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Bibliography and Annotated Bibliography of Research: The Effects of Service-Learning Participation on Students Who Serve

Marilyn W. Smith

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***BIBLIOGRAPHY AND ANNOTATED BIBLIOGRAPHY
OF RESEARCH***

***THE EFFECTS OF SERVICE-LEARNING PARTICIPATION
ON STUDENTS WHO SERVE***

*prepared for
The Commission on National and Community Service*

by

Marilyn W. Smith

November 1992

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***THE EFFECTS OF SERVICE-LEARNING PARTICIPATION
ON STUDENTS WHO SERVE***

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- Arkell, R. N. 1975. Are Student Helpers Helped?. Psychology in the Schools 12, n1 (January): 113-115.
- Beane, James, Joan Turner, David Jones, and Richard Lipka. 1981. Long Term Effects of Community Service Programs. Curriculum Inquiry 11, n2: 143-155.
- Change. 1992. Making a Difference: Students and Community Service. (July/August): 44-50.
- Calabrese, Raymond L. and Harry Schun. 1986. The Effects of Service Activities on Adolescent Alienation. Adolescence 21, n83 (Fall): 675-687.
- Firman, James, Donald Gelfand, Catherine Ventura. 1983. Intergenerational Service-Learning: Contributions to Curricula. Educational Gerontology 9: 405-415.
- Hamilton, Stephen F. and L. Mickey Fenzel. 1988. The Impact of Volunteer Experience on Adolescent Social Development: Evidence of Program Effects. Journal of Adolescent Research 3, n1, 65-80.
- Newman, Sally, Charles Lyons, and Roland S.T. Onawola. 1985. The Development of an Intergenerational Service-Learning Program at a Nursing Home. The Gerontologist 25, n2: 130-133.

Pascarella, E., Corrinna A. Ethington, and John C. Smart. 1988. The Influence of College on Humanitarian/Civic Involvement Values. Journal of Higher Education (Summer): 412- 437.

Peterson, Virgil. 1975. Volunteering and Student Value Development: Is There A Correlation? Synergist 3, n3 (Winter): 44-51.

Pyle, Richard K. 1981. International Cross-Cultural Service-Learning: Impact on Student Development. Journal of College Student Personnel 22 (November): 509-514.

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Cagenello, Scott. "Plugged into the Heart: Service-Learning and Student Development", Teachers College, Columbia University.

Crowner, David. "The Effects of Service-Learning On Student Participants", Gettysburg College

Smith, Marilyn W. "Clarifying Policy Intentions and Assessing Perceived Effects of Community Service-Learning Participation for Undergraduate Students", University of Maryland at College Park.

Tullier, Michelle. "Evaluating Community Service Internships at Barnard College of Columbia University".

Zlotowski, Edward and James Ostrow, "Service-Learning and Experience: Focusing Evaluation on the Immediacy of Student Involvement", Bentley College.

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- Arkell, R. N. 1975. Are Student Helpers Helped?. Psychology in the Schools 12, n1 (January): 113-115.
High School

Utilized a non-equivalent control group design to measure the effects of participation in in-school service on self-esteem, attitude toward school, and performance in spelling and achievement in arithmetic. Sixth grade students in the experimental group served two times per week for 75 minutes over a ten week period in three student-helper roles--as tutors, clerical workers, and audio-visual operators. Pre-test and post test scores on four instruments, a self-esteem inventory, the Student School Opinion Poll, and the spelling and arithmetic subtests on the Wide Range Achievement Test (WRAT) revealed no significant differences between student-helpers and non-participants.

The service experiences did not effect significant gains or drops on the variables measured, including school functioning. Therefore, it seems interesting that students can help to reduce the work load of school personnel without negative consequences to themselves. In this case, the effect of the service on those being served would be interesting in establishing the "worth" of the service experience.

- Beane, James, Joan Turner, David Jones, and Richard Lipka. 1981. Long Term Effects of Community Service Programs. Curriculum Inquiry 11, n2: 143-155.
High School

A quasi-experimental study into the long-term effects of participation in a high school sponsored community service project explored the community activities and attitudes towards concepts of school sponsored community service projects of subjects thirty years later. Although the low questionnaire response rate (128 responses from 465 possible subjects) limits the study, the findings support the hypothesis: H 1 Adults who participated in community service projects in high school demonstrate higher levels of community involvement than adults who did not engage in community service projects. Specifically, the analysis revealed that graduates who had participated in the community

service program more frequently served in both formal group leadership roles and in nonformal organizations than did non-participants from the same school or students who attended a similar school that did not offer such a program. Furthermore, participants indicated leadership activity in substantially more service-type organizations (e.g. Rotary or Kiwanis Club), as opposed to school and professional associations.

Interestingly, the data did not support a second hypothesis: H2 Adults who participated in community service projects in high school demonstrate higher levels of agreement with program related concepts than those who did not. Beane et al suggest that comparison of group data on an attitudinal basis as opposed to an actual or experiential basis raise questions about the nature of outcomes which can be posited with regard to community service programs. They state (p151), ". . . do such programs tend to have a positive influence on actual adult experiences, but limited influence on attitudes?"

Change. 1992. Making a Difference: Students and Community Service.
(July/August): 44-50.
College

Derek Bok, Professor Emeritus of Harvard University, and Frank Newman, President of the Education Commission of the States, informally interviewed five students who had received the Campus Compact's National Student Humanitarian Service Award (Change, July/August 1992). These students, each of whom had actively participated in a campus-based service program, were asked to describe their perceptions of ways in which they had changed from serving. The effects of service described by the students included: belief in the ability of one person to make a difference; career decisions; awareness of a citizen's obligations to help people and the community; an increased sense of self-confidence and self-esteem; personal growth and gratification, learning about various cultures; and academic learning.

Calabrese, Raymond L. and Harry Schun. 1986. The Effects of Service Activities on Adolescent Alienation. Adolescence 21, n83 (Fall): 675-687.
High School

The researchers hypothesized that developing, implementing and participating in community service activities would significantly reduce levels of alienation in adolescents. While the findings did indicate reduced levels of

alienation for members of the treatment group, it is not clear whether participation in service activities or participation in small groups which were responsible for planning the service activities was the significant factor.

Firman, James, Donald Gelfand, Catherine Ventura. 1983. Intergenerational Service-Learning: Contributions to Curricula. Educational Gerontology 9: 405-415.
College

Studied thirty-nine adaptations of intergenerational service-learning to the curricula of colleges and universities selected by NCOA (National Council on the Aging) to participate. As a component of new or enhanced academic courses, college students provided services to the aging such as health assessments, health/education /physical fitness, drama therapy, and speech and hearing screening. Faculty who were directly involved in 28 course-related projects were interviewed to discover what students had learned from participating in the projects. Faculty assessments were based on a combination of seminars/class discussions, student papers based on their experiences, student journals, students responses to evaluation forms, and on-site observations.

All faculty reported that the experience "provided students with a greater empathy for older people" and "increased student awareness of the problems and needs of older people" either "significantly" or "to a great extent" (409).⁷ Most faculty reported student learning of a significant or great extent on the following outcomes:

- 86% reported increased student respect for the elderly and recognition of their potential;
- 82% reported reduction in students' stereotypic images of older people;
- 82% reported increased student understanding of the demands of the service role;
- 79% reported development of specific skills, competencies or attitudes pertinent to problem-solving, interpersonal interacting, or group process;
- 75% reported increased understanding of aging as a normal experience;

Less than 50% of the faculty, however, reported that through the service-learning experience students increased their knowledge about types of programs for older people (43%) or increased their understanding of and/or empathy for ethnic or racial minorities (48%). Many of the faculty reported that service-learning participation increased students' understanding of the needs and problems of poor people (71%); provided experience in providing

services to older clients (61%); helped students to become more responsible citizens by increasing their understanding of issues of social concern by developing skills for social participation; and enabled students to increase their knowledge about organizations which provide services to older people (54%).

Hamilton, Stephen F. and L. Mickey Fenzel. 1988. The Impact of Volunteer Experience on Adolescent Social Development: Evidence of Program Effects. Journal of Adolescent Research 3, n1, 65-80. *High School*

Used both a standardized instrument, the Social and Personal Responsibility Scale (SPRS), and open-ended interviews to study the effects of service participation on adolescents. Forty-four youths who volunteered in two types of service projects, community improvement and child care, completed pre and post test questionnaires to assess the extent to which they expressed: responsible attitudes toward social welfare and personal duty; a sense of competence to take responsibility; a sense of efficacy regarding their ability to fulfill social responsibilities; and the perception that they do perform responsible tasks as volunteers.

Results of the questionnaire showed a statistically significant gain only on the Social Responsibility Subscale, which assessed attitudes toward society's obligation to meet the needs of others; but not on the Personal Responsibility Subscale, which assessed respondents' perceptions of their personal responsibility, competence, efficacy, and performance ability toward others in need; or on the full scale. Interestingly however, an inconsistency between the test results and the personal interview testimony of 18 child care and 17 community improvement volunteers emerged. Large percentages of participants in both types of service perceived the effects of volunteering to include: gains in knowledge of self and others, information, and skills; feelings of satisfaction, enjoyment, and usefulness; and benefits for future employment, family responsibilities, and real life application of knowledge and skills.

Effects that were specific to the type of service were also reported. Child care workers perceived that they had gained knowledge about children and awareness of their own ability to be patient; whereas Community Development workers perceived an increased awareness of their own skills and their ability to take initiative. Furthermore, 90% of the participants indicated that they were likely to volunteer in the future.

Newman, Sally, Charles Lyons, and Roland S.T. Onawola. 1985. The Development of an Intergenerational Service-Learning Program at a Nursing Home. The Gerontologist 25, n2: 130-133.
College

Studied the effects of participation in a college-sponsored intergenerational service-learning program that was developed to address the psycho-social needs of the residents, while simultaneously benefitting the students participants. As part of a psychology of aging course, 10 pre-screened community college students were selected to participate and matched with two nursing home residents. Students visited their residents approximately 3 hours per each week of the semester, at which time they engaged in various social activities.

The outcomes of the program were assessed through semi-structured interviews with residents and students conducted by the authors. The data revealed that the students perceived themselves as having benefited from their service-learning experience: eighty percent became more accepting of the aging process, of their own aging, and of nursing homes; while 70% reported becoming friendlier with older people, including their own grandparents. Several of the students expressed interest in pursuing a career in gerontology or geriatrics as a result of the experience, and many of the students continued to visit the nursing home during holidays and non-scheduled times.

Pascarella, E., Corrinna A. Ethington, and John C. Smart. 1988. The Influence of College on Humanitarian/Civic Involvement Values. Journal of Higher Education (Summer): 412- 437.
College

One study of the outcomes of the college experience specifically addresses the most common intended outcome of service-learning participation, civic involvement. The purpose of a study by Pascarella, Ethington, and Smart was to assess the long-term influence of college on the development of humanitarian /civic involvement values among white and black students (1988).

Collegiate academic and social experiences, specifically involvement in social leadership experiences and familiarity with faculty /staff, were found to directly effect humanitarian /civic involvement. The authors explain that such findings suggest that the undergraduate college experience has a significant impact on the humanizing of values that is independent of the individual characteristics the student brings to college, the selectivity, size and

predominant race of the institution attended, and subsequent educational attainment and postcollegiate occupation (429).

The conclusion that social leadership experiences in particular have a potentially significant, positive influence on the importance one attaches to civic, social, humanitarian activities and life goals may have implications for service-learning policy. The types of programs which increase students' opportunities for social involvement and leadership, such as service-learning, may be a critical determinant in the development of students' values.

**Peterson, Virgil. 1975. Volunteering and Student Value Development: Is There A Correlation? Synergist 3, n3 (Winter): 44-51.
*College***

Conducted a longitudinal study of former student volunteers to discover recurring themes that emerge from volunteering. Through a "word and theme" analysis of journals, reports, letters, evaluations, miscellaneous records, and questionnaire data, Peterson sought to obtain measures of growth and development in the context of Maslow's "hierarchy of needs", Loevinger's "milestones of ego development", and Kohlberg's "stages of moral development". Peterson concluded that volunteer experiences not only contribute to ego development, self-actualization, and moral development; but, more importantly, activate these themes for college aged students.

**Pyle, Richard K. 1981. International Cross-Cultural Service-Learning: Impact on Student Development. Journal of College Student Personnel 22 (November): 509-514.
*College***

Conducted a study of the effects of an international, cross-cultural, poverty service-learning experience on college students' development. Mean pre-test and mean post-test scores on the Student Development Task Inventory (S.D.I.) of an experimental group of 22 students, were compared to the scores of 14 students in the control group. All members of the experimental group traveled to a remote mountain village in Jamaica, and assisted people of a community in construction projects.

The SDI measures student development in three tasks: autonomy; purpose; and interpersonal relationships. Pyle reports that a significant difference was found on the following four of thirteen variables of the SDI:

moving toward higher levels of autonomy; interdependence; achievement of mature-life style plans; and the total score. Pyle's findings are limited however, by the small sample size which was not randomly selected, the short three-week duration of the service experience, and the fact that the students were all engaging in the same, very specific service activity.

Rutter, R. A. and F. M. Newmann. 1990. Community Service to Enhance Civic Responsibility. The Education Digest (April): 33-36.
High School

Completed a study of eight community-service programs to provide data on the effects of participation on high-school students in three areas: personal development; developmental opportunities (i.e. experiences that promote development); and civic responsibility. Rutter and Newmann found that community-service participation does not necessarily enhance students' sense of civic responsibility, but does positively affect their personal development.

ERIC DOCUMENTS

Kiel, David. 1972. Student Learning Through Community Involvement: A Report on Three Studies of the Service-Learning Model. Atlanta, Ga.: Southern Regional Education Board. July. ED 080 051.
College

Investigated the educational impact of service-learning internships based on a sample of 100 students attending twelve institutions of higher learning. Kiel analyzed interview data and responses on a seventeen item instrument, and found four recurring themes: humanism and involvement vs. alienation and isolation; positive vs. negative community learning; great vs. small impact on immediate plans and behavior; and realism and maturity vs. naivete. The analysis determined that participants most frequently identified "the development of more hopeful, knowledgeable and concerned attitudes toward community problem-solving" as the learning benefit of their service experiences (1972, 43)."

Robinson, Ann Garrett. 1975. The Effects of a Community Service-Oriented Curriculum on Alienation, Perceived Student Role and Course Satisfaction in Community College Students. ED 135 431
Nova University, Unpublished Dissertation
College

Studied the effects of participating in a community service experience as part of a social science course, on three variables: alienation; perceived student role; and course satisfaction. Compared pre-test and post-test scores of one hundred community college students enrolled in four pairs of Social Science course sections, half of which included a community service-oriented curriculum. The study found that although service participation did not reduce student alienation, students were more satisfied with the community service-oriented curriculum than the traditional curriculum. Furthermore, it was concluded that the curriculum was worthwhile in meeting community needs, and that institutional change had been effected as a function of this project.

Rockingham, Constance. 1990. Student Leadership Development Program. American Association of State Colleges and Universities. ED 321 650
College

The Student Leadership Development Program at Southern Illinois University at Edwardsville is designed to provide students with opportunities to gain knowledge about leadership, effective leaders and their qualities; participate in the democratic process through citizenship experiences; and serve the university and the community. Participation in the program is purely voluntary, open to all enrolled students regardless of academic major or class standing, and not connected to academic credit. Nevertheless, the program offers a structured leadership component comprising training modules presented by faculty, and matches students with mentors from the university faculty or from community professions. The service component of the program consists of non-paid on-campus or off-campus volunteer experiences.

An evaluation instrument to measure individual growth resulting from participation in this program is being developed. At present, on short-answer type assessments and exit interviews, students report the following: the program had met or exceeded their expectations (80%); they have made valuable contacts (75%); and they have an increased awareness and involvement in community activities (95%).

Young Volunteers in Action: Goal Accomplishment and Perceived Outcomes Evaluation. April 1985. Supplemental Site Visit Report Action, Washington D.C. ED 273 686
High School and College

A case study evaluation of three project sites in the Young Volunteers in Action (YVA) program. A total of 153 open-ended interviews were

conducted to obtain information on the benefits accrued to YVA volunteers. Although each project had a different focus with a different population of volunteers, all volunteers were full or part-time students between the ages of 14 and 22. Participants' self-reports indicated primary effects of participation in the following areas: career exploration, career validation, and career skills and experience; goal clarification; increased self confidence and self esteem; enhanced problem-solving ability and adaptability to different situations and new people.

CHAPTERS IN BOOKS

**Gansneder, Nancy J. and Paul W. Kingston. 1990. A Longitudinal Study at the University of Virginia. In Combining Service and Learning: A Resource Book for Community and Public Service, Volume I. ed. Jane Kendall and Associates, 409-412. Raleigh, North Carolina: National Society for Internships and Experiential Education.
*College***

Conducted a longitudinal study of college students who had participated in the University Year for ACTION program. Comparing participants to non-participants ten years after college graduation, the study indicated long term effects. According to subjects, many of whom were employed in the human service sector, UYA participation had affected their career decisions. Furthermore, participants had become more intensely involved in community service activities.

**Hedin, Diane and D. Conrad. The Impact of Experiential Education on Youth Development. 1990. In Combining Service and Learning: A Resource Book for Community and Public Service, Volume I. ed. Jane Kendall and Associates, 119-129. Raleigh, North Carolina: National Society for Internships and Experiential Education.
*High School***

In the late 1970's, The Experiential Education Evaluation Project at the Center for Youth Development and Research at the University of Minnesota evaluated 30 experiential learning programs in independent, public, and parochial schools, and included nearly 4,000 students ranging from ages 12-19. The study encompassed the various types of experiential learning programs, such as political and social action, outdoor adventure, internships in government and business, and community service. A preliminary component

government and business, and community service. A preliminary component of the study revealed that students in service-learning programs rated the effects of their experience substantially higher than those participating in other experiential learning programs on the following items: openness to new experiences; learning from direct experience; communication skills; and assuming new tasks in the community and the school.

Results of the study indicated that participation in experiential education increases both general self-esteem and self-esteem in social situations, more positive attitudes towards adults, more positive feelings toward the kind of persons with whom participants were in primary contact in the placement, and more responsible attitudes toward personal and social responsibility. The most consistent and positive increases were in the area of career development.

Williams, Rick ed. 1990. The Impact of Field Education on Student Development: Research Findings. In Combining Service and Learning: A Resource Book for Community and Public Service, Volume I. ed. Jane Kendall and Associates, 130-147. Raleigh, North Carolina: National Society for Internships and Experiential Education. *Junior High, High School, College*

In this article, the author summarizes and organizes the findings from twelve studies of field experience participation into four areas: Personal Development; Career Development; Affective Development; and Academic Achievement. While many of the studies focused on junior high and high school students participating in career-oriented field experiences, a few assessed the effects of service-type activities. Urie, (Urie, R. 1971. Student Aides for Handicapped Students: Final Report and Manual. Larinburg, N.C.: St. Andrews Presbyterian College) for example, used the Attitudes Toward Disabled College Students scale and the Minnesota Multiphasic Personality Inventory to measure the effects of a program in which college students acted as aides for other disabled college students. Bloom (Bloom, S. 1976. Peer and Cross-Age Tutoring in the Schools. U.S. Department of Health, Education, and Welfare) surveyed the research on peer and cross-age tutoring.

Urie found that participants had marked positive trends towards improved self-concept; less positive, more honest, and less protective attitudes toward the disabled students; and higher grade point averages. Bloom concluded that tutors gained in their attitudes toward school and self-concepts, and improved their own learning especially in reading and language arts.

UNPUBLISHED REPORTS

**Kent State University, Office of Service-Learning. 1980-1981. Program Evaluation Report. unpublished document.
*College***

Kent State University conducted an institutional study and evaluation of its Office of Service Learning, which included an assessment of the impact of service on student who participated. Through analysis of periodic student evaluation surveys, individual student feedback reports and written evaluations, structured interviews, and content analysis of students journals, the Office of Service Learning concluded that service had a significant impact on students, in the following areas:

Educational Value - 38.5 % of 200 respondents rated their volunteer experience more educationally valuable than the classroom.

Career Exploration - 86% gained awareness of the relationship between personal values and job requirements; 81% became aware of how their education was preparing them for their careers; 80% gained firsthand exposure to the work environment; and 75% gained a broader knowledge of job and career requirements.

College Life - 76.5% developed self confidence or self image; 63.5% made Kent State university more a positive experiences; and 47% made some of their courses more meaningful. Fifteen students indicated, however, that the volunteer experience had no effect in this area.

Furthermore, reports in students' journals indicated that the service experience helped them clarify their academic majors and career choices.

RESEARCH IN PROGRESS

**Cagenello, Scott. "Plugged into the Heart: Service-Learning and Student Development", Teachers College, Columbia University.
*College***

This dissertation research is a case study of ten college students, all American females, who participated in the intensive, international Partnership for Service-Learning United Kingdom Program during the Spring 1992

academic term. The study examines the effects that service-learning has on students' moral and ethical development by studying five variables: empathy, reciprocity, civic responsibility, awareness of diversity, and views of learning.

**Crowner, David. "The Effects of Service-Learning On Student Participants",
Gettysburg College
*College***

An assessment of approximately 100 college students who had all been participants in two week emersion-type service-learning projects through the program at Gettysburg College. Utilizing a survey instrument, the study investigates the intellectual and affective effects of service-learning, and explores the program factors that contributed to the perceived value of the experience.

**Smith, Marilyn W. "Clarifying Policy Intentions and Assessing Perceived Effects of Community Service-Learning Participation for Undergraduate Students", University of Maryland at College Park.
*College***

This dissertation research combines policy analysis and program evaluation. The study will clarify the intended outcomes of service-learning participation as defined by policy-makers and "influentials" at the national and institutional levels. Concurrently, through an in-depth case study, her research will assess the effects of service-learning on participants and explore the correlation between program outcomes and policy intentions. The research will culminate in a "Taxonomy of Outcomes for Service-Learning as an Element of the Curriculum in Higher Education", and will attempt to strengthen the relationship between service-learning policy and practice.

**Tullier, Michelle. "Evaluating Community Service Internships at Barnard College of Columbia University".
*College***

A two-year evaluation study funded by F.I.P.S.E. designed to measure the effects of internship and volunteer experiences on students' abilities and commitment toward community service, as well as on their debt obligations and academic performance. Using descriptive statistics on data obtained through surveys of Barnard College students and alumnae who participated in two predominantly community-service type internships programs, the study measures attitudinal outcomes, commitment outcomes, academic outcomes, and

debt obligations. Findings from the first year of the study indicate that the experience itself has more influence on attitudes and behaviors than do student characteristics, and that students' and their family's prior histories of community service work did not have a significant impact on attitudes and behaviors.

**Zlotowski, Edward and James Ostrow, "Service-Learning and Experience: Focusing Evaluation on the Immediacy of Student Involvement", Bentley College.
*College***

Advocates for qualitative explorations of students' short term experiences of community work as an especially important component of service-learning evaluation. Assesses student "learning" and "growth" through community service in a homeless shelter within an academic context by analyzing students' written and oral descriptions of their participation in the Bentley Service-Learning Project. Explores student's initial experience and the consequent attitudinal changes from "aversion" to "conversion".