



# Campus Compact Grant Service Learning

Democracy Now Project:  
Election Education & Voter Registration

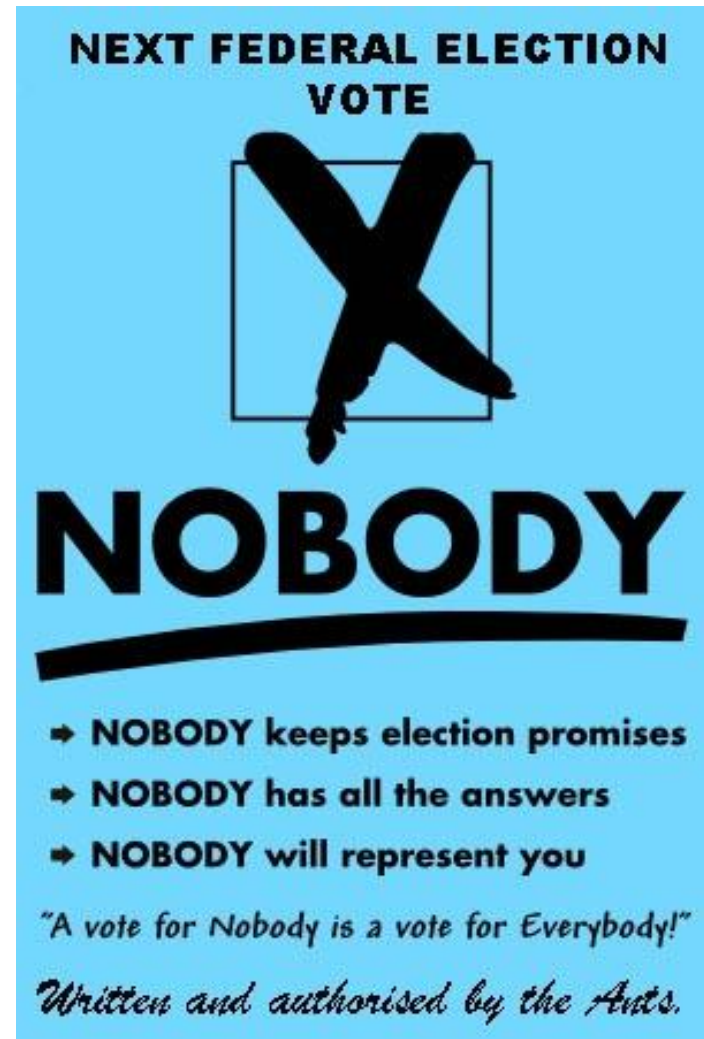
# Disturbing Trends...



- Voter turnout in the nation, especially among younger voters (ages 18 to 25), has been decreasing steadily over the past decades. This trend of declining voter turnout is detrimental to the idea of democracy.
- How can a government for the people work if only a small number of people actually participate in elections? However, being politically active is not enough—citizens need to also keep up with the current issues discussed and disputed in our political system.

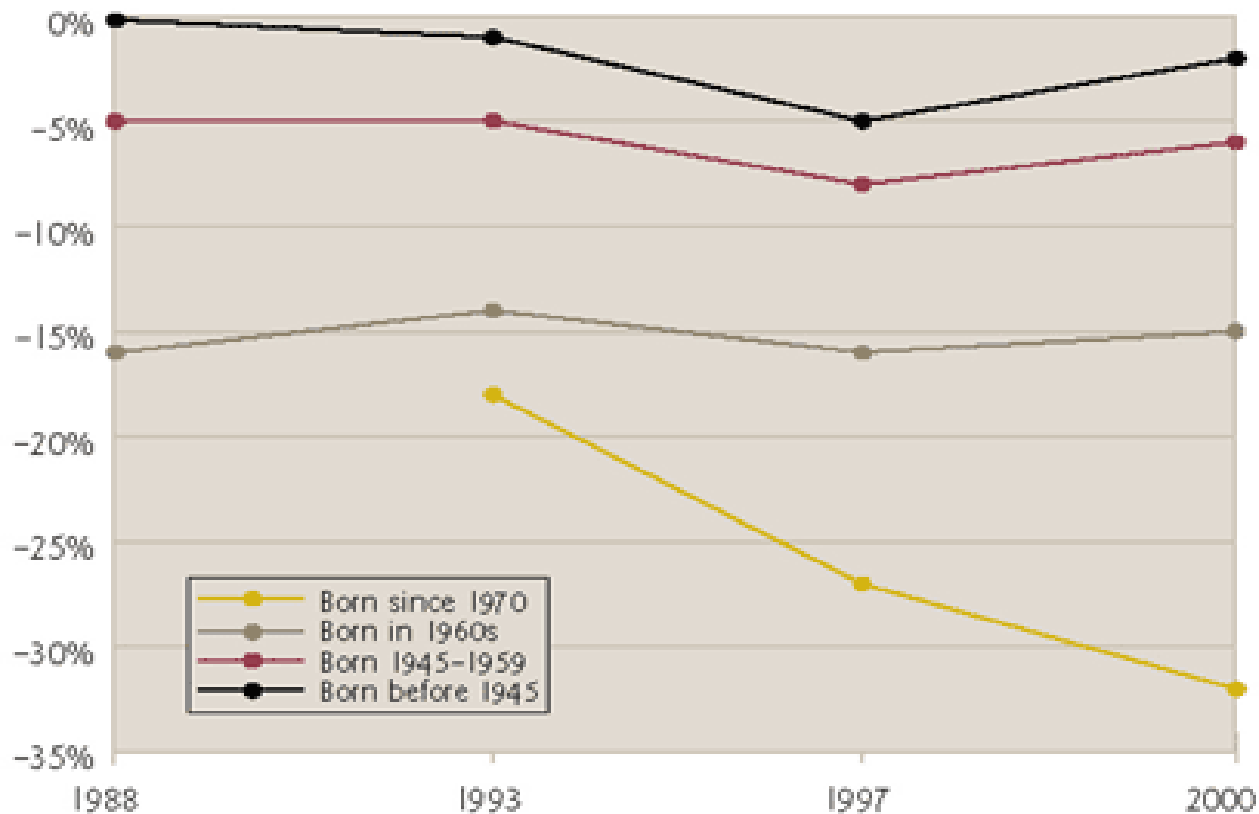
# Generation “Why”— Persistent Claims of Youth Voter Apathy

- The youth vote in America has always been notoriously low and has continued to drop over the past decades.
- Only in the last two elections (2004 presidential and 2006 midterm) has youth vote increased marginally since 1982, according to the Center for Information and Research on Civic Learning and Engagement.
- Yet, the percentage of young Americans going to the polls is still distressingly low. Only about a quarter of the younger population eligible to vote actually does.



# Tracking the Trends

**Figure 1**  
**Trends in Turnout by Age Group**



Note: The turnout among the oldest age group in 1988 is used as the benchmark. Only people born in 1970 or earlier were eligible to vote in 1988, and so the tracking for the youngest generation begins in 1993.  
Source: 1988, 1993, 1997 and 2000 Canadian Election Studies

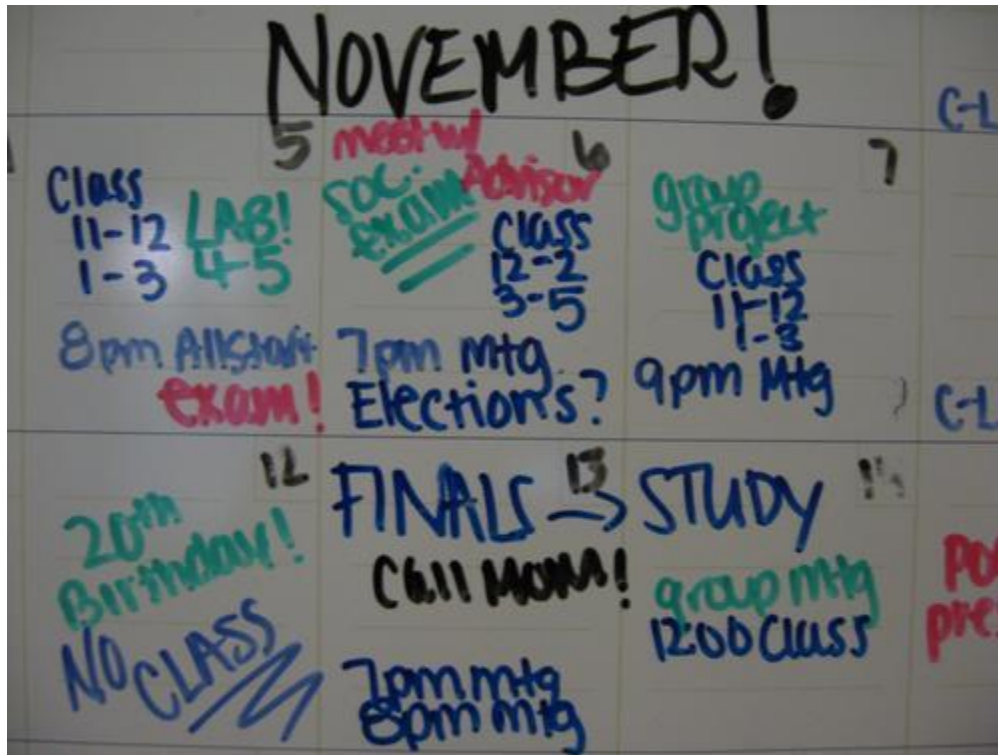
# Why?

- “Voting’s lame. I don’t understand why all these people CARE. I get all these emails from friends and people I respect, urging me to vote.... Those emails embarrass me. ”
- “They keep talking about “hope” and “change,” but all these politicians act like they’re at a karaoke session.”
- “Their ideas and speeches are pre-written by their strategists. None of them [the politicians] can be trusted.”

----*Facebook reflection*



# A Big Dilemma: Democracy without Participation? What's a Teacher to Do?



## Identifying the Problem:

- *Alec Bourne*  
"It is possible to store the mind with a million facts and still be entirely uneducated."
- *Ralph Waldo Emerson*  
"We are shut up in schools and college recitation rooms for ten or fifteen years, and come out at last with a belly-full of words and do not know a thing. The things taught in schools and colleges are not an education, but the means of education."
- *And John Dewey....*  
"We naturally associate democracy, to be sure, with freedom of action, but freedom of action without freed capacity of thought behind it is only chaos."

## Identifying the Solution

"School is not preparation for life, but school is life." (Another Dewey Quote).

*Henry Peter Broughan*

"Education makes people easy to lead, but difficult to drive; easy to govern, but impossible to enslave."

# Imagining a Different Outcome...

- *T.H. White, "The Once and Future King"*  
"The best thing for being sad," replied Merlin, beginning to puff and blow, "is to learn something. That's the only thing that never fails..... You may see the world about you devastated by evil lunatics, or know your honour trampled in the sewers of baser minds. There is only one thing for it then — to learn. Learn why the world wags and what wags it. That is the only thing which the mind can never exhaust, never alienate, never be tortured by, never fear or distrust, and never dream of regretting."

# Service Learning

- *"Tell me*
- *and I forget.*
- *Teach me*
- *and I remember.*
- *Involve me and I learn."*
- 
- --Benjamin Franklin





# The Grant Awards

In the Spring of 2008, the Social Sciences Dept at NWOSU applied for \$500 Campus Compact Grants, offered through the Oklahoma State Regents of Higher Education. NWOSU's Social Sciences Department received two of the 8 grants awarded. Democracy Now was one of them.

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## State Service-Learning Incentive Grants

The third award round of state Service-Learning Incentive Grants resulted in eight grant awards from a competitive field of applicants. Eight faculty were awarded up to \$500 each in 2008-2009 to support first-time service-learning components for existing courses. The successful applicants listed below will receive the funding during the Fall semester 2008 or Spring semester 2009.

Ms. Towry Barnard, RSC—Student Leadership

Dr. Jamie Burns, ECU—Criminal Justice

Dr. Amanda W. Harrist, OSU—Human Development and Family Science

Dr. Tawni Holmes, UCO—Nutrition

Dr. F. Bradley Jessop, ECU—Art

Mr. Ken Kelsey, NWOSU—History

Ms. Kathleen O'Halleran, NWOSU—Political Science

Dr. ChihChen Sophia Lee, SWOSU—Music Therapy

From the Oklahoma Campus Compact Communicator: Statewide Magazine

# Designing a Service Learning Project

- Service opportunities were structured to promote student learning and development. The Campus Compact Grant called for learning outcomes to include:
  - 1.) acquiring a sense of civic and social responsibility,
  - 2.) gaining exposure to intellectual, political, cultural and socio-economic differences,
  - 3.) applying classroom learning and
  - 4.) learning new skills.

*"We talk a lot in class about the current Issues facing the candidates. By taking a Government class such as this one, students can learn about the issues and are More knowledgeable should someone ask A question while registering at our tables."*

*--Student Jason Isaacson*

# Course Goals for Service Learning

The overarching goals of Service Learning written into this grant project were:

- 1.) to provide a “living learning laboratory” in which experiences addressed NWOSU’s learning community and the broader community’s needs, and
- 2.) to provide the necessary time for learning, reflection and assimilation of those experiences.

*“This week was definitely better than last week. I got five people to register to vote!.... The registration booth has made me realize that the right to vote is one of the most under-rated rights we have as Americans.*

*If you ask people, they will tell you, that we have the right to free speech, press, to bear arms, and to assemble. They often forget that voting is a privilege and that everybody has not always had that right. I think that the booth is one of the most important things I have ever been a part of.”*

Student Alex Mustain



# The Participating Students



Originally, the class was much larger! When students learned they would have to do work outside of class, about half dropped the course. In truth, the smaller size probably contributed to a “lifeboat learning” paradigm for the remaining students. Thus, individually and collectively, all exceeded the minimum required of them as they navigated this program to completion.

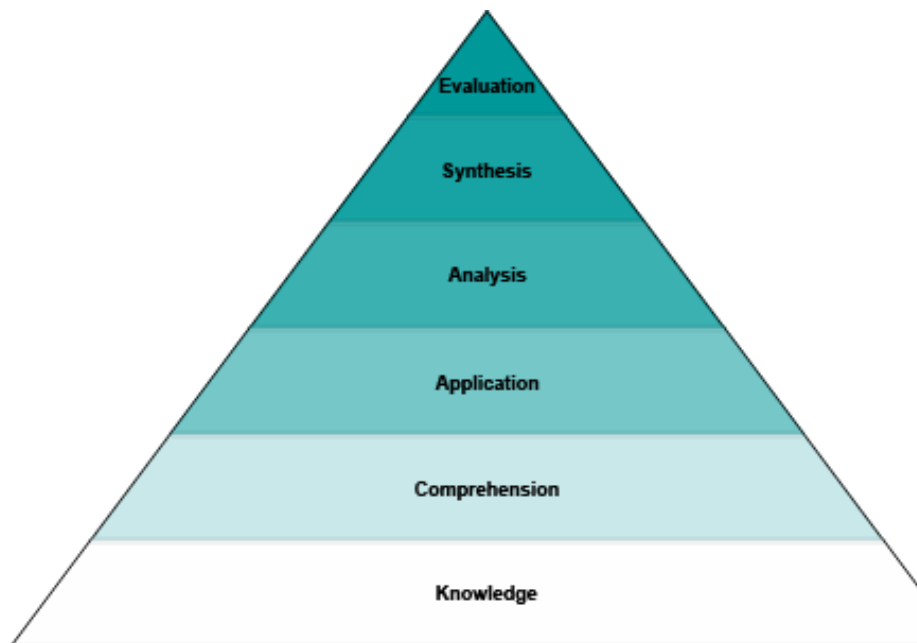
# Implementing the OSRHE Campus Compact Goals in an American Federal Government Class

- Each student committed nine hours outside of class to service learning. These Service learning hours included two primary components:
- (1) Planned voter registration drives conducted for seven weeks during the fall term at assigned locations around campus and at community-specific times and locations (for those unable to meet Friday schedules) prior to the November General Election; and
- (2) Participation in seven weekly election forums prior to the November election, held on Tuesday evenings at 6:30 pm, commencing September 16<sup>th</sup> and ending October 28<sup>th</sup>, 2008.

# Rigor --

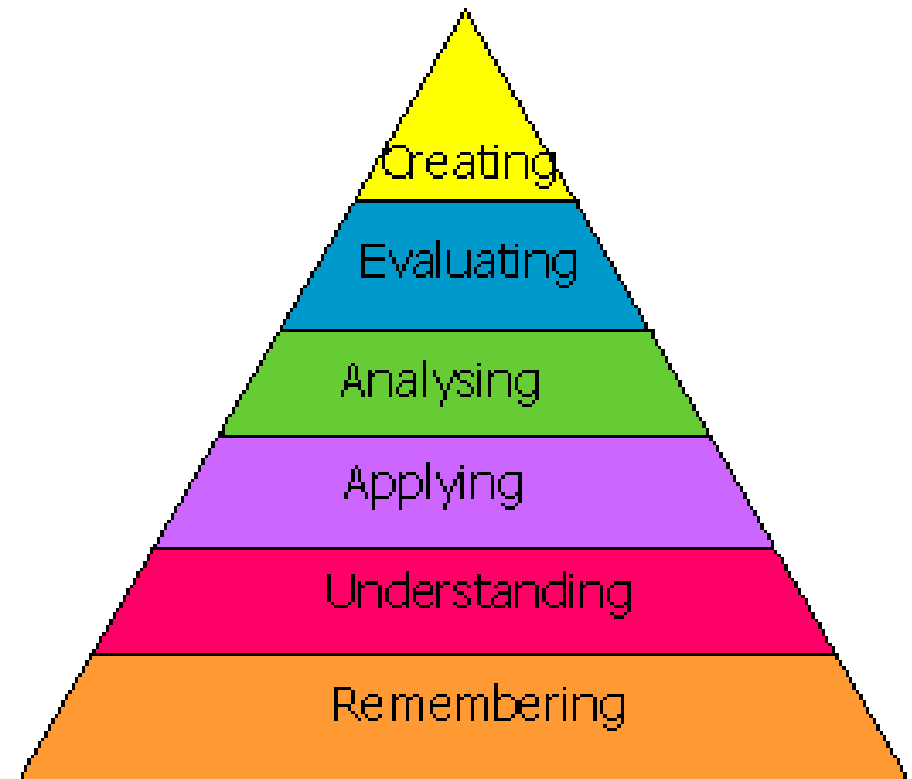
## Applying Bloom's Taxonomy to Service Learning and Transformational Learning...

Conventional Model



Bloom's Taxonomy of learning. Adapted from: Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals. Handbook I, cognitive domain. New York ; Toronto: Longmans, Green.

Service Learning Model



# Utilizing Bloom's Taxonomy for Transformation

- **Remembering:** can the student recall or remember the information? define, duplicate, list, memorize, recall, repeat, reproduce state
- **Understanding:** can the student explain ideas or concepts? classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
- **Applying:** can the student use the information in a new way? choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
- **Analyzing:** can the student distinguish between the different parts? appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.  
**Evaluating:** can the student justify a stand or decision? appraise, argue, defend, judge, select, support, value, evaluate
- **Creating:** can the student create new product or point of view? assemble, construct, create, design, develop, formulate, write.

# Some Initial Student Reflections on Implementation: Remembering

- *"Yesterday was my first morning of voters' registration.... This should be interesting. I've never had the slightest clue about government, let alone politics. This is the first class that I had to do outside assignments that are also used as a class grade. Being a bit skeptical, I got two people to register to vote. That may not be much, but it is more than none, especially with my total fear of talking to strangers. For some reason, people were interested in our table.... I'm proud of myself."*

*--Student Ashley Johnson*

- "Looking back on what we have covered so far, one of the things that I seem to remember best is the first day of class. I remember sitting in my chair thinking how impossible it would be for me to manage my time and be able to do everything I could possibly do to make a difference. I stuck it out and didn't drop the class and looking back I am glad I didn't!"

*--Student Tawny Province*



# Voter Registration: Understanding and Applying

*“When I first heard that the class had to do a service learning project and it involved voter registration, I was like what have I gotten myself into? One of my first thoughts was, this is pointless, and there is no need for this. [Then]we started talking about it in class.”*

*“I have only been registered since April 2008, I am young. Getting people to vote was a little overwhelming. At first, they would sometimes just walk by. But as time went on, we had a really good turnout of how many people registered.”*

- *“I found out that many of the youth today were not registered to vote the first time I showed up for my hour at the voter registration table. I thought most of the people on this campus are probably already registered. I found out quickly that that was a false statement.”*
- *“In class we talked about how the youth really does have a huge impact on the election and that our voice does matter. The only way our voice can be heard though is if we vote and let the candidates know what we think the important issues are. I have learned from this experience.”*

---Various student comments

Student Power Point Presentations

# Learning and Assessment: Analyzing and Evaluating

- Classroom learning for the 8 weeks of the grant program focused on topics relating to citizen participation and the Election Forums.
- Students completed weekly essay reflections relating course learning to their service learning activities
- Course reflections and student artifacts were compiled into an end-of-project Portfolio and Power Point Presentation each student shared with the class.
- This portfolio & power point project replaced the typical “research paper”/presentation students would have done for this class, in terms of points for the course. (approximately 33% of their course grade)

# About Portfolios

- Students portfolios were to demonstrate the individual's learned experience, its current and future impact, and the implications of this experience for life-long learning. This was accomplished and demonstrated through the following components
- (1) Eight, 250-300 word essay reflection papers, ending with the November 4<sup>th</sup> Presidential Election.  
Writings included both
  - (a) personal growth reflections on individual learning development from direct and indirect service learning activities (voter registration and election forum participation and attendance) and
  - (b) academic reflections that connect classroom learning with the service learning performed, and new understandings/knowledge gained.
- These reflective writings were worth 80% of the final portfolio grade.
- Artifacts and Design contributed 20% of their portfolio grade.

# Creating: Student Artifacts for Democracy Now



Sticker from voter registration

Sticker from voting on election day



Stickers handed out to people students registered to vote and to participants at Election Forums



Sample of Student Name tag

# Creating Learning Space for Self and Others

“I served the community by participating in voter registration for the college community--

1. I did my part by setting up tables around the campus to [encourage] people to register
2. I made it easier and more accessible for students to register
3. I was able to answer any questions about the requirements to register
4. These tables, most importantly, raised interest about voting and got a younger generation to care .”—[Student Jason Isaacson](#)

*“I will be the first to say that I never really got into the Presidential election until I had to get involved for my government class.... I was not registered to vote until I was in this government class. I probably would not have registered for this upcoming election if it was not for this class.... This has given me the change to open my eyes.... I feel privileged that I took this class this semester because we got to help so many students get registered.... The community even participated well in helping us get people registered to vote.”*

--[Student Randi Newman](#)

# Creating-- A Sense of Ownership and Efficacy

- *"As the student, we got to wear our name tag so people knew who we were and what we were about.... It was really neat because it showed how college students were making a stand to other college students about getting registered to vote. It is the next generation today getting prepared for our future and some students respected that."  
--Student Randi Newman*

- *"I gathered many things as we went through the class. At the election forums, I got a nametag that had our decoration logo on it and we also had a sticker with our logo on it. I wore the nametag at all the panel discussions."  
--Student Tawny Province*



# Analyzing and Evaluating Instructor & Peer Accountability

Student portfolios included documentation the completion of their hours of community service.

Attendance sheets picked up from the instructor prior to and after hours served provided details of the dates/hours of service learning completed in connection with these scheduled events. Students always worked in pairs.

Student Service Learning Hours: Name <u>Alex Mustain</u>				
Event	Date	Time In	Time Out	Total Hours Instructor Initials
Voter Reg	8-29-08	8:40	9:40	
Voter Reg	9-6-08	8:40	9:40	1
Voter Reg	9-13-08	8:40	9:40	1
Voter Reg	9-20-08	8:40	9:40	1
Voter Reg	9-27-08	8:40	9:40	1
Voter Reg	10-14-08	8:40	9:40	1
Voter Reg	10-11-08	8:40	9:40	1
Voter Reg	11-4-08	8:40	9:40	1
Voter Reg	11-11-08	8:40	9:40	1
DN	9-16-08	6:00	7:00	1
DN	9-23-08	6:00	7:00	1
DN Panel	9-30-08	6:00	7:00	1
DN	10-7-08	6:00	7:00	1
DN	10-14-08	6:00	7:00	1
DN	10-21-08	6:00	7:00	1
DN	10-28-08	6:00	7:00	1

Student Service Learning Hours: Name <u>Jason Isaacson</u>				
Event	Date	Time In	Time Out	Total Hours
Registration table	8/29	7:40 AM	8:40 AM	1
Registration table	<del>9/5</del> 9/5	7:40 AM	8:40 AM	1
Registration table	<del>9/12</del> 9/12	7:40 AM	8:40 AM	1
election forum	<del>9/16</del> 9/16	6:30 pm	7:30 pm	1
Registration	<del>9/19</del> 9/19	7:40 AM	8:40 AM	1
election forum	<del>9/23</del> 9/23	6:30 pm	7:30 pm	1
Registration table	9/26/08	7:40 AM	8:40 AM	1
election forum	9/30/08	6:30 pm	7:30 pm	1
Registration table	10/3/08	7:40 AM	8:40 AM	1
election forum	10/7/08	6:30 pm	7:30 pm	1
Registration table	10/10/08	7:40 AM	8:40 AM	1
election forum	10/14/08	6:30 pm	7:30 pm	1

## Instructor Initials

Date 8/29/08  
 Date 9/5/08  
 Date 9/12/08  
 Date 9/16/08  
 Date 9/19/08  
 Date 9/23/08  
 Date 9/26/08  
 Date 9/30/08  
 Date 10/3/08  
 Date 10/7/08  
 Date 10/10/08  
 Date 10/14/08

Interestingly, most students far exceeded the performance bar set at nine hours of service!

# Learning in Action: Registration Component



Students learned how to do voter registration, with a combination of:

- classroom Instruction from Woods County Elections officials,
- by filling out forms for their own voter registration,
- and doing role play during class-time.



# The Efficacy of Active Learning

- *"When the ladies from the voting place came to the class they handed out many useful and helpful materials for us to learn about.... The ladies also handed out example forms so we would know what they would look like and then they explained how to fill them out.... Using all the material that these ladies handed out, and after all their instruction, I felt better capable of helping other people begin the voter registration process."*

--Student Tawny Province



Woods County Election Board Secretary Wylodean Linder & Chief Clerk Sandra Koehn also spoke at the first election forum

# ***Results of Active Learning: Student-Led Voter Registration***



Overall, the County Elections Board estimates that 175 new voter registrations were added, and that Democracy Now was the biggest voter registration drive in the County in the 2008 election

Students set up and broke down Voter registration tables, helped people fill out Voter registration forms and fielded questions about where to vote

# The Voter Registration Experience

*"I like what we do. We try to bring the idea of voting to the people who are going to change the face of the country for years to come. The people at this school are the next generation. We hold the key to the future of America.... I am Proud of the students that I have been Able to help with registration."*

*—Student Alex Mustain*

*"One of the thoughts that came to my mind during my first participation in voter registration was that if people really wanted to vote, they would find out on their own without tables on campus. After just one hour, I realize that many college students do not know how to get registered to vote and... for those students who don't care, maybe the tables that we work could teach them to care.... The more people are exposed to registering now, the more people can Become involved"*

*--Student Jason Isaacson*

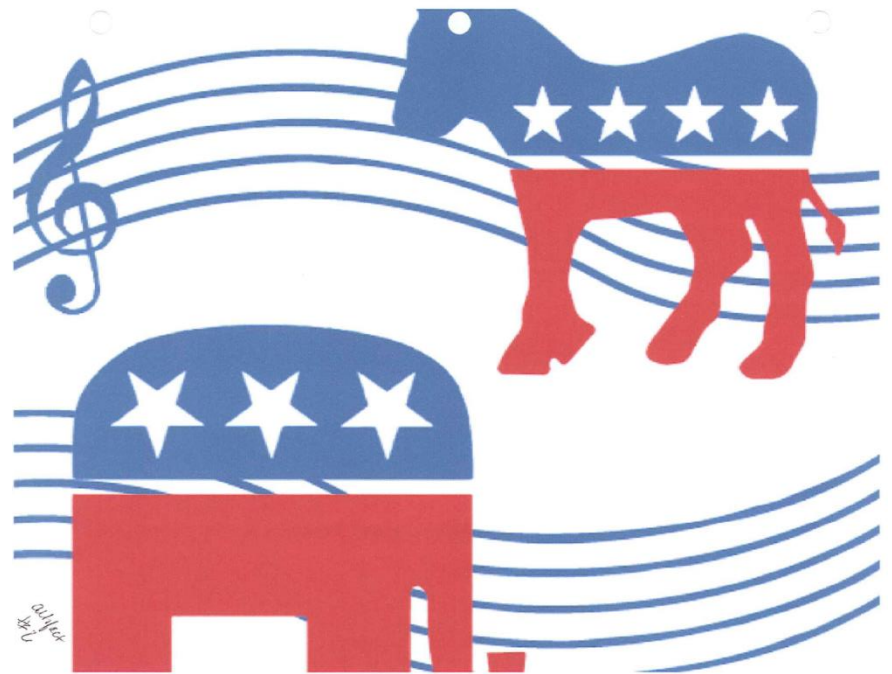
**DEMOCRACY  
NOW** Get the Knowledge

**Voter  
Registration  
Drive**

hosted by Northwestern Oklahoma State University Social Sciences Department  
and Government Studies and sponsored by the Oklahoma State Board of Regents

# Other Service Learning Components: Building on Creative Learning Processes

- Each students contributed a political cartoon, researched music and found graphics they felt signified the 2008 issues and candidates.
- These were discussed in class, compiled for the opening power point presentation for the election forums
- Many students referred to these artifacts for reflection essays in their end of term portfolio and power point projects as important components to stakeholder ownership of their service learning experience



Graphic from a Student-Designed Portfolio

# Sample of Student-Selected Music

## ■ “Until the End”

“No one knows who gave the orders  
No one asks about the crime  
No one looks behind the curtain  
No one questions why  
The only time we've got  
Is right about now  
I cross my heart I take the vow  
I'll never turn  
I'll never bend  
I'm with you now  
Until the end...”  
--- by *The Nightwatchman*

## Handlebars: *The Flobots*

*“Movers shakers and producers  
Me and my friends understand  
the future  
I see the strings that control the  
systems  
I can do anything with no  
assistance  
I can lead a nation with a  
microphone  
With a microphone  
With a microphone  
I can split the atoms of a  
molecule  
Of a molecule  
Of a molecule...”*

-- *Student Selection  
Democracy Now CD ROM*

# Reflection on Student Selected Music

“Mixing the songs for the forums was by far my favorite activity of the semester. I truly believe the right music can speak to anything....”

The Constitution states that we have the freedom of speech, the press, and the right to change the government if we see fit. Ever since then, people have not been quiet about it at all. A few of them take it to the extreme by protesting and rioting, while the more talented put their feelings into lyrics...

This assignment was so much fun to me that I made An entire CD, not just one song. There is no way I could have just picked one song that expressed how I feel.”

—Student Alex Mustain

**Various Excerpts:**

**Feeder, Only you**

*“I started to think about becoming extinct by the way that we’re going. I started to think that we’re close to the brink if you don’t hurry.”*

**Nine Inch Nails, Letting you (2008)**

*“Upon our plates to feed, The dying left to bleed, How much we really need, Your politics of greed, The cancer takes ahold, The wolf is in the fold, Our destiny’s been sold, We do just what we’re told”*

**Bob Dylan, Blowin in the wind (1963)**

*“Yes, n how many times can a man turn his head, Pretending he just doesnt see?”*

**John Lennon, Imagine (1971)**

*“Imagine no possessions, I wonder if you can, No need for greed or hunger, A brotherhood of man, Imagine all the people, Sharing all the world...”*

# Creative Processes Effects

## Student-Selected Graphics/Photos



“In politics there are some fun times and there are also some very sad times that don’t go so well.”—Student Korey Williams

Photo for forum power point slide show selected by student Korey Williams

For the Issues Forum, students in class prepared by viewing the debates and discussed how the continuing engagement in Iraq has affected the campaigns.

# More Student-Selected Graphics/Photos



*One thing to remember is they [Hillary Clinton and Barak Obama] fought really hard against each other but are to work together.... What I've learned, I'll bring it to my home country"*  
Student Michael Ekumbaki  
Democratic Republic of the Congo

Photo for forum opening slide show selected by student Michael Ekumbaki (who still calls me from the Congo!)



# Creative Processes

## Student-Selected Material for Slide Show



Students selected political cartoons to add to their pre-Forum power point Slide show, as part of their hands-on learning and preparation for the election Forums.

# Evidence of Growth in Learning-- Student-Selected Political Cartoon



Students initially selected graphics on very broad issues and photos of the candidates. However, as their learning and participation increased, they began to add more complex cartoons relating to the issues and the political system, itself, such as this one the effects of polling and the media on political campaigns

# Applying: Students as Co-Creators of Service Learning The Forums



**DEMOCRACY  
NOW** Get the  
Knowledge

**Education  
Center 109**

September 16 - October 28

**Tuesdays at 6:30 p.m.**

hosted by Northwestern Oklahoma State University Social Sciences Department  
and Government Studies and sponsored by the Oklahoma State Board of Regents

*"We put up fliers all over campus and throughout the town of Alva so the community was well aware of getting involved, and participated.... We are helping each other..."*

*Sometimes you have so many questions you would like to ask but really don't have anybody with the knowledge to ask. These forums give people the chance to get the knowledge they need before going out and voting."*

*--Student Randi Newman*

**DEMOCRACY  
NOW** Get the  
Knowledge

**Tuesdays at 6:30 p.m.  
in EC 109**

**TOPICS of DISCUSSION**

*September 16 - The Constitution & The Voting Process*

*September 23 - The Conventions*

*September 30 - Supreme Court*

*October 7 - The Great Debates*

*October 14 - Media, Campaigns & Candidates*

*October 21 - Issues and Platforms: (Foreign/Domestic)*

*October 28 - The Electoral College*

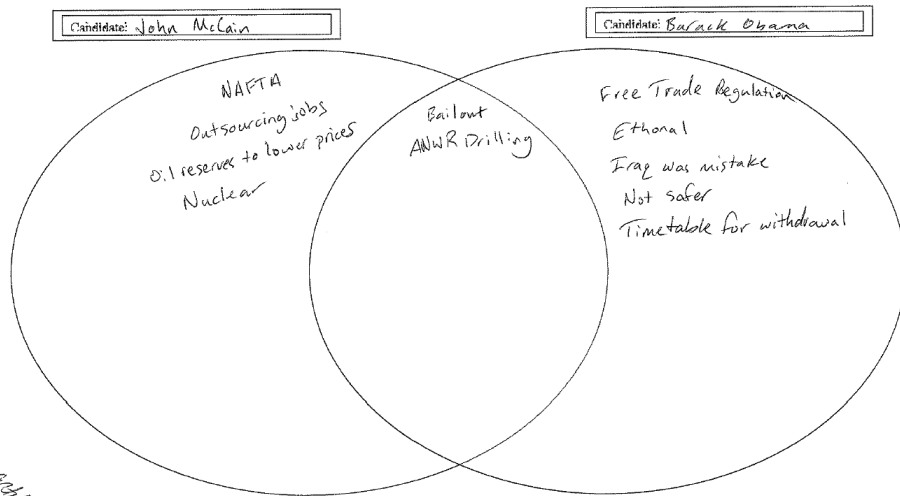
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# Analyzing and Evaluating Preparing for Forums: Student Learning Tools

## Campaign Issue Venn Diagram

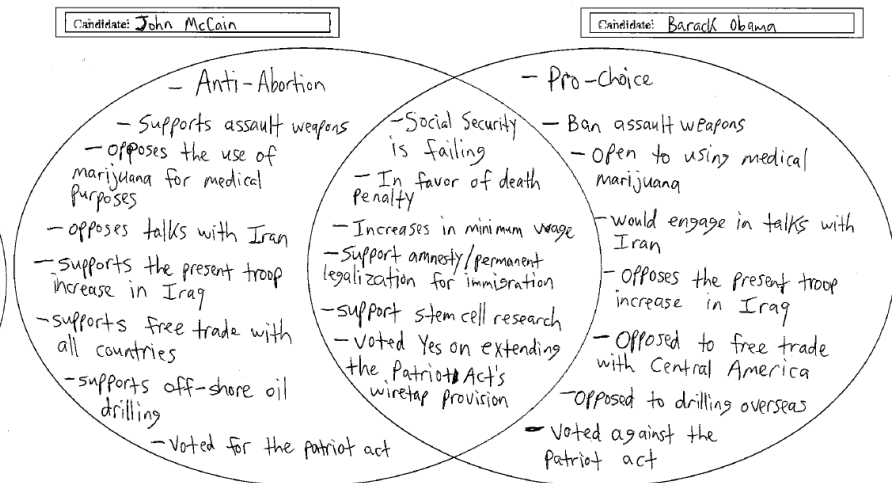
Complete this Venn diagram to illustrate the similarities and differences between the candidates on a particular issue. Research the position of the candidates using C-SPAN video, each candidates' campaign website, and other sources.

use on p. 110



## Campaign Issue Venn Diagram

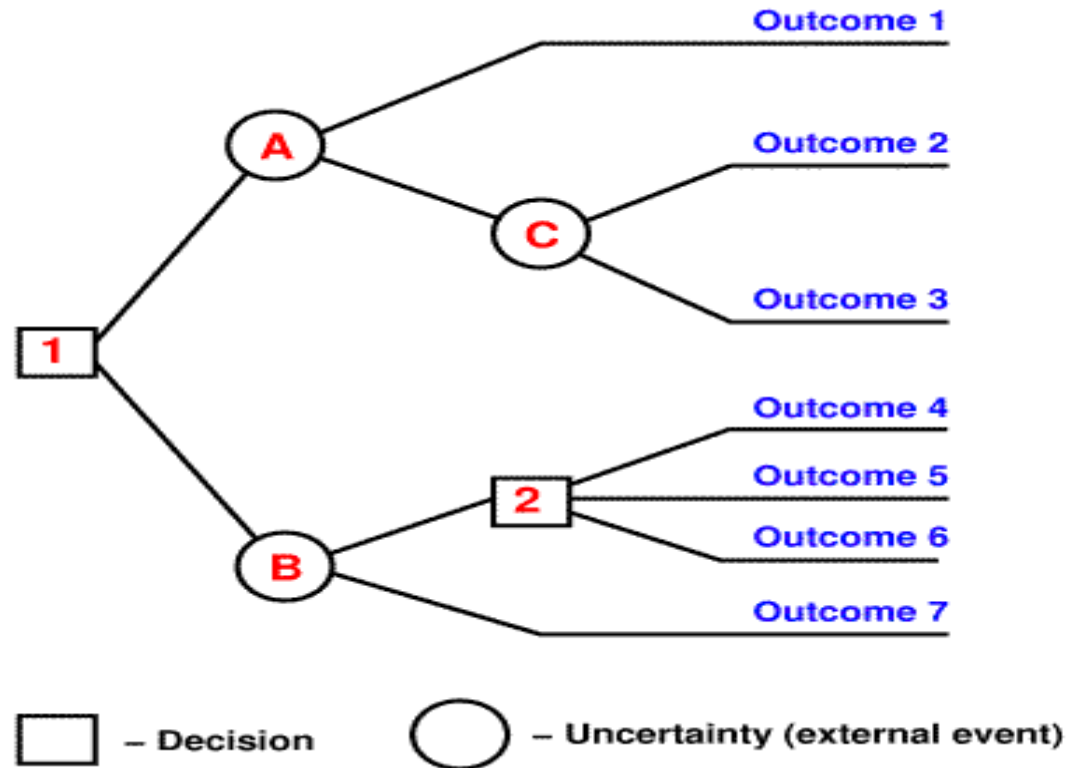
Complete this Venn diagram to illustrate the similarities and differences between the candidates on a particular issue. Research the position of the candidates using C-SPAN video, each candidates' campaign website, and other sources.



Students used Decision Trees and Venn Diagrams  
in Class Learning to Help Prepare for Forums

# Analyzing and Evaluating Critical Analysis Tools for Election Forums Preparation

- A decision making tree is essentially a diagram that represents the decisions, the main external or other events that introduce uncertainty, as well as possible outcomes of all those decisions and events.
- Students used decision trees to plot the potential dynamics of the primary elections and caucuses, to plot potential Supreme Court compositions based on the candidates elected, and to consider various potential outcomes on policy shifts that might occur with each candidate



This is a schematic illustrating the basic elements of decision trees. Squares represent decisions you can make. The lines that come out of each square on its right illustrate all the available options that can be selected at that decision analysis point.

# Creating A Learning Community: Social Sciences Dept : The "A" Forum Team



Social Sciences Faculty Members Served as Facilitators and as Core Forum Panelists

# Broadening Service Learning Beyond the Classroom: The Forums ' Campus Outreach

*"Thank you so much for organizing such a wonderful event for the University. The forums sound like a great opportunity for the Northwestern community to be involved and informed in our election process.*

*.... In fact, several from the Enid campus would really like to hear the panelists.... Sincerely,*

*Cheryl*

**Cheryl Evans, Ed.D.**  
Dean, NWOSU Enid Campus  
Northwestern Oklahoma State University  
2929 E. Randolph  
Enid, OK 73701"

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NORTHWESTERN NEWS

## WHAT'S U

### 'Democracy Now' forums to continue at Northwestern

By KEINDRA SCOTT  
Staff Reporter

The Democracy Now Project is well underway with a new topic forum each week. Every Tuesday night at 6:30 p.m. in the Education Center, room 109, the student government class and the volunteer panelists partake in discussions about selected election topics.

"We're really enjoying the topics, and the forums just keep getting more and more interesting. Each panel member and the people who come, offer up a lot of interesting information

Media, Campaigns, And Candidates", and "Issues and the Candidates Platforms."

With recent arrest of journalists at conventions and concerns of the growing trend towards embedding journalists into not just campaigns, but other sorts of political issues, the topics create a variety of different opinions.

With the broad range of educational background on these panels, they are able to compare and contrast these times to how things got the way they are now socially, politically and economically. O'Halleran believes that this is something that intrigues the people who've been coming to the forums so far.

"I expect that

thank all of the mainstay panelists who include: Dr. J.W. Platt, Dr. Eric Schmaltz, Dr. Aaron Mason, Dr. Roger Hardaway, Melanie Wilderman, Ted Satterfield, Jesse Schroeder, Larry Justice, Dr. Jeff Gustafson, and Jerry McAlpin, as well as others who have expressed interest. Also instructors who have folded attendance at these forums into their course learning opportunities, or who offered extra credit to students for attending," O'Halleran said.

This event allows opportunities for people to come together and really talk about the candidates and issues also getting to know others and their views on the topics.

# Election Forums: Serving the Broader Community



The forums were deliberately non-partisan, yet promised to offer rigorous, interesting, and provocative insight on what was proving to be a most historic, and critical Presidential election.

Members of the academic community and the community at large were invited to attend these weekly election

- An average of 35-50 people attended each of the 7 forums.
- Media coverage was good

## Second session of 'Democracy Now' offers insight into political conventions

To encourage involvement in the voting process, and to help educate voters, Northwestern Oklahoma State University's Social Sciences Department and government students will conduct a seven-session forum called "Democracy Now."

The forum, made possible by a State Regents of Higher Education Campus Compact grant program, has formed as a local, non-partisan service learning project organized and coordinated by a class of government students at Northwestern Oklahoma State University.

These students welcome members of the university, their families and surrounding community residents to attend a series of election forums to be held in the seven weeks preceding the National Nov. 4 General Election.

Through this Campus Compact grant program, these *Democracy Now* government students already have been quite busy conducting weekly, non-partisan voter registration drives around campus and in the community that will continue through Oct. 10. In addition, these hard-working students will

host seven non-partisan, panel-style forums on issues of interest they believe are pertinent to the presidential election and the election process.

The election forum schedule is as follows:

- Sept. 23 – The Conventions
- Sept. 30 – Supreme Court
- Oct. 7 – The Great Debates
- Oct. 14 – Media, Campaigns and Candidates
- Oct. 21 – Issue and Platforms (Foreign/Domestic)
- Oct. 28 – Electoral College

All forums will take place at 6:30 p.m., each Tuesday prior to the November election, in Room 109 of the Education Center at Northwestern. Different panelists with different perspectives over the course of these seven weeks will contribute to the overall *Democracy Now* effort, which is to invigorate community dialogue and participation in the upcoming Presidential election.

Panelists include members of Northwestern's own faculty, who

See *Democracy Page 3*



# Creating: Broadening Service Learning Beyond the Classroom: The Forums ` Community Outreach

- *"I am excited that these events are taking place at the Alva campus! While I am a NWOSU student (although only part-time) and attend classes primarily at the Ponca University Center, to see these kinds of activities is refreshing! I am a returning student, working towards my degrees in History.*
- 
- *Although I am a active Democrat (and serve as chair of the Kay County Democratic Party), I whole-heartedly endorse and support a free, non-partisan exchange of ideas and beliefs.....*
- 
- *Regardless of political affiliation, we are all, first and foremost, Americans, Oklahomans, and voters, and should strive to put those affiliations above mere partisan politics.*
- 
- *Well, enough said on that. But I wanted to wish you luck in these forums.... if I can help in any way, please let me know! "*
- 
- *Bret Carter*
- *Ponca City*

# Forums: Various Student Reflections: Evaluating

- *"The last forum. Very exciting time."*
  - *"I got a lot from this forum as well. Because not only was it informal but to make it more interesting, the professors really got into it."*
  - *"I think it held a lot of attention, the way they argued back and forth. Made a great memory."*
  - *"I learned all these things : I never understood how the electoral college system worked or even how the supreme court was set up. I also never understood swing states.... to know what is going to be on the ballot and be well informed about the candidates....."*
- "When I was on the panel, it was one of the longest forum. One of the best forums. To me this forum was the most interesting..."*

Collection of Student Comments

# Conclusions: Government Class: Evaluating

- *"My government class was much better than I would have ever thought it would have been in a million years. I am really not in to politics but Mrs. O'Halleran made our class fun and it made me want to learn more about politics, and it also helped me explain things to other people that had questions about things that were going on in the 2008 election."*

--Korey Williams

From Student Power Point Presentation

# Conclusions: Evaluating

- *“During the third election forum, which was about the Supreme Court, I learned many things.... This information will come in handy for me, since I am going into criminal justice. “*
- *I will be able to carry the information I have learned from this class and the election forums into my future with me to help me in other classes.*
- *All the things I gathered from this experience will continue to help me with my studies in criminal justice, and could even possibly help me in my career.”*

--Student Brittany Unruh

Student Power Point Project

# Evaluating Things I Learned...

*"When I attended the election forums on campus it helped me to know what it is like to have open dialogue. I learned for what issue people are voting for, who are the preferred candidates, and why people are willing to vote for a certain candidate and not the other.*

*It was a positive experience for me to attend those events, and I enjoyed every time I spent in those forums. I am taking this knowledge home with me to the Congo"*

---Student Michael Ekumbaki

From Student Portfolio



## Conclusions: Evaluating

*"This class was very interesting to me because I never took time to care about the Election until I was in this class. I never was registered to vote until this year. This class made it fun and interesting to learn about the Election and get involved."*

Student Randi Neuman

--From Student Power Point Presentation

# Conclusions:

## Processing the Transformations

- *"It is a year of "Firsts". It is the first year to have a class set up a Voter Registration table in public here, I think. It is the first year to have a public Election Forum here. When I heard we had to serve hours outside of class, I wasn't the least bit thrilled. At first, I hardly wanted to go to class, let alone serve extra hours. However, I came to find out that it wasn't that bad and I actually enjoyed what I was doing."*

--Student Ted Detgen

From Student Power Point Presentation

# Conclusions: Transformations

- *I do know before this class I wouldn't have cared about any of these things and even if I did take another class where I didn't do as much hands on learning a probably still wouldn't care. This class I got me motivated to make an impact in my government and processes."*

--Student Tawny Province  
From Student Power Point Project



# Conclusions: Transformations

Participating  
Student unaware of this  
Application of the course  
To Bloom's Taxonomy—  
Inverts the pyramid,  
Indicating a new  
orientation of learning  
to self—  
e.g.,  
Transformation..

*"I served on a panel in a forum*

*I voiced my opinions and asked  
questions that pertained to the  
subject*

*I aided in the discussions by raising good points  
and asking good questions"*

*"I became a part of something"  
--Student Jason Isaacson*

# Transformational Change: through Service Learning

- *"I now know that I have a voice in the government if I am registered to vote and actually vote. I have been registered since I turned 18, but I never thought I would actually vote because my vote would never matter. "*
- *"... I came to realize that I was lying to myself. My vote does count and matter, plus it's kind of like my vote is my voice for what I would like to happen in this world and help decide and deal with the issues of today and the future."*
- *"The strange thing about this is that before [this project], I had no clue what a democracy was. I saw and heard the word a lot, but I didn't know what it meant.... Voting is the greatest privilege that a person can have."*
- *"I will take this experience with my into the future to help me with the next election."*

--Various student reflections

Power Point Projects and Portfolios

# Conclusion: Service Learning as Sustainable Transformation

- “This course has taught me so much about the importance of government and that my voice does count for something.”  
--*Student Alex Mustain*
- “As for doing this service learning project, it has also gotten my close friends more involved.”  
--*Student Randi Newman*
- “For this government class, today [election day] is an ending but also a beginning.... Our class has been unique because we prepared for this election. The next government class will not be doing that. Maybe the class of 2012 will do similar things to what we did. In this respect, I feel like I was a part of something valuable and special.”  
--*Student Jason Isaacson*

# Conclusion: Service Learning as Sustainable Transformation

I can't help but recall November 4<sup>th</sup> election day.... I had butterflies. I parked and inside to my surprise I saw my coach—old coach Barton. This was an awkward moment. I guess he wasn't expecting one of his basketball girls to be there. I WAS. I stood proudly and looked around. I was the only minority female. As the line grew shorter and shorter, it finally became my turn. My smile was from ear to ear; hands a little shaky, too.... It literally brought tears to my eyes. We are a part of history. *My vote....*  
--*Student Ashley Johnson*

- “There is no better way to learn about our country's process of election other than active learning. Someone can sit in a government class all day, but at the end of the day that doesn't mean they will have understood or taken an active interest in the government and its processes. I will take this class as an experience in life—not just another class.”  
--Student Tawny Province

# The Service Learning Class of 2008



*"Tell me  
and I forget.  
Teach me  
and I remember.  
Involve me and I  
learn."*

--Benjamin  
Franklin

# More Favorite Quotes

- *Ropo Oguntimehin*  
“Education is a companion which no future can depress, no crime can destroy, no enemy can alienate it and no nepotism can enslave.”
- W.B. Yeats  
“Education is not the filling of a pail, but the lighting of a fire.”
- *Epictetus*  
Only the educated are free.