



**TED UNIVERSITY
COLLEGE OF EDUCATION**

**EDU 401 COMMUNITY SERVICE
(1+2+0) 2 TEDU Credits, 3.0 ECTS Credits
FALL, 2016**

Instructor: Dr. Elif Karşlı

Teaching Team Members: Dr. Aysel Sarıcaoğlu, Brian Ruane

Time and Place: Thursday at 16:00-18:50 @ A116

Office Hours: Tuesdays, 14:00 – 16:00; D112

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"People know what they do; frequently they know why they do what they do; but what they don't know is what what they do does"
(Michel Foucault, 1961).

The aim of this course is to support you in a way that you can recognize the power of *what you can do* as a teacher-education student and a future educator to create positive changes in the communities at local, national and even at international levels. The course will equip you with the skills and abilities to participate in civic engagement, to recognize the critical issues in the communities and develop sustainable action plans through embracing a sense of activism as a part of your teacher identity. A community project titled “*Next Generation Teachers’ Co-Working with Refugee and Immigrant Communities in Turkey and Ireland*” supported by U.S. Department of State is incorporated in this course. The project aims to create positive changes in refugee and immigrant communities in Turkey and Ireland by empowering you through cross-cultural collaboration. As you all know, classrooms all around the world, including ours in Turkey, are becoming more diverse with the rapidly increasing number of refugees and immigrants. Because this wave of migration is expected to sweep across Europe, it is urgently important for you to be ready to work with immigrant children and families. This shared ongoing challenge can be best addressed by launching collaborative initiatives which will allow for positive community action across countries. Aiming for such an initiative, our one-semester long project for you and Irish pre-service teachers will be based on (a) an awareness and training program which will involve synchronous online seminars, (b) community service which will be designed and implemented by you within country public schools, and (c) cross-country visits for extended community service in public schools. This project will provide an innovative environment for you to engage in community service for refugees and immigrants within and beyond our country boundaries.

Catalog description: This course is about definition and examples of community service in education; importance of community service; development and assessment of community service; identifying and preparing projects to solve the current issues and problems of the society; voluntary participation in social responsibility projects; and participation in scientific activities.

Course Description: Engage in public service-learning activities and apply various concepts and skills from their experience and academic disciplines to identified needs within their

service-learning field experiences. This follows the educational philosophy of Constructivism: problem solving, meaningful and situated learning, engaged activities and learning etc. Through their service-learning activities students will develop positive citizenship characteristics that will enable them to contribute to an improved sense of community. They will also acquire career related work experience. Definition and examples of community service in education; importance of community service; development and assessment of community service; identifying and preparing projects to solve the current issues and problems of the society; voluntary participation in social responsibility projects; participation in scientific activities.

Course Learning Outcomes:

Upon successful completion of this course, a student will be able to:

1. recognize service-learning as a means of applying academic knowledge to a community need;
2. identify community need(s) related to his or her academic content area;
3. develop plan of action for accomplishing his or her individual academic service learning goal;
4. apply specific skills, knowledge and technology from his or her major area of study in conducting an independent service-learning project;
5. demonstrate professional leadership characteristics in conducting his or her independent service-learning project; and
6. identify relationships between community service-learning and career preparation.

Main Reading:

Boyle-Baise, M. (2002). *Multicultural service learning: Educating teachers in diverse communities*. New York, NY: Teachers College Press.

Supplementary Readings:

Souto-Manning, M. (2013). *Multicultural teaching in the early childhood education classroom: Approaches, strategies and tool, preschool to 2nd grade*. New York, NY: Teachers College Press.

Student Workload (Total 165 Hrs)

Lectures 20 hrs; Readings 20 hrs; Online Discussion 10 hrs; Debate 15 hrs; Field Work 40 hrs; Observation 20 hrs; Hands-On Work 10 hrs; Resource Review 10 hrs; Service Report 10 hrs; Oral Sharing 10 hrs

Total workload is 165 hours

Planned Learning Activities & Teaching Methods

Field Study; Telling / Explaining; Discussion/Debate; Questioning; Reading; Peer Teaching; Scaffolding/Coaching; Problem Solving; Inquiry; Collaborative Learning; Oral Presentation; Brainstorming; Hands-on Activities; Web Searching; Online Teaching

COURSE POLICIES

I. TED University Code of Academic Integrity

TED University takes academic integrity seriously. **Please read through the entire code acquaint yourself with how violations are defined.** Entire code might be found at the following link: <http://www.tedu.edu.tr/Assets/Documents/Content/genel/TEDU-Academic-Catalog.pdf>

II. Attendance

This course requires your regular participation, attendance and punctuality. You are expected to attend the class and participate in the field work on a regular basis and on time. It is your responsibility to keep in touch about the emergencies prior to class and the field work days. Exceeding 10% of attendance for the course days with unexcused absences will result in a half letter grade reduction. The TEDU policy concerning attendance will be followed strictly.

III. Late Work

You are supposed to turn in each assignment on time. Late assignments will only be accepted in unusual circumstances (e.g., documented illness). In all other cases, %10 of the total point will be reduced per day for late work, and the assignment will not be accepted after three days late.

IV. Assignment Rules

All assignments must be typed and prepared in APA style. It is expected that you turn in assignments on time.

V. Academic Honesty Policy

This course adheres to the academic honesty policy. I expect that all work submitted and presented by you will be your own original work and that the contributions of others will be openly acknowledged. Failure to adhere to this policy will result in disciplinary action. For more information:

a. Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from internet. All are plagiarism.

b. *All parties to plagiarism are considered equally guilty.* If you share your coursework with another student and she plagiarizes it, you are considered as guilty as the one who has plagiarized your work, since you enabled the plagiarism to take place. *Under no circumstances should a student make his/her coursework available to another student unless the instructor gives explicit permission for this to happen.* Copying someone's work is an extreme and straightforward act of plagiarism. More commonly, however, students plagiarize without realizing they are doing so. This generally happens when a student fails to acknowledge the source of an idea or phrasing. *Avoid plagiarism by citing sources properly!*

VI. Announcements

All announcements will be sent to your e-mail address through Moodle. It is your responsibility to keep your e-mail address operative all times. Check your e-mails regularly in order to be informed.

COURSE ASSIGNMENTS

Review and Share (%20; %10 for each)

For this assignment, you are supposed to review five national, international, local or regional NGO's (non-governmental organizations), NPO's (non-profit organizations), cooperatives, charities or social organizations targeting children and/or education. You are supposed to write at least one page for each organization you select and describe their structure, philosophy, purpose, and common effective practices. Moreover, you are supposed to pick one of those five organizations and conduct a more comprehensive, in-depth review. For example, in addition to reviewing online or printed resources available, I encourage you to

visit the organization (if they have an office) and/or meet with people working/volunteering in the organization and listen to their experiences. Be ready to share your in-depth review with us during the class on **October 13, 2016** and submit your review paper until **October 12, 2016, 8 p.m.**

Service Report I & II (% 60; %30 for each)

Throughout the semester, you will design, implement, and evaluate a community service project. Drawing on the insights you generate out of the course readings, seminars, and our discussions, you will make observations in a school and in the school neighborhood and co-work with people from the community and with various stakeholders. As you develop your project, you are supposed to write two (at least) 5-page reports: one in the middle of the project (due December 1), and the other at the end of the course (due finals week). These 5-page reports, which will be written with references to our course readings and classroom discussions, will be a summary describing the process of your community service project. In particular, your reports should include your observations in the field, the ways you determine the need for a change in the community, your decision processes as you develop the needed practices in the community and your personal experiences throughout the process. Please make sure that you also include any materials you develop and/or use during your project such as visuals, images, flyers, curriculum materials, and artifacts with their stories.

Active Engagement (%20)

This is a practice-oriented course, which requires your active participation both during the class times and on the field. You are supposed to demonstrate leadership skills and develop a sense of activism, engage in effective collaboration with peers, sustain an ongoing communication (both written and oral) with your peers in Turkey and Ireland. It is also important for you to read the course materials regularly and engage in classroom discussions. I expect (*and am sure*) that you will all be the enthusiastic actors of our course.

*All the course requirements will be clarified in a timely manner before the activity or assignment is due.

Grading Rubrics

Rubrics for field observation and grading rubrics will be presented and clarified in class in a timely manner before they are due.

Grading

Activity	Percentage	Grading Scale	
Review and Share	% 20 (% 10 for each)	AA	90-100
Service Report I & II	% 60 (% 30 for each)	BA	85-89
		BB	80-84
		CB	75-79
		CC	70-74
Active Engagement	% 20	DC	60-69
		DD	50-59
		F	0-49
		FX	Both absent and unsuccessful

COURSE ASSESSMENT & LEARNING OUTCOMES MATRIX

Assignments

Review and Share

Service Report I & II

Active Engagement

Course Learning Outcomes

#1, #2, #3

#1, #2, #3, #4, #5

#1, #2, #3, #4, #5, #6

Course Schedule

TED University Calendar	Course Topic	Course Assignment
September 29 Course Location: A116	Introduction to the syllabus Meeting colleagues from Ireland The idea of community engagement	-
October 6 Course Location: TEDU Center for Social Innovation Invited Speakers: <i>Berivan Eriş, Direnç Erşahin</i>	What is social innovation? How does social innovation relate to community engagement?	<i>In Class Reading: Chapter 1: A sense of Journey: Toward Multicultural Service Learning by Boyle-Baise (2002).</i> <i>Chapter 2: Making Distinctions: Charity, Civic Education, or Community Building by Boyle-Baise (2002).</i>
October 13 Invited Speaker from Toplum Gönüllüleri Vakfı Course Location: A 116	Community engagement in the field of education Role of national and international NGO's in children's lives and/or education	Assignment: <i>Review and Share</i> <i>Review Due: October 12, 2016 by 8 p.m.</i> <i>Sharing Due: October 13, 2016</i>
October 20 Course Location: Seminar room located at President's floor	Human rights and global citizenship <i>Online lecture will be given by Brian Ruanne</i>	Assignment: <i>Observation in the field work school (Students can make their observations at their convenient time)</i> Brian Ruane will share his course notes before the lecture
October 27	Community engagement in	Assignment: <i>Observation in the</i>

Course Location: Seminar room located at President's floor	culturally diverse communities & Developing culturally responsive pedagogies <i>Online lecture will be given by Dr. Elif Karsli</i>	<i>field work school (Students can conduct their observations at a convenient time in their school</i> <i>Chapter 1: Multicultural Approaches, Strategies and Tools for Teaching Young Children from Souto-Manning (2013).</i>
November 3 Course Location: Seminar room located at President's floor	Community engagement in linguistically diverse communities & Developing effective practices in linguistically diverse communities <i>Online lecture will be given by Dr. Aysel Sarıcaoğlu</i>	<i>Dr. Aysel Sarıcaoğlu will share her course notes before the lecture</i>
November 10	Community Service Project	<i>Chapter 3: Profiles: Views of Multicultural Service Learning by Boyle-Baise (2002).</i>
November 17 Course Location: A 116	Community Service Project <i>Reflection Time: One hour in- class meeting with Dr. Elif Karşlı and Dr. Aysel Sarıcaoğlu</i>	<i>Cont: Chapter 3: Profiles: Views of Multicultural Service Learning by Boyle-Baise (2002).</i>
November 24	From Ankara to Dublin: Cross- country visits for extended community service	<i>Cont: Chapter 3: Profiles: Views of Multicultural Service Learning by Boyle-Baise (2002).</i>
December 1 Course Location: A 116	Community Service Project <i>Reflection Time: One hour in- class meeting with Dr. Elif Karşlı and Dr. Aysel Sarıcaoğlu</i>	Assignment: <i>Service Report I Review Due: December 1, 2016 by 8 p.m.</i>
December 8	From Dublin to Ankara: Cross- country visits for extended community service	<i>Chapter 4: What Really Happens? A look into Multicultural Service</i>

		<i>Learning by Boyle-Baise (2002).</i>
December 15 Course Location: A 116	Community Service Project <i>Reflection Time: One hour in-class meeting with Dr. Elif Karşlı and Dr. Aysel Sarıcaoğlu</i>	<i>Cont:</i> <i>Chapter 4: What Really Happens?</i> <i>A look into Multicultural Service Learning by Boyle-Baise (2002).</i>
December 22	Community Service Project	Chapter 5: The Spirit of Shared Control by Boyle-Baise (2002).
December 29	Course Reflections	-

**This syllabus and the schedule are subject to changes.*