

Team Effort: Connecting Our First-Year Students to Service-Learning at IUPUI

Lisa Angermeier, Clinical Assistant Professor

Kathleen Hanna, Associate Librarian

Allison Plopper, Lecturer & Director of PARCS program

Jana Renner, Academic Advisor

Amy Vaughan, Clinical Assistant Professor



SCHOOL OF PHYSICAL
EDUCATION AND
TOURISM MANAGEMENT

INDIANA UNIVERSITY
IUPUI

Team Effort

- This themed learning community focuses on developing relationships and inspiring success at IUPUI and in our local community. We'll combine knowledge and activities, both inside and outside the classroom, to make new friends, develop strategies for college success, support each other across all three themed learning community courses, and participate in an important service learning project with a local non-profit, the Indianapolis Monumental Marathon that promotes kids' health and education. The project culminates in participation in a 5K walk/run on November 1st.
- Team Effort! is linked to HPER P212 (Introduction to Exercise Science) and BIOL N261 (Human Anatomy). It meets twice a week for the first half of the semester only.

Service Learning

- “Service learning is a course or competency-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and (c) an enhanced sense of civic responsibility.” —Bob Bringle and Julie Hatcher (1995)
<http://csl.iupui.edu/about/campus-reports/index.shtml>
- IUPUI’s commitment to community engagement has been recognized by publications such as *U.S. News & World Report* and by accolades such as inclusion on the President’s Higher Education Community Service Honor Roll.

IUPUI University College First Year Experience Programs

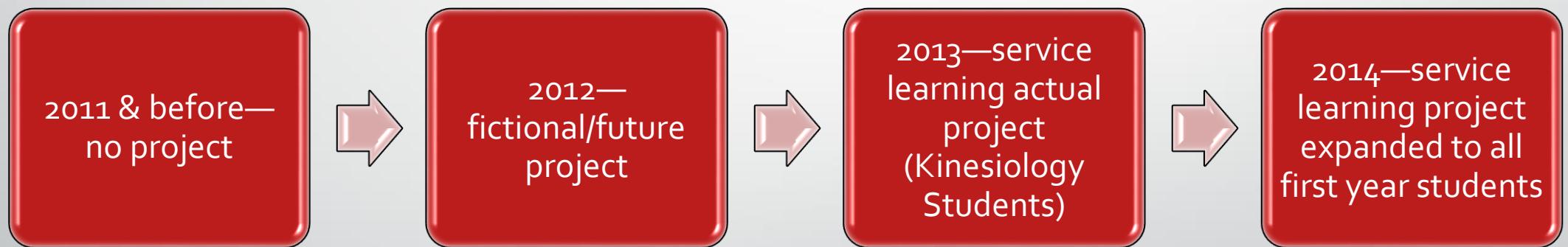
**First Year
Seminar**
(stand alone)

Summer Bridge
(2-week
intensive)

**Themed
Learning
Community**
(2+ linked courses)

Classes capped at 25 students.
**Team = instructor in the discipline, student mentor,
academic advisor, and librarian.**

Evolution of PETM & Service Learning



Indianapolis Monumental Marathon

- Monumental Kids Movement
 - 9 week youth running program that culminates with the Indianapolis Monumental Marathon in November
 - Started in 2012 with one school and 150 students (IPS #19)
 - In 2013, 16 IPS schools participated and had 740 students
 - In 2014, the goal is to have 1,000 IPS students
- <http://www.monumentalmarathon.com/monumental-kids-movement/>



Picture courtesy of Perfect Cut Productions, LLC

PETM Summer Bridge

- Two weeks prior to fall classes starting
- Intensive schedule for 8 days



TCEM's Service Learning Project

- Committees
 - Pre-Race Warm-Up Area
 - Expo Hospitality
 - Hospitality External
- Intern at Monumental Marathon
 - Jacob Pardue
- Staffing Event
 - Expo Health & Fitness
 - Pre-Race Warm-Up



Kinesiology's Service Learning Project

- Piloted the project with three first year seminar courses
 - 75 freshman kinesiology students
- Students completed a 6-week before or after school program culminating with a 5k or 1 mile race at the Indianapolis Monumental Marathon
 - IUPUI students signed up to attend one of the participating IPS schools one day a week for approximately 1 hour
 - PE teacher or other teacher at the site runs the program with the assistance of other teachers and the IUPUI students
 - Running activities and games to promote movement and fun

Example of running activity



Kinesiology's Service Learning Project

- Students wrote weekly reflections to make meaning of their service learning
- Students also completed a final project reflecting on their experiences
 - Video or poster presentation
- Ran the 5k/1 mile with their students on IMM race day (early November)



Reflection Prompts

- Reflection #1 -- Tell me about your Monumental Marathon/IPS service-learning experiences so far. What have you done? What has gone well? What do you look forward to each week?
- Reflection #2 -- What sorts of things make you feel uncomfortable when you are working in the community? Why do these things make you feel uncomfortable?
- Reflection #3 -- What is the relationship of your service to the "real world?" Identify three areas where you feel you could use additional guidance and learning in order to be more effective.
- Reflection #4 -- What have you done this week to make a difference? How have you been challenged?
- Reflection #5 -- If you could give three pieces of advice for the next group of students doing this project, what would they be

When we went to the school this week to help the kids the teachers decided to cut their running a little short and try a new activity. They had the kids get into lines and put on cupid shuffle so that they could learn the dance. It was really great because I got to teach the kids how to do the dance and learn a new fun way to exercise.

-Amber

This week there was one kid who didn't want to run or participate in any activities. I went over to him and encouraged him to go exercise. I did this by telling him exercising is healthy for your body and it will make you happier. It was a challenge for me because it's hard to get kids involved with activities that engage in a lot of running. I find it challenging sometimes to get involved also because I am super tired in the mornings, but I know the kids love when I participate and run with them.

-Danielle

I believe I made a difference this week by being a good role model for the kids. I was enthusiastic in telling them I was also planning on participating in the 5k with them. I think if the younger age group understands that exercise is not only important but also can be fun, we can start to reduce our country's growing obesity rate... Each week I have grown more comfortable and have made an effort to get to know something about each one of them.

-Erik

This week, I helped lead the children in stretching and had the opportunity to teach them different ways to stretch before running and other physical activities. I also ran with the kids and encouraged them when they got tired or started to walk. It was inspiring to see how my words could help them overcome their own struggles.

-Kelsey

These past few weeks I have gotten involved with the kids that didn't want to participate. I went out and played basketball with a group and I hung out with the girls that just wanted to stand in the corner and got them involved with some of the free time games. I am not usually an outgoing person so I was being pushed out of my comfort zone when I would go up to groups and interacted with them.

-Calise

Lots of these children wish to not participate at times and it gets hard to keep them motivated... I am a former cheerleader and at School 19 they have gymnastics mats in the gym... I took the action to run and tumble on the mats in front of the girls. They were so excited that I could tumble and they all started to try to tumble and the ones that didn't know how, I was able to teach them a few things. I made a difference by getting them engaged in the physical activity...

-Megan

Final Project

- Poster or video presentations
- Required prompts:
 - Describe the school you attended.
 - What did you learn from this experience?
 - Complete this sentence: Because of my service learning, I am...
- Had to respond to at least 3 other prompts:
 - What impact did you have on the community?
 - How was your experience different than you expected?
 - In light of this learning, what will you do/think/act differently?
 - Describe a person you've encountered in the community who made a strong impression on you, positive, or negative.
 - How has this influence your college plans or future involvement?

Because of my community service, I am....

- A better all around person
- More aware of the impact I make on others
- Helping others is more fun



Our Experience

What we learned most from our experience is that the kids look at us as role models. They do what we do, because they look up to us. When we were kids, we were always on the other side of the spectrum, but now we get to experience the flip side of it.

Because of our service learning, we are... more responsible in what we say and do because we are the future of this country and the younger generations look up to us, and follow our actions.

My Experience

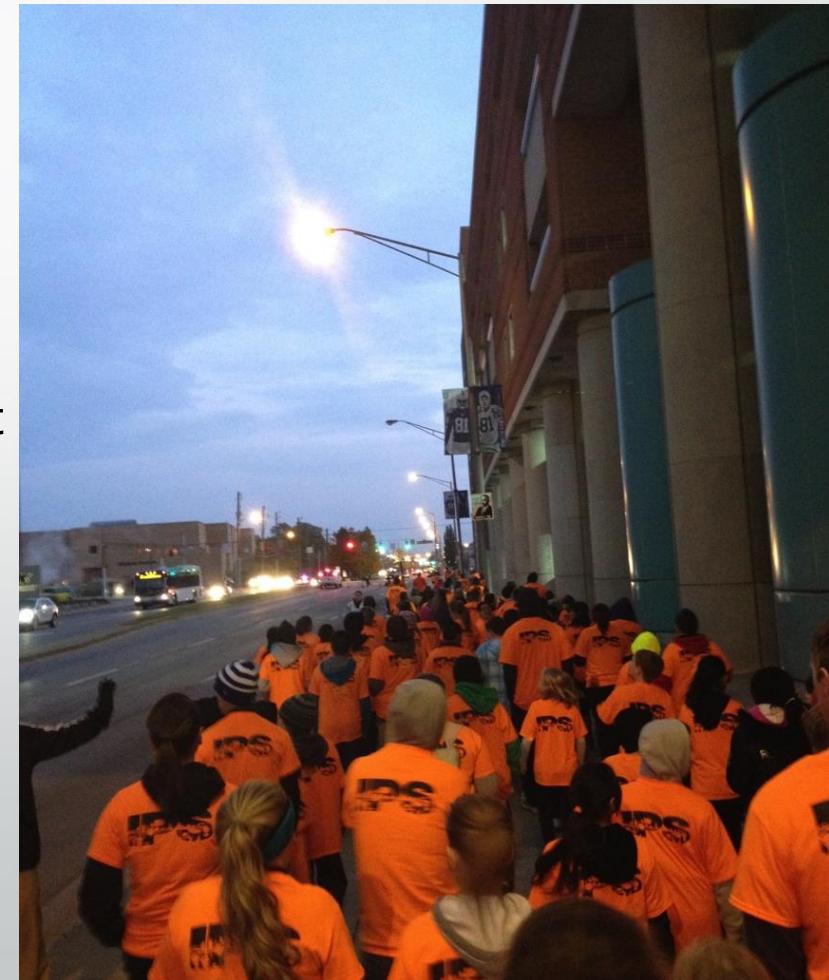
- It was truly inspirational to see these kids train and work for the run that they clearly enjoyed. I had fun playing such games as “take the pin” and lining them up for numbers was very amusing. I hope these kids will keep working to become fit and respectable kids. I felt very welcome on my experience there and I love working with kids. Seeing them learn and adapt is the memories worth living for.

Indianapolis Monumental Marathon



Perspectives

- Win for the community
 - PACER pre- and post-test: raised score from 23.996 to 26.005
 - Pre- and post-eating survey: saw increases of dairy, fruit and vegetable consumption and decreases in consumption of soda/pop
- Win for the IUPUI students
 - Introduced them to the Indianapolis community
 - Helped define career goals



Our Team Perspectives

- Librarian
- Advisor
- Project Coordinator
- Faculty



Challenges

- Transportation of the IUPUI students
- Background checks
- Registration/technology
- Outside of class time
- Working with an outside organization
- Alternative assignment
- Times available for students (could conflict with college class schedule)
- Lead teachers occasionally absent
- Difference in IPS/IUPUI school schedules (school breaks)
- Getting the students to the race (early)

Librarian

- 2012 service learning research project: #fail
- 2013 service learning research project: crash and burn
- 2014 research project moved into linked class



Research Assignment in Introduction to Exercise Science

1. Locate one peer-reviewed journal article, on a topic of your choice related to your service learning project : e.g. children and running, urban education or health, etc.
 2. In your own words, summarize the content of the article.
 3. Answer the following two questions:
 - a. In what specific ways can you apply the information personally and/or professionally?
 - b. What did you learn that you did not know before reviewing the article?
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- Boer, P., Meeus, M., Terblanche, E., Rombaut, L., Wandele, I., Hermans, L., & ... Calders, P. (2014). The influence of sprint interval training on body composition, physical and metabolic fitness in adolescents and young adults with intellectual disability: A randomized controlled trial. *Clinical Rehabilitation*, 28(3), 221-231.
 - Jenny, S., & Armstrong, T. (2013). Distance running the elementary age child. *Journal Of Physical Education, Recreation & Dance*, 84(3), 17-25. [X 2]
 - Forrest, D., Dufek, J. S., & Mercer, J. A. (2012). Impact characteristics of female children running in adult versus youth shoes of the same size. *Journal Of Applied Biomechanics*, 28(5), 593-598.
 - Green, G., Riley, C., & Hargove, B. (2014). Physical activity and childhood obesity: strategies and solutions for schools and parents. *Education*, 132(4), 915–920

Tips/Suggestions for Implementation

- Be flexible!
- Identify possible partnerships and key stakeholders associated
- Develop a manageable time frame
- Start small (one school before ten)
- Dream big
- Identify a coordinator for the service learning project
- Administrative support



Questions?

Lisa Angermeier, Ph.D.

Clinical Assistant Professor

langerme@iupui.edu

317-278-4585

Amy Vaughan

Clinical Assistant

Professor/Director of Internships

aevauga@iupui.edu

317-274-4883

Allison Plopper, MS

Lecturer & Director of PARCS
program

aplopper@iupui.edu

317-278-9948

Jana Renner, MS.Ed

Academic Advisor

rennerj@Indiana.edu

317-278-8579

Kathleen Hanna, MIS

Associate Librarian

kgreatba@iupui.edu

317-278-2640

Indianapolis Monumental Marathon (IMM): <http://www.monumentalmarathon.com/>

Monumental Kids Movement: <http://www.monumentalmarathon.com/monumental-kids-movement/>

Activity

How can you incorporate a service learning project/experience in your first-year seminar/program/class/school?