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INDIANA UNIVERSITY

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Relief Trip to Mississippi Provides Opportunity for Further Service-Learning

This December, 201 IU students spent six days of their holiday vacation helping the citizens of Long Beach, Pass Christian, and Biloxi, Mississippi, with their recovery from hurricane Katrina. Students initiated the trip and did the planning and organizing, with advice and input from faculty and staff, including Claire King, Director of the Office of Community Outreach and Partnerships in Service-Learning (COPSL), who accompanied students to Mississippi as trip advisor.

"I assure you that it was a proud moment for Indiana University when on our last evening, the Governor of the state of Mississippi sent a representative to our tent city to thank the students for their unprecedented efforts," King wrote IU President Adam Herbert and

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Vanessa Lugo (left) and Erica Garner hold up a stoplight they found in the yard of a local resident during clean-up efforts in Biloxi, Mississippi. Two-hundred one IU students participated in the December, 2005, relief trip.

December Mississippi Relief Trip

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the Indiana University Trustees after her return. "Ours was the largest volunteer group to come to the state and work in the disaster area."

Last September, three students, independent of each other, approached King with the idea of creating an alternative spring break course, one that would focus on the hurricane and include relief work in Mississippi over spring break. King explained that while COPSL can assist faculty members with course design, only departments can create courses, and encouraged the students to plan the trip on their own, and to include the kind of reflective activities common in service-learning courses.

They proceeded to do so, enlisting assistance from the Volunteer Students Bureau and Kelley School Civic Leadership Development on campus, and Hope Crisis Response Network (HCRN) and Miller transportation lines off campus.

King observes that the experience "evoked the most generous response from students that I've seen in my twenty-plus years in education." Among the memorable moments of the trip that King recounted in her letter: "a dozen 'frat boys' struggling under the weight of a tombstone they retrieved for a grieving 88-year-old woman searching for her husband's grave in the Pass Christian cemetery and crying with her when she wept with relief that they had found it under a pile of fallen trees and other shattered tombstones 20 yards away."

"I listened," King continues, "as the students met nightly in small groups as their peer leaders led them in reflection and when they

asked piercing questions about the bureaucratic and political barriers they encountered, and posed deeply insightful questions about the nature of human suffering and the resilience of the human spirit."

Graduate student Mark Siemers, who served as a planner on the Mississippi trip, echoes King's comments. "Somehow everyone got along (for the most part), and worked together very well," he notes. "People who would normally give each other dirty looks on cam-

pus became friends on this trip; the focus on the greater good allowed people to set aside certain differences and connect on some level. I was impressed to see how cohesive each group became after such a short time. There was something about the mood and attitudes of everyone that was very conducive to making friends. Everyone let their shields down, and put themselves out there a little more than you usually would in front of strangers."

Now King hopes that the trip will lead to the kind of curricular offering that students requested when the relief mission was proposed in the first place: an interdisciplinary course about this disaster, or perhaps the December 2004 tsunami, with a service component.

Students have asked the university to make a three-year commitment to develop and support a team-taught course or series of courses that would study the hurricane or tsunami from a variety of perspectives, e.g., climatology, safety management, and class and race issues.

The classes would serve as a model for future service-learning courses combining the perspectives of several disciplines.

Multi-disciplinary service-learning courses are beginning to appear on other university campuses, and King feels that the time is right for IU to offer them also, especially given the increasing demand for such a curricular component coming from students, many of whom arrive at college with service-learning experiences from high school. "Students are showing an interest and a sophistication about engaged learning that we haven't seen before," she says.



Adam Grissom, a finance major in the Kelley School of Business, spent his graduation day clearing hurricane debris in Mississippi.

Service-Learning Faculty Coffee Hour: March 29

Wednesday, 8:30 to 9:30 a.m., Soma
Faculty are invited to gather to discuss service-learning or community-based research across disciplines.

COPSL Summer Institute

Week of May 8 or May 15
This year, the COPSL Summer Institute will focus more broadly on civic engagement (the emphasis in 2005 was on community-based research, in 2004, on service-learning). Visit www.indiana.edu/~copsl/ for more information as the semester progresses.

COPSL Faculty Fellows Chosen

Continued from page 8

Faculty Fellows program, Gazley will obtain feedback from her peers as this project develops.

Dennis Groth, assistant professor, and Kalapna Shankar, assistant professor, Informatics

Many organizations still lack the resources and skills to employ information technology in ways that enhance their missions. Groth and Shankar believe that through a combination of course topics at the lower levels, and internship and capstone projects at upper levels, the School of Informatics can contribute novel approaches to service-learning that involve the implementation of information technology.

Through the Faculty Fellows program, Groth and Shankar will evaluate existing service-learning opportunities and cultivate new ones for students, with the goal of structuring the curriculum so that students are prepared to address real world problems for community-based organizations through internships and capstone projects.

Groth and Shankar have started investigating service-learning opportunities for Informatics undergraduates, including organized approaches, such as the NSF-sponsored program, Science Education for New Civic Engagements and Responsibilities (SENCER).

As members of the Informatics undergraduate curriculum committee, Groth and Shankar will work to disseminate service-learning concepts to other faculty members.

Silvana Falconi, director of language instruction, Spanish and Portuguese
Falconi will apply her Faculty Fellow experiences to add a service-learning component to one or more sections of her department's second-year Spanish courses.

Working in some capacity with

one of the local schools or agencies which serves the growing Spanish-speaking population in Bloomington would provide an excellent opportunity for students to use Spanish, expose them to Hispanic culture, allow them to be of service to the local community, and meet the department's mission "to increase students' awareness of cross-cultural differences, and to foster their understanding and appreciation of the different perspectives and peoples of the Spanish-speaking world."

Falconi believes that a Spanish course with a service-learning component could be a life-changing experience for undergraduates. It might hold special appeal to students considering minors or majors in Spanish as well as to those whose future careers might involve working among individuals with a Hispanic background.

These proposed courses with the service-learning component would be taught by instructors of the Department of Spanish and Portuguese and would be a valuable experience in their professional formation.

Leila Monaghan, instructor, Communication and Culture

Monaghan's major service-learning course is C415 Communication and Education, in which students work with various school or community groups on education issues, and in particular on literacy issues. She was recently asked to act as a liaison between Indiana University and MCCSC, and will use her Faculty Fellow experience to help redesign the MCCSC tutoring program. The focus is on training IU students so that they can be as helpful to MCCSC students as possible.

Monaghan will also work on courses with less intensive service-learning experience. In Performance of Ethnography, students interview

people and perform a four-minute monologue based on those interviews. In International Deaf Communities, students work with students in international development at Gallaudet, the university for Deaf people in Washington DC.

Through the Faculty Fellows program, Monaghan also hopes to get fellow faculty members more involved in service-learning, particularly by trying to create personal relationships between them, the ACEs (Advocates for Community Engagement), and the community partners.

Mark Deuze, assistant professor, Department of Telecommunications

In Bloomington, dozens of community organizations are involved in jointly making their own media—for example on TV via CATS and WTIU, on the radio on WFHB, in print via *Cultureweek* and *The Bloomington Alternative*, and online at www.btownactive.net, and www.bloomingtonarts.info. After his Faculty Fellowship, Deuze will include these kinds of participatory community media efforts in his 300- and 400-level classes, and link volunteer work students can do for or with these media with the emerging research and literature on participatory media.

The Faculty Fellowship will help Deuze understand the intricacies and issues in service-learning, introduce him to the particularities and opportunities specific to the U.S. and the Bloomington community, and help him establish a network of colleagues and organizations who can help him ground his ambitions in teaching, learning, and researching community media. The concrete goal is to develop a syllabus (including teaching, learning, and research components) for an advanced undergraduate class, to be offered in the next academic year.

ISS Grant Opportunities for 2006

Active Learning Grants

Deadline for proposals: Feb. 17, 2006

Instructional Support Services is pleased to offer instructional development grants of \$1,500 for courses in the 2006–2007 academic year. Offered in conjunction with the Office of Academic Affairs and Dean of the Faculties, each grant will be awarded for the revision of an existing course or the creation of a new course that engages students more actively in learning.

Bloomington campus full-time faculty are eligible for these awards. Team taught courses are eligible to receive one grant for a total of \$1,500.

Active Learning Grants will be awarded to course development plans that encourage greater student engagement with critical thinking, “higher levels” of learning, analysis, synthesis, and evaluation of information, in contrast to simple absorption of information. Examples of active learning methods include, but are not limited to, collaborative learning, problem-based learning, case methods, course projects, and simulations.

Strong active learning project proposals will:

- Address an identified instructional need or opportunity via creative active learning strategies.
- Explain how students will be more engaged in disciplinary content.
- Incorporate evaluation of the effectiveness of the innovation after implementation.
- Display a creative and unique approach.
- Assess the impact of the project on undergraduate student learning.
- Demonstrate a commitment of any additional funds or resources required to implement the proposal.
- Involve a plan for sharing

results of the project in the department or school.

- Include a letter from the department chair or dean that endorses the project and certifies that the applicant will teach the course twice in the following three academic years.

As a part of the process of developing course innovations, grant recipients will be expected to:

- Devote two weeks or more of full-time effort to their projects in the summer of 2006 for a course to be taught in fall 2006 or spring 2007 and twice in the next four years.
- Participate in one or two group planning/working sessions in late spring of 2006.
- Deliver a short written report for Web publication and an oral presentation—for interested faculty and staff—outlining the implementation and evaluation of the project within a calendar year of the fellowship period.

The application deadline is February 17, 2006. A faculty and staff committee will make selections and announce them on or about March 15.

A full call for proposals with an application outline is available at: www.iub.edu/~iss/grants.shtml.

For more information, please contact:

Jennifer Robinson, Director
jenmetar@indiana.edu, 855-9023
or George Rehrey
grehrey@indiana.edu, 856-4231
Campus Instructional Consulting
Franklin Hall 004

Instructional Media Development Grants

Deadline for proposals: Feb. 17, 2006

Media Production, a division of Instructional Support Services and under the aegis of the Office of the Dean of the Faculties, is pleased to announce a competition for 2006–2007 offering Instructional Media

Development Grants. These grants are designed to support undergraduate and graduate instruction on the Bloomington campus. Though no salary is provided through this program, Media Production will provide all labor, production facilities, and materials—except in the case of extraordinary travel or materials costs.

Instructional media programs produced through these grants must be used in the classroom or online to improve or to enhance applicants’ courses. Specifically, we are looking for projects that fill a particular instructional need, projects that solve a pedagogical problem or problems for a faculty member, a department, or a school. A minimum of three projects will be supported during the 2006–2007 academic year.

Faculty members who receive grants should expect to fully collaborate with the Instructional Support Services’ staff in designing, developing, and producing their instructional media programs. The award-winning staff can provide expert advice and assistance in the production of professional quality videotapes, DVDs, CDs, interactive online media, and 3D animation, as well as analog and digital audio recordings.

Travel expenses (if any) must be borne by the faculty member or his or her department. Copyright clearance for third-party media must be obtained by the participating faculty member prior to submitting a proposal application. All media produced in the course of these projects, or all productions containing media created in the course of the projects are, unless other arrangements are made through Media Production, the property of Indiana University. The distribution and percentages of royalties for marketed programs should be determined during the application process. Grants will be awarded by May 12, 2006, on the recommenda-

tion of faculty referees and the Office of the Dean of the Faculties. All projects start after July 1, 2006, and have a completion date of August 31, 2008, or sooner.

Proposal forms and guidelines for proposals are available through Media Production (855-1983, Franklin Hall M114). Interested faculty should arrange an initial consultation session with Ralph Zuzolo, proposal coordinator for Media Production.

Media Production provides a wide range of production services to the Indiana University community. Professional services include full-scale video, audio, and online Web-based production capabilities. Also available is a classroom videotaping service, video and audio tape duplication, streaming services, and complete scripting and consultation services. Contact:

Ralph Zuzolo, Director
 rzuzolo@indiana.edu, 855-1984
 Media Production
 Franklin Hall M114

Teaching and Learning Technology Grants

Deadline for proposals: Feb. 17, 2006

The Teaching & Learning Technologies Centers are pleased to offer opportunities for small grants for the upcoming year to support instructional technology projects to be used to increase student engagement.

Funded through Instructional Support Services and Dean of the Faculties, these grants provide assistance for projects that need specialized knowledge or talents, for projects that require concentrated or intensive efforts, or for materials or training that will make project development or implementation proceed more efficiently.

Bloomington campus full-time faculty are eligible for these awards. Projects must be implemented in classes taught on the IUB campus by Spring 2007. Each award recipient will be required to submit a short written report evaluating the effectiveness of the project in meeting the stated teaching and learning

goals. Recipients will also agree to participate in any follow-up program evaluations that may be conducted. Participants may be asked to contribute to project presentations before an audience of faculty and staff interested in learning about and/or developing instructional technologies projects.

Grant applications will be reviewed by a committee of IUB faculty members on the following criteria:

- Clearly defined purpose.
- Plan for evaluating how well goals are met.
- Feasibility of project.
- Applicability of project to other disciplines.
- Explicit plan for using assistance.

The grant can be used for:



Rosemarie McGerr used an Active Learning Grant to integrate visuals, lecture notes, and audio tracks into PowerPoint presentations for her Medieval Literature class.

equipment; software; materials; workshops, training, or travel; and hourly support. Requests can be for any amount up to \$1,500.

Note about hourly support: This program will fund assistants to work with faculty and TLTC staff to help develop or implement an instructional project, where discipline-specific or other specialized knowledge or talents (programming, graphics, etc.) is needed, and/or for projects that require concentrated or intensive efforts. The faculty member will help identify and select the assistant for his/her project.

The number of grants will depend on the amounts requested by and awarded to recipients.

For more information, including the application form, please visit the TLTC Web site at www.indiana.edu/~tltc/.

Summer Writing–Teaching Grants

Deadline for proposals: Feb. 17, 2006

The Campus Writing Program, in conjunction with the Office of Academic Affairs and Dean of the Faculties, is soliciting applications for as many as five \$1,500 Summer Writing–Teaching Grants dedicated to helping faculty design undergraduate courses that use writing in innovative and fruitful ways.

Bloomington campus tenured, tenure-track, and clinical faculty members are eligible for the awards. Recipients should devote two weeks of full-time effort to incorporating writing into courses they teach; they may not be on appointment for any other teaching, administrative, or research duties during the grant period. (By University policy, no faculty member may receive extra compensation amounting to more than 22.5% of his or her regular annual compensation.)

Grant recipients will meet twice with other fellows and with Writing Program consultants as necessary. A report outlining the design of the course or courses and evaluating the efficacy of that design in the classroom must be produced within a calendar year of the end of the fellowship period. Recipients can also expect an invitation to present their work to other faculty in one of the Campus Writing Program's faculty workshops.

The Writing Program is eager to fund the efforts of faculty who wish to use writing to solve a pedagogical problem as well as to teach undergraduate students to express, to reformulate, or to apply the concepts of an academic discipline. Applications are welcome from faculty in all disciplines; particularly encouraged are proposals that:

- 1) represent substantive changes

Grant Opportunities for 2006

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from a conventional lecture–test format;

- 2) promise to employ imaginative, practical, and replicable ways of using writing to teach or to evaluate;
- 3) would allow students to meet departmental or school requirements.

Courses supported by grants must be taught within the subsequent academic year. Applications must include a letter from the department chair or dean that endorses the project and certifies that the applicant will teach the course twice in the following three academic years.

The deadline for submission of applications is the third Friday of February each year. A short application form is available online as a Word document, at: www.indiana.edu/~cwp/grants.shtml, and may be returned to cwp@indiana.edu. Additional forms are available from the Office of Academic Affairs and Dean of the Faculties, Bryan Hall 111 (855-2809), or from the Campus Writing Program, Franklin Hall 008 (855-4928).

Please direct questions about the grants and application procedures to Laura Plummer, Director, Campus Writing Program (lplummer@indiana.edu; 855-4928). Past winners of Writing–Teaching Grants and staff from the Office of Academic Affairs and Dean of the Faculties will serve as referees; awards will be announced in March each year.

Scholarship of Teaching and Learning Grants

Deadline for proposals: March 3, 2006

This award program supports new or ongoing studies into issues of teaching and learning as part of the Scholarship of Teaching and Learning (SOTL) Program

(www.indiana.edu/~sotl) at Indiana University. It supports faculty members' efforts to improve and better understand teaching and learning through their own in-depth, contextualized, and evidence-based study.

This research grant is for \$2,500 (typically \$2,000 upon receipt of the award and \$500 upon presentation at a campuswide SOTL forum). If joint awards are made, recipients will share \$2,500. Recipients are also expected to attend at least two meetings with other award recipients and resource consultants (to be scheduled after awards are announced) and to formally disseminate the results of their instructional development project to other IU faculty.

Full-time IU Bloomington faculty members are invited to submit proposals for SOTL grants for the Academic Year 2005–2006. Projects involving collaboration among faculty members and among faculty members and graduate students are especially encouraged.

Grant applications will be evaluated on the quality of proposed scholarship and its potential contribution to the advancement of teaching and learning. Though the scholarship must be research-based, the basis may be broadly defined to include classroom research, research of the existing literature, or other unconventional forms.

Projects may involve acquisition of new information from students, faculty, and other interested parties, or they may involve scholarly interpretation of and reflection on existing information. Projects may be qualitative, quantitative, or combine elements of both. The grant requires systematic investigation of effects, interpretation of results, and dissemination to peers both within Indiana University and beyond in an appropriate scholarly publication or presentation.

The most potentially useful

scholarship transfers to different contexts, contributes to existing knowledge, and contains broad implications for teaching in different disciplines. Proposed projects connect to significant strands in the literature on teaching and learning. While potentially valuable to teaching practice, the type of contributions found in entirely anecdotal teaching articles will not meet the suggested standard of scholarship.

Applications will be evaluated for the soundness of approach, scholarly products to be delivered, potential impact of the results, creativity, uniqueness, and scholars' potential to serve as a resource for others in the SOTL community. Inherent in the grant award is the obligation to share knowledge and expertise.

Grant recipients will be expected to participate in one or more SOTL-related activities such as (but not limited to):

- Leading interest groups in topics related to the research project.
- Facilitating seminars to mentor or support new researchers.
- Presenting the work as part of the SOTL event series.
- Publishing the results of the project.

Grant recipients will be expected to deliver a public report on their projects by the end of academic year 2006–2007. Upon completion of a project, grant recipients will be expected to submit a one-page summary of the project for Web posting.

A subcommittee of the SOTL Steering Committee and the SOTL Advisory Council will review the proposals. Awards will be announced by March 31, 2006.

A full call for proposals with an application outline is available at: www.iub.edu/~sotl/funding.html.

For more information, please contact Jennifer Robinson, jenmetar@indiana.edu, 855-9023.

Classroom Videotaping Service

Media Production offers free videotaping of classroom activities for faculty and AIs on the IU Bloomington campus. A trained camera operator from Media Production will come to your classroom, set up a camcorder, and videotape the classroom activity

you have scheduled. Document student performances, guest lectures, and special events, or record your teaching for evaluation. The service supports both VHS and MiniDV formats (the latter format allows for easy digitizing and transfer of video

to the Web). Instructors may provide a tape, or purchase one from Media Production for a nominal charge. Please schedule at least two weeks in advance. Contact Rod Kates, 855-1983, mediapro@indiana.edu, for more information.

IU Developing Human Biology Major

Indiana University is working to join a handful of American universities that offer an interdisciplinary major in Human Biology. Throughout 2005 and 2006, ISS Campus Instructional Consulting has participated in the development of the program, which combines studies in the biological sciences, biomedical sciences, social sciences, and humanities to provide a broad and rigorous introduction to the biological sciences and to relate these sciences to the problems raised by the relationships of human beings to one another and to their environment.

Whitney Schlegel, Associate Professor of Biology and Director of the Human Biology Program, leads the development of this innovative and interdisciplinary undergraduate degree program. In Spring 2005 a campus conversation began with a seminar series designed to focus program goals. In May 2005 participants in a five-day Human Biology Summer Institute involving faculty from diverse disciplines developed the program's core curriculum.

The Institute brought together faculty representing the biological and social sciences and the humanities: Vivian Halloran, Comparative Literature; Frederika Kaestle, Anthropology; Jane McLeod, Sociology; Joseph Near, Medical Sciences; Phillip Quirk, Medical Sciences; Georgia Strange, School of Fine Arts; Mike Wade, Biology. Schlegel,

Professor Emeritus of Biology Craig Nelson, Kelley School of Business instructional consultant Ross Peterson-Veatch, former Human Biology Curriculum Coordinator Meg Streepy, CIC Director Jennifer Robinson, and CIC consultant Doug Karpa-Wilson worked collaboratively with the Human Biology Faculty Fellows to construct the Program's integrative core curriculum.

The institute began with a presentation by Schlegel introducing her research that demonstrates enhanced student learning within a case-based and team-based approach to the learning environment. She then allowed institute participants to engage with each other in case-based and team-based learning, using a case, an episode of the television drama *ER*, that she uses in her P431 Physiology class.

On days two and three Nelson directed sessions, based on his "critical thinking" workshops, that addressed student development theory and active learning exercises, and how to use them to structure courses and course activities. Days four and five featured the "backwards design" approach to course design, with Peterson-Veatch helping to guide the Faculty Fellows in developing clear and measurable goals and assessment guidelines for their courses, and only then crafting assignments that supported the established learning outcomes.

Fellows began the backward design process by engaging in an Affinity Map activity to discern where their goals for all four core courses in the Human Biology Program converged. From there they carried out the process of building a "scaffold" for learning that students could hang on to as they engaged in scientific inquiry projects from the very beginning of their freshman Human Biology courses. "Working collaboratively with Whitney and Craig," Peterson-Veatch says of CIC's participation in the institute, "we came up with a design that allowed instructors to build community in the ways we hoped students would build community in the Human Biology major."

The Human Biology Program continues its commitment to an integrative core curriculum and to fostering interdisciplinary faculty teaching teams by offering a 2006 Summer Institute, May 17, 18, 19, 22, and 23. Applications for this year's Summer Institute, with a submission deadline of March 31, can be obtained by visiting www.indiana.edu/~humbio/ after February 20. Questions concerning the application process and/or the institute should be directed to Katherine Kearns, the CIC consultant who now works with the Human Biology Program: 855-6869, kkearns@indiana.edu. For more information about the program, visit: www.indiana.edu/~humbio/.

Service Learning Fellows Chosen

To increase the quantity and quality of service-learning courses and community-based research on the Bloomington campus, ISS Community Outreach and Partnerships in Service-Learning (COPSL) has chosen five Faculty Fellows, from a variety of disciplines, to be part of a learning community that explores issues related to the scholarship of engagement, and community-based learning research. The group will also serve as a resource for other instructors considering adopting a service-learning pedagogy or developing a community-based research design.

In October 2005, fellows began to take part in a series of colloquia to discuss common readings, local issues, curriculum development, and research design. Colloquia will

continue through the spring 2006 semester; topics include pedagogy, research design, reflection, ethics, and community. Fellows will receive a \$1,000 honorarium paid to their research accounts at the completion of the fellowship year.

2005–06 COPSL Faculty Fellows

Beth Gazley, assistant professor, SPEA Gazley will use what she learns as a Faculty Fellow to take an increasingly active role within both SPEA and the larger IU community in promoting effective service-learning, particularly in stressing its ability to build inter-organizational linkages and to foster civic engagement and voluntarism.

Students note some difficulties in

learning how to work within teams and in learning how to organize their work most effectively with their host organizations. Gazley will develop additional tools and supervisory practices that can help students learn to work effectively within teams and voluntary organizations.

Another of Gazley's goals is the design and implementation of a community impact evaluation that measures to a greater extent than currently possible the short- and long-term benefits to community organizations in hosting student teams. This effort not only will have benefits for the nonprofit community and IU, but it will also address a gap in the research literature.

Through contacts made in the

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Franklin Hall M114 855-4047

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Franklin Hall M114 855-1983

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