It has provided students with an opportunity to learn the ‘ins and outs’ of collaborating with schools, and will assist local special educators in helping their students with special needs to generalize skills into a real life setting.

**Service:**

What community needs will your project address? Why is this proposal a service to the community?

From conversations with local special education teachers during fieldwork, there is a need for students with disabilities to practice their social skills in context, and to spend time with role models. Emails from local teachers also expressed a desire for students to see NMU, and to participate in an event that was just for them.

**Description of the project:**

Who

Students with special needs in grades 6-12 in the NICE school district have been invited to a bowling event at Superior Lanes on December 4. Special education-Cognitive Impairment (CI) majors in ED 360 and ED 400 will attend as well.

What

On December 4 from 10-1, students will go directly to Superior Lanes Bowling where they will be met by the NMU students. The lanes will be reserved for this event. The NMU buddy will help students to order items, make change, etc. After 90 minutes of bowling, the students will be seated in the lounge and will be given materials to make a ‘book’ about their experience, which each NMU student will sign; students will also receive NMU souvenirs. Wildcat Willy will also make a guest appearance and sign student books.

How are students involved in the project planning? Have student voices been heard?

The CI majors developed all of the activities and made all of the arrangements. The local students with special needs were involved in choosing whether they would prefer to ice skate or bowl.

How does the proposal help students gain a deeper understanding of course content?

For students in ED 360, this will be the first opportunity many of them have had to work in close proximity with local students who have a variety of special needs. For students in ED 400, all of their fieldwork has been done in schools; this is the first time most of them will have the chance to interact with students with special needs in a relaxed community setting.
The students with special needs will be practicing skills in: Math, Physical Education and Language Arts (booklet, conversation). They will also be practicing how to generalize skills they have learned in a real-life setting.

**What are the community connections and how do they supplement course content?**

- NMU School of Education
- College of Professional Studies
- Health and Physical Education department
- NICE schools
- Superior Lanes
- NMU Admissions

This proposal gives students a rare opportunity to collaborate with many agencies and individuals – a competency stressed several times in the CEC standards. The students took total responsibility for emailing teachers, meeting with principals, contacting suppliers, and writing this grant proposal.

**How will the learning be brought back to the course and the community?**

Students with special needs will prepare booklets and/or bookmarks after the event. Teachers will be encouraged to have their students with special needs write a Thank You note.

NMU students will do a reflective essay for their special education courses.

**How will you celebrate your work; how will this learning be shared?**

The NMU students will inform NMU’s Communications Office and ask for press and TV coverage of each event. The students will also write a brief article about the events, to be shared through the TEACH newsletter. Permission slips have been sent to NICE schools, giving permission for students and faculty to be photographed.

**Alternative High School Physical Education ASL Project**

I would ask for consideration for an ASL grant to support the service-learning program initiated this fall in conjunction with our PE 350 (Methods of Teaching Physical Education) class and the Marquette High School Alternative Education Program.

**Background:**

This fall, the PETE program initiated an academic service-learning program in conjunction with our PE 350 (Methods of Teaching Physical Education) class and the Marquette High School Alternative Education Program. Presently, 20 to 25 students from the Marquette High School Alternative Education Program come to the PEIF on a weekly basis for a two hour period. During that time they are instructed in a variety of activities by physical education teacher education students in the PE 350 class. We view this as an ongoing commitment, and will continue this relationship by integrating this program into the PE 318 (Motor Learning and Secondary Physical
Education) during the upcoming winter term. We see this as potentially a permanent part of the PETE program.

**Effect of this on Program on Academics, Service and Learning**

This pedagogical model intentionally integrates community service, academic learning and civic learning. The model takes responsibility for aiding in the total education of Marquette High School Alternative Education Program students through the media of health and physical activity instruction. It provides an outstanding opportunity for NMU students to work with a diverse, at risk population. Through this interaction, NMU students meet NCATE/NASPE and specific course outcomes in all teacher standard areas, but are particularly focused in the areas of diverse learners, management and motivation, planning and instruction, reflection and collaboration.

Students involved in this ALS program gain a deeper understanding of course content as they apply and reflect in a situation that is meaningful and worthwhile. Students from Marquette Alternative High School benefit from an instructionally and developmentally appropriate secondary physical education program.

**Anticipated Use of Grant Funds**

A goal of this program is to have the Marquette High School Alternative Education Program students become physically active and healthy for a lifetime. If approved, funds from this grant would supplement the cost of facility use fees for the students, so that they could access the facilities outside of class time. It would also provide for facility use in the community area to acquaint all students with a variety of community based recreational opportunities.

**Questions and Answers:**

**Academics: How does your proposal meet your course objectives and standards?**

*Course objectives: PE 318 Motor Learning and Secondary School Physical Education*

The teacher candidate shall:

1. Become knowledgeable in and be able to apply basic concepts of motor learning to the physical education process.

2. Develop a philosophy upon which exemplary secondary physical education can be based.

3. Become familiar with and be able to apply pedagogical models and concepts that insure developmentally and instructionally appropriate physical education instruction at the secondary level.
4. Become familiar and comfortable with instructing a wide variety of curricular materials that can be implemented at the secondary level.

Hands on experience with a diverse teenage group in a secondary physical education setting will allow teacher candidates to:
1) apply basic concepts of motor learning to the physical education process
2) gain first hand experience which will aid in their development of a philosophy for working with secondary students through physical education
3) apply pedagogical models and concepts that insure developmentally and instructionally appropriate physical education instruction at the secondary level.
4) become familiar and comfortable with instructing a wide variety of curricular materials that can be implemented at the secondary level.

Also, through this interaction, NMU students meet NCATE/NASPE outcomes in all teacher standard areas, but are particularly focused in the areas of diverse learners, management and motivation, planning and instruction, reflection and collaboration

Service: How does your proposal meet the needs of the community?

Students from Marquette Alternative High School do not have access to a formal physical education program. Without it, they do not have the benefit of an instructionally and developmentally appropriate secondary physical education program. A goal of this program is to have the Marquette High School Alternative Education Program students become physically active and healthy for a lifetime. This certainly meets the needs of the community. Reflection on the program is integrated into the course in planning and assessment areas.

Learning: How does your proposal help the students to gain a deeper understanding of your course content?

Students involved in this ALS program gain a deeper understanding of course content as they apply and reflect course materials in a situation that is meaningful and worthwhile. This constructivist approach is, we believe, a major improvement over traditional course procedures involving direct and peer teaching. This model will be shared with other teacher education professionals at state, regional and national conferences.