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Recent Dissertations on Service and Service-Learning Topics

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2001 – 2003

By
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TABLE OF CONTENTS

Classroom- Risa P. Gorelick, University of Louisiana at Lafayette.

39. The Description of Self-Esteem in Emotionally Disturbed Adolescents- Marcia Caren Grayson, Seton Hall University.

40. Support for Secondary Service-Learning Programs Among School Board Presidents, School Superintendents, and High School Principals- Geniene Mary Guglielmo, Fordham University.

41. A Study of Community College Student Attitudes Related to Service-Learning- Dana Lee Haines, Baylor University.

42. Implementation of Work-Based Learning in California Partnership Academies- Brooke Harms-Vogelgesang, University of La Verne.

43. The Extent and Nature of Parental Support and Involvement with Children Participating in a Community Service Project in Windsor/Essex County: The Kid's Alliance Project (Ontario)- Deborah Ann Holosko, University of Windsor (Canada).

44. Redefining Babes, Booze and Brawls: Men Against Violence. Towards a New Masculinity- Luoluo Hong, Louisiana State University and Agricultural and Mechanical College.

45. Seeing 'Practices of Hope': Re-Reading Critical Pedagogy and Service-Learning in a Liberal Arts College English Program- Julie Eastlack Hopson, University of Pennsylvania.

46. Inducing Volunteer Community Service in Undergraduates: The Relative Contributions of Prior Experience, Coursework, and the Dispositions of Empathy and Moral Development- Susan Mary Hudec, New York University.

47. Learning and Teaching for an Ecological Sense of Place: Toward Environmental/Science Education Praxis- J. William Hug, Pennsylvania State University.

48. A Study of Service-Learning at Virginia Highlands Community College and Mountain Empire Community College- Alice Hughes, East Tennessee State University.

49. Writing Toward Democracy: Service-Learning and Composition- Glenn Curtis Hutchinson, Jr., University of North Carolina at Greensboro.

50. How Does Service Enhance Learning? Toward an Understanding of the Process- Elaine Kimiko Ikeda, Indiana University.

Case Study- Bruce J. Pontbriand, Boston College.

78. Moral Development in College Students Engaged in Community Service-Learning: A Justice-Care Perspective- Susan B. Pratt, Boston College.

79. Learning Beyond the Classroom: The Institutionalization of Service-Learning Programs in United States Community Colleges- Mary Kathryn Prentice, University of Texas at Austin.

80. Exploring the Impact of Innovative Pedagogy on Faculty Work: The Case of Service-Learning- Dean Alan Pribbenow, University of Wisconsin – Madison.

81. Butterflies, Boundaries, and Breadfruit: The Shared Story of a Service-Learning Experience in Jamaica- Adam Renner, University of Tennessee.

82. How Service-Learning Experiences Benefit Physical Therapy Students' Professional Development: A Grounded Theory Study- Pamela Reynolds, Duquesne University.

83. Home Schooling at the High School Level: Observances, Characteristics, Perceptions, and Attitudes of Six Students and Their Parents- Lorraine Stahl Rice, Temple University.

84. Portrayal of Organized Charitable Activity in High School American History Textbooks- Steven William Ross, Rutgers The State University of New Jersey, New Brunswick.

85. Impacts and Effects of Service-Learning on High School Students- Bryan Richard Rossie, University of Minnesota.

86. A Sustaining Service-Learning: Pentadic Analysis for Programmatic Critique- Amy Rupiper Taggart, Texas Christian University.

87. Best Practices in Service-Learning at Christian Private Liberal Arts Colleges and Universities- Regan Harwell Schaffer, Pepperdine University.

88. The Service Sojourn: Conceptualizing the College Student Volunteer Experience- Brian C. Schmidt, University of Utah.

89. Service Helix: A Grounded Theory of College Student Development and Outcomes Through Involvement in Community Service- Mary Kay Schneider, University of Maryland College Park.

90. By Whom and How Is Service-Learning Implemented in Middle-Level Schools Involved in Documenting School Improvement. A Quantitative Study of Opportunity-to-Learn Conditions and Practices- Anne M Seitsinger,

University of Rhode Island.

91. The Politics of Community-Based Partnerships in the Development of Alternative Elder-Wellness Networks and Service Delivery Systems- James Thomas Shon, University of Hawaii.

92. School-to-Work: Connecting Students to the Work World- Karen Coach Smitherman, Pacific Lutheran University.

93. Student Development Outcomes in Service-Learning Training for Teacher Education- Hilda A. Sramek, California State University, Long Beach.

94. The Mount Leadership Society: Promoting Intersections of Leadership and Social Change in a Service-Learning Class- Donald Anthony Stenta, Ohio State University.

95. An Examination of Two Approaches to Experiential Learning and the Impact of Service-Learning Multicultural Awareness- Angela Mooneyham Stowe, Auburn University.

96. Two Studies of the Impact of Performance Feedback on Community Service-Learning Among College Students- Mahesh V. Subramony, Central Michigan University.

97. Service Learning in a Medical School: Psychosocial and Attitudinal Outcomes- Carrie Leann Switzer, University of Pittsburgh.

98. An Analysis of an After-School Service-Learning Program for Elementary School Children- Sally (Sarah) Cahill Tannenbaum, California State University, Fresno and University of California, Davis.

99. A Case Study of Community Action Service-Learning on Young, Gifted Adolescents and Their Community- Alice Wickersham Terry, University of Georgia.

100. The Effects of Character Education on Student Behavior- William G. Thompson, East Tennessee State University.

101. Theoretical Basis of Service-Learning Programs at Postsecondary Institutions- Rochelle Kay Thury Von Eye, University of South Dakota.

102. Service-Learning in Social Work Education; Building Democracy Through Informed Citizenship- Ryan Tolleson Knee, University of Denver.

Alexander, Peter Todd

<u>Math And Social Justice: A Capstone Course For Undergraduates</u>

Adviser: Julian Weissglass

2001

University of California, Santa Barbara

Pages: 278

This case study combined student, observer, and instructor data to describe the activities and interactions of students. Afterwards, students participated in a follow-up study to assess their mathematical skills and determine their attitudes about their Math and Social Justice (MSJ) program. In the follow-up, students were able to use mathematics to interpret data relating to social justice issues.

All but one student deemed the MSJ experience as highly positive and significant. This research makes three contributions: it provides a successful example of a mathematics course designed to enhance responsible citizenship, it offers a set of topics to develop a quantitative worldview, and it provides an extensive data of interactions for a cooperative mathematics classroom.

Categories: case study, citizenship, curriculum integration, higher education, mathematics

Allgood, Ilene

The Development, Implementation, And Evaluation Of A Strategic Prejudice Reduction Framework And Its Effect Of Dogmatism Levels of College Students

Advisers: Carlos F Diaz; John Pisapia

1998

Florida Atlantic University

Pages: 94

Dogmatism is an uncritical, rigid way of thinking that correlated strongly with prejudice. Prejudice is an attitude, usually unfavorable, toward individuals or groups, arrived at through an uncritical thought process and a disregard of the facts. Dogmatism, because of its connection with prejudice, vitiates student's chances for learning and in teachers, creates an inequitable distribution of education to the extent that marginalized minority students are shortchanged educational opportunities. A Strategic Prejudice-Reduction Framework, the Dogmatism Diminution Model (DDM) was developed, implemented and evaluated in a university setting. Aspects of the DDM model are related to research on service-learning.

The comparison of means between the groups found a significant reduction in the level of dogmatism at the level between the DDM group and the control group, as well as between one of the other two experimental groups. However, in a paired score comprising the treatment groups, no significance was found with the sample of 31 subjects. A significant correlation was found between the variables of dogmatism and degree of religiosity.

Categories: higher education, learning behavior, program models

Alipoon, Laura Lynn

Moral Dissonance And Growth In Moral Development: The Impact Of Field Experiences In A School Of Allied Health (California)

Adviser: Ed Boyatt

2001

La Sierra University

Pages: 230

The purpose of this study was to examine the impact of a community service requirement and a visit to the Museum of Tolerance through 26 students enrolled in the Portfolio Practicum class at Loma Linda University. The research paradigm utilized for the study was constructivism.

Five themes emerged from the study that were consistent with the literature on cognitive and moral development: 1) students found the experience be to worthwhile; 2) students showed a possibility for dissonance; 3) students expressed a possibility for relationships to be formed; 4) students noted an emotional impact of the experience; and 5), students experienced time for reflection due to the nature of the course that was enhanced by the assignment requirement.

Categories: curriculum integration, higher education, impact, program implementation

Andrew, Eric Dion

The Benefits, Challenges, And Recommendations Reported By Community
Members Involved In CalServe Service-Learning Projects (California)

Adviser: Jim Cox

2001

University of La Verne

Pages: 119

This study described the experiences of community members involved in service-
learning projects. Significant focus was placed on the nature of the community
member's activities, the perceived benefits to community members, the
challenges to program success that the community members experienced, and
recommendations from community members involved in service-learning
programs.

Results suggested that service-learning benefits community members who
participate and fosters a better understanding of youth by the adults in the
community. Service-learning also adds to the quality of services provided by the
community organizations and makes students aware of their community's needs.
Additionally, service-learning requires extensive communication – well-
coordinated projects enhanced communication between community organizations
and schools.

Categories: CalServe, community service, impacts, leadership, youth programs

Applebaum, Richard

An Interview Study Of Community College Student Perspectives On Service-Learning

Adviser: Valerie J. Janesick

1999

Florida International University

Pages: 195

Over the past two decades, community colleges in the United States have boasted a leadership role in community-based and performance-oriented education. This has led to intensification in attempts to search for more innovative means to make education more experiential and relevant to students' lived experiences. This exploratory study sought to fill the need for information on non traditional students' perspectives on service-learning at the community college level.

Results of this ethnographic interview study of five students showed the need for a better grasp of the concepts of service-learning on the part of all involved in its implementation. Despite this finding, the participants displayed gains in personal growth, academic skills and citizenship skills.

Categories: characteristics of participants, citizenship, civic education, community service, experiential education, higher education, public service, reflection

Ashley, Hannah M.

<u>Hearing Voices: Critical And Conventional Uses Of Reported Discourse In A Service-Learning And A Standard Composition Course</u>

Adviser: Stephen Parks

2002

Temple University

Pages: 257

This project developed one concrete tool for voicing pedagogy and examined student writing in two compositional classrooms: one service-learning and one conventional. Using the methodologies of critical discourse analysis, the study looked at both texts and their contexts to explain the textual patterns found and their significance. One of the most central features in both courses was reported discourse – the use of quotation, citation, and paraphrase.

The findings suggested that instructors need to look closely at reported discourse as a resource for fostering voicing and to find ways to invite private discourses into students' texts to be tested against disciplinary and popular discourses.

Categories: composition, language, program models, youth development

Barbee, Phillip Wayne

Examining The Relationship Between Service-Learning And Student Counselor
Self-Efficacy

Adviser: David Scherer

1999

The University of New Mexico

Pages: 73

This study examined the relationship between service-learning and self-efficacy.
A comparison was made of two groups of graduate students: those with and those
without a service-learning experience. A second study measured the relationship
of both quantity and quality of service-learning experiences with counselor self-
efficacy, and the level of anxiety experienced.

There was a significant relationship between participation in service-learning and
counselor self-efficacy. There was no significance found with the quantity and
quality of service-learning and counselor self-efficacy.

Characteristics: higher education, impacts

Becker, Richard William

The Reflection Component In Environmental Education Service-Learning In New Mexico

Adviser: Paul Miko

2001

The University of New Mexico

Page: 202

This study examined selected environmental education programs in New Mexico that incorporated a reflection component as part of their overall service-learning. The need to develop a more environmentally informed, aware, sensitive, and responsible citizenry has become more apparent over the last 50 years of the past century.

Results showed that environmental educators added a reflection component in their service-learning projects to allow students to find what they learned from their experiences that would benefit others. Educators were also asked about the impact of using the reflection component with their students.

Categories: community service, curriculum integration, formal schooling, reflection

Beitman, Candace L.

Exploring Teaching And Learning With Graduate Occupational Therapy Students In A Community-Based Service-Learning Program With Elders: An Action Research Study

Adviser: Joseph Armstrong

2002

Ball State University

Pages: 200

The purpose of this qualitative action research study was to describe the teaching and learning experiences of the author and graduate occupational therapy students within the context of a non-traditional collaborative service-learning program conducted with older adults who resided in an assisted living facility. The study encompassed the last four months of an intensive eight-month wellness project where evidence was gathered through individual interviews, focus group sessions, examination of journal entries, and discussion board comments.

The finding indicated a need for educators of health care professionals to critically reflect upon and evaluate their current teaching practices to adequately prepare students for professional practice in an aging and complex society.

Categories: employment-related topics, health sciences/health education, intergenerational studies, program development

Bennett, Bradley Cole

Service-Learning In Composition And Public And Private Learning: A Dual Study of "Participation"

Adviser: Julie Lindquist

2002

The University of Southern Mississippi

Pages: 250

This account of a qualitative exploration of service-learning and positionality within public and private spheres sought to answer the questions regarding how the verbal performances produced within a particular service-learning course design inform the notions of public and private spaces and to what extent do such performances transfer to larger compositional pedagogical milieux. Its intent was to draw parallels between participatory learning generated within university-sponsored service and the positionality inherent in writing theories and pedagogies.

The findings indicated that the students at the private college employed a rubric interpretive framework – essentially private – while the state university students employed a heuristic framework, which is essentially public.

Categories: composition, formal schooling, higher education, language, post-secondary

Berman, Gail Linda

<u>Antecedents And Strategies For The Successful Implementation Of Service Learning Programs In Higher Education</u>

Adviser: Bernard Harleston

1999

University of Massachusetts Boston

Pages: 163

This study examined the antecedents of internal and external factors that helped to successfully implement service-learning programs in American college and universities. It also examined the decision-making and problem-solving strategies that have been applied to effectively integrate service-learning with the undergraduate experience at campuses throughout the United States. Ten principles of good practice for combining service and learning are reported at the level of successful implementation at each institution. A modified case study of 105 institutions and community agency liaisons at three institutions comprised the investigation into the various models of service-learning. Additional information was gathered from college catalogues, brochures course syllabi, institutional record, and other internal and external written sources.

This study demonstrated that the way each institution managed the challenges of implementing service-learning depends largely on preexisting factors such as the institution's history, culture, climate and resources, as well as its methods of addressing pubic policies and dealing with funding sources.   Implications for service-learning practitioners are in identifying effective ways to develop and integrate community service more effectively with academic study in higher education.

Categories: case study, community service, higher education, institutional identity

Berson, Judith Sheryl

A Study Of The Effects Of A Service-Learning Experience On Student Success
At An Urban Community College

Adviser: Charles Davita

1997

Florida International University

Pages: 132

Although outcomes of service-learning experiences include ethical values, self-esteem, student personal development and career preparation, this study focused on the effects of service-learning experience on academic achievement on the community college level. It is an exploration into the effects of a service-learning experience on student success as measured by class attendance, course completion, final course grades, and end-of-term evaluation data.

Overall, students who participated in classrooms where service-learning was a requirement achieved higher final course grades and reported greater satisfaction with the course, the instructor, the reading assignments and the grading system. Faculty members reported that class discussions were more stimulating, the sections more vital in terms of student involvement, the students seemed more academically challenged, more motivated to learn and seemed to exert more effort in the course.

Categories: higher education, impacts

Berthiaume, Joseph Louis

Community Service-Learning Perceptions Of Selected Students Attending A University In The Southeast Region Of The United States

Adviser: Arthur Southerland

1999

The University of Southern Mississippi

Pages: 118

This study examined the relationship among the perceptions of university students regarding community service-learning and the independent variables of residential environment, student academic classification, age, race, gender and family status.

The study concluded that not enough information was available to construct an accurate profile of students who do (and do not) support and routinely participate in community service projects. Raw data demonstrated strong student interest in community service issues.

Categories: characteristics of participants, community service, higher education

Biggs Garbuio, Judith Angela

Alternative Spring Break And Social Responsibility: Is there A Relationship?

Adviser: None cited

1999

University of Southern California

Pages: 151

Utilizing the Service-Learning Model (SLM) developed by Delve, Mintz and Stewart (1990), and Scale for Social Responsibility Development, (SSRD) developed in 1995 by Olney and Grande to empirically validate the SLM, this study focused on assessing the long term positive effects of an immersion community service-learning program - Navajo Nation Alternative Spring Break - on the participant's level of social responsibility. The study also included an examination of the impact of previous community service-learning experiences on student development. Additionally, the study focused on the importance of reflection and assumed that participants who wrote in their reflective journals during the Navajo Nation experience would score higher on the SSRD.

The results of the study indicated that both the students involved with the Navajo Nation project and those past participants of community service-learning scored at or beyond the realization subscale within the SLM. There were very little development differences between journal and non-journal writers. Little distinction was found between the participants' pre- and post-trip attitudes toward citizenship and social responsibility.

Categories: characteristics of participants, citizenship, higher education, impacts, reflection

Bittner, Michael Scott

The Missing Link: Democratic Citizenship In Service-Learning: A Case Study Of Undergraduate Course Offerings At A Large Urban University

Adviser: Theodore Kaltsounis

2001

University of Washington

Pages: 157

This study explored a discrete set of service-learning courses to determine whether they were the type conducive to fostering democratic citizens and whether the coordinating center that supported service-learning advocated it for democratic citizenship. Interviews with faculty and staff were conducted and documents describing the courses and coordinating center were reviewed.

The study showed that the coordinating center exhibited nearly twice as many characteristics of democratic citizenship as did the instructors' courses but that both the center and instructors had considerable room for improvement if democratic citizenship was a motivation and a goal for the students. More support was needed if instructors were to gain confidence in the coordinating center and develop more effective service-learning opportunities for their students.

Categories: citizenship, curriculum integration, higher education, post-secondary, program development

Blakely, Randal Gary

Perceptions Of Volunteering and Community Service: Voices Of Post-Secondary Remedial Completers

Adviser: Sam Stern

2002

Oregon State University

Pages: 159

This study asked what are the perceptions of Skill Center completers who were involved in volunteering and community service and what are the opportunities for connecting their service involvement to the community college. All of the participants in the study were persons of color and the data were collected through in-depth interviews with them. The interviews focused on service interactions and the types of understandings each participant developed in relation to the people they met.

The study provided insight into the social connection among a community of people and developed themes of personal service reflections, relationship to others, community building, and the participants' motivation for service. Participants revealed that volunteering actually opens doors for employment opportunities.

Categories: community service, diversity, post-secondary

Bolton, Clayton Branch

Mississippi Reads Tutorial Project At Mississippi State University

Adviser: Ned Lovell

2001

Mississippi State University

Pages: 283

This study investigated the Mississippi Reads Tutorial Project (MRTP) at
Mississippi Stat University and sought to determine whether or not they met the
objectives, requirements, and activities provided by the state Campus Link
AmeriCorps program. It also sought to determine what elementary school
administrators and teachers reported about the program.

The results of the study indicated that the program at the university began to meet
and in some cases exceed objectives, activities, and requirements during the
1999-2000 program year. Most members and tutors thought that the project
provided a meaningful service experience for MSU college students.

*Categories: Americorps, curriculum integration, effects and impacts, k-12, post-
secondary higher education, program implementation, youth programs*

Bowdon, Melody Anne

An Ethic Of Action: Specific Feminism, Service-Learning, And Technical Communication

Adviser: Thomas P. Miller

1999

The University of Arizona

Pages: 254

This study examined three arguments. First, teaching ethics in technical communications courses is worthwhile. Second, in order to effectively teach ethics in technical communication and fulfill their social responsibilities, instructors must be involved in their communities as local intellectuals. Third, the best way for teachers to bring ethics into the technical writing classroom is through service-learning.

A variety of case studies and documents were used as the foundation for data collection and analysis including those of a feminist perspective.   The study concluded that service-learning is more effective than the hypothetical scenario/case study method for teaching ethics in technical writing.

Categories: case studies, community service, higher education, impacts, reflection, social change

Broadwater, Katherine Mary Arwady

University Students And Center City Youth: Connecting Through Art

Adviser: Nancy Owens

2002

Union Institute and University

Pages: 296

This case study provided an in-depth look at a distinctive middle-school art program and the partnership between Towson University and the New Song Academy, a private charter school in Baltimore City. The focus was on the unique benefits of bringing urban middle school onto a university campus for art instruction in relation to the art instruction in their home school.

Key findings indicated that the learning experience was significant for both the inner-city learners and the college students. The data reveal changes in attitudes among the university students as a result of the interaction with the middle-school learners.

Categories: art education, case study, k-12, mentoring

Brookins-King, Jennifer Denise

An Assessment Of Superintendents' Perceptions Toward Implementation Of Service-Learning In Iowa Public Schools

Adviser: William K. Poston Jr.

2001

Iowa State University

Pages: 138

The purpose of this study was to determine and appraise the nature and character of superintendents' perceptions toward implementation of service-learning in Iowa public schools and the factors they perceived as important for successful program integration and future planning. Through surveys and interviews, the general themes and categories of the study were compiled and presented.

The results indicated that the superintendents perceived service-learning as a credible source for teaching and learning. A majority of superintendents rated the implementation of service-learning in a positive manner and believed there are multiple critical factors to insure the successful implementation of service-learning. These factors included commitment and involvement of staff, students, and community; time for planning and conducting projects, and funding to support program related costs.

Categories: administration, curriculum integration, k-12, program development, program implementation

Camras, Marc Howard

Developing Teen Educators And Advocates For Community Health: Fostering Civic Involvement In Immigrant Youth.

Adviser: Carol Padden

2002

University of California, San Diego

Pages: 293

There has been a significant increase in foreign-born and first generation students at a time when multicultural communities are challenging long held notions about civic participation and civic life in America. This study examined factors that prepare a group of immigrant high school students participating in after-school program to engage in civic life as adults.

The finding suggested that activities that promote the development of skills and competencies, intergenerational contact, and a sense of responsibility towards others could change how immigrant youth orient towards the larger social world.

Categories: civic education, diversity, secondary-education, youth development

Chi, Bernadette Sun

Teaching The 'Heart and Soul' Of Citizenship: Service-Learning As Citizenship Education

Adviser: David Stern

2002

University of California, Berkeley

Pages: 199

This study examined the questions of whether or not teachers consider citizenship an explicit goal for service-learning experiences in schools, how teachers and students define what it means to be a good citizen, what models of citizenship are taught in schools and through service-learning, and whether service-learning makes a difference in students' attitudes and understanding of citizenship.

The study found that the language of citizenship was missing from most classrooms, teachers were not framing service-learning as a strategy for teaching citizenship, and multiple models of citizenship existed in schools. While service-learning projects promoted active "heart and soul" models of citizenship, the study broadly defined citizenship as membership in a political community that did not connect the service projects to broader civic and political processes.

Categories: citizenship, formal schooling, program models

Conlon, Elizabeth Frances

Implementation Of The Chicago Public Schools Service-Learning Initiative: The Role Of Teacher Coaches (Illinois)

Adviser: Kenneth Wong

2001

The University of Chicago

Pages: 258

This study combined quantitative and qualitative date collection methods to analyze the extent to which three high schools implemented service-learning during the first year of the requirement for service-learning in the Chicago Public Schools. The selection, training, and performance of the teachers that were selected as service-learning coaches for the first year was evaluated and formed the essential framework around which two areas of inquiry were explored: organizational capacity and teacher engagement.

The analysis of the data confirmed that the evolution of the service-learning coach profoundly affected the implementation process. The coaches' continued willingness to participate was based on psychic rewards that motivated them to withstand demanding tasks and meager resources.

Categories: case study, curriculum integration, mentoring, program development, program implementation, secondary school

Cooper, Jay Richardson

Social Responsibility And Types Of Service-Learning: A Comparison Of Curricular Service-Learning, Co-Curricular Service-Learning, And Traditional Community Service

Adviser: Mary Anne Bunda

2002

Western Michigan University

Pages: 128

This study investigated social responsibility among college students involved in three different types of service-learning. The types of service-learning included traditional community service, co-curricular service-learning, and curricular service-learning. The student samples were selected from three designated campuses and 198 students completed the questionnaire.

Findings show that traditional community service and co-curricular service-learning had higher mean scores on the Social Responsibility Inventory than curricular service-learning. Traditional community service and co-curricular service-learning attracted students with a higher sense of social responsibility than curricular service-learning courses.

Categories: community service, curriculum integration, higher education

Cutler Merritt, Jennifer Ann

Using The 'Touchstones' Philosophy Discussion Curriculum To Enhance
Community Among Incarcerated Men

Adviser: H. Burbach

1999

University of Virginia

Pages: 160

Increasing incarceration rates, prison overcrowding and low access to educational
and rehabilitative programming can cause dissonance in correctional institutions
(Schlosser, 1998). This study served to illuminate the potential benefits of a
reading, discussion and service-learning curriculum called 'Touchstones' as an
educational and perhaps therapeutic intervention which may enhance relationships
among students in a correctional setting and increase students' concepts of
themselves as valuable, positive, contributing members of a community. A
conceptual model was created to explain the transactional nature of the
Touchstones process. It illustrated the student-centered, curriculum-centered and
facilitation-centered inputs as they affect student relationships in the context of
the Touchstones program.

Findings showed that the Touchstones curriculum helped enhance the intellectual,
spiritual and emotional dimensions of community experienced among
participants.

Categories: effective teaching, impacts, incarceration, program models

Deans, Thomas Anthony

<u>Community-Based And Service-Learning College Writing Initiatives In Relation To Composition Studies And Critical Theory</u>

Adviser: Anne J. Herrington

1998

University of Massachusetts Amherst

Pages: 228

Over the past few years a range of community based and service-learning initiatives have been launched in departments of English. The opening provides an overview of community based writing initiatives at a range of college and universities and how these programs position themselves in relation to current disciplinary discourses. The author proposed a typology that sorted community based writing pedagogies into three paradigms: those that write for the community; about the community; or with the community. These paradigms are distinguished according to different aims, illiteracies and discourses most valued by each. John Dewey's liberal progressivism and Paulo Freire's critical pedagogy are discussed.

This study contextualized and analyzed community/university partnerships through which college writing is paired with community action. Forward looking, this study suggests how community based and service-learning programs both draw upon and enrich significant disciplinary debates in composition studies.

Categories: community service, higher education

DeWeese, Charles Riley

A Community Of Relationships

Adviser: Roy E. Grimm

1999

Indiana University

Pages: 108

This thesis consisted of the author's reflections about the purpose of education that included the design of a school that would incorporate the ideals of Systemic Thinking, Learning Communities, Ecoliteracy and Service-Learning.

All key ideas were applied in an educational setting defined as a Community of Relationships.

Categories: educational reform, experiential education

Drane, Daniel D.

The Relationship Between Service-Learning And Self-Reported Civic Outcomes
Of College Students Based On Selected Demographic Variables

Adviser: Dennis Phillips

2001

The University of Southern Mississippi

Pages: 94

This study examined the attitudes of service-learning students in relation to
demographic variable, civic responsibility, societal locus of control, and civic
behavior. A secondary purpose was to compare the civic responsibility, societal
locus of control and civic behavior of students majoring in Sport Administration
with other college students.

There was a statistically significant higher level of civic responsibility, societal
locus of control, and civic behavior for students who participated in service-
learning courses compared to students who have not participated. It appears that
service-learning enhanced the civic outcomes for Sport Administration students,
as well as students in other majors.

*Categories: attitudes, civic education, curriculum integration, higher education,
post secondary*

Feen-Calligan, Holly Rae

Constructing Professional Identity Through Practica and Service-Learning: A
Study in Art Therapy

Adviser: Janet Lawrence

2000

University of Michigan

Pages: 309

This study explored how participation in service-learning and practica influenced
professional identity construction of graduate art therapy students. The study
took place over one academic semester in an art therapy practicum class at a state
university. The eleven graduate students enrolled in the class were the subjects of
the study and were interviewed at the beginning and end of the semester.

Findings suggested that distinct features of the practica and service-learning
contexts made certain issues salient to the co-researchers and the ways in which
the issues were addressed contributed to professional identity development.

Categories: art therapy, higher education, program implementation

Finney, Derryl Lendon

Character Education Through Student Leadership Development, Citizenship Education, and Service-Learning Curricula

Adviser: Daisy E. Arredondo

2002

Seattle University

Pages: 182

This study was an examination of the perceptions of Washington state educational leaders on character education through student leadership development, citizenship training, and service-learning in public high schools. The research question addressed the perceptions of the study participants on the relationships between student leadership development, citizenship training, and service-learning, as well as the role of public education in these areas. Also addressed were the need for student leadership development and service-learning for all students and the responsibility of the public school system to produce good citizens while preparing all students for leadership roles.

While participants agreed that student leadership development, citizenship training, and service-learning should be provided for all students, most indicated that leadership development should not take priority over the others, even though it was describe it as a major component of both citizenship training and service-learning.

Categories: character education, citizenship, leadership, secondary education

Fischer, Mary Lou

Service-Learning: Relating Philosophical Frameworks And Pedagogical Practices To One Teacher's Success In Implementation

Adviser: Virginia G. Johnson

2003

Saint Joseph's University

Pages: 306

This case study examined an eighth grade teacher's beliefs and practices that promote successful service-learning implementation. Observations included the teacher's implementation of a mock election service-learning project, the relationship between eleven essential elements of quality service-learning and frameworks of the descriptors of a constructivist teacher, the features of a democratic classroom, and the tenets of John Dewey's philosophical and educational theories.

Results suggested that service-learning is viable as a catalyst for teacher's transformative learning and empowerment, and by extension, it increases the possibilities for school reform.

Categories: case study, educational reform, effective teaching, faculty, k-12,

Flores, Ruben Michael

Student Perceptions Of Service-Learning In The Community College

Adviser: William Moore Jr.

2001

The University of Texas at Austin

Pages: 174

This study sought to determine if service-learning was a mechanism to facilitate cooperation and support among and across people from different ethnic and racial groups. A mixed qualitative and quantitative study of student experiences and perspectives were used to determine the impact that service-learning had on a diverse group of students attending an urban community college.

Results revealed that service-learning facilitated a more active role for students in their studies and community and that significant improvement in their academic and career domains.

Categories: attitudes, curriculum integration, diversity, impacts, post-secondary higher education

Gabali, Christine G. A.

Ethical Perspectives On An International Service-Learning Program: A Comparative Content Analysis

Adviser: Dorothy Messerschmitt

2002

University of San Francisco

Pages: 139

This study was a preliminary investigation of students' ethical perspectives in service-learning in international health programs. It examined the ethical concepts of participants both in traditional international programs and in international service-learning programs through an examination of their written responses. The study utilized content analysis to identify themes in the area of ethics that include ethical responsibility and attempted to identify ethical awareness in service-learning.

Although based on a small sample, the results suggested that students may lack essential ethical perspectives and values crucial for learning in a international health setting since there is an absence of an interactive international service-learning curriculum based on the service-learning pedagogy and philosophy.

Categories: character education, ethics, health sciences/health education

Garcia-Calo, Richard Albert

Linking Service-Learning And The Multicultural World Mythology Classroom:
The Future Of A Throwaway Course In A Weekend Discipline

Adviser: J. Serge Sobolevitch

1997

Rutgers The State University of New Jersey – New Brunswick

Pages: 227

This study reported on the theory and practice of 'World Mythology: Living Mythologies,' a service-learning course developed for the Program in comparative Literature at Rutgers University. The researcher argued that the category 'mythology' is a creation of the Western classification systems and does not necessarily reflect the actuality of the phenomenon. Rather, its function is to distance us and devalue those groups and cultures to which we apply the category. Following on the work of I. Shor, P. Bourdieu and J.C. Passeron, it is recognized that our present classrooms reproduce the category and therefore reproduce the devaluation of those we see as having myths.

The researcher developed a course to change the structure of the literary classroom to an experimental classroom. The model used for this classroom was adapted from Participatory Action Science and Service-Learning.

Categories: experiential education, higher education, multicultural issues

Garlough, Katherine Ann

The Apparent Strategies Of Universities With Exemplary Retention Rates: A Synthesis Of Academic Co-curricular Programming

Adviser: Rosa Cintron

2003

The University of Oklahoma

Pages: 125

The purpose of this study was to portray the current co-curricular programming opportunities with institutional sponsorship and staffing, as well as the search for meaningful patterns outside the classroom offered to first-year college students. Ninety-three specific academic co-curricular programs were found at seven public research universities.

The programming elements were viewed through specific domains that revealed characteristics of eight apparent strategies that supported the two major goals of exemplary universities: student-centered learning and creating communities of academic villages.

Categories: curriculum integration, higher education, institutional identity

Gates, Suzanne Dena

Increasing Basic Writers' Thinking About And Understanding Of Literacy
Through Literacy-Based Service-Learning

Advisers: Mike Rose and James Trent

2001

University of California, Los Angeles

Pages: 250

This project aligned a community college basic writing class with student-
performed community service that was specifically literacy-based. Two writing
classes, one with a service-learning component and the other without, were
compared throughout the eighteen-week semester. The unit of analysis was the
documentable change in students' thinking about and understanding literacy.

Analysis of data revealed a substantial increase in students' thinking about
literacy, enhanced understanding of literacy issues, and an increase in students'
collaborative effort. Findings helped to establish a model program with a course-
appropriate basic writing service-learning component.

*Categories: composition, control groups, higher education, literacy, program
models*

Giboney, Roberta Kimble

"Knowing What I Know, How Do I Live With Myself"? Or Service-Learning And Commitment To Community: Exploring The Implications Of Honors Students' Perceptions Of The Process Two Years Later

Adviser: John Thelin

1997

Indiana University

Pages: 269

This study explored the implication of honors students' perceptions of service-learning through the investigation of 13 students who enrolled in a senior seminar. Using grounded theory techniques to analyze the data, the study focused on discovering a grounded substantive theory to describe the role of service-learning for this particular group. The research resulted in a proposed model that depicted the core problem faced by participants as "Knowing what I know, how do I live with myself?" to answer that question in relation to their community related activities, values and goals. Participants used two basic social processes that interact the themes "doing what I can" with "doing what I'm good at."

Participants indicated that the basic social processes are related to opportunities for reflection, such as those provide in a service-learning class -- which they said served as a catalyst in determining the type and extent of their commitment to community. Using the process oriented approach also led to the realization that there may be a discrepancy between how educators and researchers have conceptualized service and how participants in this study perceive their commitment to community two years after completing a service-learning course. Notions of charity and social justice, social context for community involvement and variables other than the service-learning experience, may influence the way service-learning affects participants.

Categories: civic education, higher education, reflection

Gorelick, Risa P.

<u>The Idea Of Community: Service-Learning Connections To The Writing Classroom</u>

Adviser: Ann B. Dobie

2001

University of Louisiana at Lafayette

Pages: 241

The central issue examined in this study is the lack of agreement regarding what is meant by the term "community" in service-learning writing. This study begins to address the deficiency by examining four models of "community" between students and their service sites and looked at community relationships that were formed during a semester-long service-learning project.

Results suggested that a case could be made for the importance of including pedagogical changes into service-learning composition courses that enhance community connections. This study highlighted how such courses contribute to a micro-revolution rather than a trend in composition studies.

Categories: attitudes, composition, higher education, post-secondary, program models

Grayson, Marcia Caren

The Description Of Self-Esteem In Emotionally Disturbed Adolescents
Participating In Service-Learning

Adviser: Mary Ruzicka

2002

Seton Hall University

Pages: 172

This research examined the self-esteem of emotionally disturbed adolescents
when they participated in service-learning activities offered in the public
alternative high school. These students typically exhibited low self-esteem in the
educational setting and an attempt was made to understand how they felt about
themselves when completing acts of service.

The researcher used open-ended interviews to develop overt themes and identify
what phenomenon appeared to exist to aid educators in raising the self-esteem of
these students.

*Categories: at-risk youth, community service, curriculum integration, program
models, secondary school*

Guglielmo, Geniene Mary

<u>Support For Secondary Service-Learning Programs Among School Board Presidents, School Superintendents, And High School Principals</u>

Adviser: Robert J Starratt

1998

Fordham University

Pages: 197

The purpose of this study was to determine the level of support for secondary service-learning programs among school board presidents, superintendents, and high school principals. It examined whether these leaders differed in their level of support and if their perceptions were related to selected personal variables and/or school district enrollment. The study investigated the most significant barriers faced by district leaders who have tried to implement service-learning and the perceived barriers among district leaders without service-learning. As an experiential learning opportunity for students, it was important to ascertain attitudes toward implementing and supporting such a program by these major decision makers.

Findings showed that school board presidents, superintendents and high school principals were philosophically supportive of service-learning. They appeared to agree with experts that service-learning had the potential for positive outcomes for students and the community, specifically improved self-esteem, community service, social values, career development and academic growth. It appeared that budget constraints made these leaders somewhat reluctant to support service-learning with the resources necessary to implement and maintain this innovation by means of additional staff, funds for materials and staff development. The majority favored making service-learning a high school graduation requirement.

Categories: community service, experiential education, high school

Haines, Dana Lee

A Study Of Community College Student Attitudes Related To Service-Learning

Adviser: Betty Jo Monk

2002

Baylor University

Pages: 104

This case study compared attitudes of Mesa Community College students enrolled in two first-year English courses; one designed as a service-learning course, and the other having no service-learning component. Using a variety of qualitative research instruments, the study sought to determine differences between the two class groups in four areas: student attitudes toward community service; student attitudes toward civic involvement; student attitudes about life skills; and student attitudes toward civic engagement and service-learning. The study also sought to determine if the service-learning component impacted students' future educational or career plans.

Results indicated no differences between the two groups regarding perceptions of community service, civic involvement, life skills and civic engagement. A statistically significant difference was evident, however, for student participation in community service, as well as with student's voting records. Additionally, writing samples between the two groups were analyzed, as well as reflection papers from the service-learning students that revealed some impact of the service-learning experience in educational or career plans. The study also suggested that using a content course such as English might not be an appropriate venue for service-learning.

Categories: attitudes, case study, curriculum integration, impacts, higher education

Harms-Vogelgesang, Brooke

Implementation Of Work-Based Learning In California Partnership Academies

Adviser: W. Donald Clague

1998

University of La Verne

Pages: 167

The purpose of this study was to describe the degree of implementation of work-based learning in California Partnership Academies (CPA) based on the perception of academy Lead Teachers. The intent of this study was to: 1) determine whether the number of years an academy has been established impacted the implementation of work-based learning programs; 2) describe the extent to which (CPA) students participated in work-based learning strategies; 3) describe the extent to which identified 'best practices' of work-based learning programs were incorporated in (CPA) high schools; and .) identify the barriers and obstacles to implementing work-based learning programs in (CPA) high schools.

Findings showed that academies that have been established for one or two years differed significantly from academies that have been established for three or more years in the implementation of work-based learning strategies and 'best practices' of work-based learning programs. Furthermore, most of the academies found transportation and scheduling of work-based learning activities and finding enough work-based learning sites to place students' as the major barriers to implementing work-based programs. Strong support for work-based learning is needed in the early stages of the academy development.

Categories: California Partnership Academies, high school, impacts

Holosko, Deborah Ann

The Extent And Nature Of Parental Support And Involvement With Children Participating In A Community Service Project In Windsor/Essex County: The Kid's Alliance Project (Ontario)

Adviser: Benedicta Egbo

2002

University of Windsor (Canada)

Pages: 125

This exploratory descriptive study used survey data from parents whose adolescent children participated in a service-learning project. It sought to determine how parents supported their children in this school based community initiative and explored factors associated with parental involvement, such as social support, family coping, family problem solving, parental satisfaction, and attitude toward service.

The main findings indicated that the parents held positive attitudes toward service and reported positive support and coping abilities. When they were separated into high and low parental involvement groups, a discriminant function analysis led to a high degree of accurate classification.

Categories: attitudes, community service, k-12, parental involvement

Hong, Luoluo

Redefining Babes, Booze And Brawls: Men Against Violence. Towards A New Masculinity

Adviser: W. Richard Fossey

1998

The Louisiana State University and Agricultural and Mechanical College

Pages: 298

Despite evidence that 90 percent of violent crimes are committed by men, higher education professionals and researchers still understand relatively little about the process by which male students acquire the attitudes, knowledge, values and skills which serve as deterrents to perpetrating violence against women and against other men. Men Against Violence is a peer advocacy organization at a large public Research 1 institution that focuses on the special and unique responsibility men have to end violence. Through an array of service-learning, community action and leadership opportunities, MAV members challenge cultural norms that link masculinity with violence.

This study examined the ways in which a close knit association of men generated and sustained an organizational culture that encourages and rewards non-violence among its members, as well as begins to reframe traditional conceptions of masculinity.

Categories: attitudes, leadership, social change

Hopson, Julie Eastlack

<u>Seeing 'Practices Of Hope': Re-Reading Critical Pedagogy And Service-Learning In A Liberal Arts College English Program</u>

Adviser: Brian V. Street

2002

University of Pennsylvania

Pages: 408

This year-long qualitative case study centered on an elementary-school tutoring project woven into one liberal arts college's composition courses. The professors reported lack of success with the project designed to illuminate class-based economic and political inequities and inspire the student tutors to empower and to challenge institutional structures on behalf of their at-risk, working-class Appalachian migrant children. The study tried to discover why this service-learning project did not produce the expected outcomes.

The study found that the students displayed social performances of resistance, assertion, and collaboration to create opportunities to promote identities as independent, competent, and valued learners.

Categories: case study, composition, program implementation, tutoring

Hudec, Susan Mary

Inducing Volunteer Community Service In Undergraduates: The Relative Contributions Of Prior Experience, Coursework, And The Dispositions Of Empathy And Moral Development

Adviser: James L. Bess

2002

New York University

Pages: 188

This study hypothesized that moral development and empathy would increase with a service-learning experience in the first semester of college that would continue in voluntary prosocial behavior. The criticism of higher education's failure to create better citizens has created opportunities for a variety of pedagogical and curricula innovations, including service-learning, to engage students in activities that combine the fulfillment of community needs with opportunities for student learning and development.

Results identified several factors that influence the students' decisions to continue in voluntary prosocial behavior. Participation in voluntary service that included on-site faculty mentorship, levels of empathy, and moral development has a significant relationship to the decision to continue this behavior.

Categories: character education, citizenship, community service, higher education, mentoring

Hug, J. William

Learning And Teaching For An Ecological Sense Of Place: Toward
Environmental/Science Education Praxis

Adviser: J. Daniel Marshall

1998

The Pennsylvania State University

Pages: 270

Presenting a teaching model designed to enable learners to construct a highly
developed ecological perspective and sense of place, this study synthesized and
incorporated key educational philosophies and practices from: nature study,
resident outdoor education, organized camping, conservation education,
environmental education, earth education, outdoor recreation, sustainability, bio-
regionalism, deep ecology, ecological and environmental literacy, science and
technology in society, and adventure/challenge/experiential education.

The model's four components – environmental knowledge, practicing responsible
environmental behaviors, community-focused involvement and direct experience
in outdoor settings – contributed in a synergistic way to the development of
ecological perspective and sense of place. The instructor/researcher employed
individualized instruction, community-based learning, service-learning and the
modeling of reflective teaching principles in pursuit of the model's goals.

Categories: community service, experiential education, reflection

Hughes, Alice

<u>A Study Of Service-Learning At Virginia Highlands Community College And Mountain Empire Community College</u>

Adviser: Louise MacKay

2002

East Tennessee State University

Pages: 119

This qualitative study looked at student perceptions of service-learning attempted to understand its importance to students at two Southwestern Virginia community colleges. Students were surveyed regarding their thoughts and feelings about service-learning and how they would benefit from it.

The findings showed that students involved in service-learning experience many outcomes, including hands-on experiences, social benefits, academic benefits especially in the area of accounting, civic responsibility, personal efficacy, civic mindedness and community building, a meaningful philosophy of life, appreciation for diversity, altruism, and autonomy.

Categories: adult education, character education, civic education, diversity, higher education, post-secondary

Hutchinson, Glenn Curtis, Jr.

Writing Toward Democracy: Service-Learning And Composition

Adviser: Stephen Yarbrough

2002

The University of North Carolina at Greensboro

Pages: 144

This study showed how encouraging students to write toward democracy could help them to become better writers and citizens. Service-learning can help students learn to write through active inquiry, collaboration with different discourse communities, and consideration of their roles as citizens.

Results suggested that students need to be encouraged to write toward democracy. This can be accomplished by removing the separation between service-learning and composition scholarship that emphasizes the separation between academia and the community.

Categories: character education, citizenship, composition, formal schooling

Ikeda, Elaine Kimiko

How Does Service Enhance Learning? Toward An Understanding Of The Process

Adviser: Alexander W. Astin

1999

Indiana University

Pages: 167

This qualitative study explored the process of integrating the service experience with classroom learning in college service-learning courses. An in-depth case study and individual and focus group interviews were the sources of data for the study.

 Participation in service-learning courses was found to facilitate at least four types of student outcomes: greater personal efficacy; expanded awareness of the world; a heightened understanding of personal values; and, an increased level of engagement in the course. According to students and faculty, these outcomes came about through the use of structured reflection and critical analyses of social issues. Consequently, this study provided direct empirical evidence of the efficacy of reflection, a key component of service-learning.

Categories: case study, community service, higher education, impacts, reflection

Ingraham, Patricia Jay

<u>Developing a Sense-Of-Place In Middle School Students Through Service-Learning: A Case Study</u>

Adviser: Michael Brody

2001

Montana State University

Pages: 119

This case study examined a service-learning project created by eight-grade students in a rural school located in an isolated section of a Northwest resort community. The teachers and the community have struggled to find ways to motivate and engage these students in learning and have long felt that service learning would be a positive way to teach them. The series of service-learning projects involved the relocation and renovation of a hundred year old log cabin.

The results of the study showed an increased sense of place among the students as well as enhanced learning about the rich history of the area and its unique environmental features as well as a greater appreciation of the area where they lived.

Categories: case study, citizenship, history/social science, k-12, curriculum integration

Jodry, Elizabeth Ott

<u>Hispanic Academic Advancement Theory: An Ethnographic Study Of Students Participating In An Urban Texas High School Advanced Diploma Program</u>

Advisers: Benevieve Brown and Beverly J. Irby

2001

Sam Houston State University

Pages: 172

This study developed a grounded theory to guide action in advancing the academic achievement for Hispanic students. It focused on the discovery of relationships and factors within the context of the home, school, and community that positively influenced the academic achievement of a group of academically capable Hispanic students in an urban area non-border high school advanced diploma program.

The results produced a grounded theory that included the factors that were supportive, motivational, and educational. It includes positive communications, positive adult relationships, a climate of caring, collaboration, and value for academic goals. Students were viewed as assets and looked for positive adult role models. The service-learning provided a safe environment with high expectations and respect for language and heritage.

Categories: diversity, impacts, secondary school, urban education

Johnstad, Susan E.

Service In A Cultural Immersion Setting: Student Teachers Evaluate 'A Sense Of Community'

Adviser: Ellen Brantlinger

2002

Indiana University

Pages: 164

This qualitative case study of three Indiana University student teachers in a cultural immersion project on the Navajo Indian Reservation focused on their experiences of community life in their host towns. The service-learning component was specified in the American Indian Reservation Project guidelines. The study explored a range of motivations, aspirations, assumptions, and concerns that project participants had while living and working in a culture different from their own.

Conclusions reached supported a curriculum of inquiry and reflection surrounding the participation in public life, as well as supporting the goals of multicultural teacher education. Such a curriculum facilitated increased personal, cultural, and professional competence among preservice teachers.

Categories: case study, curriculum integration, diversity, multicultural topics, program implementation

Kelleher, James Joseph

The Impact Of Service-Learning Exercises On The Political Attitudes, Political Participation, And Test Scores Of Community College Students

Advisers: M. Kent Jennings and Stephen Weatherford

2002

University of California, Santa Barbara

Pages: 350

This study tested the impact of service-learning on community college students enrolled in the standard American Government and Politics course. Each class performed one of three different types of service-learning assignments with a pretest and posttest that was used to measure political attitudes and levels of participation.

According to this study, service-learning changes political attitudes but not always in a positive direction. The implication is that more research is required to fully understand the effects produced. Among the changes recorded were election activities, acquisition of political information, and communication with elected leaders.

Categories: attitudes, civic education, curriculum integration, higher education, impacts, post-secondary

Kiely, Richard C.

Toward An Expanded Conceptualization Of Transformational Learning: A Case Study Of International Service-Learning In Nicaragua

Adviser: Arthur Wilson

2002

Cornell University

Pages: 369

The purpose of this study was to describe how students experience the forms and processes of transformational learning as participants in an international service-learning program. Data collection included participant observations, semi-structured interviews, and document analysis.

The findings offer empirical evidence confirming the role of service-learning and study abroad in effecting transformational learning. Many of the study participants described their transformational service-learning journey as a profound, ongoing, life-altering experience. This study added important empirical insight toward the expansion of the program.

Categories: case study, curriculum integration, multicultural topics, program implementation

Kuest, Alvin Wallace

How Do Fifth-Grade Students Make Sense Of Caring During A Service-Learning Project

Adviser: Richard Quantz

1997

Miami University

Pages: 209

The work of Nel Nodding, in the ethnic of caring and Carol Gilligan, in moral development, provided the theoretically backdrop for this action research and ethnographic study of a fifth grade class and their service-learning project with residents of a retirement village.

The study revealed that caring could be brought into the classroom through a service-learning project. As students worked on the project their sense of caring was expressed in four different ways: self interest; caring in the giving of things; caring as reaching out; and caring as companionship. By the end of the project, no student expressed a sense of caring as 'self interest.'

Categories: k-12, youth development

LaPoint, Jacqueline S.

<u>Service-Learning</u>

Adviser: Belinda Karge

2001

California State University, Fullerton

Pages: 29

The purpose of this research was to explore teacher attitudes about service-learning. Teachers filled out a questionnaire regarding what the most important benefits of service-learning are and whether service-learning should be a mandated part of the school curriculum.

A majority of teachers thought that service-learning develops citizenship, increases self-confidence, and provides meaningful experiences that increases student learning. Twenty-five percent thought that service-learning should be mandated in the school curriculum while 71 percent thought it should be optional.

Categories: attitudes, curriculum integration, formal education, teacher education

MaGill, Nancy Katherine

A Critical Analysis Of The Evolution Of The Youth Service Movement In
America: From Community Service To Service-Learning

Adviser: Janis Fine

2001

Loyola University of Chicago

Pages: 188

This study was an historical analysis of three federal youth service programs
including the National Youth Administration of the Roosevelt administration, the
Peace Corps of the Kennedy administration, and Service-Learning of the Clinton
administration. It explored the social, economic, and educational conditions of
each time period and the rationale and goals for each program.

The views of both supporters and opponents were presented and the evaluation of
each program was based on its success in meeting its proposed goals. The study
concluded with a look at the implications for administrators interested in service-
learning as a possible means of school reform.

*Categories: educational reform, impacts, program implementation, public
education*

Mahoney, Kevin T.

<u>Literacies For The Long Haul: Radical Teaching, Social Movements, And Spaces Of Hope In The Age Of Neoliberal Globalization</u>

Adviser: Kate Ronald

2002

Miami University

Pages: 362

This study considered the possibilities for radical teaching in the age of globalization. It addressed how composition and other disciplines can build links to social movements as the means to contribute to fundamental social transformation.

The study found that recent developments in composition and rhetoric, public and counterpublic sphere theory, and critical technological literacy offer tremendous promise for constructing classrooms connected to social movements.

Categories: alternative education, composition, curriculum integration, humanities

Marbury, Evelyn C.

Program Evaluation Of One Service-Learning Program

Adviser: Beverly Elliott

1999

University of Arkansas

Pages: 135

This program evaluation was initiated as a result of parents, teachers, and administrators seeking assurance that the service-learning program was effective and beneficial. Daniel Stufflebeam's evaluation process was used to evaluate ninth grade English and social studies classes with a service-learning component.

The study demonstrated that service-learning is effective for all participants although none of the programs that were initiated have been sustained.

Categories: K-12, program evaluation

Masterson, David Laurence

Christian Humanistic Faith/Reason Integration In Contemporary American Protestant Evangelical Higher Education: A Case Study

Adviser: William T. Pink

1999

Marquette University

Pages: 231

The qualitative case-study sought to understand how a Protestant evangelical college attempted humanistic faith/reason integration throughout its curricular and extra curricular programs. The history, purpose and mission of the college, as well as key factors that contributed to shaping its unique institutional ethos was described.

The study revealed that Christian humanistic faith/reason integration necessitates intentional attention to: 1) careful faculty recruitment and enculturation into an established a\faith/reason integration ethos; 2) faculty acquisition of a at least a modicum of theological sophistication; 3) effective faculty mentoring and modeling; 4) faculty forums, round-table discussions and opportunities for sharing faith/reason; 5) faculty development program that contains faith/reason integration components; 6) First Year Seminar experiences that introduce freshman students to the notion of a Christian world view and dynamics of faith/reason integration; 7) effective off-campus programs that provide an environmental context and relational opportunities that facilitate the process of faith/reason integration; 8) on-going pursuit of academic, chapel, convocation and service-learning programming that seeks the full intellectual and spiritual formation of faculty and students in a community of learning.

Categories: case study, faith based, higher education, faculty, humanities, impacts, institutional identity, program models

Mathieu, Paula Jean

<u>Questions Of Empowerment: Teaching Writing At A 'Homeless' Community Newspaper</u>

Adviser: James J. Sosnoski

2001

University of Illinois at Chicago

Pages: 224

This study examined writing as social action at a Chicago street newspaper and results from three years' work creating a learning center and writing programs for homeless and formerly homeless vendors of the newspaper. The study included various publishing and performance projects that sought to affect public discourse about homelessness.

Findings point to implications for the composition field, especially regarding recent trends in community literacy and service-learning. Several configurations discussed in the study helped teachers acknowledge the limitations of writing while maintaining notions of possibility and hope.

Categories: adult service-learning, attitudes, composition, employment-related topics

Mayhew, John Clinton, Jr.

<u>Pedagogical Effects Of Service-Learning In A Human Exceptionality Course: A Comparison Of Two Approaches</u>

Adviser: Joan P. Sebastian

2001

The University of Utah

Pages: 225

The purpose of this study was to examine the service-learning component of an undergraduate human exceptionality course. Although several studies have investigated the effects of service-learning at the college level, few studies have specifically focused on the use of service-learning in special education.

The findings suggested that most participants in each section of the study engaged in quality service-learning projects and that the service experience contributed to their understanding of the behavioral and cognitive dimensions of learning. The participants in the unlimited choice section that were allowed to design and complete a project of their own choosing enjoyed a greater benefit than those who participated in the pre-arranged projects.

Categories: disability, higher education, program development

McHargue, Timothy Ely

<u>Narratives Of Adolescent Sociopolitical Identity: A Study Of Youth, The Historical Moment, And The Constant Of Change</u>

Adviser: Judith Van Hoorn

2003

University of the Pacific

Pages: 403

This study examined late adolescent sociopolitical identity formation, investigating how 18-20 year old adolescents think about their development, conceptualize their time and place in history, and understand social and political topics. Responses were analyzed using qualitative approaches drawn from the biographical and phenomenological traditions. Individual profiles were created based upon each student's interview, making extensive use of the students' narratives.

Recommendations to psychologists and educators included encouraging and building upon adolescents' sociopolitical affect and interest and providing service-learning experiences in the public schools.

Categories: civic education, history, post-secondary education

McMillon, Keri Leigh Rogers

Comparison Of College Student Leadership Programs From The 1970's To The 1990's

Adviser: Howard Smith

1997

University of North Texas

Pages: 102

A history of leadership theory and research on leadership training in higher education was the focus of this study. It described the most common practices of college student leadership programs and compared the 1979 and 1997 findings by replicating the 1979 Simonds study.

The data revealed the following information as compared to the 1979 findings: the goals of leadership training programs have not changed. Staff members continue to be the initiators, planners, implementers and evaluators of programs. Student and faculty involvement have grown over the years but remains low. Leadership training programs have seen more support over the past 20 years through increased staffing and funding. Concepts such as community service/service-learning, the Meyer-Briggs Type Indicator, gender issues, and multicultural issues are now utilized more often than management by objective and transactional analysis.

Categories: community service, higher education, leadership, multicultural issues

Miller Blackburn, Gina Michele

Service-Learning's Influence On Multicultural Goals Among Elite High School Girls: An Interpretative Case Study

Adviser: Ellen Brantlinger

2002

Indiana University

Pages: 186

This qualitative study was designed to explore the experiences of high school girls in a service-learning class at the Bayou School. The study examined how the girls worked toward six multicultural goals and explored their philosophical beliefs about service and the meaning this gave to their service experiences.

The results of the study suggested that there is a strong connection between the girls' motivation to serve, their philosophical beliefs, and their meaning of service. Consequently, it was found that understanding students' beliefs about service is important in getting them to move beyond charitable notions of service toward service that attempts to transform society.

Categories: attitudes, case study, character education, program implementation, multicultural issues, secondary school

Monard-Weissman, Kathia de Lourdes

Nurturing Senses Of Care, Justice, And Reciprocity Through Service-Learning: A Case Study Of The International Partnership For Service-Learning Program In Ecuador

Adviser: Maureen Porter

2002

University of Pittsburgh

Pages: 250

This study addressed the question about how international service-learning programs nurture senses of care, justice, and reciprocity among students, administrators, and community members. The data derives from a series of interviews, observations, conversations, and written reflections collected during the International Partnership for Service-Learning program in Guayaquil, Ecuador.

The research concluded that the building of care, justice, and reciprocity as ethics that act in a symbiotic manner presents ways in which they will contribute to nurturing democratic citizens. This study provides educators and policy makers with the necessary evidence to encourage further education of democratic individuals for a global and diverse society.

Categories: attitudes, character education, diversity and multicultural topics, impacts

Moore, Martha Norris

A Cross-Case Study Of Six Women Who Experienced Layoffs In The Apparel Industry And Enrolled In Retraining Programs At A Southwest Virginia Community College

Adviser: Harold Burbach

2003

University of Virginia

Pages: 143

This study investigated the experiences of job loss and retraining among women in Southwest Virginia who were laid-off from the apparel industry. The interviews with the six women who were graduates or were near completion of a community college retraining program provided a description of their experiences from job loss to finding new careers. Participants represented a span of age ranges and varying career choices.

The study reported the effects of job loss and retraining. Those who experienced job loss went through the normal stages of grief, experienced loss of self-esteem and feelings of loneliness. Many women did not enroll in retraining because of fear.

Categories: adult service-learning, cross-age studies, employment-related topics, post secondary education

Morgan, Paul Alan

Liberty Hyde Bailey: Pioneer And Prophet Of An Ecological Philosophy Of Education

Adviser: Rene V. Arcilla

1998

Columbia University

Pages: 313

Liberty Hyde Bailey (1858 – 1954) was a turn of the century leader of country life and rural education, and developed a prophetic ecological philosophy of education long before the emergence of the modern environmental movement. This dissertation argued that this philosophy informed his understanding of science as subordinate to fundamental questions of meaning, value and purpose, as well as his understanding of democratic society as an extension of the democracy of nature. Bailey championed nature study as a means of putting people into sympathy with the natural surroundings, as well as a civic conception of higher education that stressed service-learning.

The account of Bailey's comprehensive education vision aimed at the development of individual personality – the artistic expression of life – though participation in democratic society and the unfolding cosmos. The researcher illustrated that Bailey is an example of how questions of meaning, value and purpose can be reinjected into academic inquiry when researchers are also philosophers, in the old fashioned spirit of the search for wisdom.

Categories: citizenship, civic education, higher education, learning behavior

Morgan, William Dean

Building Citizenship: Service-Learning And Student Leadership

Adviser: Edward Carmines

2002

Indiana University

Pages: 260

This empirical research study examined the impact of participation in service-learning on the participants' civil attitudes and orientations. Service-learning has shown it is an effective way for students to gain core academic skills and knowledge while developing many skills and attitudes required of citizens in a democracy. In a service-learning project, students have the opportunity to accomplish something with real, often highly significant, effects on other people. The expectation is that civic behavior like service-learning will influence civic attitudes and the intention for future civic behavior.

The findings of this study suggested that service-learning could be an antidote to the growing social disengagement. However, it further suggested that there are project-specific factors that can mediate the impact of participation in service-learning. For example, the more leadership students have in the process, the more they develop the skills and attitudes of a citizen.

Categories: attitudes, civic education, impacts, leadership, youth development

Mullins, Monalisa McCurry

The Impact Of Service-Learning On Perceptions Of Self-Efficacy

Advisor: Thomas J. Lasley

2003

The University of Dayton

Pages: 114

The purpose of this qualitative case study was to further articulate and clarify the relationship between student involvement in service-learning courses and student perceptions of self-efficacy and personal obligation with regard to community and public service. The report of findings is based on shared, intersubjective interpretations of the data.

The analysis of the data yielded the following themes: perception of benefit to communities through service-learning, perception of identity clarification with community, and a connection between academic theory and experiential practice.

Categories: case study, civic education, community service

Nash, Kristine E. Grande

Examining Teachers' Beliefs About School-Based Service-Learning Programs

Adviser: Richard H. Ackerman

2002

University of Massachusetts Lowell

Pages: 286

The purpose of this case study was to examine how the beliefs of four teachers regarding teaching and learning influenced their participation in service-learning. The study probed into their backgrounds, their perceptions of themselves as learners, their beliefs and attitudes about teaching and learning, their classroom practices, and their motivations for using service-learning.

The findings reflected four influences on teachers' beliefs. The decision to use service-learning was influenced by personal convictions, circumstances, family influences, or a combination of these factors. Their own learning styles identified with the methodological characteristics inherent in service-learning, and the four subjects possessed unique yet similar core beliefs that serve as a framework for their teaching. They attributed their motivation to use service-learning to these pedagogical and personal beliefs.

Categories: attitudes, case study, evaluation, program implementation, teacher education

Oppe, Elizabeth Ann

Service-Learning: Discovering Effective Communication Strategies By Emphasizing The Community's Perspective

Adviser: Candice Thomas-Maddox

2001

Ohio University

Pages: 160

This study explored the service-learning experience provided to an agency and the community that resulted in a mutually beneficial relationship between them. The concern for the welfare of the community was the underlying reason that prompted this interrogation from the service recipient's perspective because students are sometimes encouraged to engage in service projects without a clear understanding how their service affects the communities around them.

The results indicated that service-learning programs could be beneficial to the service recipients if they are conducted properly and the students understand and take responsibility for their action while performing the provider role. Effective communications strategies must be integrated into the orientation and training before the project actually begins.

Categories: communications, community service, program implementation

Papponi, Paula

The Effect Of Remediation/Enrichment, Character Education, And Service-Learning On Secondary Students' Self-Concept And Academic Achievement

Adviser: M. Milstein

1999

The University of New Mexico

Pages: Not given

This study examined the extent to which remediation/enrichment, character education, and service-learning improved secondary students' self-concept and raised their level of academic achievement. Research methods included analysis of test data, surveys and anecdotal data and included an intervention of implementing the Academic Prep program for thirty minutes during the school day in a Southwestern rural school district.

The findings were consistent with the literature on academic achievement, character education and service-learning and supported the positive role that remediation/enrichment, character education and service-learning play in improving students' self concept and academic achievement.

Categories: character education, program models, public education, secondary education

Patla, Cathy Hofmann

Teaching Practices That Academically Benefit The Academically Gifted Student:
A Comparison Of Theory And Perception

Adviser: Angela Raimo

1999

Seton Hall University, College of Education and Human Services

Pages: 161

The purpose of this research was to determine whether teachers of
heterogeneously grouped grade level students employ teaching practices that
benefit the academic growth of academically gifted students in the regular
classroom. This study analyzed the responses of teachers to a survey regarding
their perception of such benefits and compared their responses to teaching
practices that provided academic benefit to this population based on previous
research.

Findings indicated that enrichment benefits the academically gifted student. The
results of this study suggested that teacher training needs to include a repertoire of
teaching practices that will benefit the vast spectrum of abilities, talents, and
styles of all students, including the academically gifted.

Categories: impacts, K-12, program models, teacher education

Pickron-Davis, Marcine C.

Black Students In Community Service-Learning: Critical Reflections About Self
And Identity

Adviser: Frederick Erickson

1999

University of Pennsylvania

Pages: 231

The dialogue of action and interaction of Black students as participants in
community service-learning coursework was the focus of this study. Examined
were the particular experiences of 13 Black students as participants in coursework
that integrates community service projects as part of the curriculum. Through the
lens of subjectivity, these Black students reveal the complexities of race, class and
identity that informed their experiences in the classroom and in the community.

Findings indicated that there is an absence of critical sustained dialogue on race,
racism and cultural difference in community service-learning. Black students
responded with self-silencing when implicit or explicit references to race arose in
class. They found themselves navigating dual identities as members in the
classroom and volunteers in the community and they developed cultural
competence to bridge cultural differences they encountered in a predominantly
Black community around race, language and identity. This study contributes to
the service-learning literature by placing student's subjectivity as a framework in
the construction of theory, research and practice.

*Categories: characteristics of participants, community service, higher
education, impacts, multicultural issues, service-learning*

Pontbriand, Bruce J.

The Sustaining Factors Of Service-Learning At A National Leader School: A Case Study

Adviser: Robert J. Starratt

2002

Boston College

Pages: 266

This case study examined the sustaining factors of a fully implemented and nationally recognized high school service-learning program that has sustained itself for nine years at a New England high school recognized as a National Service-Learning Leader School. The study described the process of adoption, design, implementation, and paths to institutionalization.

The findings indicated that the community service-learning experience was more of a process than a separate educational or adjunct program. A focus on service, understood as promoting community development, was found to be the critical element that enabled overall implementation and enhanced sustainability.

Categories: case study, program implementation, program models, secondary school education

Pratt, Susan B.

Moral Development In College Students Engaged In Community Service-Learning: A Justice-Care Perspective

Adviser: Mary M. Brabeck

2001

Boston College

Pages: 157

This study sought to determine if participation in service-learning would result in growth in moral development by male and female college students and to determine if differences are gender related. Two forms of moral reasoning, justice and care, were assessed. The study also sought to determine if students' moral orientation as either separate/objective or connected would change in students who participate in service-learning and to see if any such changes are gender related.

Results indicated no significant difference between service-learning and non-service-learning groups on principled moral reasoning but there was a significant interaction between gender and service-learning on moral reasoning. There was a significant decrease in separate/objective orientation for the community service-learning group and service-learning females used a significantly greater percentage of connected statements than either the non service-learning females or males in either group.

Categories: attitudes, character education, higher education, moral development

Prentice, Mary Kathryn

Learning Beyond The Classroom: The Institutionalization Of Service-Learning Programs In United States Community Colleges

Adviser: William Moore Jr.

2001

The University of Texas at Austin

Pages: 112

This study attempted to identify factors that would indicate that a service-learning program has been institutionalized within a community college. The three components of institutionalization are structure, procedure, and culture. Structurally, support for the innovation must be reflected throughout the organization. Procedurally, the innovation should be integrated with other structures in the organization. And culturally, the organization's members should adopt norms and values associated with the innovation.

Finding from the study showed that while factors of institutionalization can be identified, the level of service-learning institutionalization differed among rural, urban, and suburban colleges. Overall, colleges showed the weakest institutionalization of service-learning into the culture of the institutions.

Categories: assessment, curriculum integration, higher education, program implementation

Pribbenow, Dean Alan

<u>Exploring The Impact Of Innovative Pedagogy On Faculty Work: The Case Of Service-Learning</u>

Adviser: Clifton F. Conrad

2002

The University of Wisconsin – Madison

Pages: 256

The purpose of this study was to explore the impact of innovative approaches to teaching including academic service-learning. Six themes were identified that describe how service-learning pedagogy affected faculty teaching and learning: more meaningful engagement, deeper connections and relationships with students, enhanced knowledge of student learning processes, increased use of constructivist teaching, improved communication of theoretical concepts, and greater involvement in a community of teachers and learners.

These themes provided the foundation for the overall theory of the impact of service-learning pedagogy on faculty work. The domains of self, students, and community provided opportunities for increased knowledge of each with the integration of all three constituting the change in faculty knowledge and practice deemed the "engaged scholar."

Categories: assessment models, attitudes, faculty, impacts, program implementation

Renner, Adam

Butterflies, Boundaries, And Breadfruit: The Shared Story Of A Service-Learning Experience In Jamaica

Adviser: Barbara J. Thayer-Bacon

2002

The University of Tennessee

Pages: 498

This study documented the problems associated with service-learning, the activation of a practice for cultural studies, and the use of a particular framework and theory called critical service-learning. The framework centers on praxis and is comprised of pre-action reflection, theory, action, and reflection. A seven-month qualitative study detailed a service experience, which partnered college students in the United States with two schools and two orphanages in Jamaica. It marked the first activation of critical service-learning.

From the analysis, three symbols emerged: butterflies, boundaries, and breadfruit with attendant metaphors and limitations that provided advice for enhancing and evolving the critical service-learning framework and theory, evidence that service-learning is a viable practice for cultural studies, and consideration for how the relationship of those who serve and those who are served might best be democratized and what might lead to and encourage long-term ameliorative effects.

Categories: case study, civic education, diversity and multicultural topics
program development

Reynolds, Pamela

How Service-Learning Experiences Benefit Physical Therapy Students'
Professional Development: A Grounded Theory Study

Adviser: James E. Henderson

2000

Duquesne University

Pages: 191

The purpose of this study was to discover the educational outcomes and benefits
that student physical therapists realize through participation in service-learning
and the internalization of their role as a service-oriented citizen in the context of
assisting underserved, disadvantages or cross-culturally population. Service-
learning is not a traditional form of experiential learning typically found in
physical therapy educational programs. Community service-learning experiences
were compared with traditional clinical education experiences for opportunity and
efficacy of meeting clinical performance competencies and educational
objectives.

The study supported the substantive explanatory theory that experiential
traditional clinical education and service-learning can complement each other in
meeting expectations of physical therapy educational objectives and clinical
competencies.

*Categories: characteristics of participants, community service, experiential
education, higher education, health sciences/health education*

Rice, Lorraine Stahl

Home Schooling At The High School Level: Observances, Characteristics, Perceptions, And Attitudes Of Six Students And Their Parents

Adviser: Barbara Nelson Pavan

1999

Temple University

Pages: 106

Home schooling of six students at the high school level is the focus of this study. Student and parental reasons for home schooling, socialization, role in the family, self-perceptions, and their actual home school experience were examined.

The home schooled young adults were curious, self-motivated and interesting. They possessed positive attitudes that induce confidence in their own ability, respect for the individual and a belief in God. Questions remain as to their adaptation to the college or work world that may require group interaction with a more diverse population. Implications for high school administrators include the need to determine if their programs include those favored by home schoolers such as: block scheduling, discovery learning, student selection of learning projects, mentoring, service-learning, multi-age teams and performance based assessment.

Categories: characteristics of participants, faith based, high school, impacts, mentoring, private education, public education

Ross, Steven William

Portrayal Of Organized Charitable Activity In High School American History Textbooks

Adviser: Kenneth D. Carlson

2001

Rutgers The State University of New Jersey – New Brunswick

Pages: 258

This study examined stories about different kinds of charitable activity as they were presented to different generations of students. The proper role of charity and the right way to organize community service have always been controversial questions and while the arguments often cite tradition, few efforts have been undertaken to relate historical examples of charity to service-learning.

The result of this study offered a portrait of charitable activities as students and teachers encountered them, underscoring differences in how charitable activities are defined and their significance. Organized charitable activity showed variations in detail but its basic structure has changed little. The literatures of historical study, education, and nonprofit studies all suggest factors that help account for the textbook treatment of charity that has been limited.

Categories: attitudes, curriculum integration, history/social studies, reading, secondary school

Rossie, Bryan Richard

Impacts And Effects Of Service-Learning On High School Students

Advisers: Byron J. Schneider and Neal C. Nickerson

2002

University of Minnesota

Pages: 117

This study was predicated on the null hypothesis that there is no difference in the self-esteem and attitudes toward school and community between high school students who are involved in school-sponsored service-learning experiences and those who are not involved in school-sponsored service-learning experiences.

The results of the study accepted the null hypothesis but further analysis revealed results that supported previous research into the positive effects of service-learning and raised some other issues and implications that merit further study.

Categories: attitudes, secondary school education, self-esteem, youth development

Rupiper Taggart, Amy

Sustaining Service-Learning: Pentadic Analysis For Programmatic Critique

Adviser: Gary Tate

2002

Texas Christian University

Pages: 207

This study focused particularly on the concept of scene, that is, the critical importance of space, location or placement, scenic rhetoric, time, and timing to a study of service- and experiential-learning programs. The analysis reveals several avenues for localized change as well as offering models for other programs practitioners who wish to analyze locally the bureaucratic, physical, and community structuring of service-learning.

The study revealed the importance to the life and development of an effective, institutionalized program of developing through public relations efforts of all kinds a thoughtful and consistent programmatic public face that should reveal the shared goals and positive outcomes of the program in both public and academic sectors.

Categories: attitudes, impacts, program development

Schaffer, Regan Harwell

Best Practices In Service-Learning At Christian Private Liberal Arts Colleges And Universities

Adviser: Ruth Johnson

2002

Pepperdine University

Pages: 168

The purpose of this study was to develop a working definition of service-learning, identify the best practices of service-learning in the Christian college context, and based on that information, develop a model that could be replicated at similar colleges and universities. This was a descriptive study that incorporated an examination of the findings of unpublished data from a survey on service-learning at 90 Christian colleges and universities and notes from a conference on service-learning at faith-based institutions. The research included a thorough review of the literature on service-learning and the mission and purpose of Christian higher education, as well as interviewing practitioners from seven Christian colleges or universities that met prescribed criteria for best practices in service-learning.

The data from this study strongly suggested that Christian colleges and universities should be using service-learning as a means of furthering their faith-based mission through the curriculum.

Categories: curriculum integration, higher education, program development

Schmidt, Brian C.

The Service Sojourn: Conceptualizing The College Student Volunteer Experience

Adviser: Jack Newell

2000

The University of Utah

Pages: 267

Despite the increasing popularity of volunteerism in student activities and service-learning courses on college campuses, little is know about the experiences of volunteer and the experience of students who participate in community service. Grounded in reoccurring themes such as leaving familiar surroundings, the shock of new environment, and efforts to adjust, the concept of a sojourn was used to interpret student's experience. This interpretive metaphor provided a framework for conceptualizing common aspect of volunteer experience and cross-cultural aspects of these encounters through ethnographic interviews and a naturalistic approach to identify patterns and analyze data.

Students who ventured on these sojourns in service, reported positive outcomes such as a better understanding of others, a matured sense of identity, and more complex view of the world, and an enhanced sense of personal efficacy.

Categories: community service, higher education, volunteerism

Schneider, Mary Kay

Service Helix: A Grounded Theory Of College Student Development And Outcomes Through Involvement In Community Service

Adviser: Susan R. Komives

2002

University of Maryland College Park

Pages: 237

This study was designed to understand students' experiences with community service, what they see as outcomes from their involvement, and the role of responsibility in this dynamic. Community service and service-learning have been lauded as ways of teaching civic and social responsibility during college but better understanding of the concept of social and civic responsibility are needed. The intent was to explore the outcomes of service.

Results suggested that there is a developmental model for college students who participate in community service. It is a service helix that was comprised of key categories of background, catalysts, service, personalization and responsibility, and outcomes. Students cycle through the service helix, which illustrates the development and growth while the rate of growth, varies.

Categories: character education, civic education, higher education, program models, social responsibility

Seitsinger, Anne M

<u>By Whom And How Is Service-Learning Implemented In Middle-Level Schools Involved In Documenting School Improvement. A Quantitative Study Of Opportunity-To-Learn Conditions And Practices</u>

Adviser: Robert D. Felner

1999

University of Rhode Island

Pages: 133

National educational standards call for an increased focus on meaningful teaching and learning that is developmentally appropriate and helps all student reach levels of proficiency not only in basic skills by in higher order thinking skills and real world application of skills. Among the recommendations for including real world experiences in the community into the student's education is service-learning. This study examined the opportunity to learn conditions and practices in 271 middle-level schools in 16 states involved in documenting school improvement efforts in order to find out by whom and how service-learning was implemented. A secondary analysis was conducted of data from teachers who participated in the High Performance Learning Communities Assessment during 1997 and 1998.

Although nearly all the teachers endorsed the strategies of service-learning, they were not implemented frequently. The professional knowledge of national and state curriculum standards and adolescent development predicted their use of the service-learning strategies. These service-learning strategies were also associated with more frequent implementation of standards-based practices for higher order thinking in literacy and numeracy. The students' background characteristics and their schools' location in an urban environment were associated with opportunities to learn through service-learning.

Categories: community service, effective teaching, impacts, K-12

Shon, James Thomas

The Politics Of Community-Based Partnerships In The Development Of
Alternative Elder-Wellness Networks And Service Delivery Systems

Adviser: Deane Neubauer

2001

University of Hawaii

Pages: 286

This study explored how to respond to the tidal wave of future senior citizens
represented by the baby boomer generation. The project was a case study where a
community of influential people involved with aging issues in Hawaii was
engaged in the development of an innovative approach to the creation of elder
wellness networks. The model was based on a community-generated concept
with assumptions about the demographic changes in society, the inability of
government to respond, the needs of the aging population, and community
resources.

The results of the project proposed a system capable of preventing or delaying
significant numbers of senior from becoming physically and fiscally dependent
on the state, allowing them to utilize existing community assets such as service-
learning programs, recognize the benefits of non-medical, wellness activities and
services, and create financial self-sufficiency.

*Categories: adult service-learning, attitudes, case study, community service-
learning, disability, cross-age studies, program development*

Smitherman, Karen Coach

School-to-Work: Connecting Students To The Work World

Adviser: Myra J. Baughman

1999

Pacific Lutheran University

Pages: 99

This qualitative study examined the School-to-Work system development process in accordance with a federal Urban Rural Opportunities Grant (UROG) and a state School-to-Work grant. It looked at how students, teachers, and principals of K-12 schools view the concept of School-to-Work and what current best practices are available in their schools.

Findings showed that implementing a School-to-Work system was difficult to implement without community and administration support. Those schools where School-to-Work activities were meaningful, rigorous and relevant were beneficial to all students.

Categories: K-12, school-to-work

Sramek, Hilda A.

Student Development Outcomes In Service-Learning Training for Teacher Education

Adviser:

1999

California State University, Long Beach

Pages: 167

Students in the liberal Studies Track I program for teacher preparation at California Stat University, Long Beach are required to participate in service-learning. The SERVE (Service Experiences to ReVitalize Education) Program provides training for these students. The purpose of this study was to develop a mechanism for infusing Chickering's psychosocial development model into the training.

Findings indicated that by gaining awareness of areas of development through the model, students were able to apply the student development theory to their personal lives and field of study.

Categories: higher education, program models, teacher education

Stenta, Donald Anthony

The Mount Leadership Society: Promoting Intersections Of Leadership And Social Change In A Service-Learning Class

Adviser: Robert F. Rodgers

2001

The Ohio State University

Pages: 319

The purpose of this study was to gain an understanding of how an undergraduate class experience focused on leadership and service-learning and how they influenced students' understanding of leadership, social issues, and social change. While there is limited exposure in the leadership literature that pertains specifically to college students, the emerging literature focuses on approaches based on building relationships.

Results showed an intersection of leadership with social change in the service-learning experience. The outcome of this research was that students personalized nearly every aspect of the class and service experiences. Personalizing the experiences can be best understood by connecting leadership with others, tending to the common good, understanding difference, realizing the relationship and interconnectedness of complex issues, and by understanding social change movements.

Categories: attitudes, higher education, impacts, leadership, program implementation

Stowe, Angela Mooneyham

An Examination Of Two Approaches To Experiential Learning And The Impact Of Service-Learning Multicultural Awareness

Adviser: Holly A. Stadler

2002

Auburn University

Pages: 395

This study employed both a quantitative study and a qualitative inquiry to test the assumption that true learning comes through experiences that are educative. The learning objective measured was multicultural awareness. An assessment was administered to determine changes in awareness as a result of participating in a service-learning project. Two groups were compared: one group participated in a service-learning project and the other in a cultural engagement project.

Results indicated no significant changes in students' scores between the pretest and posttest for the service-learning section or the cultural engagement section. Students participating in a service-learning project seemed to acquire multiple, general learning outcomes while the students in the cultural engagement section acquired greater diversity awareness.

Categories: assessment models, cultural engagement, diversity and multicultural topics

Subramony, Mahesh V.

<u>Two Studies Of The Impact Of Performance Feedback On Community Service-Learning Among College Students</u>

Adviser: C. Merle Johnson

1999

Central Michigan University

Pages: 120

The first study manipulated students' access to frequent written performance feedback from agency supervisors. Student learning from community service (SLCS) was measured both before and after the semester-long intervention. The second study examined the impact of organization feedback quality, client feedback quality, student feedback seeking, and two sets of individual-differences variables (goal orientation, and feedback disposition) on SLCS.

Client feedback quality and feedback disposition predicted SLCS significantly.

Categories: community service, impacts

Switzer, Carrie Leann.

<u>Service Learning in a Medical School: Psychosocial and Attitudinal Outcomes</u>

Adviser: Carol E. Baker

1999

University of Pittsburgh

Pages: 94

This research examined a service-learning program that gave medical students the opportunity to gain both primary care clinical experience and exposure to a medically underserved population. The purpose of the study was to investigate changes in psychosocial characteristics such as self-esteem, empathy, intentions to help in the future and motivations for volunteering, as well as changes in attitudes regarding medically underserved populations, prenatal care issues and social commitment.

Findings showed that since many medical schools are still at the initial stages of integrating service-learning programs into their curricula, it might be too early to draw conclusions about the effects of such programs on medical students. Although medical students did not change significantly over the course of the service-learning experience, they were not negatively affected in terms of their psychosocial characteristics or attitudes by participating in service-learning.

Categories: health sciences/health education, impacts

Tannenbaum, Sally (Sarah) Cahill

<u>An Analysis Of An After-School Service-Learning Program For Elementary School Children</u>

Adviser: Sharon Brown-Welty

2002

California State University, Fresno and University of California, Davis

Pages: 119

The purpose of this study was to compare the academic performance, social behavior, and attitude indices of fourth through sixth grade students participating in the "Dare to Dream" service-learning program to students enrolled in the same after-school program but not participating in the service-learning program at four elementary schools in Fresno Country. The study also analyzed program curriculum and implementation to determine whether or not the program incorporated best practices in service-learning.

Analysis of student and teacher surveys indicated changes in student attitudes in some area as a result of participation in the program. Furthermore, an analysis of the "Dare to Dream" curriculum indicated that the program did include most of the elements of best practices in service-learning; however, student training, strong linkage with community organizations, and a formal assessment mechanism were not evident.

Categories: attitudes, character education, curriculum integration, k-12, youth programs

Terry, Alice Wickersham

A Case Study Of Community Action Service-Learning On Young, Gifted
Adolescents And Their Community

Adviser: Bonnie Cramond

2000

University of Georgia

Pages: 258

This study documented the evolution of service-learning in America and the types
of service-learning experiences. A case study examined the perceptions of 28
young, gifted adolescents involved in a Community Action service-learning
project toward their project, the effects of the involvement upon them, the impact
of the project on the rural community, and the effects of the methodology that was
used in the classroom. The experiences from this project gave the student
opportunities to grow academically, intellectually, personally, creatively, and
socially. Through their participation, civic awareness and responsibility were
developed. Students learned how to creatively elicit ideas to improve their
community and gained positive attitudes about their community.

Results showed that methodology is important to help gifted students perform to
their maximum potential and indicated that a conscious effort is needed to lead
students toward self-learning and independence. The study suggested that students
must have opportunities to work cooperatively, learn creative problem skills.
Additionally, they require formal reflective activities and opportunities for
celebration. Implications for educators are discussed.

*Categories: case study. characteristics of participants, civic education,
community service, K-12, reflection*

Thompson, William G.

The Effects Of Character Education On Student Behavior

Adviser: Ron Lindahl

2002

East Tennessee State University

Pages: 96

The purpose of this study was to determine how character education affected the behavior of students. The study involved observing student behavior; interviewing students, teachers, and parents to determine their perceptions of the effects of the character education program on student behavior; and reviewing disciplinary records to identify behavioral patterns.

The findings led to recommendations regarding the implementation of character education programs in elementary schools. Character education should be an integral part of the curriculum and not taught as a separate subject. Character development is derived through hands-on service activities that contribute to the school, the community, and society in general.

Categories: attitudes, character education, curriculum integration, formal schooling, k-12, program development

Thury Von Eye, Rochelle Kay

Theroretical Basis Of Service-Learning Programs At Postsecondary Institutions

Adviser: Devon Jensen

2002

University of South Dakota

Pages: 88

This study was a case study to analyze the service-learning programs at several doctoral/research universities and baccalaureate colleges to determine if the elements of their programs matched the theoretical elements of service-learning as identified in research. The elements of each university's service-learning program were compared to a conceptual model of a service-learning program designed by the researcher.

The findings from this study included the need for the identification of the service-learning project to be a joint activity of the faculty and students that should contain a reflective component.

Categories: case study, post secondary higher education, program implementation, program models

Tolleson Knee, Ryan

Service-Learning In Social Work Education; Building Democracy Through Informed Citizenship

Adviser:

1999

University of Denver

Pages: 143

Studies show that incoming college students have become increasingly concerned with individual gain, competition and materialism. This finding, coupled with the lowest voter turnout in 70 years and declining levels of participation in civic groups, are indicators that citizens are relatively uninterested in, or lack the capacity to engage in activities that strengthen democracy. The social work field has underscored the importance of building a strong democracy and an engaged citizenry to build stronger communities and service-learning has been viewed as a potential venue. This study looked at community service, combined with structured reflection, commonly known as service-learning, as experiential learning opportunities in the senior year.

The outcomes supported service-learning as a medium to foster leadership abilities and stronger affiliations with local citizens and community-based organizations. The results of this study have important implications for integrating theory with practice.

Categories: citizenship, civic education, community service, experiential education, leadership, reflection

Toole, James Charles

<u>Mental Models, Professional Learning Community, And The Deep Structure Of School Improvement: Case Studies Of Service-Learning</u>

Adviser: Karen R. Seashore

2002

University of Minnesota

Pages: 285

This study offered an opportunity to explore what happens when seven elementary and middle schools in seven states attempt to foster a school-wide and lasting change in classroom practice. The schools all sought to implement service-learning as part of a nationwide network sponsored by the National Youth Leadership Council and funded through foundation money. The conceptual framework for this study sought to identify the deep structure of school change by focusing on the role that teachers' instructional mental models and professional learning communities played in implementation.

The stronger professional learning community that supported service-learning was able to create greater agreement about a shared purpose, more support for change leadership, higher staff participation and ownership, more shared learning, less political conflict, less structural tensions, better communications, and more openness to change.

Categories: curriculum integration, k-12 education, leadership, organizational change, program models

Triplett, Anne M.

Service-Learning: Community Exploration And Community Building With Middle School Students.

Adviser: Sara Woolverton

2000

Pacific Lutheran University

Pages: 141

Qualitative inquiry methods were used to explore students' notions of community as a first step to implementing service-learning. Students' definition, perceptions, and feelings about their community and its problems were explored in-depth using various groups in individual activities, as well as, games and discussions.

Categories: attitudes, K-12

Trombley, Guy Michael

The Transmission, Acquisition, And Creation Of Civic Culture: AmericCorps National And Community Service In A Pluralistic Society

Advisers: Marion Lundy Dobbert and R. Michael Paige

2001

University of Minnesota

Pages: 344

This study focused on the AmeriCorps Members' year of service and its role in the transmission, acquisition, and creation of a national, inclusive, and civic culture. Civic dialogue in the United States is presently concerned with the dominant patterns of radical individualism, pluralistic fragmentation, civic disenfranchisement, and disintegrating national civic culture. The withdrawal of young people from civic life threatens a stable and future democratic way of life.

Results described the transformational community service-learning experiences and the young adults' rites of passage into pluralistic civil society. Included are the broader theoretical considerations and policy implications of ethnically enfranchising non-formal civic education and its democratizing role in creating civic cultures.

Categories: AmeriCorps, civic education, community service, diversity, impacts, program models, youth programs

Turner, Roselyn Marie

A Pragmatic Approach To Educating: Connecting Problem-Based Learning To Service-Learning

Adviser: Julia Bronner

2002

Capella University

Pages: 191

The purpose of this study was to increase student and teacher motivation by providing students the opportunity to engage in the problem solving process to solve student-identified campus or community problems while achieving the competencies of a community college communications course. The study integrated problem-based learning with service-learning.

This approach significantly increased both student and teacher motivation while permitting students to meet cognitive and affective learning objectives. The study also showed that combining the two methods was highly efficacious and benefits both students and the community.

Categories: case study, problem solving, program implementation, post-secondary higher education

Tutt, Ernest Wayne

A Comparison Of Service-Learning And Non-Service-Learning Community College Faculty Teaching Goals And Teaching Role Preferences

Adviser: Jon Travis

2001

Texas A&M University – Commerce

Pages: 213

This study compared service-learning and non-service-learning community college faculty at the same institutions and within the same discipline areas to determine what differences existed between the teaching goals and role preferences of the two faculty groups. The two groups were also compared on the basis of their selection from a set of six teacher roles that best described the primary function of their teaching.

A significant difference was found between the results for the service-learning faculty and the non-service-learning faculty in 13 different areas. The service-learning faculty seemed to be aware that they were attempting to accomplish something different in the classroom and their teaching goals reflected the new objectives. They also demonstrated greater diversity in their selection of teaching roles, which suggests that experimentation is occurring among the service-learning faculty with regards to their teaching preferences.

Categories: higher education, curriculum integration, program implementation

Varlotta, Lori E.

<u>Service-Learning As Community: A Critique Of Current Conceptualizations And A Charge To Chart A New Direction</u>

Adviser: Richard A Quantz

1997

Miami University

Pages: 223

This study sought to reconceptualize the theories and practice of service-learning. Starting with a belief that all academic endeavors have both a theoretical and communal component, this study looked at the on-going creation of communities and the on-going production of the theories that described them as two of education's most indispensable goals.

Service-learning is a mechanism for creating types of communities that are likely to thrive amidst the contemporary academic conflicts, tensions, diversities and complexities. To initiate the reconceptualization of service-learning, the study identified, reviewed, and problematized two conceptualizations: 1) service-learning as a program, pedagogy, philosophy or combination; and 2) service-learning in terms of its programmatic, definitions, continuums, or paradigms. Feminist theory and postmodern feminist theory is used to explicate the type of community about which service is and ought to be.

Categories: feminist theory, higher education

Vaughn, Paula Marie

Enhancing Student Development In Service-Learning With Performance-Based
Assessment Rubrics

Adviser: Gary Hanson

2002

Arizona State University

Pages: 221

This study examined issues regarding the educational development of students in
service-learning programs using sets of performance-based assessment rubrics
and other assessment techniques. In particular, this study employed the Service-
Learning Assessment Toolkit, a compilation of instruments, measures, and
guidelines developed by the researcher.

The study concluded that all students who participated had examples of positive
educational outcomes in at least three of the six educational targets. There was no
evidence that one type of target dominated the learning process.

Categories: assessment models, curriculum integration, program implementation

Vercellotti, Leonard Timothy

Something To Talk About: How Civic Journalism Influences Political Discourse And Engagement

Adviser: Marco Steenbergen

2002

The University of North Carolina at Chapel Hill

Pages: 217

Civic journalism is a form of journalism that draws on democratic theory to promote discussions about politics and push communities closer to the ideals of deliberative democracy and an engaged citizenry. Using survey data and experimental focus groups, this study investigated the influence of civic engagement on discourse and its effect on civic engagement.

The study found that journalistic coverage framed by issues promoted discussions whereby participants linked information with their personal experiences and concerns. Coverage that framed politics using a more conventional "horse race" approach tended to yield discussions that focused on the game of politics. Additionally, issue coverage generated a more deliberative discourse among participants than did conventional coverage. The study results offered limited support, however, for the notion that civic journalism and discussion promote a specific type of civic engagement, issue involvement.

Categories: citizenship, civic engagement, civic journalism

Vernon, Andrea April

Community Perspective In Higher Education Service-Learning And Volunteerism

Adviser: Lenoar Foster

2001

University of Montana

Pages: 193

This study analyzed and measured community perceptions of college student volunteers and service-learners. Its purpose was to examine college student service-learning and volunteer activities from the community perspective through the data gathered from community agency personnel who work directly with the volunteers meeting the needs of youth. Important to the study were the determinations of how agencies ensured and measured the quality and effectiveness of college student service and the impacts they had in the agencies where they were employed. Also important were the impacts these volunteers had on the youth they served and the views of the communities where they worked.

The analysis revealed that the college student volunteers positively impacted the programs operated by the agencies because they provided additional human resources for the agencies and they had the energy, youth, experience, and knowledge that helped them to be effective volunteers. They made a tremendously positive impact on the youth in the programs in the areas of self-esteem, academic performance, and social skills.

Categories: attitudes, community service, cross-age studies, higher education, impacts, mentoring, program development, youth programs

Wahyuningsih, Rini

<u>The Origins And Impact Of Public Service In Indonesian Higher Education: Three Case Studies</u>

Adviser: William K Cummings

2000

State University of New York at Buffalo

Pages: 378

The Indonesian university system gives exceptional emphasis to public service as part if the mission of higher education. This qualitative study examined the origins and actual practice of service activities in Indonesia in 1990's, the role of service in Indonesian higher education institutions in response to the pressure of globalization and technological expansion, and it sought to provide a comprehensive picture of the service component of Indonesian higher education in comparative perspective.

The analysis revealed a close linkage between Indonesian higher education and the nation as a whole. A comparative analysis of public and private universities found that public universities benefit from more qualified faculty, funding accessibility and advanced laboratory facilities than do private universities. Local and national government officials, business leaders, educators, and other community leaders perceived university contribution as beneficial.

Categories: case study, higher education, public service, public education

Wakefield, Marylin Osborne

<u>Intergenerational Service-Learning: Co-Learning As A Basis For Building Relationships</u>

Adviser: Robert Covert

2002

University of Virginia

Pages: 99

In this qualitative study, five co-learning pairs were interviewed throughout a semester-long program to understand their perception of the relationship that developed between them. While most of the research in the field of intergenerational service-learning has focused on the learning needs of, and the benefits to, children and young adults, this study looked at the learning needs and benefits of older adults.

They reported that feeling accepted for who they were as individuals, having positive expectations of the co-learning relationship, being committed to the relationship, and finding areas of common interest were the salient qualities of their relationships. Additionally, the study provided a baseline for understanding the outcomes of intergenerational co-learning relationships.

Categories: Adult service-learning, higher education, intergenerational cross-age studies

Walker-Guyer, Lori A.

Making Connections For Students And Educators In Higher Education Through A Systemic Learning Community Model

Adviser: Phillip H. Dreyer

1999

The Claremont Graduate University

Pages: 315

The purpose of this study was to observe the creation of a systemic learning community and describe it from the perspectives of the participant students and instructors. The community was characterized by block scheduling, collaborative teaching, student-centered learning, freshman seminars, 30 hours of service-learning and intensive integration of curricular and co-curricular activities.

The quantitative results indicated that students had higher retention rates, grade point averages and percentage of student in good academic standing than the comparative cohort. Results also revealed three themes descriptive of participants' experiences: the symbiosis of social connections and learning; the embracing of new paradigms of learning, and the development of a systemic world perspective. The systemic learning perspective views the world as a system of interrelated connections that can only be understood through the relationship between its parts, operating through multiple feedback loops in the form of relationships, connectedness and context.

Categories: community service, higher education, impacts

Wang, Winnie Wenyi

The Impact Of University Outreach Programs On The College-Going Population:
A Mixed-Methodological Approach

Adviser: Alexander W. Astin

2002

University of California, Los Angeles

Pages: 146

This study was designed to enhance the understanding of how university-sponsored outreach programs affect the academic preparation and competitive eligibility of minority students applying to UCLA. It was designed to determine whether improvements that were made in the programs under the study resulted in positive changes in the eleven indicators of academic preparation and competitive eligibility that were defined in the study.

The finding showed significant improvements that resulted in an overall beneficial effect. The outreach program appeared to be the most important factor in influencing the students to achieve academically and prepare for college.

Categories: at-risk youth, case study, mentoring, youth development

Ward, Verena Marlies

<u>Service-Learning Comparison Of Hospitality Programs In Two- And Four-Year Institutions</u>

Adviser: Polly Buchanan

2000

Eastern Michigan University

Pages: 67

This study compared academic service-learning participation in hospitability management programs at two and four-year institutions.

Findings indicated that academic service-learning was not as prevalent in four-year institutions while two-year institutions had higher participation. The perceived difference between institutions was not clearly identified. The importance of inclusion in hospitality curriculum was inconclusive.

Categories: case study, community service, higher education, hospitality management

Ware, Robin

Christian Colleges: Addressing The Service Mandate

Adviser: Eugenie Potter

1999

University of Pittsburgh

Pages: 195

For Christian colleges, service is mandated as one of the key tenants of
Christianity. This research project looked at four colleges in the Coalition for
Christian Colleges and Universities (CCCU) because they offer service programs
and opportunities for their students. The following areas were discussed: college
history, service opportunities available on and off campus, college philosophy,
denominational influence, reporting order for service facilitators, faculty
involvement, student involvement, whether service is required, whether academic
credit is given for service, and the challenges to having a service program on
campus.

The study showed that each of the colleges studied varied from having one or two
areas of service to colleges that had full-fledged service-learning centers. Varying
levels of infusion were found with room for improvement. Each college had at
least one program that it could be proud. A suggestion for how a service
programs might look in an ideal college setting is advanced.

*Categories: community service, faith based, higher education, impacts,
institutional identity*

Waskiewicz, Rhonda A.

Impact Of Service-Learning On Occupational Therapy Students' Awareness Of, Commitment To, And Sense Of Responsibility Toward Community

Adviser: Novella Keith

2002

Temple University

Pages: 197

This study addressed the value and impact of using service-learning as pedagogy to improve occupational therapy students' awareness, commitment, and sense of responsibility toward community. One group of students participated in a service-learning experience of their choice while the comparison group did not.

The younger students in the study consistently showed more statistical and descriptive activity while the older students showed more interest in community issues and needs. The data strongly suggested that the design and implementation of service-learning programs should consider using developmental learning models to clarify expectations and maximize positive outcomes.

Categories: assessment models, attitudes, cross-age studies, higher education, impacts

Westrick, Jan Marie

Making Meaning From Difference: The Influence Of Participation In Service-Learning On The Intercultural Sensitivity Of High School Students At An International School In Hong Kong (China)

Adviser: Gerald Walton Fry

2002

University of Minnesota

Pages: 173

This study examined the influence of service-learning on the levels of intercultural sensitivity of high school student at an international school in Hong Kong. This study used the Intercultural Development Inventory to determine the relationship between levels of intercultural sensitivity and demographic variables, as well as variables related to prior participation in four models of service programs.

Results suggested that service-learning can influence the development of intercultural sensitivity in students, but not always. Students may also find they are able to develop intercultural sensitivity through a variety of other life experiences.

Categories: attitudes, multicultural topics, secondary school education, youth development

Whitaker, Evans P.

The Linkage Of College And University Seniors To Their Institution: A Study Of Factors Related To Institutional Loyalty

Adviser: R. Wilburn Clouse

1999

Vanderbilt University

Pages: 170

This study identified factors that influence the student's institutional loyalty and explored the relationship between these factors and loyalty. These factors included: 1) overall positive college experience 2) involvement in co-curricular domain of college life, 3) student's understanding that the cost of education is subsidized, 4) involvement in the academic domain of college life; and 5) satisfaction with services associated with career planning. One dichotomous variable; the effect of being a student at a historically Black college or university, is highly predictive of loyalty.

Nineteen factors were found to be associated with loyalty: institutional type; alumni giving rate; age; gender; ethnicity; academic discipline; college choice; living arrangement; student activities involvement; student organization membership; financial aid; being a class officer; being a student organization officer; being a phonation caller; being an alumni/development volunteer; service-learning; campus employment; Greek membership; and campus residency. Eleven factors were identified to have a tendency not to be associated with loyalty: family income; marital status; father's education level; mother's educational level; father attending the same institution; mother attending the same institution; working in the alumni or development office; musical group membership; varsity athletic team membership; educational debt; and sport club membership.

Categories: higher education, impacts

White, Amy Ellen

A Meta-Analysis Of Service-Learning Research In Middle And High Schools

Adviser: Patricia Moseley

2001

University of North Texas

Pages: 82

This study examined the relationship between service-learning innovations and improved academic progress, self-concept, and social or personal growth in middle and high school students. A historical overview of service-learning is presented and a detailed description of the study selection process is provided.

The data revealed a moderate relationship between service-learning participation and academic progress, self-concept, and social or personal growth in middle and high school students.

Categories: attitudes, character education, curriculum integration, secondary school, youth development

White, Cynthia Leffler

Engaging At-Risk Students Socially And Educationally During A Time Of
Critical Transition From Elementary To Junior High: A Case Study Of A
Summer Service-Learning Intervention Program

Adviser: Janet Chrispeels

2001

University of California, Santa Barbara

Pages: 119

This study examined how seventh grade students' educational and social
engagement is affected when they participated in a summer service-learning
orientation program. Incoming students participated in a four-week summer
intervention designed to build Latino students' social capital by engaging them in
a local community-based orientation curriculum complemented by a week-long
service-learning project.

The results confirmed the statistical significance and suggest that a brief but
purposeful intervention during the critical transition periods in students' lives can
have a meaningful impact on social and educational engagement.

*Categories: at-risk youth, multicultural topics, secondary school, social capital,
youth programs*

Woeste, Michael Jon

Service-Learning And Civic Engagement: National Leaders' Expectations And Priorities For Higher Education

Adviser: Ken Martin

2002

University of Cincinnati

Pages: 130

Service-learning in relationship to five variables of civic engagement was the focus of this exploratory study. Information was collected from 24 national educational leaders on the use of service-learning as a tool for student citizenship development, its current and potential future priorities, the emerging profile of citizenship and societal reform, the role of higher education in societal reform, and the impact of consumerism on higher education.

Results of the study showed consensus for the notion that service-learning is an important, but not exclusive, tool helping students engage in civic activities. Conversely, the educators felt that consumerism was having a negative impact on higher education and on the process of preparing students to be effective citizens. Of significance was their assertion that service-learning must be tied to larger purposes surrounding civic engagement and needed formal institutional support to survive in higher education long-term. The leaders were unanimous in their view that colleges and universities should play a pivotal role in the process of social change but opinions varied as to the role of higher education in social transformation.

Categories: administration, attitudes, citizenship, civic education, higher education

Wolfson, Larry

Learning Through Service: Community Service-Learning and Situated Learning in High School

Adviser: John Willinsky

1999

The University of British Columbia (Canada)

Pages: 203

This study explored the symbiotic relationship resulting from the merging of situated learning's socio-cultural conceptualization of the nature of learning with community service-learning's ethos of service. The researcher sought to discover the nature and outcomes of learning which result when high school student take their skills out of the classroom and into the community to help solve authentic problems.

The integration of community service-learning and situated learning in the technology classroom resulted in a symbiotic relationship in which the nature and specific outcomes of learning were enhanced beyond what would normally be expected in a non-service information. It is argued that situated learning provides a viable theoretical framework for community service-learning. This study adds support to the learning claims of both situated learning and service-learning. The symbiotic relationship is a means of enabling education to become more responsive to the students and the community.

Categories: community service, impacts, high school

Wong, Penelope Ann

Curricular Dimensions Of Stakeholder Perceptions In A Service-Learning
Program: A Case Study

Advisers: Ann Batchelder and Linda Shadiow

2001

Northern Arizona University

Pages: 300

This study examined the curricular dimensions of teachers, community agency
partners, students, and others by looking at their conceptions and views of
service-learning. One option was a curricular service-learning project that was
class-based and integrated where the service was tied to course content and
objectives. The second option was co-curricular where the service-learning was a
separate stand-alone elective class in service-learning while the third was an
extracurricular service-learning project where students independently
implemented their own projects.

The findings demonstrated that service-learning is a complex phenomenon where
the curricular dimensions of service-learning shape stakeholders' diverse
experiences of it while this particular curricular framework provided a useful
method of analysis rarely employed in examining service-learning programs.

*Categories: assessment models, attitudes, case study, program implementation,
program models*

Wurr, Adrian John

The Impact And Effects Of Service-Learning On Native And Non-Native
English-Speaking College Composition Students

Adviser: Mary Wildner-Bassett

2001

The University of Arizona

Pages: 329

This study examined the impact of service-learning on native and non-native
English speaking college composition students and addressed what ways
participation in service-learning impacted their learning. Data collection involved
surveys, student interviews, participant observations, analysis of students' journal
and essay writing, and course evaluations.

The results documented cognitive, socio-cultural, and affective factors that
contribute to the writing performance of linguistically and culturally diverse
learners. Service-learning had a positive impact on the participants' self
perception as members of the local community and on their personal agency in
promoting social change. ESL students were especially enthusiastic about
improved cross-cultural understanding and oral communication skills as a result
of their community service.

*Categories: case study, composition, curriculum integration, diversity, higher
education, English as a Second Language, multicultural issues*

Yanez, Natasha Diane

Empowering Students Through Community Action

Adviser: Louette L. McGraw

2002

Pacific Lutheran University

Pages: 124

This study focused on the effect of service-learning in the curriculum. Research was conducted on service-learning, its implementation, and its effects. In addition, the study looked at how one junior high school implemented service-learning into its curriculum and the difficulties involved in creating a more intense program.

Results discovered that service-learning was often not integrated into the curriculum as expected, teachers often did not require students to reflect on their experiences, and teachers did not spend adequate time preparing for service projects. Service-learning pedagogy requires each of these characteristics; in their absence, the practice of service-learning seemed to have less positive effect on the students.

Categories: curriculum integration, effective teaching, impacts, k-12, program implementation