

PROJECT-BASED LEARNING APPROACH: EXPLORING INFLUENCE OF STUDENTS' SERVICE- LEARNING PROJECT ON HEALTH AND WELL-BEING AWARENESS IN THE SCHOOL COMMUNITY

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ABSTRACT

Project-Based Learning (PBL) is an instructional approach that blends regular classroom education with real-world projects to involve students in actual learning experiences. The study's primary goal was to explore the influence of students' service-learning projects on health and well-being awareness in the school community at one of the private schools in Baku, Azerbaijan. Students' project-based learning was based on the Sustainable Development Goals (SDGs) issue of health and well-being in the school community, which allowed the authors to gather data for the study. Participants in this study included the host school's teacher, private school students, and invited guests from the public school, which included high school and university students. As part of this project, numerous sporting events and workshops were held. A volleyball game between teachers and students from the private school was the first event, and there was n=63 participants. A school community sport workshop was the following event, and it attracted n=26 participants from both public and private schools as well as university students. In order to evaluate how the PBL approach affected students' knowledge of project delivery, how it affected the school community, and how it affected participants' motivation, data were collected using an online survey and interviews with teachers, students, and observers who participate in the volleyball event. A regression analysis was conducted to evaluate the project influence of physical health education and service as action department collaboration on awareness of health and wellbeing in the school community Seminar n=26 (M = 6.88, SD =1.62) and Overall Workshop activity (M = 5.76, SD =1.29) We found a statistically significant main effect of Overall Workshop activity, F (13, 105) = 29.6, p = .000, and we also found a strong correlation between average organizing school community project and students and staff motivation, r (627) = .63, p < .000. As a result of the students' project, the PBL method demonstrated effective collaboration among the students. Through a project, the school community considerably improved, fostering an active and engaged learning environment, enhancing information sharing, and enhancing student engagement in various elements of the school.

Keywords: Project-based learning, School community, Health and wellbeing, Community service, Sustainable development, Problem-solving.

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Servicelearning Students Guide Journal

Manuel London



Servicelearning Students Guide Journal:

Service-learning Robert Max Schoenfeld,2003 A Practical Guide to Service Learning Felicia L. Wilczenski,Susan M. Coomey,2007-06-03 School is so boring I hate it Why do I have to learn this stuff I ll never use it What does this class have to do with anything As school psychologists and school counselors how often do you hear this Chances are many of the students referred to you do not have any cognitive impairment or emotional disability They are bored and disengaged from school Some students may be struggling with personal and career identity issues Others come to you when interpersonal concerns or emotional distress interfere with their ability to learn Still others have learning disabilities cognitive impairment or psychological disorders that hinder their academic progress In this era of standards based instruction and No Child Left Behind the bottom line for schools is students academic performance The intense pressure on teachers to close the achievement gap and to produce students who achieve academically also pressures you to find effective interventions to promote school success Ultimately the goal of your work is to enable academic learning to take place for both regular and special education students The challenge is enormous **Service-Learning - Journal for Elementary School** Robert Max Schoenfeld,2003 The Service Learning Students Guide Journal For Elementary School is a new book that will help your students organize their Service Learning project improve their thinking and writing skills and increase test scores The Students Guide Journals will aid your students in their pursuit of scholastic achievement while guiding and inspiring them to take their service to their community and the nation to a higher level of accomplishment **A Concise Guide to Improving Student Learning** Diane Cummings Persellin,Mary Blythe Daniels,2023-07-03 This concise guidebook is intended for faculty who are interested in engaging their students and developing deep and lasting learning but do not have the time to immerse themselves in the scholarship of teaching and learning Acknowledging the growing body of peer reviewed literature on practices that can dramatically impact teaching this intentionally brief book Summarizes recent research on six of the most compelling principles in learning and teaching Describes their application to the college classroom Presents teaching strategies that are based on pragmatic practices Provides annotated bibliographies and important citations for faculty who want to explore these topics further This guidebook begins with an overview of how we learn covering such topics such as the distinction between expert and novice learners memory prior learning and metacognition The body of the book is divided into three main sections each of which includes teaching principles applications and related strategies most of which can be implemented without extensive preparation The applications sections present examples of practice across a diverse range of disciplines including the sciences humanities arts and pre professional programs This book provides a foundation for the reader explore these approaches and methods in his or her teaching **Service-learning** National Center for Service-Learning (U.S.),1980 Studying Service-Learning Shelley H. Billig,Alan S. Waterman,2014-04-04 Presents innovations in research methodology as these are implemented in the study of

service learning and provides recommendations to professionals doing research on service learning and on any form of experiential education or educational reform **Quick Hits for Service-Learning** M. A. Cooksey, Kimberly T. Olivares, 2010-11-15 Service learning the integration of classroom instruction with community service projects is rapidly gaining momentum as a successful teaching and learning strategy that benefits both students and their communities Quick Hits for Service Learning presents more than 80 examples of innovative curricula developed by educators in a wide range of disciplines designed to combine community service with instruction and reflection Seven chapters offer tips for classroom activities that focus on the education of children and youth civic awareness engagement and activism language literature and communication global studies and local outreach to exceptional populations the study of history the social sciences and the arts business industry and the health sciences and the teaching of research and other tools of the trade Brimming with ideas that busy faculty members can easily adapt to their own classrooms this book is a valuable reference for faculty new to the field or seasoned practitioners looking for fresh ideas *Looking Toward the Future of Technology-Enhanced Education: Ubiquitous Learning and the Digital Native* Ebner, Martin, Schiefner, Mandy, 2009-12-31 This book evaluated the incorporation of technology into educational processes reviewing topics from primary and secondary school to higher education from Second Life to wiki technology from physical education to cultural learning Provided by publisher The Emerald Handbook of Active Learning For Authentic Assessment Eliseo Vilalta-Perdomo, Alessandra Scroccaro, David Ernesto Salinas-Navarro, Rosario Michel-Villarreal, 2025-04-25 Written by teachers for educators and researchers The Emerald Handbook of Active Learning For Authentic Assessment presents a series of insights that teachers may use to conceive design execute and develop active learning experiences for authentic assessment that will enrich students learning experiences The Oxford Handbook of Lifelong Learning Manuel London, 2011-03-11 The Oxford Handbook of Lifelong Learning is a comprehensive and interdisciplinary examination of the theory and practice of lifelong learning encompassing perspectives from human resources development adult learning psychology career and vocational learning management and executive development cultural anthropology the humanities and gerontology *Preparing Students for Community-Engaged Scholarship in Higher Education* Zimmerman, Aaron Samuel, 2020-02-01 Community engaged scholarship is an equitable and democratic approach to scholarship that seeks to identify and solve community based problems Community engaged scholars aim to serve the public good by developing and sustaining community campus partnerships built on trust reciprocity and mutual benefit As universities orient themselves towards serving the public good they face a number of challenges faculty and students may not possess the competencies or commitment to build fruitful community partnerships graduate and undergraduate students may lack the necessary training and mentorship required to develop their identity as community engaged scholars and institutional leaders may not know how to motivate faculty and students for this ambitious and challenging endeavor Unless these challenges are addressed universities will fail to prepare

the next generation of community engaged scholars

Preparing Students for Community Engaged Scholarship in Higher Education is an essential research book that explores how faculty and academic leaders can create learning opportunities and intellectual cultures that support the development of community engaged scholars. Additionally, it will examine how university coursework can help undergraduate and graduate students to develop the knowledge, skills, and commitments necessary for productive and responsible community engaged scholarship. Featuring a range of topics such as mentorship, higher education and service learning, this book is ideal for higher education faculty, university leaders, deans, chairs, educators, administrators, policymakers, curriculum designers, academicians, researchers, and students.

Pursuit of Liberation Emily A. Nemeth, Ashley N. Patterson, 2022-04-01

The authors of this volume collectively demonstrate the importance of critical service learning in this historic moment as we participate in and witness ongoing struggles for justice around the world. The contributors of this volume offer guidance to educators and scholars alike who are interested in designing, participating in, and studying the potential of alliances formed through critical service learning. The volume emphasizes theoretical and historical foundations of critical service learning, pressing questions facing the field, exploration of outcomes of and ongoing challenges for the pedagogy and design features, and larger scale models of critical service learning that can be implemented across the educational landscape of elementary, secondary, and higher education.

ENDORSEMENTS

This volume in the *Advances in Service Learning Research* series does not disappoint. Emily Nemeth and Ashley Patterson have amassed an amazing team of authors who take readers on a rewarding journey across diverse cultural communities and educational contexts, revealing the limitations of traditional service learning approaches in addressing issues of racial injustice. Readers of this volume will gain a greater understanding of the rapidly evolving and maturing nature of higher education service learning pedagogy and the need to adopt more critical perspectives in the study and practice of service learning.

Andrew Furco, University of Minnesota

Pursuit of Liberation conceived and written during tumultuous times in the United States, offers hope for the possibility of social justice and liberation in educational spaces. The modern day brutal lynching of George Floyd, an African American man, by a white police officer and the COVID-19 pandemic revealed the horridness and inhumanity of a country that advertises itself as a beacon of equity and inclusion. This volume is a reminder that social justice and liberation require vigilance. The editors, Professors Nemeth and Patterson, persuade us to understand that the work of inclusion and liberation in education is complex, multidisciplinary, continuous, and iterative. Most importantly, they convincingly assert that communities and educational institutions need to take bold steps toward a more just, hopeful, and loving world through critical service learning.

Shirley Mthethwa, Sommers University of Mpumalanga

Reconceptualizing Faculty Development in Service-Learning/Community Engagement Becca Berkey, Emily Eddins, Rountree, Patrick M. Green, Cara Meixner, 2023-07-03

The role of educational developer in the realm of service learning and community engagement. Service Learning and Community Engagement (SLCE) is multidimensional. Given the potentially transformational nature for both

faculty and students of the experiences and courses in whose design they may be directly or indirectly involved as well as their responsibility to the communities served by these initiatives they have to be particularly attentive to issues of identity values and roles As both practitioners and facilitators they are often positioned as third space professionals This edited volume provides educational developers and community engagement professionals an analysis of approaches to faculty development around service learning and community engagement Using an openly self reflective approach the contributors to this volume offer an array of examples and models as well as realistic strategies to empower readers to evolve their faculty development efforts in service learning and community engagement on their respective campuses It is also a call for recognition that the practice of S LCE needs to be institutionalized and improved The book further addresses the field s potential contributions to scholarship such as the scholarship of teaching and learning SoTL publicly engaged scholarship and collaborative inquiry among others The case studies provide an outline of program models and promising practices including an authentic analysis of the institutional context within which they operate the positionality of the practitioner scholars overseeing them the resources required and the evidence related to both successes and challenges of these approaches The contributed chapters are organized under four themes the landscape of faculty development and community engagement models of faculty development in S LCE challenges and opportunities in pedagogy and partnerships and engendering change in educational development

Convergence of Contemporary Art, Visual Culture, and Global Civic Engagement Shin, Ryan, 2016-11-29 Art is a multi faceted part of human society and often is used for more than purely aesthetic purposes When used as a narrative on modern society art can actively engage citizens in cultural and pedagogical discussions Convergence of Contemporary Art Visual Culture and Global Civic Engagement is a pivotal reference source for the latest scholarly material on the relationship between popular media art and visual culture analyzing how this intersection promotes global pedagogy and learning Highlighting relevant perspectives from both international and community levels this book is ideally designed for professionals upper level students researchers and academics interested in the role of art in global learning

Handbook of Research on Advancing Critical Thinking in Higher Education Wisdom, Sherrie, Leavitt, Lynda, 2015-07-17 The importance of critical thinking has surged as academics in higher education realize that many students upon entering college lack the critical thinking skills necessary to succeed While much has been written regarding the lack of critical thinking less has been written on the success of methods implemented to develop this fundamental skill The Handbook of Research on Advancing Critical Thinking in Higher Education explores the effective methods and tools being used to integrate the development of critical thinking skills in both undergraduate and graduate studies Due to the difficulties associated with teaching critical thinking skills to learners of any age this publication is a crucial addition to the scholarly reference works available to pre service and early career teachers seasoned educational professionals professors across disciplines curriculum specialists and educational administrators

Community-Based

Language Learning Joan Clifford, Deborah S. Reisinger, 2018-12-03 Community based Language Learning offers a new framework for world language educators interested in integrating community based language learning CBLL into their teaching and curricula CBLL connects academic learning objectives with experiential learning ranging from reciprocal partnerships with the community e g community engagement service learning to one directional learning situations such as community service and site visits This resource prepares teachers to implement CBLL by offering solid theoretical frameworks alongside real world case studies and engaging exercises all designed to help students build both language skills and authentic relationships as they engage with world language communities in the US Making the case that language learning can be a tool for social change as well Community based Language Learning serves as a valuable resource for language educators at all levels as well as students of language teaching methodology and community organizations working with immigrant populations

The Proper Role of Higher Education in a Democratic Society Bowhay, Vincent, 2021-06-25 American higher education has served to prepare students to be active participants in a democratic society During a time of great civil upheaval following the tumultuous elections of 2016 and 2020 the outbreak of the COVID 19 pandemic and mass demonstrations following the murders of George Floyd and Breonna Taylor higher education may be the only institution left to be both responsible for and responsive to society at large Public trust in the federal government is at near record lows but confidence in higher education has decreased more than any other U S institution since 2015 In a time where public opinion is quickly changing for the better or the worse higher education must respond to this decline in trust in it as an institution but also the decline in the belief that a college degree is worth the time and cost Higher education was founded on the idea that colleges would prepare citizens for a life of public service but they have quickly changed to a business model that largely puts profits over people Practitioners of higher education must respond to this lack of trust and the pressures of preparing a 21st century workforce while battling the threats of a pandemic declining enrollment budget destabilization and increased regulation The Proper Role of Higher Education in a Democratic Society reexamines the purpose of higher education during rapidly changing times offers practical advice and best practices to reclaim higher education s most fundamental mission and argues that if higher education is called to prepare students to serve a government by the people the people must be prepared to govern effectively This book provides resources and suggestions for restoring the public faith in higher education by connecting the educational experience with civic engagement outcomes Diverse perspectives presented in this book challenge traditional notions that civic engagement is handled by one office on a college campus and is only discussed during a presidential election Covering everything from civic engagement to diversity perspectives this book is ideal for higher education practitioners and those interested in promoting civic engagement and democratic participation improving assessment or accreditation standards using a civic engagement perspective and infusing civic engagement to diversity conversations on campus

Transforming Curriculum Through Teacher-Learner Partnerships

Nair, Pradeep, Keppell, Michael James, Lim, Chee Leong, Mari, Tamil Salvi, Hassan, Nurhanim, 2020-12-11 Empowering learners for life requires a fundamental shift in higher education curriculum design New priorities pedagogies technologies spaces and assessment strategies are required to enable learners to take ownership of their learning Student centeredness concepts are still prescriptive in nature as most decisions on curriculum assessment teaching and learning approaches are still teacher centric Teachers are developing student centered learning environments without the involvement of the learners in the planning decision making and or design process In addition some lecturers are still practicing the traditional approaches of content delivery and conventional assessment methods rather than experimenting with innovative practices suited for student centered approaches Therefore there is an ongoing need for research focused on the importance and effectiveness of a paradigm shift in education that involves student teacher partnerships fueled by innovative teaching and learning designs where students take an active role and contribute as partners in learning Transforming Curriculum Through Teacher Learner Partnerships captures experiences and evidence among teachers in exploring the possibility of active student participation in curriculum design delivery and assessment through teacher learner partnership The chapters address issues of teacher learner partnerships in designing the learning environment and how student centered methods create resilient adaptable and future capable learners While highlighting topics within this scope such as learner autonomy learning performance self efficacy and teaching pedagogy this book is ideally intended for teachers administrators teacher educators practitioners stakeholders researchers academicians and students interested in issues related to the teacher learner partnership

Integrating Community Service into the Curriculum Enakshi Sengupta, Patrick

Blessinger, Mandla Makhanya, 2020-08-19 The book contributes to an understanding of an educational shift prevalent in our society toward creating humanizing conditions through pedagogy that will seek co existence within the lines of policy while influencing system wide change

The Cambridge Handbook of Service Learning and Community Engagement

Corey Dolgon, Tania D. Mitchell, Timothy K. Eatman, 2017-02-01 With contributions from leading experts across disciplinary fields this book explores best practices from the field's most notable researchers as well as important historically based and politically focused challenges to a field whose impact has reached an important crossroads The comprehensive and powerfully critical analysis considers the history of community engagement and service learning best teaching practices and pedagogies engagement across disciplines and current research and policies and contemplates the future of the field The book will not only inform faculty staff and students on ways to improve their work but also suggest a bigger social and political focus for programs intended to seriously establish democracy and social justice in their communities and campuses

Unveiling the Magic of Words: A Review of "**Servicelearning Students Guide Journal**"

In some sort of defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their ability to kindle emotions, provoke contemplation, and ignite transformative change is truly awe-inspiring. Enter the realm of "**Servicelearning Students Guide Journal**," a mesmerizing literary masterpiece penned by way of a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve into the book's central themes, examine its distinctive writing style, and assess its profound effect on the souls of its readers.

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