

# Service Learning in an Introductory Oceanography Course

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Teaching Introductory Geoscience, The Cutting Edge, July 15-17, 2008

## A Community Partner

*Has the relationship between the community partner and the learning community grown strong and is it reciprocal?*



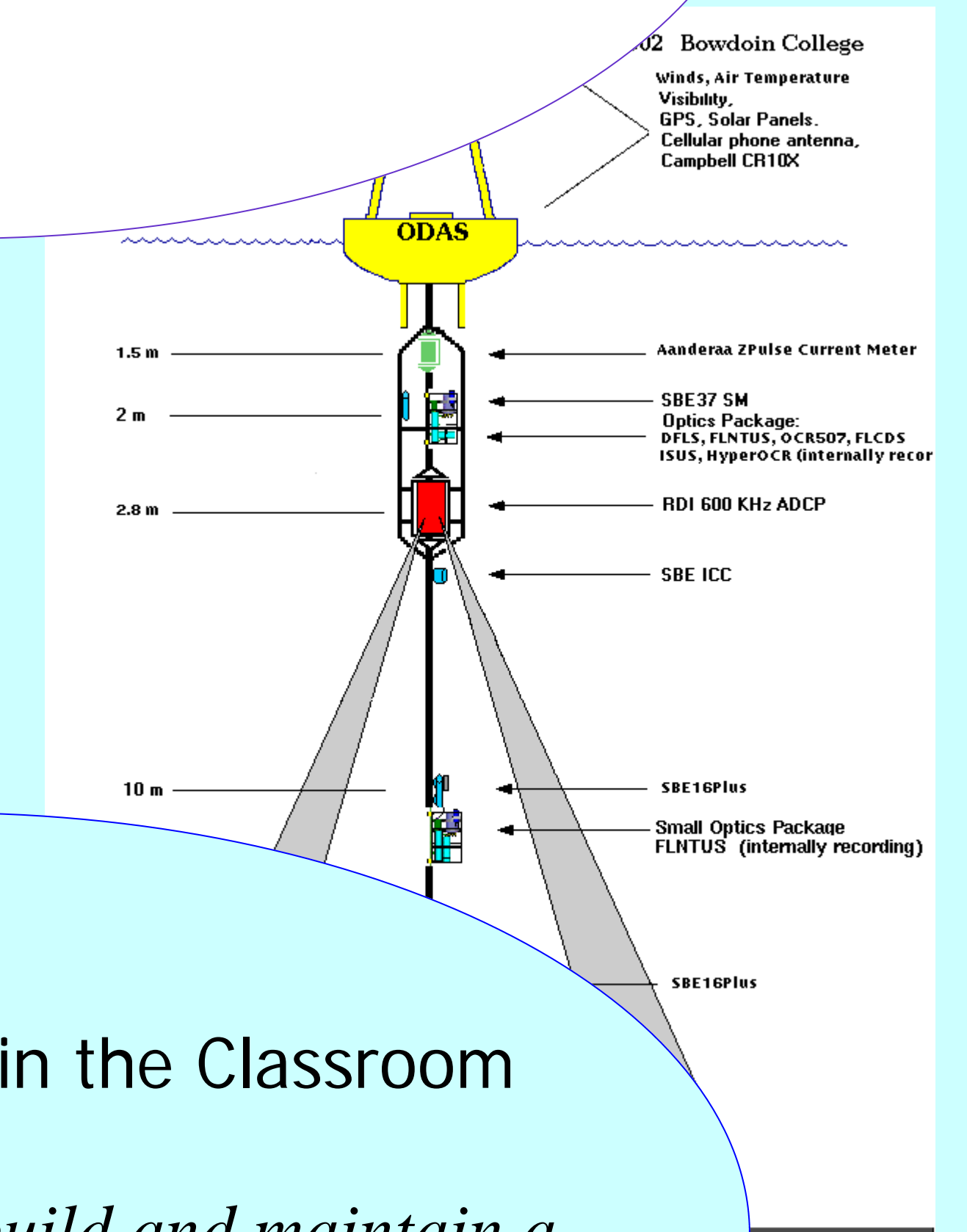
## A Problem Statement

*Did the community partner provide a concise problem statement that guided students in starting and carrying out the project?*



## Project Design

*Did my course help students to achieve the learning objectives I set for them?*



## Eight Steps to Including Service Learning in an Introductory Geoscience Course

Based on the problem-based service-learning model developed by Gordon (2000) for the Campus Compact of New Hampshire

Gordon, R. (Ed), (2000). Problem based Service learning: A Field Guide for Making a Difference in Higher Education. Keene, NH: Education by Design.

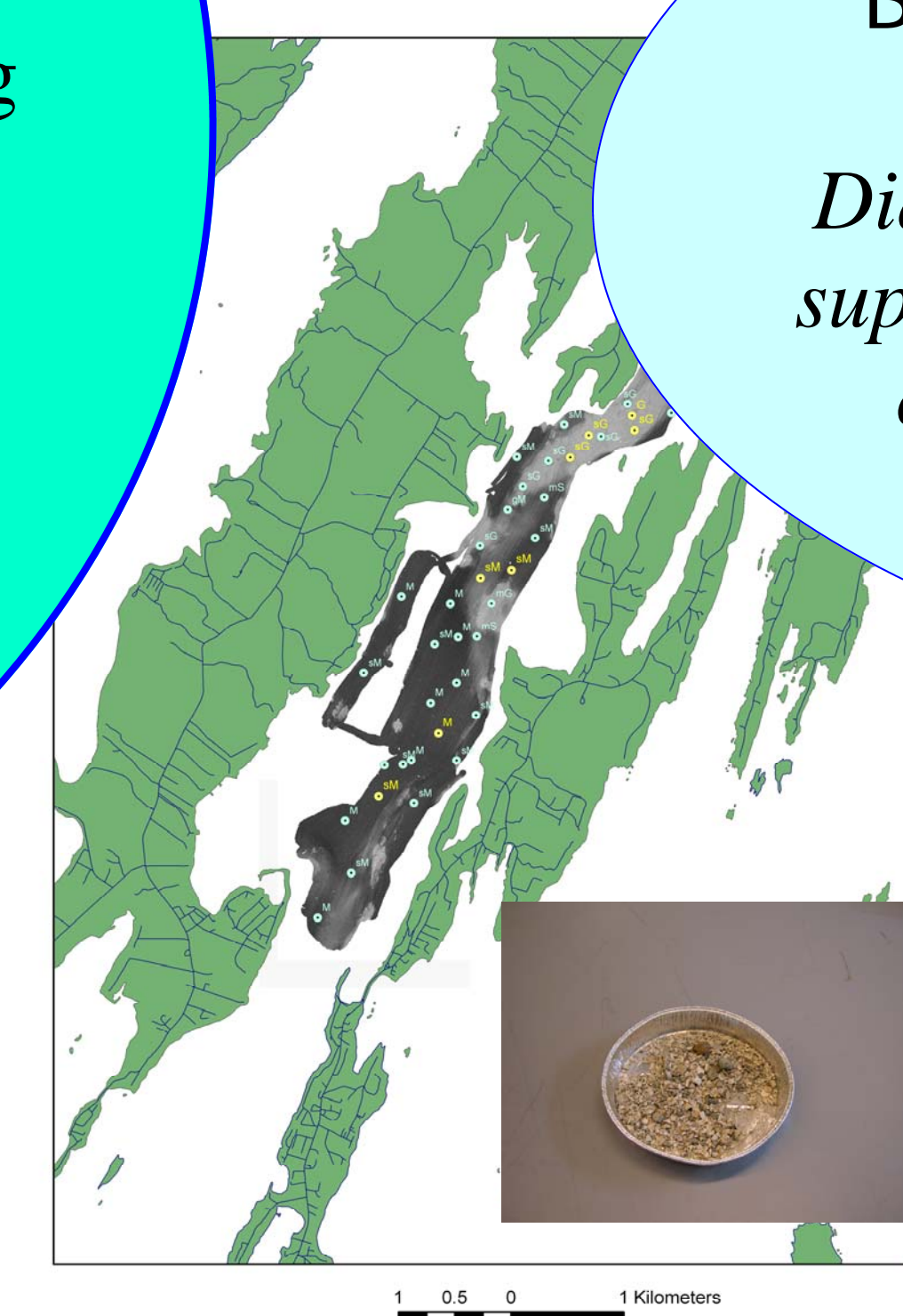
## Building Student Capacity

*Did I help the class develop the skills and acquire the knowledge necessary to carryout their project?*



## Building Community in the Classroom

*Did I help the students build and maintain a supportive learning community in which they could carry out their service learning ?*



## Project Management

*Did the students get the kinds of feedback and support they needed while working on their project?*



## Assessment of Learning

*Did I have a clear idea of how students were to demonstrate evidence of learning and did the students understand this?*



## Reflection and Connection

*Did I provide the students with reflective activities throughout the entire course that encouraged them to ask questions like "So what?" and "Now what?" and thereby improve their work? Have they thought about the place of their work in the community?*