As authors of the article “Teaching abstract vocabulary with the keyword method: Effects on recall and comprehension” examine the use of the keyword technique. As a result they could show that various learner can profit from the keyword method, such as students with learning disabilities. That makes the keyword method very attractive because it does involve all students. The authors of “Keywords Make the Difference! Mnemonic Instruction in Inclusive Classrooms” made a study with 76 participants and investigated the effectiveness of the keyword method. As a result they revealed that learners who used the keyword method were more successful in remembering vocabulary than participants who used verbal definitions or representational pictures. As a result they write that “The keyword method enhances learning of both concrete and abstract vocabulary, as measured by tests of both recall and comprehension” (Uberti, Scruggs &Mastropieri 2003, 57).

Service Learning is a popular form of education in the USA. In Europe and in specific in Germany Service Learning is unknown. Professor Martin Weingardt from the University of Education in Ludwigsburg started in 2009 the first time a transatlantic service learning project in Germany with the support of the Western Oregon University. This led me to examine the idea of creating tutoring by students from the University for students in the local high school. It could also be described as paying it forward.

Why should students from the University tutor in schools? According to the research studies could show of service learning projects that the success seemed to base on the young and authentic tutors. Whether it was teaching sport or building new garden ponds in schools. This positive effect should be used as win to win situation. Both sides benefit from learning with each other.

According to the outcome the input and plan might be quite simple. In 2010 and 2011 the German student Benjamin Adamic introduced to 90 students at the University of Oregon the keyword method. While teaching German in 101 level his students created a vocabulary workbook related to the textbook used in class, called Berliner Platz 1 NEU. In a qualifying study among these students he could prove that approximately six students were willing to tutor younger students in high schools.

Also, in a qualitative study with the German and Scandinavian Department at the University of Oregon the supervisor Matthias Vogel and Professor Susan Anderson were willing to support this project in form of extra credits where German students could get extra credits for tutoring.

Further, in a qualitative study taken place with the Service Learning Program at the University of Oregon the department director John Duncan is willing to share his knowledge for a successful relation between the University – High School.

Finally the teacher Kathy Sarana, a German teacher from the South Eugene High School is willing to support the program.

1. All members must get together and leaders as rules should be announced.
2. The learning materials can be used to teach the students at the University by GTFs
3. Students tutor once a week over each term in school or on campus as volunteers students from South Eugene High school.
4. GTFs introduce every term in each German class (101-301) keyword method and educate students to become volunteers in high schools.

Timeline: No specific date recommended. Teaching and tutoring can start anytime. Previous know ledge is not necessary because all the materials exist.

Budget and Stuffing:
No budget needed! Students from the University of Oregon are tutoring as volunteers. Rooms in school etc. are available. No extra buildings.

Students can take the bus for free.

Stuff: Several members from the department whereas in the beginning an extra meeting is needed. After the meetings are not necessary anymore and just the responsible person can stay in touch via mail.

GTFs support their students

Outcome: the outcome would speculative and therefore a quantitative study should take place if e. g. students who did learn with the keyword method had better grades. Assisting social responsibility for students.

Creating a new educational environment where all important social institutions are involved

4. Advantage / Disadvantage

Plan

Conclusion

According to a previous study taken place in Germany 2009 the student Benjamin Adamic could prove in his thesis about the German gender issue that students who learned with mnemonic devices made less mistakes. The study evaluated more than 160 students from high schools from 22 nations. None of the students ever learned with mnemonic devices.

The first chart show how the students improved while using mnemonic devices. Test 1 and 2 was done without the knowledge of a learning strategy.

In test 3 and 4 a mnemonic device was introduced and the students could memorize words with the appropriate gender. The percentage measures the quotient errors.

The following pie graph shows the dominance learning with mnemonic devices. The black part shows in percentage the success of the learning strategy.

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