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**Recent Dissertations on Service and  
Service-Learning Topics**

**Volume II**

**By**

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**July 2001**

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## Introduction

This is the second edition of the Learn and Serve America National Service-Learning Clearinghouse review of dissertations on service, service-learning, and related topics. In the first edition we identified approximately 110 studies, limiting the search to studies conducted from 1990 to the present. In this volume we provide information and abstracts on more than 200 studies – and expand the time they were produced to periods prior to 1990. Some date as early as the 1970s.

The goals for doing this literature review are many. First, we want to continue to dispel the notion (as mentioned in the first version) that there is little research on service and service-learning. Second, we wanted to focus on dissertation studies, because they tend to identify the most current subjects and interests of graduate students (and programs) throughout the country on topics related to education. If service-learning is ever to become a mainstream topic in educational circles, then clearly there needs to be widespread interest in graduate schools to study service as a viable and important topic. Third, we sought information about who was actually conducting these studies and who on these campuses was sponsoring such works. Our interest in identifying authors and sponsors was to create an information system that could be used to connect these researchers so they might work collaboratively to improve the quality of knowledge and research on service-learning. Our final goal is to encourage others who are doing research on service-learning and related topics to review this document so they can add known studies that are not included in the current database. By working together, we can hopefully develop the most extensive and accurate information piece on dissertations conducted on or about service-learning.

Please read and reflect on this literature review from a critical perspective. While we are in the process of obtaining many of the studies for more detailed evaluation, we have not actually read many of the studies identified. They were obtained from library searches of major data sources, from the ERIC system to Dissertation Abstracts. They have been included because the topics seemed relevant and connected. As you find dissertations that seem interesting and actually study them, send your reviews to the Clearinghouse for potential inclusion in related documents that discuss the value and quality of these studies for the field, in general. We certainly will add the information; we would like to solicit your input, as well.

As mentioned in the first volume, this is a work in progress. We do our best to include all that is currently known. But we know that there are many more studies that have been completed that warrant inclusion in our listing. Please feel free to add to our knowledge base and/or make comments about the quality of the studies conducted. Together, we hope to improve our knowledge about current research on service-learning and to encourage others to continue to add to our knowledge by conducting additional, and important work. We look forward to your feedback.

Rob Shumer and the Clearinghouse staff

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## How To Use This Document

This document contains 203 doctoral dissertations (including a few Master's theses) on service, service-learning, and related fields. In most cases you will find a listing of the author, advisor, year of publication, institution, and page length. This basic information is followed by a two-paragraph abstract, which in fact, is a summary of the published information found in *Dissertation Abstracts* or ERIC (Educational Resources Information Center) documents. When information is missing, such as the name of the advisor, or the abstract, it simply means we were unable to locate the information through the searches. Follow-up with some of the authors has helped to produce a few more abstracts.

Dissertations are listed initially by author. Each publication has been assigned a number, located in front of the title of the publication, for double identification purposes to ensure ease of searching. The author section is followed by a listing of dissertations by institution and then by subject/topic. These subjects were taken from keyword citations contained in the original document.

To actually get a copy of any of the studies, you will need to contact UMI (University Microfilms International) and/or ERIC 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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## Dissertations by Author

### Abdur-Rashid, Daa'iyah

<sup>1</sup> Lessons From A Teaching Life: Towards A Muslim African American Perspective On Service Learning

Adviser: Cynthia B. Dillard

1999

The Ohio State University

Pages: 170

This study explored the teaching and educational ideas of a leading Muslim African American educator in light of service-learning educational reform. Through the employment of alternative methodological approaches the research found that Muslim African American perspectives on service learning are rooted in their Godcentric worldview and as well as their African and African American heritages. Themes such as othermothering, jihad (striving in the way of God) and cultural affirmation permeate their understanding of education and can inform dominant cultural perspectives on teaching. Additionally, the Muslim emphasis on the person of the teacher lead to the conceptualization of service learning as a tool to cultivate servant leadership, not just for the teacher, but for teacher educators and all those involved in the processes of education.

*Categories: diversity, teacher education, educational reform*

### Alborno, Judith

<sup>2</sup> The New Jersey Youth Corps At Jersey City State College: A Case Study Of Urban Young Adult Dropouts In A Successful Second-Chance Program

Adviser: Franceska Smith

1996

Columbia University Teachers College

Pages: 275

This case study examined a corps-type dropout retrieval program on the campus of an urban public college to see how students could be better served by adult educators. The program model includes employability skills, GED preparation, counseling and paid work experience in community service projects. Seventeen students, three graduates, five staff members, and four program planners were interviewed. Students were observed in a variety of settings. Document analysis provided background and context.

Results suggest that this program helped dropouts by reconnecting them to mainstream society. It built upon a developed trust. A stable staff created a program culture that instilled confidence and built self-esteem.

*Categories: adult education, case study, higher education, impacts, urban education*

**Allen, Joanna Woo**

<sup>3</sup> To Feasts Of Life: A Phenomenological And Heuristic Study Of Experiential Education In The Classroom

Adviser: I. Kramnick

1992

The Union Institute

Pages: 313

This study investigated and defined experiential education in the classroom from the perspective of the educator. Three elementary teachers, a middle school teacher, and seven high school teachers were interviewed and observed in the classroom. Three pupils from each class were also interviewed about their teacher. In most cases, a full day of classes was observed and three students from class were interviewed.

Results produced thirty-three themes that clustered into four major meta themes: freedom to be, love, self-actualization, and quality teaching, and an overarching theme emerged, that of HEALING. The study found a new definition of experiential education in the classroom and a description of effective teaching from the perspective of teacher characteristics rather than behaviors.

*Categories: experiential education, faculty, impacts, effective teaching*

**Allen, Kerry Kenn**

<sup>4</sup> The Role And Meaning Of Community Service In The Lives Of CEOs Of Major Corporations

Adviser: Neal Chalofsky

1996

The George Washington University

Pages: 467

This study explored the role of community service for chief executive officers of major corporations. Eight current or former CEOs were studied and interviewed.

Results show that CEOs' involvement in service is influenced by four factors: expectations of their company for such behavior; expectations inherent in the role of CEO; the CEO's personal values; and, the CEO's personal needs.

*Categories: adult education, k-12, school-to-work, volunteerism*

**Amunson, Dale Alan**<sup>5</sup> Community College Community Services/Continuing Education Directors: Competencies Needed For Future Leadership

Adviser: Larry H. Ebbers

1993

Iowa State University

Pages: 195

This study identified and defined competencies for community college community services/continuing education directors. A review of literature was conducted and competencies identified through a three round Delphi process conducted by a team of nominated experts.

Results show that literature in community services/continuing education is not readily available. However, a set of 43 competencies has been developed for directors, which can be used to develop position descriptions for directors. Competencies could be the object of staff development activities and graduate courses for community college professionals.

*Categories: faculty, youth development, continuing education*

**Arman, John Frederick**<sup>6</sup> An Analysis And Description Of The School Counseling Component Of The Traverse Outreach Project

Adviser: David Scherer

1998

The University Of New Mexico

Pages: 146

This qualitative study examined the school counseling component of the Counselor Education Program at the University of New Mexico implemented the Traverse Outreach Project (TOP). Self-selected graduate students enrolled in the School Counseling course at the University of New Mexico were surveyed, kept a journal of their experiences, participated in two reflection groups during the semester, and interviewed at the end of their field experience.

Results show that although participants reportedly received supportive site supervision, they felt the site supervisors needed increased supervisory guidelines and expectations. Students felt that service learning was an effective method of integrating the theory and practice of school counseling. The school counseling component of the TOP reportedly increased the participants' awareness of the realities of school counseling. Participants reported that they needed more time to process the field experiences.

*Categories: higher education, service-learning*

**Armstrong, Lee Roy Wells, II**<sup>7</sup> A Case Study Of The Cultural Journalism Project 'Ebbtide'

Adviser:

1981

University Of Florida

Pages: 168

This study investigated the Foxfire-type cultural journalism project Ebbtide, sponsored by Frederica Academy, K-12 private college preparatory school located on St. Simons Island on the Georgia coast were: (1) to analyze how students benefit from their involvement with Ebbtide, (2) to analyze the attitudes of and the demands on the Ebbtide teacher-advisors and the advisors of eleven other projects, (3) to analyze the relationship of the subscribers to the project, and (4) to compare Ebbtide students to those of other projects.

Results indicate that Foxfire learning concept is effective for, perhaps, a unique group of cultural journalism students at Ebbtide. The affluent, college-bound 'prep' students, who are a contrast to other cultural journalism students, improved their skills, learned responsibility, and gained respect and love for those they interviewed, who usually are much less fortunate in socio-economic terms.

*Categories: k-12, impacts*

**Arvidson, Jeanne Louise**<sup>8</sup> The Trades Mentor Network: Mentoring As A Retention Intervention For Women Apprentices In The Building Trades

Adviser:

1997

Oregon State University

Pages: 121

This study described the Trades Mentor Network (TMN) and investigated the apprentice-mentor relationship to see if, in the perception of the apprentices, it was a useful retention strategy.

Results showed that TMN had an effect on the building trades culture. Woman apprentices were stronger, more confident and more expectant of a more inclusive and welcoming environment. Apprentice training is expensive and a low cost, essentially volunteer, program that reduces the risk of losing apprentices is valuable.

*Categories: mentoring*

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**Aultman, Shelda Cloer****<sup>9</sup> The Impact Of Cooperative Education And Clinical Training On The Work Ethic Of Community College Students**

Adviser: Edgar I. Farmer

1997

North Carolina State University

Pages: 149

This study investigated the difference between the work ethic of college freshmen and graduates, and assessed the influence of work-based learning activities on the work ethic of students to determine if differences existed between student work ethic and the work ethic desired by employers. Subjects who all attended school or worked in Caldwell County, North Carolina, took the Occupational Work Ethic Inventory (OWEI) (Petty, 1991).

Results show that there are differences in the work ethic desired by employers and the work ethic possessed by students entering the workforce. Work-based learning activities had a positive impact on the work ethic of student participants. Specifically, students who had participated in cooperative education or clinical training had higher mean scores on all four dimensions of work ethic (dependable, ambitious, considerate, and cooperative) than any of the other student groups, they scored higher than employer expectations on three of the four dimensions of work ethic. The results indicate that work-based activities were vital to the development of relevant workplace attitudes, behaviors, and values.

*Categories: higher education, impacts, school-to-work*

**Bacon, Nora Anne****<sup>10</sup> The Transition From Classroom To Community Contexts For Writing**

Adviser: Sarah W. Freedman

1997

University Of California, Berkeley

Pages: 257

The study investigated a Community Service Writing program at San Francisco State University where students gained professional experience serving as volunteer writers at community organizations, writing such documents as newsletter articles, press releases, and brochures. Specifically, the study looked at the transition to nonacademic writing, how the students drew upon prior knowledge about writing, how they developed new knowledge in the social milieu of the community organizations, and the relevance of the composition curriculum to the community-based writing tasks.

Results show that in general the best academic writers were the most successful nonacademic writers. Students' program journals show that they developed knowledge about their assigned topics and appropriate discourse conventions through social behavior, taking advantage of personal and intertextual relationships. A conventional composition course was not effective in supporting students' transition across contexts. However, when the teacher transformed the curriculum by introducing rhetorical concepts, calling attention to the relationship between text and context, the course was more helpful to writers in transition.

*Categories: English, higher education*

**Baker, Mary Lou Cochran**

- <sup>11</sup> A Study Of The Experiential Learning Practices And Methods Of Transcribing Experiential Learning Credit In Postsecondary Institutions In The States Of Michigan And Ohio

Adviser:

1980

Wayne State University

Pages: 131

This study investigated the assessment and transcribing of sponsored and nonsponsored experiential learning practices in the States of Michigan and Ohio with the major emphasis on nonsponsored experiential learning.

Results show that 85% percent of postsecondary institutions in the States of Michigan and Ohio do award credit for one or more types of non-sponsored experiential learning. However, the low positive response rate to subsequent questions suggests a lack of mutual understanding of the term, nonsponsored experiential learning.

*Categories: assessment models, awarding credit*

**Barrett, Marilyn Bean**

- <sup>12</sup> The Process Of Becoming Multicultural: A Phenomenological Interview Study Of White, Middle Class Teachers

Adviser: Sonia Nieto

1994

University Of Massachusetts

Pages: 310

This study of ten White, middle-class public school teachers investigated how members of the dominant culture understand the concept of multicultural education, where they learned this interpretation of the concept and how they apply their insights to their pedagogy. The study looked for significant connections between teachers' personal and professional lives, and their understanding of diverse populations.

Results show that teachers have individual socially-constructed ideas about what multicultural education is, based on both professional and personal exposure to people and perspectives from different cultural backgrounds. Other findings include the importance of experiential education, particularly extended immersion in communities requiring participants adapt to different cultural and linguistic norms. Friendships with people of different cultural backgrounds, and experience standing up to issues of injustice also were important.

*Categories: teacher education, multicultural issues*

**Battaglia, Peter Anthony****13 The Community Service And Adult Education Functions Of Urban Two-Year Colleges: Promising Programs In Response To Inner City Problems**

Adviser: Colleen A. Capper

1995

University Of Wisconsin - Madison

Pages: 844

This study investigated community service and adult education in urban, two year colleges. Specifically, the study sets out to answer two questions: (1) Why do these colleges assume responsibility for community service and adult education programs that respond to inner city problems and (2) What are the internal and external institutional factors which constitute the successful delivery of community development efforts. Colleges across the country were surveyed.

Results strongly suggest the following characteristics will forecast a successful community development program in an urban two-year college: (1) a president who provides clear leadership and sets priorities conducive to community development; (2) community service and adult education programs where top program administrators report directly to the president; (3) institutional planning that strategically promotes a specific community development agenda and involves program collaboration and resident participation; (4) faculty that are sensitive to, and use pedagogical approaches which address the learning needs of at-risk and disadvantaged populations; and (5) academic support services that take into account students' holistic educational needs.

*Categories: community service, faculty*

**Beckwith, Ivy****14 Youth Summer Mission Trips: A Case Study**

Adviser: Perry Downs

1991

Trinity Evangelical Divinity School

Pages: 220

This study investigated one youth summer mission trip in an attempt to discover the important components of the summer mission trip experience and the educational conditions created by the experience that may lead to greater psycho-social maturity in the youth who participate. It sought to discover the learning outcomes of the trip as perceived by the adolescent participants.

Results were analyzed in order to discover the components of the experience, how these components worked together to provide the educational conditions optimal for psycho-social growth in the adolescent, and to discover what the students perceived to be the personal learning outcomes from the experience.

*Categories: youth development, multicultural issues, case study*

**Bembry, James Xavier**<sup>15</sup> The Effects Of Community Service On The Self Esteem And Academic Performance Of At Risk Youth

Adviser: Geoffrey L. Grief

1993

University Of Maryland, Baltimore County

Pages: 129

This study investigated self-esteem and academic performance of at-risk youth involved in an intergenerational community service program. A group of 95 middle school students participating in a community service program called Magic Me in Baltimore was studied.

The results of this study suggest it is unrealistic to expect improvements in academic performance, unless there is a specific academic component(s) within the community service program. The study also found a relationship between group leader style and experience, and students' perception of themselves after the community service experience.

*Categories: community service, impacts, intergenerational, at-risk youth*

**Bergkamp, Vicki**<sup>16</sup> Fanning The Embers: Service-Learning At Catholic Colleges And Universities

Adviser: Katherine Egan

1996

University Of St. Thomas (St. Paul)

Pages: 177

This study investigated service learning in institutions of Catholic higher education, particularly from the perspective of the faculty and staff working most closely in these programs. Data were collected during site visits at seven Catholic colleges/universities across the United States.

Results show that service learning appears to be an integral part of the mission of Catholic colleges and universities, but it does not have popular or financial support within these institutions.

*Categories: faculty, higher education, program development, Catholic Education*

**Bianconi, Adrian Mark****17 Peer Education: A Case Study In County-Wide Networking Of School-Based Peer Helping Programs And Community Service Agencies**

Adviser: Frederick Erickson

1990

University Of Pennsylvania

Pages: 284

This study investigated participant opinions on networking school-based peer helping programs and community service agencies on a county-wide level. Ten community service providers from eight different service agencies located in Schuylkill County, Pennsylvania were interviewed, observed, and studied.

Results indicate that such networking generated unintended community change because of new linkages established by key agency staff outside the schools. Many avenues for collaboration were developed, such as a county-wide Peer Education Association, an annual county-wide peer helper training program, a school-community agency representative planning group, and improved agency services to adolescents.

*Categories: community service, case study, peer mentoring, youth development*

**Blackwell, Ann Parker****18 Students' Perceptions Of Service Learning Participation In The College Of Health And Human Sciences At The University Of Southern Mississippi**

Adviser: Timothy Letzing; Jim Chambless

1996

The University Of Mississippi

Pages: 98

This study investigated students' perceptions of service learning participation in the College of Health and Human Sciences at the University of Southern Mississippi. Students' perceptions were analyzed based on age, gender, school affiliation, and outside employment. Frequencies, percentages, and mean scores were tabulated from a survey given to students.

Results indicate strong support for service learning participation with few significant differences based on age, gender, classification, school affiliation and outside employment.

*Categories: health sciences / health education, impacts*

**Brady, Mary Frances****19 The Identification And Validation Of Factors Contributing To The Design Of Instruction Directed Toward Long-Term Attitude Change**

Adviser: Rita Richey

1996

Wayne State University

Pages: 235

This study identified instruction design components contributing to a long-term attitude change program measuring attitudes of non-disabled students toward people with disabilities. Participants' attitudes toward individuals with disabilities were measured one, two and three years following participation in the attitude modification program, In-School Community Service (ISCS). Students participated in the program as part of their seventh grade reading class. Participants' scores were measured against a non-participant comparison group.

Results indicated that program participants had significantly more positive attitudes toward people with disabilities than the non-participant comparative group. Second, positive attitudes were maintained one, two and three years following participation, suggesting the program had positive long-term effects. A third major finding was that participants who had frequent contact with the disabled outside the classroom setting reported significantly more positive attitudes toward the disabled than those who did not have frequent contact. Secondary analysis of the data revealed that each year following the program, participants reported increased contact with disabled acquaintances. Fourth, survey respondents and focus group participants ranked all nine instructional components of the program as important to their attitude learning experience. Group discussion and trust emerged as the most critical instructional components. Interactive components, such as group discussion and group motivating activities, involving direct contact, were identified affecting attitudes through planned instruction.

*Categories: disability, impacts, k-12, program development*

**Branscum, Shelba Yavonne****20 Patterns Of And Motivations For Formal Learning Participation Of University Professors At A Midwestern State University**

Adviser:

1987

Southern Illinois University At Carbondale

Pages: 181

This study was designed to investigate patterns of and motivations for participation in formal learning experiences and their relationship to sex, age, academic rank, length of teaching, and academic specialization.

Results revealed that 54.6% of the professors were continued learners, 41.1% were lifelong learners and 3.8% did not participate in formal learning experiences. The factor analysis of the EPS revealed six motivations for participation in formal learning experiences: social involvement, external stimulation, cognitive interests, professional advancement, escape from a dull routine and community service. Cognitive interest was the most influential motivation for participation followed by professional advancement. Sex and age were found to be significantly related to patterns of participation. Age, rank, and academic specialization were significantly related to motivations for participation. No significant relationship existed between patterns of and motivations for participation in formal learning experiences.

*Categories: higher education, faculty, continuing education, lifelong learning*

**Braza, Gerald Francis**

<sup>21</sup> A Comparison Of Experiential And Classroom Learning Models In Teaching Health Problems Of The Poor

Adviser: Marshall W. Kreuter

1974

The University Of Utah

Pages: 157

*Categories: health sciences / health education*

**Brown, Norma Fair**

<sup>22</sup> A Qualitative Case Study Of A High School Sorority Focused On Community Service Learning Activities To Enhance Self-Esteem

Adviser: Robert Reichberger

1995

Walden University

Pages: 190

This study investigated how involvement in a high school sorority focused on community service learning activities might affect the self-esteem of members of the sorority. The study used a quasi-experimental study, participant observation, student journals, interviews, and evaluations of mentoring relationships and logs. This study is a longitudinal one with periodic assessment of the levels of the dependent variable (self-esteem) utilizing the Coopersmith Self-Esteem Inventory (SEI).

Results show the following: (1) Community service learning activities can help female adolescents feel good about themselves, thereby enhancing their self-esteem. (2) Adolescents can learn to feel good about themselves through active, positive participation in their school and community. (3) Participation in a high school sorority allows for the bonding and sense of belonging and rituals that adolescents need. (4) Self-generated, cognitive, learning does occur as a result of participation in community service learning activities. (5) Adult female mentoring of adolescent students is crucial to their development.

*Categories: service-learning, case study, high school*

**Burns, Barclay F.****23 Community Bound: An Inquiry Into A High School Class Striving To Be A Community Of Learners**

Adviser: D. Williams

1995

Brigham Young

Pages: 274

This study investigated the creation of a learning community as well as teacher and student perceptions of a community of learners, the Community Bound program, along with accompanying themes, analyses, and ideas which contribute to the creation of such a learning community.

Results show that the following themes should be considered when developing a community of learners: individuals, relationships, team teaching, structure and freedom, experiential education, service-learning, and "learning communities."

*Categories: impacts, high school, program models*

**Burr, Kevin Lester****24 Problems, Politics, And Possibilities Of A Progressive Approach To Service Learning In A Community College: A Case Study**

Adviser: James A. Gregson

1997

Oklahoma State University

Pages: 197

This study determined if progressive education, which incorporates experience, awareness, and service learning, could provide an effective alternative learning methodology in community colleges. The purpose of this research is to observe, in the context of a one case study, progressive education that incorporates the principles of experiential learning based upon awareness and service learning for community college students. While the literature discusses the possible contribution of this learning philosophy in the community college context, there is little data available regarding the specific problems, possibilities, and politics of transforming this philosophical approach into practice.

Results show that students in this study gained the purest form of progressive understanding through learning techniques focused on awareness, experiences and service. This study indicates that the principles learned by the students could not be paralleled through traditional classroom environments. The students were able to gain a more complete understanding as they beheld the full perspective, the full spectrum of the learning at hand. The learning experience was global, real, and created a natural learning environment.

*Categories: case study, higher education, impacts, educational reform, experiential education*

**Caramanian, Paul****25 The Impact Of Experiential Learning On The Perception Of Seventh-Grade Students Regarding The Use Of Alcohol, Tobacco, Other Drugs, And Inhalants Prevention**

Adviser: Sumpter L. Ii Brooks

1998

Texas Southern University

Pages: 133

This study examined the extent to which experiential learning techniques, by enhancing the protective factors of family, school, and community, altered expected negative outcomes for selected seventh-grade students with regard to attitudes toward alcohol, tobacco, other drugs and inhalants (ATODI). Research relative to the risk factors in preventing alcohol and other drug problems for adolescents had identified these target areas. An entire seventh-grade of an East Texas middle school was recruited for this study. The basic research design of the study was a pretest-posttest control group design incorporating random selection and assignment.

Results found significance in only one of the seven postulated hypotheses. The significant finding was in the area of students' sense of purpose and future, an area that comprised indicators of trust, personal competence, positive outlook, and self-reported educational attainment. The experimental group showed a greater sense of purpose and future than did the control group, testing at a confidence level above .001. Although no significance was found in six of the seven research questions these non-significant findings could indicate that the stability of these student perceptions would not be affected in the short period of time allowed for this study.

*Categories: k-12, impacts, at-risk youth*

**Carswell, Robert Wayne****26 A Study Of The Effects Of An Experiential Learning Model In Group Counseling With Juvenile Delinquents.**

Adviser:

1976

University Of South Carolina

Pages: 120

*Categories: experiential education, at-risk youth*

**Carver, Rebecca Lynn****27 Education For All: From Experience, Through Guidance And Reflection**

Adviser: Milbrey W. McLaughlin

1998

Stanford University

Pages: 314

This study explores the use of experiential education in settings where youth are taking advantage of powerful academic and non-academic learning opportunities.

Results suggest specific processes, outcomes, and support mechanisms for developing youth Agency, Belonging, and Competence, and elaborates characteristics of the learning environment. These include sets of pedagogical practices, and values that are shared by members of the Community-Based Organizations (CBOs). Youth are given structured opportunities to contribute to their communities and learn from these activities. Staff provide guidance as youth reflect on the potential lessons of their experiences. The conceptual framework, developed in this study and informed by the theory and practice of experiential education, provides a lens for looking at educational enterprises more generally. This study suggests how the lens brings into focus strategies, experiences, and contexts that promote youth development.

*Categories: youth development, program development, experiential education, community service*

**Cekic, Kathleen Anne****28 A Case Study Of The Termination Of The Developing Community Service Program Within The College Of Health And Human Performance**

Adviser: Jerrold Greenberg

1997

University Of Maryland, College Park

Pages: 257

This study presented an in-depth case study that closely examined the development process and subsequent termination of a proposed community service program at the College of Health and Human Performance at University of Maryland College Park.

Results show that there was a lack of financial support for the Program and the Director of the Program did not have adequate support nor complete agreement from Departmental or University Administrators. There was not adequate communication among the Director, Committee members, and College and Departmental Administrators. Some faculty were involved in other existing community service programs and therefore did not participate as fully as they could have in the Program.

*Categories: community service, case study, health sciences / health education, youth development*

**Chanaca, John Nicholas, Jr.****29 The Effectiveness Of The 'Super Student Program', In Promoting Positive Learning Behavioral Attitudes In School Using Fifth-Grade Facilitators And Second-Grade Tutees**

Adviser: Harvey Allen

1992

University Of South Carolina

Pages: 88

This study investigated the effectiveness of the 'Super Student Program,' a peer facilitator program that used certain fifth grade students as big brothers/sisters with certain second grade tutees. The Super Student Program (Bowman & Chanaca) uses a peer helping approach to train students to improve their study skills, school work, and learning behavioral attitudes at school.

Results show that no significant differences were found in fifth graders' and second graders' learning behavioral attitudes or in fifth graders' attitudes toward others during individual assessment, however highly significant differences were found in learning behavioral attitudes by the experimental fifth and second grade as measured by teachers/counselors. In addition, highly significant qualitative information from teachers, counselors, and students was reported in favor of the Super Student Program's effectiveness in promoting positive learning behavioral attitudes.

*Categories: mentoring, k-12, learning behavior*

**Conrad, Daniel Emanuel****30 The Differential Impact Of Experiential Learning Programs On Secondary School Students.**

Adviser: William Gardner, Norman Sprinthall

1980

University Of Minnesota

Pages: 315

This study assessed the impact of experiential education programs on the social, psychological and intellectual development of secondary school students and to empirically identify the program variables which most effectively promote such development.

Results indicate a generally positive impact by experiential differences both within and between programs. The most powerful experiences were those in which students participated with substantial autonomy in activities that made a difference. Among general program features, the strongest factor influencing change was the existence of a reflective seminar. Smaller, but perceivable advantages were found for programs lasting at least 18 weeks and where students were in the community 4 or 5 days each week. General program type (e.g., outdoor adventure, community service) and student background characteristics were not consistently discriminating factors. Finally, 96% of the participants rated their program as "excellent" or "good," and 76% reported learning "more" or "much more" than in regular school classes.

*Categories: impacts, k-12, program models*

**Cram, Stanley Bruce****31 The Impact Of Service-Learning On Moral Development And Self-Esteem Of Community College Ethics Students**

Adviser: Chester S. Rzonca

1998

University Of Iowa

Pages: 118

This study investigated the effects of Service-Learning on moral development and increased self-esteem for students enrolled in an Introduction to Ethics classes at a large Mid-Western community college. A quasi-experimental design was employed which compared three sections of Introduction to Ethics taught by the same professor. Two sections were selected as non-service-learning contrasts that would be compared to one section which included Service-Learning as part of its course content. Student growth for 111 students was measured using pre-post testing with the Defining Issues Test (DIT) and The Self-Esteem Questionnaire (SEQ). Dependent variables were Rest's DIT P score for principled moral thinking as well as the SEQ's two measures of self-esteem. Background variables and data from the pre-post tests were analyzed using The General Linear Model (Repeated Measures) and Linear Regression to determine the extent of student growth and factors which contributed to explained variance. Thirty-two usable pre-post DIT's and 65 usable SEQ's were analyzed.

Results found no significant differences between service and non-service learning sections regarding moral development and increases in self-esteem or for background variables. Findings suggested the service-learning program studied did not provide enough affective change in the short exposure to move students to a step higher in Kohlberg's stages of moral development. The brief social service experienced by the service-learning section had a moderating affect on student self-esteem.

*Categories: control groups, impacts*

**Cuddy, Laura Maureen**<sup>32</sup> School-To-Work Transition: A Case Study Of The Discovery Research Model

Adviser: Barbara L. Jackson

1998

Fordham University

Pages: 151

The purpose of this study was to investigate a paradigm shift: a paradigm that seeks to restructure the relationship of a high school, a hospital, and a university to the benefit of all partners that operate in a traditional high school setting in grade 9. The study examined the distinguishing characteristics of the Discovery Research model, factors motivated participation of the group in the partnership, and the Discovery Research model affect on student career awareness. In addition, the study investigated ways in which Discovery Research provided a workable school-to-work model, changes in the teaching-learning process, and the impact the Discovery Research model had on the three partners.

Results lead to the recommendation of 11 key elements for practitioners developing a collaborative school-business-university partnership. They are: (a) begin with volunteers from all partners for the planning team; (b) start with a small pilot program run by volunteers; (c) develop a shared goal/mission statement; (d) an atmosphere of trust, respect, and frequent communication must develop; (e) commitment from the top levels of all partners; (f) ongoing staff development; (g) secure financial support; (h) designate a program coordinator; (i) creative scheduling; (j) develop the partnership around a single school; and (k) develop an ongoing evaluation and modification process for review of model design.

*Categories: community service-learning, intergenerational, school-to-work, career*

**Dandalides, Des A.**<sup>33</sup> The Origin, Development, And Present Status Of Community Services In Ohio's Community Colleges

Adviser:

1980

Kent State University

Pages: 184

This study examined the origin, development, and present status of community services in Ohio's community colleges.

Results show that community service became one of the stated goals for Ohio's community colleges because community leaders, professional consultants, and citizen opinion supported it. Verbal support remains high for community service, however financial support has yet to follow. Until financial support is given to the effort, community service efforts will not expand.

*Categories: administration, organizational change*

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**Daniel, Rebecca Jane****34 A Study Of Multicultural Teacher Training Components In Teacher Education Programs And Teaching Practices**

Adviser:

1984

University Of Houston

Pages: 116

This study investigated the relation between the extent to which teachers were exposed to multicultural education components in their preservice training and the extent to which they use the components in their current teaching. Specific intervening variables investigated were age, ethnicity, years of teaching experience, and level of educational attainment.

Results support the idea that, in order to prepare teachers to effectively teach children from a variety of cultural and ethnic backgrounds, teacher training needs to be more experiential in nature. The highest correlation in the study was that of emphasis on experiences in teacher training programs and utilization of experiences in the field, suggesting that experiential learning of multicultural materials is the most effective and meaningful type of learning for teachers.

*Categories: teacher education, multicultural issues*

**Davidson, Marjorie Lynn****35 The Influences Of Mandatory Service Learning On The Attitudes Toward Political Involvement Of A Selected Group Of Secondary School Students**

Adviser: Hopkins, Richard

1995

University Of Maryland, College Park

Pages: 157

The study investigated service learning in Maryland, where the Board of Education mandated 75 hours of service learning as a requirement for graduation from high school. Class observation, interviews with teachers involved with service learning, and student interviews and writings were used to study assess attitudes toward political involvement in a group of 24 participants from the first class in Maryland to graduate with the requirement.

Results show that the Maryland program strengthened voluntarism and a commitment to the community through caring for others. Students became more aware of community issues and learned about the value of doing service to help solve community problems. Students valued altruism, but made no connection between service and citizenship. The study suggested that containing learning service to the social studies curriculum might help students make the connection between service and citizenship.

*Categories: community service, impacts, high school, mandatory service*

**Davis, Donald Raymond**

<sup>36</sup> The Effectiveness Of The Assessment Of Learning Outcomes Of Students In Experiential Learning Programs

Adviser: William Matthias

1988

Southern Illinois University

Pages: 190

This study traced the development of the assessment of experiential learning from 1974 to 1986 and identified the most effective tools and techniques used to measure learning outcomes of students in experiential learning programs. The study asked 206 instructors and administrators of experiential learning about their program implementation data, purpose of assessment activities, types of assessment tools and the effectiveness of those assessment tools.

Results indicate that written assessment was deemed the most effective tool for experiential learning. There is a national trend toward program enhancement in experiential education. Program improvement remains as a prime purpose of assessment and evaluation in experiential education. Simulation/Role Playing, Performance Testing, Self-Assessment, Debriefing Interviews, Product Assessment and Written Assessment were the identified as assessment techniques used by the subjects; Written Assessment being the most frequently used and most effective technique.

*Categories: evaluation, experiential education, k-12*

**Desselle, Richard E.**

<sup>37</sup> Experiential Learning Program: Effects On Classroom Behaviors.

Adviser:

1974

University Of Georgia

Pages: 96

*Categories: experiential education*

**Devlin, James Kevin****38 The Identity Of An American Catholic College In Transition: A Study Of Iona College**

Adviser: Robert J. Starratt

1998

Fordham University

Pages: 178

This study identified, described, and analyzed the concept of Catholic identity in one Catholic college in transition. Through the perceptions and lived experiences of senior administrators and faculty, both present and immediately past, the study focused on four major frameworks: (a) Identity and Mission, (b) the Congregation of Christian Brothers, (c) Student Centeredness, and (d) Service and Academic. The study utilized the methodology of qualitative research through an analysis of the cultural content of open-ended, in-depth interviews. Data were gathered through the stories, perceptions, and experiences of 4 former and 4 present senior administrators as well as 12 participants in two focus groups. Results show that there are various levels of awareness of identity and differing points of view as to its importance. The research shows that the presence of the sponsoring religious community is still a major factor in this institution's identity. The type of campus ministries is of importance in addressing faith dimension, worship, volunteerism, and service learning, while the Religious Studies Department is a necessary component of an institution's Catholic identity and mission.

*Categories: higher education, organizational change, Catholic education, Institutional identity*

**Dewsbury-White, Kathryn Ellen****39 The Relationship Of Service-Learning Project Models To The Subject-Matter Achievement Of Middle School Students**

Adviser: Lois A. Bader

1993

Michigan State University

Pages: 188

This study investigated the model of instruction middle school students received through a service-learning project and students' understanding of the social issue being studied, determined whether certain variables were related to students' understanding of the social issue being studied, and learned which instructional components of the project the students considered most meaningful. Five hundred twenty four public middle school students in a suburban Class B district in central Michigan were studied: 438 completed a pre inventory, 403 completed a post inventory, 22 were interviewed, and 63 participated in off-campus service visits.

Results show the following: (1) Students who opted for off-campus service visits appeared to be better informed about the social issue of hunger than non-service-visit students. (2) Students receiving the content-integrated model of instruction scored significantly higher on the subject-matter portion of the post inventory than students receiving the isolated model of instruction. (3) The instructional components considered most meaningful to students were those activities that resulted in an externally valued product--that is, something that provides validation of the value of one's activities.

*Categories: history/social studies, k-12*

**Didona, Nancy Ann**<sup>40</sup> An Ethnographic Study Of Learning Experiences Of Baccalaureate Nursing Students In The Community Clinical Practicum As A Learning Environment Curriculum

Adviser: Marie O'Toole

1997

Columbia University Teachers College

Pages: 139

The study is an in-depth look at learning experiences of baccalaureate nursing students in the community clinical practicum as a learning environment. Generic senior nursing students were observed for an eight week community nursing course. Participant observation and spontaneous dialogues were the techniques utilized for data collection in the clinical area and during post conferences. Writings were collected in a field notebook and transcribed daily.

Results showed that three major themes surfaced as integral components in the education of competent community health nursing professionals. The themes were: (1) faculty must invest appropriate time and energy in the selection of community agencies that specifically address the course objectives and student needs; (2) community agencies must exercise exceptional judgment in choosing willing and capable preceptors to work with nursing students, and in making the student a vital member of a collaborative team for health promotion and illness prevention; and (3) nursing educators must look to their curriculum for clear definitions and directions, along with achievable goals for the student's success in becoming competent community professionals after graduation.

*Categories: health sciences / health education, curriculum integration*

**Dolan, Timothy Emmett**<sup>41</sup> The Politics Of Life Cycles: Service As A Rite Of Passage To Adult Citizenship

Adviser: James Dator

1991

University Of Hawaii

Pages: 291

This study looked at youth as an historically new stage of life and explored the role nation and community could play in the transition to becoming an adult citizen. The literature is reviewed and a formal state-sponsored youth service program in Hawaii is investigated.

Results indicate a wide variety in the sizes, funding, scope, orientation and practices among service programs. This variety is attributed to the newness of the programs, their development in response to particular state and local needs, and to their adaptation to those projects available to them.

*Categories: civic education, impacts, literature reviews, youth service*

**Donahue, David M.**

<sup>42</sup> Learning Through Service: New Teachers Reflect On Its Moral And Political Implications

Adviser: Larry Cuban

1998

Stanford University

Pages: 300

This study focuses on the author's curriculum and instruction course where groups of preservice teachers partnered with local institutions—the Food Bank, the Third World Women's Center, and La Raza Cultural Center—to develop curriculum. The study employs cases to illustrate what preservice teachers learn from this experience, examines how they translate learning into practice, and analyzes what role service learning plays in their emerging thinking and practice.

Results showed the following potential obstacles in service learning in teacher education: teachers' learning was fragmented; they valued service learning, but few were confident about implementing it; and service learning raised dilemmas in curriculum writing such as controversial topics, defining boundaries for service in public schools, and making one curriculum meet diverse needs.

*Categories: case study, teacher education, curriculum integration*

**Dorman, Adelle Kristine**

<sup>43</sup> Critical Leadership In Service Learning Classrooms

Adviser: Sharon Ford

1997

University Of Colorado At Denver

Pages: 214

This study investigated the relationship between critical leadership traits in students and service learning in the classroom. Using four classroom settings, quantitative data were collected through student questionnaires while qualitative data were gathered through extensive classroom observation and interviews.

Results found that all four teachers felt leadership was an important trait to learn, promoted classroom participation, and often provided opportunities for students to take primary roles in the decision making process and exercise leadership in student-owned gatherings. Students generally subscribed to the elements of critical leadership, felt that everyone had the potential to become a leader, and did not feel leadership was inherently hierarchical. Student perceptions of themselves as leaders rose from less than 5% to 70% during seven and one half months of observation.

*Categories: leadership, impacts, k-12*

**Dutton, Lynn Rosebush****44 An Analysis Of Practices In Academic Courses With A Service Learning Component At Institutions Of Higher Education**

Adviser: Edwin R. Bailey

1993

University Of Missouri - Kansas City

Pages: 225

The study describes and assesses current academic courses with a service learning component in terms of national standards set by the Johnson Foundation at the Wingspread Conference of 1989. Faculty, students and agencies participating in a semester-long course with a service learning component were surveyed using instruments developed by the researcher before and after the course.

Results suggest that agencies appeared to be adhering more closely to national standards than faculty. There was very little disagreement among faculty, students, and agency staff members about factors critical to the course or positive and negative aspects of the course. In both the surveys, faculty rated the quality of the course the highest although some faculty dissatisfaction was expressed in the survey following the course. Satisfaction with the service experience seemed to be a function of class size from the perspectives of both faculty and students.

*Categories: faculty, community service*

**Egan, Terrence Michael Ian****45 Youth Service International: Adventure In Service**

Adviser: Delight Willing

1994

Seattle University

Pages: 210

This study provides a descriptive analysis of Youth Service International of Raleigh, North Carolina, a not-for-profit agency that organizes ten-week expeditions for a target population of men and women between the ages of seventeen and twenty-five years of age. Findings were based on in-depth interviews with program leaders and field observations made during the organization's expedition to Alaska's Kenai Peninsula during the summer of 1993. The interviews and observations are buttressed with data obtained from responses to a mailed survey by 208 participants in expeditions conducted by Youth Service International and Operation Raleigh.

Results indicate that participants found the various elements of the expedition experience to be very positive; however, they placed somewhat greater value on the adventure component of the expeditions than the service component. The major finding was that most participants found the expedition experience to have affected the directions their lives had taken. Findings suggest that the combination of service learning with adventure education is a potent force for affective change in young adults.

*Categories: program development*

**Eklund-Leen, Susan Jane**

<sup>46</sup> A Study Of The Relationship Of Student Cocurricular Activity, Intensity Of Involvement And Other Selected Variables To Attitude And Estimated Behavior Toward Community Involvement Among Community College Students

Adviser: Robert B. Young

1994

Kent State University

Pages: 127

This study investigated the relationship between cocurricular activity involvement in community college student organizations and students' attitudes/estimates of their behavior toward community volunteer service. The study built upon Alexander Astin's involvement theory that supports the experiential benefits of student involvement in the cocurriculum. Students from Sinclair Community College in Dayton, Ohio were grouped into three categories (leaders of student organizations, members of student organizations, and students not involved in student organization) and surveyed.

Results indicate that relationships exist between cocurricular involvement and both attitudes and estimates of future behavior in volunteer community service. The study supports postulates of Astin's involvement theory concerning the benefits derived from cocurricular involvement.

*Categories: community service, impacts, youth development*

**Ellington, John Lucien**

<sup>47</sup> The Effects Of Three Curriculum Strategies Upon High School Seniors' Attitudes Toward The Elderly.

Adviser:

1978

The University Of Mississippi

Pages: 118

*Categories: intergenerational, high school, impacts*

**England, Robert Dennis****48 The Ideal Characteristics Of Foxfire-Type Projects As Perceived By Teacher-Advisors**

Adviser:

1979

The University Of Alabama

Pages: 149

This study: (a) surveyed the backgrounds of selected teacher-advisors of Foxfire-type projects, (b) compared the findings of this current study with Thad Sitton's (1978a) study, and (c) analyzed the beliefs of the teacher-advisors about the ideal characteristics of the Foxfire Concept of Education. Teacher-advisors were sent a questionnaire designed to assess the problems of this study.

Results show that (1) the Foxfire Concept of Education is adaptable to a wide variety of geographical and cultural locations, (2) that the Foxfire Concept of Education should feature, through informal relationships between students and teachers, a sharing of organizational decisions, (3) the Foxfire Concept of Education can provide the community with greater access to the schools and the educational system than can traditional organizations, (4) the Foxfire Concept of Education emphasizes the process in which students engage, (5) the Foxfire Concept of Education can involve administrators more closely in the educational process than is possible in traditional settings, (6) the Foxfire Concept of Education can involve many people--students, community members, teachers and administrators--in a common process, (7) the Foxfire Concept of Education can involve students in the reporting of the cultural and social history of the community, and (8) students of all ability groups or classes and of all ethnic backgrounds should participate in projects utilizing the Foxfire Concept of Education.

*Categories: k-12, faculty, attitudes*

**Farmbry, Kyle Westly****49 Towards Organizational Sensemaking: The Environmental Interpretation And Organizational Learning Processes Of Five Americorps Organizations**

Adviser: Michael Harmon

1999

The George Washington University

Pages: 231

This study examined five Americorps-based organizations to examine their working environments. It concludes with an examination of the conceptual implications of organizational sensemaking as a description of the processes used by community and organizational actors to comprehend environmental conditions. The dissertation also concludes with an examination of ways to make the interpretive case presentations and a model for examining organizational interpretation modes developed by Daft and Weick (1984) more reflective of the unique characteristics of Americorps organizations.

*Categories: organizational change, program development*

**Featherston, Emily Norton M.S.**<sup>50</sup> An Investigation Of The Effects That Learning Activities Designed To Enhance Nursing Personnel's Understanding Of Aging have On Attitudes

Adviser:

1995

Bellarmine College

Pages: 41

This study investigates the effects that learning activities designed to enhance nursing personnel's understanding of aging have on attitudes towards the elderly. In a pretest/post-test control group design, 25 nursing personnel completed the Tuckman-Loge Attitudes Questionnaire (TLAQ). Those in the experiment group (14) then participated in a three part series of experiential learning activities. Then both groups completed the TLAQ again.

Results showed that there were no significant differences between groups on the post-test. Chi-square analysis showed that RNs have significantly more positive attitudes than LPNs or CNAs. Both groups, however, increased their positive attitudes toward aging. Findings indicate that well designed learning and experiential activities may facilitate positive changes in attitudes and promote better understanding of the uniqueness of older age.

*Categories: health care, intergenerational*

**Fini, Diane Elizabeth**<sup>51</sup> Senior Citizen Involvement As Part Of A Functional School Community

Adviser: Thomas Sobol

1997

Columbia University Teachers College

Pages: 137

This case study documented the formation of an action plan to increase senior citizens' involvement in a large suburban upstate New York school district. Surveys went out to 133 senior citizens and ten school principals regarding their experience and opinions on service learning.

Results show that senior citizen involvement was at a minimally passive level. Senior citizens indicated that special events, being recipients of a service learning project, and learning with students, were desired activities while volunteering was of low interest. Poor health was a prime factor in inhibiting volunteerism. To start an action plan to enhance senior citizen involvement within the school district, the study suggests determining initial areas to consider, senior citizens' particular needs, and possible avenues leading to the development of a school district and senior citizen connection.

*Categories: adult education, case study, intergenerational*

**Fitch, Robert Thomas**<sup>52</sup> A Comparative Study Of The Interpersonal Values Of Community Service Volunteers, Extracurricular Activity Volunteers And Non-Volunteers On The College Campus

Adviser: Theodore Miller

1987

University Of Georgia

Pages: 219

This study examined the differences in interpersonal values and demographics among college students involved in community service as part of their extracurricular experience, students involved in extracurricular activities not of a service nature, and students not involved in any extracurricular activities. In addition value differences among only the involved students, according to intensity of involvement, were examined.

Results show that students involved in service activities were significantly higher on scales of Conformity and Benevolence, and lower on Independence than the other two groups. Students in non-service activities were significantly higher than the service group on Independence but lower than the non-involved students on that same scale. For students involved in service activities, those involved through social Greek organizations scored significantly higher on Recognition; those involved through service organizations were higher on Independence; those involved through religious organizations were higher on Benevolence. Students involved in community service, more than other students, valued meeting societal obligations in the form of service to others, lessening their own independence.

*Categories: higher education, character education, characteristics of participants*

**Fitzgerald, Timothy Michael**<sup>53</sup> The College Student Community Service Volunteer: High School Program, Locus Of Control And Field Dependence-Independence

Adviser: Joseph Kender

1997

Lehigh University

Pages: 117

This study examined high school community service background and current characteristics of college student volunteers who performed community service work. Specifically, it investigated the effect of mandatory and volunteer high school service and participation in service during college and measured volunteer field independence-field dependence and locus of control. Subjects for the study consisted of 71 college undergraduates. The percentage of volunteers from colleges with community service clubs was almost five times larger than the percentage of high schools with such programs. The percentage of volunteers from mandatory graduation programs was three times the national percentage of schools with such programs. College volunteers from high schools with academic courses in community service were slightly more than a third of the national program percentage.

Results found that there were no significant differences in field dependence mean scores by college volunteers categorized by academic major. Mean scores categorized by volunteer experience also showed no significant differences. Measures for locus of control categorized by academic major and by volunteer experience showed no significant differences.

*Categories: community service, mandatory service, youth development, field dependence*

**Ford, Lynne Elizabeth**<sup>54</sup> The United States Political System: Adolescent Perceptions And The Role For Citizenship Education

Adviser: M. Margaret Conway

1991

University Of Maryland, College Park

Pages: 320

This study compares the political attitudes, attentiveness, knowledge, and behavior products of students who have completed a traditional classroom-based civics course with those who, in addition to the traditional course, have complete the experiential Close Up Foundation Washington Focus week program.

Results showed that experiential civics participants exhibit slightly higher internal efficacy, lower trust and are more likely to be involved in their school culture as well as some political activities.

*Categories: civic education*

**Furco, Andy**<sup>55</sup> School-Sponsored Service Programs and the Educational Development of High School Students

Adviser: K. Patricia Cross

1997

University of California, Berkeley

Pages: 214

This study utilized 11 instruments and protocols designed to measure high school students' development in six educational domains: academic, career, ethical, social, personal, and civic development. The study examined differences in educational outcomes between a group of students who performed service and a group of students who did not.

Results indicate several common themes that appeared among the three service groups: (1) individual students' interests and abilities played a crucial role in the outcomes students gained; (2) students were empowered by meaningful service experiences; (3) a student's belief in a service activity's 'cause' influenced the outcomes; (4) the schools' perceptions of service influenced how students approached their service activities; and (5) service programs provided opportunities to establish various collaborative units.

*Categories: k-12, impacts*

**Gantt, Robert Bruce**<sup>56</sup> An Evaluation Of Community Service Programs In Prince William County

Adviser: J. Sherwood Williams

1996

Virginia Commonwealth University

Pages: 90

This study investigated the deterring effects of Community Service Programs on offenders assigned to those programs in Prince William County. Two hundred offenders (half of which had been arrested within two years of participating in a community service program) were studied to examine recidivism rates of offenders for two years after completion of community service. Recidivism rates were analyzed to determine what types of offenders were not effectively deterred from criminal activity by the program.

Results show that offenders who were issued a *capias* (re-arrest order) had a recidivism rate of 63.3 percent. It was also found that property offenders had the lowest recidivism rate with drug offenders' rate slightly higher, and violent offenders the highest.

*Categories: incarceration/court mandated service*

**Garrett, Anne P. MA**<sup>57</sup> Literacy-Based Community Service-Learning: One Possible Remedy For The Marginalized Remedial Composition Student

Adviser: Larry Ferrario

1999

California State University, Dominguez Hills

Pages: 61

This study looks at a literacy-based, community service learning is offered as a solution to the problem of remediation and illiteracy in composition at El Camino Community College. Specifics about the needs of the remedial student, the conducting of the program and evaluation methods used are discussed as are the benefits of service learning including integrated learning, the imbuing of student writing with meaning and the encouragement of civic-mindedness and responsibility within a democracy.

*Categories: reading, higher education*

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**Ge, Qinqin****58 Factors Related To Community Service Satisfaction In Iowa**

Adviser: Vern D. Ryan

1993

Iowa State University

Pages: 142

This study evaluated community service satisfaction as one aspect of quality of life in Iowa, using information collected in 18 community surveys conducted during the 1980s. A framework based on a systemic model that incorporates subjective, objective, micro, and macro models for analyzing individuals' evaluations of community services was developed.

Results show the importance of a person's age, community population size, population change, wealth, and the time when the survey was conducted on community service satisfaction. From a modeling perspective, variables used to consider both micro and macro levels of analysis were found to have joint effects on community service satisfaction.

*Categories: adult education, community service, impacts*

**Gibson Carter, Mary Kathryn****59 A Profile Of Service Learning Programs In South Carolina And Their Responsiveness To The National Priorities**

Adviser: H. Larry Winecoff

1995

University Of South Carolina

Pages: 161

This study investigated service learning in South Carolina. The study included: number of students participating and hours spent on programs; explored the relationship between program coordinator and the degree to which service learning is practiced; and determined how these activities respond to the national priorities of meeting critical educational, human, public safety, and environmental needs. The study used questionnaires and interviews to investigate public schools funded in FY93 with Serve America and FY94 with Learn and Serve America money.

Results show 39.51% of the programs have Service Learning integrated into the academic curriculum, 18.52% offer Service Learning as a separate course, and 41.98% stress co-curricular activities. Ethnographic data indicate that teacher-initiated programs involved fewer teachers than programs initiated by building-level administrators or district office administrators. Most service learning projects addressed national priorities in the following order: educational needs followed by human, environmental, and public safety needs. A total of 12,967 students participated in service learning projects during the study totaling 161,791 hours of volunteer service. The average program involved 160 students. Noted benefits of service learning show students becoming "experts" in their specific area of service, getting more respect from their peers. A review of the foundations of service learning is included along with a discussion of how to institutionalize service learning and a recommendation for revising the Service Learning continuum developed by Conrad and Hedin in 1989.

*Categories: youth development*

**Goodlad, Stephen John**<sup>60</sup> Democracy And Environment: Rethinking Our Educational Priorities

Adviser: Kenneth A. Sirotnik

1999

University Of Washington

Pages: 197

This study argues that democracy and environmental issues actually have much in common; that both are fundamentally concerned with relationships and both are threatened in similar ways, for similar reasons. To address this cultural crisis will require deliberate, widespread intervention. This intervention should begin in our public schools: first, because a major purpose of public education is enculturation. Second, educators have moral and ethical obligations that suggest that such intervention is justified, perhaps even imperative. If public education is to play a proactive role in our cultural evolution, sweeping curricular and pedagogical reforms will be necessary. Cultural issues cannot be separated from other aspects of a curriculum, or set aside as a separate discipline. Therefore fundamental curricular and pedagogical changes will need to be made throughout the entire educational system. Democracy (how we interact with one another) and environment (how we interact with the world around us) ought to form the foundational priorities on which all such reforms rest.

*Categories: civic education, experiential education*

**Gorham, Eric B.**<sup>61</sup> National Service, Citizenship, And Political Education

Adviser: Charles Anderson

1990

University Of Wisconsin - Madison

Pages: 463

This study explored the idea that programs for national service ought to be grounded on considerations of political education, not political socialization, in order to instill citizenship. The Civilian Conservation Corps was investigated.

Results produce a theory of adult political education that may be appropriate in service-learning contexts and should address the problem that many service-learning programs fail to inculcate citizenship.

*Categories: adult education, citizenship, national service*

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**Graham, Patricia****62 Preservice And Inservice Peer Counseling Training Components In Higher Educational Opportunity Programs In Pennsylvania**

Adviser: Atron Gentry

1995

University Of Massachusetts

Pages: 148

This study was a comparative, qualitative case study of the preservice and inservice training components of peer counseling programs at East Stroudsburg University, University of Pennsylvania, and Widener University. Program directors and counselors completed a questionnaire and participated in an in-depth interview in order to assess the amount of emphasis placed on various themes, skills, and attitudes during peer counseling preservice and inservice programs.

Results indicate there is general agreement among directors and counselors, at all three programs, about content and methodologies. It was concluded that a harmoniously blended theoretical model with the Carkhuff model (1967) as a base, is preferred. The Carkhuff model emphasises the core dimensions of helping: (1) empathic understanding; (2) positive regard; (3) genuineness; and (4) concreteness. The counselors have integrated parts of various theories, such as self-actualization theory, values clarification, skills training, and experiential learning. This eclectic approach represents the theoretical orientation preferred by the participants in this study.

*Categories: higher education, mentoring*

**Graham, Shirley****63 The Effectiveness And Psychological Impact Of A High School Community Service Course**

Adviser: Nicholas Blurton-Jones

1995

University Of California, Los Angeles

Pages: 145

This study investigated the effects of mandatory service learning on students from a private high school in Los Angeles. Subjects were interviewed and asked to evaluate themselves before and after the experience.

Results did not show an expected increase in scores in altruism, empathy, and moral reasoning, nor a decrease in Machiavellianism scores. However, care-oriented morality increased for boys. The interviews revealed six distinct patterns of response to the prosocial experience: the Committed group had long-term commitments to certain causes; the Compensatory group had psychological difficulties who found self-validation through volunteering; the Instinctual group had strong parental models and considered volunteering a benefit to the self, not a sacrifice; the Convenience group were not highly committed; the Opportunistic group chose placements which benefited them materially; and the Distracted group had personal difficulties which precluded their ability to commit to volunteer work.

*Categories: impacts, youth development*

**Graybill, Donald Shelley****64 Critical Pedagogy For The Nonpoor: A Case Study In Cross-Cultural Education For Transformation**

Adviser: Horace B. Reed

1989

University Of Massachusetts

Pages: 756

This study investigated the Cuernavaca Center for International Dialogue on Development (CCIDD) located in Cuernavaca, Mexico, an international 'transformation education' travel programs that is intended to raise consciousness, create empathy and promote solidarity within North American middle-class program participants for the Third World poor and oppressed. It identified study group participant needs, charted their daily developmental passage through the intensive ten-day experiential program, and assessed post-program effects one year after the program's termination.

Results indicate that the majority of study group participants evidenced consistent changes which closely resonate with program transformation goals, correlate to program operations, and which participants highly attribute to program participation. Through an analysis of the program curriculum, the author identifies a range of principles and characteristics present in the CCIDD program which are associated with positive research findings.

*Categories: multicultural issues, youth development*

**Greene, Gene Francis****65 Reducing Student Debt Burden In The 1990s: Developing A Role Model For A Youth Service Corps**

Adviser: Mary Kinnane

1990

Boston College

Pages: 144

This study explored the effects of linking voluntary national service with government student aid and how it results in benefits for both the server and the served. Investigation included a literature review, an analysis of the U.S. Senate bill, the National and Community Service Act, S.1430, a survey of 17 youth service corps programs throughout the country, and a questionnaire given to local high school youth. A model Youth Service Corps program providing student aid in exchange for service performed is presented.

Results show that there is a demand for youth service corps programs by both the providers and recipients of the services. Applications for current corps positions exceed the number available when student aid benefits are offered. The model incorporates sound educational and student development theories and serves as a mechanism through which educational benefits can be earned.

*Categories: national service, health sciences / health education, impacts, literature reviews, youth devel*

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**Gregg, Kathy Kay****66 American Expedition: A Curriculum Designed To Facilitate Life Skill Development Among High School Students**

Adviser: Rose Duhon-Sells

1998

The Union Institute

Pages: 243

This study explores American Expedition, a life skills curriculum targeting inner city high school students (referred to as learners throughout the curriculum) in grades ten, eleven, and twelve. The goal of the curriculum is to facilitate learning of essential life skills in an environment which actively engages adolescents in their own learning process. The primary instructional process used to ensure the achievement of this goal is the experiential learning cycle.

Results show that the life skills and themes of study in American Expedition will occur through several avenues. Learners will choose and participate in a community service learning project throughout the term of study. In addition, short field experiences, of one to three days in length, will be planned and implemented in the local community. These experiences will serve as preparation for an extended period of travel, of six weeks in length, to destinations throughout the United States. This travel adventure will be planned by the learners and will serve as the culminating learning experience in the course. Throughout the American Expedition course, learners will maintain a journal of their experiences and their reflections about them. These journals, along with various standardized assessments, will be used as qualitative and quantitative measures of learner growth.

*Categories: impacts, k-12*

**Griffiths, Colleen Yvette****67 The Impact Of Service: An Exploration Of The Characteristics Of Volunteer Tutors In The Americorps For Math And Literacy Program And The Benefits They Gained From Service**

Adviser: Diane Deford; Gay Su Pinnell

1998

The Ohio State University

Pages: 217

This study sought to gain information about the characteristics of volunteer tutors in a national community service program and the impact of participation on their lives. Questions asked include the following: (1) What are the characteristics of the volunteer tutors in the AmeriCorps for Math and Literacy program? (2) What impact did participation in the AmeriCorps for Math and Literacy program have on the volunteers: (a) personally, and (b) professionally? Qualitative and quantitative methods of data collection and analyses were used.

Results show that the majority of the volunteers were between the ages of 18 and 24; Caucasian females; had prior "direct-service" volunteer experiences through affiliation with church or a national organization. The majority of the volunteers were also motivated to participate by the benefits they anticipated gaining from service. Reported benefits included learning particular skills, and exploring education as a possible profession. The actual benefits reported by most of the volunteers related to what they learned from their interaction with children, teachers and program staff. The findings from this study also suggest that participation in this service-learning experience positively influenced the lives of volunteers personally and professionally.

*Categories: national service, math, higher education, impacts*

**Gross, Mara Beth****68 Reflection In Action: A Practitioner's Study Of Four High School Students' Experience In Community Service**

Adviser: Ellen C. Lagemann

1991

Columbia University Teachers College

Pages: 214

This study closely examines the experience of four participants in the Community School Service Program at Central Park East Secondary School, a public school located in Manhattan. The data for the study, a participant-observation study, were collected by observing and interviewing four students in the Community School Service Program during the 1988-1989 school year.

Results show five major themes emerging about the service experience: (1) service frequently made students feel good about themselves; (2) service introduced the students to the world outside school and family life; (3) service placed these adolescents in situations where they were depended upon; (4) through service the students met new people and learned lifestyles and world views; and (5) service frequently provided students with opportunities to be successful. Recommendations and suggestions were made to enrich the student's service experience: (1) provide more opportunities for discussion, (2) integrate service into the classroom curriculum, and (3) develop a more intensive program for one year more closely linked to class lessons, rather a diffused four year approach.

*Categories: impacts, high school, experiential education*

**Haggard, Sandra****69 Higher Education: Which Route Is Best For You?**

Adviser: Terril Shorb

1996

Prescott College

Pages: 49

This study explored reasons for attending the two most common routes in higher education: community colleges and universities. Service learning and environmental experience components will be addressed for which students may choose to look when determining which institution to attend.

*Categories: higher education*

**Hammond, Delma Rosalind****70 Student Perceptions Of The Foxfire Learning Concept**

Adviser:

1979

University Of Virginia

Pages: 172

*Categories: k-12, impacts*

**Hampton, Bill R.**

71 Status Of Experiential Learning Programs In Missouri High Schools--Analysis Of Factors Inhibiting Implementation

Adviser:

1986

Saint Louis University

Pages: 110

This study explored the status of experiential programs in Missouri public high schools to determine the relative importance of factors, as perceived by high school principals, which have most inhibited implementation.

Results indicated that nearly 30% of the schools sampled offered some kind of experiential program. The most frequent kind of program offered was career internships; the least common was adventure education. Service learning and community study were offered with equal frequency. Experiential learning programs were nearly always offered as separate courses for elective credit and were a semester or a year in length. In schools offering programs, only 2% of the students were enrolled in most instances.

*Categories: administration, program models*

**Hanson-Stone, Joann Marie**

72 Community Service By First Offenders: Ego Development Through Symbolic Restitution

Adviser: Robert D. Boyd

1990

University Of Wisconsin - Madison

Pages: 330

This study investigated community service in prisons to evaluate the theory that the more positive the quality of the community service experience as perceived by both the defendant and the volunteer supervisor, the greater the impact on the defendant's ego identity. A group of 25 first time offenders participating in a service program in Wisconsin were interviewed and surveyed using Erik Erikson's epigenetic theory of personality.

Results indicate that there is no evidence that satisfaction is related to change in the strength of ego stage resolution. However, subsequent analysis indicate that more ego stages changed in a positive direction than negative. The employment of an epigenetic personality theory provided insights into adult learning and development through symbolic restitution.

*Categories: adult education, incarceration/court mandated service, restitution*

**Harari, Brenda Jill**<sup>73</sup> Staff Development In School Age Care: Constructing A Theoretical Framework And Implementing A Developmental Model Of Learning

Adviser: Judith Green; Janet Chrispeels

1997

University Of California, Santa Barbara

Pages: 685

The study examines a student internship in which students worked in the after school care setting while simultaneously participating in a graduate-like seminar course at a 4-year university. Course curriculum was grounded in theories of John Dewey and the philosophy of experiential learning. Issues of social, emotional, and cognitive development in school age children were explored, along with theories of teaching and learning.

Results revealed that the culture of the classroom and staff development setting determined what opportunities for learning were made available to students and how students took up the opportunities for learning. Moreover, findings revealed that the opportunities for learning that were available to student interns had significant implications for the opportunities for learning that were subsequently provided in the after school setting.

*Categories: internships, early education (discipline), higher education, after school programs*

**Hierlmeier, Ruthann**<sup>74</sup> The Effects Of Experiential Service Learning On Teacher's Perspectives Of Constructivist Learning Theory

Adviser: Johanna Lemlech

1998

University Of Southern California

Pages: 224

This case study research explores the effect of experiential Service Learning on two middle school teachers' perspectives about learning; specifically what teachers notice about how their students are learning and what changes in their pedagogical beliefs take place as a result of their participation in the Service Learning project.

Results show that teachers made adjustments to their pedagogical thinking focusing more on several constructivist principles: personal relevance and learning styles, student initiative, daily discrepancy resolution, and appreciation for primary sources. These changes were credited in great measure to the professional reflection afforded throughout this study. Many of the teachers' efforts to change the learning environment on campus were thwarted by lack of school vision for experiential learning lack of staff collegiality, and teachers' limited ability to network community resources. Results suggest the need for more pre-service and professional development opportunities that address the teacher-as-learner and teacher-as-reflective-researcher in praxis, within the context of classroom, campus, and community.

*Categories: language arts, reflection, faculty, k-12, experiential education*

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**Hill, Dartanya G., Sr.****<sup>75</sup> Kwanzaa: Youth Crime And Violence Prevention And Treatment Program**

Adviser: Otis Jr. Moss

1997

United Theological Seminary

Pages: 122

This study measured the effectiveness of the Kwanzaa pilot project's approach to reducing youth crime and violence. The program involved mentoring, biblical instruction, restitution by community service and counseling. It prevented the ten participants from returning to court during the pilot project, and caused several of them to make noticeable adjustments in their lives including obtaining employment, accepting personal responsibility for shared community living, and improved attitudes.

Results show that mentoring is a valuable part of reversing problems associated with fatherlessness. The researcher also experienced how occupying the time of youth and giving them a sense of belonging through youth specific activities is an effective way to interest youth in promoting socially appropriate values.

*Categories: faith based, at-risk youth, impacts, mentoring, fatherlessness*

**Hill, James Wallace****<sup>76</sup> I Do And I Understand: Students' And Teachers' Views Of Experiential Learning**

Adviser:

1993

Indiana University

Pages: 210

This study prepared a case study which collected the views of students and teachers who engaged in experiential learning projects. Four students, the primary respondents, were followed while they designed and completed semester-long community projects. These community projects were teacher monitored activities which took place in settings away from the school.

Results show that three key themes emerged from the data. First, students and teachers have a heightened sense of satisfaction when personal relationships are allowed to become part of the learning atmosphere and process. Second, the use of community projects to tap into resources outside of the school setting brings an added excitement and variety to the overall school experience. And third, the personal efficacy of the students who complete these independent community project grows as they become more immersed in the larger society and take greater control for their own learning.

*Categories: attitudes, impacts, community service*

**Hostler, Barbara T. Leonard****77 Administrative Issues Of Higher Education Related National Service Programs As Perceived By The Program Directors Of The 1993 Summer Of Service**

Adviser: Richard Meckley

1995

West Virginia University

Pages: 181

This study investigated the perceptions of directors involved in a national service pilot program regarding the importance of selected aspects of organizing, implementing, and evaluating national service programs. Aspects include: selecting and recruiting national service participants, training participants, securing local support for the program, defining the role of higher education, facilitating the bureaucratic and cultural/socioeconomic integration of participants, implementing a national service program, evaluating the program, and using evaluation. Directors from the 16 Summer of Service (1993) pilot program were surveyed.

Results indicate that the role of higher education as a partner in national service was perceived to be important in several different areas. Higher education administrators should be willing to act as facilitators of community linkages and networks. A commitment to recruiting a diverse mix of students is another necessary and important role. The need for local training and evaluation is an area of opportunity for higher education. The involvement of faculty, particularly in terms of academic goals, is important to successfully institutionalize national service.

*Categories: national service, administration, youth development, Americorps*

**Hough, Robert Stephen****78 A Taxonomic Analysis Of Reflection-Eliciting Techniques In Experiential Learning**

Adviser:

1983

Michigan State University

Pages: 237

This study identified the use of action/reflection methodology in theological education. The study indicates uses of experiential learning in selected seminaries and the content, character, and extent of the educative reflection upon applied experience. Questioning is assumed to be a major reflection-eliciting strategy for the reporting on and debriefing of four major modes of experiential learning: block placement, concurrent field education, practicum, and the case method.

Results indicate that praxis is not expressed as a major curricular concern in faculty definitions of experiential learning. A general verbal interest in higher-order theological reflection was found. However, no evidence was displayed or a programmed flow of questions designed to move the respondent through an orderly thought process from cognitive recognition and recall toward higher-order reflection and praxis. Instead, informational recall and skill acquisition were primary concerns. Individual student growth and development including feelings generated with respect to an experience were secondary. Little identifiable difference existed between questions prepared for written or oral response. Both fall into the lower categories of the taxonomy focused primarily on factual recall, classification, and evaluation of data. Oral reporting and group discussion in either the classroom or larger or small-group configurations was the preferred format for debriefing activities. Interpersonal interaction between a student and faculty member was not a primary value generally expressed in the action/reflection process.

*Categories: theology, higher education, reflection*

**Houghton, Rosemarie S.****79 Level Of Congruency That Exists Between Public Schools And Business And Industry As A Result Of Teacher Internships**

Adviser: Lola Jackson

1997

Wayne State University

Pages: 189

This study investigated a potential link between schools and business as a result of teacher internships. The study attempted to determine if teacher internships in business result in a better application of the world of work in various areas of teaching. Surveys were sent to 185 teachers, administrators and counselors who participated in at least one internship from School-To-Work programs in Highland Park Community Schools, Macomb County or Wayne County Regional Educational Services Agency in Michigan.

Results show that there is a relationship between teacher-internships and translating workplace activities to students, personal self-confidence and growth. Transferring workplace activities to students depends on neither the length of the assignment nor gender. There is no difference between a self-selected or assigned or paid or unpaid internship in transferring workplace activities to students.

*Categories: faculty, school-to-work*

**Howe, Patricia Ann****80 Life Situation And Personal Characteristics That Contribute To The Functional Skills Experiential Learning Outcomes Of The Adult Volunteer 4-H Leader**

Adviser:

1985

Cornell University

Pages: 138

This study investigated the influence of selected life situation and personal characteristics on the functional skills experiential learning outcomes of adult volunteer 4-H leaders. Besides such demographic factors as 4-H membership as a youth and tenure as a volunteer leader, the individual's learning style and self-esteem were of particular interest.

Results indicate that characteristics appearing to show a significantly positive relationship with functional skills learning outcomes include certain levels of formal education, primary occupation (other than farming), and levels of exposure to the 4-H organizational hierarchy. The findings did not support the remaining personal and life situation characteristics hypothesized as bearing significance on an individual's functional skills experiential learning outcomes: self-esteem, learning style, age, 4-H membership as youths, being engaged in other volunteer activities, tenure as a volunteer 4-H leader, type of community lived in, being a farmer or farm wife, gender, or types of duties performed within the 4-H organization.

*Categories: youth groups, impacts, 4-H*

**Jaffe, Hildy****81 The Effects Of Implementing A Curriculum-Based Service Learning Program Incorporating A Choral Reading Model**

Adviser: Antonia D' Onofrio

1998

Widener University

Pages: 235

This study investigated the impact of a curriculum-based service learning program for middle school students. A Choral Reading model for eighth grade students was studied in light of its effect on oral communication skills, appreciation of literature and intergenerational relationships.

Results of quantitative and qualitative measures indicate that service learning is a viable curricular method that increases and encourages community support of public schools. The Choral Reading Model also proved to be a successful approach for teaching poetry and public speaking skills.

*Categories: reading, impacts, youth development*

**Jarrett, Kenneth Howard****82 Experiential Education Programs In Liberal Arts Curricula At Selected Four-Year Institutions In The SREB States**

Adviser: D. Parker Young

1983

University Of Georgia

Pages: 147

This study investigated the number, kind and dominant characteristics of experiential education programs, existing or planned, in liberal arts curricula at four-year liberal arts colleges in the SREB states, and to attempt to learn the opinions of chief academic officers of these institutions toward them.

Results revealed that 92 percent of the four-year liberal arts colleges in the SREB states offer experiential education activities in at least one of their programs. Seventy percent of the institutions offer such programs in their arts and sciences curricula. Academic administrators overwhelmingly endorsed the use of experiential education in liberal arts curricula. They almost as adamantly believed that their faculties' opinions of such programs would be as positive as theirs. A description of the 'typical' program is included.

*Categories: higher education*

**Jessup, John Knox, Jr.****83 Greek Summer 1971: A Case Study In Out-Of-School Experiential Learning.**

Adviser:

1972

University Of Massachusetts

Pages: 256

*Categories: experiential education*

**Jordan, Kathryn Lee****84 The Relationship Of Service Learning And College Student Development**

Adviser: Don G. Creamer

1994

Virginia Polytechnic Institute &amp; State University

Pages: 155

This study explored the relationship of the use of service learning in teaching and selected dimensions of college student development. The research was guided by the question, "To what extent do three levels of experience in community service, including participation with and without reflection about the service and no participation, affect students' sense of civic or citizenship responsibilities, respect for diversity, development of skills, and knowledge of self?" A pretest/post-test design was employed to measure the four dimensions of growth associated with participation in community service learning experiences.

Results found no significant differences in the scores of the students on the pretest/post-test. However, there was a significant difference between the scores of men and women on both the pretest and post-test. The students' reflections in the journal entries provided many examples of student development on the four dimensions of growth. It was concluded from this examination that service learning with reflection had contributed to student development. The fourth dimension, civic awareness, was displayed by many students before they began the service learning experience, and it was harder to evaluate change on this dimension as a result of the six week experience.

*Categories: civic education, higher education, impacts, multicultural topics*

**Kielsmeier, James Calvin****85 The Development Of Within-School Experiential Learning Options In The Denver Public Schools: Case Study Of A Change Process**

Adviser: Richard J. Kraft

1979

University Of Colorado At Boulder

Pages: 292

This study examines the relationship between the pioneer experiential programs of Denver Public Schools (the East Manual Senior Seminar) and the District-sponsored change agent (the Department of Alternative Education). The study sought to document and conceptualize the change process which produced the within-school experiential program in Denver's Public Schools, as well as to offer recommendations for influencing this process.

Racial tensions during East High Schools rapid integration during the 60s were a key part of the change.

Major recommendations to the Department of Alternative Education were to : 1- strengthen and increase its political support of new programs; 2- more effectively articulate experiential learning processes and outcomes; 3- decentralize its change agent role by training building-level change agents.

*Categories: experiential education, diversity, educational reform*

**Kinsley, Linda Carol**<sup>86</sup> A Case Study: The Integration Of Community Service Learning Into The Curriculum By An Interdisciplinary Team Of Teachers At An Urban Middle School

Adviser: Richard J. Clark

1992

University Of Massachusetts

Pages: 175

This study examined how the interdisciplinary team of teachers at Chestnut Middle School integrated Community Service Learning (CSL) into the curriculum or as an extra-curricular experience. The principal, four teachers, and three community partners involved in service learning were interviewed and observed; students were interviewed and surveyed.

Results indicate the following: (1) The principal's vision and leadership is important in the evolution of CSL. (2) Teachers found service experiences useful as a pedagogy throughout the curriculum. (3) Service experiences enhanced the understanding of CSL as a process and an instructional strategy when teachers allowed for flexibility and the serendipitous to occur. (4) The integration of service experiences affected how teaching takes place and enhanced educational reform. (5) Teacher and students found that service experiences affected their relationships in a positive way that enhanced teaching and learning. (6) Service experiences gave students an opportunity to develop a sense of community. (7) Service experiences affected how students learned academically, socially and personally. (8) The process for successful implementation of service experiences needs to be better understood by both teachers and community partners.

*Categories: community service-learning, case study, impacts, youth development*

**Koliba, Christopher John**<sup>87</sup> ... And Citizens Under Every Tree: Case Studies In Service-Learning And Civic Education

Adviser: Manfred Stanley

1998

Syracuse University

Pages: 443

This study provides detailed descriptions of the learning process as it unfolded for individual service-learning student participants over the course of the semester. It is comprised of in-depth case studies of eight college students who engaged in distinct connections of service experiences to academic courses. The variety of ways in which the participants understood and formulated opinions about certain public policy issues and conceptions of "good citizenship" practices are addressed in the study. The manners in which the students synthesized their service experiences with specific academic disciplines is also examined. An understanding of "learning" as the conscious forging of relationships to and among physical settings, other people, past events, and theoretical conceptions is posited.

*Categories: case study, higher education*

**Kollross, Crystal Ann****88 Service-Learning And Citizenship: Is There A Connection?**

Adviser: Cynthia S. Johnson

1997

California State University, Long Beach

Pages: 131

This study investigated the effect of short-term service learning on the development of responsible citizenship in a group of community college students. Four academic classes that had integrated a service learning component were used as subjects. The Scale of Service Learning Involvement based on the Service Learning Model was used to measure students' progress through three developmental phases based on responsible citizenship.

The results indicate that while there was no significant developmental gain on any of the three phases, in further interviews students did convey their desire to participate in some sort of community service in the future. Often, the definition of citizenship seemed to be confused, perhaps due to the large number of foreign born students at the college.

*Categories: civic education, higher education, impacts*

**Kowalski, Ann Nickerson****89 Teaching History In A Museum Setting Using A Service-Learning Experience**

Adviser: Kathryn S. Atman

1994

University Of Pittsburgh

Pages: 158

This study examined the training of high-school students to lead family tours at Clayton, the restored nineteenth-century Pittsburgh home of Henry Clay Frick. The four learning-style profiles of David A. Kolb's experiential learning model (1984) and Barry K. Beyer's Inquiry Based Learning Process (1971), were used to gauge to the degree and accuracy of students' increased knowledge and proficiency with historical information. Participants completed (1) Kolb's Learning Style Inventory, (2) pre- and posttests on historical information, and (3) written reactions following each session of the training. The researcher observed, recorded, and described each session

Results show that the training in this particular program was most comfortable for students whose learning styles favor the prehension of knowledge through concrete experiences rather than abstract conceptualization as the program emphasized active experimentation rather than reflective observation. The students who were most comfortable in this setting were those with the accommodator learning style, which prehends through concrete experience and transforms through active experimentation. For the diverger the active experimentation amplified the experience but did not satisfy the need to gain meaningful understanding through individual reflection. The converger often created abstract concepts without the benefit of reflection; the active experimentation provided an opportunity to test conceptual conclusions. The assimilator was suited least; relevant information was available in worksheets and essays but had to be used outside the training sessions.

*Categories: history / social studies, reflection, k-12*

**Krug, James Leonard**

- <sup>90</sup> Select Changes In High School Students' Self-Esteem And Attitudes Toward Their School And Community By Their Participation In Service Learning Activities At A Rocky Mountain High School

Adviser: Richard J. Kraft

1991

University Of Colorado At Boulder

Pages: 247

This study investigated the impact a school-sponsored service program had on a group of high school students enrolled in one of four service programs for 15 weeks during the fall semester of 1990. A pretest composed of semantic differential scales, the Rosenberg Self-Esteem Scale, and the Janis-Field Feelings of Inadequacy Scale, was administered to the service learning participants and a control group. The posttest consisted of the same instruments with the addition of a Community Experience Checklist completed by the service group participants. Student journals were also reviewed.

Results show that there is reason to believe that service learning affects students' self-esteem and attitudes towards school and community. Results demonstrated that certain experimental service learning programs have had an impact. The success rate of service learning programs may be influenced by three characteristics: reflective discussions; planning; and supervision that go into these programs.

*Categories: service-learning, impacts, high school*

**La Porte, Angela Maria**

- <sup>91</sup> An Ethnographic Study Of An Intergenerational Community Art Program In Harlem, New York City

Adviser: Yvonne M. Gaudelius

1998

Pennsylvania State University

Pages: 209

This study describes, analyses and interprets interactions between Hispanic and African American teenagers and homebound older adults during an art program in Harlem, New York City. Students collected oral histories of volunteer senior citizens during interviews and discussion about culturally and historically relevant artwork. Young and old collaborated in the creation of artwork based on the oral histories, which encouraged the exchange of personal history and culture, and reduced age-related stereotypes.

These intergenerational interactions fostered community relations across generations, which empowered both age groups and engendered a sense of community between young people and senior citizens from community housing projects. Oral history discussions provided an interesting and contextual approach to learning about artworks through inquiry and the sharing of life experiences. Intergenerational exchanges during art making provided a relaxed setting; art training became more focused and meaningful when older adults were present.

*Categories: humanities, intergenerational, service-learning, multicultural issues*

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**Lanckton, Alice Keidan****92 How Seventh And Eighth-Grade Teachers Perceive Their Role As Moral Educators**

Adviser: Kevin Ryan

1992

Boston University

Pages: 410

This study investigated teachers' views of their role as moral educators. Thirty middle school social studies and language arts teachers from public urban, public suburban, and Catholic parochial schools were interviewed about their interpretations of the teacher's role as moral educator, their feelings about taking that role, the substance of the moral education they offer, disparities between their view and that of the administration or the parents, and their preparation for the role.

Results show that most teachers considered moral education their most important task and found satisfaction in this role. They sought to teach values through their curricula and activities outside the classroom and used and endorsed published moral education programs. Community service was emphasized by more parochial than public school teachers. Teachers say their training for moral education came from workshops, faculty groups, their own parents, and childhood educators. Most teachers reported that they individually chose methods and values to emphasize. However, many also appreciated support of faculty groups and adherence to a school philosophy.

*Categories: character education, faculty, youth development*

**Larison, Isaac Willis****93 Seeing With The Heart: Learning And Teaching About Homelessness**

Adviser: David E. Fernie

1998

The Ohio State University

Pages: 258

This study examines service learning process as employed one kindergarten/first grade teacher, her students, their collaboration with a university researcher, and their interactions with a group of young children in a shelter program were explored. The teacher, her students, and the university researcher learned about people who are homeless and homelessness through reading and responding to children's literature, engaging in art, drama, and writing activities, and developing friendships with children of a similar age in a local shelter program.

Ethnographic research methods were used to collect data. An explanatory narrative format was employed to analyze and share insights. The findings were presented in four phases. These phases traced the processes of emergent curriculum concerned with homelessness and the evolving nature of collaboration between the participants. The narrative pieces represent multiple perspectives and sources uncovered during the data collection process. Reviews of pertinent literatures included: the ideas of social reconstruction and multicultural theories, the value of service learning for young children, and an ethic of care. Within these areas of study, investigations were made of the ideas of emergent approaches to curriculum, cognitive and moral development in young children, and the whole language and literature-based instructional practices employed by the classroom teacher.

*Categories: history/social studies, k-12, children's literature*

**Levison, Lee Michael**

<sup>94</sup> Community Service Programs In Independent Schools: The Processes Of Implementation And Institutionalization Of Peripheral Educational Innovations

Adviser:

1987

Harvard University

Pages: 276

This study examines the processes through which independent school community service programs, as educational innovations, become more or less institutionalized in nine independent schools. Service programs are referred to as peripheral educational innovations because, in most cases, they are not directly related to their schools' core academic program.

Results indicate that institutionalization is not a yes or no phenomenon but rather a process of degree. Community service programs are not institutionalized in the same way that athletics and math are in most schools. Yet some programs appear to be more institutionalized than others. Some factors that seem to lead to institutionalization include: philosophical fit of the program; committed school head; structural adaptation; allocation of resources; program leadership; and support of key constituencies.

*Categories: k-12, program development*

**Lewers, Gary Alfred**

<sup>95</sup> The Effects Of Experiential Learning On Personal Growth.

Adviser:

1979

The University Of Utah

Pages: 195

*Categories: experiential education*

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**Limpert, Lynda Wenger****96 The Process Of Integrating A Service Learning Program Into A Grades K-12 Curriculum At Elizabethtown Area School District: A Case Study**

Adviser: Vivian Ikpa

1997

Temple University

Pages: 160

This qualitative descriptive case study documented the integration of a service learning program into an existing K-12 curriculum. Specifically, the study explored the role of the district administrator, the principals, and the faculty in the implementation process. The study hopes to define an implementation model worthy of replication. Administrative interviews, faculty questionnaires, direct observations, and a review of the written documents were used.

Results show that applying the basic principles of organizational change theory will lessen resistance to implementation of a service learning program, a mandatory policy will lend credibility to service learning, and professional development for teachers is also an essential aspect. Organizational structure has a direct effect on the way service learning is implemented. The internal framework of a service learning program must be designed in a manner in which the philosophical, structural, and programmatic issues can be addressed. Organizational commitment is key to the successful integration of service learning into the curriculum.

*Categories: case study, faculty, k-12, program models, curriculum integration*

**Lock, Shawn Thomas****97 The Role Of Evaluability Assessment In Suggesting Program Evaluation Strategies For Experiential Learning Programs: A Case Study Of The International Students Volunteer Corps**

Adviser:

1993

Michigan State University

Pages: 111

This study investigated the use of evaluability assessment (EA) as an evaluation tool for experiential learning programs, using the International Students Volunteer Corps (ISVC) as a case study. The study consisted of focus group interviews using a modified version of EA, and a review of project documents and previous participant interviews.

Results indicate a need to add a goals/outcomes and assumptions components to the program logic model to enhance its utility. EA as an evaluation tool was seen as particularly useful to resource-constrained program staff. Recommendations include the need to develop a primer on EA for program staff with little evaluation experience, and the need to develop appropriate training mechanisms to instruct program staff on the use of EA.

*Categories: assessment models, youth groups*

**Loewen, Donna E**<sup>98</sup> Reflection On The Service Experience Of First Year College Students: A Content Analysis

Adviser: Richard Dustin

1998

The University Of Iowa

Pages: 131

This study examined the role of reflection in service learning outcomes among first year college students. Two hundred ninety-five students at three small Midwestern colleges completed a written reflection exercise and a brief questionnaire at the conclusion of a service requirement in a one semester/trimester course taken during the freshman year. Students' written reflections were studied through a content analysis software system. Impact of sex, service setting and amount of reflection on students' levels of empathy, empowerment, and effort to perform further service were investigated. Results show that females were more likely than males to indicate effort to perform further service. The importance of the reflection component, specifically, when and how much, is supported through this research.

*Categories: reflection, higher education, impacts, service-learning, community service*

**Luchs, Kathleen Parks**<sup>99</sup> Selected Changes In Urban High School Students After Participation In Community Based Learning And Service Activities

Adviser: L. Morris McClure

1980

University Of Maryland, College Park

Pages: 251

This study measured selected changes in high school students as a result of community involvement and participation in order to realize the goal of responsible citizenship. It was designed to ascertain whether students who experienced community service displayed more positive attitudes toward learning than students who had not experienced community service.

Results indicate the following: (1) Students who were involved in the experiential learning/service program demonstrated positive and significant gains in planning and career exploration behaviors. (2) Students who were involved in the experiential learning/service program demonstrated positive and significant gains in responsible attitudes toward others, in competence to act upon the feeling of concern for others, and in the sense of efficacy which permits one to believe that taking action and demonstrating concern can make a difference. (3) Students who were involved in experiential learning/service programs demonstrated positive and significant gains in their feelings of self esteem and personal adequacy in social situations. (4) Students who were involved in experiential programs demonstrated positive and significant gains in school attendance and in acceptable school behaviors.

*Categories: k-12, impacts*

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**Lughes, Angeliki Panagopoulou****100 A Descriptive Study Of Writing In A Secondary Esl Classroom**

Adviser: Pamela McCollum; Maria De La Luz Reyes

1994

University Of Colorado At Boulder

Pages: 213

This study examined the social context of writing instruction in a second year high school ESL (ESL2) class that was involved in the production and publication of a Foxfire-inspired magazine called Cosmos. This study examined the nature of writing instruction for ESL students in classrooms described as 'whole-language' and 'process-oriented.'

Results revealed that the translation of education theory into instructional practice is not direct and straightforward. In this study, implementation of the process approach to writing was attempted but was not consistently followed. The mere presence of a magazine that was well-established and Foxfire-inspired did not guarantee an effective vehicle for process-oriented writing instruction and student 'ownership'.

The newly introduced recipe format of Cosmos decreased the ESL2 students' opportunities to engage in meaningful and substantial writing.

*Categories: English as a second language*

**Lund, Richard Merle****101 Service Learning Educational Experiences: How They Influence Academic Achievement And Attitudes About Motivation For Schooling, Academic Self-Concept—Performance Based, Academic Self-Concept—Reference Based, Student's Sense Of Control Over Performance, And Student's Instructional Mastery Of Schoolwork Among Avon Lake City School Students**

Adviser: Frank Aquila

1998

Cleveland State University

Pages: 99

This study examined service learning educational experiences and their influence on selected student attitudes and achievement. The study explored academic records for various sample subjects, aggregate historical data of two other sample populations, and the results of two survey instruments which were administered separately to students in grade eight (8) and students in grades 9-12. These instruments were the pre-experience and post-experience administration of the School Attitude Measure (SAM) and an original Overall Post-Experience Evaluation.

Results show that there is a significant statistical, but small educational relationship between some of these identified factors in this research study.

*Categories: impacts, k-12*

**Lyll, Victoria Lynn**

<sup>102</sup> Dissemination Of Critical Approaches To Work Education

Adviser: David L. Clark

1997

University Of North Carolina At Chapel Hill

Pages: 118

This study reviewed literature on school-to-work (STW) and summarized it based on a dichotomy drawn from prior research: STW transition approaches relying on human capital theory and STW approaches relying on critical theory. The literature reviews led to an article for an education trade publication. That article drew attention and comments from the field and evolved into a new article.

The study concluded that future dissemination attempts must rely on practitioners' commitment to the underlying values of critical theory as a motivation for reform.

*Categories: literature reviews, school-to-work, public education*

**Marks, Helen Marie**

<sup>103</sup> The Effect Of Participation In School-Sponsored Community Service Programs On Student Attitudes Toward Social Responsibility

Adviser: Valerie E. Lee

1994

The University Of Michigan

Pages: 260

This study investigates the impact of school and student characteristics, as well as school and student attitudes, on service learning and the ability of service learning to promote social responsibility and citizenship. Students, teachers, heads, and community service coordinators in 60 independent schools were surveyed and interviewed.

Results indicate that participation in community service differed among students and schools. Gender (female), ability, religiosity, and political orientation positively influenced participation, as did institutional characteristics and the school press for community service. Community service participation positively affected citizen efficacy. Integrative school organization positively affected both citizen efficacy and social conscience.

*Categories: civic education, community service, youth development*

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**Marlborough, Ken****104 Development And Validation Of An Instrument To Assess Student Satisfaction With Community College Internships**

Adviser: Chester S. Rzonca

1999

The University Of Iowa

Pages: 252

The study describes the development of the Internship Satisfaction Instrument for use in higher education. The instrument is comprised of the following subscales: Planning and Implementation, Supervision, Affiliation, Feedback, General Outcomes, Challenge, Learning, Ethics, Occupational/Job Knowledge, Communication Skills, Professional Growth, Career Awareness, Personal Development, Negative Affect/Emotion, and Recommendation. The instrument was administered to interns in Horticulture, Floriculture, Agricultural Production, and Agricultural Marketing programs at a community college.

Results show no statistically significant relationship between total hours on site and the total Internship Satisfaction score. However, total hours spent on site correlated significantly with Career Awareness. There was an incidental statistically significant finding between total hours on site and hourly rate of pay. Dependent measures were highly correlated. Total hours was also correlated with independent measures, hourly rate of pay, and total semester hours completed. Hourly rate of pay correlated with dependent measures Planning and Implementation, Supervision, Feedback, Challenge, Personal Development, and total raw score, and with independent variables, hours per week with on-site supervisor, total semester hours completed, and year in college. Total semester hours correlated positively with year in college, and negatively with GPA.

*Categories: agriculture, higher education, internships, assessment models*

**Marsh, David Dollison****105 Education For Political Involvement: A Pilot Study Of Twelfth-Graders.**

Adviser: Fred M. Newmann

1973

University Of Wisconsin - Madison

Pages: 147

This study explores the relationship between political socialization and citizenship education. The study has several clear implications for political socialization: it appears that experimental treatments can have significant influence upon political attitudes and it suggests that characteristics of the involvement situation, the risk level for example, are important in explaining one's willingness to participate in political activity.

*Categories: civic education*

**Martin, Carolyn****106 Faculty Perceptions Toward Service Learning Within A Large Public University**

Adviser: Diane B. Hiatt

1994

Pepperdine University

Pages: 142

This study investigated the perceptions of university full time faculty members toward integrating service learning with academic study. The research assessed what faculty considered service learning; the percentage of academic coursework designated toward service learning; the beliefs of the faculty regarding implementation of service learning; the advantages and disadvantages of service learning and what groups of people or a person would approve or disapprove of integrating service learning with academic study.

Results show that 68 percent of the faculty engaged in service learning activities. A 33 percent core group of faculty existed within the university devoting ten to 20 percent of their coursework to service learning activities. The results show school/department affiliations are related to the use of service learning. Departments of foreign language, economics, history, and psychology did not use service learning; faculty from the departments of biology, chemistry, history, mathematics, geography, and physics declined participation in the interview process. Faculty devoting at least one percent of their coursework toward service learning were from the departments of art, accounting and finance, anthropology, communications, criminal justice, elementary/bilingual education, health science, management, nursing, theater arts, public administration and physics. The results also revealed that women, faculty going through the Retention, Promotion and Tenure process, were more favorable of integrating service learning with academic study.

*Categories: attitudes, faculty, higher education*

**McGill, Joseph Christopher****107 The Relationship Of Community Service Learning To Developing Mature Interpersonal Relationships In A Sample Of University Students**

Adviser: Bernard Hodinko

1992

The American University

Pages: 137

This study investigated university student involvement in community service using the Community Service Involvement Inventory Format-II as a correlate to the developmental task, as defined on and assessed by the Student Developmental Task and Lifestyle Inventory (SDTLI). One hundred and four seniors at the University of Redlands, California, were used to test two hypotheses. One hypothesis assumed a significant relationship between mature interpersonal relationships (MIR) and student involvement in community service, the other assumed that such a relationship exists between MIR and students' perception of the extent to which community service contributed to their developing mature interpersonal relationships.

Results suggest that service learning positively affected the development of MIR in the sample of undergraduate students, and that the total hours of involvement in service learning, and the perception of the extent to which community service contributed to their developing MIR, as defined by the MIR task on the SDTLI. University faculty, administrators, and others working in the area of community service learning should acknowledge the importance of community service learning to student development and integrate service learning into instructional programs and services.

*Categories: youth development*

**Mcrae, Shirley Jean Mctyre****108 An Assessment Of The Effectiveness Of The Detroit Community High School (Dchs) Program Upon The Postsecondary Endeavors Of Students In Attendance, 1978-1985**

Adviser: Frank Youkstetter

1988

Wayne State University

Pages: 165

This study explores a secondary alternative public school program. The program links subject matter to real life situations by combining academic approaches with community and career resources and experiences. The study include a literature review and a survey of 77 students.

Results indicate that the students served by this program were average students with unclear educational or occupational goals, most of who graduated from high school. Experiential learning and cooperative learning were perceived by them as key factors in their post secondary endeavors. The data further suggest that field trips to various community resources are regarded by students as the single most effective method for obtaining relevant occupational/career information.

*Categories: k-12, employment related topics*

**Meers, Eileen Graham**

- <sup>109</sup> Experiential Education: The Relationship Of Management Systems And An Investigation Of An Experiential Education Program

Adviser: Meers, Eileen Graham

1987

The Ohio State University

Pages: 210

This study assessed students' development within the Walkabout program of Worthington High School's Alternative School. Walkabout, as used in this study, is a second semester senior, high school option in which students choose a placement outside of the school where they will spend twenty to thirty hours a week for nine weeks.

Results placed eighteen students in the study in either dysfunctional or functional learning categories. The fifteen students found to be in the functional category were further classified by Cell's learning levels as being at: response level (ability to change repertoire of responses), situation level (ability to reinterpret a situation), or transituation (ability to learn how to change one's interpretation of a situation).

*Categories: k-12*

**Mertens, Barbara Louise**

- <sup>110</sup> An Evaluation Of The Governors' School Community Leadership Projects And Civic Mentor Network

Adviser: John Gilroy

1988

Seattle University

Pages: 151

This study evaluated the Community Leadership Projects which were undertaken by high school seniors in Washington State during the 1986-87 school year. The importance of adult involvement through a Civic Mentor Network to the completion of the projects and the characteristics of successful projects were examined.

Results showed that the involvement of an adult mentor contributed significantly to the completion of the Community Leadership Projects. Students benefited by increasing their understanding of others, improving communication and networking skills and gaining confidence. Students involved in community service as a part of their high school programs were equally satisfied with their work. The primary difference between the two groups was that community service in high school was seen as a placement to work in an agency, whereas the Governors' School projects were seen as an opportunity for students to provide leadership by initiating and successfully completing their own projects which met specific needs in their communities.

*Categories: mentoring, k-12, youth development*

**Middleton, Tracy****111 First-Generation College Students: Cognitive Development, Personal evelopment, And Satisfaction With College**

Adviser: Richard Dustin

1997

The University Of Iowa

Pages: 151

The study investigated differences between first-generation (students whose parents have no college experience) and second-generation students (students whose parents have at least some college experience) regarding college outcomes. The ACT College Outcomes Survey was used to examine differences in first-generation students' cognitive development, personal development, and satisfaction with college. The sample included 8,557 students (2,557 first-generation and 6,000 second-generation). Results reveal that first-generation students did not differ significantly from second-generation students with respect to (1) the perceived importance of attainment of college outcomes; (2) the amount of progress made toward attainment of college outcomes; (3) the amount of personal growth made since entering college; (4) their perceptions of the college's contribution to their personal growth; and (5) their satisfaction with college. First-generation students in this study were found to have lower lifetime educational goals than second-generation students, spent less time involved in course-related activities and more time involved in off campus employment not related to major than second-generation students, and spent less time involved in college clubs than second-generation students. These findings suggest a need for colleges to find ways to increase opportunities for student learning and personal development outside the classroom. Collaborative relationships with community agencies such as local government, churches, hospitals, and schools can be a means of enhancing personal development through service learning.

*Categories: higher education***Moras, Peter Scott****112 Characteristics of Environmental Restoration, Service Learning Projects in Selected, California Watersheds, and the Perceived Gains by Participating At Risk High School Students and Their Teachers.**

Adviser: Marlin E. Heckman

1999

University of La Verne (California)

Pages: 360

This study describes the characteristics of environmental restoration service-learning projects in selected California watersheds that produced gains for at-risk high school students who were enrolled in the programs. Results suggest that effective programs function to create communities of support for at-risk youth. These characteristics meet student needs and bring relevance to their lives. Small, flexible school environments and cultures of inclusion and accountability have been found to be effective in helping at-risk youth to reset themselves and advance learning and goals.

*Categories: at-risk youth, program models*

**Morris, John Charles****113 Self-Perceived Youth Leadership Life Skills Development Among Iowa 4-H Members**

Adviser: Alan A. Kahler

1996

Iowa State University

Pages: 123

This study investigated relationships between youth leadership life skills development and 4-H activity participation in senior Iowa 4-H members. Four hundred Iowa senior 4-H club members, ages 14 through 18, were surveyed on the Youth Leadership Life Skills Development Scale, 4-H activity participation, and achievement expectancy.

Results show that the following activities were most helpful in teaching leadership life skills (in rank order): holding office, teaching younger members, exhibiting projects at fairs, educational presentations, livestock shows, community service projects, serving as committee members, and judging contests. Iowa senior 4-H club members participated in an average of 11 different 4-H activities. Iowa 4-H members showed a moderate increase in leadership life skills development from their participation in 4-H, although subjects felt school played a larger role in the development.

*Categories: impacts, k-12, leadership*

**Mulholland, Sarah Jane****114 A Descriptive Study Of The Nature And Extent Of College/University Community Service Programs For Students Within The Illinois Institutions Of Higher Education**

Adviser: Orville Joyner

1991

Southern Illinois University At Edwardsville

Pages: 162

This study investigated service learning programs at Illinois institutions of higher education. A total of 67 colleges and universities throughout Illinois were surveyed. Descriptive statistics were used to analyze the data.

Results show that 22 institutions have a coordinating office to assist student volunteers. Nine colleges allow students time with faculty to reflect upon their service experiences. Student affairs units encourage student volunteerism and community service. Respondents report that a total of 28,880 students participated in community activities for 179,255 hours in 1988-89. Nine of the community colleges and 12 of the private institutions planned on participating in the Student Volunteer Corps program.

*Categories: community service, administration, higher education*

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**Munter, Judith Hope****115 Designing A New Landscape In Higher Education: Service-Learning At Florida State University**

Adviser: Peter Easton

1997

Florida State University

Pages: 300

This study investigated the experience of participants in a particular service-learning program. The central purpose of the study was to develop a deeper understanding of the impacts of service-learning activities on the personal, cognitive and social development of participating university students through careful qualitative study of the actual lived experience of those involved. In-depth interviews and participant observation were utilized to look at the experience of service-learning from the perspective of selected college students and community counterparts, as well as other key stakeholders.

Results present service-learning model that expands our understanding of experiential learning in a cross-cultural context such as this one. The Hispanic farm worker community provides opportunities for students to experience another world, unfreezing assumptions and preconceptions, while being welcomed into a warm, supportive environment that encourages people to take risks.

*Categories: higher education, impacts*

**Myers-Lipton, Scott James****116 The Effects Of Service-Learning On College Students' Attitudes Toward Civic Responsibility, International Understanding, And Racial Prejudice**

Adviser: Fred C. Pampel

1994

University Of Colorado At Boulder

Pages: 274

This study examines the effect of a comprehensive service-learning program on college students' attitudes toward civic responsibility, international understanding, and racial prejudice. Included in the study is an examination of the practical, theoretical, and empirical issues of service-learning. The particular service-learning program that is examined is the University of Colorado's International and National Voluntary Service Training (INVST) program. To analyze the INVST program, a quasi-experimental nonequivalent control group design was used.

Results generally support the three hypotheses of the study. First, the hypothesis that the 1) service-learning students show larger increases in international understanding than others; 2) service-learning students will show larger increases in civic responsibility than others; and 3) service-learning students will show larger decreases in racial prejudice than others.

*Categories: multicultural issues, higher education, impacts*

**Newton, Jo Beth Drysdale****117 The Development Of A Model For Experiential Education With Application To A Selected Area Of Study In Secondary English**

Adviser:

1983

The University Of Alabama

Pages: 143

This study developed a model for experiential education and applied the model to a selected area of secondary English. The review of literature included a historical review, the need for experiential education, a description of programs, effective program characteristics, programs related to secondary English, and processes related to experiential education.

Results include an application of the model to secondary English described an experiential writing course related to each procedure in the process. The course included outside-of-class experiences, writing experiences, and publication experiences. The model is applicable to oral English, writing, reading, and literature programs and activities. The model also has many possibilities for application in other academic subjects.

*Categories: k-12, English*

**Nowicki, Kathleen Ellen****118 'Kid's Talk': A Case Study Using Audience Through Radio As A Motivational Factor In An Elementary School Classroom**

Adviser: Masha K. Rudman

1995

University Of Massachusetts

Pages: 172

This study describes how the language arts learning process of one fourth grade class in a public elementary school was influenced by having an audience for their school work. Students were involved in collaborative writing, reading, and peer review. Their work was audiotaped and resulted in a radio program, 'Kid's Talk', which was aired on a local AM radio station.

Results address issues including students' reactions to having an audience for their work; the classroom teacher's description of day-to-day experiences while creating the programs with the students; and also the parents' reactions as they witnessed the process through observations of their children. Finally, this work looks at educational benefits derived by the students from working together on a project that involved each member of the class.

*Categories: impacts, k-12, language arts*

**Nungesser, David Neff**

<sup>119</sup> Thistledown: An Experimental Application Of The Foxfire Learning Concept And An Analysis Of That Concept.

Adviser:

1977

The Ohio State University

Pages: 325

*Categories: k-12*

**O'Donnell, Helen C.**

<sup>120</sup> From The Eyes Of Students: An In-Depth Study Of A Fourth Grade Peer Mediation Class

Adviser: Kenneth A. Parker

1999

University Of Massachusetts

Pages: 243

This study investigated and evaluated how fourth grade students from Bridge Street School in Northampton, Massachusetts, perceive the usefulness of their peer mediation training and whether they were able to incorporate mediation skills into their lives. Data gathered from written student pre, mid and post assessment documents was analyzed to determine student perceptions and responses about program effectiveness, specifically, the value, usefulness, and impact of their training. Feedback from teachers, principal, and parents provided supplemental program assessment data and ideas for curriculum enhancement.

Results show that the students (1) Recognized that skills learned and practiced during their peer mediation training were helpful and useful; (2) Reported immediate implementation of mediation skills for problem solving during school and non-school time; (3) Listed peers and family as primary resources for assistance with conflict; (4) Identified themselves as problem solvers on an open-ended question; and (5) Indicated they would choose peer mediation for conflict resolution, if needed, appropriate, or available.

*Categories: mentoring, conflict resolution*

**O'Flanagan, William Anthony**

<sup>121</sup> The Story Of Service At The Pathway School

Adviser: Charles E. Dwyer

1996

University Of Pennsylvania

Pages: 235

This study relied on ethnographic methods, interviewing, document analysis and participant observation to tell the story of service learning at The Pathway School. A search of the literature uncovered few studies or reports that place persons with disabilities in the caregiver role of the traditional service diad. It is hoped the Pathway story will help reframe for people and institutions how persons with disability are viewed—as partners in service rather than recipients of care.

*Categories: disability, k-12, literature reviews*

**Ogg, Anne Brooke**<sup>122</sup> Crossing The Curriculum: Service Learning And Community Service In Humanities 414

Adviser: Mark D. West

1997

The University Of North Carolina At Asheville

Pages: 76

This study investigated students in a world civilization course (University of North Carolina at Asheville's Humanities 414) to see if they felt they benefited through service learning. Students were surveyed to determine satisfaction with the service component of Humanities 414, perceived relevance to the course material, and opinions on use of service for future classes required to take Humanities 414.

This thesis argues that a thoughtful service learning component in the Humanities 414 is an effective learning tool and that such an experience is beneficial for all college students involved in humanities study. Results showed that students felt that the service learning experience was personally beneficial.

*Categories: higher education, impacts, curriculum integration*

**Olsen, Susan Esther**<sup>123</sup> The Dynamics Of Tutorial Relationships

Adviser: Lynn Beck

1998

University Of California, Los Angeles

Pages: 129

This study examined the interactions of sixth-grade tutors with their first-grade tutees. The purpose of the study was to observe and identify verbal and non-verbal behaviors of the sixth-grade tutors to specify what behaviors appeared to indicate whether a relationship developed between the tutorial partners. The research design was qualitative. Ten sixth-grade tutors were observed and interviewed over a twelve-week period.

Results reveal that relationships did develop and that these relationships were frequently separate from the formal tutoring activities. The relationship dynamic between tutor and tutee contributed greatly to the effectiveness of the tutoring process.

*Categories: tutoring, k-12, service-learning, reading*

**Ostheim, Phillis Quinn****124 Effects Of Community Service And Service Learning On Multidimensional Selfconcept Of Secondary School Students**

Adviser: Larry Jewell

1995

North Carolina State University

Pages: 103

This study examined change in student self concept as a result of participating in a service learning or community service project. Data were collected through pretesting/posttesting of high school students in grades 10-12 using the Multidimensional Self-Concept Scale (MSCS). Group one was a control group. Group two was pretested and then had planned classroom activities that prepared them for the working with nursing home residents and reflection. Group three was pretested and posttested and then participated in the community service activity. They did not experience the classroom and reflection activities. Data were analyzed using multivariate analysis of variance and the Wilks' Lambda statistic.

Results show no statistical difference in the global self-concept scores of students after participating in the service learning or community service project. The study concluded that the global self concept of high school age students is not affected by their participation in service learning or community service projects limited to 21 hours of volunteer contact hours within a six-week duration.

*Categories: service-learning, control groups, impacts, mandatory service*

**Otuya, Ebo, Jr.****125 The Integration Of Knowledge With Practice---A Missing Link In The Education Of Third World Students: Analysis Of Mentor/Student Perceptions Of Relevant Learning Experiences**

Adviser:

1987

Pennsylvania State University

Pages: 251

This study sought to determine the ideological rationalism behind the absence of an institutional policy at The Pennsylvania State University to address Third World students' needs for integrating theoretical knowledge with practice for professional and national growth and development, by measuring the perceptions of Third World students and their mentors. A total of 480 questionnaires were sent to randomly selected Third World students and their mentors.

Results found a missing link between theory and practice in the education of Third World students. The students indicated a lack of combined theoretical knowledge and praxis that would make their education more relevant and applicable to Third World development. The mentors differed with the students by insisting upon the universality of the institution's educational programs and their relevance to Third World students' academic goals. The mentors drew from the metaphysical and ontological commitments of an academic institution, its epistemological beliefs and methodological principles to substantiate the position that it is not the institution's responsibility to provide outside experiential learning to bridge the missing link indicated by the students. Furthermore, the mentors contended that the exposure of Third World students to practical and diverse activities in a developed country's setting is irrelevant to Third World development.

*Categories: multicultural issues, program development, higher education*

**Pachano, Lizabeth**<sup>126</sup> The Effects Of A Curricular Plan On Aging On Children's Attitudes Toward Senior Citizens

Adviser: Arthur Shapiro

1997

University Of South Florida

Pages: 138

This study determined the effects of a curricular plan on aging on children's attitudes toward senior citizens, developed through the teacher's social promoter role, in the sixth grade of Elementary Education, in Trujillo County, State of Trujillo, Venezuela. The researcher designed a curricular plan concerning aging and gerontology, including biological, psychological, sociological, and health care aspects, with specialists' participation in classroom activities and children's contact with senior citizens.

Results indicate the curricular plan was useful for significantly improving children's attitudes toward senior citizens. Knowledge about aging can improve children's attitudes about senior citizens, and elementary schools can play an important role developing more positive attitudes about senior citizens. Specialists or experts' participation during the development of the curricular plan was statistically significant in changing attitudes. However, the other reinforcement activity, children's contact with senior citizens, was not a statistically significant factor in changing attitudes. Beyond statistical results, according to teachers' and researcher's observations, children's contact with senior citizens was the curricular plan's element that motivated children most. Further, visits to the nursing home were useful not only to improve children's attitudes toward senior citizens, but also to give the elderly a day of hopefulness and happiness.

*Categories: impacts, k-12, intergenerational*

**Patterson, Earl Wayne**<sup>127</sup> The Effects Of Participation In Required And Not Required Community Service Programs On The Process Of Self-Actualization In High School Students

Adviser: Donald L. Avila

1987

University Of Florida

Pages: 157

This study examined the differential effects of required, not required, and non-participation in community service work. One hundred seventy-five students from five private and five parochial schools in the New Orleans area participated in the study. The Personal Orientation Inventory was used as the repeated measure at the start of the study, again after approximately 20 hours of service work, and finally after about 40 hours of service work. A survey measuring student attitudes towards community service and family volunteerism was also administered.

Results indicate that less than 20 hours of service work has little impact; however, required participation for more than 20 hours may have a negative effect on the process of self-actualization. In addition, effects may be different for males and females. Family volunteerism did not significantly affect self-actualization or student attitudes toward community service.

*Categories: impacts, k-12, mandatory service*

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**Payne, Christopher Anthony****128 Construction Of An Instrument To Assess The Service Learning Model: Establishing Concurrent Validity And Internal Reliability**

Adviser: Nancy A. Scott

1992

University Of Northern Colorado

Pages: 216

This study investigated the existence of phases as identified by the Service Learning Model (Delve, Mintz, & Stewart, 1990). University of Northern Colorado students with no structured exposure to service learning and Colorado State students involved in service-learning programs were surveyed to gage the affective, behavioral and cognitive ways in which students experience and understand responsible citizenry.

No significant relationship was observed between the phases of the test instrument and parallel learning modes as measured by the Learning-Styles Inventory. It was suggested that learning styles transcend the different ways to experience and understand what it is to be a responsible citizen therefore, do not provide an appropriate measure of concurrent validity. Differences in subjects were significant however, it was unclear if these differences were influenced by involvement in service-learning activities or personal variables such as age and class status. More research needs to be conducted before the Service-Learning Model can be empirically confirmed or rejected.

*Categories: civic education, health sciences / health education, impacts, community service*

**Pence, Robert Austin****129 Organizational Context And Young Adult Education In An Urban Service Corps**

Adviser: Jerold W. Apps

1996

University Of Wisconsin

Pages: 314

This study examined Wisconsin Conservation Corps' (WCC) response to the educational needs of corps members in an urban setting. WCC is a work experience program that prepares youth ages 18-25 for employment or continuing education while they complete conservation work throughout the state. It is largely a white, male, rural-based program that maintains some crews in the black and Hispanic urban core of Milwaukee. The study focussed on observations made of the Milwaukee corps.

The study found that corps member education is shaped by organizational context and the larger organizational context of the WCC leaves little room for effective corps member education in Milwaukee. The corps is set up to cater to a white, male, rural constituency, which does not necessarily incorporate flexible, holistic, relevant, critically reflective education based on supportive mentor relationships. The study suggests changes for the corps that lead to local interpretation and facilitation of corps goals: de-emphasize state-wide, standardized corps member curriculum; support street-relevant local curricula; expand educational vision beyond technical skill training and corps member work roles; create a culture of learning within the corps; reemphasize service; implement a service learning approach; recommit to spirit of community service; de-emphasize the military organizational metaphor; and support political action that facilitates community service.

*Categories: experiential education, impacts, youth development, school-to-work, Wisconsin Conservatio*

**Polan, Susan Lori**<sup>130</sup> CSP Revisited: An Evaluation Of Juvenile Diversion

Adviser: Arnold Binder

1994

University Of California, Irvine

Pages: 196

This study investigated the Youth Services/Diversion (YS/D) component of Community Service Programs, Inc. (CSP, Inc.), a juvenile diversion program in Orange County, California to see how the program teaches client responsibility and how it is funded. Clients of CSP YS/D clients who dropped out of the program prior to completion were studied.

Results show that overall interaction with CSP led to a positive change in family interaction which, in theory, should reduce the likelihood of future law violating behavior by youth. The data also indicates that CSP is a cost-effective alternative to probation processing as well as offering a positive benefit to the individual's psychological well-being.

*Categories: community service, impacts, incarceration/court mandated service*

**Pollack, Seth Seader**<sup>131</sup> Three Decades Of Service-Learning In Higher Education (1966-1996): The Contested Emergence Of An Organizational Field

Adviser: Francisco Ramirez

1997

Stanford University

Pages: 256

This study followed three decades of service learning and evaluated the extent to which service learning emerged as a coherent organizational field, and a viable aspect of higher education's service mission.

Results outlined the development of service learning in three stages: the formative period (1966-1970), the Early "Contra-Curricular" Era (1970-1982), when the internship program was the dominant paradigm, and the Current "Curricular-Integrated" Era (1983-present), when the "curricular-integrated service-learning course" dominates the activity.

The current era exhibits a much more heightened degree of field-level coherence demonstrated by the existence of an acknowledged core, peripheral actors, and a clearly articulated set of common definitions and principles.

*Categories: higher education, impacts*

**Pratt, Le Etta (Lee)****132 An Investigation Of College Student Attitude Change Toward Teaching Through Participation In A School Health Fair**

Adviser:

1980

Oregon State University

Pages: 79

This study investigated the impact the School Health Fair, an experiential method used to supplement classroom theory in a teacher preparation course at the University of Wisconsin-La Crosse (UWL), on preservice teachers' attitude toward teaching. Subjects for this study included 98 randomly selected teacher preparation students in the Health Education Department at the UWL.

Results indicate that the school health fair seemed to be a useful experiential method in changing student attitude toward teaching. When classroom theory and experiential learning were combined using the school health fair, the use of this method to change attitudes toward teaching becomes questionable.

*Categories: teacher education, impacts*

**Procter, David Richard****133 School-Based Community Service: A Descriptive Analysis Of Four High School Programs**

Adviser: Mary E. Haas

1992

West Virginia University

Pages: 135

The study evaluated the panegyric claims for high school-based community service programs. Students from four very different high schools were surveyed and some interviewed about their participation in service learning. A repeated measure quantitative research design was developed and implemented as was a qualitative study involving student and teacher/coordinator interviews.

Results of the study were mixed. Quantitative analysis found a significant decrease in students' feelings of social isolation in the all-female private, parochial high school while service learning in the innercity produced an increase in feelings of powerlessness among student volunteers of a suburban public high school. Desert Storm seemed to affect the attitudes of the control group on the same scale in the same school. The qualitative analysis revealed strong support for community service programs in all four schools from students, teachers, parents, and the community.

*Categories: community service, impacts, youth development*

**Prohaska, Elizabeth****134 A Study of Experiential Education and Its Relationship to Constructivism.**

Adviser:

1994

College of Norwich University

Pages: 161

This study explores the significance of experiential learning in promoting scholarship from a constructivist point of view.

Results highlight the need for experiential learning and constructivism to be taken into consideration in curriculum development in order to meet the developmental and intellectual needs of children. The final chapter discusses the importance of the community in learning, and the relationships of the people involved. Contains 88 references.

*Categories: experiential education*

**Puckett, John Lawrence****135 Foxfire Reconsidered: A Critical Ethnohistory Of A Twenty-Year Experiment In Progressive Education**

Adviser:

1986

The University Of North Carolina At Chapel Hill

Pages: 486

This study investigates Eliot Wigginton's Foxfire project--its history, program processes, theoretical underpinnings and implications for educational theory, practice and reform.

Results reveal that Foxfire has fallen short of the ideal envisioned by Wigginton and engendered by a cadre of 'testimonial' writers. For example, Foxfire magazine has not proved to be an effective vehicle for teaching the elements of writing style; students have been increasingly distanced from the locus of organizational power and responsibility; educational processes have often been subordinated to such exigencies as publication deadlines; Foxfire staff teachers have failed to apply critical elements of Wigginton's educational philosophy in courses purported to be applications of the Foxfire concept; and Foxfire's community development thrust is an example of good intentions gone awry. Yet, when compared to conventional schooling practice Foxfire fares remarkably well and merits a great deal of praise. From this perspective, Foxfire can properly be seen as a welcome example of how much dedicated teachers, motivated students and a supportive community can accomplish. Moreover, it has harnessed the unique capacities of community elders for constructive social service and demonstrated the depth and variety of the contributions the elderly make to the educational process.

*Categories: k-12, impacts, history / social studies*

**Pugh, Mary Jo V.****136 Adolescent Community Service Participation: The Nexus Of Developmental Opportunities, Interpersonal Relationships, And Identity**

Adviser: James Youniss

1999

The Catholic University Of America

Pages: 143

This study examined the process by which required community service facilitates adolescent identity development by drawing on Youniss and Yates' (1997) developmental theory. Through questionnaires, participant observations over the course of two years, and essays written as reflections of service experiences, this study describes a mandatory high school community service program where students selected individual service projects.

Results indicated serving and interacting with the needy were related to students' perceptions of cognitive challenge, and interacting with those served predicted high levels of agency. The final analyses indicated that serving the needy stimulated identity exploration within the context of the service project and society. Further, growth curve analyses indicated that both type of service and developmental opportunities predicted change over time on variables measuring identity commitment.

*Categories: impacts, k-12, service-learning, high school*

**Rader, Nancy Jo****137 An Evaluation Of Current Senior Seminar In Experiential Education, Colorado Springs Public Schools**

Adviser:

1980

University Of Colorado At Boulder

Pages: 344

This study investigated Colorado Springs Public Schools Senior Seminar student gains over one semester in responsibility (personal, group and social), attitude toward people, problem solving, self-concept, and attitude toward learning.

Results supported the efficacy of the Senior Seminar experiential model. The gains by Senior Seminar groups corroborates results from earlier descriptive studies or studies utilizing a single measurement instrument on the Senior Seminar model. This evaluation research supports the holistic developmental approach to learning that incorporates cognitive, psychological and social development. The Senior Seminar model incorporates components recommended by several national studies on educational reform in the 1970s. Senior Seminar students have opportunities for: adult responsibilities, self-directed learning, new roles, planning and decision making, working with a variety of people in the community (includes different age groups) and career exploration. In addition, the program incorporates a reflective component through written work and group discussion.

*Categories: impacts, k-12*

**Rauner, Judith Starr**

<sup>138</sup> The Impact Of Community Service-Learning On Student Development, As Perceived By Student Leaders

Adviser: Mary Woods Scherr

1995

University Of San Diego

Pages: 249

This study investigated the experiences of college students as community service leaders over a two-year period at two universities. Data were generated by four case studies from archival sources, surveys, questionnaires, journals, and focus group interviews.

Participants improved communication and organizational skills while learning about societal issues and community agencies. Leaders examined their perceptions of those receiving service and also of the volunteers serving the community through university programs. Interpersonal relationships with other students as well as service recipients challenged leaders to reflect not only upon their own unrecognized stereotypes but also on their continued growth toward appreciating diversity. Leaders questioned the amount of influence or impact they had made on other students. Some discovered they preferred giving direct service instead of assuming program responsibility. Intense experiences of the participants affected their current and future decision-making about community service commitments and careers, and also on what they read and discussed.

*Categories: case study, higher education, impacts*

**Redmond, Hugh Morrell, Jr.**

<sup>139</sup> Experiential Learning And Personality Development.

Adviser:

1974

University Of Southern California

Pages: 202

*Categories: experiential education*

**Reese, Judy****140 The Impact Of School-Based Community Service On Ninth-Grade Students' Self-Esteem And Sense Of Civic Inclusion**

Adviser: James Giarelli

1998

Rutgers The State University Of New Jersey

Pages: 109

This study explored the impact of Community Service (CS) on participating students, specifically impact on self-esteem, students' sense of civic inclusion, perception of the elderly, and interest in pursuing additional CS activities than students that did not participate.

Results found that students in the CS group, the experimental group, demonstrated significant group difference on the pretest school self-esteem subscale measure from the non-CS group. Significant mean differences in sense of civic inclusion were found between the post-test scores of the groups. Qualitative results from the interviews conducted with 13 of the 27 CS participants mirrored the quantitative findings.

*Categories: civic education, impacts, k-12*

**Reynolds, Ellen Clarissa****141 Privileged Servants: Community Service In Private High Schools**

Adviser: Claire Smrekar

1998

Peabody College For Teachers Of Vanderbilt

Pages: 192

This study examines the impact of community service in private high school settings.

The study explores service learning, its connection to civic education, and its effects on students, their communities, and their schools. The central questions are these: What insights do students gain from service experiences? What motivates students to serve? How do students' expectations of service match their experiences? What is the school's role in service? What characteristics make a school service program successful? The research methodology for the study is qualitative to describe and to explore what students experience and internalize from community service.

*Categories: civic education, k-12, private education*

**Rhodes, Catherine Penry**

<sup>142</sup> Psychosocial Changes In Student Development Of College Sophomore Women Along Chickering's Seven Vectors With Service-Learning As An Institutional Effect

Adviser: John M. Braxton

1999

Peabody College For Teachers Of Vanderbilt

Pages: 114

This study investigated the impact of community service and reflections sessions on psychosocial development, and explored whether there are specific aspects of service-learning that are more influential than others.

Results do not demonstrate that participation in the service-learning course has significant impact on psychosocial outcomes, however having performed community service in the past does have a significant effect. Also, certain aspects of a service-learning course may be more significant on student outcomes than others.

*Categories: reflection, impacts, higher education*

**Rice, William Brainard**

<sup>143</sup> The Development And Application Of A Functional Communication Approach To The Design Of A Community Service Institute Within A University

Adviser:

1989

The University Of New Mexico

Pages: 322

This study traces the development of a method for analyzing intergroup communication requirements and considers how it might be used for organizational design, program planning and problem solving. The functional communication approach is a relatively simple and flexible method appropriate for settings where intergroup communication is expected to be a concern.

Results stem from the experience of developing the communication approach at Nommensen University, and refining it for application in other settings, we raise some questions about analytical models in general. Includes a proposed classification scheme of eight service strategies and compares the coordination requirements of each.

*Categories: higher education, program development*

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**Richardson, Sheila Bunting****144 Effect Of Intergenerational Community Service Experience On Self-Perception, Matterng, And Attitudes About The Elderly For At-Risk Adolescents**

Adviser: Stanley Bennett

1998

University Of Maryland, College Park

Pages: 149

This study determined whether at-risk adolescents involved in intergenerational community service experience achieve higher scores on measures of self-perception, mattering, and attitudes about the elderly that at-risk adolescents not involved in such an experience.

Results indicated that the students involved in the intergenerational experience reported, even though their attitudes toward the elderly decreased, they enjoyed working with the elderly. The analysis also indicated that adolescents who worked with elderly patients in nursing homes did not exhibit an increase in self-perception when compared with students in the two control groups. In addition, the analysis showed that adolescents who worked with elderly patients in nursing homes did not exhibit an increase in mattering when compared with students in the two control groups. The results of the multiple regression indicated that for adolescents working with the elderly two variables were significant in the Pre-test model and behavioral conduct and specific mattering. However, the post-test administrations indicated that neither the mattering nor the self-perception variables were successful in predicting attitudes about the elderly for the at risk adolescents participating in the nursing home project.

*Categories: impacts, intergenerational, k-12, at-risk youth*

**Ridgell, Charles Edward****145 Student Perceptions: Before And After Student Service-Learning**

Adviser: Daniel Huden

1995

University Of Maryland, College Park

Pages: 211

This study measured changes in students' perceptions on two of the State Board of Education's student service-learning outcomes; social and civic responsibility and political efficacy. Students' perceptions were measured by three scales on the National Learning Through Service Survey developed by Search Institute: (1) attitudes toward personal and social responsibility; (2) intent to serve; (3) locus of control.

Results showed no statistically significant differences on the three scales. Some pre-survey means were statistically significant on some scales; however, when an Analysis of Covariance was performed on the post surveys using the pre-surveys as the covariate, neither statistically significant difference was found. In a comparison of the three high schools, no statistically significant differences between the students' perceptions of service before and after their student service-learning experience were found. There was a modest to strong correlation between the pre-surveys and post-surveys on the three scales.

*Categories: k-12, mandatory service*

**Rosenbaum, Victoria Mekosh**

<sup>146</sup> Understanding College Age Volunteers' Behavior

Adviser: James R. McIntosh

1997

Lehigh University

Pages: 172

This study explores common characteristics of volunteers, their motivation, and common rewards for volunteering. For five semesters, students who opted to volunteer for a sociology class rather than take a test were studied.

Results suggest that significantly more females than males volunteered, and that the volunteers had a higher mean GPA than nonvolunteers. Motives for volunteering and the needs satisfied by the activity differ among individuals. College age volunteers were motivated significantly by self-satisfaction needs and intrinsic rewards; some students volunteered to fulfill practical needs, such to avoid an exam, yet others volunteers cited altruistic reasons for joining. Successful volunteers considered themselves more religious and had a higher mean score on the liveliness factor on the personality instrument than students who did not complete the volunteer.

*Categories: community service, impacts, youth development, tutoring*

**Sadler, Robert G.**

<sup>147</sup> A Report Of Five Case Studies Using A Reverse Role Tutoring Procedure In A Secondary School Work Experience Program For Students Labelled As Mentally Handicapped

Adviser:

1992

The University Of Manitoba (Canada)

Pages: 108

This study observed, recorded, and reported on the observable effects of a reverse-role tutoring program intended to increase self-esteem in five high school work experience students considered to be Trainable Mentally Handicapped.

Results failed to produce any conclusive evidence that self-esteem could be raised by this educational approach within the limitations of the study. However, it was felt that reverse-role tutoring did not produce any negative effects and ought not to be deemed any better or worse than other approaches.

*Categories: disability, tutoring*

**Sallade, Charles Ronald**<sup>148</sup> An Assessment Of Youth Development/Community Service Programs From Iowa Public School Superintendents' Perspectives

Adviser: Ross A. Engel; Charles Railsback

1990

Iowa State University

Pages: 238

This study surveyed 433 Iowa public school superintendents about their perceptions of service learning. They gave their views on youth participation in service programs, youth who participated, service opportunities in their schools, and optimal service opportunities.

Results show that aside from youth organizations such as scouting or 4-H, youth participation in community service was moderately low. Parent education, drug abuse prevention, family crisis counseling, peer helping/peer tutoring, and individual crisis counseling were perceived as most desirable activities.

*Categories: community service, impacts, literature reviews, youth development*

**Saunders, Lisabeth C.**<sup>149</sup> Testing A Model Of Empowerment In An Early Adolescent Sample

Adviser: Abraham Wandersman

1997

University Of South Carolina

Pages: 210

This study attempted to test a model of empowerment in early adolescents using Zimmerman's model of empowerment. Participants in the study were comprised of two samples each of 147 middle school students drawn from two southeastern schools.

Results indicate that (1) adolescents who have participated in more civic and voluntary activities in their school and community have a better understanding, attitudes, and ability to effectively participate in their school, (2) the Zimmerman three-factor model of empowerment does not fit the adolescent sample and a two-factor solution is more feasible, and (3) the variables in the Zimmerman model are not related in ways that were expected.

*Categories: civic education, impacts, k-12, community service*

**Savoie, E. Joseph****150 The Development Of A Collaborative Effort To Establish A University-Based Service-Learning Program: A Case Study**

Adviser: Frank Smith

1995

Columbia University Teachers College

Pages: 354

This case study documented through ethnographic and participatory action research, the development of a collaborative effort to establish a university-based service-learning program. Specifically, the study addressed the socio-political and leadership strategies used to engage partners in the building of a collaborative relationship; examined models for collaboration and their ability to facilitate program development; and explored the involvement of a university and the ways that it affected the effort. Multiple methods of data collection were utilized including documentation and archival records, questionnaires, a focus group, interviews, and participant observation.

Results show that collaboration is community building and building communities is a political act. Political reasoning or strategic representation provides tools necessary for the construction of communities. Leadership is also an essential factor in the success of collaborative endeavors. But leading a collaborative, where there is no direct control over members, is different from traditional organizational leadership.

*Categories: higher education, program development*

**Scheneman, Carl Stephen****151 The Role Of The 4-H Youth Program Of The Ohio Cooperative Extension Service In Citizenship Education**

Adviser:

1980

The Ohio State University

Pages: 161

This study explored the role of a youth-service organization, the 4-H Youth Program of the Ohio Cooperative Extension Service, in citizenship education. The role of the Ohio 4-H Youth Program was based on an analysis of citizenship-related 4-H projects and activities that were conducted during fiscal year 1979.

Results show the following: 1) Faculty members generally conceive a democratic citizen to be a participator, and those members who participated in 4-H tended to participate more than others; 2) 4-H tends to emphasize learning over knowledge, and leadership over law; 3) The most prevalent citizenship-related projects and activities are: leadership training sessions, 4-H club governance, U.S. flag etiquette, leadership development projects, community improvement projects, and service on boards, commissions and committees with adults; 4) 4-H members are recognized for their citizenship participation; and 5) The most frequently used resource persons are government officials, business persons, legislators, school personnel, and civic organization leaders. Resource persons predominantly serve as speakers at citizenship-related activities.

*Categories: civic education, community service*

**Schindler, Doris Lacy**<sup>152</sup> Intergenerational Programming: A Confluence Of Interests Between The Frail Elderly And Urban Youth

Adviser: Gerald F. Blake

1992

Portland State University

Pages: 131

This study explored the outcomes of Project MAIN, an intergenerational program where disadvantaged youth planned and operated a shopping service for frail elderly clients, continuing their education and working part-time.

Results show that measured in levels of satisfaction for both elderly clients and participating youth, outcomes were high in the pilot project, with its four weeks of intensive training and careful supervision. From the outcome of the pilot project it is evident that the concept of Project MAIN was a viable one for meeting the needs of frail elderly and youth. However, from the demonstration phase it was seen that without adequate funding the quality of the shopping service declined.

*Categories: intergenerational, at-risk youth*

**Schollenberger, Janet Wray**<sup>153</sup> Opportunities For Higher Levels Of Thinking As They Occur In Service-Learning

Adviser: Malcolm A. Lowther

1985

The University Of Michigan

Pages: 219

This study examined opportunities for high school students to become involved in higher levels of thinking through service-learning. Higher levels of thinking is defined as all cognitive indicators above the knowledge level in Bloom's taxonomy. Service-learning is defined as a curriculum approach to experiential learning.

Results indicate the following: (1) that both the service-learners' quality of performance score, and its self-perceptive score, showed its students were offered an opportunity to be involved in higher levels of thinking through participation in service-learning; (2) that the amount of time spent in Service-Learning did not promote higher levels of thinking; and, (3) that the all-school test scores did not correlate with the higher levels of thinking scores.

*Categories: impacts, k-12*

**Seigel, Susan Ellen**

<sup>154</sup> Community Service-Learning As Empowering Pedagogy: Implications For Middle School Reform

Adviser: Byrd L. Jones

1995

University Of Massachusetts

Pages: 235

This study identified the meaning six middle school teachers constructed around service learning. Believing that community service-learning has the potential to be an empowering pedagogy, this study addressed teachers' perceptions of teaching and learning, service-learning as defined within the school's context, and contrasted teachers' purposes for service-learning with their students' perceptions of their service experiences. Observations, interviews, and surveys with six teachers and their students present five case studies on the topic.

Results show that student-centered schools accommodate service learning more easily than other schools. Teachers involved with service themselves incorporated service into their curriculum. Teachers' understanding of service-learning as a pedagogy also shaped the quality of their service practices in terms of identifying community needs and structured reflection. Service learning served to connect community service learning to instruction, to promote affective learning, and to implement a problem-posing curriculum centered around community issues. Service learning was only marginally perceived by teachers and students as an empowering pedagogy.

*Categories: service-learning, case study, faculty, impacts, youth development*

**Shapiro, Howard Stanley**

<sup>155</sup> Foxfire-Vermont: A Retrospective Case Study Of A Rural Staff Development Curriculum Program

Adviser:

1980

University Of Massachusetts

Pages: 261

*Categories: k-12*

**Shelley, Charles Arthur, Jr.****156 The After-School Activities Of Fifth Graders: A Study Of Commonality, Teachers' Ratings And Educative Value**

Adviser:

1984

Michigan State University

Pages: 120

This study investigated the common after-school activities of a specific population of fifth graders and to compare teachers' perceptions of the value of these activities to academic achievement. This was done through an open-ended survey on which students were asked to provide, in twelve categories, examples of their actual after-school activities over a four day period.

Results showed the range of participation levels of the activity types to vary from 97% for television viewing of all types and 96% for outdoor play activities to less than 1% for activities such as playing with dungeons and dragons gamebooks or visiting a museum. High agreement among the rank ordering of participation in activities on each of the four days surveyed indicated that similar populations were responding, although the exact number of students responding on each day varied. High agreement on the ranking by occurrence of participation in activities among each quartile of achievement test performance appeared to lessen the probability that a given activity type might be used as a predictor of academic achievement. A moderately high degree of agreement on activity selection in each of twenty-three schools shows the probability of activity types being common across schools.

*Categories: community service, k-12, attitudes, experiential education*

**Shumer, Robert D.****157 Learning In The Workplace - An Ethnographic Study Of The Relationship Between Schools And Experience-Based Educational Programs**

Adviser:

1987

University Of California, Los Angeles

Pages: 270

This study examined how school and field site staff work together to improve student learning in an experiential high school program. Using participant observation and interview techniques, the role of school coordinators in facilitating the learning process at five field sites was studied. The sites were categorized as offering excellent or poor learning opportunities. School classrooms were also observed to determine the extent to which academic courses established connections with the practical applications being experienced at the field sites.

Results indicate the following: (1) the quality of learning at field sites can be enhanced by increased involvement of school program coordinators; (2) the assignment of educative responsibilities at field sites were not granted to students unless they earned them through their attitude, task performance, and other behavior.

*Categories: experiential education*

**Siebold, Marilyn Lyn****158 An Assessment Of A Community Service Program For Allied Health Students**

Adviser: Felicia Ferrara; Carol Todd

1998

The University Of Sarasota

Pages: 144

This study evaluated the Community Service Program at College of Allied Health by (a) describing the Community Service Program using the standards as outlined in the Principles of Good Practice for Combining Service and Learning; (b) describing student and faculty perceptions of the Program; and © comparing perceived outcomes among variables of prior service experience, career goals, and student demographics. The subjects were 56 students in academic programs graduating in spring, 1998.

Quantitative and qualitative data were collected from the Community Service Student Survey, student group interviews, and individual faculty interviews.

Results support a positive comparison of program characteristics with the Principles of Good Practice for Combining Service and Learning. Students indicated positive perceptions toward community service and the Community Service Program. No significant differences in student perceptions were found among the variables of demographics, career goals, or prior service experience. Faculty unanimously supported the Community Service Program. The Community Service Program demonstrated a high relationship with quality standards, with areas in need of improvement. Students did not view community service as a learning experience, but rather a graduation requirement.

*Categories: higher education, impacts, mandatory service, service-learning*

**Siscoe, Denita S.****159 Service-Learning In 4-Year Public Colleges And Universities: Programs, Profiles, Problems, And Prospects**

Adviser: Barry Lumsden

1997

University Of North Texas

Pages: 133

This study investigated the levels of involvement in service-learning programs and activities in four-year public colleges and universities in the Southern Association of Colleges and Schools (SACS). A modified version of the American Association of Community Colleges' 1995 Survey on Community Service and Service Learning in Community Colleges and 1997 Survey on Service Learning in Community Colleges was sent to 116 chief executive officers.

Results show that 47% institutions had service-learning programs on their campuses during 1996. The study investigated the profiles of these schools, programs, and the service learning participants.

*Categories: higher education, literature reviews, public education*

**Smith, Brian Quinton****160 A Comparison Of Selected Social And Psychological Characteristics Related To Experiential Education, Traditional Instruction, And Work Experience**

Adviser:

1981

University Of Pittsburgh

Pages: 192

This study investigated potential differences in the scores on selected measures of personal and social responsibility, self-esteem, attitudes toward adults, attitudes toward participation in the community, awareness of career planning and exploration, and ability to problem solve among three groups of students: those in a CBEE program with work experience, those in a Community Based Experiential Education (CBEE) program without work experience, and those in a traditional curriculum with work experience.

Results showed only significant gain between pretest and posttest scores was found in awareness of career planning and exploration within both CBEE groups. A significant interaction was found between this mean pretest-posttest change and the focus of instruction. The group in the traditional curriculum with work experience had significantly higher mean test scores on personal and social responsibility, attitude toward adults, and attitude toward participation in the community. The CBEE group with work experience had significantly higher mean scores on problem-solving ability than the CBEE group without work experience.

*Categories: impacts, career*

**Smith, Marilyn W.****161 An Assessment Of Intended Outcomes And Perceived Effects Of Community Service-Learning Participation For College Students: "Striking A Chord In The Key Of C"**

Adviser: Daniel Huden

1993

University Of Maryland, College Park

Pages: 210

This study investigated the intended outcomes of service learning on participants, particularly in light of the fact that colleges and universities are integrating community service as an element of the undergraduate experience, and influential politicians and national organizations are creating policies that connect service and education, despite the lack of scholarly research into the effects of service participation on the students who serve. Administration from a national organization, government policy makers and the administration, faculty, program managers, and students from an institute of higher education were interviewed and studied. Views were extracted on 13 themes of service learning outcomes: Personal Connections, Career Development/Goal Setting, Change, Competencies, Contribution, Spiritual Development, Commitment, Clarification of Values, Confrontation, Cognitive Connections/Curriculum, Self-Concept, Civic Participation, and Emotions.

Results reveal considerable harmony, as well as dissonance between the intended outcomes and the students' perceived effects. Analysis of service-learning discourse extracted common words and phrases through which the conceptual themes for outcomes are conveyed. The findings provide a basis for informed policy and program design, a model for institutional goal clarification and assessment, and the foundation for further service-learning research.

*Categories: service-learning, impacts, youth development*

**Smithmier, Angela Marie**162 Linking Schools With Community-Based Services: A Multisite Case Study On School Organizational Response To Reform

Adviser: Carolyn J. Kelley

1998

University Of Wisconsin - Madison

Pages: 306

This study looks at the extent to which the organizational capacity of public urban schools able to accommodate school-linked integrated services and which organizational conditions facilitate or constrain school-linked services. Qualitative data is drawn from a two-phase, multisite case study of four urban schools (one elementary, two middle schools and one high school) and two low-SES neighborhoods surrounding the school attendance areas. Data sources include in-depth interviews, observational field notes in both the schools and neighborhoods, and a review of relevant documents dating from 1992 to 1996.

Results create a theoretical bridge between two distinct literatures: organizational theory and educational reform concerned with pre-learning needs of students. This bridge is meant to contribute to promoting and supporting learning for students with high needs.

*Categories: k-12, organizational change*

**Snyder, David Wayne**163 Cultural Pluralism And Civic Education: Service-Learning Capacities In Prejudice Reduction And Social Development

Adviser: John Hurst

1997

University Of California, Berkeley

Pages: 333

This study raised issues of how claims in civic ethics are adjudicated across cultural differences. A qualitative methodology using observations and interviews was used to gather data on a residential youth leadership development program of 42 youth whose backgrounds mirrored the diversity and complexity of American society. A close learning community emerged with elements of social capital (trust, reciprocity norms, and extended interpersonal networks).

Investigation and comparisons with previous research proposed that community service activities and smaller scale cooperative and democratic educational approaches hold significant potential for resisting neo-tribal conflicts in our era. The study advised that working to involve youth together in common tasks may initially be easier to achieve than attempting to equitably measure and adjudicate longstanding historical conflicts. Encouraging engagement of sympathetic and equitable impulses and interests of youth in diverse cultural settings is advocated as a vital means for initiating valuable symbols of intercultural associations, enabling work toward a democratic and pluralist civic ethics in American society.

*Categories: civic education, multicultural issues, impacts, youth development*

**Stanger, Brett Wilson****164 Parent/Guardian(S) Perceptions Of Career Awareness, Career Exploration And Comunity-Based-Learning (School To Work)**

Adviser: John Dirx

1997

Michigan State University

Pages: 183

This study identified parent and guardian views on school-to-work programs, career awareness, career exploration, and community-based-learning. Parental influence on children and on school boards can have major implications for determining funding and curriculum support at the local level. A self-report questionnaire was sent to parent and guardians of junior high and middle school and high school students from five school districts in the State of Michigan.

Results indicate that parents and guardians who responded were very supportive of school-to-work initiatives. Gender and level of education of the respondent, age of the child, gender of the child, and parent/guardians' expectations for educational attainment of the child were not associated with those perceptions. The results indicate that parents would support school-to-work initiatives in their school districts.

*Categories: k-12, school-to-work, youth development*

**Stanton, Timothy K.****165 Theory And Practice In Service-Learning Curriculum Design: The Experience Of Participants In An Instructional Development Seminar**

Adviser: Leo Johnson

1994

The Fielding Institute

Pages: 220

This study examines the experience of 12 postsecondary education faculty and administrators during and after a faculty development seminar on service-learning pedagogy. The study is intended both to build upon and elaborate research on instructional improvement efforts related to service-learning pedagogy, and on faculty development initiatives generally.

Results show that in the aggregate the seminar's goals were largely met. Analysis of participants' responses suggests that three, related sets of factors were important to this success. Participant factors: (1) motivation to learn about service-learning; (2) concrete goals related to service-learning curriculum design and instruction; (3) perceptions that connecting study and service will be supported by administrators and colleagues; (4) roles that enable them to undertake seminar-related work, and buffer them from budgetary and promotional pressures. Seminar factors: (1) practical, action orientation; (2) intensive and interactive process; (3) presentation of relevant foundational knowledge and theories; (4) presentation of effective, varied models with opportunity to reflect on their application to participants' roles and institutional context; (5) opportunities to learn, practice and reflect upon specific service-learning pedagogies. Participant institution factors: (1) financial stability; (2) support for student volunteer service; (3) support for teaching generally and study-service connections specifically.

*Categories: faculty, program development*

**Stiles, James Michael**

<sup>166</sup> A National Study Of Community Service In Southern Baptist Institutions Of Higher Education

Adviser: John Eddy

1998

University Of North Texas

Pages: 118

This study surveyed the community service programs in the 53 identified Southern Baptist colleges and universities in 18 states of the United States to determine the presence and extent of any such programs. University personnel were surveyed to determine the extent of community service programs in the 1992-1993 academic year and in 1996-1997 academic year.

Results show that Southern Baptist institutions of higher education were found to have community service programs that vary from institution to institution. Some are minimal and others are extensive. The longitudinal study identified growth in community service programs and activity including the development of more extensive programs over the four-year period.

*Categories: higher education, organizational change, literature reviews*

**Stoyanoff, Karen Braatz**

<sup>167</sup> An Evaluation Of An Experiential Education Project: To Develop A Model Of Evaluation For Use In Field Education In A Seminary, Using Transactional Analysis To Analyze Data Relating To Interpersonal Interaction; And To Describe The Experiential Education Received By Students Participating In The Project.

Adviser:

1978

Northwestern University

Pages: 309

*Categories: program development*

**Stuart, Carol Anne**168 A Study Of Adolescents' Reflections On Life Events During Training To Be Peer Helpers

Adviser: Vance Peavy

1995

University Of Victoria (Canada)

Pages: 249

This study examined the nature of adolescents' reflections on life events and identified the factors related to this reflection during peer helping training. Two different training groups were used. The first group of 16 teens were from three high schools in a suburban school district. Following peer helping training, teens were involved in the peer helping program in their school. The second training group included 4 teens and 4 young adults (under 23 years of age), from a private agency that offered counselling to teens for drug and alcohol abuse. The agency planned to develop a peer helping program following training.

Results show that personal reflection on life events appears to be a crucial experience for teens in peer helping training. Personal reflection is triggered by training activities, and is managed by a strategy which can be called presentation of the personal self. This strategy seems to be influenced by the contexts of (a) trust, (b) a support network, and (c) the tension between personal development and the development of helping skills. The building of a helping persona may be the outcome of the interaction between the other six theoretical elements.

*Categories: mentoring, reflection, k-12*

**Swenson, Janet A.**169 The Write For Your Life Project (Service Learning, Inservice)

Adviser: Patti Stock

1998

Michigan State University

Pages: 128

This study investigates and discusses communication via listserv between participants of the Write for Your Life Project (WFYL). WFYL invites teachers and students at sites in ten states to develop, in dialogue, inquiry-based literacy curricula designed to address what students perceive to be challenges to their health and well-being in their local communities.

Results show that WFYL teachers developed a strong sense of community by affirming and confirming their goals for the WFYL Project and the importance of the network in which they have developed productive patterns of leadership and a shared understanding of what makes their network valuable to them. Within the network, teachers offered one another what the literature identifies as "authentic" professional development opportunities.

*Categories: organizational change, faculty, at-risk youth*

**Tambo, Leke Ivo**170 Planning Community Service Programs In Cameroon Secondary Schools: An Exploratory Study

Adviser:

1980

State University Of New York At Buffalo

Pages: 134

This study identified the concept of community service in curriculum planning as an adequate tool for integrating school learning with community improvement concerns. The central purpose or question of the study was to identify procedures and make suggestions that may be useful in efforts to broaden the scope of community service programs in Cameroon general secondary schools. This study was based mainly on analysis of selected Cameroonian Government and other official documents, curriculum guides for Cameroon secondary schools, theory of curriculum planning and data collected from some secondary school principals in Cameroon.

Results show that 1) integrating authentic community problems into the curriculum connect the school with the community; 2) Students' need and interests should be considered; 3) community service needs should be integrated with other curriculum offerings of the school through the process of unit teaching, 4) specific resource units based on identified themes or topics should be developed and made available to the teacher as aids to advance planning; 5) community service experiences of students should be duly evaluated and be included in the schools' graduation requirements. 6) adequate financial support should be allocated.

*Categories: multicultural issues, organizational change*

**Tarallo-Falk, Joellen**171 The Socialization Of Medical Students In A Preventative Health Community Service Learning Experience

Adviser: Jay P. Heubert

1995

Harvard University

Pages: 269

This study examined medical students' perception of a service learning program that promotes preventive health practice. Interviews, journals and papers, program evaluation data, and observations were used to determine the impact on medical students participating in "Partners in Health Education," a program at Dartmouth Medical School which places students in public schools to work with teachers on the delivery of health education and prevention programs.

Results show that participation affected students in three areas: communication skills, the use of developmentally appropriate health education strategies, and the recognition of social context as it relates to health and disease prevention. Students participated in service for three major reasons: to contribute to social action, for personal well-being, and for the educational experience. A framework explaining the links between service and the academic program, through applied and extended learning, is presented. The perception that service impact participants is discussed.

*Categories: adult education, higher education, health sciences / health education, impacts*

**Templeton, Nancy Sue****172 An Empirical Examination Of The Importance Of The Reflective Component Of An Experiential Education Program: Magic Me**

Adviser: Kenneth Maton

1993

University Of Maryland, Baltimore County

Pages: 210

This study examined the value of a reflective component in experiential education, particularly the effect of reflection in connecting experiential education to general principles. Students seem to readily understand the real life applications of experiential education, generalizing the principles being taught is more difficult. Subjects were 96 students involved in Magic Me, a service program where students visit nursing homes, divided into three groups: helping with reflection, helping without reflection, and control.

Results of a MANCOVA showed that the helping group with reflection made significant gains on the SPRS. At one school the reflection group students were less likely to have dropped out of Magic Me than the non-reflection group, suggesting the possibility that reflection enhanced the cohesiveness of the group. The reflection group rated themselves as less impulsive than either the non-reflection or control groups. No significant differences were found regarding the area of moral development.

*Categories: control groups, experiential education, reflection, impacts*

**Terrill, Clarence Ray****173 A Descriptive Study Of The Differences Of Perceptions Of Benefit Of Criminal Justice Experiential Education Students At Michigan State University: A Follow-Up**

Adviser:

1984

Michigan State University

Pages: 164

The study describes the effects of the experiential education program of the School of Criminal Justice at Michigan State University program on graduates in terms of: (a) career development, (b) career stability, (c) agency shock, and (d) burnout. The study examines field experiences and work experience in order to describe the impact of these experiential education opportunities on graduates' careers. Students of Michigan State University who participated in a field experience offered during Spring Term 1975 entitled Criminal Justice Practicum were compared to students who did not participate on the basis on career stability, career opportunity, agency shock, and burn-out.

Results of the research questions proposed were individually discussed; and from the data it was concluded that one of the eight research hypotheses could be rejected in the null form (practicum graduates will not find a job in the criminal justice system any sooner than non-practicum graduates), six could not be rejected in the null form and one could not be statistically tested.

*Categories: higher education*

**Thompson, Sandra Leigh Lambert**174 The Effect Of Service Learning On Professional Development As Perceived By Students Attending Selected Accredited Interior Design Programs

Adviser: Kenneth Paprock

1995

Texas A&amp;M University

Pages: 91

This study examined students' professional development growth as they participated in service-learning. A pre-test/post-test questionnaire was designed by the researcher adapted from the 1988 Foundation for Interior Design Education Research (FIDER) Standards and Guidelines was given to 172 students enrolled in design courses in the Fall of 1994.

Results found no significant differences at the 0.5 level of significance between the experimental and control groups and professional development, between the groups and their global perception of professional development enhancement, nor between student demographics and perceived professional growth. A tendency was found for students enrolled in service-learning sections to be more likely than students enrolled in non-service-learning sections to report that their global perception of professional development had been enhanced.

*Categories: interior design, control groups, higher education*

**Travis, Donald Stuart**175 Citizen Service And American Citizenship (Service Systems)

Adviser: James A. Stever

1998

University Of Cincinnati

Pages: 250

This study explores the relationship between the citizen and the state in the context of service. Individuals perform duties that balance with rights, and accept obligations that earn benefits. These are tradeoffs performed through service that forge the link between the citizen and the state. The seminal question in this study is: what constitutes the more appropriate citizen values, given that public institutions have taken it upon themselves to shape citizen values through the act of service? What kind of citizen service is more appropriate for the citizens of the United States as the nation steps into the twenty-first century?

The first citizenship was outlined by the framers during the founding era (1775-1791). Out of the progressive era two antagonistic national security visions emerged in response to the challenges of modernity. One was advanced by liberal progressive social scientists aligned with Charles A. Beard, and is called the Beardian vision. Theodore Roosevelt and Alfred T. Mahan represented the other, known here as the Neo-Hamiltonian vision. Each impacted the development of current service systems such as the national security structure (Military Forces) and the public (human) service system represented by the Corporation for National and Community Service (AmeriCorps).

*Categories: civic education, history / social studies, impacts*

**Traylor, Cynthia F.**

- <sup>176</sup> A Comparative Analysis Of Selected Criteria Used In Four-Year Colleges And Universities To Evaluate Teaching, Scholarship, Service, And Faculty Overall Performance

Adviser: Richard I. Miller

1992

Ohio University

Pages: 219

This study surveyed four-year universities to determine if the criteria used to evaluate faculty performance in teaching, scholarship, and service differ based on the control and classification levels of institutions. As a replication of a study by John Centra (1979), 426 chief academic officers of four-year institutes were surveyed, community service was one of six criteria.

Results indicate that the use of evaluative criteria has fluctuated since 1979, but classroom teaching and scholarly activity are still the greatest factors. Teaching performance is based on student ratings and chair and dean evaluation. Scholarship performance is based on publishing. Scholarship performance is stressed over teaching performance in research and doctorate-granting universities. This study suggests that teaching, not scholarship, should be made a number one priority in colleges and universities.

*Categories: community service, faculty, youth development*

**Turner, David**

- <sup>177</sup> Story And Vision: Shared Praxis In Service To An Institutional Mission (Roman Catholic, Rule Of St. Benedict, Values)

Adviser: James E. Loder; E. David Willis

1996

Princeton Theological Seminary

Pages: 182

This study looks at a class "Person in Community." The goal of this course was to expose entering first-year students to the institution's articulated mission. Since the university's mission statement speaks of learning to "live and work in community," and the Carnegie Foundation for the Advancement of Teaching in its 1990 report *Campus Life: In Search of Community* insisted that every college or university be a community, the thesis project was designed to use the "shared praxis" approach developed by Dr. Thomas Groome of Boston College as a ministry intervention that would aid in community development with a group of students enrolled in one section of the required first-year seminar course.

Results demonstrated that the participating students could articulate ways in which they saw the institution's stated values as lived realities on the campus as well as ways in which these values could be appropriated into their own lives. Experience with the use of the shared praxis approach confirmed Groome's conclusion that this approach can be applied outside the area of Christian education and even be used in traditions other than Christian.

*Categories: faith-based, higher education*

**Turner, Kathy Ann**

<sup>178</sup> Contextual Learning: A Methodology To Augment Development of Critical Thinking And Interpersonal Skills (Service Learning, Americorps)

Adviser: Robert J. Fallows

1998

Northern Arizona University

Pages: 179

This study examined skills and knowledge acquisition by students within a contextual learning AmeriCorps program. Research focused on how contextual learning augmented skill development, what skills developed, and which learning styles or personality traits were best suited to contextual learning.

Results show that contextual learners were predominantly people orientated, self-challenged, and sensitive to feedback. Contextual learning developed cooperation and collaboration skills, organizational abilities, problem analysis, critical thinking skills, professionalism (ability to develop and implement projects), self-motivation and reliance, patience, perseverance, stress tolerance, and initiative.

*Categories: higher education, impacts*

**Udom, Udoh Elijah**

<sup>179</sup> The Politics Of National Service Programs: A Comparative Study Of The National Youth Service Corps In Nigeria And Volunteers In Service To America In The United States

Adviser:

1981

The University Of Texas At Austin

Pages: 337

This study compares the National Youth Service Corps (NYSC) and the Volunteers in Service to America (VISTA). These two programs were established in response to social problems attendant upon a condition of ethnic pluralism: namely, socio-economic inequality, parochial sentiment, ethnic conflict and distrust, and prejudice, to name but a few. In specific terms, VISTA was created in 1964 to fight a war against poverty, while the NYSC was created in 1973 to function as a citizen-making mechanism.

Results indicate that these programs have not been able to meet their original mandates, however they play other vital roles necessary for the survival of modern nations. These programs serve as (1) agents of adult political socialization and resocialization; (2) a clearinghouse for ethnic groups; (3) a vehicle for the government-citizenry alliance for national development; and (4) a catalyst for a self-reliant spirit in local communities. It may be argued that such roles more than justify the existence of these programs.

*Categories: national service, impacts*

**Van Willigen, Marieke Minke**

- <sup>180</sup> Social-Psychological Benefits Of Voluntary Work: The Impact Of Participation In Political Activism, Community Service Work, And Volunteering On Individual Well-Being

Adviser: Catherine E. Ross

1997

The Ohio State University

Pages: 214

This study investigated the relationship between voluntary work and psychological well-being. Two nationally-representative samples of participants and non-participants were studied over a period of time..

Results show that voluntary work is an important determinant of psychological well-being. Voluntary work has a larger effect on well-being than any other social role, including worker, spouse, and parent. Voluntary work is an important determinant of well-being for women, African-Americans, and the elderly because they are more likely to participate.

*Categories: community service, impacts, youth development*

**Villalpando, Octavio D.**

- <sup>181</sup> The Long-Term Effects Of College On Chicano And Chicana Students' 'Other-Oriented' Values, Service Careers, And Community Involvement

Adviser: Alexander W. Astin

1996

University Of California, Los Angeles

Pages: 240

This study involves a longitudinal analysis of the development of 'other-oriented' humanitarian values and behavior among Chicano and Chicana college students. Dependent variables include students' involvement in community service/volunteer activities, pursuit of a service career, and commitment to other-oriented life goals and values nine years after college entry. These same 'other-oriented' variables had been pre-tested when the students entered college as freshmen and again four years later.

Results show that all three nine-year outcomes for Chicano/as are positively influenced by various forms of involvement. Chicanos, compared to Chicanas, are affected more by interacting with other Chicano/as during and after college. Chicanas, on the other hand, are affected more by college experiences that address racial/ethnic or political/social issues and by participating in volunteer activities. Following Astin's (1993) theory peer group influence, these differential patterns suggest that Chicanos identify more with other Chicano/as, whereas Chicanas identify more with their peer associates in courses, discussions, and workshops. The single most important activity affecting the development of other-oriented values or behavior among white students is participating in volunteer activities during college.

*Categories: multicultural issues, higher education, impacts*

**Vogel, Eric Lynn**

182 An Analysis Of The Relationships Between Selected Variables And Current Practices In The Assessment And Academic Recognition Of Nonsponsored Experiential Learning As Reported By Cael Member Institutions

Adviser:

1983

Florida State University

Pages: 386

This study gathered and analyzed data relative to the practices utilized by the Council for the Advancement of Experiential Learning (CAEL) member institutions in the assessment and academic recognition of nonsponsored experiential learning. This study focused on determining: (1) how nontraditional assessment practices were integrated into traditional academic structures, and (2) how practitioners evaluated their assessment and credentialing process.

Results suggest that practitioners were generally consonant in how they applied and valued assessment and academic recognition practices. They were, however, uncertain concerning appropriate practices for the transfer of nonsponsored experiential learning, compensating faculty assessors, and assigning an assessment fee to students for the assessment services.

*Categories: assessment models, higher education*

**Wadsworth, Mari Biehle**

183 A Proposal For A Service-Learning Program At Mount St. Mary's College

Adviser: Lynn G. Beck; James W. Trent

1997

University Of California, Los Angeles

Pages: 175

The intention of this project was to develop a model for a service learning program at Mount St. Mary's College (MSMC). Service has been an aspect of the MSMC mission since its founding in 1925. However, there has never been a structured learning dimension to accompany service activities. Literature from and visits of 17 colleges that have organized service learning provide background for a model.

Results show that there is no one prototype for a service learning program however, using what was gleaned from literature and site visits, the model proposed for MSMC discusses structure, staffing, funding and budget, learning component, faculty involvement, student involvement, risk management considerations, and emphasizes the importance of faculty involvement and institutional funding.

*Categories: higher education, program models, Catholic education*

**Waites, Cheryl Ellegor**184 A Developmental Field-Based Practicum For Undergraduate Social Work Students: A Deliberate Psychological

Adviser: Don C. Locke

1993

North Carolina State University

Pages: 160

This study investigated the effects of a Deliberate Psychological Education program on the moral development, cognitive complexity, and problem-solving skills of undergraduate social work students. The Deliberate Psychological Education model consisted of a one-semester, role-taking experience with a cognitive developmental focus. Students participated in a field-based practicum in a human service agency and attended weekly integrative seminars. Daily journals were maintained to facilitate praxis. A quasi-experimental design was utilized to work with students during their practicum, a required course in the social work curriculum. Students were pretested and posttested using the Defining Issues Test (DIT) and the Learning Environment Preferences test (LEP). A Case Study instrument was completed at posttest time only.

Results show significant differences in the cognitive complexity gain scores of the students who participated in the Deliberate Psychological Education program. The DIT and Case Study did not indicate significant gain scores in problem-solving skills.

*Categories: higher education, impacts*

**Waring, Anna L.**185 Urging Students To Serve: Organizational Change In Three Universities

Adviser: Larry Cuban

1995

Stanford University

Pages: 240

This exploratory study investigated organizational change in universities by researching attempts to support student involvement in service at three schools noted for their commitment to service: Brown University, Georgetown University, and Stanford University. The study looked at three conceptions of change: planned change which suggests an intentional change; political/conflict change which suggests a change negotiated; and the environmental change which suggests environmental forces have caused change.

Results indicate that university presidents can play an important role in creating change, lending credence to a planned, intentional change. The environmental change was the weakest impetus for the change process as the organizational actors paid limited attention to the environment as they created and designed public service programs. Each of the universities had a unique culture that influenced the change process and resulted in different definitions of and programs for public and community service.

*Categories: administration, organizational change, youth development, public service*

**Warner, Jean Shumway**186 A Policy Study Of Youth Service: Synthesizing Analysis Of Policy Content And Policy Process Over Time

Adviser: Gary Copeland

1995

The University Of Oklahoma

Pages: 324

This study examined how policy is formulated in youth service. For this study, youth service refers to federal programs that provide America's youth with opportunities to participate in domestic, non-military, full- or part-time community service activities.

Results show that patterns emerge when policy is studied over time. A review of youth service bills in the U.S. Congress over thirty years identified only marginal change from one Congress to the next. Competing policy ideas seldom converged. Advocates for each version of youth service pursued separate strategies and addressed different audiences. Most innovations were proposed by newcomers to the youth service policy debate.

*Categories: national service, community service*

**Wasson, Louise Evelyn**187 Experiential Education: Analyzing The Match Between Program Characteristics And Learner Characteristics

Adviser:

1984

The Ohio State University

Pages: 250

This study assessed the effectiveness of thirteen community-based experiential learning programs in meeting the needs of high school students of identified characteristics. Experiential learning programs were defined as programs which placed students in the community, usually workplace settings, to achieve specified learning objectives and to earn graduation credit and/or money. Programs were categorized as either Normative or Personalistic based on the nature and degree of supervision and structure at placement sites provided by the respective programs.

Results revealed a dichotomous perspective on the purpose of secondary education: to prepare learners for adult work roles or to develop the intellect and personal effectiveness of the learner. Normative experiential education programs reflected the work training perspective. Personalistic programs emphasized the development of the individual. The literature review suggested that a relationship might exist between a learner's socio-economic status and level of ego maturity and his/her preference for structure and supervision in the context of workplace-based education.

*Categories: k-12, impacts, career, internships, high school*

**Waterbrook, John Louis**

<sup>188</sup> A Comprehensive Experiential Education Program For The Students At Walla Walla College And Its Constituency.

Adviser:

1974

University Of Northern Colorado

Pages: 184

*Categories: higher education*

**Webster Hale, Aileen Alexandria**

<sup>189</sup> Second Language Acquisition And Cultural Understanding Through Service Learning In Higher Education: A Participatory Research Study

Adviser: Alma Flor Ada

1997

University Of San Francisco

Pages: 177

This study addresses the insufficient gain of communication skills and cross-cultural understanding by college students studying a second language and investigates the affects of integrating service-learning into the traditional teaching of a second language. A series of dialogues with a group of six relevant participants served as the basis for analysis and extraction of prevalent themes related to the study.

The participants of this study unanimously concluded that service learning was a powerful method for acquiring a second language and understanding a second culture. Their level of communicative fluency in the language, with an understanding of its cultural nuances, increased beyond that which they felt a classroom environment alone could provide. Engaging in community-based language and culture learning through building relationships with native speakers increased students' self-confidence and motivation.

*Categories: language arts, higher education, impacts*

**Weis, Roger Michael**<sup>190</sup> The Pedagogical Implications Of Curriculum-Based Service Learning For Student Development In Higher Education

Adviser: Ed Sagan

1995

University Of Kentucky

Pages: 132

This study determined if significant gains in student development had been made by students in service learning projects, if mentoring aided the process, and why students opted to participate in courses with a service component. Students at Murray State University in Kentucky enrolled in a course involving service learning, were studied. The Student Developmental Task and Lifestyle Inventory (SDTLI) was selected to measure student development and the Community Service Survey was designed to measure student assessments and student motivation for service learning.

Results indicate that students participated in service learning to satisfy a personal need, to assist those who are in need, and to fulfill a social obligation. Student assessments deemed service learning a positive experience for themselves and the community and indicated a propensity for participation in community service in the future. Students indicated mentors were supportive but results were mixed regarding the importance of mentors for the service learning experience.

*Categories: higher education, impacts, mentoring, curriculum integration*

**Weisenberger, Carol Whiteside**<sup>191</sup> The National Youth Administration In Texas, 1935-1943: A Case Study

Adviser: Larry D. Hill

1988

Texas A&amp;M University

Pages: 191

This study examined the operation of the National Youth Administration (NYA) as both a relief and reform agency. The problems of youth in the depression are explored to understand the need for a solution in the form of the NYA. The study proceeds to analyze the underlying goals which would guide the NYA over the next eight years. The NYA in Texas is used as a case study, showing how national policies geared for relief and reform were actually administered.

*Categories: history / social studies, youth service*

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**Wells, Michal Ann****192 Prejudicial Attitudes And Behaviors: The Effects Of Didactic Learning, Experiential Learning And Dogmatism**

Adviser: John Carey; Myron Trang

1989

Texas Tech University

Pages: 143

This study evaluated the impact of didactic learning, experiential learning and dogmatism on prejudicial attitudes and behaviors. Subjects were 279 students enrolled in freshman level teacher preparation classes at Texas Tech University. Subjects were pre- and post-tested on dogmatism, attitude, and tolerance related behavior.

Results show that didactic learning was found to be statistically significant in positive attitude and behavior change. Experiential learning was found to have a significant positive impact on attitude change, but was not a factor in behavior change.

*Categories: teacher education, impacts, diversity*

**Whitt, Stacy Dean****193 Effectiveness Of Experiential Education Programs In Promoting Environmental Awareness Of Youth**

Adviser: Howard Ladewig

1999

Texas A&amp;M University

Pages: 125

This study evaluated the effectiveness of three experiential 4-H Wildlife and Fisheries School Enrichment Programs developed by the Texas Agricultural Extension Service to promote environmental awareness of third and fourth grade students.

*Categories: program development, youth development, k-12, 4-H*

**Wilkinson, Charlotte Mcdougal****194 Peer Helping: The Comparative Effects Of Training And Experiential Learning On Psychological Growth Of Secondary School Pupils**

Adviser: Norman A. Sprinthall

1990

North Carolina State University

Pages: 256

This study investigated the facilitative skills, moral reasoning development, and ego development of classes in two randomly selected high schools in a school system where a peer program had been taught for over ten years, using a curriculum written by school personnel in 1979.

Results include self-reports of more than 500 elementary peer helpers indicated the majority felt they had benefited. Most agreement (70% to 80%) occurred to questions regarding intentions to refrain from using drugs and alcohol and an understanding of their dangers, too, giving strong support to the specific focus on drug education in the peer program.

*Categories: impacts, k-12, mentoring*

**Williams, Dawn Lajuana****195 Student Activism: Using Our Senses In The Way We Hear Student Voices**

Adviser: L. Lee Knefelkamp

1994

Columbia University Teachers College

Pages: 361

This study explored the modern voice of student activism in a way that would be inclusive of the diversity of students involved. Literature was reviewed in the areas of student activism, campus culture, experiential learning, gender/voice studies, racial identity, and student development. Extended interviews were used to

explore the meaning of involvement for 21 students at two liberal arts colleges. Participants included 13 women and 8 men. Five racial and ethnic groups were represented.

Results of the study indicated that students chose issues they perceived as personally relevant and within their scope of influence. Examples of causes students were involved in included curricular reform, creating a culturally sensitive campus environment, and addressing the plight of the African-American male. Activities included mentoring and tutoring elementary and junior high school students, running for student government office, and occupying administrative offices. Through this study a model of activism emerged which suggested that the degree of interaction between individual identity, environment, and activism was influenced by the degree of internal and/or external empowerment present.

*Categories: civic education, multicultural issues, higher education*

**Williams, Frances D. McConnell****196 Re-Engineering A Movement: Reclaiming Youth At Risk. An Assessment Of Selected Outcomes Of Community Service Learning Experiences In An Urban High School**

Adviser: Frederick A. Rodgers

1997

University Of Illinois At Urbana-Champaign

Pages: 264

This study evaluated the experience of 150 urban high school students who participated in a service-learning program; clarified the outcomes of service-learning participation for students; and realized the possible impact service experiences had on high school students.

Results indicate that students who were involved in the experiential community service-learning program demonstrated significant, positive gains in the following areas: planning and career exploration behaviors, responsive attitudes toward others, competence to act upon the feeling of concern for others, feelings of self-esteem and personal adequacy in social situations, and school attendance and acceptable school behaviors.

*Categories: impacts, youth development, at-risk youth, service-learning, urban education*

**Williams, Robert M.****197 The Effects Of Required Community Service On The Process Of Developing Responsibility In Suburban Youth**

Adviser: L. James Walter

1993

The University Of Nebraska – Lincoln

Pages: 170

This study investigated the effects of mandatory community service on adolescents' attitudes toward being personally and socially responsible and identified program variables and practices that were most effective in facilitating student development. Subjects were surveyed using two sections of the Experiential Educational Questionnaire (Conrad and Hedin) and the Social and Personal Responsibility Scale (SPRS). The importance of various aspects of the students' community service was measured by the Characteristics of a Community Experience Checklist Scale.

Results show no difference in attitudes towards social and personal responsibility between students who participated in the required 10 hours of community experiential program and those students who did not participate. However, students involved in mandatory community service for more than 10 hours demonstrated significant gains in their attitudes toward personal and social responsibility. The effects of required service did not significantly differ from the effects of voluntary service.

*Categories: impacts, mandatory service, youth development*

**Witherspoon, Doris Yvonne****198 Teaching Workplace Skills In The Curriculum: The Perceptions Of The Career Education Faculty At Three Community Colleges**

Adviser: Roger De Mont

1997

Wayne State University

Pages: 162

This study surveyed community college career education faculty to determine their attitudes on teaching and integrating workplace skills into their curriculum. Results are based on a nonexperimental descriptive research design in which a survey of five questions based on SCANS workplace skills was developed.

Faculty seemed to feel teaching workplace skills was important, many included them in their classes. Workplace skills integration seemed to relate to educational level of faculty, career development methods, and career area of instructor. A relationship was not established between perceptions of the importance of workplace skills and frequency of skills taught. However, to prepare to teach the skills, occupational faculty must have on-going opportunities for professional development and opportunities to visit and interact with employers.

*Categories: higher education, school-to-work*

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**Wright, Jacqueline Cornett****199 An Analysis Of Policies And Procedures In Assessing, Transcribing, And Transferring Experiential Learning Credits In Postsecondary Institutions In Alabama, Arkansas, And Tennessee**

Adviser:

1981

Memphis State University

Pages: 177

This study investigated the practices of assessing and transcribing nonsponsored experiential learning among postsecondary institutions in Alabama, Arkansas, and Tennessee. Goals and objectives of the study were to: (a) identify programs which award credit for nonsponsored experiential learning, and determine the extent of their development, (b) identify policies and procedures for recognizing and awarding credit for nonsponsored experiential learning, (c) identify policies and procedures used in transcribing nonsponsored experiential learning credits, and (d) identify policies regarding acceptance of transfer credits among institutions in Alabama, Arkansas, and Tennessee.

Results show the following: (1) Ninety percent of the postsecondary institutions indicated they provided some means of assessment for students to gain credit for nonsponsored experiential learning. (2) The most widely used method of assessment by the institutions was credit by examination. (3) Transcribing practices appeared to be uniform among institutions in this study, and most programs reported little difficulty for third parties in interpreting nonsponsored experiential learning from entries on the student's transcript. (4) Even though a large majority of institutions used one or more methods of assessment for recognizing nonsponsored experiential learning, a much smaller number of programs accepted transfer credits from other institutions.

*Categories: assessment models, program development*

**Yates, Miranda****200 Community Service And Identity Development In Adolescence**

Adviser: Youniss, James

1995

The Catholic University Of America

Pages: 120

This study investigated the relationship between community service and prosocial development in adolescents. Specifically, the study investigated a service program that required 160 Black parochial high school juniors from middle and lower-middle class families to serve at a soup kitchen as part of a year-long course on social justice. Subjects were surveyed, interviewed, observed, and asked to write quarterly essays.

Results indicate a pattern of developmental change: (1) Reflections in the initial essay were related to prior service experience. (2) Students who made reflections in the initial essay were likely to make them in subsequent essays. (3) Reflections became more encompassing over the year. Service brought out strong emotions and encouraged reflections on homelessness and society. Over the year, reflections became more encompassing as students related service experiences to their general understanding of justice and social change.

*Categories: community service, impacts, mandatory service, youth development, volunteerism, social ch*

**Zawacki, Kathleen G.****201 Personal And Family Factors Related To Service-Learning In An Undergraduate Course On Diversity**

Adviser: Esther E. Onaga

1997

Michigan State University

Pages: 153

This study explores the significance of selected personal and family factors in the decision of college students to engage in community service. Students from an undergraduate course on American diversity completed self-reported measures at the end of the course in 1995 and again two years later. Subjects were divided into three groups: Group 1, service-learning related to the course; Group 2, No Service; and Group 3, prior service not related to the course.

Results found that students who volunteer their time in service activities were more inclined to cooperate in a study related to the topic. They described how they cared about their environment and how they learned to care for others. Significant differences were found in ideological exploration for Groups 1 and 2 while the findings are equivocal for Group 3. Growth appears to be related to the community service experience, especially for students who volunteered for service. Results also showed that the Service Group represented two separate populations: One group who become attracted to community service to compensate for weaker attachments with their parents; and another group who become attracted to community service as a form of modeling civic responsibility learned from their parents. These findings suggest that incorporating service-learning activities within college courses can enhance learning.

*Categories: higher education, impacts*

**Zeldin, Richard Shepherd****202 Political Learning In The Classroom And Community: The Effects Of A Local Government Intern Program**

Adviser:

1983

Cornell University

Pages: 227

This study investigates the impact of one form of experiential learning, an internship with local government officials, on high school students' knowledge and attitudes toward government. The internships, sponsored by Cooperative Extension of New York State, were designed to supplement classroom civics education. High school juniors and seniors serve as interns to elected members of the county legislature and attend legislative sessions during school time twice a month for a semester. They also participate in group seminars and county tours. Programs in four counties were evaluated.

Results show that the intern programs were more effective than 'no-treatment' or classroom instruction. Participation in the intern program was found to account for a statistically significant amount of variance on two measures of political efficacy and on political knowledge. Strong consistencies between the descriptive and quantitative data suggest a number of program attributes which were responsible for the changes in student outcomes.

*Categories: impacts, k-12, internships, civic education*

**Zielinski, Norman R.**

<sup>203</sup> A Study Of Experiential Learning And Its Application To Secondary Schools Of North Dakota

Adviser:

1985

University Of Nevada, Reno

Pages: 120

This study explored the extent of experiential programs in existence in secondary schools of North Dakota in 1984-85. The descriptive study investigated the extent of experiential education, the types of programs being implemented, criteria for program adoption, program eligibility, program evaluation, and effectiveness of the program.

Results revealed that some experiential programming exists but to a small degree. The major emphasis was in Cooperative Education and Clinics. Internships and Practica were used in several schools in the larger school districts. When the data was restructured for grouping similar programs, Action Learning/Work Study/Service Learning as a group demonstrated the highest degree of participation.

*Categories: k-12, program development*

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