

Service Learning, Community-Based Learning

In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

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In **MTH 396**, WOU students mentor children in all three of the elementary schools in the Central School District in a Math Buddy project each term. After WOU students exchange a series of math work and mentoring letters with local fourth and fifth graders, the children (about 100 per term) come to the WOU campus for a fun fair to play math games and meet their WOU Math Buddies.

In **ED 325**, WOU students prepare and teach science and engineering lessons to third graders in the Dallas School District.

In **ED 374**, WOU students work at both the Ash Creek and Monmouth Elementary schools. Each WOU student works with a primary grade student on an individualized lesson plan for that young writer. WOU students first do some observational and attitudinal assessments with the primary aged student and design a series of two to three follow up lessons that they work with the primary-aged writer on.

In **ED 352**, WOU students have been going to schools in the Central and Salem-Keizer School Districts to do Family Geography Nights, with students and their families some terms and other terms they’ve been doing lessons with the giant Oregon floor maps with students in those districts.

In **ED 353**, WOU students plan three mathematics lessons and take them to teach at Monmouth Elementary School (typically in weeks 5, 7, and 9). We have been working for a few years with a local third and fourth grade teachers on this partnership and have had great feedback from them. It is consistently mentioned most in end of term feedback survey as the activity that we should continue for next year. The students in the evening and hybrid sections of the course have also done similar activities at MES and IES in their after school program.