

Recent Dissertations on Service and Service-Learning Topics

Volume IV 2004-2006

English as a Second Language International Environment
Civic Engagement Character Education Disabilities
Community-Based General K-12 Literacy Community Development
Service-Learning Institutionalization
Higher Education Edited By Civic Education
Pedagogy At-Risk Youth
Faith-Based Leadership Development Liberty Smith, Ph.D. Multiculturalism
Intergenerational Service Assessment and Evaluation for Reflection Mediation / Conflict Resolution
Partnerships Youth Development
Learn and Serve America's
National Service-Learning Clearinghouse Physical Education
Early-Childhood Education Social Education Social Justice Impacts and Outcomes Social Work
Health Sciences Counseling Art
Theology Environmental Studies Physical Therapy Composition / Writing
Engineering Teacher Education Family and Consumer Sciences Athletics
Criminology Women's Studies Urban Planning
Music Science Computer Science





The National Service-Learning Clearinghouse is a program of Learn and Serve America and is managed by ETR Associates. Learn and Serve America is administered by the Corporation for National and Community Service, which is a part of USA Freedom Corps.

This material is based upon work supported by the Corporation for National and Community Service under Learn and Serve America Grant Number 05TAHCA005. Opinions or points of view expressed in this document are those of the authors and do not necessarily reflect the official position of the Corporation or the Learn and Serve America program.

Acknowledgments: The co-editors gratefully acknowledge the support of Amy Cohen and Elson Nash at Learn and Serve America and Barbara Holland, Larry Hardison, Janine Bird, and Amber Isidro at the National Service-Learning Clearinghouse throughout the preparation of this work.

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Printed in the United States of America

Recommended Citation: Smith, Liberty and Heather J. Martin, Eds. Recent Dissertations on Service and Service-Learning Topics: Volume IV, 2004-2006. Scotts Valley, CA: National Service-Learning Clearinghouse, 2007.

Table of Contents

Introduction	i – i
How to Use this Document	ii – ii
Analysis.....	iii – xi
Abstracts (by Author)	1 – 144
Index by Discipline	145 – 148
Index by Sector	149 – 158
Index by Subject	159 – 172

INTRODUCTION

This is the fourth volume of Learn and Serve America's National Service-Learning Clearinghouse collected service-learning thesis and dissertation abstracts on service, service-learning, and related topics. The first edition identified approximately 110 studies produced from 1990 to 1999. The second volume provided information and abstracts on more than 200 studies written before 1990. The third volume included 127 dissertations covering the time period between 2001 and 2003. The present volume covers theses and dissertations completed between 2004 and 2006.

The intention of this project is to inform the field of the type and diversity of studies being produced on service-learning. Other purposes include building the body of literature so as to increase citations to prior research, to make practitioners aware of relevant research findings, and to assist graduate students in identifying graduate programs and advisors that support research on these topics. We also wish to recognize and encourage scholars who take these topics as the focus of their graduate research in hopes of promoting their continued interest in this line of research. For the first time, this volume also provides a brief analysis of the collection of dissertations from this time period. We hope this will provide some insight into the current state of service-learning research and allow you to consider the arising implications and inspire you towards further areas of inquiry.

Please read and reflect on this literature review from a critical perspective. We make no claims about the accuracy, integrity, value, or strength of each study; we provide only information about the studies and encourage you to seek out the researchers identified and contact them for further information about the nature and content of their work. While we are in the process of obtaining many of the studies not already in our collection for detailed evaluation, we have not actually read the entirety of any of the dissertations identified here. Instead, the dissertation and thesis abstracts in this collection were obtained through a careful search and have been included because the topics seem relevant to the field. We have done our best to include all the dissertations and theses on service-learning that are currently known, but we recognize the likelihood that there are many more studies that warrant inclusion in our listings.

As you review this document please feel free to send your comments to the Clearinghouse or to discuss the work on our email discussion lists. If you are aware of a dissertation or thesis on service-learning produced from 2004-2006 that we have not included in this collection of abstracts, please let us know so we can add it to our collection and make others aware of it. Contact information and our web address are available on the cover of this document. Your feedback will help us determine what materials to include in future volumes and improve our knowledge about current research of service-learning.

HOW TO USE THIS DOCUMENT

The present collection contains 144 master's thesis and doctoral dissertation abstracts (131 dissertation abstracts and 13 thesis abstracts) on service-learning and related topics.

Each dissertation and thesis is listed alphabetically by author and contains information on university, department, advisor, year of publication, and page length. Following this basic information is a short abstract adapted from the UMI ProQuest Digital Dissertation Abstracts database.

We have provided additional access points through three indices found at the back of this volume. The first index sorts the dissertations and theses by sector (K-12, Higher Education, Community-based, Tribal, and Cross-sector), with page numbers directing you to the page containing the full record. The second index arranges dissertations and theses by subject and includes cross-referencing for items which may fall under more than one subject heading. The final index sorts dissertations and theses treating discipline-specific service-learning by the disciplines within which service-learning was studied.

Preceding the abstract listings is a short data analysis of the entire collection and a discussion of those findings.

To access a copy of any of the studies, you will need to contact UMI ProQuest to arrange for purchase. Ordering information is found at the bottom of this page. If you have any difficulty locating any document in this volume, please contact the Clearinghouse for assistance.

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ANALYSIS

Abstract Collection/Analysis Method

Dissertation and thesis abstracts in this collection were gathered by searching the UMI ProQuest Digital Dissertation Abstracts database for dissertations and theses addressing service-learning and related topics produced from 2004-2006. Search terms used were: “service-learning,” “community-based learning,” “community engagement,” “civic engagement,” “community partnerships”, and “service.” Because the last four terms do not include the element of pedagogically-based service inherent in the first two search terms, they were combined with the search terms “education,” “teaching,” and “pedagogy.” After removing duplicates, these searches returned a total of 246 dissertation and thesis abstracts. These 246 abstracts were then analyzed for relevancy to the field of service-learning and 112 were removed, resulting in the present collection of 144 dissertation and thesis abstracts.

We have performed data analysis of this dissertation collection in order to provide a richer picture of the current state of service-learning research. We wanted to investigate what kind of research methods are being used, what topics the research is addressing, and from what departments service-learning and related studies are being conducted. Keep in mind that this is only a brief glance into the current state of the area of graduate study in service-learning and a jumping off point to add to the knowledge base. The type of research in service-learning at the graduate level is in part a mirror for the rest of the service-learning research community. But it also has other important implications for both where the field is, where future research could fill specific gaps in existing scholarship, and where else the field may go.

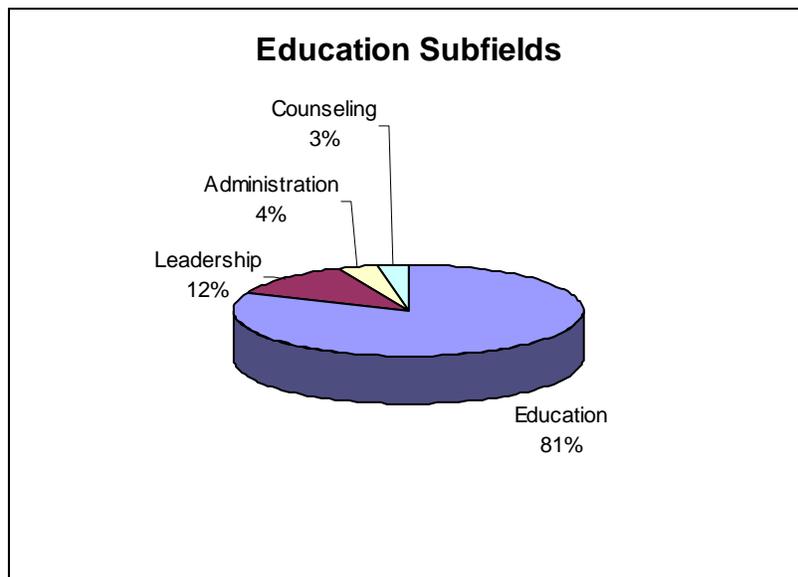
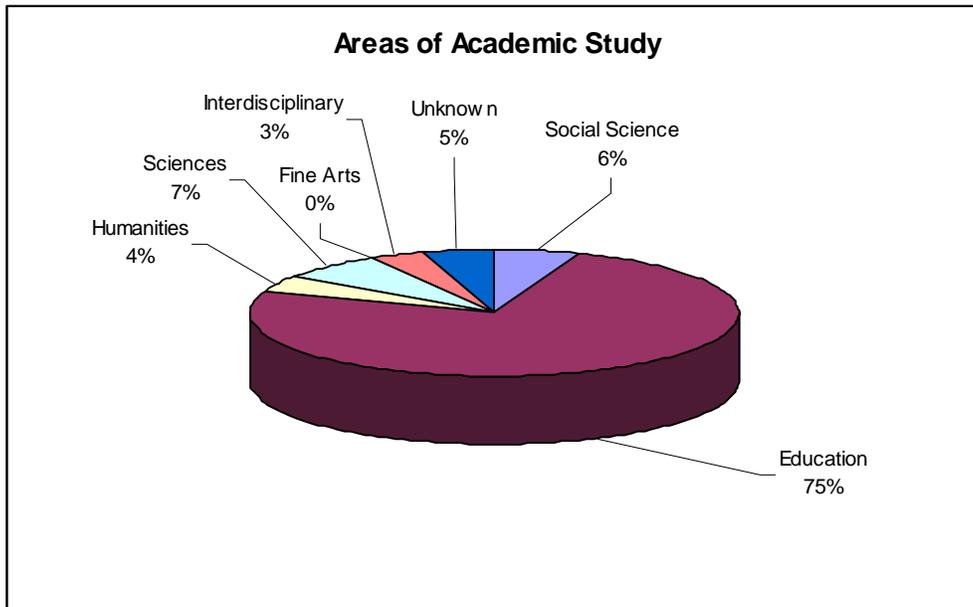
Academic Divisions and Departments

This present collection consists of 144 master’s thesis and doctoral dissertation abstracts (131 dissertation abstracts and 13 thesis abstracts) on service-learning and related topics. Of the 131 doctoral dissertations within this collection 83 of them were submitted in Ph.D. programs, 47 from Ed.D programs, and one from a D.Min program.

An exploration of the various academic areas of study in which the dissertations and theses have been produced shows that an overwhelming majority come from the division of education, with much smaller representation from the humanities, social sciences, physical sciences, fine arts, and interdisciplinary areas.

While education is often considered a part of the social/applied sciences, for the purposes of enabling a more meaningful analysis given its prevalence in these studies, we have separated it from the other social/applied sciences. With education considered on its own as an academic division, it made up 75% of the overall collection. We further broke down education division into subsets which included, in addition to departments of education, administration, counseling, and leadership departments. Physical sciences provided another 7%. Humanities and social/applied science divisions were less represented, at 4%

and 6% of the total collection, respectively. This collection included no studies from the fine arts.

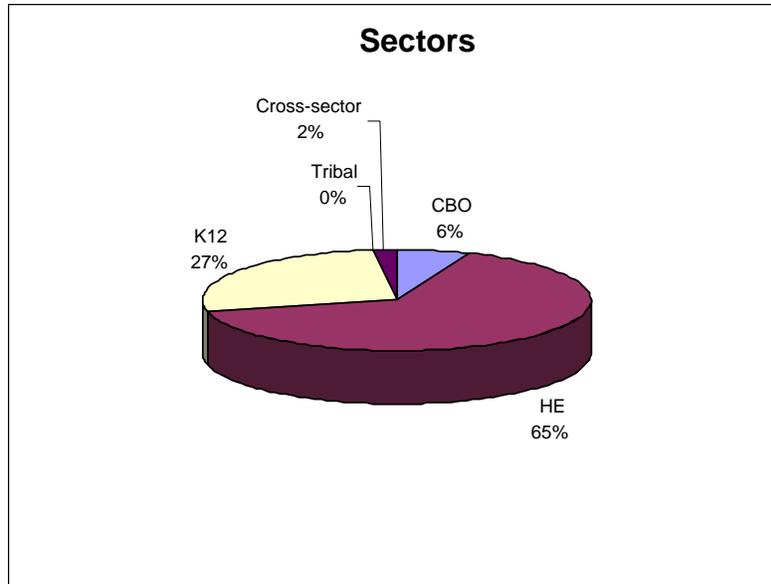


In terms of specific departments from which the studies considered emerged, after education, leadership departments are the next largest producers of service-learning dissertations, with 9%. All other departments fall between 1-5%.

Departments		
Social Sciences	Administration	2
	Criminal Justice	1
	Family & Consumer Sciences	1
	Psychology	2
	Social Work	2
Education	Education	88
	Counseling	3
	Higher Education	
	Administration	4
	Leadership	13
Physical Sciences	Agriculture	2
	Engineering	1
	Environmental Studies	2
	Health Sciences	5
	Humanities	Divinity/Theology
English		5
Fine Arts		
Interdisciplinary	Cross-disciplinary Studies	1
	Urban Studies	4

Sectors

Dissertations and theses were analyzed with respect to the service-learning sector under study. 65% of the dissertations in this collection focused on the higher education sector. Just over half that amount, 27%, addressed K-12 service-learning. There is a much smaller representation of works on community-based organizations (6%) or those that are explicitly cross-sector (2%). This collection of dissertations and theses included no works related to the tribal sector, an already under-represented research area in service-learning research.



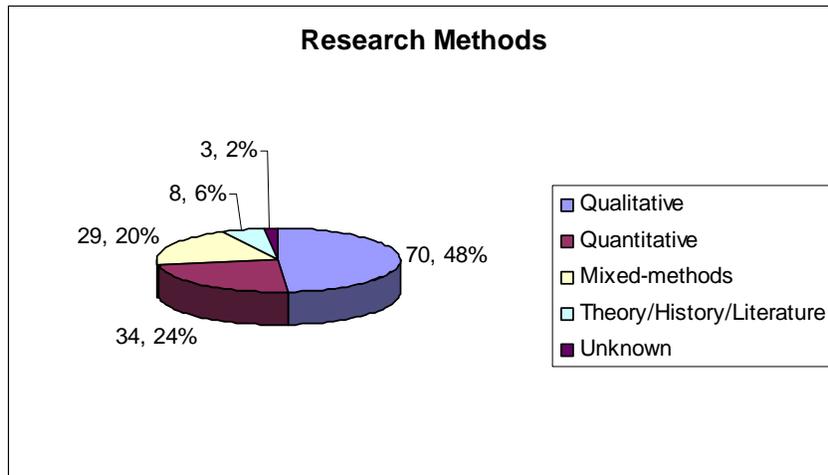
Research Methods

Dissertations and theses were analyzed for the research methods used. This determination was made by reading the abstracts for explicit statements or implicit evidence about methodology. For example, such evidence might have been the mention of interviews, indicating qualitative methods, or pre-and post tests, indicating quantitative research. In abstracts in which no conclusion could be reached the full dissertation was consulted. Research was considered to be qualitative, quantitative, or mixed-methods (employing both approaches). Dissertations utilizing a theoretical or historical approach or consisting solely of a literature review were considered separately from the other approaches.

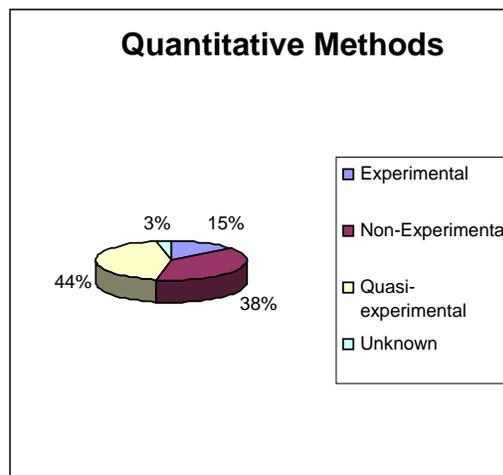
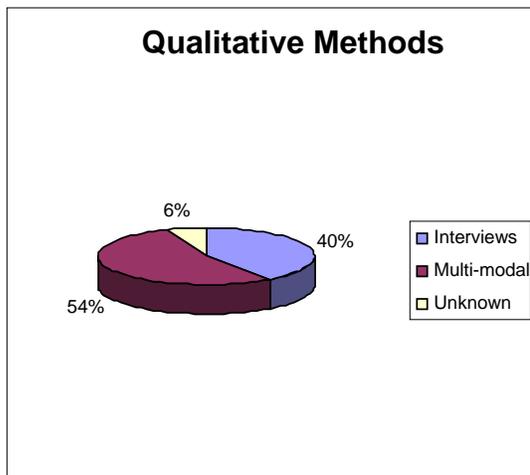
Qualitative and quantitative research methods were further broken down by study design. Qualitative studies were classified as being interview-based or being multi-modal, that is employing two or more qualitative approaches (e.g., interviews and participant observation). Quantitative studies were classified as being experimental, quasi-experimental, or non-experimental. Experimental research was considered to be any study in which an intervention is deliberately introduced in order to observe its effects and in which a random process is used to select individuals or groups to a control or treatment group. Quasi-experimental studies were considered to be those with some experimental structural design such as control groups or pre- and post-testing but in which conditions or treatments are not assigned randomly and instead may have been self-selected. Non-experimental quantitative studies were considered to be those in which causation and variability are studied using quantitative measures but without randomization or intervention from the researchers¹.

¹ Schutt, R.K. (1999). Investigating the social world: the process and practice of research (2nd ed.). Thousand Oaks CA: Pine Forge Press.

A strong majority of dissertations and theses employed qualitative methods (48%). Less than half that number (24%) used quantitative methods. Mixed methods were used in 20% of studies. Dissertations and theses predominantly using theoretical analysis, historical review, or literature review accounted for 6% of the entire collection.



These results show a strong preference for qualitative analysis. Within the research being done quantitatively there is very little use of true experimental research, only 15%, with a much greater emphasis on quasi-experimental studies, 38%, or non-experimental analysis of existing conditions, 44%.



Shadish, W.R., Cook, T.D., & Campbell, D.T. (2002). Experimental and quasi-experimental designs for generalized causal inference. Boston MA: Houghton Mifflin.

Subject

For the purposes of analysis and indexing of the dissertations and theses, a limited number of subject terms were selected from the current classification system of Learn and Serve America’s National Service-Learning Clearinghouse library. These were then modified dependent on need and prevalence.

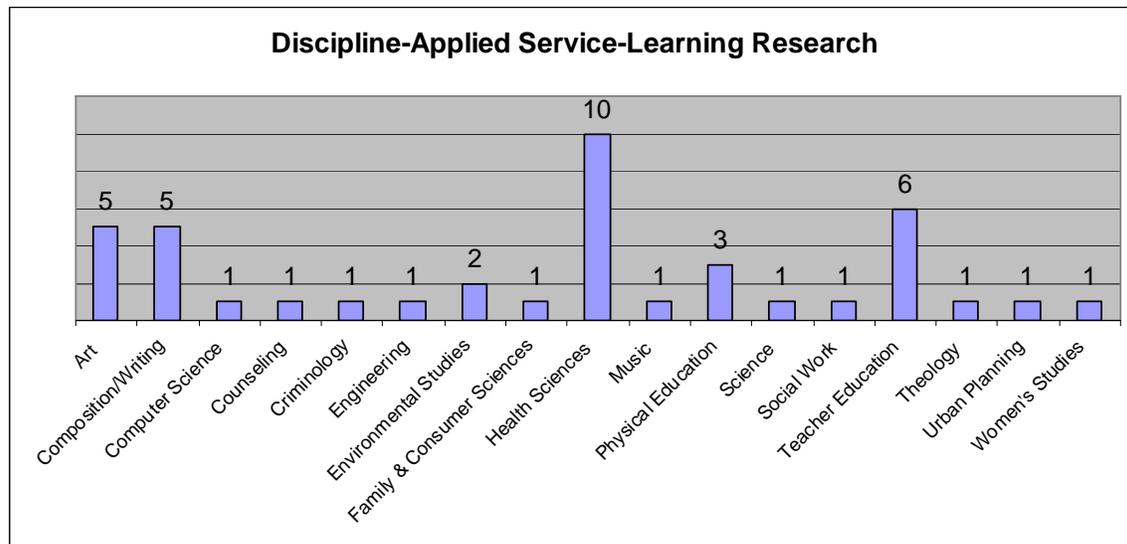
Studies treated a wide array of subjects, with no single subject predominating. That said, several topic areas appeared in a greater number of dissertations and theses than the other subjects identified. These were: service learning in higher-education, civic engagement, multiculturalism, and partnerships.

Subject	
Service-Learning -- Higher Ed	15
Civic Engagement	14
Multiculturalism	10
Partnerships	10
Impacts & Outcomes	9
Service-Learning -- K-12	9
Institutionalization	8
International	8
Pedagogy	8
Faith-based	5
Character Education	5
Service	5
Intergenerational	4
Environment	3
Reflection	3
At-Risk Youth	2
Civic Education	2
Literacy	2
Mediation/Conflict Resolution	2
Service-Learning -- Community Based	2
Social Justice	2
Special Education	2
Youth Development	2
Assessment/Evaluation	1
Community Development	1
Disabilities	1
ESL	1
Leadership Development	1
Service-Learning -- General	1

Discipline-Applied Service-Learning

While not precisely a subject in its own right, discipline-applied service-learning emerged as an additional area meriting analysis. Studies were considered to fall into this subject area if they emphasized a particularly disciplinary area of application for service-learning, often, but not exclusively appearing in the form of a discipline-applied case study. 29% of the dissertations in the collection were identified as falling within this category.

While the majority of service-learning dissertations and theses were produced in education departments, studies of discipline-applied service-learning address a much broader range of academic areas. The most researched disciplines in which service-learning was applied and studied in the collection were the health sciences, teacher education, art, and composition/writing.



Implications for Future Research

While it would be a mistake to attempt to draw many conclusions from the brief analysis conducted of the doctoral dissertation and master's thesis abstracts gathered here, it is possible to make some observations and some wishes based on our findings.

In the area of research methods, we have noted that there continues to be preference among authors for qualitative methods, perhaps because of the methods commonly used by the majority of disciplines represented in the collection. Given the need of practitioners and policymakers for more quantitative and large scale research, the field would benefit from encouraging doctoral students in that direction. However, given the fundamental dissertation/thesis objective of demonstrating the doctoral student's research skills in a contained and singular study, it seems unlikely that this distribution across

methods will ever change much. In other words, the scale of a dissertation study does not often lend itself to large scale experimental works.

As with the need for more quantitative research generally, our analysis of the dissertations and theses demonstrated that even when quantitative research is performed, it rarely involves a truly experimental study design. Given the value of such research for demonstrating the impact of service-learning, and therefore the value to the field of scholars prepared to conduct such research, we would hope to see more quantitative and experimental studies. Once again, as with quantitative research generally, for such an increase in these studies to take place, barriers in terms of scale, time, and funding for this research would likely need to be removed.

Also, we might think about what it means for the field as a whole that the majority of studies are not only qualitative, but also are based on participant observation, documenting practice of service-learning, but not necessarily contributing to the production of service-learning theory or even necessarily production of broadly applicable practice. And even if qualitative remains the dominant paradigm, the specific methods used could be more rigorous.

Moving from research methods to disciplines supporting service-learning graduate research, while it is heartening that so many education departments are embracing service-learning enough to support graduate research on the topic, the dominance of this field in the studies considered in this volume also seems to reflect a need for more support for service-learning scholarship at the graduate level in other fields. We might wonder, moreover, what it means that it appears far easier to conduct graduate research in education on applications of service-learning to a different disciplinary context (e.g. health sciences) than to actually conduct such research from within a non-educational discipline.

In the area of subject matter treated, a particularly discouraging finding of our analysis was the lack of dissertations and theses treating topics related to service-learning in the tribal sector. While it has been the pattern that few dissertations/theses are produced (or at the very least identified for the collection), with only one appearing in the 1990-1999 collection published in 2001 and only one appearing in the 2001-2003 collection published in 2004, it is certainly the hope that as field grows, this research in this sector of the field will show a corresponding growth.

We were surprised to find that several areas that seem to be of special interest to the service-learning community at large in the present moment seem underrepresented in the dissertation collection. Among these were studies on at-risk youth, literacy, and assessment/evaluation in service-learning. It may be that this simply represents the reality of research—that is, that it takes time—and that studies in these areas of current special interest will emerge as more popular dissertation and thesis topics in subsequent years and dissertation and thesis collections. It may also be that there is a communication gap between the service-learning field as a whole and the students producing dissertations and theses. Whichever the case, it may be hoped that as the field develops improved networks

of communication between emerging and established scholars/practitioners, areas of perceived research need and areas of graduate student research interest will more closely coincide.

If these observations reflect the present moment of graduate research in service-learning it is worth pausing a moment to consider the future of graduate studies in service-learning given today's efforts. What will it look like as the field of service-learning grows and the young students now being exposed to service-learning so early begin to pursue graduate research? Will the fields in which service-learning graduate research is conducted diversify? Dissertations will be able to offer a more critical and objective view when other fields of research and their researchers turn their attention to questions about the impacts and theoretical implications of service-learning. What other developments in the scholarship of service-learning will today's young service-learners bring?

Alsup, James Philip, IIAn analysis of the influence of M-Fuge participation on volunteerism and career leadership in service

Advisor: Fredfeldt, Gary J.

2005

The Southern Baptist Theological Seminary
Education

Pages: 173

This dissertation examined the possible influence of the M-Fuge workcamp upon a participant's desire to contribute volunteerism or future career leadership in either community service or mission service. Chapter 1 introduced the research problem and gave attention to such issues as why the church should be concerned with volunteerism. Chapter 2 presented literature pertinent to the study. Issues such as volunteerism, theological presuppositions, servant leadership, service-learning, as well as educational and leadership presuppositions were presented. Chapter 3 presents the methodology for garnering the research data. The research questions, the design of the instrument, and topics such as population and procedures are covered. For the purposes of this study M-Fuge camps in Bolivia and Nashville were surveyed using a pre-test and a post-test Likert scale to determine if there was any shift in interest in volunteer or career desires as result of attending the camp. Chapter 4 addresses the analysis of the findings from the research instrument. The surveys taken by event participants were scored and entered into a database. The database was used to determine levels of influence using *t* Stat scores compared against *t* Critical benchmarks. If the *t* Stat value was higher than the *t* Critical value, then the Null Hypothesis that no influence would occur was dismissed. This test was put to both first-time and multi-time participants for both the events in Nashville and Bolivia.

First-time participants in Nashville and Bolivia consistently demonstrated a greater desire to participate in community service or missions volunteerism. In addition, first-time participants in both Nashville and Bolivia also demonstrated a higher degree of interest in careers in community service or missions. Multi-time participants in Nashville and Bolivia also consistently indicated an increased level of interest in volunteerism and careers in community service and missions, though not in every instance a degree high enough to dismiss the Null Hypothesis. Chapter 5 addresses the researcher's conclusions regarding the data presented. Overall, M-Fuge demonstrates a clear ability to increase the desire of the participant's desire to become involved in either volunteerism or a career in community service or missions. The findings can be useful to churches and mission organizations interested in the role a workcamp or similar mission experiences can play in promoting missions education and action. Recommendations have been made concerning how this research can be extended for further study.

Sector: CBO

Research Method: Quantitative – Quasi-experimental

Subject: Faith-Based

Author-Assigned Keywords: Social studies education, Social work, Religion

Altman, Jennifer H.Matching university resources to community needs: Case studies of university-community partnerships

Advisor: Lake, Robert W.

2006

Rutgers The State University of New Jersey - New Brunswick
Urban Planning and Policy Development

Pages: 195

University-community partnerships afford a unique opportunity to provide resources to urban communities. Despite the growth and proliferation of such partnerships, most studies focus on project outcomes, and the complex issues surrounding the formation and structure of partnerships have received far less attention. This study adds to the literature through an investigation of the formation of university-community partnerships. It is guided by the following principal research questions: How are university-community partnerships initiated and formed? How are community needs, university resources, and partnership projects identified? And what contextual factors appear to influence these processes? Through case studies of four university-community partnerships, the study used qualitative methods to gather data from in-person interviews, direct observation, and document analysis. The research revealed that potential partners depend on two key factors to guide them through partnership initiation and formation: previous relationships and access to existing data. Previous relationships with community members shape every part of the process, from the decision to enter into a partnership to the choice of a target area, and therefore influence what information is used to determine community needs and partnership activities. In addition, relationships within universities and colleges ultimately dictate the choice, knowledge and availability of university resources, far outweighing the mere presence of those resources themselves.

The conclusions of this study underscored the importance of previously existing data on communities. These data often impact the very decision to initiate a partnership, as well as the selection of target community, type of partners, needs, and projects. Acquiring some level of understanding of a community and its dynamics can serve to avoid many future difficulties. Conversely, many community members and issues continue to be ignored by potential partnerships, due to the absence of available or accessible data. Recommendations made seek to improve the ways in which new relationships can be built between and among university and community members, as well as foster the collection and sharing of information on communities and university resources.

Sector: HE

Research Method: Qualitative – Multi-modal

Subject: Partnerships

Author-Assigned Keywords: Higher education, Urban planning, Area planning & development

Amy, Carolyn KraynakService-learning as a facilitator of school culture change: A multi-site case study of two Ohio schools

Advisor: Aquila, Frank

2005

Cleveland State University
Urban Education

Pages: 247

Two Ohio high schools, each of which had been using service-learning for at least 10 years and was recognized for its exemplary service-learning program, participated in a multi-site case study. The purpose was to explore the possibility that successful implementation of a teaching technology such as service-learning had effected a change in the culture of each school and, further, to explain the presence or absence of change in relation to identified elements that characterize an organization's culture (values, beliefs, norms, sense of purpose, processes, behaviors, interactions, rituals, and the meaning of events) and factors that provide support for an organization's culture (administration support, adequate funding, awareness and familiarity, and faculty involvement). Data was gathered using qualitative methods including interviews, observations, and document review. In each school, interviews were conducted with school administrator(s), service-learning coordinator(s), a sampling of teachers, students, parents, and community members. Also, specific events, activities, and documents were identified for observation and review.

Findings indicated that service-learning could change the culture of a classroom, making a difference in relationships between teachers and their students, students with other students, and students and teachers and their community sponsors and partners. However, it was not demonstrated that service-learning changed the culture of either school. For a service-learning program to effect a change in a school or district culture, it would need to be integrated across the organization and considered a normal way for a school to perform its function of teaching, to address its mission of education. In both cases, if the school community could be envisioned as a series of concentric circles with classrooms in the center, surrounded in turn by their school, district and board, and finally by their community, the changes seen were not distributed evenly throughout the series of circles. Instead, changes could be seen in a distinct wedge extending from the service-learning classroom in the center and including the school, district, and community circles. In both cases, the service-learning wedge had its own culture that sometimes was reflected in other parts or levels of the series of concentric circles, but that nevertheless remained separate.

Sector: HE

Research Method: Qualitative – Multi-modal

Subject: Institutionalization

Author-Assigned Keywords: School administration, Secondary education

Anderson, Tracey K.Assessing student learning outcomes in health professions service-learning courses

Advisor: Goeres, Ernest

2006

West Virginia University
Educational Leadership Studies

Pages: 251

Service-learning is a pedagogical method that is currently on the rise in health professions schools as a method of meeting "Healthy People 2010" objectives (Narsavage, Lindell, Chen, Savin & Duffy, 2002). The intended result for participating students is an increased awareness of health care issues, civic responsibility, and course content in this learning experience. However, there is no clear assessment documentation that shows health professions students are meeting the intended learning outcomes. Eyler (2000) indicates that outcomes in service-learning have not been "well studied and relatively little attention has been given to defining learning outcomes that would be expected to be enhanced by service participation" (What we know, para. 1). The purpose of this study was to examine how health professions program faculty assess students in their service-learning courses and if students achieved intended learning outcomes. In this qualitative study, the researcher conducted interviews with health professions faculty and analyzed documents including their course syllabi.

This study revealed that faculty were the main individuals responsible for the assessment of the learning outcomes in service-learning courses, and that the outcomes identified on course syllabi were mainly cognitive. Faculty implemented multiple measures to assess student learning and adjusted learning activities as necessary based on feedback from students. Recommendations for practice emerged from this study such as reaching consensus among faculty about what to consider as high quality service-learning courses. In addition, faculty should clearly articulate all of the learning outcomes they intended students to achieve on course syllabi. Another recommendation for practice is the implementation of faculty workshops or seminars to guide faculty in the identification of learning outcomes associated with high quality service-learning courses. This study also outlines areas for further research such as investigating formal types of faculty workshops or seminars offered through various units including service-learning centers as well as teaching and learning centers.

Sector: HE

Research Method: Qualitative – Interviews

Subject: Assessment/Evaluation
Discipline Specific – Health Sciences

Author-Assigned Keywords: Higher education, Health education, Educational evaluation

Armstrong, Josh P.Developmental outcomes of service-learning pedagogies

Advisor: Torney-Purta, Judith

2004

Michigan State University
Education and Leadership

Pages: 121

This study explored the psychosocial development outcomes of service-learning from three distinct models: ongoing continuous service throughout a semester in co-curricular service-learning; one time, intensive week-long spring break service-learning trips; and ongoing service through a semester of academically-based service-learning. A control group of students who had no involvement in service-learning was used for comparative purposes. The Student Developmental Task and Lifestyle Assessment (SDTLA; Winston, Miller, & Cooper, 1999b) was administered to college students involved in each of the three types of service-learning and the control group to examine the Developing Autonomy Task and the Developing Mature Interpersonal Relationships Task, as well as the various subtasks that provide specific components of the larger developmental tasks. This instrument was administered as a pretest at the beginning of the academic semester, and then again at the end of the academic semester as a posttest to determine the developmental differences.

The findings indicated that there were significant developmental differences among the three service-learning pedagogies. In particular, the results suggested that, based on the SDTLA Developmental Tasks, the Spring Break Service-Learning pedagogy had statistically significant psychosocial development gains. In addition, on the SDTLA Developmental Subtasks, participants involved in the Co-curricular Service-Learning pedagogy showed the greatest gains in psychosocial development. The Academically-based Service-Learning pedagogy had no statistically significant psychosocial development gains. Implications for service-learning practitioners include further understanding of the developmental outcomes of these service-learning types.

Sector: HE

Research Method: Quantitative – Experimental

Subject: Impacts & Outcomes

Author-Assigned Keywords: Higher education

Bagnardi, MargaretNursing faculty intention to use service learning as pedagogy in higher education

Advisor: Blanton, Linda; Nevin, Ann

2006

Florida International University
Higher Education

Pages: 118

The purpose of this study was to identify the factors that motivate nursing faculty to use service-learning. The study was based on the theory of planned behavior (TPB), which implies that the target behavior of intention to use service-learning in higher education is influenced by the predictor variables of behavior beliefs (attitude), normative beliefs (peer influence), and control beliefs (confidence and resources). External variables were also considered (years of teaching experience, tenure status, and the type of curriculum). Group interviews and a pilot test were conducted to create the instrument for the study, and Cronbach alpha were calculated for survey item reliability. The participants were full time undergraduate nursing faculty members ($n = 160$) in the Southeastern United States who taught in universities with accredited nurse education programs. Demographic data as well as scores on scaled survey responses were used to evaluate the intention of nursing faculty to use service-learning in their classes. Pearson product moment correlation coefficient and path analysis were applied to the data.

The correlation findings indicated that there were statistically significant relationships between behavior beliefs, normative beliefs, and control beliefs and nursing faculty intention to use service-learning. The path analysis also indicated that behavior beliefs and normative beliefs were significant, while control beliefs were not a strong influence on intention to use service-learning. Normative beliefs showed the strongest direct influence. The use of a community based curriculum also had a positive influence on intention, and faculty with tenure status were more likely to have positive behavior beliefs (attitude) towards service-learning. Finally, as teaching experience increased, positive attitudes towards the intention to use service-learning decreased. Seventy-nine percent of the variation in the intention to use service-learning was explained by the theory of planned behavior, the type of curriculum, teaching experience, and tenure status. These results will assist nursing administration and faculty to design strategies to facilitate the implementation of service-learning pedagogy, as well as a community based curriculum which will help meet the 21st century goals set forth from the American Association of Colleges of Nursing.

Sector: HE

Research Method: Quantitative – Quasi-experimental

Subject: Discipline Specific – Health Sciences

Author-Assigned Keywords: Higher education, Nursing, Curricula, Teaching

Banda-Ralph, RuthService learning in a community college

Advisor: Hiatt-Michael, Diana

2005

Pepperdine University
Institutional Management

Pages: 150

The purpose of this study was to assess the service-learning (SL) efforts currently in place at a two-year community college in Los Angeles County, California. The study identified the characteristics of SL and ascertained the extent to which these characteristics aligned with best practices of SL and recommended strategies for increasing SL at this college. One hundred and fifty-six faculty members responded to the SL survey that was distributed to all 729 full- and part-time faculty at the college. Thirty-nine respondents indicated they were utilizing SL. The findings of this group showed SL was in 9 out of the 10 college divisions. These SL programs reflected the primary characteristics commonly used in service-learning.

A total of 82% of the faculty encouraged students to participate in SL, 63% identified SL sites and 55% participated in SL activities. Findings for this group also showed that 53% of the female faculty used SL compared to 33% for male faculty. Women and men were about equal for full- and part-time faculty. Fourteen faculty were interviewed for an in-depth study of SL. The findings of this group showed 93% of the faculty encouraged students to work in the community to promote civic responsibility, 78% of these faculty combined SL in their courses, 78% collaborated with community partners to improve and assist those in need, 53% worked closely with community groups. The average years for teaching for these faculty was 22 with an average of 17 years at the college studied. These faculty members used SL for an average of 16 years, showing a high commitment to SL pedagogy. This study concluded that SL is driven by faculty committed to community service, student success, and teaching by putting theory into practice.

Sector: HE

Research Method: Quantitative – Non-experimental

Subject: Service-Learning – Higher Ed

Author-Assigned Keywords: Curricula, Teaching, Community colleges, Higher education

Banerjee, Madhumita

Motivations for service-learning among family and consumer sciences college faculty: Influence of teaching perceptions, efficacy, and practice

Advisor: Hausafus, Cheryl O.

2005

Iowa State University
Family and Consumer Sciences Education

Pages: 149

Trying to understand connections between Family and Consumer Sciences (FCS) and service-learning could improve the implementation process of this pedagogy in FCS courses. According to Giles and Eyler (1998), identifying ways by which service-learning can enhance subject matter learning is the first of their top ten unanswered questions in service-learning research. The primary objective of this study was to examine characteristics of FCS collegiate faculty who do and do not incorporate service-learning in their teaching, determine their teaching efficacy levels and dominant teaching perspectives, examine their perceptions about service-learning as an effective teaching strategy within FCS, and identify the factors that motivate and deter FCS faculty's use of service-learning.

Survey results from 375 FCS faculty members in institutions of higher education across the United States confirm the belief that service-learning can be an effective tool for learning and teaching within FCS. Almost 60% of the FCS faculty reported to have implemented service-learning in their teaching. Both service-learning and non service-learning faculty, in general, had high teaching efficacy levels. The dominant teaching practice for all faculty was Reflective-Ethical, irrespective of whether they were service-learning or non service-learning faculty. Service-learning faculty received encouragement from department chairpersons and other colleagues in the department. Advice from colleagues and attendance at professional organizations and conferences provided faculty with useful instructional support. Student outcomes motivated faculty most in their decisions to incorporate service-learning. Concerns related to time, logistics, and funding; reward structure; and inability to use service-learning effectively were reported to be potential factors that might cause faculty to discontinue their service-learning efforts. For non service-learning faculty, issues related to time, logistics, and funding; and curricular and pedagogical concerns, were the greatest deterrents to using service-learning.

Sector: HE

Research Method: Quantitative – Non-experimental

Subject: Pedagogy
Discipline Specific – Family & Consumer Sciences

Author-Assigned Keywords: Home economics, Higher education

Bennett, Jeffrey V.Community-based learning and social support in the Midwestern District High School Internship Program: Relative influences on seniors' occupational and citizenship engagement orientations

Advisor: Marks, Helen

2006

The Ohio State University
Educational Leadership

Pages: 195

Educating youth for socially and economically productive adult roles is essential to sustaining a strong, democratic society, and central, many argue, to the role of high school and the mission of public education. This study examined the efforts of the large, urban Midwestern School District to provide socially productive community-based learning experiences for all of its high school students through community service and work-based internships. Many argue that student participation in community service and work-based learning addresses many occupational and citizenship disengagement risks faced by high school students today especially in higher poverty and traditionally low academically-achieving urban contexts. The principal hypothesis, informed by ecological systems theory, was that social support from adult supervisors and mentors would positively affect students' occupational and citizenship engagement orientations over and above the influence that programmatic experiences provided. The researcher conceptualized social support as having a mentor, receiving information about future plans, encouragement, and written and verbal performance feedback in the course of their program activities. Occupational and citizenship engagement orientations are those attitudes or intentions demonstrated by students at the end of their senior year to pursue a career pathway and to engage in future political and civic behaviors.

Findings from this study suggested that programmatic experiences alone are insufficient to produce the desired outcomes unless social support for student efforts accompanies them. The Internship Program of the Midwestern District exemplifies the phenomenon of a well-intended educational reform policy that faltered without the necessary formal structures, planning, and knowledge to adequately accomplish their objectives. Increasing capacity for implementing a mandatory community-based learning policy requires adequate systems of social support. Survey data for this study were collected from all seniors in the district's 18 high schools (N = 1,741). Ordinary Least Squares (OLS) is applied in a hierarchical regression in four stages. The first stage investigated the influence of community service and work-based internships on the dependent variables. The second stage determined how much variance in the dependent variable is explained sequentially by the social support variables over and above that which is explained by the program independent variables. The third stage examined the effect of social background characteristics independent of the programmatic elements and social support. The fourth stage investigated the interaction between students' programmatic experiences and the social support they receive.

Sector: HE

Research Method: Quantitative – Non-experimental

Subject: Civic Engagement

Author-Assigned Keywords: School administration, Secondary education

Berg, Wanda

Making a difference, making connections: Perspectives of college faculty and practitioners leading a service experience abroad

Advisor: Gershman, Kathleen

2006

The University of North Dakota
Teaching and Learning

Pages: 180

The *Asociacion Nuestros Ahijados* or the GOD'S CHILD Project, is a service organization founded in 1991 by a North Dakota native to help Guatemalan children who were poor or abandoned. The Project focuses on health, education and human rights for children in Guatemala. The University of Mary is a small Catholic Benedictine college in North Dakota. Currently, educators from the University of Mary travel with groups of students to provide services in Guatemala, in collaboration with the GOD'S CHILD Project. The purpose of this qualitative study was to learn about aspects of culture, spirituality, and leadership as it relates to quality health care in general, and more specifically to college educators and health care practitioners who provided services to children and families in Antigua, Guatemala, through a collaboration between the GOD'S CHILD Project and the University of Mary. It is important to explore spirituality and cultural effectiveness, as there are government mandates to include both in health care today. In addition, health care professionals need to be leaders within their workplaces, their local or global communities, and within their professional organizations to promote health and wellness, to maintain quality care, to advocate for patients, and to advance their own professions. The researcher used grounded theory methodology to collect and analyze data. Health care educators and practitioners were interviewed regarding their service experience in Guatemala.

Results of this study suggest that cultural effectiveness is a process that requires direct interaction with other cultures, and will not occur in student practitioners from classroom experiences alone. This study found that the participants were servant leaders who acted as positive role models for their students in the midst of poverty and limited resources. Despite the language barrier and few resources, participants developed therapeutic alliances with the people they served in Guatemala, and made a difference by giving of themselves. Further, participants recognized the importance of spirituality in client centered care. Spirituality implied meaning, a connection, or relationships with others, which in turn fostered personal spiritual growth for participants in the study.

Sector: HE

Research Method: Qualitative – Multi-modal

Subject: Faith-based
Discipline Specific – Health Sciences

Author-Assigned Keywords: Nursing, Higher education

Bergstrom, Robyn H.

Serving to learn, learning to serve: A phenomenological study of service-learning

Advisor: McCaslin, Mark L.

2004

University of Idaho
Education

Pages: 100

Urban Studies Program counselors' service-learning experience. In the program's 11 years of existence, there had not been an investigation or interpretation of the Chicago counselors' experiences and the long-term influence on the counselors. The purpose of this study was to understand the lived meaning of the service-learning experience and to discover the extent of the long-term influence of service-learning on the girls' Urban Studies Program participants. This study contributes to the qualitative service-learning literature. This is a phenomenological study conducted to understand the meaning and essence of service-learning from the Urban Studies Program counselor's perspective using the Colaizzi method of analysis. The statement of identification is: Experiencing the meaning of service-learning, counselors developed leadership skills as they taught and learned from both campers and counselors, which strengthened their insight and appreciation for their own lives and the diversity of other's and gave them a desire to continue serving and making a difference.

Sector: CBO

Research Method: Qualitative – Multi-modal

Subject: Service-Learning – Community Based

Author-Assigned Keywords: Adult education, Continuing education

Boes, Lisa

Learning from practice: A constructive-developmental study of undergraduate service-learning pedagogy

Advisor: Kegan, Robert

2006

Harvard University,
Education

Pages: 302

Institutions of higher education are increasingly called upon to prepare graduates for lifelong civic participation. In response, many campuses have created structured opportunities for students to become engaged through service-learning, public dialogues, action research, and community-based learning. As contemporary American life becomes more complex, graduates are also expected to use an internally generated meaning-making system that guides their thinking and feeling, and their relating to self and others. The development of this internal belief system, or capacity for self-authorship (Kegan, 1982, 1994), has become a central goal of higher education. This qualitative study examined the experiences of eight undergraduate students who enrolled in a course on civic engagement and democratic practice. This course was selected because it integrated learning in three developmental domains (cognitive, intrapersonal, and interpersonal) through opportunities for students to analyze historical and theoretical texts, develop and share their personal narrative, and conduct a community action project. The data included observation of a semester-long course, students' written work (eight reflection papers and a final paper), and two semi-structured interviews, including the Subject-Object Interview (Lahey, Souvaine, Kegan, Goodman, & Felix, 1988). Three themes in students' experience were explored: beliefs about the nature and sources of knowledge, learning about self through managing roles and relationships, and learning from connecting theory, practice and action. This study also examined the relationship between students' developmental perspectives, which ranged from "socialized" to "self-authoring," and their experiences in the course (Kegan, 1994).

Students' stories were first presented in theme-based pairs that illustrated how students with differing developmental perspectives experience similar aspects of the course. Analysis of groups with similar perspectives further revealed how development mediates learning. The findings suggested that students with a more self-authored perspective were better equipped to meet the demands of the course. Integrating the findings with two established frameworks for promoting adult and college student development, this study concluded with recommendations for educators who wish to provide experiences that optimize the balance between challenge and support to meet students' varying developmental perspectives. It concluded with examples of how developmentally integrative pedagogy can be structured to support self-authorship.

Sector: HE

Research Method: Qualitative – Multi-modal

Subject: Civic Engagement

Author-Assigned Keywords: Higher education

Bulish, Nan

The voiceless among us: A hermeneutic phenomenological study on the impact of service learning on freshman students' social responsibility and civic engagement

Advisor: Ferch, Shann

2006

Gonzaga University
Leadership Studies

Pages: 237

Although educators are not in agreement about how students learn best, considerable attention in the past decade has focused on student-centered or learner-directed kinds of learning. A common element of all these pedagogies was to provide students with more direct hands-on experience with course work. In order to accomplish this task, service-learning emerged in many disciplines, blending classroom knowledge with community experience. However, there have been limited qualitative studies on the impact of service-learning and composition. The purpose of this study was to describe how service-learning experiences impacted students' social awareness and civic engagement as they served the homeless, providing writing students with real situations and real audiences to dialogue with, reflection, and write about what they had read and researched about homelessness. Using hermeneutic phenomenology as a methodology, this study was comprised of 20 students from several English Composition courses and how they interpreted their lived experiences with the homeless. Journal questions were proposed under the constructs of social awareness and civic engagement and for each recursive phase of Delve, Mintz, and Stewart's (1990) student development model that identified the five phases of involvement in service-learning: exploration, clarification, realization, activation, and internalization.

Findings indicated that as service learners became more socially aware of issues such as poverty, social injustices, and homelessness, they often experienced a transformation of preconceived biases and judgments into a shared community of civically involved participants. Themes that emerged from students' lived experience were as follows: discovering the plight of the homeless, becoming more socially aware of preconceived biases and judgments, transforming experiences, personally identifying with the problems of the homeless, and growing more civic-minded on behalf of the homeless. Data was interpreted and analyzed using Delve et al.'s model and other authors who have written about the benefits of service-learning. The evidence led to a more holistic understanding of humanity with regard to social awareness and civic engagement.

Sector: HE

Research Method: Qualitative – Multi-modal

Subject: Discipline Specific – Composition/Writing

Author-Assigned Keywords: Curricula, Teaching, Higher education, Welfare

Campbell, Charlynn Watson

The experiential art and crafts preferences of senior adults: A preparatory assessment for the implementation of the Project Senior Art model

Advisor: Slatton, Ralph D.

2005

East Tennessee State University
Cross-disciplinary Studies

Pages: 52

Project Senior Art was conceived in answer to the growing need for worthwhile directed activities in our community senior centers and to provide valuable community-based learning experiences for university art students. This intergenerational program recognizes the unique intellectual abilities of older adults and meets the educational needs of senior participants and college art students, providing both creative opportunities for personal growth. Fundamental to the successful development and implementation of the program, and the focus of this study, is ascertaining the experiential art and crafts preferences of the targeted senior adult population. Personal interviews, focus group discussions, and a survey instrument were used to secure the information necessary to plan experiential art activities, recruit student facilitators, and provide the core course content. A high interest in traditional and nontraditional art activities was expressed, with senior adults citing photography, painting, and memory book making as the most preferred media.

Sector: HE

Research Method: Qualitative – Multi-modal

Subject: Intergenerational
Discipline Specific – Art

Author-Assigned Keywords: Adult education, Continuing education, Art education, Gerontology

Carter, Allisa NevesService learning at the public research university

Advisor: Duncan, James P.

2005

The University of Texas at Austin
Higher Education Administration

Pages: 152

Universities are increasingly criticized for not taking an active role in contributing to the improvement of the communities surrounding them and for not instilling a sense of civic responsibility in students. The pedagogy of service-learning addresses both of these issues by involving both faculty and students in the local community as students do relevant community service as part of their academic coursework. However, there is not a clear understanding of how to best coordinate service-learning at large public research universities. This study examined service-learning programs at a set of public, doctoral-granting research universities and evaluated how the location of the service-learning program within the university organizational structure, the program reporting line within the university administrative hierarchy, and the program's historical origin each impacted organizational legitimacy. Organizational legitimacy within this context is the perception that service-learning is valued and that the studied program is the appropriate authority to coordinate this activity within the institutional environment.

This study has not confirmed that service-learning programs located in student affairs or jointly located in both academic affairs and student affairs suffer from a lack of organizational legitimacy as measured by program budgets, number of classes taught, percentage of faculty teaching classes, or community organizations offering student service opportunities. However, the culture of the studied service-learning programs was different in student affairs versus academic affairs administrative locations. Institutional theory predicts that organizational legitimacy would be higher for service-learning programs that report to an upper-level administrator. In this study, this is somewhat supported by the financial data, but not by results on stakeholder participation. The data indicate that for these institutions organizational history continued to influence organizational structure and function. Programs that were originally inspired by students continued to have stronger student leadership and involvement and support from student fee sources. Programs that had specific funding sources as the catalyst were supported more heavily by donations and endowment funds.

Sector: HE

Research Method: Mixed-methods

Subject: Service-Learning – Higher Ed

Author-Assigned Keywords: Higher education, School administration

Carter, Clara Giles

Service-learning: An examination of community college faculty attitudes, integration of services, and institutional support

Advisor: McPhail, Christine Johnson

2004

Morgan State University
Education

Pages: 224

The purpose of this study was to examine faculty attitudes toward the integration of service-learning into the curriculum at community colleges. Service-learning is defined as a credit-bearing methodology that combines community service and classroom instruction, which allows the student to take what they have learned in the classroom to the community, thus fulfilling their civic responsibility. The research design for this study was a sequential mixed method (Creswell, 2003). The quantitative approach included a survey distributed to 1,220 full-time faculty at 12 community colleges in Maryland. The statistical analyses utilized were ANOVA, Pearson's *r* correlation, and Chi-square test to determine statistically significant relationships between variables in this study. A path analysis was constructed to identify the factors that contributed to faculty attitudes toward service-learning. The qualitative analysis examined the level of institutionalization of service-learning at the participating colleges. Interviews were conducted with college administrators, and the responses were analyzed using Curry's Three Conditions of Institutionalization: structural, procedural, and cultural integration.

The findings identified three prevailing barriers to integrating service-learning in the curriculum: (1) lack of institutional support, (2) faculty reluctance to shift in their teaching orientation from teaching to learning, and (3) the misconception of community college faculty in regards to the level of scholarship associated with service-learning pedagogy. The implications of this study were grounded around the three conditions for institutionalization for service-learning: structural, procedural, and cultural integration. A major implication for the structural area suggested a need for community college leaders to integrate service-learning with academic and student affairs divisions to ensure the success of service-learning. In addition, in the area of procedural integration, operating procedures and policies are needed if service-learning is to be sustained. An implication for cultural integration indicated a need for college leaders to examine faculty attitudes, values, and their perceptions of service-learning if service-learning is to be effectively integrated into the curriculum. Several areas for future research emerged from the study. In particular, a comparison of faculty who have integrated service-learning and those who have not can provide significant data to reveal the benefits of the infusion of service-learning into the community college curriculum.

Sector: HE

Research Method: Mixed-methods

Subject: Institutionalization

Author-Assigned Keywords: Community colleges, Curricula, Teaching

Castellan, Catherine M.Service-learning in teacher education: Weaving a tapestry of relationships

Advisor: Valli, Linda

2006

University of Maryland, College Park
Education

Pages: 265

The purpose of this interpretive study was to gain an understanding of the sense freshmen elementary education majors made of service-learning in their teacher education courses. Data were gathered from six majors during their Introduction to Education course in the fall and Learning Theory course in the spring of their freshman year. Three majors participated in a regular model of service-learning while another three participated in a cascading model. Data were inductively analyzed from codes organized into categories and then synthesized into themes. This study was conducted at a private college in a Mid-Atlantic city where many of the students came from middle and upper middle class backgrounds. Service-learning projects involved a local urban elementary/middle school. Findings indicated that majors made sense of their service-learning projects by recognizing that service-learning offered them the opportunity to establish relationships.

A collaborative relationship was established between the majors and individuals in the school which resulted in majors learning how to collaborate and the benefits of collaboration. A reciprocal relationship was established between the majors and the teachers and students in the elementary school where the majors' service activities met school needs. A cognitive relationship was established as majors connected their course content to their service-learning experiences and learned the content. A relationship was established between the majors and others in an urban setting resulting in opportunities for majors to experience, address and adapt to issues related to diversity. Service-learning allowed majors to synthesize teaching principles from their experiences in an urban setting. There were some differences in perspectives between the cascading and regular majors. Cascading majors' experiences allowed them to develop more specific and in-depth insights into the world of elementary education than their regular model counterparts as they planned and carried out service-learning projects *with* the elementary school students. The cascading majors also experienced reinforced pedagogy when they taught the elementary students and then watched the elementary students teach others the same material. The effectiveness of the cascading majors' pedagogical approach was assessed by the application of that knowledge when elementary students introduced and taught the material to others.

Sector: HE

Research Method: Qualitative – Unknown

Subject: Discipline Specific – Teacher Education

Author-Assigned Keywords: Teacher education, Elementary education, Curricula, Teaching

Champagne, Nicole J.

Using case study methodology to assess the influence of service learning processes on competency development of entry-level health educators

Advisor: Allegrante, John

2004

Columbia University Teachers College
Education

Pages: 219

This multiple case study sought to establish if all service-learning projects implemented at the University of Massachusetts Lowell in the Fall of 2002 were equally effective in developing students' competency in the Seven Areas of Responsibility recommended by the National Commission for Health Education Credentialing, Inc. (NCHEC). The study used mixed methods of qualitative and quantitative analytic techniques. A total of 6 projects were analyzed for the study. Three data collection instruments were utilized to evaluate the outcomes of service-learning projects. The first were Student Impact Statements. These written reflection exercises were tailored by the researcher to assess students' perspectives in 3 critical areas of inquiry. These included impact on the target population, progress toward goals, and the range of skills developed by students as a direct result of the service-learning experience. The second data collection strategy assessed student and preceptor perceptions regarding the acquisition of skills in the service-learning project that were directly associated with the NCHEC Areas of Responsibility. Lastly, students submitted evidence of their development of competence in an annotated portfolio. Portfolios were evaluated by an expert panel using assessment rubrics developed by the researcher.

As a result of triangulating the three data collection methodologies, results indicated that not all service-learning projects were equally effective in preparing students in the NCHEC Areas of Responsibility. The convergence of data from the three sources consistently indicated that 3 projects emerged as being more associated with developing students' competency in the NCHEC Areas of Responsibility. These included the following projects: UML Health Services, Girls Inc., and Cambodian Community Health 2010. Data indicated the following projects were less optimal service-learning settings for the development of entry-level health educators: PHASE in healthcare, RCSGL-CAPP, and RCSGL Grant Writing. Conclusions of the study indicate that careful selection of service-learning experiences coupled with rigorous evaluation of outcomes is necessary to assure undergraduate health education students are developing competency in the Areas of Responsibility recommended by NCHEC for entry-level health educators. Recommendations are made to further study service-learning outcomes in Health Education with the goal of developing a list of criteria that could assist educators in the proper implementation of optimal service-learning placements.

Sector: HE

Research Method: Mixed-methods

Subject: Discipline Specific – Health Sciences

Author-Assigned Keywords: Health education, Higher education

Chase, SteveActivist training in the academy: Developing a master's program in Environmental Advocacy and Organizing at Antioch New England Graduate School

Advisor: Watts, Heidi

2006

Antioch New England Graduate School
Environmental Studies

Pages: 357

This curriculum action research study began by raising the question of whether environmental studies programs within higher education should launch activist training programs for public interest advocates and grassroots organizers working for nonprofit organizations focused on environmental protection, corporate accountability, and social justice. Answering that question in the affirmative, the study then focused on the theoretical issues underlying the creation of activist training programs within the academy, specifically within environmental studies programs, and reported on a case study of the successful development of a master's program in Environmental Advocacy and Organizing.

The first section on theoretical issues focused first on the author's own evolution from a teacher focused primarily on critical pedagogy and citizenship education to one focused on expanding the activist training opportunities at his own graduate school and beyond. The study went on to make both the theoretical and historical case for activist training programs within higher education—including offering past examples from extension, service-learning, and professional graduate programs. In the last part of this section, the study identified 5 core curriculum content areas that are key to teaching environmental advocacy and organizing and then discussed the tradition of popular education as the most appropriate educational methodology for activist training programs. The second section reported on the case study of an insider action research project to develop and launch a new master's program in Environmental Advocacy and Organizing. This section presented the author's original proposal to the Faculty of the Department of Environmental Studies at Antioch New England Graduate School, explored their initial reactions, offered answers to key questions raised by them, and, finally, described the basic curricular design of the new program that welcomed its first cohort of students in Fall 2002 and has been directed by the author ever since. The aim of this study was to provide a useful guide for other educators in academia who might be interested in starting similar programs at their own schools, whether in the field of environmental studies or other disciplines.

Sector: HE

Research Method: Qualitative – Multi-modal

Subject: Environment
Discipline Specific – Environmental Studies

Author-Assigned Keywords: Social studies education, Curricula, Teaching, Environmental science

Cho, Min

Artistically serving: A study of Lake County's arts-based service-learning program

Advisor: Villeneuve, Patricia

2006

The Florida State University
Art Education

Pages: 144

This study explored the usage of service-learning with visual art teachers in Lake County, Florida, and used the Concerns-Based Adoption Model (CBAM) as the conceptual framework. Data were gathered using CBAM's three diagnostic tools: the Stages of Concern, Levels of Use, and Innovation Configuration to understand teachers' concerns of, usage levels with, and curricular configurations of service-learning. The findings indicated that visual art teachers in Lake County are at various stages of concern and usage levels of service-learning. Their project profiles also varied, depending on their participation in the district-wide project or school-specific projects. The District's unique service-learning delivery method, which relied on students in service-learning classes to act as service-learning coordinators, can be seen as one of the underlying reasons for the fluctuation in teacher concerns, usage levels, and project profiles.

Sector: K-12

Research Method: Mixed-methods

Subject: Discipline Specific – Art

Author-Assigned Keywords: Art education

Christensen, Mary Botticelli

Exploring undergraduate students' perceptions of their service learning experiences and their learning communities

Advisor: Weinhotz, Donn

2004

University of Hartford
Educational Leadership

Pages: 143

The purpose of the study was to examine how undergraduate students who have participated in service-learning experiences perceive the impact of these experiences on their definitions of their learning communities. Service-learning has strong ties to the pedagogical roots of Dewey, Freire, Piaget, and Kolb and provides students with authentic learning experiences. Studying undergraduate students' perceptions of their learning communities while engaging in their service-learning experiences is important. Understanding the pedagogy of service-learning and the definitions of learning communities has implications for universities and colleges, for undergraduate students, and for communities.

The findings drawn from this quantitative study indicated that: (1) undergraduate students tutoring at the "Public Schools" did perceive their service-learning experience as contributing to an expanded definition of their learning communities; (2) the site of the service-learning experience may be a factor in the expansion process for undergraduates; (3) the demographic characteristics of the undergraduates had no significant effect on the expansion of learning communities; and (4) motivations for participation had no effect on the expansion. The qualitative results reported that students on the pre-test indicated that their learning took place "in the classroom" while the posttest showed an increase in responses of "inside and outside the classroom". Much remains to be learned about how and why some students had a transformational experience and included their service-learning sites as part of their learning communities. When these undergraduate students go out into the world with their perceptions of their learning communities well defined, they may well seek out learning at every turn.

Sector: HE

Research Method: Mixed-methods

Subject: Service-Learning – Higher Ed

Author-Assigned Keywords: Higher education

Ciaramello, Bertha

Schooling for a democratic society: A study of programs that help children become educated citizens

Advisor: Haggerson, Nelson

2004

Arizona State University
Education

Pages: 123

Preparing students to be responsible citizens is considered by many in the U.S. to be the most important goal of public schools. With this in mind, the researcher chose to focus this study on ways to support that goal. The purposes of the research were to determine through the literature the value of programs or types of programs to support the aforementioned goal; to describe an Arizona excelling school which has some of these programs embedded in its curricula; and to provide administrators and teachers with information and guidance in their practice that would assist students with choices to be productive and participatory members of a democratic society.

The research paradigm used in this study was Mythical/Practical, which finds the researcher as participant/observer. The researcher not only affects the process but is affected by the interaction. That means the researcher has and will continue to incorporate what was learned from the excelling school into the current and future schools encountered on her journey as an administrator. Including programs such as (a) service-learning, (b) We The People, (c) character education, (d) anti-bullying (conflict resolution), (e) economics (Stock Market Simulation), and (f) Junior Achievement (Exchange City) in a school contributes to students' civic well-being. On one level this study was an evaluation of the citizenship programs at an excelling school and hence, contributed to the literature on civic education.

Sector: K-12

Research Method: Theory/History/Literature

Subject: Civic Engagement

Author-Assigned Keywords: Curricula, Teaching, Elementary education, Social studies education

Cipolle, Susan BenigniService-learning and social justice: Effects of early experiences

Advisor: Westberg, Karen L.

2006

University of St. Thomas (Minnesota)
Education

Pages: 280

This purpose of this research was to examine the relationship between early service experiences and adult level of service and to construct grounded theory on why and how individuals work for social justice. The study, using both quantitative and qualitative methodology, collected data through the use of questionnaires to investigate the degree to which early experiences in service affect adult attitudes and behavior related to service and social justice. The researcher also interviewed 11 adults who were actively working for social justice to learn about their experiences in, and attitudes toward, justice work. The 1975-1999 alumni from Benilde-St. Margaret's School located in St. Louis Park, Minnesota, comprised the population for this investigation, which was segmented into those with high school community service experience, service-learning experience, and no high school service experience.

The major findings indicated that early service experiences impact adult behavior and attitudes toward service and social justice by developing in individuals an ethic of service and by increasing awareness of self, others, and social issues. The analysis of the data collected from the questionnaires and the interviews resulted in a theory on how individuals develop a critical consciousness and social justice orientation to volunteering through service-learning. This theory consists of three components: (a) the common experiences, beliefs, and attitudes that lead a person to work for social justice; (b) stages of critical consciousness development through service-learning; and (c) stage-appropriate information, experiences, and reflection to foster students' critical consciousness.

Sector: Cross-sectional

Research Method: Mixed-methods

Subject: Service
Social Justice

Author-Assigned Keywords: Curricula, Teaching

Cone, Neporcha T.

The effects of community-based service-learning on preservice elementary teachers' self-efficacy beliefs about equitable science teaching and learning

Advisor: Zeidler, Dana L.

2006

University of South Florida
Unlisted Department

Pages: 282

The National Science Education Standards (NRC, 1996) and Science for all Americans (AAAS, 1989) explicitly state that all students regardless of their age, cultural or ethnic backgrounds, gender, abilities, aspirations, or interest in science should have access to equitable educational resources in science. These equitable resources also include access to efficacious teachers of all students. However, the Standards fail to explicate what practices, if any, lead to the development of these teachers. The primary purpose of this study was to identify teacher education practices that positively influenced preservice elementary teachers' self-efficacy beliefs about equitable science teaching and learning. More specifically, this research study explored the effects of community-based service-learning on the self-efficacy and pedagogical beliefs of preservice elementary teachers regarding equitable science teaching and learning.

This study utilized a mixed-methods research design. Data were collected from 67 participants registered in three elementary science methods courses. One of the science methods courses had an embedded service-learning component. Semi-structured interviews and questionnaires were used to analyze teacher beliefs, attitudes, and sources of self-efficacy. A quasi-experimental design was used to quantitatively measure changes in science teacher efficacy beliefs in regard to equitable science teaching and learning. Changes in participants' scores were analyzed using two 3 x 2 Factorial Repeated-Measures ANOVAs. The results of this study support the value of preservice teachers engaging in community-based service-learning experiences as a way to improve their self-efficacy beliefs and pedagogical beliefs regarding equitable science teaching and learning.

Sector: K-12

Research Method: Mixed-methods

Subject: Pedagogy
Discipline Specific – Teacher Education

Author-Assigned Keywords: Elementary education, Teacher education, Science education

Conley, Michael J.Constructive developmental theory as a method for illuminating the practices of teachers of Community Service-Learning

Advisor: Ackerman, Richard

2005

University of Massachusetts Lowell
Leadership in Education

Pages: 312

Community Service-Learning is a method of experiential education in which teachers offer students an opportunity to express their values through service while learning through reflection. Teachers who use Community Service-Learning (CSL) as a method of instruction in their classrooms may be designing the classroom learning on the basis of something other than a textbook and designing their assessments of learning on the basis of something other than tests. There are two fundamentally different conceptualizations of what CSL is—a charity conceptualization and a change conceptualization—held by teachers who use very similar words to explain what it is that they do in a CSL lesson and why they do it. The teachers can have a particular orientation towards understanding what CSL is that significantly influences how the CSL lessons are presented. This study explored deeply the practices of teachers of CSL by describing their epistemologies; that is, the way they make meaning in the world. It used Constructive-Developmental Theory as elucidated by Robert Kegan to provide a theoretical framework by which to explore, describe and compare the epistemologies of secondary level teachers of CSL. The descriptions of teachers' epistemologies illuminate the way these secondary CSL teachers understand their various curricular decisions, termed their practices.

The study examined the way secondary CSL teachers understand their practice, the knowledge inherent in their practice and the purpose they have in teaching such lessons. Related questions included exploring the way that Constructive-Developmental Theory informs the observations of the teachers' understanding of their practice and how Constructive-Developmental Theory might account for discrepancies between how a teacher describes her practice and how an interested third party might view it. This study was qualitative in nature. A case study method of design was used; four secondary teachers from schools around New England participated. Data was gathered via a survey, classroom observation(s), interviews, an examination of documents and artifacts, and a Subject-Object Interview. The Subject-Object Interview, the primary data gathering tool, asked each subject to relate a particularly memorable school-related episode and then to offer explanations for particular experience that he or she had. The S-OI had a detailed protocol and scoring scheme so that specific types of epistemologies were ruled out and a teacher's particular epistemology was identified in accordance with Kegan's scheme of subject-object relations. The Subject-Object Interview had been used in many dissertations and provided a useful method for triangulating the researcher's impressions of a particular teacher's understanding of her CSL practice.

Sector: K-12

Research Method: Qualitative – Multi-modal

Subject: Pedagogy

Author-Assigned Keywords: Teacher education, Curricula, Teaching

Connell, Mark J.

A synthesis of service learning for Mount Saint Mary College: Dominican spirituality and faithful citizenship

Advisor: Menking, Stanley

2005

Drew University
Theology

Pages: 111

One of the greatest challenges to God's plan for human society is poverty. Economic injustice by institutions and individuals often undermine the dignity of the human person. The City of Newburgh, nestled in the Hudson River Valley of New York, has an underclass that often goes unnoticed by politicians and government leaders. Newburgh has two of the poorest Census Tracts in the whole U.S.A. based on the 2000 Census data. Some of the poor in Newburgh reside at the Cornerstone Residence on Broadway. Through the efforts of Safe Harbors of the Hudson, Inc., the residence is undergoing a complete renovation to improve living conditions and to provide other supportive services to the residents. During the Spring semester of 2004, our Contemporary Moral Issues class, REL3030, undertook the challenge of studying poverty, analyzing its systemic causes and working toward possible transformation for some of Newburgh's poor.

The class partnered with the administration of the residence to create a small coffee shop and cafe as part of the first phase of a multi-phase project to renovate the facility. This shop would create job opportunities for the residents and add to the revitalization of downtown Newburgh. Divided into several committees, the class fundraised, constructed the shop itself, and inaugurated the process of soliciting a food service provider. The project involved all thirty members of the class and each learned through hands-on experience how to confront poverty issues in Newburgh. With the aid of the United States Catholic Bishops document, Faithful Citizenship, and the spirituality of Saint Dominic, the students framed their learning experience. Throughout the project students reflected on the lessons being learned. At the end of the course each student authored a reflective paper integrating the course content with their individual experience. In January 2005, the Kona Cafe opened.

Sector: HE

Research Method: Unknown

Subject: Faith-based
Discipline Specific – Theology

Author-Assigned Keywords: Higher education, Theology

Cook, Lora A.

The relationship between expectation-experience growth discrepancies and satisfaction among students participating in international service-learning programs

Advisor: Hite, Steven J.

2004

Brigham Young University
Educational Leadership and Foundations

Pages: 283

This study explored the relationship between expectation-experience growth discrepancies (i.e., the difference between actual experiences and prior expectations of those experiences relating to growth) and satisfaction of university students participating on international service-learning programs. The participants include approximately 200 Brigham Young University students who went abroad on one of twenty different programs, all located in developing countries, in 2001. The findings revealed that participant expectation-experience discrepancies have a significant relationship with satisfaction, in that the more a participant's expectations for growth (in seven tested areas) were overmet (or undermet), the more (or less) satisfied the participant was with the experience. In addition, several participant and program characteristics were also analyzed revealing many variables that are positively and negatively related to student expectations, expectation-experience discrepancies, and outcomes of growth and satisfaction. In summary, several participant and program characteristics did reveal a statistically significant relationship with levels of reported satisfaction. However, the relationships between these characteristics and satisfaction were not nearly as large as the relationships between expectation-experience discrepancies and satisfaction. For example, the positive or negative violation of expectations relating to participant growth explains, on average, 12% (range was 5-25%) of the variance in satisfaction. In comparison, participant and program characteristics explains, on average, only 2% (range was 1-3%) of the variance in satisfaction.

The study found the following participant and program characteristics were related to higher growth and satisfaction outcomes: age (younger), gender (female), ethnicity (non-white), marital status (single), major fit (tied to program), program type (volunteer), location (Eastern Europe and Latin America), duration (term), and hours (the more the higher). Overall, it was generally younger female participants on shorter programs led by on-site faculty directors who most consistently reported the highest levels of growth and satisfaction. The dissertation concluded with specific recommendations for how these findings can inform practitioners in the selection and preparation of student participants, and in overall program development and evaluation are made, as well as suggestions for future expectation studies.

Sector: HE

Research Method: Quantitative – Unknown

Subject: International

Author-Assigned Keywords: Higher education

Cook, Melissa Renee

Examining students' attitudes toward science and scientific literacy in a non-science major, interdisciplinary course

Advisor: Ganion, Larry; Rogers, William

2005

Ball State University
Education

Pages: 271

This inductive qualitative study examined students' attitudes toward science and their scientific literacy in a course designed on Science Education for New Civic Engagement and Responsibilities (SENCER) ideals. SENCER uses socially engaging issues to teach basic science to non-science majors. A large component of this SENCER course involved a civic engagement project to get the students involved in the community. A combination of quantitative and qualitative methods were utilized to measure changes in attitudes and scientific literacy such as confidence and interest after completing this SENCER course. A Biology Concepts Exam showed a significant increase in scores from pre-test to post-test on biological concepts. The students demonstrated an increase in biological literacy, which was more appropriate to measure compared to scientific literacy. Students in general agreed with the importance of scientific literacy.

The study revealed no significant change in confidence and interest according to the SENCER Student Assessment of Learning Gains survey. However, a Biology Attitude Scale demonstrated a significant increase in positive attitudes toward biology. The Honors 298 class and case study subjects revealed through online reflective questions and semi-structured interviews that their confidence in science remained the same during the semester. A few students noted that their confidence may have increased, but only in specific areas of health science or nutrition. About half of the class, including three case study participants, expressed an increase in science interest and the rest of the class' interest remained unchanged. Most students primarily attributed the increase in interest to application of the nutritional information. The significance of nutrition was similar to the most common theme generated about the SENCER course by the students. They liked the applicability and relevancy of science to their everyday lives. In conclusion, scientific literacy proved to be most difficult to assess and therefore a change in biological literacy was quantified and demonstrated a significant increase during the semester. The term science appears to be too broad to generate a significant change in attitudes, specifically interest and confidence. A more specific area of science, such as biology, did generate increases in positive attitudes and may be more useful when assessing attitudes.

Sector: HE

Research Method: Mixed-methods

Subject: Civic Engagement
Discipline Specific – Science

Author-Assigned Keywords: Science education

Covitt, Beth AmyMotivation in environmental education: Supporting middle school students' motives for helping the Chesapeake Bay

Advisor: Hurlbert, Claude Mark

2004

University of Michigan
Natural Resources and Environment

Pages: 197

This dissertation explores student motivation in environmental education. Motivation concerns the reasons why people choose to engage in various behaviors. Because a major aim of environmental education is to encourage engagement in behaviors that help the environment, an understanding of students' motivations is pertinent for informing environmental education theory and practice intended to foster commitments to environmentally responsible behaviors. Currently, environmental education emphasizes fostering students' motives related directly to the environment (e.g., caring about nature) but does not give much consideration to the broader range of student goals that may be connected with environmental learning and helping. Building on Kaplan and Kaplan's Reasonable Person Model and Clary et al.'s Functional Approach to Motivation, this dissertation explored two main questions. First, if students' motivational goals are supported through environmental education experiences, are they more likely to report intentions to help the environment in the future? Second, what motives are important to students? These questions were addressed based on analyses of quantitative and qualitative data collected with 2,365 middle school students and 37 middle school teachers who participated in combinations of the Chesapeake Bay Foundation's curriculum, service-learning, and field trip programs.

Three themes emerged. (1) Middle school students who fulfill personal goals through their environmental education experiences report greater commitments to learning about and helping the environment in the future. (2) Students share basic human motives, but they bring different motivational interests, preferences, and expertise with them to environmental education situations. (3) Although environmental education experiences have the potential to help students achieve their motivational goals, motive support in environmental education is not automatic. These themes formed the basis for recommendations for ways environmental education can support middle school students' motivations and goals related to learning and understanding, meaningful participation, social affiliation, competence, and autonomy.

Sector: K-12

Research Method: Mixed-methods

Subject: Discipline Specific – Environmental Studies

Author-Assigned Keywords: Educational psychology

Creighton, Sean J.Community partner indicators of engagement: An action research study on campus-community partnership

Advisor: Wergin, Jon

2006

Antioch University
Leadership and Change

Pages: 182

The central purpose of this research study was to develop common indicators of engagement for civic initiatives between institutions of higher education and their community organization partners. The unique aspect of this study was that the indicators were generated by the community organizations participating as stakeholders in campus-community partnerships. Using an action research methodology that involved eleven community organization participants from the health and wellness sector, the study advocated for research that provided a deeper understanding of the perspectives of community organizations.

Findings suggested that significant divides existed in core civic areas dealing with service-learning, relevance of academic research, and equitable treatment of community partners. The study produced a formal set of community partner indicators of engagement that were developed by the participants in the study and disseminated to higher education leaders. The indicators illustrated the expectations of community partners that engaged in civic partnerships with higher education. Additionally, the study provided an analysis of the literature on civic engagement, identifying a lack of empirical research concerned with the perspectives of community organization partners.

Sector: HE

Research Method: Qualitative – Interviews

Subject: Partnerships
Civic Engagement

Author-Assigned Keywords: Higher education

Cruz, Myra LynEnriching youth engagement: An evaluation of a participatory planning and design prototype

Advisor: Blake, Sheri

2004

The University of Manitoba (Canada)
City Planning

Pages: 201

Resident involvement is increasing in community participatory processes in urban planning and design. Children and youth are a key group who should have equal opportunities to be agents of change, yet they are often unacknowledged as contributing members of society. This research advocates opening windows of opportunities that genuinely involve youth in the actual trajectory of change in their communities, and at the same time foster learning and skill development that will allow youth to be more effective in their endeavors towards improving the conditions of their environments. This practicum utilized a case study strategy (with participant observation, photography and focus group sessions) to evaluate a prototype, namely a Planning and Design Club piloted at Gordon Bell High School in 2002, located in the inner city of Winnipeg, Manitoba, Canada. The club ran over a four month period, which aimed to introduce youth to the basics of neighborhood planning and design. The model's main project engaged youth in the delivery of a year-end participatory project that aimed to address a real issue or opportunity in the West Broadway community. Key partnerships were critical in the delivery of the model, namely those between: (1) a post-secondary City Planning or Design Graduate Program, (2) a secondary school, and (3) youth involvement.

Research findings revealed positive outcomes, especially the model's success in inspiring, showing and supporting youth in their efforts to change the conditions of real-life situations, while supporting greater learning and skill development. Overall, the Planning and Design Club demonstrated its achievements as an alternative model of teaching through the utilization of community engagement methods and techniques, and more importantly, brought greater meaning to youth voice and empowerment.

Sector: K-12

Research Method: Qualitative – Multi-modal

Subject: Youth Development
Discipline Specific – Urban Planning

Author-Assigned Keywords: Urban planning, Area planning & development

Cunningham, Henry R.Indicators of community receptivity to international service-learning programs

Advisor: Strenecky, Bernard

2004

University of Louisville
Teaching and Learning

Pages: 147

This dissertation is an exploratory study of the indicators of receptivity that communities portray towards international service-learning programs. Historically, programs such as service-learning programs choose communities and other working partners based on the needs of these communities. International service-learning on the other hand because of the high cost of travel to another country and accommodation needs to minimize the risk of having unsupportive partners. In this light, communities should be assessed to ensure that they are receptive to international service-learning programs. The study was conducted in a community that displayed a high level of receptivity to the University of Louisville International Service-learning Program. It focused on five areas of community receptivity namely: having a shared mission with the University, community involvement, community attachment, community cohesion, and social capital. A qualitative methodology of in-depth interviews was conducted with community leaders.

Results were generally consistent across all five areas studied. The interviews revealed that the community had a shared mission with the University of Louisville to have a successful program, the residents were very involved in the affairs of the community and they were very much attached to it. Results also indicated that community cohesion is important to the community and they displayed a high level of social capital. Analysis indicates that communities receptive to international service-learning programs possess the five indicators of receptivity explored in this study.

Sector: HE

Research Method: Qualitative – Interviews

Subject: International
Partnerships

Author-Assigned Keywords: Higher education, Educational sociology

Cuthrell, Kristen

Service learning: Does it enhance student learning outcomes?

Advisor: Petrusis, Robert

2005

Wilmington College (Delaware)
Innovation and Leadership

Pages: 81

This study examined the impact of service-learning in an Early Childhood Methods course at a local community college. This was a mixed method study using a pre-post-test quasi-experimental design in conjunction with content analysis of student journals. Students enrolled in the treatment group, the day session of the course, participated in fifty hours of service-learning and twenty-five hours of structured reflection. Students enrolled in the control group, the evening section of the course, participated in seventy-five hours of community service without structured reflection. Pre-post-test scores and final grades were analyzed using *t*-tests and the ANCOVA test. Student journals were analyzed for content themes and rated by two raters using a validated scale of reflection. The results were consistent with several other service-learning studies.

The data revealed that students enrolled in the service-learning course scored higher in the pre-post-test gains. Significant statistical difference was found within the two sections in terms of test scores. However, significance was not found between final semester grades. Student journals from the service-learning course were overwhelmingly positive while describing the impact of service-learning on student learning outcomes. As a result of these initial positive findings of the impact of service-learning, in addition to the limitations of the sample size, it is recommended that additional service-learning courses be developed at the community college and similar studies conducted.

Sector: HE

Research Method: Mixed-methods

Subject: Discipline Specific – Early-Childhood Education

Author-Assigned Keywords: Community colleges, Teacher education, Curricula, Teaching

D'Agostino, Maria Josephine

Citizenship and service education: An assessment of service learning and its impact on social capital

Advisor: Holzer, Marc

2006

Rutgers The State University of New Jersey - Newark
Public Administration

Pages: 196

This study attempts to explore the association between service-learning and social capital. Recently there have been many endeavors to strengthen democratic governance by addressing the decline in civic engagement. This decline is claimed to be caused by the deterioration in community due to the lack of existing social capital. Efforts to address this problem have included civic education programs, in particular service-learning, as means of building community. In particular, universities hold an under-explored role in terms of community building through service-learning. Understanding the interrelationship of service-learning and increased social capital can contribute to improved civic education programs, thereby ameliorating the problem of civic erosion. Moreover, it can serve to strengthen the role of the university in community building. Therefore, service-learning research should also focus on the impact of community building in terms of social capital. The purpose of this research is to study the impact of university service-learning programs on community. Accordingly, the following research question is explored: What is the impact of service-learning programs on building social capital?

Based on a questionnaire distributed to two groups of Rutgers University graduates, a service-learning and non-service-learning group, this study finds that social capital is an outcome of service-learning. This study divided social capital into two components: networks and trust. The networks component includes formal and informal networks. The trust component includes general, institutional and personal trust and reciprocity. Regression analysis suggests that the existence of service-learning programs is a significant predictor of social capital factor score and networks factor score. This study also finds that service-learning is a significant predictor of networks when analyzing the service-learning group in terms of the service-learning influence. In addition, comments from former service-learning students show a mixed evaluation of the service-learning influence. In particular, the commitment beyond institutional is needed to establish service-learning programs as an effective tool to address the problem of civic engagement.

Sector: HE

Research Method: Quantitative – Quasi-experimental

Subject: Civic Engagement

Author-Assigned Keywords: Public administration, Social studies education

Davis, Cheryl K.

Motivated to serve, motivated to learn: Theorizing care in the composition service-learning classroom

Advisor: Zint, Michaela T.

2004

Indiana University of Pennsylvania
English

Pages: 218

This study examines the practice of utilizing service-learning activities in the composition classroom from a theoretical and practical perspective. The study examines how theories of care ethics, spirituality, and personal development can help enhance the creation of student-centered service-learning projects. The dissertation poses a fundamental question: What does it mean to "care" in a service-learning composition course? Chapter One provides an overview of the current applications and compatibility of service-learning theory in the field of composition. Chapter Two discusses care ethics as one means of developing caring relationships in service-learning reflective writing and discussions. This explanation is based on the work of care theorists also known in the field of service-learning. However, a majority of the chapter specifically implements practices as discussed in Net Noddings' *Educating Moral People: A Caring Alternative to Character Education*. Chapter Three examines a second theory that can enlighten service-learning discussions and which flows naturally from care ethics: spirituality studies. This chapter addresses varying uses of the term spirituality and how, in the educational realm, it may refer to more than one's personal faith. Finally a theory of personal development and "self-authorship" can ground discussions in the composition service-learning classroom. Chapter Four intentionally discusses students' learning journeys as foundational for work in composition service-learning.

Marcia Baxter Magolda's work, *Making Their Own Way: Narratives for Transforming Higher Education to Promote Self-Development*, forms the framework for this examination of how being attuned to students' process of personal development can aid service-learning practitioners as they seek to bridge the gap between school and "real life," the world of the classroom and the world of the community at large. Though each chapter ends with ideas for implementation, Chapter Five specifically discusses issues of implementing these theories in practical ways in the composition classroom, sharing stories of the author's teaching experiences. This theoretical and practical approach helps examine service-learning in the composition classroom as a tool to develop life-long learning goals.

Sector: HE

Research Method: Theory/History/Literature

Subject: Discipline Specific – Composition/Writing

Author-Assigned Keywords: Rhetoric, Composition

DeCicco, Stephanie L.Relationships between organization structure and the institutionalization of service-learning in engaged community colleges

Advisor: Bragg, Debra D.

2006

University of Illinois at Urbana-Champaign
Education

Pages: 206

The purpose of this study was to examine whether relationships exist between organization structure and the institutionalization of service-learning in engaged community colleges. Service-learning is the integration of community service and academic study. It provides a link between learning and community problem solving while at the same time offering students educational experiences that reflect the world in which they live. An *ex post facto* survey designed by this researcher with portions based on Furco's (2004) institutionalization survey was used with individuals associated with service-learning at two-year colleges from the American Association of Community Colleges (AACC) and Community College National Center for Community Engagement (CCNCCE). A purposive sample of 264 community colleges engaged in service-learning programs was utilized (250 adjusted sample), and a total of 120 surveys (48%) was returned. Participants were primarily coordinators of service-learning programs or faculty teaching courses with service-learning components and represented community colleges and technical colleges throughout the United States. Data were analyzed using descriptive statistics, Pearson product-moment correlation analysis, Spearman rank-ordered correlational analysis, independent sample t-test, and ANOVA.

Significant relationships were found between the components of organization structure (centralization, complexity, formalization interconnectedness, organizational slack and size) and the institutionalization of service-learning. Significant relationships were not found between the form of service-learning utilized by colleges and the level of institutionalization of service-learning in the sample group. By knowing whether a relationship exists between organization structure and the institutionalization of service-learning, colleges may begin to develop a unique set of organized activities to further service-learning at the institution and develop specific strategies for the institutionalization of service-learning.

Sector: HE

Research Method: Qualitative – Unknown

Subject: Institutionalization

Author-Assigned Keywords: Community colleges, School administration, Higher education

Deiger, MeganThe impact of service learning on cognitive complexity

Advisor: Tindale, Scott

2005

Loyola University of Chicago
Social Psychology

Pages: 82

The current study investigated the impact of participation in a service-learning course on expressions of integrative complexity in written work. Students were recruited from courses that either contained or did not contain a service-learning component. Student essays were collected at predetermined points at the beginning of the semester (Time 1) and at the end of the semester (Time 2). All essays were coded for levels of total complexity and total integration by two independent coders. Essays were analyzed for change over the semester in both forms of complexity for both service learners and non-service learners. Service learners were hypothesized to begin the semester with higher levels of total complexity and total integration and to display a higher rate of increase over the semester when compared to non-service learners.

While service learners did display more increase in both forms of complexity over the semester when compared to non-service learners, non-service learners displayed higher initial levels of both forms of complexity. In addition, service learners and non-service learners displayed equal levels of both forms of complexity at Time 2. Service learners reported higher increases in motivation to help others after completing the semester than did non-service learners. This finding converges with previous service-learning research.

Sector: HE

Research Method: Qualitative – Multi-modal

Subject: Impacts & Outcomes

Author-Assigned Keywords: Social psychology, Higher education, Cognitive therapy

Desrochers, Claire A.

Towards a new borderland in teacher education for diversity: A narrative inquiry into preservice teachers' shifting identities through service learning

2006

University of Alberta (Canada)
Elementary Education

Pages: 346

Given the growing demographic gap between a largely homogeneous preservice teacher population and an increasingly diverse student population, prospective teachers need to become familiar with both cultures of difference and the ways they live in relation to them. This narrative inquiry explores four preservice teachers' personal practical knowledge of diversity and the ways this storied knowledge was restoried through a community-based service-learning engagement. Through this study, the researcher came to understand how teacher identities (stories to live by) are shaped and can be reshaped. This inquiry was grounded in three beliefs. First, teacher and student lives are central to the curriculum of teacher education. Second, learning about diversity requires attention to teachers' personal practical knowledge of diversity. Finally, working in relationship and over time, individuals' storied knowledge can be restoried. This study structured a service-learning engagement which recognized participants' stories to live by as situated within the temporal context of a life experience.

Participants' past experiences were first explored to understand how they composed their stories to live by. With a view to interrupting their storied knowledge, participants were involved in volunteer work with children in after-school clubs located in culturally diverse and socially disenfranchised communities. The after-school settings provided opportunities to connect with children's out of school experiences. While states of disequilibrium are important to engage the kind of reflection required to focus attention on individuals' stories to live by, preservice teachers need safe relational spaces in which to explore their personal practical knowledge about diversity. Such spaces provide support for the telling, retelling, and reliving of preservice teachers' stories to live by in relation to diversity. Using a concept of dispositioning participants' knowledge, the researcher inquired into shifts in participants' personal practical knowledge. Four key considerations emerged: learning about diversity begins with experience, occurs in dispositioning contexts, occurs through relationship and occurs through reflection over time. Inquiry-based service-learning in the community within a reconceptualized teacher education curriculum for diversity opens possible borderland spaces within which preservice teachers can engage in learning through collaborative, on-going reflection on experience, for their own and future learners' benefit.

Sector: HE

Research Method: Qualitative – Multi-modal

Subject: Multiculturalism
Discipline Specific – Teacher Education

Author-Assigned Keywords: Bilingual education, Multicultural education, Teacher education

Dinan, Andrea Lynne

The academic impact of service-learning on New Jersey public high schools

Advisor: Walker, Elaine

2005

Seton Hall University
Education

Pages: 159

This quasi-experimental study examined the impact of service-learning on academic achievement of New Jersey public high school students. Average standardized test score were gathered for the High School Proficiency Achievement (HSPA) and the SAT test. Statistics addressing student mobility and student participation in SAT testing were also gathered. A survey disseminated by the State Department of Education was utilized to identify schools with service-learning programming and those without. The sample of service-learning schools included both schools that indicated that more than 50% of the student population was involved in service-learning programs and schools that were nominated to take part in the National Service-Learning Leader Schools program. These schools were matched to more traditional schools that do not employ service-learning programming. Analysis of Covariance tests demonstrated significant variance in Community Service-Learning Schools mean test scores with the Community Service-Learning Schools mean scores found to be higher than those of Traditional Schools. Significant interactions between SES groupings and the CSL School variable were also noted in some cases.

The highest socioeconomic grouping revealed the highest means and the lowest socioeconomic grouping labeled revealed the highest mean differences between CSL and traditional schools. In both cases, the middle socioeconomic grouping showed a small but higher mean score for Traditional Schools when compared to schools with CSL programming. When the same statistical tests were performed on mean test scores of New Jersey Service-Learning Leader Schools (NJ Leader) and Non-Leader Schools, a statistically significant difference was found in the verbal and math portion of the HSPA, the verbal and math portion of the SAT, and total SAT scores. In all instances the NJ Leader Schools outscored the Non-Leader Schools. Nine of the ten Null Hypotheses were rejected as they relate to the three subsidiary questions.

Sector: K-12

Research Method: Quantitative – Quasi-experimental

Subject: Impacts & Outcomes

Author-Assigned Keywords: Curricula, Teaching, Secondary education

Dockter, Mary K.

An international service-learning experience for physical therapy students: Its meaning and effect on civic engagement and leadership skills

Advisor: Landry, Richard G.

2004

The University of North Dakota
Teaching and Learning

Pages: 143

The purpose of this 2-part study was to investigate the impact of an international service-learning experience (SOLE) on physical therapy (PT) students. The quantitative component compared outcomes relating to civic attitude, interpersonal and problem-solving skills, political awareness, leadership skills, social justice attitudes, and diversity attitudes of PT students who participated in the SOLE to PT students who did not participate. The qualitative portion asked the following questions: (1) What beliefs and attitudes did PT students gain from an international service-learning experience? and (2) Did an international service-learning experience assist the PT student in assuming the role of a servant leader? The subjects were 25 PT students in their second year of a professional master's degree program. Of the 25 students, 12 volunteered for the optional international SOLE in Guatemala and 13 elected to stay on campus and participate in a non-service-learning class (CRHC). All students completed the Civic Attitudes and Skills Questionnaire at the beginning of the spring semester and upon completion of either the SOLE or the CRHC class. The qualitative portion triangulated the information by coding data gathered from a post-SOLE focus group, student journal entries, and researcher observations.

Students involved in the SOLE showed improvements in the sub-scale measuring social justice attitudes. Students not involved in the SOLE showed increases in the sub-scales measuring both social justice attitudes and leadership skills. Both groups of students showed a decrease in the sub-scale measuring interpersonal and problem solving skills. Data analysis of the focus group and journal entries resulted in the identification of five major themes and 8 subthemes: (1) students need to have their basic physiological needs met (food, sleep, shopping, living arrangements, contact home); (2) students' perception of the characteristics of the people of Guatemala; (3) students' sense of frustration (frustration with the injustices of the healthcare system and living conditions, feelings of helplessness, and frustration with the communication barriers); (4) students' ability to make a difference; and (5) self-actualization. The results of this study support the use of service-learning as a pedagogical method in PT education if students are well-prepared and receive guidance in setting realistic goals.

Sector: HE

Research Method: Mixed-methods

Subject: International
Discipline Specific – Physical Therapy

Author-Assigned Keywords: Higher education, Curricula, Teaching

Drozdek, Gregory S.

A study of Service-learning experiences at an inner-city Catholic boys' high school

Advisor: Driscoll, Mary Erine

2005

New York University
Educational Administration

Pages: 130

Service-learning and student volunteerism have become important efforts intended to enhance the educational experiences of students and support school improvement. A growing number of studies document many aspects of service-learning, but this literature is often not theoretical in nature nor does it encompass all perspectives. This study contributes to research in the field by adding significant new student voices to the existing service-learning literature. Data were collected via interviews with ten adolescent males engaged in service-learning in one urban high school. Initial analyses helped to uncover themes and commonalities expressed within and across these cases; a second level of analysis using the work of Sheckley & Keeton (1997) as a conceptual framework looked for the ways in which student expectations were or were not altered by their service experiences. The study informs different shareholders concerned with service-learning, including researchers, policymakers and educators, by contributing to the existing literature in several ways.

Consistent with earlier research, this study found that students reported that service-learning helped them to develop job skills, learn about possible future careers, foster higher self-confidence, and promote compassion for individuals in need. Students in this study also reported concrete examples of the ways in which service provided opportunities to reexamine their roles as developing adults, family members, and citizens. Several instances of the "Accordion Effect" described by Sheckley and Keeton (1997), in which students use service to change their existing beliefs and understandings about the way they see themselves, the world, and people in need, emerged in the analysis. These lessons are essential for future service-related research, design of new programs or managing existing service programs at the school, district, or state level. The incorporation of student viewpoints in this study should make it of interest to anyone concerned about the ways schools can build a responsible and informed citizenry.

Sector: K-12

Research Method: Qualitative – Interviews

Subject: Service-Learning – K-12

Author-Assigned Keywords: School administration, Secondary education, Curricula, Teaching

Duff, Cathy J.

An examination of the service-learning program at a comprehensive university through the lenses of program theory and institutional theory

Advisor: Tubbs, Levester

2006

University of Central Florida
Educational Research, Technology, and Leadership

Pages: 175

Case study design, employing qualitative research methods, was used to document and examine a mandatory service-learning program at a new, comprehensive, public university. The study examined service-learning from multiple perspectives. Institutional theory provided a framework for examining the influence of the environment on the conceptualization, adoption, and implementation of service-learning. Program theory was used to identify and analyze the program's conceptual underpinnings, including goals and objectives, intended outcomes for students, and program processes. Knowledge of how a program is supposed to work is useful for developing assessment questions, evaluating institutional effectiveness, and improving program performance. The study included a review of the history of service-learning at the university. Data were collected during the fall 2005 semester and were analyzed using both process and variance modes. Data sources included the following: 35 documents, which spanned the years 1991-2005; interviews with seven faculty members and four academic administrators; and observations of three meetings of service-learning courses, a Government and Not-for-Profit Service-learning Job Fair, and five meetings where service-learning was a primary topic of discussion. Previous studies served as the basis for the following researcher-developed constructs used to code text across data sources: *social/civic outcomes*, *personal outcomes*, *learning outcomes*, and *career outcomes*.

Findings suggest that the goals and outcomes associated with service-learning found in university documents clustered around social and civic involvement, while outcomes reported by faculty during interviews focused on students' personal development and learning related to course content. In general, university documents contained goals and objectives written in vague language, a finding consistent with previous studies.

Sector: HE

Research Method: Qualitative – Multi-modal

Subject: Service-Learning – Higher Ed

Author-Assigned Keywords: Higher education, Welfare, Educational sociology

Eastridge, Darlene FrancesPreparations for a changing landscape: How social work educators teach aging in the BSW curriculum

Advisor: Tully, Carol

2005

University of Louisville
Social Work

Pages: 170

How BSW educators teach content about the aged describes the instructional methods educators use to prepare baccalaureate level social workers to practice with the aged. This cross-sectional survey invited 442 BSW programs accredited by the Council on Social Work education to participate in this study. The survey was conducted by a self-developed questionnaire distributed and administered on the World Wide Web. Respondents in the survey ($n = 331$) represented 198 BSW programs throughout the U.S. and Puerto Rico. The respondents indicated that content about the aged was taught in all of the five foundation courses assessed (HBSE, Policy, Practice, Research, and Field); thus, infused throughout the BSW core curricula. The respondents also indicated that they used a variety of instructional methods to teach students about the aged. The respondents rated instructional methods that were grouped into two cohorts: experiential instructional methods and didactic instructional methods. The experiential methods included simulations, service-learning, limited exposure, and practica/internship. The didactic cohort included media, research, and lecture.

Results indicate that faculty rate experiential methods higher in benefit in creating interest and knowledge in students than didactic methods. However, the didactic method of lecture, often considered the basic foundation of instruction (Stunkel, 1999, was used by a greater number of educators than any other method evaluated. Results indicated that faculty used a wide variety of instructional methods to infuse content about the aging in the BSW core curriculum. Content was identified in the BSW core courses of HBSE, Policy, Practice, Research, and Field.

Sector: HE

Research Method: Quantitative – Non-experimental

Subject: Discipline Specific – Social Work

Author-Assigned Keywords: Social work, Curricula, Teaching, Gerontology

Ens, Jason M.Making engagement: Higher education reform discourse and organizational change

Advisor: Stygall, Gail

2006

University of Washington
English

Pages: 291

Over the past decade, American colleges and universities have made a marked reinvestment in their public service missions. In the name of greater civic engagement, a return to public purposes, and education for citizenship, campus leaders have recalibrated institutional objectives and implemented new strategic plans. Their aims have included the forging of stronger connections with outside constituencies, establishing more research partnerships to help address problematic social issues, taking a lead role in community development projects, and contributing to K-12 improvement initiatives. Perhaps most visibly of all, service-learning has become a regular fixture in the undergraduate curriculum, and community service and volunteering more generally are now common practice for a significant majority of undergraduates. The focus of this study is the rhetorical underwriting that has guided the emergence of a public service and engagement agenda, and the effects of this underwriting on how this agenda is implemented within colleges and universities.

The root questions of this study are rhetorical and institutional: What are the terms by which public service and engagement are justified as necessary, legitimate, and desirable concerns for the academy? Who are the most prominent producers of this discourse, and how effective have they been in stimulating changes in practice and policy? Why do campus leader respond as they do to shifts in the imperatives they are compelled to fulfill, or to uncertainties about whether emerging imperatives will take hold? This study addresses such questions by examining how the public service and engagement imperatives materialized, how an agenda took shape under the rubric, and how this agenda was adapted to fit the strategic aims of top administrators at a large public research university. Addressing these questions helps to develop a robust model of higher education transformation, adding to a growing body of literature and practice that places organizational and institutional cultures at the center of explanations of organizational change.

Sector: HE

Research Method: Theory/History/Literature

Subject: Institutionalization

Author-Assigned Keywords: Rhetoric, Composition, Higher education, Organizational behavior, Organization theory

Epley, Sondra C.

Making service count: Community partners' perspectives on service-learning activities and their impact on students' understanding of social problems

Advisor: Philipsen, Maïke I.

2005

Virginia Commonwealth University
Education

Pages: 267

Aside from its connection to an academic course, service-learning is distinguished from volunteerism through reflection on the service performed. A common observation of service-learning faculty, however, is that some students exhibit real difficulty in reflecting on the learning they should be experiencing through their service. Solomon (2003) suggests that while service opportunities abound, lessons about why social problems exist may not be accompanying them. Marullo and Edwards (2000) adopt a more critical stance, stating that if service-learning's primary objective is to respond charitably without addressing the root causes of social problems, the problems continue. The purpose of this study was to give community partners a voice in determining which service-learning activities were most effective in teaching service learners about social problems. Eight community partners representing direct service organizations and advocacy groups were interviewed. Of the 51 service activities they listed, those deemed strongest as social-problem teaching tools tended to involve direct interaction with clients and taught service learners about their challenges. The challenges faced by organizations appeared to surface most consistently through indirect service activities in which there was no client contact. Advocacy work, meanwhile, taught service learners about the challenges of clients and organizations. The more politically motivated advocacy partners, in particular, viewed their on-site orientation as important, if not more so, than the service activities completed.

Regardless of their problem-solving approaches, the community partners identified six areas that could strengthen or weaken service learners' understanding of social problems: (1) "being open," (2) choice of activity, (3) time, (4) trust, (5) a "realizable goal," and (6) "crucial moments." To help service learners understand social problems more fully, orientation supplements, e.g., visiting a hospice, shadowing an education department, occupied a place of importance among the 20 activities the community partners proposed for ideal service-learning. This study's findings led to recommendations for more frequent communication between the university and community partners, advance communication between service learners and their instructors, and the basis for an advanced service-learning course in which special emphasis is placed on collaborative problem solving.

Sector: HE

Research Method: Qualitative – Interviews

Subject: Reflection

Author-Assigned Keywords: Social work, Higher education, Adult education, Continuing education

Favreau-Haight, Michele

No resident left behind. Constructing pediatric healthcare in the 21st century: The role of pediatric residency training in transforming community-based curriculum into collaborative community practice

2005

University of California, Davis

Pages: 0

The current focus of the American Academy of Pediatrics is the practice of community-based medicine and delivery of healthcare through the "Medical Home" model. As such, residency training in the 21st century is in the process of reconfiguring its educational practices, protocols and curriculum to accommodate these new emphases. Circumscribed within the notions of "community-based pediatrics" and "Medical Home," are conceptualizations of collaboration and community participation/partnership in medicine. This pilot study qualitatively "maps" the relationships between a university-based pediatric residency training program, local practicing community pediatricians, and community families whose children are served by these community pediatricians. It further details the proposed circular trajectory proceeding from training to practice to community. This research involves ethnographic methodologies for studying selected participant populations which include: pediatric residents at various levels of training, community pediatricians with varying levels of experience, and community families with special needs children who are patients of the community pediatricians. Data have been collected through participant/observation field notes, formal and informal interviews, and acquisition of related documents. Data have undergone inductive analyses, including coding and indexing into categories; they have also been triangulated to construct grounded theory.

Preliminary findings suggest that this pediatric residency program has not yet fully integrated developmental issues, community need or collaborative practices into its community pediatrics training. Interviews with community pediatricians reveal disparity between residency training and practice, most specifically concerning developmental pediatrics. These data likewise suggest that community pediatricians who have been in practice more than five years have limited awareness of current AAP policies and recommendations. Data from community families appear to corroborate the developmental "gap" identified within pediatric residency training and by the community pediatricians. All families stated that their special needs children were "missed diagnoses." Community data also suggest a more interactive relationship between the community pediatrician and the local school district. *Conclusions.* Community-centered pediatric training and practice will require innovative educational protocols. Developmental pediatrics is an important part of community practice. Community pediatricians should be included in "community" educational processes. Strong collaborative skills and trusted community partnerships through ongoing community input are vital to the success of community pediatrics.

Sector: HE

Research Method: Qualitative – Multi-modal

Subject: Discipline Specific – Health Sciences

Author-Assigned Keywords: Health education

Fitzgerald, Troy E.

The student missionary experience and its impact on young adults

Advisor: Freed, Shirley

2005

Andrews University
Education

Pages: 228

Problem. While reputed to be valuable, the Student Missionary (SM) experience has not been studied to ascertain how a year of service impacts the college students who serve. Furthermore, there are no studies that show what aspects of the SM experience make a year of service transformational. Most of what is known about a year of service is anecdotal and begs for systematic study of the SM experience. *Method.* This is primarily a qualitative study where former SMs from four Adventist colleges and universities were interviewed. The Christian Spiritual Participation Profile (CSPP) was administered to SMs as an additional source of data. The CSPP shows the participants' dominant modes of spiritual development and their participation in the spiritual disciplines. Qualitative data were collected from a total of 113 participants, and 201 (50%) former SMs returned the CSPP.

Results. The results from the qualitative data showed that the Student Missionary experience deepened their relationship with God, pushed them to depend on God, expanded their worldview, enhanced their commitment to service, and prompted them to mature as leaders. The SM experience was a holistic learning experience where SMs perceived personal and spiritual growth occurred. The results from the CSPP showed SMs scored significantly higher in all four modes on Kolb's learning cycle. The findings also showed four aspects of the SM experience that made the experience transformational: high expectations, enduring through adversity, collaborating with others, and participating in the spiritual disciplines. Results from the CSPP also showed that SMs participated significantly more than non-SMs in 8 of the 10 spiritual disciplines. *Conclusion.* In conclusion, a year of service transformed young adults personally and spiritually. The SM experience is recommended for college students as an opportunity to serve others and grow in various areas of life. Further study is recommended for similar types of service ministries such as summer camp staff, short-term missions, and local community service events. Finally, further study is recommended on what motivates young people to serve others. Various opportunities for experiential learning are recommended to be integrated in the curriculum of churches.

Sector: HE

Research Method: Qualitative – Interviews

Subject: Faith-based

Author-Assigned Keywords: Religious education, Educational theory, Religion

Fradel, Joshua L.An evaluation of a mandatory service-learning program

Advisor: Svenning, Lynne L.

2006

Wilmington College (Delaware)
Innovation and Leadership

Pages: 107

This study was designed to determine if a mandatory high school service-learning program was having the intended effect on student civic attitudes and skills. Using a pretest and post course survey design, the study sought to determine if the service-learning instructional programs have a positive impact on student attitudes towards people in their school and community, attitudes towards civic involvement, issues awareness, self-perceived leadership, and problem solving skills. The study also examined whether there are any differences in the impact on students attitudes between high schools using the Issues Based Curriculum and a high school that is using a less formal approach. The study was conducted during the fall semester of 2003. Study participants included all ninth grade students ($n = 212$) at three high schools enrolled in the government course in which students were required to complete the high school portion of Maryland's service-learning requirement. A quantitative analysis of the matched pretest and posttest mean scores was conducted for the Civic Attitudes and Skill Questionnaire (CASQ) and each of its seven subscales.

The study found student attitudes as measured by the CASQ changed significantly after completing their mandatory service-learning projects in the district. Examination of subscale data revealed that student mean scores improved significantly in Diversity Attitudes and Political Awareness. The Issues Based Curriculum had a significant positive effect on student attitudes. Neither race nor gender were found to have a significant effect on changes in student mean responses on the CASQ after completing their mandatory service-learning projects.

Sector: K-12

Research Method: Quantitative – Quasi-experimental

Subject: Civic Education

Author-Assigned Keywords: Curricula, Teaching, Secondary education

French, James JossCulturally responsive pre-service teacher development: A case study of the impact of community and school fieldwork

Advisor: Reagan, Timothy G.

2005

The University of Connecticut
Educational Leadership Studies

Pages: 294

Multicultural students have disproportionately underachieved in school, unchecked by traditional partnership school fieldwork experiences preparing future teachers. Teachers' development of multicultural competence is imperative for reversing achievement trends. Culturally responsive teaching (CRT) comprises what practitioners and researchers believe to be the best practices for teaching and learning. Part of the challenge to develop a culturally responsive teaching force becomes the responsibility of teacher education programs to find more comprehensive programs for pre-service teachers. A supported field experience constitutes the most emphatic experience before actual work in a classroom. Although useful in preparing prospective teachers in many areas, the strategy of placing pre-service teachers in partnership school settings has been criticized as being "not sufficient" for developing CRT traits. Community service-learning fieldwork has been shown to fill the cultural gaps of school isolated fieldwork experiences. However, there is a lack of research examining the impact of school-community fieldwork on pre-service teachers' CRT.

Assessing pre-service teachers' multicultural education knowledge and skills; attitudes, beliefs and expectations; and cultural awareness/racial identity, this study examined supported school-community fieldwork learning experiences to understand how these particular fieldwork strategies affect CRT development. The University of Connecticut's Neag School of Education provides partnership school-community supported fieldwork experiences within the priority Connecticut urban school district and community of Windham. Data was collected for four participants enrolled in Windham internships using the (MECCA) Multicultural Education and Cultural Competency Assessment survey in conjunction with interview, observation, focus group, and journal writing. Through grounded theory analysis, case study narratives were provided on each participant's CRT development and program CRT development affect. Case study results suggested that fieldwork components had minimal affect on participants' CRT development. The manner in which participants pursued personal learning within their program inhibited their respective CRT development. Not successfully challenging participants to unlearn their approach, fieldwork program components reinforced the non-significant CRT growth trends demonstrated in case studies.

Sector: HE

Research Method: Qualitative – Multi-modal

Subject: Multiculturalism
Discipline Specific – Teacher Education

Author-Assigned Keywords: Curricula, Teaching, Teacher education, Bilingual education, Multicultural education

Gabor, Catherine

Leave the room! Teaching writing beyond the four walls of the classroom

Advisor: Leverenz, Carrie S.

2004

Texas Christian University
English

Pages: 286

This dissertation analyzes the benefits and drawbacks that arise for students, teachers, and members of external communities in extra-classroom writing assignments. Research included both local communities and online communities, where students collaborated with community partners, participated in intercollegiate discussion boards, and joined online communities of their own choosing. In order to assess the impact of extra-classroom writing assignments on student engagement and rhetorical sensitivity (the ability to recognize and critically examine writing tools and rhetorical situations and one's position(s) therein) in extra-classroom writing, the researcher observed students in multiple rhetorical situations, used short questionnaires, and interpreted student-(co)authored texts according to an ethnographic research methodology—one specifically suited for the study of extra-classroom writing, based on the action-reflection cycle central to Deweyan educational philosophy. Ultimately, this dissertation argues that rhetorical sensitivity obtains when students view their writing from multiple standpoints and that engagement ensues when students perceive a "real" exigency for their writing, with limited teacher monitoring or surveillance. The research concludes by arguing that extra-classroom assignments hold potential for student engagement and increased rhetorical sensitivity to the degree that students perceive such assignments as serving some function other than meeting a teacher's requirements.

Creating such a sense of rhetorical exigency is challenging in the context of required writing classes where assignments are typically made and monitored by the teacher. However, teacher surveillance in local community writing can be reduced if institutional support for service-learning substitutes for monitoring by the teacher. In this sense, this dissertation challenges Ellen Cushman's recent claim that the teacher-researcher is key to sustaining community service writing. In recommendations about online communities, the researcher employs Michel Foucault's and Johndan Johnson-Eilola's theories of power to explain that some level of surveillance is always present on the web, but that teachers can reduce students' sense of being monitored by choosing technologies that foster less constrained participation and by inviting students to participate in online communities of which the teacher is not a part.

Sector: Cross-sectional

Research Method: Qualitative – Multi-modal

Subject: Discipline Specific – Composition/Writing

Author-Assigned Keywords: Rhetoric, Composition, Language arts

Galati, Rhea Nichols

Effects of a service-learning curriculum on high school students' English proficiency in a rural, southern Appalachian, public high school

Advisor: Galati, Rhea Nichols

2004

Clemson University
Curriculum and Instruction

Pages: 177

The purpose of this study was to examine how English proficiency and self-efficacy, or the belief that one can make a difference, were impacted for students in a rural, Appalachian community. These students were enrolled in high school English classes that used service-learning methodology. Selected students who had been enrolled in a semester-long participating class and had studied eleventh grade research through service-learning were invited to participate in this service-learning research project. The service-learning curriculum incorporated problem identification and needs assessment; survey development; analysis of existing and collected data; problem/solution design and implementation; and evaluation and communication of results. Impacts studied included English course grades, the State of Georgia's English Language/Arts Graduation Test scores, the regional RESA averages, the state averages, high school completion rates, dropout rates, and SAT scores for the target county compared with two geographically similar counties and student levels of self-efficacy.

Results were analyzed using descriptive statistics and t-tests. Eight semesters of junior and senior grades were analyzed for treatment and control groups. All comparisons for seniors were significant at a .05 level of significance. Six of eight semester comparisons for junior grades were significant at a .05 level. The treatment group scored higher than the state average, the regional RESA average, and two demographically similar counties on the state mandated English/language arts graduation test. The SAT scores, graduation rate, and the dropout rates for the treatment group were consistently better than the comparison counties. The treatment group demonstrated strong levels of self-efficacy.

Sector: K-12

Research Method: Quantitative – Quasi-experimental

Subject: Impacts & Outcomes

Author-Assigned Keywords: Curricula, Teaching, Language arts, Secondary education

Gallagher, Martha S.The impact of an international healthcare mission on participating healthcare professional students

Advisor: Boardley, Debra

2004

The University of Toledo
Health Education

Pages: 221

Demographic changes in the US influence the delivery of healthcare and health education. To provide the best care and education, healthcare professionals need to increase cultural sensitivity. Educators from different disciplines increasingly recognize the importance of addressing the issue of culture. Participating in an international healthcare mission is one method to increase cultural awareness. Although changing demographics have altered how healthcare professionals practice, there is little research on the different methods to prepare future healthcare professionals to be culturally sensitive. Published research on the impact of an International Healthcare Mission (IHM) on participating healthcare professional students is notably sparse. The purpose of this research was to explore the perceived effects of an IHM on participating healthcare professional students. Thirty-two students from U.S. healthcare professional schools participated. None took coursework to prepare them for an international mission. This study used both qualitative and quantitative methods, also known as methodological triangulation. Semi-structured interviews of IHM student participants ($n = 9$) provided qualitative data. A survey framed by Wilson's Impact of an International Experience model provided complementary and supportive quantitative information to themes that surfaced from interviews. Within the survey, several questions explored the impact of the mission on the student's professional and cultural self-efficacy. These later questions validated cognitive, affective, and selection processes as regulators and mastery experiences as a source of self-efficacy within Bandura's theory of self-efficacy. Triangulated methodology provided an enhanced picture of the phenomenon researched. Students reported gains in substantive knowledge, perceptual understanding, growth as an individual, improved interpersonal connections, as well as enhanced self confidence.

The information discovered from this research support both Wilson's model and Bandura's theory of self-efficacy. Further, this research highlights the value of an international healthcare mission to enhance student awareness, understanding, respect and sensitivity to people from other countries, cultures, and economic situations. Additionally, participants indicated that IHM experiences enhanced their provider-patient interactions, multicultural teamwork, and increased their knowledge of factors impacting a client's health status and reception of healthcare services. Recommendations include (1) study replication, (2) modifications of selected survey items, and (3) development of a course with an IHM service-learning component.

Sector: HE

Research Method: Mixed-methods

Subject: International
Discipline Specific – Health SciencesAuthor-Assigned Keywords: Health education, Higher education, Public health,
Demographics, Minority & ethnic groups, Sociology

Galvan, ChristineInvestigating the impact of a service-learning course on teacher candidates and underserved youth

Advisor: Parker, Melissa

2004

University of Northern Colorado
Sport and Exercise Science

Pages: 196

Service-learning has been utilized in education for over twenty years with many positive student benefits cited: self-esteem, personal and social responsibility, diversity awareness, tolerance, civic awareness, and overall content knowledge. Although service-learning experiences seem to flourish within the field of education, few studies exist in the realm of physical education teacher education (PETE). The purpose of this study was to investigate the impact of a service-learning course on physical education teacher candidates and underserved youth. The study included three teacher candidates, ten youth recipients, two site administrators, and a university professor. The teacher candidates taught the youth sport and skill related activities and adventure education classes for ten weeks. Data collection included field notes, interviews with the participants, and teacher candidate's journal entries. Approximately ninety hours of participant observations occurred over the course of the study. Data analysis was ongoing and emergent and portraitures, along with the coding of data sources, revealed three major thematic arenas: experiential learning, reflective teaching, and course structure. The experiential aspects of the course allowed the teacher candidates to gain knowledge regarding the affects of teaching underserved youth, specifically in the areas of teacher awareness, authentic teaching, and teacher influence on youth. The experience provided the teacher candidates with greater learning outcomes than previous methods courses. The candidates also reflected on their teaching which allowed them to gain content knowledge and development while modifying lessons based on the needs of the youth being served. Although all participants considered the project beneficial, frustrations and concerns related to course structure were identified. Frustrations were in the areas of organization, communication, and celebration.

The findings suggest that service-learning allows physical education teacher candidates to experientially learn subject matter while serving individuals in need. Also, the symbiotic relationship between the university and collaborating agency proved to be beneficial. As a result of the findings, educators designing courses with authentic learning outcomes in mind should consider service-learning as a viable option. Educators should, however be cognizant of and practice the elements of service-learning (preparation, action, reflection, and celebration) when implementing such projects.

Sector: HE

Research Method: Qualitative – Multi-modal

Subject: Pedagogy
Discipline Specific – Physical Education

Author-Assigned Keywords: Physical education, Curricula, Teaching, Higher education

Garcia, Rudy M.Factors that motivate faculty to include service learning in their courses

Advisor: Dominguez, Ramon

2004

New Mexico State University
Educational Administration

Pages: 152

The purpose for this study was to determine the factors that motivate faculty to integrate service-learning in their curriculum. Four research questions were presented in this research: (a) Who motivates faculty to include service-learning in their courses, (b) What institutional support factors motivate faculty to include service-learning in their courses, (c) What student learning outcomes motivate faculty to include service-learning in their courses, and (d) What rewards motivate faculty to include service-learning in their courses. There has been minimal research in this area and most of the research in service-learning has concentrated on student learning outcomes. Service-learning is an academic program that requires faculty involvement. It is necessary to understand faculty motivation for using service-learning, a research area where many questions remain. To answer the questions posed by the research, the investigator surveyed 200 faculty members from 40 community colleges that have participated in service-learning projects through the American Association of Community Colleges and the Community College National Center for Community Engagement. The survey instrument included four sections: demographics, persons that motivate faculty, institutional support factors that motivate faculty, student learning outcomes that motivate faculty and rewards that motivate faculty. The primary person to have motivated faculty to include service-learning in their courses was the service-learning coordinator (51.1% of the responses). Faculty were not motivated by institutional support such as course release, extra compensation or institutional praise and recognition, but by the benefits students gain from service-learning (61.7%) Faculty members were motivated by service-learning improving the student learning of core competencies (40.7%). The primary reward that motivated faculty to include service-learning in their courses was the civic responsibility of students (48.2%).

The study provides information that is important to service-learning coordinators or persons coordinating service-learning programs. The research gives service-learning administrators and coordinators insight into four motivating factors that they can use to recruit faculty into service-learning programs. The research also shows that faculty members are not only motivated by the student learning outcomes service-learning produces, but also by the civic engagement opportunities service-learning integrates into the experience. Continued research is necessary to develop additional information in this topic area. Exploring the motivational factors of faculty enhances the understanding of the academic profession by clarifying the reasons faculty change their teaching to include service-learning in their courses.

Sector: HE

Research Method: Quantitative – Non-experimental

Subject: Pedagogy

Author-Assigned Keywords: Community colleges, Teacher education

Giacalone, Valarie A.Measuring the academic, social, and psychological effects of academic service learning on middle school students

Advisor: Dorward, James

2004

Utah State University
Education

Pages: 134

The purpose of this study was to examine the effects of an academic service-learning project on ninth-grade students' science achievement and attitudes. A quasi-experimental, pretest-posttest design was used with four classes of one teacher in a rural school. The treatment was an Energy Fair service project. Two treatment classes that were chosen by random assignment ($n = 58$) were compared to two control classes ($n = 64$), who performed an alternative assignment. The Energy Fair was conducted for the elementary school students and on a limited basis for fellow students (peers). The academic effect was measured by a teacher-designed end-of-unit ecology test, with a subset of the questions on energy use. Psychological effects were measured by a self-esteem questionnaire, which measured both self-esteem and the satisfaction felt about one's self-esteem. Social effects were measured by three semantic differentials, one each for "adults," "peers," and "elementary students." The teacher was interviewed regarding her observations about the project. Written reflections from both the treatment and control groups were coded and analyzed. Pretest results were divided into thirds of high, medium, and low for all variables to search for the possibility of an attribute-treatment interaction. Analysis of covariance was used to reduce the possibility of pretest bias, to test for significant effects, and to test for a level by treatment interaction.

Although the posttest means favored the experimental group, no statistically significant difference was found for academic results. No significant effect was found for either of the psychological measures. No change was found for the social results regarding "adults." A statistically significant effect was found for social results in the categories of "elementary students" and "peers." No statistically significant level by treatment interaction was found. Further research on the effects of academic service-learning projects is needed at the middle school level, in all disciplines, and containing service of a longer duration and intensity.

Sector: K-12

Research Method: Quantitative – Experimental

Subject: Impacts & Outcomes

Author-Assigned Keywords: Curricula, Teaching, Secondary education, Science education

Gillis, Patricia M.Volunteers: Our future health professionals

Advisor: Schaeffer, Joseph

2004

Royal Roads University (Canada)
Leadership and Training

Pages: 90

The aging baby boom generation will heighten the growing need for health professionals in the future. Health care will need to become far more creative in their search for potential health providers and volunteers provide this prospective resource. The motivation identified by many youth volunteers is to gain service-learning and early career exploration opportunities in hospitals. Volunteer Resources and Human Resources departments have a shared mandate to recruit and retain future health care professionals. By working together these departments can empower volunteers who have already demonstrated their commitment and enthusiasm to become the health care providers the organization will soon need. Investing in the organization's *social capital* enables health care organizations to 'grow their own' health care professionals for the future.

Sector: CBO

Research Method: Qualitative – Interviews

Subject: Service
Discipline Specific – Health Sciences

Author-Assigned Keywords: Social structure, Health

Gormley, Mary V.Discourse on diversity: A qualitative study of a college communication course in multiculturalism

Advisor: Reynolds, Nedra

2006

University of Rhode Island
English

Pages: 204

The result of a semester long participant-observation study of an upper level Communication Studies course on multiculturalism, this dissertation investigates the efforts that students undertake with regard to multiculturalism, collaboration, and social change. Critical multiculturalism, like other forms of multiculturalism, encourages a pluralist perspective and acceptance of diversity, but it also looks at the social structures that underlie difference, at the intersections of differences, and at issues of privilege, power, oppression and social justice. It focuses not on difference as essentialist but as constructed, and it seeks to create and/or recognize opportunities to transform power relations. Similarly, cultural geography and spatial rhetorics demonstrate how identity is constructed through experiences and associations with space and place. Thus they also provide ways to both interpret the practices and achieve the goals of critical multiculturalism. Through analysis of students' writing and mapping, of class discussion, and of course structure, this study illustrates the unrecognized ways that spatial rhetorics inform and influence the discursive practices of students working towards accepting differences and reaching consensus while in the process of planning a community service project.

Sector: HE

Research Method: Qualitative – Multi-modal

Subject: Multiculturalism

Author-Assigned Keywords: Bilingual education, Multicultural education, Rhetoric, Composition, Higher education

Grassi, Elizabeth

Service-learning: An innovative approach to instruction for second language learners

Advisor: Escamilla, Kathy

2004

University of Colorado at Boulder
Education

Pages: 179

Service-learning programs are gaining popularity around the nation as providing multiple benefits to student participants. However, the second language learner (SLL) population, which is the fastest growing student population in this nation, rarely gains access to service-learning programs. Research on SLLs and service-learning is practically non-existent and rational evaluations on service-learning rarely disaggregate data by linguistic ability. This paper will present a study examining the impacts of a middle-school service-learning program on: (1) teacher discursive practices targeting SLL students; and (2) teacher/SLL student verbal interactions. This study will discuss the components of a service-learning program, will present teacher/student interactional data from the service-learning classrooms, and will illustrate how teachers push all levels of SLL students to participate and extend their participation beyond their initial response. This study involved two middle-school service-learning teachers and their Hispanic second language learner students. Data collection included three months of direct observation, video and audio-taping of teacher/student interactions, and interviews with teacher participants. The data was analyzed along quantitative and descriptive dimensions. The quantitative dimension analyzed the type, number, and length of teacher/student interactions. The descriptive dimension involved a discourse analysis illustrating and analyzing teacher/SLL student interactions. Data analysis indicates that teacher discursive practices in the service-learning classroom coincide with the recommended teacher practices put forth by scholars interested in the education of SLLs (c.f., August & Hakuta, 1997; Cummins, 1995; Delpit, 1995; Lucas, 1999; Short & Echevarria 1998).

Teachers in service-learning programs asked higher-level questions and used verbal strategies to push SLLs to participate and extend their participation beyond their initial response. Specifically, these teachers used scaffolding techniques and translation to push beginning level English speakers and monolingual Spanish speakers to verbally participate in the class discussions, and cues to improve to push advanced and intermediate students to participate. These findings are in contrast to research on second language learners in the mainstream classrooms where these students are faced with low-level questions and little chance for interaction.

Sector: K-12

Research Method: Mixed-methods

Subject: Multiculturalism
ESL

Author-Assigned Keywords: Bilingual education, Multicultural education, Secondary education, Teacher education

Green, Patrick M.

Service-reflection-learning: An action research study of the meaning-making processes occurring through reflection in a service-learning course

Advisor: Rosch, Teryl Ann

2006

Roosevelt University
Educational Leadership and Organizational Change

Pages: 309

Service-learning has emerged as a familiar trend at many institutions of higher education, and has grown significantly in the past decade. This study seeks to identify how students create meaning of service experiences through reflection and to identify effective pedagogical strategies for mediating learning in a service-learning course. The research questions that guided this study include: (1) What framework guides the implementation of the pedagogy that incorporates service-learning within a general education course? (2) How does an instructor guide student learning outcomes through student reflection on service experiences? (3) How does an instructor facilitate the meaning-making process in student reflections on service-learning experiences? Through adapting theoretical models from the research, a service-reflection-learning framework was adopted as a cyclic heuristic consisting of repeated steps of the service experience, reflection and meaning-making, facilitated by the instructor. Data included written student reflections through guided reflection journal questions, oral reflection through guided discussion questions in class, a final reflection research paper, and class evaluations. Data also include the reflection of the instructor-researcher, consisting of a reflection log made up of post-class observations, field notes, instructional strategies, revised instructional plan, and final reflections. The duality of the data collection is represented in an action research model for facilitating meaning for students and instructors in service-learning, providing the research design of this study. Data were analyzed through two lenses, including (1) analyzing epiphanies, and (2) categorizing and coding units of meaning based on student reflections and the reflections of the researcher's experience as the instructor.

The findings of this study identified a model for the meaning-making processes that students experience in a service-learning course through the Recurring Stages of Student Reflection, juxtaposed with the meaning-making processes of the instructor in the Stages of Instructor Reflection. In effect, it explains how some students make meaning of their service experiences and connect them to learning outcomes; such a model offers other faculty a guide for understanding how to facilitate and mediate the learning processes of students in a service-learning course. This action research study has provided a framework for the implementation of service-learning in a general education course through the *service-reflection-learning framework*, and the data analysis has provided stages of reflection for both students and instructors in a service-learning course. In summary, this study contributes to a new paradigm in service-learning practice and a new paradigm in service-learning research.

Sector: HE

Research Method: Qualitative – Multi-modal

Subject: Reflection

Author-Assigned Keywords: Higher education, Educational theory

Greene, Gwenda R.The institutionalization of service-learning as a pedagogical tool for campus engagement at public versus private higher education institutions

Advisor: Hall, Leland K. Sr.

2004

Union Institute and University
Educational Leadership/Systems

Pages: 117

Historically, higher education institutions have charged departments such as Academic Affairs with students' academic growth, and Student Affairs with their social and emotional development. Where and how these two come together to engage the holistic development of students will differ widely among institutions. This research premise was to investigate a method that could help bridge Academic Affairs and Student Affairs areas. A comprehensive review of the literature on educational reforms in higher education delineates service-learning as an innovative pedagogy for impacting the holistic development of students while enhancing the scholarship of engagement throughout the institutions. This research outlines theories, principles, and legislation influencing the context of service-learning as an education reform, with specific emphasis on higher education. In response to the paucity of models that reflect the institutional immersion of service-learning within the total culture of higher education institutions, the Project Demonstrating Excellence (PDE) is a causal-comparative study using quantitative analysis to assess data on the level of service-learning engagement at public versus private colleges and universities in the southeast and the variables that indicate the depth of engagement. The assumption of this study was that there is no significant difference between public and private institutions.

The findings conclude that there is a significant difference between the extent of service-learning at private versus public institutions relative to the following variables: (1) philosophy and mission of service-learning, (2) faculty support for and involvement in service-learning, (3) student support for and involvement in service-learning, (4) community participation and partnerships, and (5) institutional support for service-learning. Data collected for this study, using the *Self Assessment Rubric for the Institutionalization of Service-Learning in Higher Education*, will help higher education institutions with existing service-learning programs assess their level of engagement. It will also serve as a foundation for building other innovative programs designed to strengthen teaching and learning in higher education by providing concrete variables for broadening their scope of campus engagement. In addition, it encourages the institutional immersion of programs such as service-learning within the culture of higher education institutions as an innovative means for helping to achieve institutions' missions relative to teaching, research, and public service.

Sector: HE

Research Method: Quantitative – Quasi-experimental

Subject: Institutionalization

Author-Assigned Keywords: Higher education, Educational theory, Curricula, Teaching

Grossman, David Howard

Assisting communities through university partnerships: A study of the program in nonprofits, universities, communities, and schools

Advisor: Maynard, Rebecca A.

2004

University of Pennsylvania
Education

Pages: 168

Universities' work with their surrounding communities has increased substantially during the last several years. The types of involvement have been varied, including traditional community service programs, technical assistance for schools and community organizations, and healthcare initiatives, among others. The nature of the partnerships has broadened the definition of a university's role, and in so doing has elevated the dialogue about and importance of higher education's function in society. As such, the growth in the number and range of these collaborative activities has given rise to the need for research to evaluate the design, implementation, and outcomes of current and future initiatives. This study adds to the literature through a review of several aspects of one such multifaceted initiative at the University of Pennsylvania, the Program in Nonprofits, Universities, Communities, and Schools (PNUCS). The primary research questions concern how effectively the program addressed the needs of community organizations involved in the initiative through activities including teaching, research, and technical assistance.

Using largely qualitative methods employing questionnaires, interviews, and meeting and program observation, among other data, the study examined strategies used to identify community assets and needs, establish programmatic goals, and address needs of community organizations and their leadership. The study also sought to identify and understand changes the PNUCS initiative may have stimulated in the community organizations and in the university. The findings from this study suggested that some tangible gains relative to the program's goals were realized by both community and university stakeholders in the PNUCS initiative. Still, real challenges existed for both the program's implementation and ultimate impacts. Some suggestions for policy and practice included (1) establishing, with university and community stakeholders, a clear set of programmatic parameters from the outset of the initiative; (2) developing and sustaining ongoing relationships with community partners before, during and after the initiative's lifespan, and; (3) weaving ongoing assessment and evaluation into the fabric of the initiative, allowing for mid-course programmatic corrections based on evidence.

Sector: HE

Research Method: Qualitative – Multi-modal

Subject: Partnerships

Author-Assigned Keywords: Higher education, Urban planning, Area planning & development

Hageman, Holly B.The role of adolescent peer witnesses as a means of confronting the bullying problem in schools

Advisor: Rallis, Sharon F.

2005

The University of Connecticut
Education

Pages: 114

This study is grounded in literature suggesting that certain students, particularly those involved in service-learning experiences, may be inclined to step in and help peers in need of support during bullying episodes and that these students can serve as the building blocks for improving the climates of schools through a reduction in the number of incidences of bullying. The purpose of this study was to delve into the memories of high school seniors regarding their decision-making processes as witnesses of bullying during middle school and to describe the supports they identify which would have helped them intervene on behalf of peer victims of bullying. The findings are intended to inform the educational community about the issues regarding the role of peer witnesses of bullying as a means of reducing the incidence of bullying in schools.

The study revealed that students who participated in service-learning were not inclined to helping others in bullying situations. They did not necessarily think it was their responsibility to intervene, unless the bullying was clearly very serious, and even then, they were hesitant about intervening based upon the potential social risks intervening imposed upon them. Therefore the concept purported in the literature asserting that students have a responsibility to confront bullying in their schools is a powerful ideal, but one that may not play out in the reality of middle school students' lives. The reasons that students do not recognize or accept this responsibility must be addressed in a school's approach in addressing bullying if there is truly going to be any change in a school's climate related to bullying. A model for addressing bullying in schools is presented including factors which address belongingness, awareness, action, and self-advocacy.

Sector: K-12

Research Method: Qualitative – Interviews

Subject: Mediation/Conflict Resolution

Author-Assigned Keywords: School administration, Educational psychology

Hainey-Turcotte, Andrea J.The factors that influence middle-level teachers to incorporate community service-learning into the curriculum

Advisor: McKinney, Wm. Lynn

2004

University of Rhode Island
Education

Pages: 89

This study examined the factors that influence middle level educators to incorporate community service-learning into the curriculum. Eleven participants, each a teacher of middle level students, were interviewed to determine the extent to which they were influenced by intended outcomes for students, the community, and themselves. Findings suggest that participants were influenced to include community service-learning in the curriculum by anticipated benefits to students and community members. Participants hoped that by engaging in community service-learning activities, their students would become better scholars, leaders, citizens, and/or people. It would seem that participants were also driven to the implementation of community service-learning programs not by empirical data, but by their own system of values. The questions regarding teacher preparation and student evaluation in community service-learning offer a direction for future research.

Sector: K-12

Research Method: Qualitative – Interviews

Subject: Service-Learning – K-12

Author-Assigned Keywords: Curricula, Teaching, Secondary education

Hall-Sturgis, StephanieDoes community-based pedagogy foster critical consciousness?

Advisor: Ray, Ruth

2006

Wayne State University
English Composition

Pages: 330

This dissertation project looked at whether community-based pedagogy fostered a critical consciousness in university students in two community-based writing classrooms. A multi-modal approach combining participant-observation and teacher-research respectively was used in research sites: Harbor House, a senior service center, and Metropolitan Public School, an urban university's charter school. Both community-based classrooms were sections of Intermediate Composition (English 3010). In order to determine whether and to what extent university students developed a critical (and community) consciousness from the courses, the researcher took field notes on students' interactions with community learners as participants attempted to develop relationships, negotiate difference—in age, race, class, gender, discourse styles, and power—and collaborate on tasks. The researcher also interviewed students, community learners, faculty, peers (graduate teaching assistants who were teaching or had taught community-based writing courses), and administrators to triangulate the data.

The study showed that while community-based pedagogy fosters the environment for students to develop a critical consciousness, it requires direct teacher intervention to help students make critical connections between their community experience, classroom discussions (and course texts), and the larger society. Faculty used an implicit critical approach for the Harbor House course. While most students developed a community consciousness, none developed a critical one. The researcher used an explicit critical approach for the MPS course. Most students developed a community consciousness, while only three students (out of 15) developed a critical one. Students' writing at the end of these courses generally falls into three categories: resisters, self-reflective, and critically conscious. Resisters are uncomfortable with interrogating difference and won't engage deeply enough with the course to challenge their assumptions or beliefs about difference. Self-reflective students are willing to grapple with their assumptions and report that they are more tolerant of others and have learned about themselves. They don't, however, connect their new knowledge to larger social issues. Critically reflective students interrogate their beliefs, connect the community experience to course texts to help them make sense of challenging interactions, and come to view social issues as systemic and/or from multiple perspectives.

Sector: HE

Research Method: Qualitative – Multi-modal

Subject: Discipline Specific – Composition/Writing

Author-Assigned Keywords: Rhetoric, Composition, Higher education

Hart, Steven MichaelService-learning literacies: Lessons learned from middle school youth

Advisor: King, James R.; Homan, Susan

2005

University of South Florida
Childhood Education

Pages: 511

The dominant ideology driving the current educational reform movement positions adolescents as deficient in basic literacy skills. To address this deficiency, the trend has been to implement high-stakes standardized literacy tests and increase accountability to schools for developing basic literacy skills. Opposing this discourse of "deficient youth," literacy researchers have moved to adolescents' cultural spheres of life beyond school to discover that traditional structures for teaching literacy appear to have resulted in a growing dissonance between literacies that take place within schools and those employed by youth in their personal worlds. This research was conducted to explore how adolescents constructed and represented themselves through "literate youth" discourses within a service-learning community of learners, in order to understand the potential ways a service-learning instructional approach builds from adolescents' personal literacies to engage youth in literacy practices in school contexts. Framed by the convergence of sociocultural theory, discourse theory, and a multiple worlds model of adolescence and a critical ethnographic multiple case study design, this study examined the literate lives of 11 urban middle school students engaged in an environmental service-learning club. The multiple sources of data collected across various contexts during the course of this year-long study included: (1) ethnographic field notes; (2) home/family interviews; (3) visual data (video, photographs); (4) student interviews and focus groups; and (5) teacher interviews. Analysis of the data was conducted by combining Critical Discourse Analysis and event mapping to account for both the observable literacy practices and the driving ideological motivation for enacting these practices.

The findings demonstrate that this service-learning community represented a Third Space where personal and academic literate discourses worked together to negotiate new knowledge, new discourses, and new forms of literacy. These Third Space literate discourses were constructed through a process of negotiation between three elements of the literate events: power, practices, and positions. By mapping levels of engagement with the various outcomes of these negotiations a Service-Learning Model of Engagement was constructed. This model serves to challenge previous notions of literacy engagement by emphasizing the interaction of various dimensions of engagement: voice, relevance, and knowledge. As a starting point from which to further theory on how service-learning as a pedagogy may support literacy learning for adolescents, this study provides evidence that service-learning contexts may serve as alternative spaces to engage students in using literacy in school settings, if these three dimensions are considered. Similarly, this study also suggests that service-learning contexts can serve as spaces where students can learn new literate discourse with and from each other.

Sector: K-12

Research Method: Mixed-methods

Subject: Literacy

Author-Assigned Keywords: Literacy, Reading instruction

Hayden, Mary HelenImplementation of service-learning in higher education courses: Perceptions of faculty

Advisor: Sandiford, Janice

2004

Florida International University
Higher Education

Pages: 206

This study examined the motivation of college and university faculty to implement service-learning into their traditional courses. The benefits derived by faculty, as well as those issues of maintenance, including supports and/or obstacles, were also investigated in relation to their impact on motivation. The focus was on generating theory from the emerging data. Data were collected from interviews with 17 faculty teaching courses that included a component of service-learning. A maximum variation sampling of participants from six South Florida colleges and universities was utilized. Faculty participants represented a wide range of academic disciplines, faculty ranks, years of experience in teaching and using service-learning as well as gender and ethnic diversity. For data triangulation, a focus group with eight additional college faculty was conducted and documents, including course syllabi and institutional service-learning handbooks, collected during the interviews were examined. The interviews were transcribed and coded using traditional methods as well as with the assistance of the computerized assisted qualitative data analysis software, Atlas.ti. The data were organized into five major categories with themes and sub-themes emerging for each.

While intrinsic or personal factors along with extrinsic factors all serve to influence faculty motivation, the study's findings revealed that the primary factors influencing faculty motivation to adopt service-learning were those that were intrinsic or personal in nature. These factors included: (a) past experiences, (b) personal characteristics including the value of serving, (c) involvement with community service, (d) interactions and relationships with peers, (e) benefits to students, (f) benefits to teaching, and (g) perceived career benefits. Implications and recommendations from the study encompass suggestions for administrators in higher education institutions for supporting and encouraging faculty adoption of service-learning including a well developed infrastructure as well as incentives, particularly during the initial implementation period, rewards providing recognition for the academic nature of service-learning and support for the development of peer relationships among service-learning faculty.

Sector: HE

Research Method: Qualitative – Interviews

Subject: Service-Learning – Higher Ed

Author-Assigned Keywords: Higher education

Hearn, Edward Al

Collaborative partnerships for experiential education in music: A case study of a higher education School of Music educational outreach program and its K-8 partners

Advisor: King, Patricia M.

2006

University of Michigan
Education

Pages: 315

Higher education schools of music are in a position to create collaborative education outreach partnerships with K-8 schools to train future professional musicians and to enhance K-8 music education. Professional musicians typically do not have music education training to prepare participants in sequential music education with relevant hands-on activities. As a result, performance outreach tends to offer exposure to high quality musical examples without lasting educational effects. Partnerships between qualified K-8 music teachers and performers have the potential to create experiences with more lasting results. This dissertation is a case study of collaborative educational outreach partnerships between the Music Teaches program at the Manhattan School of Music and four of its K-8 partners. Cases were selected to compare K-8 partners with and without full time music teachers, and schools that serve students with a variety of culture and social economic status backgrounds. Document and interview data were analyzed to ascertain what factors influenced four essential elements of collaboration in the four cases: institutional mission and support; educational goals; shared planning, implementation, and evaluation; and sustainability. This was followed by a cross case comparison.

A number of factors found in the literature to influence collaboration in service-learning, higher education, K-8, and arts partnerships were investigated. In addition, a number of new factors were discovered in the course of the study. Across the four cases, time, communication, and resource dependence were found to be the most influential factors. Also important for collaborative partnerships was the alignment between the missions of the higher education school of music and K-8 schools and the support of administrators. Students' cultural and social economic backgrounds influenced how the partnership teachers planned and implemented the educational goals of the program. Even successful collaborative partnerships were not found to be effective as substitutes for music teaching specialists in the schools.

Sector: K-12

Research Method: Qualitative – Multi-modal

Subject: Partnerships
Discipline Specific – Music

Author-Assigned Keywords: Higher education, Music education

Hedger, Gregory Alan

The status of service-learning in schools accredited by the Middle States Association located outside the United States

Advisor: Fry, Gerald W.

2005

University of Minnesota
Education

Pages: 133

The purpose of this study is to describe the status of service-learning in international schools as represented by those schools that have been accredited by the Middle Schools Association of Colleges and Schools (MSA). Service-learning is a teaching methodology that ties service to classroom learning so curricular outcomes are met for the student and reciprocal gains are attained for the service recipient. This study provides a profile of service-learning as it exists in international schools at a particular point in time. International Schools exist throughout the world to educate student bodies whose parents work in countries outside their home countries, as well as local students whose families have chosen this alternative style of education. These schools often exist in a vacuum of isolation. Due to geographic distances, networking among these schools regarding service-learning has been minimal. While there has been a growing trend towards service-learning, these efforts can only be described as local and ad-hoc. There is a need to identify what different schools are doing, what models of service have proven most effective, and how learning objectives and "best practices" are implemented. This study combined quantitative and qualitative methods to constitute a triangulated research design. MSA schools were chosen as a sample as they represent an accessible sample that share common attributes. Ninety-four MSA schools received an e mail survey soliciting descriptive data about service-learning as it exists in their schools. Additional data were solicited through six telephone interviews, and through a review of web based material.

Findings indicate that service-learning is viewed as important in international schools, but is not optimized as an instructional method. Specifically, key components such as reciprocity, assessment, and ties to the curriculum are often missing. The results of this study provide practical data that can be used for informing policy and practice related to service-learning. By understanding what is happening in other international schools, a rationale can be created for schools wishing to adopt service-learning or institute change in existing programs.

Sector: K-12

Research Method: Mixed-methods

Subject: International
Service-Learning – K-12

Author-Assigned Keywords: School administration, Curricula, Teaching

Herrmann, Timothy W.

Student involvement effects on civic engagement in the faith-based college setting: An empirical study

Advisor: Powers, Josh

2005

Indiana State University
Educational Administration (Leadership in Higher Education)

Pages: 154

The purpose of this study was to examine the impact of a series of collegiate experience factors on the civic engagement of seniors in faith-based colleges and universities. The independent variables for this study included freshman level of civic engagement, academic major, participation in leadership, faculty interaction, service participation, diversity experiences, and spirituality and religious activity. The definition of civic engagement guiding this study implies morally motivated and informed, active, committed, and skillful participation in the processes necessary for the sustenance and promotion of social and civic welfare. The experiences examined in this dissertation are understood in light of Astin's involvement theory which asserts that the manner in which a college student invests his or her time and energy will determine what is gained in college. The sample consisted of 2,626 students from 46 CCCU institutions who had completed both the Cooperative Institutional Research Project Freshman Survey upon college entry in 1998 and the College Student Survey prior to graduation in 2002. The dependent and independent variables were represented by either individual items or factor composites from the CIRP and CSS. The primary analysis employed multiple regression to assess the impact of the independent involvement variables on the dependent variable.

All variables were found to be statistically significant predictors of senior civic engagement. It was concluded that the experiences that foster civic engagement among students within faith-based institutions are similar to those that impact students in other collegiate environments. Additionally it was concluded that our understanding of the factors that explain civic engagement remain limited and that some of the experiences upon which we place great emphasis may have smaller impact than has been assumed. However, service participation and interaction with faculty are experiences that exert a strong influence on student civic engagement, a finding in alignment with previous literature.

Sector: HE

Research Method: Quantitative – Experimental

Subject: Civic Engagement
Faith-based

Author-Assigned Keywords: Higher education, School administration

Hunt, Roberta J.

Service learning: The experience of nursing students working with families who are homeless

Advisor: Thomas, Ruth G.

2004

University of Minnesota
Education and Human Development

Pages: 138

Institutions of higher education are under intensifying pressure to improve the preparation of their graduates for entry into the work world. Further, educators in higher education are charged with preparing professionals for work in an increasingly pluralistic society. Creating clinical experiences using service-learning pedagogy is one proven avenue to these ends. Students in health professions majors, particularly, profit from using service-learning when working with community agencies serving underserved populations such as homeless families. Through this type of field experience students develop skills for entering a rapidly evolving work world in an exponentially pluralistic society. Further, service-learning is a vehicle for revealing and highlighting issues of social justice in health care. This research used phenomenology to explore this question: What is the lived experience of nursing students in service-learning clinical placement to work with families who are homeless? Thirteen students from two different service-learning courses using service-learning as the construct for clinical field work at family homeless shelters participated in the interviews. Student interviews were audio taped and transcribed to text. Themes analysis followed a descriptive approach to identify the most invariant aspects of the phenomena.

Analysis of the participants' descriptions of using service-learning to work with families who are homeless revealed six constituent descriptions: (a) eye-opening to see the impact that homelessness has on families; (b) feeling intense emotions that are sometimes hard to put into words; (c) realizing families who are homeless are both different from, and similar to, other families; (d) challenging and transforming assumptions, perceptions, and stereotypes about homelessness; and (e) discovering new and different aspects of the role of the nurse in providing care. This research adds to existing knowledge about the contribution that service-learning makes to emotional learning, cross cultural learning, developing caring as a mode of being and transformation learning. Further, this research provides educators with valuable information about improving service-learning activities.

Sector: HE

Research Method: Qualitative – Interviews

Subject: Discipline Specific – Health Sciences

Author-Assigned Keywords: Nursing, Families & family life, Personal relationships, Sociology, Higher education, Homeless people

Imani, Ayesha

From SBA to HEKA: An examination of the community service-learning practices in three African centered urban schools

Advisor: Keith, Novella

2005

Temple University
Educational Leadership and Policy Studies

Pages: 360

From SBA to HEKA explores the community service-learning and social activism practices in three African Centered charter schools in an urban northeastern city during school year 2003-2004. In a multi-case mixed methods study, which uses the emancipatory transformative methodological approach, the community service-learning, and social activism practices of Umoja Education Circle, Kuumba Academy, and Heshima Charter are described and analyzed. This is fundamentally a qualitative study, which utilizes a survey instrument to describe practice and triangulate participant observations, interviews, and archival documents. In order to examine the intersection of African Centered pedagogy and community service-learning, Peter Murrell's *Essential Practices of African Centered Pedagogy* is utilized to provide a lens through which instructional practices in African Centered schools are viewed. To further analyze the confluence of African Centeredness, service, and academic rigor, a range of practices indicator was developed which facilitated a more nuanced deconstruction of practice. The Range of Practice Integration Index revealed areas of both strength and challenge in the instructional practices of African Centered educators.

Findings from this study affirm the value of service-learning and social activism among teachers in the three African Centered schools under consideration. They identify areas of concern and barriers to more effective instructional practice in African Centered schools. Data from the findings affirm the role of cultural identity, ritual and ceremony, and the centrality of values transmission within African Centered institutions in creating the ethos and building the practice of African Centered Service-learning. Findings also show that African Centered pedagogy is presently evolving. Opportunities exist for it to be shaped by the collaboration of theorists and practitioners. This study concludes with an appendix designed to provide models of African Centered Service-learning for educators committed to the empowerment of students as change agents in the world for which they are responsible.

Sector: K-12

Research Method: Qualitative – Multi-modal

Subject: International
Service-Learning – K-12

Author-Assigned Keywords: Curricula, Teaching, Bilingual education, Multicultural education, Black history

Jackson, Alicia A.Service-learning and community service programs at four California universities: Characteristics and implementation

Advisor: Galang, Rosita

2005

University of San Francisco
Education

Pages: 244

Over the last three decades, community service and service-learning programs have emerged on many university campuses. The attractiveness of these programs lies in their vast potential to meet institutional goals for student learning and civic development. The research that investigates the various aspects of service-learning and community service is extensive. However, there is a lack of research that identifies the differences between the formally articulated definitions and structures of service-learning and community service discussed in the research literature and what academic institutions actually promote as service-learning and community service in their publications. There were two major purposes of this research. The first purpose was to identify what service-learning and community service program elements existed and which were held in common across service-learning and community service programs at four universities in California. The second purpose was to explore the critical reflections of the faculty in the implementation of their programs. This comparative study utilized content analysis as a method to analyze program documents and to describe four community service and four service-learning programs. Second, structured faculty interviews were conducted that addressed program implementation and faculty reflections on challenges encountered within their practice. Community service programs have evolved beyond individual volunteerism and employ a variety of student leadership models.

All programs analyzed contain elements reserved for service-learning in the theoretical literature. Centers that administer and direct service-learning programs are expanding their role to include not only activities that provide service opportunities, but also to provide resources to all stakeholders in the promotion and development of service-learning. Community Service and service-learning programs work to support their combined efforts to promote service, share resources, and build institutional alliances with neighboring academic institutions and community partners. Together, they are building the capacity to provide a continuum of service opportunities for their faculty, staff, and students.

Sector: HE

Research Method: Qualitative – Multi-modal

Subject: Service-Learning – Higher Ed

Author-Assigned Keywords: Higher education

Jester, JeanneUniversity-community partnerships: A content analysis

Advisor: Spence-Diehl, Emily

2004

The University of Texas at Arlington
Social Work

Pages: 97

This study examined university-community partnerships. These collaborative efforts occur between universities and their local, geographical communities in order to address community needs and impact university students. The number of partnerships taking place in American universities has grown dramatically over the past ten years. As growth has occurred, a great deal of literature has been written on the topic. This literature tends to focus on general ideas concerning these partnerships which were derived mostly from case examples. This study involves a content analysis of 40 published university-community partnership case examples in order to develop a broader empirical understanding of the relationships. Several themes and phases of partnerships emerged during the analysis to assist in better understanding the dynamics that occur throughout the collaborative process.

Sector: HE

Research Method: Theory/History/Literature

Subject: Partnerships

Author-Assigned Keywords: Social work, Social studies education

Jett, Steven T.Pre-practicum service-learning in graduate counselor education: A qualitative case study

Advisor: Sexton, Thomas L.; Delgado-Romero, Edward A.

2005

Indiana University
Education

Pages: 210

Service-learning blends community service and academic learning. In graduate counselor education programs, the use of service-learning prior to practicum training is rare. However, given counseling's values, mission, and ethics, service-learning seems amenable to graduate counselor training. Previous studies of pre-practicum service-learning (PPSL) in graduate counselor education indicated that PPSL opens student counselors' eyes to the realities of professional counseling, promotes student counselors' self-efficacy, and enhances student counselors' awareness of themselves in relation to others. The present study used qualitative interviews and document review to explore PPSL within a particular graduate counselor education program. Participants from a western university included counselor educators who taught a graduate-level counseling course integrating PPSL ($n = 2$), counselor education doctoral students who coordinated PPSL ($n = 3$), and alumni of the counselor education master's program who carried out PPSL in at least two of three graduate counseling courses ($n = 7$).

Four themes emerged from participants' accounts: direction, involvement, ways of learning, and time. Direction related to the structure and clarity of PPSL. Direction also pointed toward a perceived outcome of PPSL, particularly that PPSL informed student counselors' subsequent academic and professional decisions. Involvement referred to how PPSL and practicum training were experienced by student counselors along three areas: level of participation, feelings of responsibility, and supervision. Ways of learning spoke to the ways that PPSL was understood and experienced differently than non-field-based pre-practicum training and practicum training. Time referred to the ways in which participants' perceptions and experiences of PPSL were shaped by time. Interview and document data also provided insights into the research questions that guided this study: (a) specific aspects that define PPSL, (b) perceived effects of PPSL on student counselors' overall development, and (c) comparisons of PPSL and practicum training. Further research of graduate-level service-learning was recommended, particularly studies that reflect an appreciation of ways that undergraduate service-learning research informs and does not inform service-learning in graduate training. It was also suggested that future research examine other models of PPSL in graduate counselor education in order to appreciate the various ways that PPSL can be conceptualized and practiced.

Sector: HE

Research Method: Qualitative – Multi-modal

Subject: Discipline Specific – Counseling

Author-Assigned Keywords: Academic guidance counseling

Jones, Kenneth RayAn assessment of perceptions and experiences in community-based youth-adult relationships

Advisor: Perkins, Daniel F.

2004

The Pennsylvania State University
Agricultural and Extension Education

Pages: 253

The purpose of this study was to examine the perceptions and experiences of youth and adults engaged in various types of youth-adult relationships involving community projects (e.g., civic, service, service-learning, and fundraising). The objectives of the study were to: (1) examine perceptions of individuals engaged in youth-adult relationships at the community level; (2) examine experiences of youth and adults participating in various youth-adult relationships while working together as partners; and (3) identify critical elements that characterize various youth-adult relationships. A concurrent triangulation design utilizing both quantitative and qualitative data sources (e.g., involvement and interaction rating scale, observations, and interviews) was employed. The quantitative data were analyzed using descriptive statistics, t-tests, and analyses of variance (ANOVA). Involvement and interaction rating scales were completed by 108 participants in groups from 10 states and 12 communities (10 rural, two urban). The rating scale measured three constructs: youth involvement, adult involvement, and youth-adult interaction. Qualitative data were analyzed using techniques including observations, semi-structured interviews of individuals, and multiple-case study analyses. Appropriate statistical procedures (*t*-tests) were used to analyze differences between youth and adult participants. Differences by gender were also analyzed.

Although the model indicated no significant difference between youth and adult participants, adults were more positive on the youth involvement, adult involvement, and youth-adult interaction constructs. There was a significant difference in perceptions between male and female participants, with females being more positive on all three constructs. Analyses of variance were used to analyze differences between participants by ethnicity, location (i.e., rural, urban, and suburban), and relationship type (i.e., Adult-Led Collaboration, Youth-Adult Partnership, and Youth-Led Collaboration). Multi-case study analysis was deemed appropriate for investigating the experiences of the participants. Four of the 12 groups were included in the qualitative analysis. Case studies also revealed critical elements that characterize the two observed youth-adult relationships. (Abstract shortened by UMI.)

Sector: CBO

Research Method: Mixed-methods

Subject: Intergenerational

Author-Assigned Keywords: Agricultural education, Families & family life, Personal relationships, Sociology, Social structure, Educational sociology

Kain, George F.

Service-learning and mentoring: Theoretical and practical applications for criminal justice education

Advisor: Clear, Todd R.

2006

City University of New York
Criminal Justice

Pages: 167

This study evaluates the experiential learning method called service-learning in criminal justice education. The application of service-learning and its effects on criminal justice education are of paramount interest as educators seek to improve the effectiveness and relevance of higher education. This project examines the effects of service-learning on university students enrolled in a course entitled Juvenile Delinquency who engaged in a quasi-mentoring program for elementary school students in an after-school program. The effects of this type of learning are measured with a number of indicators to learn whether this technique has any greater value in the educational process than more traditional teaching/learning methods. During a single semester, a survey instrument and specific criminal justice vignettes were administered to two separate sections of criminal justice students in a course entitled Juvenile Delinquency. Eighty-two students participated in the study, which employed a Solomon Four-group methodology for the pretest/posttest research design. Students performed a minimum of 15 hours of service-learning during the semester, with many students volunteering up to five more hours than required for the course.

Although there is no evidence that service-learning students performed better academically than those in the control group who did not perform service-learning, there is evidence to support the theory that service-learning helps to accelerate students' citizenship development as well as their ability to understand and apply criminal justice knowledge to specific problems.

Sector: HE

Research Method: Quantitative – Quasi-experimental

Subject: Discipline Specific – Criminology

Author-Assigned Keywords: Criminology, Curricula, Teaching

Kaplan, Claire N.

Carrying it on: Post-graduation impact of feminist praxis on Women's Studies majors

Advisor: Burbach, Harold

2004

University of Virginia
Education

Pages: 262

This study examines undergraduate and post-baccalaureate activism on the part of graduates of a Women's Studies program at a Southeastern university. Women's Studies alumni described their activism during college, whether they identified as feminist during that period, their notions of the meaning of the term "activism," and if they considered themselves feminist or activist today. Twelve volunteers participated in subsequent in-depth interviews. The majority of survey respondents stated that they identified as feminists and a slightly smaller number as activists during college and today. Primary loci of college activism were feminist anti-violence agencies and feminist student groups. Respondents' current employment or graduate studies leaned toward social change work (if not explicitly feminist) such as teaching, mental health work, and the law. Others found ways to engage in unpaid feminist advocacy work.

Interviewees reported that parents who modeled an ethic of service were influential; neutral or negative responses by parents had little impact on their feminism. Other influences on level and type of undergraduate activism were: support and mentoring by faculty, opportunities to understand feminism through projects or internships that linked theory with praxis, and having the time to get involved. Individuals who devoted a significant amount of time in undergraduate leadership positions and feminist activities outside the classroom stated this was where they honed their organizing and leadership skills; these women were more likely than other interviewees to continue their commitment to feminist social change work after graduation.

Sector: HE

Research Method: Qualitative – Interviews

Subject: Discipline Specific – Women's Studies

Author-Assigned Keywords: Higher education, Educational sociology, Women's studies

Kern, MichaelTeacher concerns about service-learning

Advisor: Gass, Michael

2006

University of New Hampshire
Kinesiology

Pages: 101

Service-learning is a rapidly growing teaching innovation. Despite the proliferation of service-learning research, little has focused on the teacher, particularly the personal dimension involved in implementing such an innovation. The purpose of this study was to explore teachers' concerns regarding service-learning using the seven developmental Stages of Concern proposed by Hall, George, and Rutherford (1977) as a framework. Eleven teachers who were engaged in service-learning were interviewed and completed the Stages of Concern Questionnaire (SoCQ). Together, the profiles generated by the SoCQ and the interview analyses, provide a rich description of teachers' concerns. Since at the outset of this study, the SoCQ had never been applied to the specific innovation of service-learning, the profiles were compared with interview data. They tracked closely with one another lending confidence in the applicability of the SoCQ with service-learning.

Sector: K-12

Research Method: Mixed-methods

Subject: Service-Learning – K-12

Author-Assigned Keywords: Curricula, Teaching

Kerrigan, Seanna Marie

Perspectives of college graduates on the experience and effect of Capstone service-learning courses: A qualitative study

Advisor: Miltz, Robert J.

2004

Portland State University
Education

Pages: 134

Service-learning connects theoretical concepts in the classroom to meaningful service experiences in the community through the act of reflection. While there has been an explosion of service-learning course offerings nationally in recent years, little research has been done to explore the impact of service-learning on participants post-graduation. The purpose of this research was to determine the effect that Capstone service-learning courses had on participants three years after graduation. The study also intended to provide insights regarding the pedagogy that contributed to these outcomes. The respondents also provided data on the challenges they experienced in service-learning courses. This study employed a qualitative design. Twenty graduates participated in the study, including 10 men and 10 women. Participants represented a wide range of majors and over a dozen courses. Data collection involved interviewing participants. After two readers analyzed the interview data, a follow-up focus group involving six of the interviewees confirmed the data analysis.

Participants reported that Capstone service-learning courses enhanced their leadership and communication skills. They discussed how these courses engaged them in "border crossing" (a process of entering new communities), enhancing their appreciation of diversity. Participants reported that their career development was furthered through the acquisition of tangible professional skills. They indicated a continuing sense of social responsibility, as they reported high levels of sustained volunteerism after graduation. Further, participants described these courses as active learning environments that fostered engagement with peers on "real-world projects" connecting theory with practice. Participants also faced several challenges in Capstone service-learning courses, including lack of time to complete their community projects and the difficulties of working in student groups. Frequently these challenges were complicated by logistical problems of connecting with community partners. This study concludes with recommendations for improving the quality of service-learning courses, primarily involving the enhancement of reflective opportunities. Faculty are encouraged to make explicit the connection between social issues and political implications. Research recommendations suggest future studies on the effect of service-learning on participants from various racial/ethnic backgrounds and the role gender plays in individuals' experiences of service-learning courses, as well as quantitative studies that include a larger sample of respondents.

Sector: HE

Research Method: Qualitative – Interviews

Subject: Service-Learning – Higher Ed

Author-Assigned Keywords: Adult education, Continuing education, Curricula, Teaching

Kidd, Jennifer Jill

Service with friends: The influence of peer interactions and emotions in community service experiences

Advisor: Pribesh, Shana

2006

Old Dominion University
Urban Service/Urban Education Concentration

Pages: 306

Community service has increasingly become part of students' educational experience. It is seen both as a stand alone requirement and as a core component integrated into course objectives. Much has been learned about the effects of community service on students, but there remain unanswered questions. This study compared four structures of mandatory community service differing in the amount of peer and faculty interaction. It also examined the influence of students' emotional reactions to community service experiences. The participants for the study are college freshmen enrolled in a required environmental course. Hierarchical regressions were utilized to explore the influences of community service structure and other independent variables on four student outcomes: community service attitudes, social and civic responsibility, academic sense of belonging, and students' evaluation of their community service experience.

Students who participated in the model of service with the most peer and faculty interaction reported more positive evaluations than students in other models. Students who participated in activities that directly benefited others had more favorable outcomes than students who engaged in activities that helped the community generally. Students who experienced personal satisfaction, happiness, surprise, or guilt during their community service reported more positive outcomes, while students who felt anger, fear, or disgust while engaged in service had more negative attitudes.

Sector: HE

Research Method: Quantitative – Non-experimental

Subject: Service-Learning – Higher Ed

Author-Assigned Keywords: Curricula, Teaching, Academic guidance counseling

Kienle, Alyson WynnService-learning judicial sanctions: New vehicles to promote student development in undergraduate education

Advisor: Gibbs, Annette

2005

University of Virginia
Leadership, Foundations and Policy

Pages: 151

In recent decades, service-learning has emerged as a powerful teaching tool in academic settings within colleges and universities. The benefits of service-learning may be similarly abundant when this pedagogy is implemented as a judicial sanction. Judicial affairs professionals in a few colleges and universities have added service-learning judicial sanctions to the range of sanctions they assign to adjudicated students. However, neither the frequency of this practice, nor data concerning the effects of these sanctions, have been discussed in the literature. The purpose of this study was to discover and describe the ways in which colleges and universities combine reflection exercises (journals, papers, projects, or discussions, for example) with community service hours to create service-learning judicial sanctions. The study also assessed judicial affairs professionals' perceptions of the effectiveness of these sanctions in reducing recidivism and promoting student development. The association between the various ways of administering service-learning sanctions, and the effectiveness of those sanctions, was also studied. Data were gathered from professionals in the field of judicial affairs, who were members of the Association for Student Judicial Affairs (ASJA), using the Survey of Judicial Affairs Administrators (SJAA), which was designed by the researcher. All 1,200 members of the ASJA were invited to complete the online survey.

Participants were asked to report whether or not they assigned service-learning sanctions and the reasons for their decisions. Service-learning sanctions were assigned by 61.6% of the participants. The most common reasons for assigning these sanctions were to foster the following in college students: interpersonal growth, moral reasoning skills, and civic responsibility. Those who did not assign these sanctions cited various reasons for their decision including, time/resource demands and the absence of service-learning sanctions in the range of available sanctions at their institution. Data were collected to determine the most common, and most effective, ways of administering service-learning sanctions. Thirteen variables in the administration of service-learning sanctions were found to be associated with the effectiveness of those sanctions in promoting student development. Participants who included any of these 13 variables were more likely to believe that service-learning sanctions were effective. Of these 13 significant variables, six were learning goals, three were types of reflection exercises, two were types of service experiences, one was the type of violation resulting in the assignment of these sanctions, and one was related to whether or not judicial affairs professionals assigned service-learning sanctions to repeat offenders.

Sector: HE

Research Method: Quantitative – Non-experimental

Subject: Mediation/Conflict Resolution

Author-Assigned Keywords: Developmental psychology, Criminology

King, Christine Elizabeth

International service-learning in secondary education

Advisor: Ramos, Flavia

2006

The American University
International Training and Education

Pages: 66

Service-learning programs are becoming increasingly integrated into formal education curricula around the United States. These programs vary in location, age of participants, length, and type of service; however the principle objective is shared: that students provide a service that meets a need through an encounter with a reality other than their own while integrating their service experience into the academic curriculum. This study examined one particular international service-learning program for the students of an all-boys private high school in Washington, DC, which takes place in the Dominican Republic every summer. The results of this case study suggested that international service-learning experiences could have a long term impact on students in relation to their world view, and plans for the future, including career choices.

Sector: K-12

Research Method: Qualitative – Interviews

Subject: International

Author-Assigned Keywords: Bilingual education, Multicultural education, Secondary education

Krebs, Marjori MaddoxService-learning: Motivations for K-12 teachers

Advisor: May, Judy Jackson

2006

Bowling Green State University
Education

Pages: 255

The purpose of this dissertation is to describe the essence of the service-learning experience for K-12 teachers in central and northwest Ohio, specifically exploring teacher motivations for initiating service-learning in the classroom. Service-learning is defined as an educational methodology that incorporates student preparation, service to the community, and reflection, with links to the academic curriculum (Billig, 2002). There are six guiding questions that direct this study: (a) How do teachers understand and describe their experiences in implementing service-learning projects? (b) What motivates teachers to initiate service-learning experiences for their students? (c) What benefits, if any, do teachers derive from their service-learning experiences? (d) What, if any, academic student benefits do teachers perceive resulting from service-learning experiences? (e) What, if any, personal student benefits do teachers perceive resulting from service-learning experiences? and (f) What role does administrative leadership play in aiding teachers in sustaining service-learning experiences for their students? This is a phenomenological study. The co-researchers of this study were seven K-12 teachers in central and northwest Ohio who had implemented service-learning in their classrooms in the 24 months prior to the study. The researcher interviewed each co-researcher, transcribed each interview, and used the Stevick-Colaizzi-Keen Method of Analysis of Phenomenological Data for data analysis.

Sector: K-12

Research Method: Qualitative – Interviews

Subject: Service-Learning – K-12

Author-Assigned Keywords: Academic guidance counseling, Elementary education, Secondary education, Curricula, Teaching

Kuhel, Karen A.Preservice teacher perceptions of a multicultural field experience activity

Advisor: Bondy, Elizabeth

2005

University of Florida
Teaching and Learning

Pages: 189

This qualitative study examined preservice teachers' perceptions of a field assignment, the Caregiver Conversation Project, designed to begin development of multicultural social competence. The Caregiver Conversation Project is part of a concurrent teacher education course and is situated in a community-based service-learning multicultural field experience, during which each preservice teacher mentors a student who lives in a low-income housing community. Using phenomenological research methods, 15 interviews were conducted with 5 junior-year preservice teachers who were in their first semester of the elementary teacher education program at the University of Florida. The study participants, like the general teaching community, were White middle- to upper-class, female, and had limited past multicultural experience. One main question guided this study: What meanings do preservice teachers make of an activity within a multicultural field experience? Two subquestions were What similarities are there among the preservice teachers' meaning? and What factors explain these similarities?

Findings suggest that the preservice teachers experienced similar forms of discomfort, including being in the unfamiliar surroundings of the low-income housing community where they lost taken-for-granted cultural cues and norms causing difficulties arranging the Mentee Caregiver Conversation (MCC), and asking questions they perceived would cause discomfort in the caregivers or parents and themselves. Further, they broadened their definitions of a caring caregiver or parent and decided that there were more similarities than differences between their parents' beliefs about education and those of their mentees' caregivers or parents. Various factors help explain these similarities: (1) The preservice teachers came from very similar backgrounds and had similar past multicultural experience. (2) They came to the Caregiver Conversation Project with preconceived notions about low-income housing communities and the families who live in them. (3) They assumed they knew the kinds of questions their mentees' caregivers or parents would find intrusive. (4) They held narrow definitions of a "caring" caregiver/parent. (5) They lacked experience asking qualitative interview questions. (6) Their desire for high academic achievement in the concurrent teacher education course overshadowed learning about their mentees' families.

Sector: HE

Research Method: Qualitative – Interviews

Subject: Multiculturalism

Author-Assigned Keywords: Teacher education, Bilingual education, Multicultural education, Elementary education

Lawton, Pamela Harris

Artstories: Perspectives on intergenerational learning through narrative construction among adolescents, middle aged, and older aged adults

Advisor: Sullivan, Graeme

2004

Columbia University Teachers College
College Teaching of an Academic Subject

Pages: 297

The decline of extended family networks that resulted in the 'generation gap' has given rise to concerns regarding the social and moral education of children, the isolation of the elderly and an increase in negative stereotypes and attitudes about the aged and aging. In an effort to address these concerns, government and community service organizations established intergenerational service-learning programs that seek to connect youth with the elderly through educational and creative activities that benefit each generation. This case study examines the nature of the learning and social relationships that evolved among three generations of women and girls previously unknown to one another, working together on a collaborative narrative based in their lived experiences. The study, Artstories, developed by the researcher, is an age-integrated arts learning program designed to emulate the creative learning environment of extended family networks, foster social and moral learning and development, arts learning, cultural and racial harmony, and a sense of community among two or more generations of women. Small intergenerational groups shared individual stories and collaborated on a collective narrative. Arts learning was used to establish an "empowering event" prompting participants to critically review their meaning perspectives surrounding the moral and social issues under discussion.

The resulting Artstories, artist's book artifacts, were shared with family and friends opening discussion on various social, moral and educational issues of importance to the broader community. A participatory action research methodology was employed within a narrative inquiry framework to build the foundation for a reconceptualist curriculum approach for secondary art educators seeking to broaden the experiential (discovery) learning of their students and extend the educational outreach of the school into the community. Findings indicate that the relaxed setting and the focus on creative expression contributed to a transformation in some participants' perceptions regarding aging.

Sector: CBO

Research Method: Qualitative – Multi-modal

Subject: Intergenerational
Discipline Specific – Art

Author-Assigned Keywords: Art education, Adult education, Continuing education

Lies, James MartinEffects of service-learning on college student moral reasoning

Advisor: Veach, Pat McCarthy

2005

University of Minnesota
Educational Psychology

Pages: 145

This study examined the effects of an extended summer service-learning program on the moral reasoning of a service-learning group as compared to a group of students who did not partake of the service-learning program. Additionally, three variables, moral identity, religiosity, and moral judgment, were examined prior to the intervention to determine if they were reliable predictors of service-learning participation. A pre-post quasi-experimental design was employed with two groups of traditionally-aged college students from a large midwestern religiously-affiliated university. The service-learning group participated in an 8-week summer service opportunity that was coupled with a reflection/learning component that took place over the semester following the summer service project (hereafter, intervention). The service-learning group and the comparison group, which did not partake of the service project, were administered two instruments prior to the intervention: the Notre Dame Student Life Survey (NDSLS), containing the Moral Identity (MIS) and Religiosity (RS) scales, and the Defining Issues Test (DIT), which was the measure of moral judgment in this study. The DIT was again administered at the conclusion of the intervention.

The findings revealed that there were statistically significant increases in the moral reasoning of the service-learning group participants over that of the comparison group, participants who showed a negligible decline in moral reasoning from pre- to post-intervention. A logistic regression analysis, employed to determine possible predictor variables, indicated that two of the three examined variables were reliable predictors of service-learning participation: moral identity and moral reasoning. Religiosity did not prove to be a reliable predictor in this study.

Sector: HE

Research Method: Quantitative – Quasi-experimental

Subject: Character Education

Author-Assigned Keywords: Educational psychology, Developmental psychology

Lin, Christopher J.A service-learning renewable energy education project

Advisor: Duffy, John J

2006

University of Massachusetts Lowell
Energy Engineering

Pages: 88

A pilot service-learning program was developed in which first year engineering students developed educational projects for high school students. The project sought to heighten the awareness of high school and university students in renewable energy, a topic which crosses the disciplines of science, math, and social sciences and to help both sets of students achieve academic objectives in their respective courses. Based on a review of the completed projects and the self-assessment questionnaires of the university engineering students, the study was successful in its educational goals. The 11 university students were able to learn and present material on renewable energy and to use the analytic and software tools that are objectives in the Introduction to Engineering II course. The 45 high school students in turn were able to successfully complete their worksheets, showing a basic level of understanding of the material.

Sector: HE

Research Method: Unknown

Subject: Environment
Discipline Specific – Engineering

Author-Assigned Keywords: Energy, Environmental engineering

Livingston, Sharon M.

Moving service-learning to a central position within a major urban university: A case study

Advisor: Urban, Wayne J.

2005

Georgia State University
Education

Pages: 147

Today, with the benefits of service-learning being recognized on a national level, service-learning is being pulled from the margins of higher education into the mainstream, meaning that it is being located more centrally to the academy's mission and associated with academic affairs. To gain an understanding of this contemporary phenomenon, a qualitative case study was conducted to examine and analyze the change process undertaken by a major urban research university in centralizing service-learning. Fostering constructive change within an organizational setting requires a sound perspective on the change process, a good understanding of the specific context of change, and sufficient sensitivity to the potential impact of the various forces within the organizational environment. The purpose of this case study was to compare the actual findings of how the centralization process was managed within a university setting with theoretical propositions about change theory as it applies to higher education and service-learning. The significance of this research is to place service-learning within the context of organizational change in order to increase awareness of how organizational factors influence the integration and disposition of service-learning.

After analyzing the various organizational factors identified in the research literature that have great influence on post-secondary efforts to institutionalize service-learning, the findings of this case study have confirmed that having a strategic plan, open communications, faculty leadership, and agreement on goals and motivations are four elements that cannot be overlooked when undertaking an organizational change initiative involving the centralization of service-learning. The implication of this study is that even when all of the requisite elements are present for the successful development of a service-learning program, the process of mainstreaming service-learning can still be impeded unknowingly by the contemporary discourse of higher education.

Sector: HE

Research Method: Qualitative – Interviews

Subject: Institutionalization

Author-Assigned Keywords: Higher education, Curricula, Teaching, Organizational behavior, Organization theory

Locke, Barbara Darlene HendersonService-learning and leadership life skills: An experimental study

Advisor: Boyd, Barry L.; Frazee, Steve

2004

Texas A&M University
Agricultural Education

Pages: 149

This study examined the effect of service activities on the development of leadership life skills in youth and if having a reflection component as part of the activity makes a difference. Additionally, the study examined the impact of selected demographics including age, gender, type of service completed monthly and 4-H membership on the development of leadership life skills. Participants in the study were from two samples. One group represented the El Paso National Youth Service Day, the other represented the District 11 4-H Leadership Lab in Brenham, Texas. Participants were randomly assigned to a control (no reflection) or treatment (with reflection) group. Youth participants self rated their leadership life skills using a 33-question post-test only questionnaire. Demographics were reported in nine additional questions.

The major findings of the study are as follows: (1) Overall, the participants reported their perceived leadership life skills to be high in four of the five subscales; (2) The inclusion of a reflection component did not significantly affect perceived leadership life skills; (3) Type of service, whether direct or indirect, had a significant impact on perceived leadership life skills; (4) 4-H membership had a significant impact on the Personal Leadership Development subscale.

Sector: CBO

Research Method: Quantitative – Experimental

Subject: Reflection
Youth Development

Author-Assigned Keywords: Agricultural education, Curricula, Teaching

Longo, Nicholas Vito, Jr.Reaching beyond the schools: The role of community in civic education

Advisor: Stein, Jerome A.; Pilhal, Jane

2005

University of Minnesota
Unlisted Department

Pages: 243

Throughout our nation's history, education has been linked to the promise of democracy. Yet over the past century this connection has too often been narrowed to the school as its sole vessel. This is harmful to education—it puts too much pressure on a single institution. It is also harmful to democracy—it ignores the role of the many institutions that educate, along with the connections between these institutions. This study unearths and examines rich models of learning in which multiple institutions collaboratively play a role in promoting civic education. Using historical and ethnographic case study analysis, this thesis addresses the research question: What is the role of community in civic education? Specifically, the study examine Hull House and the pioneering social settlement work of Jane Addams at the turn of the 20th century; democratic education for social change put into practice during the civil rights movement by Myles Horton, Septima Clark, Bernice Robinson, and others at the Highlander Folk School; and the Neighborhood Learning Community in St. Paul, Minnesota, a network of community institutions, schools, and higher education institutions which applies the lessons from Hull House and Highlander in its efforts to create a neighborhood culture of civic learning. The study concludes with lessons learned and policy recommendations for making community an essential component for civic education.

The cases in this study present important historical and contemporary models where educational institutions partner with local communities in empowering ways; connect learning with civic engagement; focus on assets; address issues of power and injustice; practice reciprocity; and utilize all of the resources at their disposal—enabling schools, colleges and universities, community institutions, and community residents to work together for democracy. This study introduces the building blocks for a new way of thinking about civic education by presenting a narrative on a diverse set of practices that reach beyond the schools and hopefully amounts to a widening of the conversation on the connections between education, community, and democracy.

Sector: Cross-sectional

Research Method: Theory/History/Literature

Subject: Civic Education

Author-Assigned Keywords: Educational theory, Educational sociology, Education history

Lott, Joe, Jr.Civic orientation predictors of black students: An exploratory study

Advisor: Ropers-Huilman, Becky; DiStefano, Christine

2005

Louisiana State University and Agricultural & Mechanical College
Educational Leadership, Research and Counseling

Pages: 158

Institutions are becoming more cognizant of preparing students for global leadership through measures such as service-learning and community service. Colby and her colleagues (2003) suggest that institutions should guide students to believe that they are members of a shared social structure. Black students are a group whose civic participation has sharply declined between the 1970s and 1990s (Putnam, 2000) when 50 years ago they were one of the most active civic groups (Davis, 1993). This exploratory study investigated the relationships between Black students' citizenship perspectives and independent variables such as institution type, racial identity, gender, classification, major, age, and socioeconomic status (SES). This research included a total sample of 379 Black students who attended one of four universities. These were, according to the Carnegie classifications: (1) a large public master's college and university, predominantly White institution (PWI) in the South; (2) a large public master's college and university, historically Black institution (HBI) in the South; (3) a large public doctoral-extensive, PWI in the South; or (4) a large public doctoral-extensive, HBI in the South. Students completed two surveys, the Revised Service Experience (RSE) survey and the Black racial identity scale (B-RIAS). This exploratory factor analysis study combined elements of citizenship related to values, knowledge, skills, efficacy, and commitment (Eyler & Giles, 1999) to create factors. After ensuring that the factors held meaning, they were used as dependent variables. The Black racial identity stages (Helms & Parham, 1985), which is the extent to which Blacks identify with other Blacks, were utilized as independent variables, along with institution type, major, age, gender, classification, and SES for subsequent regression models to explore the relationships to the citizenship factors.

Results show that seven factors underlie the RSE, while three factors underlie the B-RIAS. Regression results indicate that students who possess higher racial identity stages score significantly higher on some civic measures than those students who possessed lower racial identity attitudes. Women scored significantly higher on some civic measures than men. Students who belong to a hard-science major scored significantly lower on some civic measures than students who belonged to soft-science majors.

Sector: HE

Research Method: Quantitative – Non-experimental

Subject: Civic Engagement

Author-Assigned Keywords: Higher education

Love, C. ReneeProgressive education and its influence on writing instruction

Advisor: Gaillet, Lynee Lewis

2004

Georgia State University
Unlisted Department

Pages: 165

This dissertation revitalizes study of the progressive education movement, a movement beginning in the early twentieth century and largely inspired by John Dewey, and explores how this movement relates to current writing instruction pedagogy and theory in expressivist and civic rhetoric. It begins with a historical analysis of progressivism, and examines how writing and rhetorical practices responded within the cultural context of industrialization and progressive reform efforts. The work, which also emphasizes Dewey's role in the evolution of current writing instruction, traces expressivist rhetoric, in the form of personal writing, and civic rhetoric, in the form of service-learning, from the turn of the twentieth century to the present, creating a historical foundation that allows repositioning of these rhetorics as "reform rhetorics" or "reform pedagogics." Much as the progressive movement was a response to cultural conditions, similarly, current pedagogical practices reflect reform interests, too, demonstrating rhetoric's response to contemporary social issues, as well as the attempt to redress these problems through pedagogical methods such as those that reconnect the academy to the community, value meaningful coursework, and reinvigorate democratic participation and active citizenship. The work also theorizes about what contemporary writing instructors should learn from the progressives' work.

Sector: HE

Research Method: Theory/History/Literature

Subject: Discipline Specific – Composition/Writing

Author-Assigned Keywords: Rhetoric, Composition

Lynass, LoriBeginning teachers' perceptions regarding their preparation in the use of service-learning

Advisor: Anderson, Jeffrey

2006

Seattle University
Education

Pages: 121

This inquiry examined beginning teachers' perceptions about the features of pre-service preparation in service-learning that they found most beneficial for its understanding and implementation. The characteristics of districts and schools that influence and inhibit the implementation of service-learning as perceived by beginning teachers were also examined. Data collection consisted of thirty-eight interviews of graduates from two institutions of higher education who had completed teacher education degrees. The participants were in their second or third year of full-time teaching and had been prepared to use service-learning as a teaching methodology. This study was conceived from follow-up recommendations from previous studies on the topic of service-learning and teacher education. Most participants reported being prepared through a variety of coursework and project implementation. Participants reported using service-learning for the learning experience it provides and its promotion of citizenship and civic engagement. The use of service-learning as a leadership learning tool was also analyzed. It can be concluded from this study that the majority of beginning teachers in this study were satisfied with their service-learning preparation, as reported by 71% of the participants.

Project implementation was found to be the most valuable aspect of teacher preparation for the participants understanding and later use of service-learning as a methodology. The readings the participants were required to do during their preparation were reported to be the least valuable aspect of their preparation. Although 84% of the respondents report that they plan to use service-learning in the future, only 39% have actually used it thus far. Administrative understanding and support, as well as logistical support were the greatest reported needs of teachers wishing to implement service-learning. Participants reported using service-learning because of the learning experience, civic engagement and curricular fit it provides. Service-learning was also reported to prepare students for leadership roles by teaching responsibility, citizenship skills and providing real world learning in non-traditional ways. This study illuminated beginning teacher's perceptions of their pre-service preparation in service-learning which provided suggestions for teacher educators. The perceptions of how schools and districts can support beginning teachers to use service-learning also provided suggestions for schools and districts.

Sector: K-12

Research Method: Qualitative – Interviews

Subject: Pedagogy

Author-Assigned Keywords: Teacher education

MacKillop, Mary L.Healthy habits of giving in youth lead to volunteers of tomorrow

Advisor: Gunning, Kim

2004

Royal Roads University (Canada)
Leadership and Training

Pages: 102

In Canada, 6.5 million volunteers support health, sport, cultural, social, and welfare services—the equivalent of 549,000 fulltime jobs. In 2001, the Canadian Centre for Philanthropy reported the number of volunteers had shrunk by 1 million since 1997. Service-learning initiatives, like high school Career Preparation Programs (CPP), give students the opportunity to volunteer for credit. The study explores whether mandated programs help students develop a habit of volunteering that may lead to lifelong volunteering. Research engaged youth who volunteered at Providence Health Care through CPP and, through story telling, explored social responsibility and volunteer experiences. A Focus Group of volunteer resources administrators discussed youth placements and whether service-learning could contribute to a sustainable volunteer force. Literature was examined on servant leadership, social responsibility, service-learning, and connections to the volunteer nature to determine if, through service-learning, we can develop servant leaders and socially responsible, adult volunteers.

Sector: K-12

Research Method: Qualitative – Interviews

Subject: Service

Author-Assigned Keywords: Health education

Malikova, Yuliya

The development and refinement of models of less established and more established high school environmental service-learning programs in Florida

Advisor: Marcinkowski, Thomas J.

2005

Florida Institute of Technology
Science Education

Pages: 530

Environmental Service-Learning (Env. S-L) appears to show great promise and practitioners tout its benefits, although there have been fewer than ten studies in this emerging area of environmental education. The overall study purpose was to describe the nature, status, and effects of Grade 9-16 Env. S-L programs in Florida, and develop descriptive models of those programs. The purpose of Phase I was to describe these programs and associated partnerships. Based on Phase I results, the purpose of Phase II was to develop, compare, and refine models for less and more established high school programs. This study involved: (1) defining the population of Florida 9-16 Env. S-L programs (Phase I); (2) developing and administering program surveys (Phase I, quantitative); (3) analyzing Phase I survey data and identifications of options for Phase II (Intermediate stage); (4) designing and implementing methodology for further data collection (Phase II, qualitative); (5) refining and finalizing program models (Phase II, descriptive); and (6) summarizing program data, changes, and comparisons. This study revealed that Env. S-L has been practiced in a variety of ways at the high school and college levels in Florida. There, the number of high school programs, and participating teachers and students has been growing. Among others, major program features include block scheduling, indirect S-L activities, external funding sources, and formal and ongoing community partnerships.

Findings based on self-reported program assessment results indicate that S-L has had positive effects on students across Furco's S-L outcome domains (i.e., academic achievement/success, school participation/behavior, career development, personal development, interpersonal development, ethical/moral development, and development of civic responsibility). Differences existed between less established and more established Env. S-L programs. Less established programs had relatively few participating teachers, courses, projects, community partners, and service sites. Most S-L activities were offered as electives. Lead teachers used reflection to integrate academic learning with service experience to a moderate extent. More established programs had a larger number of participating teachers, courses, projects, community partners, partner representatives, and service sites. Students were consistently engaged in multiple forms of reflection. These teachers also practiced S-L before their exposure to the wider field of S-L.

Sector: K-12

Research Method: Mixed-methods

Subject: Environment

Author-Assigned Keywords: Science education, Environmental science

Mayhew, Matthew JudkinsCurricular content and pedagogical practices that influence the development of moral reasoning in undergraduate students

Advisor: King, Patricia M.

2004

University of Michigan
Education

Pages: 285

Stakeholders in higher education need to know how college students develop along moral dimensions, and how institutions can create and evaluate educational experiences for this development to occur. This study attempts to address this need by investigating how curricular-based learning influences the development of moral reasoning. It seeks to answer the following question: what types of curricular content and educational practices influence the development of moral reasoning in undergraduate students? This study used a longitudinal comparative research design to assess five courses that differed in their emphases on moral content. Two courses had explicit moral content, including psychological moral theory and moral philosophy. The moral content of the other courses was implicit; the first of these was a service-learning course, and the second was an intergroup dialogue course. The final was a comparison course, with neither explicit nor implied moral content related to morality. At the beginning and end of the semester, each student completed the Defining Issues Test 2 (DIT2; measure of moral reasoning) and the Need for Cognition Scale (NCS; measure of need for cognition). At the end of the semester, students completed these measures again, plus a measure of moral practice. Of the 771 students enrolled in the courses, 423 completed the DIT2 twice; this yielded a longitudinal response rate of 54.7%. Causal modeling accounted for student background characteristics (i.e., gender, race, political orientation, need for cognition), collegiate experiences (education level, college major), curricular covariates (previous courses taken that involved moral content), and pedagogical covariates (e.g., active learning, guided reflection).

Results indicate that upward changes in moral reasoning over the term were affected by course enrollment and pedagogy. Students who were enrolled in courses with explicit moral emphases, the introduction course and the service-learning course demonstrated developmental gains. However, students enrolled in an Intergroup Dialogue course did not. A partial explanation for this finding is that students who experience more *negative* interactions with diverse peers were the least likely to show positive change in moral reasoning. A greater number of these negative interactions were reported for students enrolled in Intergroup Dialogue. Implications are discussed.

Sector: HE

Research Method: Quantitative – Quasi-experimental

Subject: Character Education

Author-Assigned Keywords: Higher education, Curricula, Teaching

McCallum, Christine

Integration of service learning across a professional physical therapy curriculum: Addressing the health care needs of medically underserved adults within the community

Advisor: Olson, Susan

2005

The University of Akron
Unlisted Department

Pages: 263

Health professional education programs, such as entry-level physical therapy programs, are faced with external challenges that require the re-examination and redesign of curriculums to ensure the needs of society and the needs of educational programs are met. Service-learning is an ideal instructional methodology that can link the needs of these stakeholders where students and community partners both benefit. The purpose of this study was to design a curriculum for an entry-level physical therapy program that integrates service-learning opportunities whereby the needs of the educational program and medically underserved adults within an Ohio county are met. A needs assessment/case study research design was used in this study. Three community health care clinics that provide services to medically underserved adults was the unit of analysis for this study. The study was completed in two phases. Phase One was a needs assessment that assessed the needs of medically underserved adults within a community in relation to access to physical therapy services. Phase Two consisted of the design of a conceptual framework for integrating service-learning throughout an entry-level clinical doctorate physical therapy program.

Results of Phase One revealed there was a lack of physical therapy providers for medically underserved adults; a lack of standardized screening or assessment processes to identify physical mobility problems; inadequate knowledge about the scope of physical therapy practice among health care providers and patients; and fragmented community resources and referrals for medically underserved adults with physical mobility problems. Results of Phase Two produced a conceptual framework for a physical therapy curriculum that integrates service-learning opportunities throughout an eight semester program. A *Community Health in Physical Therapy* course and a service-learning assignment using reflection opportunities were designed as part of this study. The results suggest service-learning opportunities are present that could meet curricular requirements for an entry-level physical therapy program and the needs of medically underserved adults in an Ohio county. It is recommended that collaborative community-campus partnerships be established to improve access to physical therapy services for those who are medically underserved.

Sector: HE

Research Method: Unknown

Subject: Discipline Specific – Physical Therapy

Author-Assigned Keywords: Curricula, Teaching, Health education, Rehabilitation, Therapy

Meek, Denise Patricia

Service-learning in elementary schools: The key to developing student citizens

Advisor: Drolet, Bonita

2004

University of La Verne
Organizational Leadership

Pages: 123

The purpose of this study was to identify the service-learning elements that are met through student participation in service-learning projects in elementary schools. The study identified the types, numbers, and duration of service-learning projects that students participate in at the elementary school level. The study examined whether there is a significant difference between beginning teachers of service-learning and experienced teachers of service-learning in the student achievement of service-learning elements. Finally, the study also examined whether there is a significant difference between beginning and experienced teachers in the student achievement of service-learning elements. Descriptive research was used to answer questions one through seven in this study. *Ex post facto* research was utilized to answer questions eight and nine of this study. The written survey was developed specifically for this research study using research on service-learning, student citizenship, and civic responsibility. The service-learning teachers were selected because they had developed and conducted service-learning projects in their elementary classrooms during the 2002-2003 school year.

Fifteen of the eighteen elements of service-learning scored within the "almost met" rubric category with a range of 3.05 to 3.75. One citizenship element and all three elements of civic responsibility scored within the "almost met" category. No service-learning elements were in the "met" category. Service-learning projects that concentrated on beach cleanup and conservation comprised over 15 percent of the cumulative total of projects reported. Gardening projects contributed to almost 9 percent of the service-learning projects reported by the teachers. Beginning and experienced teachers provide service-learning experiences for their elementary students, prepare them to be student citizens, and engage them in the learning process. School districts provide a solid base of support for service-learning projects through in-service training, workshops, and conferences. Funding service-learning grants and projects as a part of the school districts' enhanced standards in civic education is a way to initiate and maintain high quality service-learning projects. Service-learning is not only a valuable teaching tool that builds actively engaged learners and student citizens, but also an excellent opportunity to build and nurture quality relationships with community partners.

Sector: K-12

Research Method: Quantitative – Non-experimental

Subject: Service-Learning – K-12

Author-Assigned Keywords: Elementary education, Curricula, Teaching

Miller, Peter Michael

University-community partnerships as dialogue: A critical examination of university/neighborhood partners

Advisor: Hafner, Madeline

2005

The University of Utah
Educational Leadership and Policy

Pages: 305

To contribute to the expanding literature in the field of civic engagement, this dissertation utilized qualitative case study research methods and a critical epistemological perspective to examine a university-community partnership's collaborative process. The analytical framework that was employed was influenced by Paulo Freire's concept of dialogue. The study sought to reveal the extent to which the Freirean dialogical tenets of humility, faith, hope, and critical thinking were embodied in this collaborative process. The findings suggest that although the partnership's participants appeared to have intentions that were closely aligned with the tenets of dialogue, various factors inhibited the actual process from evolving as one that was comprehensively dialogical. Several recommendations are posited for the development of university-community partnership processes that are dialogical.

Sector: HE

Research Method: Qualitative – Multi-modal

Subject: Partnerships

Author-Assigned Keywords: School administration, Higher education, Educational sociology

Miron, Devi

College students' community service involvement: Preferred approaches, match, satisfaction, and plans to continue

Advisor: Moely, Barbara E.

2005

Tulane University
Psychology

Pages: 74

Keith Morton's (1995) model of service approaches was used to assess college student preferences for community service activities. The match between students' preferred approaches and the approaches taken by their current service activities was related to students' satisfaction with their service experience. Students' satisfaction predicted plans to continue service in the future. Students showed strong preferences for service activities typical of the Charity approach. Implications for the structuring of service activities and for future research are discussed in this paper.

Sector: HE

Research Method: Quantitative – Quasi-experimental

Subject: Service-Learning – Higher Ed

Author-Assigned Keywords: Higher education, Educational psychology

Mitchell, Tania D.Service-learning and social justice: Making connections, making commitments

Advisor: Ziniga, Ximena

2005

University of Massachusetts Amherst
Social Justice Education

Pages: 302

Much of the service-learning literature in higher education assumes that community service linked to classroom learning is inherently connected to concerns of social justice. While some service-learning practice aims to alleviate oppressive or unfair circumstances and promote "more just relationships," there is little research that examines the effectiveness of service-learning in developing that commitment. The purpose of this qualitative research is to understand how students' experiences in service-learning contribute to their understanding of and commitment to social justice. The program investigated is a four semester critical service-learning experience, named the Citizen Scholars Program, at the University of Massachusetts Amherst. Written assignments and interview transcripts from 11 women who participated in the program comprise the data for this dissertation research. This secondary data set was analyzed using grounded theory methodology to explore connections between students' participation in service-learning and their understandings of and commitments to social justice. The findings from this research suggest that participants in this study did develop more complex conceptions of social justice. Through the critical service-learning experience provided by the Citizen Scholars Program, students report being able to: develop authentic relationships with community members, question the distribution of power in society, and deepen their commitments to social justice. The study identified six properties of social justice sensemaking that appear to influence students' understanding of and commitment to social justice. Reflection on the self and experience, introduction to new information, contradictory experiences, relationships with peers and community members, and the idea of plausibility were all shown to spur students' social justice meaning construction.

The findings of this study were used to develop a conceptual framework that charts how the critical service-learning experience of the Citizen Scholars Program facilitates social justice sensemaking. This framework can guide the work of scholars and practitioners who aim or hope to encourage social justice commitments in students. Students left Citizen Scholars with confidence in their views of social justice and a willingness to take action in alignment with those views. This research demonstrates that critical service-learning can foster a greater sense of agency to act in support of social justice.

Sector: HE

Research Method: Qualitative – Multi-modal

Subject: Social Justice

Author-Assigned Keywords: Curricula, Teaching, Higher education

Murray, Thomas E.Engaging Dropout Prevention students using active learning strategies: The oral history of the Vietnam War as a case study

Advisor: Cruz, Barbara; Johnston, Howard

2005

University of South Florida
Education

Pages: 204

This was a mixed method study of the effects of active learning techniques on dropout prevention students within a semester-long course on the History of the Vietnam War. The results of the qualitative study are confirmed by data on the Florida Comprehensive Assessment Test, Grade Point Averages and absences over the semester and the following semester. The findings showed that one teacher in one class can have a effect on student academic achievement by introducing a student-centered, active curriculum to replace the worksheet and textbook focus that permeates many Dropout Prevention classrooms. The use of email, classroom guests and service-learning in a nursing home extended this change to other classes and life outside of school. Students became engaged by active learning techniques, including oral history, demonstrating academic and school behavior changes beyond the semester of the class. Academic success in the class produced greater confidence in school and in the students' lives. The connection to human beings in the curriculum rather than just books and worksheets established an emotional connection to learning that these students had not previously experienced. The emotional connection and the relationships formed the basis for the students' success.

This study allowed Dropout Prevention students to speak in their own voices about their educational experiences before and during the course. The students reflected on the effects of the course on their lives outside of the classroom. Of the thirteen students who participated in the last twelve weeks of the semester, twelve had a cumulative high school Grade Point Average below 2.0. For the semester, twelve earned a GPA over 2.0 in all classes and eleven earned GPAs over 3.0 in all classes. This success was sustained over the following semester. All students earned over a 2.0 GPA and seven earned over a 3.0. Six students who had not passed FCAT and were not going to graduate with a regular diploma did pass FCAT during the spring semester. FCAT scores increased an average of 42 points with some students increasing 82, 67, 58 and 55 points.

Sector: K-12

Research Method: Mixed-methods

Subject: At-Risk Youth

Author-Assigned Keywords: Secondary education, Social studies education, Language arts

O'Connor, Michael P.Characteristics and roles of service-learning with at-risk students at Hawthorne School

Advisor: Clark, Gary M.

2006

The University of Kansas
Unlisted Department

Pages: 229

This qualitative case study sought to examine the use of service-learning at Hawthorne School, an alternative school that serves mostly students who are considered at-risk for not graduating from high school due to behavioral problems in school. This school was founded with the intention of integrating Deweyan educational practices, also referred to as authentic and/or constructivist pedagogy, into the curriculum. Service-learning is the principle educational technique employed at Hawthorne School to put Deweyan educational theory into practice, and service-learning theory provides much of the intellectual foundation of this school. Thus, this study sought to examine the nature of service-learning as it is seen at this school, the role it plays in the life of this school and the education of its students, and the possible effects that may have accrued to students through its use here. A series of interviews was conducted with nine students, the principal of the school, the service-learning coordinator/teacher, two teachers, the two founders of the school, and one representative of a state-level, non-profit environmental education organization.

The interviews, as well as observations and archival documents, revealed a complex and multi-faceted service-learning program at this school that was found to be beneficial in engaging these students in school, providing hands-on learning and real-world problem-solving experiences, and promoting and providing opportunities for positive relationships to be formed between these generally troubled youth and the adults and children who live in this community. Furthermore, it was revealed that service-learning provided students with interesting ways of learning, promoted individual student research on a wide variety of academic topics, and promoted some student voice and initiative in educational activities. This study revealed that service-learning plays an especially significant role in the curriculum development of this school, and that, at least partially through the mechanism of service-learning, students and teachers have input into decisions regarding the academic content students will engage in. Finally, it was also found that service-learning plays a critical role in this school in forming and promoting positive relationships between the members of the community and these students, as well as informing and promoting positive community perceptions about this school and its students.

Sector: K-12

Research Method: Qualitative – Multi

Subject: At-Risk Youth
Special Education

Author-Assigned Keywords: Special education

O'Leary, Jane

A marriage not to put asunder: The town and gown relationship in small Midwest communities

Advisor: Card, Karen

2004

University of South Dakota
Adult and Higher Education (Educational Administration)

Pages: 124

In the sparsely populated Midwest, universities are often located in small towns. This phenomenological study attempted to determine how community leaders and leaders of public universities made sense of the relationship between the town and the higher education institution. In each of three college towns with populations of less than 10,000, four community leaders and four university leaders were interviewed to determine general perceptions of the town gown relationship. A marriage metaphor emerged from the interviews, and extended through other aspects of the relationship. The town/gown relationship was considered mutually significant to a greater degree than the relationship of universities and larger cities. Communities had a sense of protectiveness toward the existence of the university, based upon the community's historic desire to locate a university in the town. The university president was considered to be the guiding element of the relationship's success. The communities, as well as the universities, expressed a caring attitude toward students, paralleling the caring of married couples toward children. Community leaders were concerned about the welfare and safety of students and believed that they contributed to the final process of the students' maturity. University leaders did not recognize the extent of the community's caring, and believed that most conflict in the town/gown relationship centered about students.

Individuals of the community and the university communicated with each other, but often without understanding. Lack of understanding among individuals precipitated more profound conflicts than did student issues. Less conflictive misunderstanding in the relationship included service-learning and diversity issues. Caring for students, however, was a unifying element, just as extended families of married couples are unified in support of the children. Events and situations corresponded to the kinds of events that impact a marriage and included mutual respect, economic factors, and quality of life. University faculty who were landlords or who served on local government were sometimes perceived to have conflicts of interest. The self-reflective image of the university and the self-image of the community impacted the success of the relationship. The relationship was permanent, with no separation except the death of the town or the university.

Sector: HE

Research Method: Qualitative – Interviews

Subject: Partnerships

Author-Assigned Keywords: Higher education, Public administration, Urban planning, Area planning & development

Olson-Horswill, LaurieService-learning, the arts, and human rights: An extraordinary connection

Advisor: Major, Cherie

2005

University of Idaho
Education

Pages: 202

A service-learning project at a Northwest community college engaged college art students studying three-dimensional design with children in a nonprofit after-school arts program linked with a homeless shelter. In pairs, adults and children discussed and created small sculptures based on the thirty Articles of the *Universal Declaration of Human Rights* (1948). The finished permanent sculpture in the college library is a spiral of thirty pairs of plaster-cast hands cradling thirty colorful sculptures. The pedagogy of service-learning—which links relevant and needed community service with academic learning—has grown in the past two decades from grade school through college and in courses across the curriculum. Despite this trend, few journals have published articles on service-learning in the arts and humanities. Yet community service-learning connected to the humanities is a clear match, since art expresses community values. The subject of the artwork was inspired by this Inland Northwest community's history, since over the last three decades people in the region have fought actively against and prevailed over white supremacy. The sculpture symbolizes the unity of children, college students, the college, and the community in expressing the importance of human rights.

This qualitative study was centered in a constructivist paradigm featuring a mixed-method design. It was a case study of community college art students engaged in service-learning. The research illuminated John Dewey's theory presented in *Art as Experience* (1935), in which he argues that experience with the arts unites people through the creative process and aesthetic response, strengthening communities. The analysis of data was guided by Dewey's theory and was based on interviews, observations, content analysis of artwork and writing, and a pre- and post-study of college students' attitudes toward community service (Diaz-Gallegos, Furco, & Yamada, 1999). The results described the service-learning experience in detail, and the discussion developed themes on the importance of the creative process for connecting individuals, communicating meaning, and uniting community. This research demonstrated that linking courses in the arts and humanities with service-learning is worthwhile for participants, supporting the fundamental human right of freedom of expression in the life of a community.

Sector: HE

Research Method: Mixed-methods

Subject: Discipline Specific – Art

Author-Assigned Keywords: Curricula, Teaching, Art education, Welfare

Palkowski, Julie AnneService-learning impact on eight- to ten-year-old students' attitudes and knowledge about senior citizens

Advisor: Boechler, Rachel

2006

Cardinal Stritch University
Leadership for the Advancement of Learning and Service

Pages: 221

This study explored the impact of one intergenerational service-learning experience on eight-to-ten-year-old students' attitudes and knowledge about senior citizens. It was designed to look at the relationship between intergenerational service-learning experiences for public school elementary students and their attitudes and knowledge of senior citizens before and after service-learning experiences. In addition, the study compared the knowledge and attitudes about senior citizens of another class to the class who participated in service-learning activities. The importance of intergenerational service-learning opportunities comes from the change in society as reflected not only by cultural differences, but also generational differences. As the population's average age increases, the nation's need to find connections among all generations increases. This study aimed to provide a base of research to point out the misconceptions children had about the elderly. It also explored the impact of intergenerational service-learning opportunities, in terms of providing a more accurate picture of our senior citizens to younger generations.

The results of the study indicated that the intervention did not have any apparent influence over the general knowledge scores of both the experimental and control groups. The intervention did however appear to have an impact on the experimental group's specific knowledge of the senior citizens they were directly working with. These results were supported through experimental teacher and nursing home staff interviews and experimental focus group comments to help triangulate the data and analysis of the positive change in knowledge of senior citizens experienced by the experimental students. In addition, the intergenerational service-learning activities did have an impact on the experimental group's attitude towards the senior citizens. These findings suggest the need to utilize intergenerational service-learning activities in order to promote more positive attitudes towards senior citizens and in helping to provide more realistic pictures of the elderly. Intergenerational service-learning activities provide opportunities for people of different generations to get to know one another and to break down misconceptions of aging. Intergenerational service-learning activities are great ways to connect the generations by building positive attitudes towards senior citizens and increasing knowledge of the aging process.

Sector: K-12

Research Method: Mixed-methods

Subject: Intergenerational

Author-Assigned Keywords: Gerontology, Elementary education, Curricula, Teaching

Patel, Hina Shantilal

Assessment of the personal and professional attributes of educators who utilize service-learning

Advisor: Leigh, Patricia

2004

Iowa State University
Education

Pages: 257

This study provides evidence for the differences in personality between educators who do and do not utilize the pedagogy of service-learning. Two major scales, the Ohio State Teacher Efficacy Scale constructed by Tschannen-Moran and Hoy and the Self-Report Altruism Scale constructed by Rushton, Chrisjohn and Fekken were administered to a total of 128 higher education professors, 58 of whom integrate community service into the curriculum. A major finding was that service-learning educators scored significantly higher than non-service-learning educators on the OSTES. Analysis of the individual questions conveys that service-learning educators believe they play a greater role in the design, implementation and assessment of the learning experiences of students. Also, this study found that service-learning educators do not score significantly higher than non-service-learning educators on the SRAS. However, analyses of individual questions on this scale convey service-learning educators, on average, engage in more acts of charity, as well as direct services than non-service-learning educators.

The results reveal a service orientation possessed by service-learning educators; professionally and personally, service-learning educators are civically engaged. In addition, hypotheses relating to professional experiences (i.e., educational history, work experience, honors and awards, institutional service, community service, involvement with publications, presentations and grants and philosophy of education) were tested resulting in non-significant differences. However, a variety of information can be extracted from these hypotheses. In regards to work experience, although a statistical difference was not found, service-learning educators have, on average, possessed more years of experience in industry than in higher education indicating, perhaps, connecting the classroom with the community is more intuitive for professors who have had experiences outside of academe or application of the theoretical may be a higher educational objective for educators who were once a part of industry. In regards to philosophy of education, this research conveys that higher education professors support the essentialist perspective the most. Only twelve respondents chose the social reconstructionist philosophy of education, which alludes to the question, if higher education professors view their role as disseminators of information then who is responsible for teaching students to be change agents?

Sector: HE

Research Method: Quantitative – Quasi-experimental

Subject: Service-Learning – Higher Ed
Pedagogy

Author-Assigned Keywords: Curricula, Teaching

Peterson, Cheryl AnnCivic vision: A case study of renewing civic purpose in a college of education

Advisor: Hartoonian, H. Michael; Galda, Lee

2005

University of Minnesota
College of Education and Human Development

Pages: 277

The civic mission of land grant institutions charges them with the obligation to uphold a civic purpose in preparing students and in relationships with the local, national and global community. Recent initiatives in civic engagement have criticized institutions of higher learning of not upholding this mission. The purpose of this case study was to describe how a group of faculty within the College of Education and Human Development at the University of Minnesota engaged in a conversation of civic purpose in higher education, and how they collectively came to understand their own civic identity and develop plans for action. This study utilized a case study design employing qualitative methodology and an action/participatory focus. Data collection measures included participation in a series of civic retreats held with faculty members from the college, interviews conducted with the participants, and analysis of documents collected from the college and university.

The findings from this case study suggest defining institutional commitment to civic engagement at an institutional level and within the colleges and departments. In this case study, participants viewed their ideal identity as primary concerned with developing citizens. As part of this identity, civic engagement is an umbrella concept, purposefully connecting the other practices of the college including research, teaching, governance and outreach to the community. Several barriers exist including fear, lack of rewards, time, organizational challenges, culture, leadership and voice. However, with the proper focus and restructuring, these barriers also provide opportunities. It is important for faculty to have the place and space to explore issues of civic purpose. Facilitating dialogues of this nature includes setting a clear direction, helping participants define civic engagement through readings and their own discussions and shifting the critique to their own practice. Questions raised by this case study for additional research or theory focus on further understanding civic engagement. These questions include testing various models, exploring implications for teacher education, addressing issues at the college and department level and understanding the role of graduate students.

Sector: HE

Research Method: Qualitative – Multi-modal

Subject: Civic Engagement
Institutionalization

Author-Assigned Keywords: Higher education, Teacher education

Phelps, Connie S.

The relationship between participation in community service-learning projects and personal and leadership life skills development in Louisiana high school 4-H leadership activities

Advisor: Kotrlik, Joe W.

2005

Louisiana State University and Agricultural & Mechanical College
Human Resource Education and Workforce Development

Pages: 121

Evidence does not exist that documents the effectiveness of Louisiana 4-H community service-learning projects. The purpose of this study is to compare self-reported perceptions of personal and leadership life skills development of Louisiana high school 4-H leadership activity participants by whether they participate in the 4-H Junior Leader Club (JLC) and/or the CHARACTER COUNTS! (CC) peer teaching program. The target population for this study was all high school students who participated in either the CC peer teaching program or the 4-H JLC. Therefore, this study was limited to those parishes that have both a CC peer teaching program and a 4-H JLC. A survey instrument was mailed to 321 high school students with 165 surveys returned. The survey instrument for this study was the Leadership and Personal Development Inventory (LPDI) developed by Richard Carter (1989). Louisiana high school 4-H leadership participants are typically 15 years old, female, white, live in towns with a population under 10,000 and receive mostly A's and B's in high school. Mean scores for the LPDI indicated that participants agreed they demonstrated the items on the inventory.

Results showed no difference existed in the perceived personal and leadership life skills development among the three groups on the LPDI. Membership in 4-H JLC explained a small amount of the variance (2.4%) in the development of personal and leadership life skills after variance in personal and demographic variables were controlled. Further research should consider using the researcher's reconfigured scales from Carter's (1989) Leadership and Personal Development Inventory survey to study 4-H participants involved in a more structured 4-H experience that has requirements to complete membership.

Sector: CBO

Research Method: Quantitative – Non-experimental

Subject: Impacts & Outcomes

Author-Assigned Keywords: Agricultural education, Families & family life, Personal relationships, Sociology

Powell, Patricia L.

Learning to serve, serving to live: Service-learning, caring and high school students with disabilities

Advisor: Schubert, William

2004

University of Illinois at Chicago
Curriculum Design

Pages: 156

This study explored the role of service-learning in the curriculum of high school students with disabilities in a private school setting by looking at the historical foundations, theoretical frameworks, and curricular ramifications of service-learning and its effect on students' development in caring for self and others. The study looked at the ways in which giving back to others through service-learning affects a student's quality of life, both in and out of school. Service-learning is one of the pedagogies currently developing in education in general and in curriculum design in particular. But there is limited literature related to the involvement of students with disabilities in service-learning. The few studies that are recorded offer little explanation and insight into the validity and worth of this area of learning in the education of high school students with disabilities, particularly as service-learning relates to altruistic behavior. Qualitative methodologies, particularly narrative inquiry and portraiture, were chosen for this study because they help to understand and interpret the phenomenon.

The researcher explored meanings that high school students with disabilities made for themselves as they participated in service-learning. The highlight of this project was living with the students for one week as they engaged in their service-learning project. The high school students from this school, through their reflective experiences, shared both the joy and the relevance they found in their service-learning experience. As one learns from the book, *Man's Search for Meaning*, by Viktor Frankl, when one engages in service or some other-centered activity, one is moved toward wholeness, psychological well-being, and mental health. All of these characteristics are vital to the lives of those that are able-bodied as well as those that are living with disability, and service-learning should be a component of all special education curricula and available to all students, both able-bodied and disabled.

Sector: K-12

Research Method: Qualitative – Multi-modal

Subject: Disabilities

Author-Assigned Keywords: Secondary education, Curricula, Teaching, Special education

Ramia, Paola NasciraDeveloping altruism and empathy in Ecuadorian college students: Impact of a mandatory service-learning course

Advisor: Zaichkowsky, Leonard

2005

Boston University
Education

Pages: 98

The main purpose of the study was to determine if altruism and empathy could be developed in Ecuadorian college students. Gender differences were expected in initial altruism and empathy measures. A predictive relationship between different dimensions of empathy (fantasy, perspective taking, empathic concern, personal distress) and altruism was also expected. The intervention took the form of a mandatory service-learning course, which included conferences and a service internship with continuous and shared reflection via computer mediated discussion groups. A mixed methodology design first used an experimental component in which participants were randomly assigned to experimental (with discussion groups) and control (without discussion groups) conditions, and a qualitative component in which semi-structured interviews were done with control and treatment participants approximately a year after the intervention.

Quantitative results revealed a positive impact of the intervention in altruism and empathic concern, as well as a positive qualitative impact in treatment participants' critical thinking about their country's reality. Additionally, qualitative data showed a difference in thinking about their service experience between experimental and control group participants. Gender differences in altruism and empathy were not found in contrast with previous studies. The combination of empathy factors as measured by the Interpersonal Reactivity Index (Davis, 1983) predicted scores in altruism as measured by the Self-Report Altruism Scale (Rushton, Chrisjohn & Fekken, 1981). It was concluded that the intervention had a modest effect on participants' empathy and a strong positive effect on participants' altruism. Instruments used in this study were differentially appropriate for the sample. The SRA appears to be more valid and reliable than the original and complete IRI. The IRI instrument appeared to have had some components (Empathic Concern and Perspective Taking) that were more related to the constructs under study and other components that were unrelated to this study. Some extraneous variables were not taken into account in data collection and analysis, and may have influenced the results, such as: Cultural knowledge about the importance of research, different service experiences due to different qualities of placements, and dispositional characteristics of participants.

Sector: HE

Research Method: Mixed-methods

Subject: Character Education

Author-Assigned Keywords: Developmental psychology, Higher education

Reams, Paula Kay

Institutionalizing service learning in higher education: To change or not to change?

Advisor: Twale, D.

2005

University of Dayton
Educational Leadership

Pages: 218

This qualitative-quantitative case study examined institutionalization of service-learning by exploring the extent to which institutional leadership and faculty implement the incentives to sustained commitment to or set barriers against institutionalizing service-learning across the curriculum. Data reveal that implications for senior administration in higher education for institutionalization of service-learning should consider the following: continuing education on service-learning, including orienting new faculty; inviting and providing more collaboration with others doing service-learning through mentorship, providing faculty with time and financial support for developing service-learning projects within courses, and providing clear communication throughout the institution related to service-learning. Factors that facilitated institutionalization of service-learning include support for the mission, increasing community partnerships, fostering faculty collaboration, use as a learner-centered teaching methodology, developing personal and professional growth, and transformational leadership.

Sector: HE

Research Method: Mixed-methods

Subject: Institutionalization

Author-Assigned Keywords: School administration, Higher education

Regmi, Shekhar K.

Perspective transformation: An ethnoculturally-based community service learning with refugees and immigrants students

Advisor: Kinnick, Mary

2004

University of Massachusetts Amherst
Educational Leadership: Postsecondary Education

Pages: 185

This dissertation aimed to foster a discussion among adult education practitioners on the connections between transformative learning theory and ethnoculture-based community service-learning. Based on the concept of perspective transformation described by Jack Mezirow (1991), the study explored how perspective transformation occurs in an ethnoculturally based community service-learning course whose focus is on helping students to understand themselves within the context of their ethnic and cultural identity. As a practitioner of adult education the researcher was looking for ways that research, teaching, and practice are connected. The dissertation employed qualitative research, in particular drawing on ten in-depth interviews, and participant observation, and reflection papers to examine a variety of perspectives in order to analyze the implications of transformative learning theory for practitioners working with refugee and immigrant students.

The research data consistently speaks of a heightened sense of cultural identity and personal development, a greater mastery of leadership skills, an enhanced self-esteem, and more complex patterns of thought in the form of critical reflection. Most of the immigrants and refugee students expressed that CIRCLE expose to a large and diverse immigrants and refugee community had significant and positive effects on their identity development process. In summary, the study suggests that the ethnoculturally-based community service can and often does have a transformational impact on participants.

Sector: CBO

Research Method: Qualitative – Multi-modal

Subject: Service-Learning – Community Based

Author-Assigned Keywords: Adult education, Continuing education, Higher education, Cultural anthropology, Bilingual education, Multicultural education

Reilly, Joseph Richard

The phenomenology of service: A study of the effect of service on male adolescent development

Advisor: Guare, Rita E.

2004

Fordham University
Education

Pages: 171

This study examined the value of service, both as a constitutive element in Catholic secondary education, and as it is experienced and understood in the lives of adolescent males. The participants' descriptions of experiences with service provided the foundations for any insights and conclusions. The research questions lent themselves to qualitative methodology. The researcher interviewed 7 recent graduates who participated in the Habitat for Humanity experience sponsored by the school in addition to the director of service-learning at the school. Each participant was interviewed on three occasions: first, focusing on the life history of the participant to establish a context for the experience of service; in the second interview, the participant reconstructed the concrete details of their experiences with service; and finally, to invite the participants to reflect on the meaning of their experiences. Extensive document analysis took place prior to, during, and after each of the interview protocols. Coupled with these two sources of data was in-depth participant observation. Through a process of triangulation, the interpretation of the data was confirmed.

The research surfaced seven themes with regard to the experience of service in the life of male adolescents: (a) family influence and support of service, (b) feeling called to service, (c) service as an eye-opening experience, (d) service and identity formation, (e) service and growth into commitment, (f) service and the value of community, and (g) passion versus ambition or vocation versus occupation. Additionally, the participants' varied expressions for service were presented as well as the reflections of the Director of Service-learning for Social Justice. The findings of the study suggest that the experience of service during this period of adolescence helped to surface issues of identity in a positive and constructive manner, increased the participants' confidence in his own talents and abilities, fostered an openness to commitment and hopeful aspirations for the future, and encouraged the discernment of values for life as well as responsibility for one's self and to the world.

Sector: K-12

Research Method: Qualitative – Multi-modal

Subject: Service

Author-Assigned Keywords: Secondary education, Religious education, School administration

Richards, Lisa CarolArts education in after-school programs

Advisor: Wilms, Wellford

2005

University of California, Los Angeles
Education

Pages: 269

Research from the past four decades has contributed to our specific understanding of how the arts benefit children in cognitive development, academic achievement, and social and emotional development. However, studies of arts education in the United States report significant lapses in the quality and quantity of arts education opportunities across the country (Boyer, 1983; Fowler, 1988; Goodlad, 1984). This study examined the viability of a new model to broaden the accessibility of arts education. The program was premised on recruiting community college students majoring in visual art to teach at an after school program. The college students received training and mentoring while they taught a visual arts class to elementary students. To understand the perceptions and experiences of the participants and the process of the program, the researcher collected qualitative data from the college students, after school program staff, and students using several methods including: focus groups, interviews, weekly journals, artwork, and observations.

From the data collected came the following findings. The art scholars reliably lead their students. The students learned artistic skills as well as important life skills. The art scholars inspired their students unlocking a previously undetectable creative spirit. The program provided both the students and the art scholars the opportunity to flourish.

Sector: K-12

Research Method: Qualitative – Multi-modal

Subject: Discipline Specific – Art

Author-Assigned Keywords:

Richmond, Roderick F.

The effectiveness of the mentoring program, Men of Ross Elementary Program (MORE), on improving the reading achievement of African American males

Advisor: Grove, Jennifer

2005

Union University
Educational Leadership

Pages: 109

This study examined the effectiveness of the Men of Ross Elementary (MORE), a mentoring program, in improving the reading achievement of African American males. The sample for the study consisted of 61 third through fifth grade African American male students from an urban school in Memphis, Tennessee. The goal and mission of the program was to motivate and reinforce learning expectations by providing mentoring and extra-curricular activities for the students in the program. The participants were allowed to participate on the step team, go on various field trips, and act as ambassadors for the school when community people visited. The participants participated in service-learning projects, and they stayed after-school twice a month to participate in various activities.

The participants in the MORE Program were exposed to the school's and district's curriculum. In addition, the participants were required to maintain a C average, to accumulate at least 25 Accelerated Reader (AR) points by the semester end, and to behave appropriately before, during, and after school. They met with an assigned mentor every three weeks to assess learning expectations. The mentors consisted of male staff and male parents. The participants were administered the pre- and post Scott Foresman Reading Assessment and the STAR Reading Assessment, which is a computerized norm-referenced test of reading skills. Both assessments measured the students' reading levels and ZPD (Zone of Proximal Development). The results of the study indicated that the MORE Program did not have a significant impact on students' reading achievement. Descriptive statistics and an ANOVA were used to analyze data.

Sector: K-12

Research Method: Quantitative – Quasi-experimental

Subject: Literacy
Impacts & Outcomes

Author-Assigned Keywords: Curricula, Teaching, Literacy, Reading instruction, African Americans

Ryan, H. KyleThe impact of service-learning on student-athletes' character development

Advisor: Parker, Melissa

2005

University of Northern Colorado
Natural and Health Sciences

Pages: 164

Despite the opportunity to examine character development in collegiate athletics, few studies have attempted to do so. Studies that do exist reveal athletes perceive sport as different from 'real life' and adjust their moral reasoning to a less mature and more egocentric level. Many university athletic programs now implement service projects in an effort to enhance community values and promote character development. The purpose of this study was to examine the impact of a service-learning project on university student-athletes' character development. Participants in the study were 22 members of the university softball team, seven of whom were returning athletes who competed with the university team the previous season. The athletes in the study were instructed to complete 10 hours of service over the course of a semester at one of three sites: a middle school, an alternative high school, or an assisted care facility. An introductory meeting prior to the service-learning project was held where definitions of service-learning, the components of service-learning, and the purpose of the service-learning project was shared with the student-athletes participating. Communication was maintained throughout the study via e-mail. At the close of the service-learning project a focus group interview was conducted with those student-athletes who had conducted at least five of the requested ten hours and all participants completed a post-service questionnaire. Of the student-athletes participating in the focus group interview, four were selected (one from each site and one who transferred at the end of the semester) as representative subjects for further inquiry. All interviews were tape-recorded, transcribed, and returned to the participants for member checks.

The convergent themes revealed a need for continuous reiteration of the purpose and the definition of a service-learning project as well as the importance of participant input regarding site selection, comfort level, and the importance of participant input regarding site selection and extended opportunity to complete the recommended hours. The results of the study suggest that if university athletic departments wish to initiate, conduct, and monitor service-learning projects, a separate position is needed whose sole function is to provide student-athletes with such an opportunity.

Sector: HE

Research Method: Qualitative – Interviews

Subject: Character Education
Discipline Specific – Athletics

Author-Assigned Keywords: Physical education, Developmental psychology, Recreation

Salvo, David J.

The impact of a service-learning program on the academic and social skills of special needs students at New Jersey's Middle Township High School: A case study evaluation

Advisor: Petrusis, Robert A.

2006

Wilmington College (Delaware)
Innovation and Leadership

Pages: 117

The purpose of this study was to determine the effects a service-learning program had on the academic and social skills of self-contained special high school needs students. As part of their science curriculum, the special needs students participated in beautification projects with senior citizens at an assisted living facility. Interviews, reflection exercises, and archival records were used to collect data.

Findings included the participants' descriptions of what it means to care for others, their formation of positive relationships with seniors, their growing a sense of pride and confidence to become more actively engaged in the classroom. Participants also understood the responsibility to provide quality services to those in need. These findings seemed consistent with literature from previous service-learning research.

Sector: K-12

Research Method: Qualitative – Multi-modal

Subject: Special Education
Impacts & Outcomes

Author-Assigned Keywords: Special education, Secondary education

Sandy, Marie GinaHermeneutic passages in academia and community

Advisor: Arguelles, Maria de Lourdes

2005

The Claremont Graduate University
Education

Pages: 552

The word 'posada' means journey and can also refer to the process of creating new dwelling spaces. This dissertation explores ways through which universities can engage with communities by retrieving aspects of the humanities tradition from a hermeneutic perspective while committing tangible resources to participate in the creation of "third spaces of association" to support teaching, learning and research. The author describes how these new conversational spaces can help cultivate forms of thinking that support the regeneration of community life, improve community-university partnerships, enhance civic engagement, and provide opportunities to deliberate on practical projects. The author utilizes a hermeneutic orientation that is grounded in a sense of place. This orientation provides an ethical lens that values friendship, solidarity, love, self-understanding, the ongoing cultivation of practical wisdom, and a sense that understanding always involves our participation. Being grounded in a particular place inspires a sense of stewardship and long-term commitment to that place. Her fieldwork methodology specifically draws upon the give and take nature of conversation inspired by Hans-Georg Gadamer. Through two inter-related qualitative case studies, this dissertation describes the experiences of community members, students, and the author in participating in university-sponsored community-based learning environments that highlight conversation as the main vehicle for learning and engaging in collective action. Both were based at the Pitzer College in Ontario house in Ontario, California.

The first study concerns the development of a grassroots thinktank, and includes the perspectives of several community participants, a description of how the group interprets how they work together, what they learn, and some outcomes of that work. The second study describes a humanities approach to designing a civic and community learning immersion program for undergraduates, and includes reflections and follow-up interviews with students. Both studies can provide "food for thought" for others considering new ways of respectfully engaging in community work and enhancing educational practice through civic engagement. It is the author's intention to communicate, with heartfelt gratitude, the genius, creativity and courage of those who participated in these learning environments, while documenting her evolving understanding of how one might become a community-based scholar in a humanistic tradition.

Sector: HE

Research Method: Qualitative – Unknown

Subject: Civic Engagement

Author-Assigned Keywords: Higher education, Educational theory, Social research

Scales, Michael StephenImplementing a group service learning project in higher education

Advisor: Walpole, MaryBeth

2006

Rowan University
Educational Leadership

Pages: 141

Service-learning is becoming a significant curricular component of American colleges and universities. It is used as pedagogy across a wide variety of disciplines and institution types. According to the 2002 National Survey for Student Engagement (NSSE) report, 80% of the undergraduate students from 366 liberal arts colleges reported having participated in some type of community service. Community service can range from one-time community service experiences to more extensive service-learning projects.

While most service-learning involves individual students in a particular course volunteering time and effort to a non-profit organization, this study investigated the implementation of a group service-learning project in three classes over three consecutive semesters. Each class participated in a semester long project chosen by the students, and action research was used to focus on student engagement during each project or cycle. Qualitative data were collected through students' reflective journals, the researcher's own journal entries, and personal structured interviews. Quantitative data were collected through the use of questionnaires. This study also focused on the researcher's leadership throughout the process and how changes affecting the institution occurred due to the projects.

Sector: HE

Research Method: Mixed-methods

Subject: Service-Learning – Higher Ed

Author-Assigned Keywords: Higher education, Vocational education, Urban planning,
Area planning & development

Schneider, HelenA case study of information assurance field experience

Advisor: Abramson, Gertrude W.

2006

Nova Southeastern University
Computing Technology in Education

Pages: 205

Information assurance (IA) needs of 21st century businesses require expertise that had not yet been conceived when most employees attended college. Additional people are needed, particularly those with practical knowledge of the employers' business. Many employees do not have the requisite education or training in this field and small businesses lack the resources to deal adequately with their needs. In non-metropolitan areas, there is a lack of paid services available. Even in metropolitan areas, non-profit organizations struggle with the cost of information security services. The solution proposed was to have students currently enrolled in cyber security and computer forensics programs perform service in the workplace as part of their supervised field experience. Some schools that are educating people to become entry-level IA specialists include student projects offering practical experience that benefit the students and provide the needed services to the small businesses and non-profit organizations. The dissertation involved a case study of a program in which the students were required to complete a project involving practical experience with a small business or non-profit organization. The projects included vulnerability assessment, security principles training, and information policy review. An additional mini-case study at another institution involving a service-learning experience examined alternative approaches to field experience.

The goal of the dissertation was to combine practical experience for students with unmet security needs of local small businesses and non-profit organizations by performing meaningful and necessary cyber security services for them. Students gained knowledge and experience not available to them in a classroom setting while the businesses benefited from having the needed services performed. A careful analysis of the data collected in the two cases made it possible to specify the critical success factors for incorporating field experience into the IA curriculum: Commitment of support from the professor and the administration, a structured framework, managed expectations, and an IA Center or its equivalent. The absence of any of these factors would limit the effectiveness of a field experience program.

Sector: HE

Research Method: Qualitative – Unknown

Subject: Discipline Specific – Computer Science

Author-Assigned Keywords: Computer science, Curricula, Teaching, Higher education

Shadduck-Hernandez, Janna

Here I am now! Community service-learning with immigrant and refugee undergraduate students and youth: The use of critical pedagogy, situated-learning and funds of knowledge

Advisor: Rossman, Gretchen B.

2005

University of Massachusetts Amherst
Education

Pages: 339

Here I am Now! was the title immigrant and refugee undergraduate students and local refugee community youth gave to their participatory photography installation displayed at the University of Massachusetts Amherst. This exhibit was the culmination of students' participation in a series of alternative community service-learning (CSL) courses offered through CIRCLE (Center for Immigrant and Refugee Community Leadership and Empowerment). Here first-generation undergraduate students mentored neighboring Vietnamese and Cambodian refugee youth using photography and art and applying community development education principles and techniques. While community service-learning pedagogy has become an established educational practice on most U.S. universities and colleges today, little research has been conducted viewing the educational impact of community service-learning pedagogy on diverse student populations. The majority of the scholarship in this field focuses on the experiences of white middle-class students engaged in service-learning relationships with communities from *unfamiliar* and *different* socio-cultural, racial, ethnic and economic backgrounds (Dunlap, 1998). This dissertation presents a different perspective. The study examines how immigrant and refugee undergraduate students understood and made meaning of their participation in a community service-learning experience with youth from *familiar* and *similar* ethnocultural contexts. This model valued participants' common cultural assets, highlighted the immigrant and refugee experience, and attended to specific local refugee community needs. To answer the research questions, the study applied critical ethnographic approaches and analyzed student narratives (interviews, journal entries, reflection papers, poetry and photography) to better understand participants' community-service learning experiences.

Through the prisms of three educational learning theories, the study reviews the university context, highlights aspects of the situation under study and proceeds to build an emerging framework for CSL pedagogy with diverse communities. These theories include: experiential and critical pedagogy, situated learning theory, and the anthropological concept, funds of knowledge, as guides toward developing culturally relevant CSL curriculum with immigrant and refugee learners. Through student narratives, the study demonstrates that critical CSL curriculum and service that emphasize peer learning and strategic and cultural resources (funds of knowledge) provide diverse undergraduate students with alternative and creative spaces of critique and possibility in their higher education and community service-learning experiences.

Sector: HE

Research Method: Qualitative – Interviews

Subject: Multiculturalism

Author-Assigned Keywords: Higher education, Bilingual education, Multicultural education, Curricula, Teaching, Minority & ethnic groups, Sociology

Shannon, Timothy T.Service-learning and citizenship of students attending Jesuit universities

Advisor: Arnold, Karen

2004

Boston College
Higher Educational Administration

Pages: 238

This research focused on service-learning, citizenship, and the impact of having a close relationship to a faculty member. The study's design incorporated pre- and post-test surveys and a control group. The sample of 294 was drawn from students attending four Jesuit universities within the United States during the fall of 1998. Half of the sample consisted of students who participated in service-learning classes while the other half consisted of students who did not select the service-learning class option during this fall semester. The survey instrument was adapted from one that was used in a national study. This research examined whether students who choose service-learning classes differ from those who did not on various demographic factors and on citizenship and perceptions of social justice. In addition, the research examined how these outcomes changed over the course of a semester. Finally, having a close relationship to faculty and other students was explored. *T*-tests, ANOVA, ANCOVA, and multiple regressions were used in the statistical analysis.

In summary, analyses suggested that adjusting for identified factors resulted in very similar pre- and post-test mean values for service-learners and the non-service-learning students. The major finding of this study was the identification of a series of factors that operated prior to and concomitant with the service-learning program and produced variations in citizenship values and perceptions of social justice. The study discovered that previous service and volunteer experiences, prior service-learning classes, participation in organized group activity and mothers' graduate education as well as closeness to faculty and students were important factors in explaining value changes. Furthermore, the data showed a positive correlation trend: more involvement in the identified factors resulted in higher citizenship values and perceptions of social justice. A positive correlation was also found with years in college. In addition, women showed consistently higher pre- and post-test scores.

Sector: HE

Research Method: Quantitative – Experimental

Subject: Civic Engagement

Author-Assigned Keywords: Higher education, Curricula, Teaching

Sheehan, Kathleen F.The Responsive Classroom: Its effect on school culture and service learning

Advisor: Molinaro, Jane Anne

2004

Immaculata College
Education

Pages: 147

A qualitative case study was designed to investigate *The Responsive Classroom* (RC) and its effect on school culture and service-learning. Two elementary schools within the same district participated. School A implemented the RC approach to teaching and learning, while School B did not. Surveys, interviews, and an examination of district and service-learning programs at School A provided a triangulation of data used to examine the impact of RC practices in an elementary school. Responses from eight teachers at School A and five teachers at School B were tabulated, analyzed, and compared. Results revealed positive responses from both schools. Teachers at School A replied that the RC approach did impact school culture and service-learning.

While most responses were positive, one participant at School A was non-committal regarding some questions during the interview stage and was not sure if the school was an RC school. Responses at School B were also positive. Teachers felt the classroom or school influenced school culture and service-learning. The amount of service-learning at School B remained unclear due to the 20% to 40% response rate to most service-learning questions in the "not applicable" column. Documents from the district and service-learning programs at School A were related to RC or research on developing school culture and service-learning. This study provided information regarding RC's positive influence on school culture and service-learning from a teacher's perspective.

Sector: K-12

Research Method: Mixed-methods

Subject: Impacts & Outcomes

Author-Assigned Keywords: Elementary education, Curricula, Teaching

Skjonsby, BrittDevelopmental outcomes associated with service-learning in undergraduate students

Advisor: Amey, Marilyn

2004

University of Maryland, College Park
Educational Administration

Pages: 130

Many opportunities for service participation are emerging in educational institutions. While research has found effects of service in multiple developmental domains, variations associated with the context of service, and the students' gender, have not been examined. The current study examines 612 undergraduates participating in service activities in one of three contexts: service-learning course, co-curricular service, or America Reads America Counts (ARAC). Service-learning students were classified into low and high reflection groups. Self-report questionnaires measured perceived citizenship, leadership, and diversity outcomes.

ARAC students reported higher scores on most items, with ARAC and high reflection curricular scores often significantly higher than low reflection curricular and co-curricular students. ARAC students likely reported more positive outcomes because of the time commitment required for their employment, and high reflection curricular students presumably reported more positive outcomes because of the integration of the service experience with their coursework. Implications and suggestions for future research are discussed.

Sector: HE

Research Method: Mixed-methods

Subject: Service-Learning – Higher Ed

Author-Assigned Keywords: Developmental psychology, Curricula, Teaching

Slator, Elizabeth A.

Moving toward social justice through sport: An exploration into the ability of intercollegiate coaches of women's teams to effect social change

Advisor: DeSensi, Joy T.

2005

The University of Tennessee
Education

Pages: 160

At the present time, a great number of American schools and certainly the majority of American sport teams are not taking on the responsibility of teaching young women and men the value of cooperation, democratic citizenship, and critical thinking. Because of this, critical educators have begun advocating for a movement in the education system called critical pedagogy, in which it has been theorized that schools can become sites for social transformation and emancipation (McLaren, 2003). There is a similar movement in physical education teacher education programs (Fernandez-Balboa, 1997; Cushion, Armour, & Jones, 2003), but no such actions have been taken in the sport arena. As a result of this dearth, this paper puts forth a model of "athletic praxis" which promotes social transformation through sport. The model for "athletic praxis" is based on the data from an empirical study that was designed to explore the spaces and perceived barriers identified by intercollegiate coaches of women's teams when it comes to the issue of addressing social difference and justice with their athletes. The data was subsequently infused with a model called cultural studies as praxis (Wright, 2002) that currently exists in the education field. "Athletic praxis" consists of three components: theoretical preparation, service-learning for social justice, and structured reflection.

It is argued in this dissertation that, by incorporating the components of "athletic praxis" into the sport setting, female athletes could develop a heightened sense of civic responsibility during their collegiate career. In this way, sport has the ability to play a key role in an individual's education toward democratic citizenship. Integrating these principles into sport could result in large groups of young women who feel a sense of responsibility to their surrounding community and who see themselves as potential agents of social change. As such, the athletic arena could become another means of working toward social justice in our society.

Sector: HE

Research Method: Theory/History/Literature

Subject: Civic Engagement
Discipline Specific – Physical Education

Author-Assigned Keywords: Physical education, Women's studies

Smith, Kelli K.

Exploring alumnae long-term perceptions of an undergraduate leadership course: A case study

Advisor: Fritz, Susan M.

2005

The University of Nebraska - Lincoln
Human Sciences (Leadership Studies)

Pages: 162

This qualitative intrinsic case study explored the long-term impact on women of a credit-bearing undergraduate leadership course at a large Midwestern university coordinated through a student affairs department. Qualitative research was used in the study, with data being gathered through semi-structured interviews with and essays provided by five nominated women who previously participated in the course between two and eight years earlier. Triangulation was used to validate the findings of the data collected. The data were coded and analyzed for possible themes. Through review of the interview transcripts and essays, indicators of the course's impact emerged. The study found that all the women perceived the course to be a beneficial experience, supported by five themes that emerged from the data relating to the women's long-term perception of the course impact. The first theme, Personal Understanding of Leadership, comprised the participants' general view of leadership as clarified by the course, including what constitutes effective leadership and how gender relates to leadership. The second theme, Campus Involvement, reflected how the women's course experience related to their campus involvement experiences. The third theme, Service, involved the way in which the participants' perceived the course was related to their experiences and values for service. The fourth theme, Leadership Self-Efficacy, encompassed participants' understanding of their leadership skills, behaviors, and qualities as enhanced by the Emerging Leaders course. The final theme, Understanding and Appreciation of Others, demonstrated the way in which the women learned a value of "other" as follower and enhanced their overall understanding and appreciation for diversity.

The results of the study indicated that the women who took the leadership course perceived that it provided them with several benefits, even after they graduated from college. Several recommendations for leadership educators are offered, including, (1) inclusion of service-learning, (2) inclusion of theory, (3) development of self-awareness, (4) encouraging understanding and appreciation of others, (5) development of leadership self-efficacy, and (6) emphasis on potential of all women to lead. The hope is that this study will spur further research and be used to enhance existing undergraduate leadership curriculum, particularly for women.

Sector: HE

Research Method: Qualitative – Interviews

Subject: Leadership Development

Author-Assigned Keywords: Higher education, Women's studies, Management

Smith, Shawna DeannThe effects of service learning pedagogy on college students

Advisor: Akagi, Cynthia

2005

The University of Kansas
Health, Sport and Exercise Sciences

Pages: 86

The purpose of this study was to examine the importance of all four components of the National Community Service and Trust Act in 1993 (NCSTA) definition of service-learning, to assess the effects of service-learning pedagogy on college students, and further the research of service-learning. More specifically, this study focused on how civic responsibility is affected by the inclusion of the other three components of the service-learning definition (community service project, academic curriculum, and reflection). Factors such as gender, ethnicity and class were also investigated in the study. The sample in the study was college students at Emporia State University, Emporia, KS, enrolled in sections of *Lifetime Fitness* (PE100), a course that is a graduation requirement for every student, regardless of major. Ninety-five students participated in the *Higher Education Service-Learning Surveys*, pre- and post-tests (Diaz, Furco & Yamada, 1999) ($n = 95$).

Although analysis showed no significant differences between groups, the quantitative data and reflection activity statements provided information for future research. Group D had the reflection activity and had the largest gain from pre- to post-survey. This suggests that the reflection activity may have had some impact on the scores of the students in this group, which would be consistent with prior research suggesting that all service-learning components are necessary for service-learning pedagogy to have a positive impact on students.

Sector: HE

Research Method: Mixed-methods

Subject: Service-Learning – Higher Education

Author-Assigned Keywords: Physical education, Higher education

Solmonson, Le'Ann L.Service-learning: A pedagogy for developing civic character

Advisor: DeTrude, Judy; Nichter, Mary

2006

Sam Houston State University
Counselor Education

Pages: 172

The purpose of this study was twofold: (a) to examine the relationship between participation in service-learning in high school and civic engagement after graduation and (b) to examine whether specific components of a high-school service-learning program appear to influence whether a graduate will continue to serve in some capacity after graduation. The study surveyed 89 individuals who graduated from six high schools between 1995 and 2003 to determine their current level of civic engagement in the areas of community service, advocacy, and political action. Both quantitative and qualitative data were analyzed to examine the impact of participating in service activities in high school on the development of civic character.

The results of the study indicated that student participation in high school service activities was likely to influence civic engagement as an adult. The area of advocacy had the largest effect size when comparing students who participated in high school service activities to those who did not. The area of political action had the smallest effect size and appeared to be the least influenced by service activities in high school. Schools in which service was integrated throughout the curriculum and student designed service projects were encouraged and supported appeared to have the greatest impact on the development of civic character.

Sector: K-12

Research Method: Mixed-methods

Subject: Civic Engagement

Author-Assigned Keywords: Academic guidance counseling, Curricula, Teaching

Stocker, Jill

Options for a community college service-learning model: A participatory action research study

Advisor: Quigley, Allan

2005

St. Francis Xavier University (Canada)
Adult Education

Pages: 96

This study examined options for service-learning that were explored and applied within an Ontario community college. The investigation followed participatory action research, selected because it can engage participants in its evolution and development and because it provides a process that guides program planning. Service-learning is a type of experiential learning, combined with reflective practice, generally designed to mutually benefit the learner and the community-based venue. Developing service-learning within an Ontario community college connects organizational change and learning with the ways learners contribute to community capacity-building. This investigation of service-learning supports its growth in the Canadian postsecondary sector and leads to recommendations for further initiatives and investigations.

This thesis reports the development of options for a service-learning model in a community college setting. Developing a model was based on four imperatives: resultant service-learning programs had to operate at minimal to no cost to the college; they had to respond to both learner and community needs; the choice of community venues could be either local or international; and the model could be broadly applicable throughout any college in the Ontario college system. The study reports how this process evolved, which options were developed, and what experience was gained in applying one of the options in the model. The recommendations based on the experiences reported in this study provide assistance for others on how to explore and apply service-learning options within community colleges in Ontario.

Sector: HE

Research Method: Qualitative – Multi-modal

Subject: Service-Learning – Higher Ed

Author-Assigned Keywords: Adult education, Continuing education, Community colleges

Stott, Kathryn A.

An evaluation of a service-learning approach to assist in achieving the goals of a comprehensive guidance program

Advisor: Jackson, Aaron

2005

Brigham Young University
Counseling Psychology and Special Education

Pages: 147

The purpose of this qualitative study was twofold: (a) to investigate how a service-learning class assisted in achieving the goals of a comprehensive guidance and development program in a junior high school, and (b) to examine the effects of a service-learning class on junior high school students. Thirty students who had been in the service-learning class participated in semistructured interviews. Parents and teachers were also interviewed to cross-validate student perceptions. Interviews were transcribed and analyzed to identify core meanings.

Using phenomenological analysis, eight major themes were identified: personal awareness, social skills development, learning skills, career interests, character education, application of class, class satisfaction, and program administration. Each of the eight themes also had several sub-themes. Currently, there is a paucity of research regarding counselors using service-learning as a method to assist in achieving comprehensive guidance program goals. This study found that service-learning is an effective method of comprehensive guidance program delivery and is beneficial to students. Limitations of the study are described and ideas for future research are presented.

Sector: K-12

Research Method: Qualitative – Interviews

Subject: Service-Learning – K-12

Author-Assigned Keywords: Academic guidance counseling

Taliaferro, Rhonda

Service-learning leadership and implementation in three middle schools. The story of an innovation in the school district of Philadelphia: A qualitative study

Advisor: Gorman, Charles

2005

University of Pittsburgh
Education

Pages: 282

The purpose of this study was to identify the definition of service-learning used in Philadelphia, recognize the practice as a K-12 teaching methodology in the School District of Philadelphia, examine the vision and leadership practices as a strategy for innovation, and observe implementation for sustainability in three selected middle schools. In this case study, the NUD*IST Version 4 computer software system was used in the process of qualitative data analysis for interviews with 20 middle school-based, central office, community, and state liaison leaders of service-learning. Service-learning in Philadelphia was examined by using the model of shared vision by Conrad and Martinez where school-based activity and practices were reviewed. Suggested leadership models for service-learning by Aguilera included transformational, and catalytic leadership, and cross-role leadership, of Fullan and Miles. Elements for effective service-learning implementation and outcomes with teachers, students, parents, and the community in large-scale efforts of change and reform were presented with suggestions from the voices of Philadelphia leaders.

Implications and recommendations for the future in policy and practice of service-learning as a teaching methodology, innovation, and reform effort suggested dialogue, reflection, and inclusion of all stakeholder groups; ongoing and frequent professional development with teachers, administrators, and the community; phase in and pilot testing to ensure buy in; connections with The No Child Left Behind legislation; and cooperation in preparation and training with universities and school districts.

Sector: K-12

Research Method: Qualitative – Interviews

Subject: Service-Learning – K-12

Author-Assigned Keywords: School administration, Secondary education

Taylor, Joby Blaine

Metaphors we serve by: Critical and constructive play with the discourses on service, national service, and service-learning

Advisor: Rivkin, Mary S.

2005

University of Maryland, Baltimore County
Education

Pages: 393

This dissertation presents an argument for the redescription of scholarship, generally, and national service and service-learning, specifically. Its seven chapters constitute a set of interrelated research essays beginning with reflexive constructions of theoretical and personal starting places before moving into critical and constructive investigations of discourses informing service-learning. Conceptual metaphor analysis is the uniting methodological concept throughout. Close readings of key texts identified and examined the implicit and explicit metaphors that frame historical and institutional conceptualizations leading up to and currently informing service-learning. Chapter one proposes a humanistic scholarship informed by the redescriptive metaphor *scholarship is play*. Chapter two discusses the theoretical issues of scholarly reflexivity and trace the shifting conceptual metaphors of service. Chapter three historicizes the term service by tracing its etymological story and describing the semantic shifts that underpin its present polysemy. Chapter four investigates the manufacture of service meanings by critically examining the conceptual metaphors framing the National Service Movement from 1900 to the present. Chapter five investigates the contestation of service meanings by critically examining the conceptual metaphors used in the attempt to establish and authorize service-learning. Chapter six explores the imagination of service meanings by identifying the growing number of explicit and purposeful metaphors being introduced into the academic service-learning literature. The movement in these chapters from *historization* to *manufacture*, to *contestation*, to *imagination* is from scholarly deconstruction to reconstruction, from critical understandings of social discourses to creative participation in social formation. A call for the generation of new purposeful metaphors is the logical conclusion to the argument. As a service-learning practitioner, and thus a member of the audience in question, the researcher ends with a first response to this call. Reflections on the metaphor *service is play* constitute a final chapter, an afterword that constitutes less a conclusion than another beginning.

Sector: HE

Research Method: Theory/History/Literature

Subject: Service-Learning – General

Author-Assigned Keywords: Linguistics, American studies, Education

Tinkler, Barri E.

Establishing a conceptual model of community-based research through contrasting case studies

Advisor: Cutforth, Nicholas

2004

University of Denver
Education

Pages: 234

Traditionally, academic researchers have not involved underserved communities when dealing with and researching difficult social problems. Many universities are now feeling pressure to find ways to work closely with local, disadvantaged communities. Community-based research (CBR) is a new movement in higher education that combines practices from other participatory research models as well as service-learning. CBR requires researchers to work closely with the community to determine a research agenda and to carry out the research to affect change. The goal is to empower disenfranchised and marginalized groups. The purpose of this study is to explore the process of conducting community-based research from the researcher's perspective. This process study presents contrasting cases of two CBR experiences. One collaboration was conducted with a non-profit educationally oriented organization in a large western city; the other, with community members who provide services to the growing immigrant population in a small, mountain town. The considered issues in both collaborations centered around access to the community, power, communication, shifting research plans, timelines, scope, and the required range of knowledge. There were factors that facilitated or hindered these collaborations—shared goals, defining roles and responsibilities, trust, views about research, rapport, and hidden or fluctuating agendas. Despite these factors, the community benefited from the research process. The community gained research skills, useful research results, and access to resources. Based on the findings, the researcher developed a conceptual model organized around the four categories of community, collaboration, knowledge creation, and change. The model presents a way to consider how to increase the value of CBR. In this model, the form of CBR that has the greatest value is radical CBR. Radical CBR requires that the researcher work with grassroots community organizations, share all decision making with community partners, involve community partners in all aspects of the research process, and seek to create change that challenges existing power structures. The model also demonstrates how to add value to more mainstream versions of CBR.

Sector: HE

Research Method: Qualitative – Multi-modal

Subject: Partnerships
Community Development

Author-Assigned Keywords: Curricula, Teaching

Tongsri, Chirapar

The contributions of demographic background and service-learning experiences to undergraduates' perceptions of appreciation of diversity

Advisor: Inkelas, Karen Kurotsuchi

2005

University of Maryland, College Park
Counseling and Personnel Services

Pages: 155

This study investigated how race, gender, academic class standing, service involvement prior to college, and type of service-learning program may relate to students' perception of the contribution of service-learning on appreciation of diversity. The data were collected from 290 students at the University of Maryland, College Park in spring 2004, from a locally-created instrument. The findings revealed that there were significant differences in the reported contribution of service-learning to diversity appreciation between women and men and between freshmen and seniors, although there was no difference between races. Stepwise multiple regression indicated that aspects of class standing, type of service-learning program, race, and gender significantly predicted and contributed to the variance (8%) in students' reported contribution of service-learning to diversity appreciation. Further research should be conducted to better understand the role of race in this outcome as well as how practitioners can structure the service experience to enhance this outcome.

Sector: HE

Research Method: Quantitative – Non-experimental

Subject: Multiculturalism

Author-Assigned Keywords: Higher education

Umana, Carole AnneCommunity service learning at Canadian universities: Emerging models of social change

Advisor: Jones, Glen

2006

University of Toronto (Canada)
Theory and Policy Studies in Education

Pages: 104

This research paper is based upon the contention that service-learning programs are best able to contribute to the process of social change if they utilize a critical pedagogy. The paper begins with a review of the current literature with respect to service-learning programs in the United States and Canada, and suggests that those programs that utilize a critical analytical approach to service-learning prepare students to become active and engaged citizens and agents of social change. An exploratory study of seven Canadian universities engaged in service-learning activities—included as part of this study—enhances our understanding of the current panorama in Canada as well as helps to synthesize the findings of both a literature review and the exploratory study. In the end, it is asserted that service-learning programs that utilize a critical approach to understanding systemic issues that adversely affect communities are in the best position to educate their students to become effective agents for change.

Sector: HE

Research Method: Qualitative – Multi-modal

Subject: Service-Learning – Higher Ed

Author-Assigned Keywords: Higher education

Verjee, Begum

Women of colour talk back: Towards a critical race feminist practice of service-learning

2005

The University of British Columbia (Canada)
Educational Studies (Educational Leadership and Policy)

Pages: 259

The University of British Columbia (UBC) is exploring ways in which to develop and implement service-learning. This study explores the development of service-learning from a critical race feminist perspective. Service-learning is a form of experiential education. It is a strategy or pedagogy where students learn and develop through service experiences which are designed to meet identified community issues, and are collaboratively organized between academic institutions and communities. Critical race feminism, as an epistemology, sets out to understand how society organizes itself along intersections of race, gender, class and all forms of social hierarchies. Critical race feminist theory utilizes counter-storytelling to legitimize the voices and experiences of women of colour, drawing on these knowledges toward the larger goal of eradicating all forms of social oppression. The central question for this study is this: how can UBC develop partnerships with individuals and communities of colour that would support and enhance the well-being of such communities, in a service-learning context, when the institution remains a site of white, male and class-based structures, discourses and practices? Through counter-storytelling, women of colour students, staff, faculty and non-university community members relay their perceptions and experiences at and with UBC. Their perceptions and experiences of systemic exclusion form the basis for the development of a service-learning model from a critical race feminist perspective in this thesis. The implementation of such a model would foster the development of respectful and mutually beneficial partnerships with individuals and communities of colour.

This model calls for institutional accountability through institutional transformation from within, through the development of a Centre for Anti-Oppression Education, Training and Development, and the simultaneous creation of an Office for Critical Community Service-Learning outside the Point Grey campus. According to this study, such development must be founded on critical race feminist principles of education for transformative citizenship. These critical race feminist principles would encourage a transformative project for education through an emphasis on the development of respectful relationships across social hierarchies, and a commitment to co-creating and sustaining just communities in search for a more humane and equitable world.

Sector: HE

Research Method: Qualitative – Interviews

Subject: Multiculturalism

Author-Assigned Keywords: Higher education, Bilingual education, Multicultural education, Women's studies

Whitelaw, Angela Michelle

The impact of service learning activities on fourth and fifth grade students' attitudes toward school and civic participation

Advisor: Smothers, Bobbie

2004

The University of Mississippi
Leadership and Counselor Education

Pages: 60

This study examined the impact of service-learning activities on fourth and fifth grade students' attitudes toward school and civic participation. The sample for the study consisted of 160 fourth and fifth grade students from an urban school in Memphis, Tennessee. The participants completed the Tennessee Department of Education Learn and Serve Elementary Survey. The results of the study indicated that service-learning activities had an impact on students' attitudes concerning school and civic participation. Descriptive statistics and ANCOVA were used to analyze data.

Sector: K-12

Research Method: Quantitative – Non-experimental

Subject: Civic Engagement

Author-Assigned Keywords: School administration, Elementary education

Wideman, Ruth-Anne E.Empathy development in undergraduate students through the cross-cultural learning experience

Advisor: Mostert, Mark

2005

Regent University
Education

Pages: 75

Undergraduate students in Christian liberal arts universities are often compelled to learn and develop attributes that correspond with the Protestant faith tradition, through various methodologies. Empathy is one particular character trait that is often discussed but inadvertently neglected in the research. However, in this study focuses on an Anabaptist liberal arts university in the United States that takes pride in its cross-cultural study program and its ability to foster the development of empathy in its undergraduate students. This particular study investigated empathy development in a group of undergraduate students who embarked on a five-week cross-cultural learning experience to Lesotho, in Southern Africa. Along with home stays, students were engaged in a service-learning project that involved developing and working in an AIDS/HIV garden. Using a quasi-experimental design with a control and experimental group, data was obtained from the Balanced Emotional Empathy Scale (BEES) (Mehrabian, 1996, 2000) to assess whether empathy development occurs in undergraduate students through the cross-cultural learning experience. The results of the study indicated there was no significant change in empathy development in the 22 undergraduate students who participated in the Southern Africa cross-cultural learning experience.

Sector: HE

Research Method: Quantitative – Quasi-experimental

Subject: Character Education
International

Author-Assigned Keywords: Educational psychology, Bilingual education, Multicultural education

Willenbrock, E. LynnContradicting predictions for service-learning engagement: Why some faculty do and don't

Advisor: Giles, Dwight E., Jr.

2004

University of Massachusetts Boston
Higher Education Administration

Pages: 210

Despite influential interest in service-learning as one possible vehicle for educational reform in higher education, service-learning programs, although growing consistently, have done so only at a modest pace, and they remain primarily in the margins of higher education. The literature points to the faculty role in advancing service-learning as pivotal. Therefore, the purpose of this qualitative phenomenological study is to add to the slowly growing body of literature concerning faculty motivation for and deterrents to engagement in service-learning. It interviews 20 faculty at 14 Campus Compact institutions throughout New England. Half of these 20 faculty are classified as having an intellectual (I) career orientation (a personal characteristic orientation that usually predicts non-involvement in service-learning), while the other 10 are classified as having a humanistic (H) orientation (a personal characteristic orientation that usually predicts involvement). The power of the personalities, expertise, and empathy of the staff in the service-learning office is a major finding of this study.

This study indicates that faculty want to interact with staff they can trust to lead them in the right direction. In addition, it seems that some I-faculty are more humanistic in nature than would be predicted. Faculty who did do service-learning were committed because they felt it provided a richer learning experience for their students and an opportunity for their own professional growth. For those who did not engage, there was a consensus that they had not been trained as teachers. They were not able to overcome the strong perception that what they taught could not be well matched to or enriched by a community service activity. Teaching in a receptive environment is also an important finding. This means not only having fewer barriers and more rewards like time and stipends to do service-learning, but also to have service-learning recognized in the tenure process. Also, this study indicates that faculty's lack of knowledge about service-learning influenced their decision to engage. Finally, some faculty from all four quadrants held the belief that service-learning could be a vehicle for advancing the goals of undergraduate education.

Sector: HE

Research Method: Qualitative – Interviews

Subject: Pedagogy

Author-Assigned Keywords: Higher education

Williamson, Karen N.

The comparison between 9th grade high school students to 12th grade high school students in attitudes and preferences to community service

Advisor: Frazer, Linda

2006

Wilmington College (Delaware)
Innovation and Leadership

Pages: 137

This cross-sectional study examined the comparison between 9th graders and 12th graders in their attitude and preferences in community service. Students were surveyed using one instrument with three components: A demographic survey, The Community Service Attitude Scale (SCAS), and a rank-order preference scale. The CSAS was evaluated using item analysis and internal consistency for the appropriateness for use with a high school audience. The 9th grade students were compared to 12th grade students in participation, rate of occurrence, attitude scales of the CSAS, and community service preferences. In addition, the differences between the gender for each grade on participation, rate of occurrence, and community service preferences were completed. A Pearson Product-Moment correlation analysis was conducted to determine the relationship between students' mean scores on the stages of attitudes and preference for types of community service. Results indicated a significant difference between an entering 9th grade class and a graduating 12th grade class on participation and rate of occurrence of community service. In addition, a significant difference was found on the CSAS stages of awareness, action, ability, and connectedness, and intention ($p < \text{or} = .001$). No significant difference between the 9th grade and 12th grade students was found on the CSAS stages of norm, empathy, benefit and seriousness. In addition, this study found gender impacted 12th graders but not 9th grade.

Sector: K-12

Research Method: Quantitative – Quasi-experimental

Subject: Service

Author-Assigned Keywords: Educational sociology, Secondary education

Wilmarth, Laura Renee

Service-learning and diversity: The relationship of race, gender, and prior service experience to students' self-perceived appreciation of difference and awareness of structural inequality

Advisor: McEwen, Marylu K.

2004

University of Maryland, College Park
Unlisted Department

Pages: 118

This thesis explored the relationship between students' participation in a one-semester service-learning course and their self-perceptions of diversity, defined as appreciation of difference and awareness of structural inequality (O'Grady, 2000). Specifically, the study explicated the relationship between each of the two diversity components and race, gender, service hours required, and prior service participation. The study utilized existing data from the *Curricular Service Learning Survey*, a locally developed instrument.

Results indicated that women's perceptions of appreciation of difference were significantly greater than men's perceptions, whereas students' perceptions of awareness of structural inequality differed significantly by race and gender. Blocked hierarchical regressions revealed that students' prior service experience and high school service requirement predicted a significant but small amount of the variance (6%) in their perceptions of their appreciation of difference and that prior service experience predicted a significant amount of the variance (6%) in their awareness of structural inequality.

Sector: HE

Research Method: Quantitative – Non-experimental

Subject: Multiculturalism

Author-Assigned Keywords: Higher education

Wilson, Christine M.

Determining the effects of a foundations of education/diversity preparation class on the multicultural knowledge, skills and dispositions of preservice teacher applicants

Advisor: Hicks, Sandy

2006

University of Rhode Island
Education

Pages: 272

The importance of preparing teachers to work in diverse environments has been well established, yet there is little research indicating what methods work to prepare teachers. Many teacher education programs use foundations or multicultural preparation classes to develop the multicultural knowledge, skills, and dispositions of preservice teachers. In this study, a semester-long foundations of education/diversity preparation class of 26 students and one professor was examined; the goal was to determine what methods work to advance multicultural knowledge, skills, and dispositions. Mixed methodology was used. The quantitative aspect consisted of a pre/post test using Roysircar-Sodowsky's (1994) Multicultural Inventory-educator version. The qualitative aspect was grounded in ethnographic methods, and consisted of pre/post surveys, pre/post interviews with the professor, field notes of all class sessions, post class interviews with students, anonymous feedback, and examination of all student work and professor comments.

Quantitative data indicated that knowledge and skills advanced significantly; dispositions did not, but had the highest pre/post scores. The open facilitation style of the professor was a key factor in the students' consideration of the controversial material often used in diversity preparation classes. Students overwhelmingly perceived that the service-learning component of the class (service in urban schools, discussion, written reflection) had the greatest impact on them as future teachers. These classes can be helpful, but are most effective when reinforced by other theoretical and historical education classes, and classes in multicultural pedagogy.

Sector: HE

Research Method: Mixed-methods

Subject: Multiculturalism
Discipline Specific – Teacher Education

Author-Assigned Keywords: Bilingual education, Multicultural education, Teacher education

Worrall, Laurie S.

Discovering the community voice: The community perspective of the service-learning program at DePaul University

Advisor: Wagener, Ursula

2005

University of Pennsylvania
Higher Education Management

Pages: 164

This dissertation is a case study of community organizations' perceptions of their involvement with the Steans Center for Community-based Service-Learning at DePaul University. For this qualitative study, forty representatives from twelve partner community organizations were asked questions about their motivations for becoming involved with a service-learning program, their perceptions of the value of their involvement, and the benefits and challenges of working with service-learning students. Their responses were used to construct a case study of one large, urban, service-learning program in higher education from the community partners' perspectives. While community organizations tend to become involved with the service-learning program to garner additional resources, their motivations for staying involved relate to their perceived roles as community educators. Although organizations expressed a range of challenges to working with service-learners, they also were clear that the benefits outweigh the challenges.

The community organizations in this study perceive themselves as providing important opportunities for college students to gain an experiential understanding of the knowledge and skills that they are learning in the classroom, explore career possibilities, and apply a theory of service. Most importantly, though, CBOs believe that DePaul service-learners will gain a better understanding of the realities of racial and socio-economic disparities in the U.S. through direct interactions with CBO programs and clients. Organizations also perceive value in the role models of successful college life and community service that service-learning students provide. Community organizations have developed a perception of DePaul University as an engaged institution that gives back to its urban community through their interactions with the service-learning program. The results of this study serve to expand previous research, particularly in the understanding of community motivations for continued involvement as serving-learning partners.

Sector: HE

Research Method: Qualitative – Interviews

Subject: Partnerships

Author-Assigned Keywords: Higher education

Index by Discipline***Art:***

The experiential art and crafts preferences of senior adults: A preparatory assessment for the implementation of the Project Senior Art model	14
Artistically serving: A study of Lake County's arts-based service-learning program	20
Artstories: Perspectives on intergenerational learning through narrative construction among adolescents, middle aged, and older aged adults	85
Service-learning, the arts, and human rights: An extraordinary connection	105
Arts education in after-school programs	115

Athletics:

The impact of service-learning on student-athletes' character development	117
---	-----

Composition / Writing:

The voiceless among us: A hermeneutic phenomenological study on the impact of service learning on freshman students' social responsibility and civic engagement	13
Motivated to serve, motivated to learn: Theorizing care in the composition service-learning classroom	35
Leave the room! Teaching writing beyond the four walls of the classroom	50
Does community-based pedagogy foster critical consciousness?	64
Progressive education and its influence on writing instruction	92

Computer Science:

A case study of information assurance field experience	121
--	-----

Counseling:

Pre-practicum service-learning in graduate counselor education: A qualitative case study	74
--	----

Criminology:

Service-learning and mentoring: Theoretical and practical applications for criminal justice education	76
---	----

Early-Childhood Education:

Service learning: Does it enhance student learning outcomes?	33
--	----

Engineering:

A service-learning renewable energy education project	87
---	----

Environmental Studies:

Activist training in the academy: Developing a master's program in Environmental Advocacy and Organizing at Antioch New England Graduate School	19
---	----

Motivation in environmental education: Supporting middle school students' motives for helping the Chesapeake Bay	29
--	----

Family and Consumer Sciences:

Motivations for service-learning among family and consumer sciences college faculty: Influence of teaching perceptions, efficacy, and practice	8
--	---

Health Sciences:

Assessing student learning outcomes in health professions service-learning courses	4
--	---

Nursing faculty intention to use service learning as pedagogy in higher education	6
---	---

Making a difference, making connections: Perspectives of college faculty and practitioners leading a service experience abroad	10
Using case study methodology to assess the influence of service learning processes on competency development of entry-level health educators	18
No resident left behind. Constructing pediatric healthcare in the 21st century: The role of pediatric residency training in transforming community-based curriculum into collaborative community practice	46
The impact of an international healthcare mission on participating healthcare professional students	52
Volunteers: Our future health professionals	56
Service learning: The experience of nursing students working with families who are homeless	70

Music:

Collaborative partnerships for experiential education in music: A case study of a higher education School of Music educational outreach program and its K--8 partners	67
---	----

Physical Education:

Investigating the impact of a service-learning course on teacher candidates and underserved youth	53
Moving toward social justice through sport: An exploration into the ability of intercollegiate coaches of women's teams to effect social change	126

Physical Therapy:

An international service-learning experience for physical therapy students: Its meaning and effect on civic engagement and leadership skills	40
Integration of service learning across a professional physical therapy curriculum: Addressing the health care needs of medically underserved adults within the community	97

Science:

Examining students' attitudes toward science and scientific literacy in a non-science major, interdisciplinary course	28
---	----

Social Work:

Preparations for a changing landscape: How social work educators teach aging in the BSW curriculum	43
--	----

Teacher Education:

Service-learning in teacher education: Weaving a tapestry of relationships	17
--	----

The effects of community-based service-learning on preservice elementary teachers' self-efficacy beliefs about equitable science teaching and learning	24
--	----

Towards a new borderland in teacher education for diversity: A narrative inquiry into preservice teachers' shifting identities through service learning	38
---	----

Culturally responsive pre-service teacher development: A case study of the impact of community and school fieldwork	49
---	----

Determining the effects of a foundations of education/diversity preparation class on the multicultural knowledge, skills and dispositions of preservice teacher applicants	143
--	-----

Theology:

A synthesis of service learning for Mount Saint Mary College: Dominican spirituality and faithful citizenship	26
---	----

Urban Planning:

Enriching youth engagement: An evaluation of a participatory planning and design prototype	31
--	----

Women's Studies:

Carrying it on: Post-graduation impact of feminist praxis on Women's Studies majors	77
---	----

Index by Sector***Community-Based Organization:***

An analysis of the influence of M-Fuge participation on volunteerism and career leadership in service	1
Serving to learn, learning to serve: A phenomenological study of service-learning	11
Volunteers: Our future health professionals	56
An assessment of perceptions and experiences in community-based youth-adult relationships	75
Artstories: Perspectives on intergenerational learning through narrative construction among adolescents, middle aged, and older aged adults	85
Service-learning and leadership life skills: An experimental study	89
The relationship between participation in community service-learning projects and personal and leadership life skills development in Louisiana high school 4-H leadership activities	109
Perspective transformation: An ethnoculturally-based community service learning with refugees and immigrants students	113

Cross-Section:

Service-learning and social justice: Effects of early experiences	23
Leave the room! Teaching writing beyond the four walls of the classroom	50
Reaching beyond the schools: The role of community in civic education	90

Higher Education:

Matching university resources to community needs: Case studies of university-community partnerships	2
Service-learning as a facilitator of school culture change: A multi-site case study of two Ohio schools	3

Assessing student learning outcomes in health professions service-learning courses	4
Developmental outcomes of service-learning pedagogies	5
Nursing faculty intention to use service learning as pedagogy in higher education	6
Service learning in a community college	7
Motivations for service-learning among family and consumer sciences college faculty: Influence of teaching perceptions, efficacy, and practice	8
Community-based learning and social support in the Midwestern District High School Internship Program: Relative influences on seniors' occupational and citizenship engagement orientations	9
Making a difference, making connections: Perspectives of college faculty and practitioners leading a service experience abroad	10
Learning from practice: A constructive-developmental study of undergraduate service-learning pedagogy	12
The voiceless among us: A hermeneutic phenomenological study on the impact of service learning on freshman students' social responsibility and civic engagement	13
The experiential art and crafts preferences of senior adults: A preparatory assessment for the implementation of the Project Senior Art model	14
Service learning at the public research university	15
Service-learning: An examination of community college faculty attitudes, integration of services, and institutional support	16
Service-learning in teacher education: Weaving a tapestry of relationships	17
Using case study methodology to assess the influence of service learning processes on competency development of entry-level health educators	18
Activist training in the academy: Developing a master's program in Environmental Advocacy and Organizing at Antioch New England Graduate School	19
Exploring undergraduate students' perceptions of their service learning	21

experiences and their learning communities	
A synthesis of service learning for Mount Saint Mary College: Dominican spirituality and faithful citizenship	26
The relationship between expectation-experience growth discrepancies and satisfaction among students participating in international service-learning programs	27
Examining students' attitudes toward science and scientific literacy in a non-science major, interdisciplinary course	28
Community partner indicators of engagement: An action research study on campus-community partnership	30
Indicators of community receptivity to international service-learning programs	32
Service learning: Does it enhance student learning outcomes?	33
Citizenship and service education: An assessment of service learning and its impact on social capital	34
Motivated to serve, motivated to learn: Theorizing care in the composition service-learning classroom	35
Relationships between organization structure and the institutionalization of service-learning in engaged community colleges	36
The impact of service learning on cognitive complexity	37
Towards a new borderland in teacher education for diversity: A narrative inquiry into preservice teachers' shifting identities through service learning	38
An international service-learning experience for physical therapy students: Its meaning and effect on civic engagement and leadership skills	40
An examination of the service-learning program at a comprehensive university through the lenses of program theory and institutional theory	42
Preparations for a changing landscape: How social work educators teach aging in the BSW curriculum	43
Making engagement: Higher education reform discourse and organizational change	44

Making service count: Community partners' perspectives on service-learning activities and their impact on students' understanding of social problems	45
No resident left behind. Constructing pediatric healthcare in the 21st century: The role of pediatric residency training in transforming community-based curriculum into collaborative community practice	46
The student missionary experience and its impact on young adults	47
Culturally responsive pre-service teacher development: A case study of the impact of community and school fieldwork	49
The impact of an international healthcare mission on participating healthcare professional students	52
Investigating the impact of a service-learning course on teacher candidates and underserved youth	53
Factors that motivate faculty to include service learning in their courses	54
Discourse on diversity: A qualitative study of a college communication course in multiculturalism	57
Service-reflection-learning: An action research study of the meaning-making processes occurring through reflection in a service-learning course	59
The institutionalization of service-learning as a pedagogical tool for campus engagement at public versus private higher education institutions	60
Assisting communities through university partnerships: A study of the program in nonprofits, universities, communities, and schools	61
Does community-based pedagogy foster critical consciousness?	64
Implementation of service-learning in higher education courses: Perceptions of faculty	66
Student involvement effects on civic engagement in the faith-based college setting: An empirical study	69
Service learning: The experience of nursing students working with families who are homeless	70

Service-learning and community service programs at four California universities: Characteristics and implementation	72
University-community partnerships: A content analysis	73
Pre-practicum service-learning in graduate counselor education: A qualitative case study	74
Service-learning and mentoring: Theoretical and practical applications for criminal justice education	76
Carrying it on: Post-graduation impact of feminist praxis on Women's Studies majors	77
Perspectives of college graduates on the experience and effect of Capstone service-learning courses: A qualitative study	79
Service with friends: The influence of peer interactions and emotions in community service experiences	80
Service-learning judicial sanctions: New vehicles to promote student development in undergraduate education	81
Preservice teacher perceptions of a multicultural field experience activity	84
Effects of service-learning on college student moral reasoning	86
A service-learning renewable energy education project	87
Moving service-learning to a central position within a major urban university: A case study	88
Civic orientation predictors of black students: An exploratory study	91
Progressive education and its influence on writing instruction	92
Curricular content and pedagogical practices that influence the development of moral reasoning in undergraduate students	96
Integration of service learning across a professional physical therapy curriculum: Addressing the health care needs of medically underserved adults within the community	97
University-community partnerships as dialogue: A critical examination of university/neighborhood partners	99

College students' community service involvement: Preferred approaches, match, satisfaction, and plans to continue	100
Service-learning and social justice: Making connections, making commitments	101
A marriage not to put asunder: The town and gown relationship in small Midwest communities	104
Service-learning, the arts, and human rights: An extraordinary connection	105
Assessment of the personal and professional attributes of educators who utilize service-learning	107
Civic vision: A case study of renewing civic purpose in a college of education	108
Developing altruism and empathy in Ecuadorian college students: Impact of a mandatory service-learning course	111
Institutionalizing service learning in higher education: To change or not to change?	112
The impact of service-learning on student-athletes' character development	117
Hermeneutic passages in academia and community	119
Implementing a group service learning project in higher education	120
A case study of information assurance field experience	121
Here I am now! Community service-learning with immigrant and refugee undergraduate students and youth: The use of critical pedagogy, situated-learning and funds of knowledge	122
Service-learning and citizenship of students attending Jesuit universities	123
Developmental outcomes associated with service-learning in undergraduate students	125
Moving toward social justice through sport: An exploration into the ability of intercollegiate coaches of women's teams to effect social change	126
Exploring alumnae long-term perceptions of an undergraduate leadership	127

course: A case study	
The effects of service learning pedagogy on college students	128
Options for a community college service-learning model: A participatory action research study	130
Metaphors we serve by: Critical and constructive play with the discourses on service, national service, and service-learning	133
Establishing a conceptual model of community-based research through contrasting case studies	134
The contributions of demographic background and service-learning experiences to undergraduates' perceptions of appreciation of diversity	135
Community service learning at Canadian universities: Emerging models of social change	136
Women of colour talk back: Towards a critical race feminist practice of service-learning	137
Empathy development in undergraduate students through the cross-cultural learning experience	139
Contradicting predictions for service-learning engagement: Why some faculty do and don't	140
Service-learning and diversity: The relationship of race, gender, and prior service experience to students' self-perceived appreciation of difference and awareness of structural inequality	142
Determining the effects of a foundations of education/diversity preparation class on the multicultural knowledge, skills and dispositions of preservice teacher applicants	143
Discovering the community voice: The community perspective of the service-learning program at DePaul University	144

K-12:

Artistically serving: A study of Lake County's arts-based service-learning program	20
--	----

Schooling for a democratic society: A study of programs that help children become educated citizens	22
The effects of community-based service-learning on preservice elementary teachers' self-efficacy beliefs about equitable science teaching and learning	24
Constructive developmental theory as a method for illuminating the practices of teachers of Community Service-Learning	25
Motivation in environmental education: Supporting middle school students' motives for helping the Chesapeake Bay	29
Enriching youth engagement: An evaluation of a participatory planning and design prototype	31
The academic impact of service-learning on New Jersey public high schools	39
A study of Service-learning experiences at an inner-city Catholic boys' high school	41
An evaluation of a mandatory service-learning program	48
Effects of a service-learning curriculum on high school students' English proficiency in a rural, southern Appalachian, public high school	51
Measuring the academic, social, and psychological effects of academic service learning on middle school students	55
Service-learning: An innovative approach to instruction for second language learners	58
The role of adolescent peer witnesses as a means of confronting the bullying problem in schools	62
The factors that influence middle-level teachers to incorporate community service-learning into the curriculum	63
Service-learning literacies: Lessons learned from middle school youth	65
Collaborative partnerships for experiential education in music: A case study of a higher education School of Music educational outreach program and its K--8 partners	67
The status of service-learning in schools accredited by the Middle States Association located outside the United States	68

From SBA to HEKA: An examination of the community service-learning practices in three African centered urban schools	71
Teacher concerns about service-learning	78
International service-learning in secondary education	82
Service-learning: Motivations for K--12 teachers	83
Beginning teachers' perceptions regarding their preparation in the use of service-learning	93
Healthy habits of giving in youth lead to volunteers of tomorrow	94
The development and refinement of models of less established and more established high school environmental service-learning programs in Florida	95
Service-learning in elementary schools: The key to developing student citizens	98
Engaging Dropout Prevention students using active learning strategies: The oral history of the Vietnam War as a case study	102
Characteristics and roles of service-learning with at-risk students at Hawthorne School	103
Service-learning impact on eight- to ten-year-old students' attitudes and knowledge about senior citizens	106
Learning to serve, serving to live: Service-learning, caring and high school students with disabilities	110
The phenomenology of service: A study of the effect of service on male adolescent development	114
Arts education in after-school programs	115
The effectiveness of the mentoring program, Men of Ross Elementary Program (MORE), on improving the reading achievement of African American males	116
The impact of a service-learning program on the academic and social skills of special needs students at New Jersey's Middle Township High School: A case study evaluation	118

The Responsive ClassroomRTM: Its effect on school culture and service learning	124
Service-learning: A pedagogy for developing civic character	129
An evaluation of a service-learning approach to assist in achieving the goals of a comprehensive guidance program	131
Service-learning leadership and implementation in three middle schools. The story of an innovation in the school district of Philadelphia: A qualitative study	132
The impact of service learning activities on fourth and fifth grade students' attitudes toward school and civic participation	138
The comparison between 9th grade high school students to 12th grade high school students in attitudes and preferences to community service	141

Tribal:

Index by Subject***Assessment and Evaluation:***

Assessing student learning outcomes in health professions service-learning courses	4
--	---

At-Risk Youth:

Engaging Dropout Prevention students using active learning strategies: The oral history of the Vietnam War as a case study	102
Characteristics and roles of service-learning with at-risk students at Hawthorne School	103

Character Education:

Effects of service-learning on college student moral reasoning	86
Curricular content and pedagogical practices that influence the development of moral reasoning in undergraduate students	96
Developing altruism and empathy in Ecuadorian college students: Impact of a mandatory service-learning course	111
The impact of service-learning on student-athletes' character development	117
Empathy development in undergraduate students through the cross-cultural learning experience	139

Civic Education:

Community partner indicators of engagement: An action research study on campus-community partnership	30
An evaluation of a mandatory service-learning program	48
Reaching beyond the schools: The role of community in civic education	90

Civic Engagement:

Community-based learning and social support in the Midwestern District High School Internship Program: Relative influences on seniors' occupational and citizenship engagement orientations	9
Learning from practice: A constructive-developmental study of undergraduate service-learning pedagogy	12
Schooling for a democratic society: A study of programs that help children become educated citizens	22
Examining students' attitudes toward science and scientific literacy in a non-science major, interdisciplinary course	28
Citizenship and service education: An assessment of service learning and its impact on social capital	34
Student involvement effects on civic engagement in the faith-based college setting: An empirical study	69
Civic orientation predictors of black students: An exploratory study	91
Civic vision: A case study of renewing civic purpose in a college of education	108
Hermeneutic passages in academia and community	119
Service-learning and citizenship of students attending Jesuit universities	123
Moving toward social justice through sport: An exploration into the ability of intercollegiate coaches of women's teams to effect social change	126
Service-learning: A pedagogy for developing civic character	129
The impact of service learning activities on fourth and fifth grade students' attitudes toward school and civic participation	138

Community Development:

Establishing a conceptual model of community-based research through contrasting case studies	134
--	-----

Disabilities:

Learning to serve, serving to live: Service-learning, caring and high school students with disabilities	110
---	-----

Discipline Specific:

Assessing student learning outcomes in health professions service-learning courses	4
--	---

Nursing faculty intention to use service learning as pedagogy in higher education	6
---	---

Motivations for service-learning among family and consumer sciences college faculty: Influence of teaching perceptions, efficacy, and practice	8
--	---

Making a difference, making connections: Perspectives of college faculty and practitioners leading a service experience abroad	10
--	----

The voiceless among us: A hermeneutic phenomenological study on the impact of service learning on freshman students' social responsibility and civic engagement	13
---	----

The experiential art and crafts preferences of senior adults: A preparatory assessment for the implementation of the Project Senior Art model	14
---	----

Service-learning in teacher education: Weaving a tapestry of relationships	17
--	----

Using case study methodology to assess the influence of service learning processes on competency development of entry-level health educators	18
--	----

Activist training in the academy: Developing a master's program in Environmental Advocacy and Organizing at Antioch New England Graduate School	19
---	----

Artistically serving: A study of Lake County's arts-based service-learning program	20
--	----

The effects of community-based service-learning on preservice elementary teachers' self-efficacy beliefs about equitable science teaching and learning	24
--	----

A synthesis of service learning for Mount Saint Mary College: Dominican spirituality and faithful citizenship	26
---	----

Examining students' attitudes toward science and scientific literacy in a non-science major, interdisciplinary course	28
Motivation in environmental education: Supporting middle school students' motives for helping the Chesapeake Bay	29
Enriching youth engagement: An evaluation of a participatory planning and design prototype	31
Service learning: Does it enhance student learning outcomes?	33
Motivated to serve, motivated to learn: Theorizing care in the composition service-learning classroom	35
Towards a new borderland in teacher education for diversity: A narrative inquiry into preservice teachers' shifting identities through service learning	38
An international service-learning experience for physical therapy students: Its meaning and effect on civic engagement and leadership skills	40
Preparations for a changing landscape: How social work educators teach aging in the BSW curriculum	43
No resident left behind. Constructing pediatric healthcare in the 21st century: The role of pediatric residency training in transforming community-based curriculum into collaborative community practice	46
Culturally responsive pre-service teacher development: A case study of the impact of community and school fieldwork	49
Leave the room! Teaching writing beyond the four walls of the classroom	50
The impact of an international healthcare mission on participating healthcare professional students	52
Investigating the impact of a service-learning course on teacher candidates and underserved youth	53
Volunteers: Our future health professionals	56
Does community-based pedagogy foster critical consciousness?	64
Collaborative partnerships for experiential education in music: A case study of a higher education School of Music educational outreach program and its	67

K--8 partners	
Service learning: The experience of nursing students working with families who are homeless	70
Pre-practicum service-learning in graduate counselor education: A qualitative case study	74
Service-learning and mentoring: Theoretical and practical applications for criminal justice education	76
Carrying it on: Post-graduation impact of feminist praxis on Women's Studies majors	77
Artstories: Perspectives on intergenerational learning through narrative construction among adolescents, middle aged, and older aged adults	85
A service-learning renewable energy education project	87
Progressive education and its influence on writing instruction	92
Integration of service learning across a professional physical therapy curriculum: Addressing the health care needs of medically underserved adults within the community	97
Service-learning, the arts, and human rights: An extraordinary connection	105
Arts education in after-school programs	115
The impact of service-learning on student-athletes' character development	117
A case study of information assurance field experience	121
Moving toward social justice through sport: An exploration into the ability of intercollegiate coaches of women's teams to effect social change	126
Determining the effects of a foundations of education/diversity preparation class on the multicultural knowledge, skills and dispositions of preservice teacher applicants	143

English as a Second Language (ESL):

Service-learning: An innovative approach to instruction for second language learners	58
--	----

Environment:

Activist training in the academy: Developing a master's program in Environmental Advocacy and Organizing at Antioch New England Graduate School	19
A service-learning renewable energy education project	87
The development and refinement of models of less established and more established high school environmental service-learning programs in Florida	95

Faith-Based:

An analysis of the influence of M-Fuge participation on volunteerism and career leadership in service	1
Making a difference, making connections: Perspectives of college faculty and practitioners leading a service experience abroad	10
A synthesis of service learning for Mount Saint Mary College: Dominican spirituality and faithful citizenship	26
The student missionary experience and its impact on young adults	47
Student involvement effects on civic engagement in the faith-based college setting: An empirical study	69

Impacts and Outcomes:

Developmental outcomes of service-learning pedagogies	5
The impact of service learning on cognitive complexity	37
The academic impact of service-learning on New Jersey public high schools	39
Effects of a service-learning curriculum on high school students' English proficiency in a rural, southern Appalachian, public high school	51
Measuring the academic, social, and psychological effects of academic service learning on middle school students	55

The relationship between participation in community service-learning projects and personal and leadership life skills development in Louisiana high school 4-H leadership activities	109
The effectiveness of the mentoring program, Men of Ross Elementary Program (MORE), on improving the reading achievement of African American males	116
The impact of a service-learning program on the academic and social skills of special needs students at New Jersey's Middle Township High School: A case study evaluation	118
The Responsive ClassroomRTM: Its effect on school culture and service learning	124

Institutionalization:

Service-learning as a facilitator of school culture change: A multi-site case study of two Ohio schools	3
Service-learning: An examination of community college faculty attitudes, integration of services, and institutional support	16
Relationships between organization structure and the institutionalization of service-learning in engaged community colleges	36
Making engagement: Higher education reform discourse and organizational change	44
The institutionalization of service-learning as a pedagogical tool for campus engagement at public versus private higher education institutions	60
Moving service-learning to a central position within a major urban university: A case study	87
Civic vision: A case study of renewing civic purpose in a college of education	108
Institutionalizing service learning in higher education: To change or not to change?	112

Intergenerational:

The experiential art and crafts preferences of senior adults: A preparatory	14
---	----

assessment for the implementation of the Project Senior Art model	
An assessment of perceptions and experiences in community-based youth-adult relationships	75
Artstories: Perspectives on intergenerational learning through narrative construction among adolescents, middle aged, and older aged adults	85
Service-learning impact on eight- to ten-year-old students' attitudes and knowledge about senior citizens	106

International:

The relationship between expectation-experience growth discrepancies and satisfaction among students participating in international service-learning programs	27
Indicators of community receptivity to international service-learning programs	32
An international service-learning experience for physical therapy students: Its meaning and effect on civic engagement and leadership skills	40
The impact of an international healthcare mission on participating healthcare professional students	52
The status of service-learning in schools accredited by the Middle States Association located outside the United States	68
From SBA to HEKA: An examination of the community service-learning practices in three African centered urban schools	71
International service-learning in secondary education	82
Empathy development in undergraduate students through the cross-cultural learning experience	139

Leadership Development:

Exploring alumnae long-term perceptions of an undergraduate leadership course: A case study	127
---	-----

Literacy:

Service-learning literacies: Lessons learned from middle school youth	65
The effectiveness of the mentoring program, Men of Ross Elementary Program (MORE), on improving the reading achievement of African American males	116

Mediation / Conflict Resolution

The role of adolescent peer witnesses as a means of confronting the bullying problem in schools	62
Service-learning judicial sanctions: New vehicles to promote student development in undergraduate education	81

Multiculturalism:

Towards a new borderland in teacher education for diversity: A narrative inquiry into preservice teachers' shifting identities through service learning	38
Culturally responsive pre-service teacher development: A case study of the impact of community and school fieldwork	49
Discourse on diversity: A qualitative study of a college communication course in multiculturalism	57
Service-learning: An innovative approach to instruction for second language learners	58
Here I am now! Community service-learning with immigrant and refugee undergraduate students and youth: The use of critical pedagogy, situated-learning and funds of knowledge	122
The contributions of demographic background and service-learning experiences to undergraduates' perceptions of appreciation of diversity	135
Women of colour talk back: Towards a critical race feminist practice of service-learning	137
Service-learning and diversity: The relationship of race, gender, and prior service experience to students' self-perceived appreciation of difference and awareness of structural inequality	142

Determining the effects of a foundations of education/diversity preparation class on the multicultural knowledge, skills and dispositions of preservice teacher applicants	143
--	-----

Preservice teacher perceptions of a multicultural field experience activity	84
---	----

Partnerships:

Matching university resources to community needs: Case studies of university-community partnerships	2
---	---

Community partner indicators of engagement: An action research study on campus-community partnership	30
--	----

Indicators of community receptivity to international service-learning programs	32
--	----

Assisting communities through university partnerships: A study of the program in nonprofits, universities, communities, and schools	61
---	----

Collaborative partnerships for experiential education in music: A case study of a higher education School of Music educational outreach program and its K--8 partners	67
---	----

University-community partnerships: A content analysis	73
---	----

University-community partnerships as dialogue: A critical examination of university/neighborhood partners	99
---	----

A marriage not to put asunder: The town and gown relationship in small Midwest communities	104
--	-----

Establishing a conceptual model of community-based research through contrasting case studies	134
--	-----

Discovering the community voice: The community perspective of the service-learning program at DePaul University	144
---	-----

Pedagogy:

Motivations for service-learning among family and consumer sciences college faculty: Influence of teaching perceptions, efficacy, and practice	8
--	---

The effects of community-based service-learning on preservice elementary teachers' self-efficacy beliefs about equitable science teaching and learning	24
Constructive developmental theory as a method for illuminating the practices of teachers of Community Service-Learning	25
Investigating the impact of a service-learning course on teacher candidates and underserved youth	53
Factors that motivate faculty to include service learning in their courses	54
Beginning teachers' perceptions regarding their preparation in the use of service-learning	93
Assessment of the personal and professional attributes of educators who utilize service-learning	107
Contradicting predictions for service-learning engagement: Why some faculty do and don't	140

Reflection:

Making service count: Community partners' perspectives on service-learning activities and their impact on students' understanding of social problems	45
Service-reflection-learning: An action research study of the meaning-making processes occurring through reflection in a service-learning course	59
Service-learning and leadership life skills: An experimental study	89

Service:

Service-learning and social justice: Effects of early experiences	23
Volunteers: Our future health professionals	56
Healthy habits of giving in youth lead to volunteers of tomorrow	94
The phenomenology of service: A study of the effect of service on male adolescent development	114

The comparison between 9th grade high school students to 12th grade high school students in attitudes and preferences to community service	141
--	-----

Service-Learning – Community-Based:

Serving to learn, learning to serve: A phenomenological study of service-learning	11
---	----

Perspective transformation: An ethnoculturally-based community service learning with refugees and immigrants students	113
---	-----

Service-Learning – General:

Metaphors we serve by: Critical and constructive play with the discourses on service, national service, and service-learning	133
--	-----

Service-Learning – Higher Education:

Service learning in a community college	7
---	---

Service learning at the public research university	15
--	----

Exploring undergraduate students' perceptions of their service learning experiences and their learning communities	21
--	----

An examination of the service-learning program at a comprehensive university through the lenses of program theory and institutional theory	42
--	----

Implementation of service-learning in higher education courses: Perceptions of faculty	66
--	----

Service-learning and community service programs at four California universities: Characteristics and implementation	72
---	----

Perspectives of college graduates on the experience and effect of Capstone service-learning courses: A qualitative study	79
--	----

Service with friends: The influence of peer interactions and emotions in community service experiences	80
--	----

College students' community service involvement: Preferred approaches, match, satisfaction, and plans to continue	100
---	-----

Assessment of the personal and professional attributes of educators who utilize service-learning	107
Implementing a group service learning project in higher education	120
Developmental outcomes associated with service-learning in undergraduate students	125
Options for a community college service-learning model: A participatory action research study	130
Community service learning at Canadian universities: Emerging models of social change	136
The effects of service learning pedagogy on college students	128

Service-Learning – K-12:

A study of Service-learning experiences at an inner-city Catholic boys' high school	41
The factors that influence middle-level teachers to incorporate community service-learning into the curriculum	63
The status of service-learning in schools accredited by the Middle States Association located outside the United States	68
From SBA to HEKA: An examination of the community service-learning practices in three African centered urban schools	71
Teacher concerns about service-learning	78
Service-learning: Motivations for K--12 teachers	83
Service-learning in elementary schools: The key to developing student citizens	98
An evaluation of a service-learning approach to assist in achieving the goals of a comprehensive guidance program	131
Service-learning leadership and implementation in three middle schools. The story of an innovation in the school district of Philadelphia: A qualitative study	132

Social Justice:

Service-learning and social justice: Effects of early experiences	23
Service-learning and social justice: Making connections, making commitments	101

Special Education:

Characteristics and roles of service-learning with at-risk students at Hawthorne School	103
The impact of a service-learning program on the academic and social skills of special needs students at New Jersey's Middle Township High School: A case study evaluation	118

Youth Development:

Enriching youth engagement: An evaluation of a participatory planning and design prototype	31
Service-learning and leadership life skills: An experimental study	89