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Effects of Service-Learning on Student Attitudes Toward Academic Engagement and Civic Responsibility

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FLORIDA INTERNATIONAL UNIVERSITY

Miami, Florida

EFFECTS OF SERVICE-LEARNING ON STUDENT ATTITUDES
TOWARD ACADEMIC ENGAGEMENT AND CIVIC RESPONSIBILITY

A dissertation submitted in partial fulfillment of the

requirements for the degree of

DOCTOR OF EDUCATION

in

EDUCATIONAL ADMINISTRATION AND SUPERVISION

by

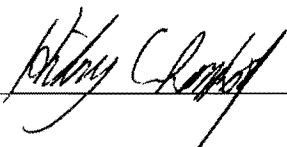
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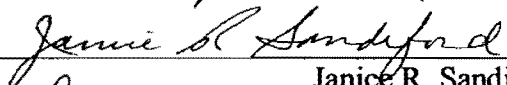
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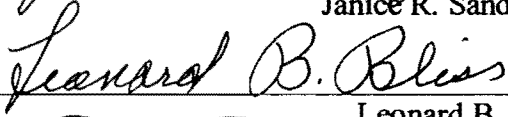
To: Interim Dean Kingsley Banya
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This dissertation, written by Larry Joseph Moss, and entitled Effects of Service-Learning on Student Attitudes Toward Academic Engagement and Civic Responsibility, having been approved in respect to style and intellectual content, is referred to you for judgment.

We have read this dissertation and recommend that it be approved.


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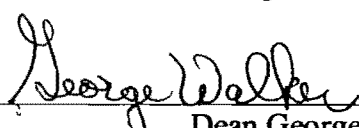

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DEDICATION

I dedicate this dissertation to Katty, my wife, who ceaselessly encouraged and supported me through every hill and valley in the entire experience.

ACKNOWLEDGMENTS

The completion of a dissertation is never the result of a solitary individual effort. I wish to express my appreciation to the faculty, teacher colleagues, friends, and family for the many acts of assistance they have performed to enable me to successfully reach the finish line.

The members of my committee deserve my heartfelt appreciation for strong support and timely feedback. Dr. Peter J. Cistone, my chair, was a bulwark of steadfast guidance and support throughout the process. He made me feel confident that I could stay the course and complete the dissertation, especially when I was pessimistic or discouraged about my progress. Dr. Leonard Bliss provided incisive and careful leadership of this research effort. Dr. Hilary Landorf and Dr. Janice Sandiford were wonderful sources of encouragement as I moved through each stage of the candidacy process.

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Two friends often gave me telephonic or e-mail moral support. Dr. Ramona Frischman, longtime Miami-Dade County Public Schools' staff specialist and service-learning expert, regularly gave me feedback on the study or the dissertation experience. Likewise, Dr. Ethan Yazzie-Mintz, the director of the Center for Evaluation and Education Policy at Indiana University and an expert in student engagement, became a mentor from afar as I wrote the dissertation.

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ABSTRACT OF THE DISSERTATION

EFFECTS OF SERVICE-LEARNING ON STUDENT ATTITUDES TOWARD
ACADEMIC ENGAGEMENT AND CIVIC RESPONSIBILITY

by

Larry Joseph Moss

Florida International University, 2009

Miami, Florida

Professor Peter J. Cistone, Major Professor

This empirical study explored the impact of service-learning participation on high school students' attitudes toward academic engagement and civic responsibility. This study focused whether a group of high school students who participated in a service-learning project had more positive attitudes toward academic engagement and civic responsibility than their high school peers who did not participate in a service learning project.

Data were collected from 67 volunteer students as participants in grades 9-12. A service-learning treatment group of 34 high school students was examined relative to a comparison group of 33 high school students with similar demographic and academic characteristics. The investigator used questionnaires, an oral history/service-learning project, and interviews with the teacher-coordinators of the project to collect the data. The two surveys, one investigating high school students' attitudes about academic engagement, the other investigating high school students' attitudes toward civic responsibility, were administered in a pre-treatment/post-treatment design. There were 90 days between the pre-treatment and post-treatment administrations. A factor analysis

of the civic responsibility instrument and multivariate analysis of gain scores were used to compare the means of the total aggregate scores of the treatment and comparison groups. Factor analysis was performed on the academic engagement instrument but it was determined that only the total scores could be used in subsequent analyses. Results were used to determine the efficacy of service-learning as interpreted in student attitudes toward academic engagement and student attitudes toward civic responsibility.

The study found no significant difference between the academic engagement and the civic responsibility attitudes of a high school service-learning project group and a high school comparison group with comparable school and similar demographic characteristics. One of the implications for educational practice and policy from the study results is a need to design and implement more powerful studies, studies implemented at many sites rather than just at two sites that were the basis of this study, and studies that investigate the research questions over longer time periods. Although it was not a focus of the study, the investigator concluded that service learning projects such as this might be more effective if they were better aligned with Dewey's principles.

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CHAPTER I

INTRODUCTION

Service-learning practice in kindergarten through 12th grade (K-12) public education has expanded significantly during the past 25 years in the United States. The Corporation for National and Community Service reported that in 1984, less than 1,000,000 students performed service-learning projects in schools, whereas, 10.5 million students participated in school service-learning projects in 2004 (Grimm, Dietz, Spring, Arey, & Foster-Bey, 2005).

Yet, as service-learning instruction multiplies, its theoretical foundations have not been fully explored and applied by many of its practitioners. This is unfortunate, for as Bringle cogently stated (Cited in Billig & Eyler, 2003, p. 6): "When research is derived from theory and evaluates theory-based hypotheses, the work is more systematic, the relationship between the independent and dependent variables is richer, and the findings have broader implications." Service-learning practice has outdistanced service-learning research. The vast majority of service-learning literature reflects the practical need for immediate education reform because of the popular criticism that public education has failed to close the achievement gap. Service-learning proponents have touted its value in enhancing student learning outcomes, creating more civically responsible young people, promoting teacher engagement and scholarship, and consequently, reconnecting schools and community institutions (Butin, 2003). But, theory has played a limited role, or no role at all, in much of the current literature about the efficacy of service-learning in K-12 education.

This is a Deweyian theory-based study that investigated whether service-learning participation influences positive attitudes toward academic engagement and civic responsibility. It is research about whether a group of high school students who participate in a service-learning project have more positive attitudes toward academic engagement and civic responsibility than their high school peers who do not participate in a service learning project.

Background of the Study

Within language arts/English classes in grades K-12, there are high-quality, teacher-encouraged or student-initiated service-learning projects that emphasize peer-literacy tutoring. These projects strengthen either academic engagement, civic responsibility, or both (Billig, 2004; Covello, 1958). In science courses, students often do research in water quality or do surveys of bird and animal wildlife. Their findings are reported to environmental organizations or in school or local newspapers. Inter-disciplinary projects in classes of government/history/language arts/health combine to set up peer-mediation and conflict resolution teams designed to impact academics, attendance/tardiness, and social behavior. In health courses, students often learn health care skills such as measuring blood pressure, administering cardio-pulmonary resuscitation, and the Heimlich maneuver which they take to senior centers (W. K. Kellogg Foundation, 2002).

Investigating the efficacy of service-learning in K-12 education is important and useful for a number of reasons. First, much of the evidence supporting service-learning is only anecdotal (Billig 2000, 2004; Billig & Eyler, 2003; Billig & Furco, 2002). Much of the writing on service-learning supports its efficacy from a theoretical

perspective but few empirical studies have been undertaken to test the theory. There is a small group of empirical studies that measure the outcomes of service-learning on high school students' academic engagement and civic responsibility actions (Anderson, Kinsley, Negroni, & Price, 1991; Laird & Black, 2002; Meyer & Billig, 2003; Santmire, Giraud, & Grosskopf, 1999; and Shumer, 1994).

Second, there is a lack of quantitative evidence that supports the concept that service-learning is a form of charity, nor whether there are social justice ramifications involved in service-learning participation (Butin, 2003). In both service-learning as charity projects or service-learning as social justice projects there are few empirical studies that measure the growth of academic engagement on the part of students or the development of civic responsibility attitudes and behaviors (Billig, 2000, 2004; Billig & Eyler, 2003; Billig & Furco, 2002). Some investigators contend that service-learning introduces social justice implications into service and power relationships. The connection between service-learning and social justice will be expanded upon in the last chapter in this document within the section entitled postscript. Here it is important to establish that service-learning projects in K-12 education with social justice assumptions are extremely challenging for teachers and students to create because such projects question the status-quo arrangement of society. The literature posits that when teachers engage their students in a rigorous exploration and analysis of social justice issues while service-learning is occurring, students may learn to care about the needs of others without perceiving of themselves as charity providers (Schultz, 2007).

Third, service-learning has become prominent in a time when education policy is driven by high-stakes testing. Not only individual student achievement, but successful

school operations are graded by annual standardized test scores. If service-learning is to make any mark as a viable neighborhood, or real-world, non-textbook approach for classroom instruction, research should present empirical evidence of its value beyond anecdotal data reports.

As Billig (2000, 2004), Billig and Eyler (2003), and Billig and Furco (2002) all conclude a generation after its inception as a pedagogical idea, the state of service-learning research lacks sufficient empirical evidence from studies. The above-cited researchers represent service-learning scholarship centers at the University of California (Berkeley), Vanderbilt University, and the RMC Corporation in Denver, Colorado. Service-learning research in the United States at the university level has been producing studies, dissertations, and peer-reviewed journal articles for over three decades. A significant amount of this research is theory-based and supportive of student learning gains and student civic actions both inside and outside the classroom. The preponderance of this research is qualitative and anecdotal. These researchers believe additional empirical studies are needed.

Ambiguity of the Concept of Service-Learning

Service-learning has been criticized by some as being an ambiguous concept. Furco (1996) and Sigmon (1994) questioned the concept as containing too broad a spectrum, allowing such components as internships, field-based education, and, even volunteer service to fall under the rubric of service-learning. Liu (1995) and Morton (1995) argued that the concept is a thick notion, providing important service opportunities in the midst of academic learning. Lisman (1998) viewed service-learning as a more narrow philosophical orientation rather than a pedagogical construct, and

dichotomized the service-learning orientations into volunteerism, consumerism, social transformation, and participatory democracy.

Other scholars see service-learning as a cultural idea encouraging civic engagement and democratic renewal (Barber, 1992; Coles, 1993). Still other scholars view service-learning as a political concept that questions the status-quo of knowledge and power (Hayes & Cuban, 1997; Hooks, 1994). And yet, other scholars see service-learning as a political idea that substantiates unquestioned norms of majority Anglo-Saxon cultural Whiteness and political power for students engaged in service-learning participation (Boyle-Baise, 1999; Sleeter, 2001). The researcher found as a result of his review of the literature that insufficient empirical studies exist to support that service-learning is an effective instructional strategy used to improve academic engagement, or that it is effective in raising the level of civic responsibility among students.

Purpose of the Study

The purpose of this study was to assess the impact of service-learning on the academic engagement and civic responsibility attitudes of high school students. Insufficient empirical studies exist to support that service-learning is an effective instructional strategy used to improve academic engagement, or that it is effective in raising the level of civic responsibility among students (Billig & Furco, 2002). It is unknown whether service-learning participation positively impacts the attitudes of high school students toward academic engagement and/or civic responsibility. The case for service-learning as a tool for academic engagement and/or civic responsibility is based on a preponderance of qualitative studies. Good evidence would include more empirical studies. Further research is needed. This study examined attitudes of 67 high school

students regarding academic engagement and civic responsibility in a service-learning context. Specifically, an investigation was made to determine the impact of service-learning participation on high school students' attitudes about academic engagement and civic responsibility when compared with a similar demographic group of non-participating students.

Significance of the Problem

Empirical studies on service-learning are important because education reforms today are propelled by accountability. Accountability advocates demand that instructional strategies such as service-learning be justified as a teaching tool on the basis of performance outcomes (Thernstorm & Thernstorm, 2003). If service-learning is to be incorporated into the curriculum to increase academic engagement and civic responsibility, it should be warranted by increased empirical evidence.

Furthermore, for this present research, there is a small group of studies that measure the impact of service-learning on high school academic engagement and high school achievement. A number of studies have been undertaken on the cognitive impact of service-learning. Three of these studies investigated the impact on standardized test scores: Anderson, Kinsley, Negroni, and Price (1991); Santmire, Giraud, and Grosskopf, (1999); Meyer and Billig, (2003). Two of the studies have grades as one of the variables in the overall study: Laird and Black (2002) and Shumer, (1994). And, one of the studies measures student engagement and academic achievement: Meyer, Billig, and Hofschire (2004).

However, conclusions derived from these studies are still tenuous from this researcher's point-of-view because of the following: lack of clarity about the

independent and dependent variables (Anderson, Kinsley, Negroni, & Price 1991; Santmire, Giraud, & Grosskopf, 1999); sample size, emphasis on program quality and implementation steps (Shumer, 1994); or because these studies as a group represent such a small sample of experimental or quasi-experimental designs exploring the link between academic engagement and service-learning.

In addition, there are evaluation studies that address the impacts of service-learning on students' social-emotional learning. Because service-learning moves the student beyond the textbook and outside the classroom into personal contact with neighborhood and community individuals who may be quite different in age, ethnicity, gender, religion, culture, and political beliefs, there is a possibility for students to develop relationships with people unlike themselves. Such studies suggest that service-learning can help students become more caring, altruistic, ethical, accepting of diversity, and resilient. The development of these personality traits are part of students' social-emotional learning (Billig, 2004). These studies find that the quality of the service-learning project is an important variable in affecting the impact of student attitude toward and behavior in school (Ammon, 2002; Covitt, 2002; Klute & Billig, 2002; Melchior & Bailis, 2002; Meyer & Billig, 2003). Along with these studies, there is also an important growing body of research being conducted on the impact that service-learning has on students' civic responsibility (RMC Corporation, 2005).

Despite the above evidence building for over a decade that K-12 service-learning projects are producing positive affective, behavioral, and cognitive outcomes among student participants, there is still a need for more robust, richly detailed research studies of qualitative, quantitative, and mixed-methods approaches.

For a service-learning project to be maximized, there are certain essential elements that must be in place and practiced: clear educational goals; students engaged in cognitively challenging tasks; students performing service tasks performed that meet genuine community need and have significant consequences. Ways of achieving the essential elements above include establishing clear and specific evaluation measures as to how well students meet content and skill standards, designing and nurturing youth decision-making in all aspects of the project from conception to post-project debriefing, carrying out multi-varied reflection activities from project inception to conclusion, and acknowledging the students' service work to participants' peers, families, and the community (Billig, Root, & Jesse, 2005). In other words, high-quality service-learning projects can be defined as those that practice the above essential elements, not just in occasional moments but throughout a project's existence. It was important that a high-quality service-learning project be identified for this study.

In reference to this study, it should be noted from the researcher's service-learning experience that high-quality service-learning projects do not easily sustain themselves for lengthy periods. Factors that bring adverse pressure upon high-quality service-learning projects include insufficient funding, changing school-site administrative leadership, teacher retirement and transfer, changing school district educational and curriculum priorities, student population shifts that close existing schools, the opening of new schools, and the changing of school-site boundaries.

Theoretical Basis of the Study

The writings of John Dewey undergird a theory of service-learning (Eyler & Giles, 1994). Dewey wrote that school was a place where children learned "...discipline,

culture, social efficiency, personal refinement, improvement of character...marks of a person who is a worthy member of that society which is the business of education to further" (Dewey, 1916, p. 344). These civic responsibility character traits were supposed to be developed by schools, according to Dewey. The purpose of education was to establish "...the relationship of knowledge to conduct" (Dewey, 1916, p. 344).

The social responsibility of the school is reflected in one of Dewey's most famous and often quoted statements from his education writings: "What the best and wisest parent wants for his own child, that must the community want for all of its children" (*The School and Society*, as cited in McDermott, 1981, p. 455). The above quote comes from a short book that details how important the pedagogical method of project learning was to Dewey. The project method today, as it was in Dewey's early period as an educator, is often associated with vocational, hands-on courses such as wood shop, cooking, electrical operations, or arts classes. That is not what Dewey meant. For him the social responsibility of school was to provide children with experiences in citizenship skills and democratic habits so that they would grow up to participate in and take leadership for the organizations that make up a community: governmental, private, and voluntary. Interestingly, the active learning spirit that Dewey wrote about as a pedagogical method would not only renew the school organizational spirit as becoming an important social institution in the daily life of a neighborhood, but active learning would improve a child's discipline because the child would come to see himself as a direct participant in a shared work product: service to those beyond himself (Dewey's *The School and Society*, as cited in McDermott, 1981).

At the same time that Dewey embraced the project method of learning, he did not believe, as he is often characterized by critics, in the “unguided spontaneity” of the child (*The Child and the Curriculum*, as cited in McDermott, 1981, p. 483). Dewey knew from experience that the classroom environment and much academic subject matter made teaching and learning difficult for both the teacher and the child. The key for Dewey was the child, but not child-centered education. What Dewey said in the above essay, *The Child and the Curriculum*, was that teachers needed to have a sound grasp of child development, the qualities of their lives under different economic circumstances, and the different ways in which children learn. Only then, by observing and assisting the child in a homework or class writing assignment, or reasoning with a child when introducing a new mathematical idea or scientific concept through a logical method of discovery, could the teacher be effective (*The Child and the Curriculum*, as cited in McDermott, 1981). Dewey did believe that learning needed structure and order, but a teacher could not be successful by trying to force subject matter into a disinterested child, or by disciplining a child who spoke out and said that the course material or the teaching style of the teacher was boring. For Dewey both the child and the curriculum were of utmost significance; connecting them in meaningful and creative instructional strategies was the way student achievement occurred.

Dewey’s thoughts and writings of the role of service in education spanned his early, optimistic, pre-World War I work and crossed over into his later post-World War I, harsher critiques of education’s failures. Dewey never used the words *service-learning*. That term was coined by Robert Sigmon and William Ramsey (Sigmon, 1990) in the late 1960s. But, Dewey did write that education had a role in getting people to involve

themselves in experiences “...which involved one’s relationship to others...” (Dewey, 1916, p. 119). The kinds of experiences Dewey had in mind were social service focused deeds that created in students “...the intellectual and emotional disposition...” (Dewey, 1916, p. 132) to contribute to the improvement of social conditions and to narrow the gaps between wealth and poverty. Dewey intertwined his theory of knowledge with his ideas about citizenship and democracy (Eyler & Giles, 1994).

Just as Dewey linked knowledge with citizenship, he also believed that thinking and taking action are inseparable (Dewey, 2004). Dewey believed that schools can and should act as real life communities in which students practiced the democratic habits of inquiry, reflective thinking, and service (Dewey, 1902). The themes of experience, reflective thinking, citizenship building, and community intermix in Dewey’s writings about educational and social philosophy. These themes also provide the major theoretical foundation for this study.

David Kolb (1984) absorbed Dewey’s ideas and from them, added his own contemporary theories. He did this through his writings on experiential learning. Kolb believed that learning is a social process in which there is an interaction between personal knowledge and social knowledge. For Kolb, experience shapes individual development, rather than personal development guiding experience. It is Kolb’s assertion that Lev Vygotsky, the Russian educational theorist, best explained how learning shaped the course of development.

In his concept of the zone of proximal development, Vygotsky said:

“...the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more

capable peers.”

(as cited in Cole, John-Steiner, Scribner and Souberman, 1978, p. 86)

The “distance” acted as a process of intellectual maturation. The “distance” acted as a process by demonstrating a difference: independent problem-solving accomplishment of language and mental concept acquisition vs. collaborative task accomplishment of language and mental concept acquisition. In studying children Vygotsky found that a child’s abilities in language and abstract concept understanding varied significantly when one acquired language concepts through largely independent development versus group collaboration accomplishment. In brief, Vygotsky concluded that children from the ages of 3-5 through group guidance and collaboration could achieve a mental mastery of language and concept development that children at the ages of five-to-seven develop independently (Cole, John-Steiner, Scribner& Souberman, 1978).

Service-learning may influence process of intellectual and social maturation in the education of a child by unifying the affective, cognitive, and behavioral domains. A succession of educational writers and scholars dating from Dewey and Vygotsky, to the more recent Kolb and Freire developed the theoretical roots of service-learning. These theoretical roots supported this study.

Questioning whether service-learning participation impacts student attitudes toward academic engagement and civic responsibility was the basis of the study. Dewey and Kolb imply that service-learning participation encourages children and adults to engage in relevant neighborhood or community problem identification and solution. Such community problem-solving can strengthen civic responsibility. However, such cause and effect relationships become very difficult to measure in concrete terms because

service-learning involves so many variables: power relations, time, teacher quality, organizational dynamics, student commitment, community-school partnerships, and school-site administrative support to mention just some of many variables) Both Dewey and Kolb wrote about the development of reflective thinking and how it encourages scientific inquiry. Because of Dewey's and Kolb's writings about the nature of experiential learning, service-learning theory has a platform for development. From this basis, individual teachers and students can construct high quality service-learning projects that influence children to identify the school as a local institution concerned with the social, cultural, political, and economic development of the community.

Research Questions

The following research questions were addressed:

1. Does service-learning participation have an effect on student attitudes regarding academic engagement during one school year?
2. Does service-learning participation have an effect on student attitudes regarding civic responsibility during one school year?

Statement of Research Hypotheses

The following research hypotheses were addressed in this study:

H₁: There is a difference in the student attitudes toward academic engagement between students in the comparison group and students in the treatment group as a result of the administration of a pre/post academic engagement survey instrument during one school year.

H₂: There is a difference in the student attitudes toward civic responsibility between students in the comparison group and students in the treatment group as a result

of the administration of a pre/post civic responsibility survey instrument during one school year.

Definition of Terms

Academic Engagement

increased time devoted to studying or homework, extra work for the course containing the project, increased contact with the teacher, persistence when given challenging course work or homework, and the formation of a stronger self-concept about doing academic work.

(Austin & Sax, 1998, p. 220)

The term student engagement is often used (National Research Council Institute of Medicine, 2004). Throughout the literature, the terms student engagement and academic engagement are used interchangeably. Newmann has defined engagement as "...the student's psychological investment in learning, comprehending, and mastering knowledge or skills..." (Newmann, 1989, p. 34). For this study academic engagement was measured by giving the sum total scores of all items on the academic engagement questionnaire.

Subscales of this dependent variable that were measured by multivariate analysis procedures are: (a) increased time devoted to studying or homework, (b) extra work for the course containing the service-learning project, (c) increased contact with the teacher, (d) persistence when given challenging course work or homework, and (e) the formation of a stronger self-concept about doing academic work.

Civic Responsibility

Political awareness (intention to vote), participation in voluntary associations, service, and social problem solving.

(Eyler & Giles, 1999, pp. 152-154)

For this study civic responsibility was measured by giving the sum total scores of all items on the civic responsibility questionnaire. Civic responsibility grows out of the development of civic skills which are taught and practiced in one's formal schooling experience. Such skills could be identified as increasing vocabulary, writing a letter, attending a meeting, speaking at a meeting, or articulating a community problem such as homelessness, hunger, alcohol and drug addiction, or inadequate housing and health care. As a consequence of studying history, literature, economics, or another subject, a student reasons that participation in and collaboration with other students and adults who have a stake in the above issues might contribute to a greater degree of social justice. The vehicles for such participation often are in-school or after-school projects, clubs, and other organizing activities. For this study civic responsibility was measured by giving the sum total scores of all items on the civic responsibility questionnaire.

Subscales of this dependent variable that were measured by multivariate analysis procedures are: (a) civic action, the intention to become involved in some community service or action (b) interpersonal and problem-solving skills, the ability to listen, work cooperatively, communicate, make friends, take the role of the other, and think logically and analytically (c) political awareness, concerning local and national current events and political issues (d) leadership skills, the ability to lead others effectively (e) social justice attitudes, identifying the causes of poverty and how social problems can be solved, and (f) diversity attitudes, the interest in relating to culturally different people.

Other terms used in this study are:

Experiential learning. "Learning is a social process in which there is an interaction between personal knowledge and social knowledge" (Kolb, 1984, p. 133).

Experiences that shape an individual and possibly increase one's potential for further development. Proactive adaptation in which cultural stimuli (social knowledge) actively transform personal knowledge (ideas, impulses, observation, action) on a continuing basis (Dewey, 1938).

Attitudes. Defined multidimensionally as cognitive beliefs, affect (feelings), and response tendencies.

Looping. An instructional concept that is more prevalent in elementary than secondary education, but is practiced throughout K-12 education, where a teacher continues with the same group of students for more than one year.

Senior high school. A secondary school including grades 9-12 or 10-12. Completion of high school and all course requirements results in students achieving a high school diploma.

As a result, this study has adopted a widely agreed-on definition of service-learning found in the research literature.

Service-learning

Service-learning is a method by which young people learn and develop through active participation in thoughtfully-organized service experiences. These service experiences meet actual community needs that are coordinated in collaboration with the school and community, and are integrated into each young person's academic curriculum. The service experiences provide structured time for a young person to think, talk, and write about what he/she did and saw during the actual service activity. Service experiences provide young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities. Service experiences also enhance what is taught in the school by extending student learning beyond the classroom, and help to foster the development of a sense of caring for others. (ASLER, 1993, p. 1)

This practical definition does capture the structural aspects of service-learning participation. It also distinguishes itself from community service, which has no ongoing connection to knowledge or skills learned in the classroom, nor has clear planning goals, nor meets a real and relevant need. Even more important, the above definition fails to capture the nuances of service, power, relationships, identity, border-crossings, logistics, and planning. Service can be given by the server and received by the recipient as either charity or something more closely akin to trade or the sharing of resources. Power is a political concept implying elements of control and decision-making authority. Relationships evolve on attitudes of trust and faith within the parties. Relationships can develop to become superior/subordinate or develop fair and equal standing between the individuals. Identity involves self-perception and self-definition as well as the perception and definition of the other towards oneself. Border-crossings involve making a journey to or beginning a shared experience with individuals and groups dissimilar to oneself in terms of ethnic or racial background, culture, religion, economic condition, and/or political beliefs. Logistics and planning involve the messy art of working within or between organizations to accomplish a goal or task. The reality of carrying out a successful, high-quality service-learning project contains degrees of organizational complexity not covered in the ASLER definition. All of these ideas, values, and strategies are embedded within the decisions on the part of teachers, students, and community partners to engage in service-learning.

Organization of the Remaining Chapters

In chapter 2 the researcher provides a review and synthesis of literature with regard to the problem and the theoretical framework for the study. In chapter 3 the

researcher describes the research design and methodology utilized to collect and analyze the data, including how the subjects were selected, and instrumentation and procedure used. The researcher presents a detailed analysis of the data in chapter 4. Finally, the researcher summarizes the findings of the study, provides conclusions, discusses the implications for practice and policy, and makes recommendations for future research in chapter 5.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

The purpose of this chapter is to provide a review and synthesis of the literature that is related to a theory of service-learning, a review of empirical studies of service-learning in high schools, and the relationship between service-learning participation and attitudes toward academic engagement and civic responsibility. The first section explores a theory of service-learning primarily found in the works of John Dewey and David Kolb. Dewey's theories of service-learning are included because they are the foundation for promulgating the use of schools to develop a sense of civic responsibility among the community's students. To achieve this student commitment to the community requires acts of social service, as advocated by Dewey. Kolb's inclusion is essential, as he expanded on Dewey's theories, including the concept that, students' positive attitudes about academic engagement and civic responsibility increase when they participate in high quality service-learning projects.

The remainder of the chapter is divided among two more sections. The second section presents a review of empirical studies of service-learning in high schools. The third and final section discusses the nature of academic engagement and civic responsibility attitudes that could be impacted by service-learning participation.

A Theory of Service-Learning

Dewey's Ideas About Schooling: Teaching Citizenship Through Intellectual Inquiry And Social Service

For Dewey, citizenship flowed through the school. In school "...students experience the mutuality of social life through service..." (Giles & Eyler, 1994, p. 82).

In *The School and Society* (1915, p. 29), Dewey advocated that school work was both intellectual (learning one's lessons) and social (helping others; not as charity, but as empowering the recipient to gain more worth and self-confidence). Dewey's passions were that students develop "...a willingness to suspend action in the face of a problematic situation and an inclination to engage in inquiry in trying to decide how to resolve the problem" (Robertson, 1992, p. 339).

According to Dewey, learning and the acquisition of democratic skills or habits, "goes to the heart of his philosophy" (Westbrook, 1991, p. xi). The classroom, in Dewey's mind, was to be both a laboratory for practicing democracy and a place where students developed the elements of reflective thinking: suggestion; cognitive action; generation of a hypothesis; reasoning; exploration and testing (Dewey, 2004, pp. 6-13).

Dewey found that reflective thinking was a good mental habit because it suspended judgment (Dewey, 2004, p. 13). And, suspending one's conclusions for further inquiry meant that one searched for new materials, or asked follow-up questions to corroborate or refute the first suggestion that came to one's mind.

Dewey's goal for schools was for them to work on behalf of radical democracy (Robertson, 1992, p. 341). Dewey did not want schools to "adjust" children, to make them fit into the present social arrangements and conditions (Westbrook, 1991, p.109). He believed that democracy was the completion of community. If the school is a social institution, then it should work to inculcate in children the importance of communication in creating and maintaining a community (Robertson, 1992, p. 341).

Furthermore, it is the schools' responsibility to encourage children to engage in social service as a way of breaking down the barriers of class, race, religion, and national

origin (Dewey, 1915, p. 78). In “The School as Social Centre” (1902), Dewey positioned service as pushing knowledge and intellectual studies into “...all other affairs of life...” (Dewey, 1902, p. 80). But in this essay, Dewey only hints at what his general theory of “learning by doing” (Benson, Harkavy, & Puckett, 2007, p. 42) implies. Dewey does not commit the school to engage children, intellectually and morally, in “...real world community problem-solving...” (Benson, Harkavy, & Puckett, 2007, p. 42). At the same time, “The School as Social Centre” is an important piece of writing. In it, Dewey supports a service-learning theory because it identified the neighborhood school as the modern vehicle for developing community: “Everywhere we see signs of the growing recognition that the community owes to each one of its members, the fullest opportunity for development...This is no longer a matter of charity, but as a matter of justice...” (Dewey, 1902, p. 86).

While service-learning can help the function of public schools in preparing children for citizenship responsibilities, it can do the same for all its residents. The function of reshaping the public schools is integral to this process. When schools and community organizations communicate with each other on a regular or frequent basis, they begin to understand each other’s strengths and weaknesses in making contributions to community development.

For example, a local community health center might provide sight or hearing assessments services for children in the school if the center’s administrators conversed with school officials about the health problems of the young population. Mutually beneficial to the community, the school might offer extension services to the senior population. Such collaboration would help the community as a whole. As stand alone

institutions or organizations, neither the school, nor the various community organizations can clearly understand the roles each plays in the ongoing life of the neighborhood or community. Service-learning can be a vehicle of support. In a participatory democracy, service-learning can help to reshape the function of the public school to prepare not only children, but all community residents for citizenship responsibilities.

Despite Dewey's not having coined the term service-learning, his writings imply the following: (a) service-learning participation develops reflective thinking in a scientific inquiry mode; (b) service learning participation strengthens intellectual inquiry by taking such inquiry out of a purely textbook learning format and replaces it with a realistic world in which questioning, debating, and making decisions is encouraged; (c) service-learning participation impels children and adults to engage in relevant neighborhood or community problem identification and solutions which, in turn, strengthens civic responsibility; (d) service-learning participation influences children to identify the school as a local institution involved in developing the neighborhood community socially, culturally, politically, and economically.

Kolb's Experiential Learning Theory

Kolb used psychology to build on Dewey's experiential learning process. Kolb's experiential learning theory most influences this study when participation in a high-quality service-learning project reinforces positive attitudes about academic engagement and civic responsibility.

Kolb believed that learning is a social process in which there is an interaction between personal and social knowledge (Kolb, 1984). Experiences shape and actualize the developmental potentialities in an individual (Kolb, 1984). Kolb's work seeks to

establish a continuum among experience, learning, knowledge, and development. Kolb defines learning as "...a process whereby knowledge is created through the transformation of experience (1984, p. 38). The emphasis in learning, according to Kolb, must be process-based, not one that relies on content, nor outcomes.

Service learning participation in high school requires stepping out of one's social group to interact with and make an impact on the community. By crossing one's self-imposed, familiar borders to work with another segment of the community's population, the participating youths' understanding grows, allowing them to see that all of us are different and the differences enrich communication and relationships. This form of learning has an effect on student attitudes regarding academic engagement.

Service learning projects promote the reduction of stereotyping that plagues the various community factions. An understanding emerges that all of us are different and the differences enrich communication and relationships. In turn, it strengthens the neighborhood institutions involved in the service-learning project through both mutual respect, externally, and energized memberships, internally. It builds up a process of social networks which strengthen the community: socially; politically; and perhaps, economically, if business and trade result from the service-learning project. From this, students develop positive attitudes regarding civic responsibility.

Kolb acknowledges that many theorists and writers have influenced his construct of learning theory. Two theorists who Kolb cites are especially pertinent for a theory of service-learning: Lev Vygotsky and Paolo Freire. Vygotsky best explained how learning shapes development as transactions between individuals and the environment. Vygotsky is noted for his concept of the zone of proximal development: "...the distance between

the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Cole, John-Steiner, Scribner, and Soubberman, 1978, p. 86). The teacher's role is that of a facilitator, assisting students' transformations and growth via experience.

It is Freire's social theory and philosophy of education that places an emphasis on dialogue and a continuous critical reflection about habits of teaching and learning. Freire is noted for defining the banking model of education, a stark contrast to service-learning. In the banking model of education, the teacher makes deposits of information into students, who receive, file, and store the knowledge as a gift (1970, p. 72). There is no partnership between teacher and student. "...The educator's role is to regulate the way the world 'enters into' the students..."(Freire, 1970, p. 76).

Kolb's contribution in strengthening service-learning theory is to buttress Dewey's earlier philosophical and educational writings on learning and experience with a psychological framework of the unity between the affective and cognitive domains. Kolb's theory demonstrates that learning is a social process. His writings make an application of experiential learning theory in education, the workplace, and adult development. Dewey and Kolb's theories are the basis for the service-learning approaches discussed here within the Review of the Related Literature, the investigator's own research found in the remaining chapters, and the implications for teaching practice and educational policy found in chapter 5.

Dewey laid the ground work for service-learning theory by balancing service to the community with academic learning. Learning occurs through a cycle of action and

reflection (Eyler & Giles, 1999, p. 7). Service-learning establishes continuity between the school and a host of community organizations and agencies that add texture and vitality to neighborhoods. Service learning participation in high school requires stepping out of one's social group to interact with and make an impact on the community. By crossing one's self-imposed, familiar borders to work with another segment of the community's population, the participating youths' understanding grows, allowing them to see that all of us are different and the differences enrich communication and relationships.

Ironically, even as Dewey laid the ground work for service-learning theory, extremely few service-learning studies during the past 35 years have relied on Dewey's writings as the basis for investigating the subject. The researcher found that of 584 studies catalogued by the National Service-Learning Clearinghouse since the 1970s; only 8 have established a theoretical base using Dewey (Smith and Martin, 2007).

As Dewey's successor, Kolb acknowledges the former's contributions of experiential learning. Kolb writes: (a) that learning is shaped by personal and social experiences; (b) powerful learning occurs when an individual is mentored by and practices the behaviors of a more experienced peer or adult through dialogue. (It is Vygotsky and Freire whom Kolb credits as theorists who have influenced him on this point); and (c) service-learning participation reinforces these two learning principles by writing of the unity between the affective, cognitive, and behavioral domains.

To summarize Dewey and Kolb's contributions to service-learning theory, a high-quality, service-learning project should embody the following characteristics: the encouragement of curiosity and inquiry on the part of its participants, abundant reflective

activity in a variety of forms, dialogue between participants and community partners that is ongoing and readily identifiable, the nurturing of civic responsibility within the participants to build a more socially just community, and the classroom and the community should both unite the affective, cognitive, and behavioral domains through the practice of scientific investigation.

Empirical Studies Review of Service-Learning in High Schools

Between 1984 and 1997, the number of high school students involved in service-learning increased from 81,000 to 2,967,262; a 3,663 percent rise (Shumer & Cook, 1999). The Corporation for National and Community Service (CNS) counted 10.5 million students who participated in school service projects in 2004 (Grimm, Dietz, Spring, Arey & Foster-Bey, 2005). The participation rate increases are dramatic because they occurred at the same time that the overall United States high school population rate remained almost static: 12,377,455 in 1984, and 12,615,913 in 1997 (Shumer & Cook, 1999).

Clearly, one of the reasons for the dramatic growth of service-learning participation among high school students was the enactment of federal legislation that created the CNS. This legislation has funded many initiatives in elementary and secondary education through Learn and Serve America (Shumer & Cook, 1999). The fact that service-learning has shown itself not to be a fad movement, but a significant trend of the current landscape in K-12 education, makes it important that the practice of service-learning is supported by empirical evidence. The evidence correlates the value of service-learning to academic engagement.

Three secondary school studies of service-learning investigated social-emotional learning, student attitude toward and behavior in school, and organizational capacity and teacher engagement. Melchior and Bailis (2002) compared results from three national evaluations of student participation in middle and high school service-learning programs. There were 17 middle and high-school based programs in nine states that were evaluated, 10 high schools and 7 middle schools, during the 1995-96 school year. Pre-and post-program surveys and school records data were analyzed from a sample of 1052 students in a treatment and comparison group design. The statistical approaches (two different methods of analysis of covariance) used in the studies differed making the comparability of results difficult. However, the researchers found that student personal and social responsibility for the welfare of others, service leadership, and communication skills were positively impacted when they participated in a semester or year-long high-quality service-learning project. Unfortunately, no theory of service-learning is mentioned in the study, even though inferences are made to “core service-learning experience” (p. 211) when discussing measurable results.

Covitt (2002) compared 2365 middle school students engaged in service-learning environmental projects with 912 non-participating peers in Maryland, Delaware, and Virginia. Two psychological theories related to motivation and volunteerism buttressed the study. However, motivational theory does not explore the concept of service-learning nor the development of personal civic responsibility. Pre-and post-test surveys were administered to the students as early as one week following the service-learning experience and as late as 17 weeks after the service-learning participation. Non-participating students took the surveys at the same time that their participating peers did,

depending on classroom assignment. A statistical method of covariance was used to analyze the data. Covitt found that, while the service-learning students exhibited stronger social and civic attitudes toward environmental stewardship than non-participating students, the quality of implementation in service-learning projects likely affects study results.

Conlon (2001) did a mixed-methods analysis of the selection, training, and performance of teachers who became first year service-learning coaches in three Chicago public high schools. It is possible that Dewey was used as the theoretical basis of the study. Data on the sample selection, instrumentation, and statistical method were not obtained. Conlon reported that organizational capacity and teacher engagement were variables that contributed to the quality of service-learning projects in this study. In one respect, the findings confirm Dewey's observation that teaching with a philosophy of education centered around school and community rather than curriculum or the child is profoundly challenging. Conlon observed that psychic rather than monetary or recognition rewards motivated the service-learning coaches to continue in the midst of demanding tasks and meager resources.

Studies that have linked service-learning with academic engagement in high schools have drawn special interest because of the emphasis of school accountability and standards-based education over the last decade in K-12 education. Ammon, Furco, Chi, & Middaugh (2001) produced a monograph that analyzed data related to service-learning participation and academic outcomes in a 1997-2000 comparison study at a California high school. The researchers found that factors affecting higher academic performances

were clarity of academic objectives; clear connections between academic objectives and service-learning activities; and focused, reflective activities.

Laird and Black (2002) conducted an evaluative study of alternative education high school students in a comparative service-learning group. The site of the research was a small school district on the western edge of metropolitan Detroit, Michigan. Social learning theory (Bandura, 1977) and adolescent development literature describing resiliency (Sagor, 1996) provided background for the study.

The time period of the study was 12 months, with data collection from baseline to post encompassing the 1997-1998 and 1998-1999 school years. There were 26 alternative education students in the treatment group and 35 traditional high school students in the comparison group for a total of 61 students. Sixty-five percent of the treatment group were males while 57% of the comparison group had males. Behavioral results were compared using t-tests and a correlational matrix was run to examine interrelationships among academic and behavioral outcome results. A regression analysis tried to examine the relationship between service-learning as an independent variable and academic performance (students' grade point average) as a dependent variable.

The study concluded that students in the traditional, non-participating group had lower academic outcomes in English and math. The results for the students participating in service-learning activities for English, and math grade point averages from baseline to post were higher. Because the two groups were similar at baseline on the academic variables, the growth may be attributable to service-learning. One major weakness in the study was an assumption that alternative educational students and regular school students could establish a similar baseline for whatever academic outcomes occurred. Other

weaknesses were the small sample size and the potentially biased selection procedure for participants in the treatment group.

Shumer (1994) conducted a small, comparative, ethnographic study of 11th and 12th grade participants in an alternative education, K-12 magnet school of approximately 500 students. Students in a community-based learning program at the magnet alternative school were compared with students in a traditional education school. Three students were selected from the community-based learning program and examined with three students from the comparison group. The selection process in both schools involved teacher input and student/parent consent to participate.

Data were collected from researcher interviews of students, observations in both school and community, surveys at the end of the study, and archival records on student attendance and grade point average before and after the study. The study lasted approximately 5 months. The researchers used t-tests to compare mean scores on absences and student grade averages.

Shumer found that the community-based learning students had a higher yearly grade point average. In the prior year, neither group had an opportunity to participate in service-learning and the community-based learning group had a lower end-of-year grade point average than did the traditional education group. A suggested conclusion by the researcher was that positive attitudes about service-learning may have contributed to increased academic engagement. Some of the weaknesses of the study appear to be its lack of an expressed theoretical source, very small sample, and radically adjusted research design because of lack of funding and school district approval delays in allowing the research.

In a study by the RMC Corporation (2005, February), investigators found that service-learning empowers and enriches civic responsibility. The researchers compared 645 high school students who participated in service-learning projects with 407 non-participating high school group of similar demographic/achievement for a sample total of 1052 participants. Students were selected from 12 different high schools in the southeastern, north-central, and western parts of the United States: Ft. Myers, Florida School District, Miami-Dade County, Florida School District, Anoka-Hennepin, Minnesota School District, Humble, Texas School District, and Tillamook, Oregon and Rockaway Beach, Oregon School Districts.

Data collection involved a variety of methodologies: student and teacher surveys in both treatment and comparison group classrooms in the fall and spring of the 2003-2004 school year; students and teachers participated in focus groups; administrators were interviewed and classroom were observed. Univariate and multivariate analysis of pre- and post-test surveys were done of both the overall sample and of a matched classroom design. Outcome measurements in the study were civic knowledge and behaviors, school engagement, and enjoyment of coursework.

Most differences between the treatment and comparison groups in the study were not statistically significant. On the other hand, an important finding was that students involved in high quality service-learning projects did score the highest on the outcome measures of any of the students in either group. Because a variety of hypotheses related to service-learning experiences and outcomes were tested with a relatively large national sample, the results of this study are important to the field of service-learning research. There were significant limitations to the study: unevenness in the quality within the sites

so that the main hypotheses did not test well; self-reporting was heavily relied upon for the data; there were few controls on the parameters and content of service-learning; the essential elements of high-quality service-learning do not all carry the same impact in influencing academic engagement or civic responsibility outcomes.

Conclusions that can be drawn from the review of these seven studies are the following: (a) all but the Conlon (2001) study used a theoretical base other than Dewey or Kolb, or no explicit theoretical base whatsoever. In the Conlon study the use of Dewey or Kolb for theoretical support is possible but unclear. Only the Laird and Black (2002) study makes any explicit reference to theoretical background, and it is not Dewey (b) the studies are diverse and do not develop any trends. Melchior and Bailis (2002) and the RMC Corporation (2005) studies are regional or national and have relatively large samples. In the case of Melchior and Bailis and Covitt (2002) middle school students are involved as participants. (c) Laird and Black (2002) and Shumer (1994) use alternative education sites and small samples. The Laird and Black (2002) study tried to compare alternative education and regular school students, a significant design weakness. (d) the Conlon (2001) study does not focus on student impacts but rather teacher engagement in service-learning. (e) In terms of impacts, when any of the above studies records positive results for service-learning participation, the statistical significance is slight or moderate. Often, there is no statistical significance shown from a service-learning intervention. In other words, in none of the studies reviewed by this researcher is Dewey's theoretical justification for service-learning advanced. Likewise, in none of the studies based on the results is there a clarion call to promote service-learning as a better way of teaching

students to be more academically engaged and civically responsible than other teaching methods.

Why does a theory of service-learning, developed in the writings of Dewey and Kolb, work to promote increased academic engagement and strengthened civic responsibility in high school students? How should such a theory of service-learning work in practical high school service-learning projects? The next section outlines responses to those two questions.

Impact of Service-Learning on Academic Engagement and Civic Responsibility Attitudes

Proponents argue that service-learning participation in a high quality, teacher encouraged, or student initiated service-learning project should strengthen and unify participants' academic engagement and civic responsibility attitudes over time. A high quality service-learning project contains the essential elements outlined by Billig, Root and Jesse (2005). Service-learning participation in a high quality high school should result in a synthesizing of the participants' attitudes toward doing high quality academic work. Concurrently, the participants' community involvement is broadening and deepening. The dialectical tension between theory and practice should evolve in the students' positive attitudes toward the classroom and the world outside the classroom.

Empirical evidence suggests that a student's positive attitudes toward academic engagement are affected by three sets of psychological variables (National Research Council Institute of Medicine, 2004, pp. 33-34): (a) beliefs students have about their self-competence and control, (b) students' values and goals, and (c) the social connectedness that students feel toward school. For example, students who feel

incapable will not do assigned homework, nor exert effort in class work (Dweck, 1999). Ryan and Pintrich (1997) have found that students' general feelings of fear and anxiety in learning contexts have a direct impact on their academic engagement. Regarding students' values and goals, students who attend school regularly, complete homework, and take on challenging assignments have internalized the positive value of schooling (Downey & Ainsworth-Darnell, 2002; Ryan & Deci, 2000). Students who perceive school as a place of opportunity to achieve success in the workplace will become academically engaged and work to their potential (Casten, Flickinger, Fulmore, Roberts, & Taylor, 1994; Fine, 1991). School connectedness and student values and goals go hand-in-hand. Many correlation studies have demonstrated findings that students who feel more satisfied with school and have positive academic attitudes also have caring and supportive interpersonal relationships with teachers and other adults (Baker, 1999; Skinner & Belmont, 1993; Wasley et al., 2000; Yowell, 1999). Likewise, reflection activities (journals, experiential research papers, ethical case studies, directed readings, educational written materials/products produced by participants about the project, and class or public presentations) within service-learning participation develop students' intellectual habits. Developing intellectual habits and routines may increase students' academic engagement. Eventually, it is possible that students will study and interpret events and relationships involved in a service experience for a deeper understanding of issues raised by the educational content of the course (Bingle & Hatcher, 1999).

Service-learning is designed to help students bridge theory and practice by taking the abstract and book content of a course and turning it over in questions that arise from personal experience in the course service project. Reflective thought of the personal

service experience combines with theory to make a richer interpretation of an issue or historical problem than simply the book content of the same material. The student in a service project gets involved in communicating with other people in face-to-face discourse. This communication can cause dissonance, doubt, and confusion just as easily as it can stimulate the student to critically question what he or she has read from a textbook or other course reading material. Dewey contended that experience was as important as theory: "...An ounce of experience is better than a ton of theory simply because it is only in experience that any theory has vital and verifiable significance..." (1916, p. 138).

The RMC Research Corporation study (2005, February) found that service-learning participation increased high school students' civic engagement attitudes. How does service-learning participation strengthen a high school student's civic responsibility attitudes? Can service-learning "...disturb students' notions of static truth...?" (Butin, 2005, p. xiii). In other words, does service-learning participation help high school students grow beyond looking for the only answer, or the right answer, and probe or analyze the nature of the community service experience? Does service-learning participation stimulate a curiosity in students to question the balance of power and justice in a given social context? If service-learning participation can cause dis-ease (Butin, 2005, p. 200) in students about the status-quo arrangements of power and justice in any political institution or jurisdiction, then it is possible for the experience to cause an awakening in students' understanding of the meaning of citizenship.

Service-learning may help a student develop a sense of duty to build up one's community as a habit. The habit of making a contribution to society is acquired through

labor and cooperation with one's peers (Covello, 1958, p. 115). This is the beginning of the formation of citizenship in the mind of a student. Citizenship in a democracy becomes a process of habits and behaviors toward the social and economic development of the community in which everyone is given the fullest opportunity to participate regardless of social station, class, race, religion, national origin, or economic circumstances. Democratic citizenship instills a responsibility in the person to work at reducing the gulf between wealth and poverty in society where a relatively few people enjoy the fullest equality of opportunity in all aspects of life, and the majority of individuals suffer from limited choices about education, housing, health-care, and careers.

Service-learning can also help a student develop the idea that questioning authority is as much a part of citizenship as "...unquestioning obedience" (Covello, 1958, p. 164). The notion of expressing a political opinion through writing a letter to a newspaper or a government agency, or speaking one's mind in a public forum, is another habit that students may learn through service-learning participation. Questioning is as valid a learning process as is listening. Both skills may be developed in high-quality service-learning projects.

Service-learning helps students understand that schools best educate when the community and its improvement is the center of the school-site's educational objectives rather than academic subjects or children (Covello, 1958, p. 182). Hanna and Naslund define a community school as "...consciously used by the people of the community..." and "...directly concerned with improving all aspects of living in the community..." (Hanna & Naslund, 1953, p. 52). In American educational reform during the 20th

century, education that was either subject-centered or child-centered was thought to be the most valid approach for schools to pursue. The character limitations or opportunities of the neighborhood surrounding an American high school have often imposed the quality of education students receive inside the school building. Rarely in American educational history have educational policy makers agreed that community-centered schooling was a valid approach for schools to adopt. As a result, the notion of education as if citizenship mattered has not been fully explored and developed. As Covello summarizes: "...the child must be inculcated with a responsibility toward his family, his elders, and the community in which he lives...Only thus can there be progress in the development of the useful citizen" (Covello, 1958, p. 274).

Service-learning may also influence attitudes about civic life in the area of racial and intercultural differences. Antisocial attitudes that are allowed to develop in young people, regardless of whether they have origins in the family or in peer relations, will inevitably produce adolescent behavior that society labels as delinquent (Covello, 1958, p.195). Service-learning attempts counter this negative outcome by putting students in community issue or problem situations normally identified in ordinary textbooks and other reading materials and multi-media dimensions. When a student has face-to-face communication with individuals of different racial and cultural backgrounds, identity similarities and differences may be noted in the course of working together. Students and neighborhood residents who unite to tackle literacy, health, housing, or drug abuse problems may come to a better understanding of one's position of equality in relation to other human beings, despite potentially vast cultural differences.

What is unique about courses infused with high-quality service-learning is that academic engagement and civic responsibility attitudes may reinforce each other because civic education is an intentional educational aim through which students enrich their intellectual understanding of course content. At the same time they may develop a deeper civic responsibility toward their current and future roles as citizens in a democracy. Service-learning emphasizes something that traditional education cannot: socially responsive knowledge (Altman, 1996). Altman describes socially responsive knowledge in the following way: "...first, to educate students in the problems of society; second, have them experience and understand first-hand social issues in the community; and third, and most important, give students the experience and skills to act on social problems..." (pp. 375-376).

Summary

In the first section of this chapter, the foundation of service-learning theory was addressed as represented in the philosophical and educational writings and theories of John Dewey (1915, 1916, 1938, 2004) and the psychological writings of David Kolb (1984). Service-learning is designed to unite the affective, cognitive, and behavioral domains by utilizing both the classroom and the community as places to practice the elements of reflective thinking.

The second section presented a review of empirical research studies that have examined the effects of service-learning on academic outcomes in K-12 education over the last 13 years. The body of studies reviewed does not use Dewey and Kolb for theoretical justification of service learning. In fact, of over 500 dissertation abstracts submitted to the National Service Learning Clearinghouse between the years 1970-2006,

less than 10 mention Dewey as a theoretical resource (Smith & Martin, 2007). Of course, a qualifier statement must be added. Just because a dissertation abstract doesn't use Dewey or Kolb as a theoretical root of service-learning does not mean the dissertation itself does not give credit to Dewey or Kolb for contributing to service-learning theory development. The studies reviewed by the researcher do not conclude based on empirical evidence that service-learning as a teaching method is any better than other teaching strategies.

The third section mentioned studies that imply service-learning is an independent variable that may have an impact on the mediating variables of academic engagement and civic responsibility attitudes. The section explored the composition and relevance of academic engagement and civic responsibility. Service-learning participation may influence the breadth and depth of high school students' attitudes toward academic engagement and civic responsibility in a high-quality service-learning project.

CHAPTER III

METHOD

The purpose of this research study was to assess the impact of service-learning on the academic engagement and civic responsibility attitudes of high school students. This chapter discusses the methods used to answer the research questions. This includes: (a) the participants and how they were selected, (b) the instruments used to gather data and, (c) the methods used in the data analysis. A service-learning treatment group of high school students was compared to a comparison group of high school students with similar demographic and academic characteristics who were not engaged in service-learning. Data were collected from two survey instruments: one investigating high school students' attitudes about academic engagement; the other investigating high school students' attitudes toward civic responsibility. The data were gathered to answer the two research questions that anchored this study:

1. Does service-learning participation have an effect on student attitudes regarding academic engagement during one school year?
2. Does service-learning participation have an effect on student attitudes regarding civic responsibility during one school year?

Setting and Participants

The study was a quasi-experimental comparative group study involving a treatment group school and a comparison group school. The first criterion that the investigator used to choose a treatment group school was the existence of a long-standing, high-quality service-learning project currently in operation.

The investigator used his knowledge as an experienced practitioner of service-learning in Miami-Dade County Public Schools to select a high school with a high quality (essential elements as cited in Billig, Root, & Jesse, 2005 and identified in chapter 1) service-learning project as the treatment group school. The investigator has been a service-learning practitioner in Miami-Dade County Public Schools for the last 5 years.

Treatment School

The school is William H. Turner Technical Arts Senior High School, an urban, ethnically/racially diverse secondary school with a population of 1,698 students. The school is located in North Miami, Florida, the same geographic area as the comparison school selection. The service-learning project was an oral-history, neighborhood social and cultural development archive that has been in existence since the 2001-2002 school year.

Oral History/Service-Learning Project

At its origin, the project included students in grades 9 through 12. Currently, 9th and 10th grade students enter the academy in which the project is housed, but only 11th and 12th grade students participate in the oral-history project. The project had received national recognition in a study of civic education in public schools (RMC Research Corporation, February, 2005) because it exhibited the essential elements of a high-quality service-learning project (clear educational goals; students engaged in cognitively challenging tasks; student service tasks meet genuine community need and have significant consequences; evaluation measures of student content and skill standards; youth decision-making in all aspects of project from design to evaluation; use of reflection; and acknowledgement of service work). The service-learning project had also

supplied the University of Miami and Florida International University with videotapes of Miami-Dade County neighborhood history through copies of the archival records of oral-history projects, dating from the 2001-2002 school years. The videotapes were integrated into the curricula of undergraduate and graduate courses at the above universities on public and local history.

The Oral History/Service-Learning Project at William H. Turner Technical Arts High School originated in 2002 when the two current teacher-coordinators enrolled in a course at the University of Miami. The initial oral history project created an oral history archive of the Civil Rights Movement by interviewing Miami residents who were involved with the Civil Rights Movement.

In the 2002-2003 school year, the two teachers initiated the project by inviting several notable Miami residents who had participated in the Civil Rights Movement to the school so they might be available for the students to interview. In its first year the project involved 9th, 10th, 11th, and 12th grade students. At present, 9th and 10th graders may enroll in the Instructional Entertainment Technologies (IET) Academy that carries out the oral history project, but do not become formally trained in the techniques of oral history until the 11th grade.

Each year the teacher-coordinators decide on an overarching topic or theme for the oral history project. Before the actual interviewing of oral history candidates begins, students engage in a variety of learning activities that focus their attention and curiosity on the theme or topic. For example, at the start of the 2006-2007 school year, the history and government teacher-coordinators decided to concentrate on Vietnam War and World War II veterans. Thus, students were encouraged to read extensively from books,

magazines, and newspapers of the periods of the two wars; to view numerous movies and videos that had been produced about Vietnam War and World War II; and to become as immersed as possible in the military, political, and historical aspects of the conflicts. The teachers provided in-class readings, video viewings, and discussions to stimulate student curiosity and questions. The students were also given home-learning assignments of the histories and political/economic ramifications of the two wars.

When the interviewing sequence of the oral history curriculum began, the Turner Tech students were prepared with their own questions, as opposed to teacher-directed questions in formatting the interviews with Vietnam and World War II veterans. The students' thoughtful and comprehensive questions were based on their prior study of the historical and political contents of the Vietnam War and World War II.

The investigator chose the Turner-Tech oral history/service-learning project for a quantitative research design. Because the researcher did not expect to interview student participants nor make any on-site observations of the service-learning project in action, it was anticipated that the teacher-coordinators would be interviewed for background information on the origin and operations of the project. As such, the following information about the project is provided that is on the transcribed interview with the teacher-coordinators (Appendix H). The investigator interview with the teacher-coordinators took place on February 21, 2007.

One of the teacher-coordinators of the oral history project made the following observation to the investigator:

Yea...it's never...what's great about service-learning is that it's not the typical high achiever that is necessarily going to be your highest achiever in service-learning. So, that's why it seems to be an important mix...so the other reason it

probably needs to be meshed, and that service-learning can't be 100% of the curriculum is because it is very demanding on the teacher...

(Appendix H, Mrs. Chris Kirchner, p. 118)

The researcher can confirm this statement from his own service-learning experience. Often, it is an average-academic achieving student who excels in a service-learning project (Schultz, 2007).

William H. Turner Technical Arts High School serves a school population of 9th through 12th grade students. It is a high school structured on the basis of the current idea, supported by the research literature (Eichenstein, 1994; Levine & Sherk, 1990; Robinson-Lewis, 1991) that small learning communities serve high school-aged students better than large schools, in which students easily become anonymous. Turner Tech subscribes to an academy model, offering students specialized courses based on their areas of career interests. For example, among Turner Tech's seven academies is a working farm. The oral history project grew out of the mission statement of the Instructional Entertainment Technologies (IET) Academy: relating history to the technical field of individual students' career interests; and practicing what students learn in their technical fields.

Another aspect of the project is akin to the instructional concept of looping. Looping occurs when a teacher continues with the same group of students for more than 1 year. While looping is more prevalent in elementary than secondary education, there are examples in middle schools and high schools.

Joe and I have been working together since 2001, and we're both into give and take. You know, for example, we'll do a Vietnam unit, and he'll come up with some ideas, and I'll come up with some ideas. We're interchangeable...the kids

kinda know it. You know, the kids might be doing one presentation in his room and another presentation in my room...

(Appendix H, Mrs. Chris Kirchner, p. 120)

Well, the beauty behind that is that one reinforces the other...

(Appendix H, Mr. Joe Ugarte, p. 120)

The teacher-coordinators of the oral history/service-learning project have the same 11th and 12th grade students for 2 years. The 11th graders are taught United States history with one of the teacher-coordinators and the 12th graders take civics and government with the other teacher-coordinator. For 2 consecutive years, any student in the IET Academy who participates in the oral history/service-learning project will be assigned to the teacher-coordinators in the 11th and 12th grades.

One of the questions posed to the teacher-coordinators was, "How does the oral history/service-learning project appear to influence student study habits, public speaking, writing, and critical thinking?"

Well, they, the answer is really embedded in the more that adults can bring to bear on a child's experiences, the stronger the child's experiences will be. In other words, if they only see their teacher throughout the day, they get what they can from their teacher. If the administrators are very visible, then the administrators are also influencing the child's experiences. In this case, the children are seeing "hero" people from the community, and then we bring in the "Average Joe" from the community.

So, our kids are interacting with adults from the various generations. Not only does that strengthen their social skills, but I would say our kids are already fairly good at being friendly, polite, and courteous, but, it also gives them a glimpse of their own future. So, there is a maturity factor that then has some residual effect on their writing, on their historical thinking, on their problem-solving skills, and, you know, the biggest thing we hear our kids saying is, "That really happened!" Reading it in a textbook; hearing it from their history teacher is only partially

truth to them. But, not until they hear two or three people today, "...Oh, yes, I went to an all Black elementary school..." do, can they picture it...

(Appendix H, Mrs. Chris Kirchner, p. 121)

If the service-learning project is exhibiting its high-quality characteristics, the project has a residual effect on young people's writing, historical thinking and problem-solving skills.

The other teacher-coordinator responded to the above question in reference to oral speech and communication:

But, on a practical level, it forces them to communicate, oral speech, oral presentations have to be made. They have to speak in public. They develop a certain self awareness that when they set up they don't look like a fool. These are skills embedded in the activity. Interview skills. When they learn how to interview another person, they are learning how to be interviewed, so when they go on and apply for a job, they will have skills that they have developed in the process of interviewing. And then, just a certain inquisitiveness. Here, somebody tells you about something, exposes you to an experience. It's far more real to them than if they read it, watch it, I tell them. When they work with it, it's something they own. And then, they also develop something that is interesting that is something that you haven't heard. They develop sort of a relationship with some of the people that they have interviewed. For example, Jim Finney. Every time they see him, now they meet him...

(Appendix H, Mr. Joe Ugarte, p. 121)

Interviewing develops self-growth opportunities: ownership in the interviewer, ownership of a relationship and ownership of interesting information that the interviewer has not heard before (Onderdonk, 1983).

Finally, the teacher-coordinators commented as to how the length and completion of an oral history project affects some of the student participants:

...the community participation, and they're honored, and published...and they don't remember that Ms. Kirchner had to make 52 corrections on a two page bio...what they remember is they officially got accomplished and had their name

published. So the whole idea of seeing themselves as a writer then undergirds writing proficiency at some level...

(Appendix H, Mrs. Chris Kirchner, p. 122)

...not only as a writer, but as a success in life. It might not seem like a big thing from the outside, but even something very little is a big accomplishment to someone who has worked diligently for 2 years to complete a project.

(Appendix H, Mr. Joe Ugarte, p. 122)

Writing proficiency emerges from this process. As a result, students begin to see themselves as writers.

Comparison School

The investigator made Miami-Norland Senior High School the comparison school, based on demographic and geographic similarities to the treatment school selection. The comparison school selection did not have a service-learning project but did have a similar number of students, 1,995 students.

The matching of schools was based on the criteria of population size, percentages of students within major racial/ethnic groups, percentage of students eligible for the federal free/reduced price lunch program, and percentage of exceptional/special education students. Table 1 shows selected demographic characteristics of comparison and treatment schools.

Table 1 shows that minority student populations were predominant in both schools: Norland, 98% versus Turner Tech, 96%. The selected comparison school presented the best possible match among all possible geographically close schools in North Miami: North Miami Senior High; Miami Edison Senior High; Miami Northwestern Senior High; and Miami Central Senior High. However, the student

population in the treatment school had a far greater number of Hispanic students than did the comparison school. In addition, students in the treatment school came from less economically advantaged households with more than two-thirds qualifying for the free/reduced price lunch program compared with about one-half of those in the comparison school.

Table 1

Comparison and Treatment Group Schools Matching Characteristics

School	Enrollment	Race/Ethnicity Percentage				Percentage Free/Reduced Lunch	Percentage Exceptional Student Education
		B	H	W	O		
Norland (C)	1995	94	4	1	1	49	13
Turner Tech (T)	1698	62	34	2	1	69	4

Note: C=Comparison; T=Treatment; B=Black; H=Hispanic; W=White; O=Other.

It is important to note here the rationale for the exclusion of specific schools' participation in this research study (see Table 2). North Miami Senior High refused to have this study use it as the treatment high school. Miami Edison Senior High was not selected because there were ongoing neighborhood organizing health and voting projects in this school, making it a difficult location to conduct research. Miami Northwestern Senior High was rejected because it was dealing with significant ethical and criminal issues involving its administrators. There was internal organizational turmoil at Miami Central Senior High, and concerns about the school's viability of remaining open that, made it a poor choice for conducting research. These serious factors limited the investigator's ability to select which schools would be able to participate in this study.

Table 2

Rationale for Exclusion of Specific Schools' Participation

School	Enrollment	Race/Ethnicity Percentage				Free/Reduced Lunch Percentage	Exceptional Student Education Percentage
		B	H	W	O		
Miami Norland SHS (C)	1995	94	4	1	1	49	13
Turner Tech SHS (T)	1698	62	34	2	1	69	4
North Miami SHS	2583	80	16	1	2	51	5
Miami Edison SHS	1015	88	9	1.5	1.5	60	12
Miami Northwestern SHS	1955	94	5	0	1	61	18
Miami Central SHS	1561	80	19	1	0	57	16

Participant Selections

The investigator used convenience sampling to select the participants for this study. Convenience sampling occurs when "... the researcher selects participants because they are willing and available to be studied" (Creswell, 2002, p. 167). In this case, it was first necessary to secure the formal permission of the school principals of Miami Norland Senior High (Appendix A) and William H. Turner Technical Arts Senior High (Appendix B) to conduct a study. Secondly, formal approval was obtained for the study through the official protocol of the Miami-Dade County Public Schools (Appendix C). Finally, the investigator gained the formal consent of preliminary groups of students at Turner Tech and Miami Norland who volunteered to participate in the research.

Sample Size

In the design of this study, the investigator proposed obtaining 80 participants from the treatment group school in grades 9 through 12 and matching these subjects according to: gender; race/ethnicity; participation in the free/reduced lunch program; and participation in exceptional/special education with 80 participants in the comparison group school in grades 9 through 12.

Volunteers were selected from the treatment school by making a presentation to the students about the study and distributing a letter of consent to participate (Appendix D). Approximately 150 potential volunteers were asked to participate. These volunteers were students in grades 9 through 12, in six classes of history, government, English, and television production of the Instructional Entertainment Technologies Academy. The investigator visited the comparison group school and solicited volunteers by making a presentation about the study to them. A letter of consent to participate in the study was distributed to approximately 250 potential 9th through 12th grade students in eight classes of health, driver's education, and physical education.

As a result of the initial presentations, signed letters of consent from potential volunteer students and their parents were collected by the teacher liaisons and given to the investigator. Accompanying the letter of consent was a Miami-Dade County Public Schools Permission For Release of Records And/Or Information From Records (Appendix E) also signed by the parent of a potential volunteer student for the study. The permission for the release of information from records enabled the investigator to gather demographic data on gender, race/ethnicity, participation in free/reduced lunch, and participation in exceptional/special education that was used to establish matches between

treatment group students and comparison group students in forming the treatment and comparison groups.

At Turner Tech, 45 students returned signed assent/consent letters and signed Form 1867 documents; while at Miami Norland, 68 students returned signed assent/consent letters and Form 1867, Permission For Release of Records And/Or Information From Records, documents. In total, 113 students at both the treatment and comparison group schools volunteered for the study. An attempt to match the 45 treatment school students with an equal number of demographically similar control school students was made. For 31 of the 45 treatment school students, exact matches among the comparison school students were found based on age in years (as of January 2007), gender, race/ethnicity, exceptional student education status, and free/reduced lunch status.

To find matches for the remaining 14 students, the age variable was dichotomized (15 years of age or younger versus 16 years or older) and the matches among the comparison school students were found based on the dichotomous age variable, gender, exceptional student education status, and free/reduced lunch status. (That is, all previously used demographic variables except race/ethnicity were used in finding matches for these 14 students.) This two-step process resulted in selection of the treatment and comparison group students. Demographic characteristics of student groups are shown in Table 3.

Table 3

Number of Comparison and Treatment Group Students with Selected Demographic Characteristics

Group	Age (years)		Race/Ethnicity		ESE Status			FRL Status
	14-15	16-18	Black	Other	Gifted	Other ESE	Non-ESE	
Treatment	10	35	33	12	1	1	43	29
Comparison	10	35	45	0	1	1	43	29

Note: FRL Status in this table refers to the students who are eligible for the free/reduced price lunch.

Instruments

The investigator selected two questionnaire instruments: The High School Survey of Student Engagement 2006 (HSSSE; Indiana University, Center for Evaluation & Education Policy) was used to investigate academic engagement attitudes, and, the Civic Attitudes and Skills Questionnaire (CASQ; Tulane University, Center For Public Service) was used to investigate civic responsibility attitudes. An initial version of the CASQ was first published in 1988 (Moely, Mercer, Ilustre, Miron, & McFarland, 2002). *Academic Academic Engagement Inventory*

The 2004, 2005, and 2006 HSSSE versions have been administered to over 170,000 high school students across the nation from 2004 to 2006 (McCarthy & Kuh, 2006). Questions cover such topics as beliefs, feelings, interactions with teachers and other students, and student work. The instrument measures the attitudes, perceptions, and beliefs of high school students about their school learning experience, the school's environment, and interaction with faculty, administrators and other school staff. A copy of the instrument is included (Appendix F).

The instrument profiles students by grade level, sex, race/ethnicity, free/reduced lunch, primary language at home, and academic track. The HSSSE asks questions about boredom and engagement, disengagement, time and priorities, support from adults, school structure and safety, and reasons why students go to school. Three dimensions of engagement are tapped through the instrument's questions: cognitive/intellectual/academic engagement; social/behavioral/participatory engagement; and, emotional engagement. This study focused on questions in the area of cognitive/intellectual/academic engagement.

For this study, Austin and Sax's (1998) definition of academic engagement has been used. This definition involved (a) increased time devoted to studying or homework, (b) extra work for the course containing a project, (c) increased contact with the teacher, (d) persistence when given challenging course work or homework, and (e) the formation of a stronger self-concept about doing academic work.

The theoretical sub-factors in Austin and Sax's definition (1998) were matched with questions in the instrument that related to the dimension of cognitive/intellectual/academic engagement:

- increased time devoted to studying or homework (Q5, Q6, Q7, Q8, Q15, Q16, Q17, Q18)
- extra work for the course containing a project (Q6, Q7, Q8, Q15, Q16, Q17, Q18)
- increased contact with the teacher (Q6, Q7, Q8, Q9, Q10, Q26, Q31)
- persistence when given challenging course work or homework (Q5, Q6, Q7, Q8, Q9, Q10, Q11, Q13, Q15, Q16, Q17, Q26, Q31)
- formation of a stronger self-concept about doing academic work (Q5, Q6, Q7, Q8, Q9, Q10, Q11, Q13, Q15, Q16, Q17, Q18, Q31)

Factor analysis was performed on the data from the HSSSE to determine if the theoretical components (the sub-factors) really exist in this population of students.

The HSSSE is a high school version of the National Survey of Student Engagement (NSSE), an inventory instrument administered to students attending 4-year colleges. While no studies of the psychometric properties of the HSSSE have yet been published, the instrument was discussed extensively by McCarthy and Kuh (2006).

The psychometric properties of the NSSE were established based on studies involving 300,000 college students at more than 1,000 institutions of higher education between 1999 and 2002 (Kuh, 2002). The appropriateness of this instrument has also been reported in studies by Baird (1976) and Turner and Martin (1984).

The relationship between NSSE and HSSSE is shown by the following factors. The structure of the instruments is similar in that both surveys ask students to report on dozens of activities that represent good educational practice. On both instruments, students report opinions about their schools. Both instruments ask questions related to student demographic data. A second similarity in both instruments is that the results of the student reports are made available to educational institutions for institutional improvement. A third similarity between the instruments is that their use has begun to establish a set of national benchmarks for good educational practice at both the college and high school levels that participating schools can use to estimate the efficacy of their improvement efforts (Kuh, 2002; Yazzie-Mintz, 2007). However, the similarity of item types is not the same as the similarity of psychometric properties, and, it should be noted again that the HSSSE has not been validated.

The Civic Responsibility Inventory

On the Civic Attitudes and Skills Questionnaire (CASQ) students self-evaluate six facets: political awareness, social justice, and diversity attitudes, as well as civic action, interpersonal/problem-solving and leadership skills on a scale of 1 (disagree completely) to 5 (agree completely) of 43 items. The instrument takes approximately 5 minutes to administer.

Reliability. Internal consistency reliability estimates for four of the six factors were .80, while those for the two remaining factors were greater than .70 (Moely et al., 2002). Stability reliability estimates were .70 or higher for five of the six factors, while one factor had an estimate of less than .70 (Moely, Mercer, Ilustre, Miron, & McFarland, 2002). A copy of the instrument is included (Appendix G).

Validity. No validity estimates were found for the instrument.

Procedures for Use of the Instruments

The instruments were distributed to the participants in several different format settings during both the pre- and post-treatment administrations. At the treatment group school during the pre-treatment administration the participants completed both surveys in the presence of the researcher in one sitting on one day in a separate room in the Media Center in the class period they were assigned to one of the teacher-coordinators. Participants completed the two surveys in either pencil or pen in approximately 45-60 minutes. Absent participants were administered the two surveys by the teacher-coordinator at a later date and time at which the researcher was not present.

At the comparison group school during the pre-treatment administration the participants completed both surveys in the presence of the researcher in one sitting on one

day in the class period they were assigned to the teacher-coordinator. The participants did not go to a separate room but remained in the classroom where non-participants in the study received a course curriculum lesson by the teacher-coordinator. The researcher sectioned off a portion of the classroom for the participants and proctored the administration of the questionnaires. Participants completed the two surveys in either pencil or pen in approximately 45-60 minutes. Absent participants were administered the two surveys by the teacher-coordinator at a later date and time at which the researcher was not present.

Post-treatment administrations of the surveys followed the above procedures with the following exception. At the treatment group school on the day of the post-treatment administration a separate room was not available, so the researcher administered the post-treatment questionnaires in the classroom of the teacher-coordinator. The researcher portioned off a section of the classroom for proctoring the participants in administration of the surveys while the teacher-coordinator delivered a course curriculum lesson to non-participant students. At the post-treatment administrations in both schools participants completed the two surveys in either pencil or pen in approximately 45-60 minutes. Absent participants were administered the two surveys by the teacher-coordinator at a later date and time at which the researcher was not present.

Data Analysis

The analysis of the data, descriptive, factor analytic, and multivariate, was carried out on both dependent variables. A factor analysis was done on pre- and post-treatment responses on the civic responsibility instrument to determine the stability of the factor structure (Tabachnick & Fidell, 2006). Two factors emerged that appeared to be stable

both on the pre- and the post-treatment. The factors were civic action and interpersonal/problem-solving skills. A multivariate analysis was run using gain scores on these two factors as the dependent variables and the treatment type as the independent variable. An additional multivariate analysis was run on the HSSSE total score since a factor analysis of the post-treatment responses on this instrument yielded only a single factor. Since the standardization data in the test manuals indicated the presence of 6 subscales on the CASQ and 2 scales on the HSSSE, a set of multivariate analyses were run to determine if there were differences between the treatment and comparison groups on each of these subscales.

Psychometric Assessment

Psychometric assessments were done on the pre- and post-treatment instruments to establish their construct validity and the stability. In addition, Cronbach's alpha was computed on the sub-factor scales of the civic responsibility instrument to see if the psychometric properties established by the authors of the instrument were sample specific.

A set of multivariate analyses of variance (MANOVA) was performed on the two factors that were identified as stable by the pre- and post-treatment factor analysis of the CASQ. These procedures were computed to see what relationship existed between these gain scores and the measure of civic responsibility variables (Tabachnik & Fidell, 2006).

Summary

Chapter 3 described the methodology of a quasi-experimental equivalent treatment-comparison group study assessing the impact of service-learning participation on student attitudes toward academic engagement and civic responsibility. The

participants and sample selection were detailed, including a description of the oral history/service-learning project that centered the research. The study consisted of 90, 9th through 12th grade student participants; 45 in the treatment group and 45 in the comparison group. Demographic data about the students were obtained through school records and attitudinal data were gathered from responses to the academic and civic inventory survey instruments. Data collection procedures were discussed in the subsection referring to the participants' and sample selection. Information about the oral history/service-learning project was obtained from an interview with the teacher-coordinators of the project. The instruments used in the study as well as the procedures for administering the surveys were discussed. The statistical analysis design and multivariate analyses of variance were explained.

CHAPTER IV

RESULTS

The study originally involved 90 participants, 45 in the treatment group and 45 in the comparison group. This study operated under the time constraints and schedule complexities of a regular 10-month school year. As a result, both the treatment group and the comparison group samples in this study encountered problems that reduced the initial matching sample size. First, significant time elapsed between the identification of the sample classes and the administration of the instruments for gathering pre-treatment data. Second, the sample size was reduced due to: (a) student mobility (withdrawals and transfers within schools); and (b) scheduling demands on both teacher-coordinators at Turner Tech and Miami Norland that further reduced the sample size. Third, this attrition further reduced the sample size of both treatment and control groups between the pre-treatment and post-treatment administrations of the data gathering instruments. At the time of the post-treatment administration of the questionnaires there were 34 participants in the treatment group and 33 participants in the comparison group.

Pre-treatment administrations of the academic engagement and civic responsibility inventory instruments were carried out in both the comparison and treatment groups at the beginning of the Spring 2007 semester. Follow-up posttests of the same instruments were administered to both groups at the conclusion of the same semester. There were 90 days between the pre-treatment and post-treatment administrations.

Psychometric Assessment of the Instruments for this Population

The pre-treatment and post-treatment responses to the *Civics Attitudes and Skills Questionnaire* (CASQ) and the *High School Survey of Student Engagement* (HSSSE) were factor analyzed and the items in the obtained factors were put through item analysis to identify items that did not function appropriately. Then the pre- and post-treatment factor structures were compared to obtain the factors that were ultimately used in analyzing the data.

The Civics Attitudes and Skills Questionnaire (CASQ)

Six-factor solutions were obtained for both the pre- and post-treatment administrations of the CASQ with these factors accounting for 61.5% of the variance in the pre-treatment scores and 63.8% in the post-treatment scores. These factors were labeled a) Civic Action, b) Interpersonal and Problem-Solving Skills, c) Political Awareness, d) Leadership Skills, e) Social Justice Attitudes, and f) Diversity Attitudes. The factor loading matrices are found in Appendix H. On examining and comparing the items loading on each of these factors in the pre- and post-treatment matrices, it was concluded that only the first two of the six factors was consistent across the pre- and post-treatment measures. So, only the Civic Action and the Interpersonal and Problem-Solving Skills factors were used in further analysis.

Internal consistency reliability measures (Cronbach's alpha) for the Civic Action and the Interpersonal and Problem-Solving Skills factors on the pre-treatment measure were Cronbach's alpha = .90 for both factors. In the case of the Interpersonal and Problem-Solving Skills scale item #41 was found to have a low item-scale correlation and was omitted from the scale. On the post-treatment administration Cronbach's alpha =

.91 was obtained on the Civic Action factor and Cronbach's alpha = .86 was found for the Interpersonal and Problem-Solving Skills factor.

High School Survey of Student Engagement (HSSSE)

Two factor solutions were obtained for the HSSSE on both the pre- and post-treatment administrations. These were labeled (a) Self-Regulated Behavior, and (b) Academic Engagement. Together they accounted for 33.2% of the total instrument variance on the pre-treatment administration and 30.0% on the post-treatment administration. The factor loading matrices for the HSSSE can be found in Appendix I. Comparison of the pre- and post-treatment matrices indicated that the factor structure was unstable across administrations and it was decided that the scores of this instrument would not be used in the analysis. This limits the dependent variables of the study to measures involving only civic responsibility.

Descriptive Data

Descriptive statistics for *The Civic Attitudes and Skills Questionnaire* responses of the participants were calculated. Table 4 presents the descriptive statistics for the treatment and comparison groups for Civic Responsibility.

Table 4

Descriptive Statistics for the Two Civic Responsibility Factors

Measurement	Experimental Group (n=34)		Comparison Group (n=33)	
	Mean	SD	Mean	SD
Civic Action Pre-treatment	37.1	7.5	35.3	8.2
Interpersonal and Problem-Solving Skills Pre-treatment	23.9	4.9	24.2	6.4
Civic Action Post-treatment	55.2	10.6	44.7	9.3
Interpersonal and Problem-Solving Skills Post-Treatment	23.9	5.0	24.0	6.0

Table 5 presents the descriptive statistics for the treatment and comparison groups for Academic Engagement.

Table 5

Descriptive Statistics for the High School Survey of Student Engagement (HSSSE)

Groups	Pre-treatment		Post-treatment	
	Mean	SD	Mean	SD
Experimental Group	382.5	55.0	379.4	44.0
Comparison Group	362.9	48.4	373.0	39.0

Hypotheses Tests

The hypotheses suggested that the treatment group would have higher gains as a result of the service-learning activity. Gain scores were calculated for the Civic Action and the Interpersonal and Problem-Solving Skills factors of the CASQ by subtracting the pretreatment scores from the posttreatment scores. These scores were entered as dependent variables in a multivariate analysis of variance with treatment (the absence or presence of service-learning experiences) as the independent variable.

The multivariate procedure produced a value of $\Lambda = .591$ ($F = .219, p = .804$). There was no significant difference between the mean canonical function made up of the two factor scores between the treatment and the comparison groups.

Summary

A sample of 67 students was obtained after allowing for attrition during the period of the study. On analyzing the data obtained from these students it was found through factor analysis that the Civic Attitudes and Skills Questionnaire (CASQ) only yielded two factors that were stable over pre- and post-treatment testing. These were the Civic Action and Interpersonal and Problem-Solving Skills Factors. The scores on the High School

Survey of Student Engagement (HSSSE) were found to be unstable across administrations and the data from this instrument were not used in the final analysis.

Gain scores on the CASQ factors were calculated and these were analyzed using multivariate analysis of variance to determine if there were differences between the gain scores of the treatment and comparison groups. No differences were found that were significant at the $\alpha = .05$ level of significance.

CHAPTER V

DISCUSSION AND CONCLUSIONS

This chapter summarizes the results of the study and addresses their implications, specifically the connection between service-learning and social justice. It delineates the study's limitations. In addition, it offers recommendations for future research.

Summary of the Results

The objective of this study was to investigate the effects of service-learning participation on high school students' attitudes toward academic engagement and civic responsibility. The two research questions posed in the study were:

Does service-learning participation have an effect on student attitudes regarding academic engagement during one school year?

Does service-learning participation have an effect on student attitudes regarding civic responsibility during one school year?

The literature review underscored that insufficient quantitative studies exist to support that service-learning is an effective instructional strategy used to improve academic engagement. Furthermore, such quantitative studies are lacking as to whether service-learning is an effective tool in increasing civic responsibility among students in kindergarten through 12th grade. The literature review also revealed that extremely few service-learning studies in the past 35 years have used John Dewey's writings as a theoretical base for service-learning: of 584 studies catalogued by the National Service-Learning Clearinghouse since the 1970s, only 8 have established a theoretical base using Dewey (Smith & Martin, 2007).

The study's findings indicate that positive attitudes toward academic engagement and civic responsibility did not substantially increase between a group of high school students who participated in a service-learning project as opposed to their high school peers who did not participate in a service-learning project. There are many reasons that might account for the lack of a significant difference between the treatment and comparison groups in this study.

Conclusions

The study found no significant difference between the academic engagement and civic responsibility attitudes of a high school service-learning project (target) group and a high school (comparison) group with similar school demographic characteristics. In other words, the study of the effects of service-learning on students' attitudes toward academic engagement and civic responsibility found an absence of evidence that a target group may score higher than a comparison group on survey questionnaires measuring student attitudes toward academic engagement and civic responsibility. The sample size of this quasi-experimental study was small with a consequent lack of statistical power to detect real differences.

Implications for Educational Practice and Policy

One of the implications for educational practice and policy from the study results is a need to design and implement more powerful studies, studies implemented at many sites rather than just at two sites that were the basis of this study, and studies that investigate the research questions over longer time periods. Another implication for educational practice and policy from the study results is to design and implement more

service-learning projects that apply a firmer fidelity of execution to the essential elements of high-quality service-learning projects (Billig, Root, & Jesse, 2005), outlined in chapter 1, than was present in the Turner Tech oral history/service-learning project. A third implication would be to legitimize, improve, and expand professional development of service-learning as instructional strategy. Each of these implications will be addressed in greater detail.

1. The design and implementation of more powerful studies of the impact of service-learning on student learning outcomes. One of the learnings that flows from this study is that the complexity and nuanced nature of the multiple variables comprising service-learning (power equations between and among the parties in a project, identity issues, time and commitment factors, organizational support, and logistical adaptations to changes in the project and focus of central questions about the community problem that gave reason for the project in the first place) underscore the importance of mixed-methods approaches to service-learning studies. Whenever research questions about service-learning express a “more than” or “less than” result, empirical approaches should be applied as the method. But, often, the subtlety of service-learning issues that arise in projects are so obscured by the expressed goals for outcome achievement that a mixed-methods approach has a broader analytical toolkit for exploration of underlying cause and effect interplay of the data. For example, student, teacher, and community partner goals, values, and commitments to a specific problem and solution ebb and flow in strange, unexpected, and unintended ways during the real time life of a project.

Possibly, so few quantitative studies of service-learning have been carried out over the last quarter century because the robustness of the data is better captured in mixed-methods research models.

At the beginning of the Turner Tech oral history/service-learning project in 2002 civil rights and segregation issues faced by neighborhood residents were core issues that mined rich historical data. Five years later demographic changes in the surrounding neighborhood and school diminished the original core issues and reasons for the origination of the service-learning project. Oral history issues such as World War II and the Vietnam War did not possess the same indigenous and compelling energy with a different group of students and community partners than was possessed by the founders of the project.

2. The design and execution of service-learning projects with a firmer fidelity to the execution of the essential elements of high-quality service-learning. Sustaining high-quality service-learning projects for more than one year is exceptionally difficult. Teachers that utilize service-learning in their instructional toolkit are multi-talented and possess extraordinary persistence and social networking skills. Such educators are also highly organized and dedicated to many more hours of work than they are compensated for under a standard contract, no matter whether they earn five- or six-figured salaries. Keeping a tight control over the multiple essential elements (establishing clear and specific evaluation measures as to how well students meet content and skill standards, designing and nurturing youth decision-making in all aspects of the project from conception to post-project debriefing, carrying out multi-

varied reflection activities from project inception to conclusion, and acknowledging the students' service work to participants' peers, families, and the community) in addition to carrying out the preparation and delivery of two or three regular courses is a mammoth responsibility for a human being to shoulder, no matter how talented.

Is it no wonder that such individuals "burn-out" after two or more years of the intensity of this kind of teaching? That is why the third implication is so important to ensuring the implementation of firmer fidelity to the execution of high-quality service-learning.

3. The legitimization, improvement, and expansion of professional development of service-learning as an instructional strategy. School budgets drive teacher quality and curriculum priorities. If testing is the highest priority of teaching and learning in public education, then service-learning will be marginalized, if it is even attempted. This implication will be ignored as non-essential to the goals of the purpose of a public education. But, in the politics of education, trends change and political as well as economic leadership develop new priorities.

If the standardized testing and accountability movements are gradually de-emphasized, and citizenship responsibility again returns as a public educational priority, then this implication will be reintroduced and reemphasized in school budgets. When that happens, it is critical that the best and brightest service-learning educators take on the role of shaping and developing service-learning professional development programs for both

instructional and administrative personnel in a school system. Service-learning is too complex and task-demanding for simply a few innovative “best-practices” teachers to sustain it in a large school system. Service-learning coaches need to be compensated, trained, and deployed in large numbers similar to the way that reading and math coaches are compensated, trained and deployed in the current testing and accountability school system environments.

Limitations of the Study

The limitations of this study were (a) the lack of validation for reliability and validity of the *HSSSE*, (b) the small sample, (c) the time period of only 90 days between the administration of the pre-test and the post-test instruments for gathering the data. It may not have been realistic to expect a change in participants’ attitudes in such a short time span; (d) the potential lack of comparability between the characteristics of high school teachers who chose to carry out service-learning projects in their courses and high school teachers unfamiliar with the pedagogy of service-learning, and based on these limitations, (e) the study can not be considered to be generalizable locally or nationally.

Recommendations for Future Research

Trying to establish a statistical correlation or causal relationship between service-learning participation and positive academic or civic outcomes in K-12 students is difficult, as lessons from the empirical research have shown. One reason for this is the large number of mediating variables that influence the outcome of academic achievement or citizenship behavior. Teacher passion and skill to include service-learning as an instructional strategy, the role of student leadership and decision-making, and the quality

of project implementation are significant variables. So too, is the organizational capacity of the school or school district, and the nature and intensity of reflective activities associated with service-learning participation. These mediating variables are difficult to define and isolate when engaging in empirical research on the subject of service-learning.

The following three recommendations would serve to further expand knowledge in this area:

1. There is a need for the design and implementation of more powerful empirical studies, empirical studies implemented at many sites rather than just at two sites that were the basis of this study, and empirical studies that investigate the research questions over longer time periods.
2. There is a need for the design and implementation of empirical studies with different types of analyses and the establishment of greater fidelity of treatment.
3. There is a need for the design and implementation of more high fidelity programs that use Dewey's theoretical writings as a base to carry out service-learning.

Summary

This study provided a discussion of the results of empirical research on service-learning. It also discussed the implications for educational practice and policy when an absence of statistical significance of the effects of service-learning on students' attitudes toward academic engagement and civic responsibility was found. In addition, the chapter delineated the study limitations and provided suggestions for future research.

Postscript

These after thoughts allow me to step outside of the role of researcher and address personal issues related to the study's field research. The postscript also provides me with the opportunity to write about some convictions I have developed over the years of reading, thinking about, and trying to apply the principles of John Dewey's writings on education and the function of school as a social organization in a democratic society.

Field Research

The survey questionnaire instruments used in the study complicated both the collection and analysis of the data. The CASQ has been rarely used below the level of higher education. The wording of the items assumed a high level of reading ability and may have been too challenging for many participants. While the psychometric properties of the CASQ have been estimated for reliability (Moely, Mercer, Illustre, Miron, & McFarland, 2002), the HSSSE has had no external specific tests of reliability and validity performed on it to date. The HSSSE continues to be a popular survey instrument on student engagement for high school administrators. The 2007-2008 version was responded to by 75,235 students in 134 high schools across the United States (Ethan Yazzie Mintz, Ed.D., personal communication, March 7, 2009). However, the HSSSE is only one example of a popular survey instrument that has never been psychometrically validated. It is not unique in this regard. But, the lack of its validity did cause problems for the results of this study. It limited the dependent variables of the study to measures involving only civic responsibility.

Another data problem in the study involved attrition factors that affected the sample size for which data could be analyzed. The students who participated in the pre-

treatment and post-treatment administrations in both the experimental and comparison groups often left gaps in their responses to the 225 items on the *HSSSE*. I do not know if student disinterest emerged in individual participants as they proceeded to respond to the various sections of the *HSSSE*. At the conclusion of the survey administrations I offered a \$25.00 gratuity of appreciation to both the experimental and comparison groups in the form of an essay contest. The subject of the essay was a description of a student's feelings about participation in the study. I selected the best essay from each of the groups and awarded the gratuity to the writer. Only five students in the experimental group chose to write essays. Seven students in the comparison group chose to write essays.

The time span was too short between the survey administrations during the 2006-2007 school year. There was a 90 day pause between pre-treatment and post-treatment administrations. I administered the pre-treatment surveys in late January, 2007 and the post-treatment surveys in mid-April, 2007. I found that logistical and operational considerations with the official school calendar of Miami-Dade County Public Schools and ordinary teacher day-to-day course curriculum scope-and-sequence issues caused me to administer the pretest and posttest surveys without a lengthy and deliberate separation between the two administrations. In an ideal setting, the administration of the pretest early in the fall semester and the administration of the posttest after a lapse of 5 or 6 months may have yielded a statistically significant difference in the results between the treatment and comparison groups.

The K-12 public education setting versus that of a higher level of education environment impacted the setting for the study. I originally intended to use North Miami Senior High School as the treatment group school. The service-learning project was a

stable HIV/AIDS peer-education awareness project that had been in existence for at least five years. The health educator who was the teacher coordinator had enthusiastically embraced my desire to study her service-learning project as the treatment group. It included a large potential population of 9-12 grade students. Unfortunately, the principal, after initially offering verbal support for the study in the Spring of 2006, decided at the last moment in late September, 2006, to refuse to allow the school for a study. This reinforced in my mind an unwritten and unspoken custom among many school site administrators in Miami-Dade County Public Schools that allowing research studies to proceed may well embarrass the existing administrator. In other words, I believe there is an off-the-record bias against research in many public schools that should be turned around and encouraged at the highest levels of university and public school system leadership.

The setting of K-12 public education for any research study—quantitative or qualitative—is an uncontrollable factor in that the vast majority of students as participants are going to be legal minors rather than adults. Florida state law defines a minor as a person under the age of 18. Any research dealing with children requires parental/legal guardian consent in addition to the assent of the participant. The pre-administration participant selection process takes longer when parental consent is required. I was frustrated time and again by the lengthy time delay in forming the treatment group. I found that students do not easily respond to various extra-credit, grade, or pizza incentives to return an assent/consent letter with a parent signature. As a result, the window during a regular 10-month school year to select the participants for a study was affected by this factor. The delays in securing the participants selected for the

treatment group in this study affected the timing of the survey administrations. In hindsight, I should have recognized the signal in the time delays that occurred in securing the treatment group. This experience may have indicated other weaknesses in whether the project was a high-quality service-learning project. But, I was so concerned about the return of a high enough number of permission letters that I did not probe other aspects of the project's operations.

Implementing a successful service-learning project at the local school site is more challenging than conducting a service-learning project through an undergraduate or graduate course at a post-secondary setting. For example, teachers are challenged when creating, organizing, and implementing public high school service-learning projects in community or neighborhood settings. Any organized class or student service-learning project off-campus requires the necessary field trip forms approved by a school administrator. Bus transportation must be secured and proactive plans for emergencies must be in place prior to final administrative approval. I found that paperwork and financial cost discourage energetic and creative public high school teachers from adding service-learning to their repertoire of teaching skills, or wearing down those experienced service-learning teacher practitioners. More than once the teacher-coordinators expressed to me their frustration with obtaining administration approval for field-trips in a timely manner. Such an example of a school-site challenge for conducting the Turner Tech oral-history/service-learning project may have negatively influenced student attitudes and survey scores on the academic engagement and civic responsibility instruments.

Many outstanding teachers reject service-learning not on the merits of the concept but because of the lack of support given the teacher and the students in

attempting to implement a project. Teachers respond to rewards and incentives. All too often, teachers implementing service-learning projects in K-12 public school settings are criticized and penalized rather than rewarded and praised by their administrators and supervisors. Even when a service-learning project operates under optimal supportive conditions and has the leadership of experienced and skillful teachers as well as resourceful administrators, the sustainability of such a project over an extended period of time is questionable.

The Turner Tech service-learning project had been in operation for 5 years when I adopted it for my research study. As both Conlon (2001) and Ammon, Chi, Furco, and Middaugh (2001) found in their respective studies, organizational capacity, teacher engagement, and clear connections between academic objectives and service-learning activities are vital to successful projects. It appeared that these qualities were not operating at their highest levels in the Turner Tech project in 2006-2007. But, because I had my hands full just in trying to form the treatment and comparison groups as quickly as possible, I did not think about other issues involved in the project's operation. I basically relied on the trust I had in the teacher-coordinators, took their descriptions and explanations at face-value, and burrowed into my own responsibilities. If I had been carrying out a mixed-methods approach to the study, I likely would have been probing and observing from a different perspective.

Lastly, the standardized testing climate established by the annual Florida Comprehensive Achievement Test (FCAT) most certainly affected this study. Miami-Dade County Public Schools is the fourth largest school district in the United States with an estimated 350,000 enrolled students (United States Department of Education,

September, 2003 [Electronic version]). All public school districts are mandated to comply with the accountability of standardized testing requirements laid out in the No Child Left Behind Act of 2001 (P.L. 107-110, 20 U.S.C. 6301, La Morte, 2005). The exception occurs when a state decides to reject federal education funding resources. The student participants in both the treatment and comparison groups were subject to daily and weekly “drilling” assessment practice that had, at worse, a numbing affect on learning motivation and, at best, was a reminding irritant that service-learning was relegated to a secondary priority.

John Dewey: Service-learning and social justice assumptions

In chapter 2, I established a theory of service-learning based on the educational and philosophical writings of John Dewey. As I stated in chapter 2, my study was among a very few over the last 35 years that has established Dewey as a theoretical base for service-learning. I believe that when Dewey is established as a theoretical base for service-learning (Giles & Eyler, 1994), social justice assumptions and foundations are built into the service-learning project. Social justice assumptions question the status-quo power arrangement of society making the service-learning challenging for teachers and students to create beyond the normal bureaucratic obstacles in K-12 educational school sites.

What is social justice? Justice connotes “...fairness or reasonableness in the way people are treated and decisions are made (Westheimer & Kahne, 2007, p. 97). Social justice is the commitment to strive for conditions and outcomes that create institutions in society that are more fair and provide more equal access to everyone. In contrast, Westheimer and Kahne (2007. p. 97) wrote, an unstated assumption of social justice is

“...a critique of current inequities in society and experimentation ...within schools” of models and projects that would promote equity and fairness.

Service-learning promotes social justice, as John Dewey frequently asserted by advocating that, knowledge energizes citizens to work for the betterment of their communities and society at large (Dewey, 1916, 1938). In 1902, when Dewey wrote an article he delivered as an address, “The School as Social Center,” he uttered words that conceptualized the neighborhood school serving as an engine of social justice for the community. “Everywhere we see signs of the growing recognition that the community owes to each one of its members, the fullest opportunity for development... This is no longer a matter of charity, but as a matter of justice...” (Dewey, 1902, p. 86).

I believe that teachers who engage their students in rigorous exploration and analysis of hunger, homelessness, economic inequality, and violence through service-learning participation are providing students with opportunities of learning to care about the needs of others (Schultz, 2007). Through in-depth analysis, discussion, and action projects, educators may help develop thoughtful and informed citizens at all levels of public education. Of course, that is not a given. A student is just as likely to be reinforced in his/her own preconceived prejudices and biases as become open to new ways of thinking when confronted with people and situations involving poverty and violence. Placing a student into an unfamiliar boundary-crossing experience does not necessarily guarantee that they will challenge their own presuppositions about the nature of reality confronting them. Cognitive dissonance does not always push people into new modes of thinking and questioning their prior beliefs and values. Sometimes it

strengthens and reinforces the stereotypes and narrow worldview the person has grown comfortable in holding.

To “do” service-learning with an anti-foundational perspective requires a number of transformative changes on the part of the teacher and students engaging in a service-learning project. First, probing and questioning the balance of power and justice in a given social context or political institution must be seen as legitimate behaviors rather than seeking an answer or the right answer to a community problem. Questioning authority is as much a part of citizenship as “...unquestioning obedience” (Covello, 1958, p. 164). The notion of expressing a political opinion through writing a letter to a newspaper or a government agency, or speaking one’s mind in a public forum is another habit that students can learn through service-learning participation.

I believe another destabilizing assumption in doing service-learning occurs when students and teachers view leaving the classroom and entering the community as working cooperatively with one’s peers and not as engaging in charity. This border-crossing is complex and confusing. If one comes to service-learning participation with an idea of helping, the service-learning participant is already adopting a dominant role. Relationship building with a community partner is a multi-layered, time consuming process as mutual trust matures. Listening to the voices of community partners is a skill that the service-learning participant does not automatically bring to the experience (Pompa, 2005).

I think another transformative behavior in connecting service-learning with social justice involves growth in appreciation of racial and intercultural differences by service-learning participants. When a student has face-to-face communication with individuals

of different racial and cultural backgrounds, identity similarities and differences are noted in the course of working together (Burks, 1997).

It is clear from my several years as a teacher practitioner of service-learning that helping students to learn beyond the pages of the textbook and opening the walls of the classroom are critical for frank discussions about complex and contested issues in today's society. Students who obtain first-hand experience in dealing with the problems disenfranchised, voiceless, and powerless individuals face such as negotiating an arrest and court appearance, filling out an employment application when one has a criminal arrest record, registering their child for enrollment in public and/or private school as a homeless parent, trying to see a doctor to get one's child a pair of glasses without health insurance, or advocating for an immigrant going through a deportation process are all earmarks of a vibrant service-learning, social justice-oriented project. Educational policy makers are challenged to support such experiential educational models to foster more intense academic engagement and enriched civic responsibility in K-12 schooling for students.

Again, I believe it is important to note that the finding of no statistical significance in this study does not mean that service-learning participation did not have some undisclosed effects on the target group's attitudes toward academic engagement and civic responsibility. It is unknown from this study's results. The lack of fidelity of treatment and procedures in this study appears to be common to service-learning projects in general.

But, it is clear philosophically from Dewey's writings and the anecdotal evidence of projects that have pursued social justice themes (Schultz, 2007; Swaminathan, 2007;

Wade, 2007) that service-learning has the potential to exert a powerful impact on strengthening participants' commitment to participate in creating democratic institutions that reduce injustice in the community.

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APPENDICES

Appendix A

Comparison School Approval Letter



Miami-Dade County Public Schools

Principal
Gale O. Cunningham

Miami-Dade County School Board

Agustín J. Barrios, Chair
Patricia Tabares Hoffman, Vice Chair
Frank J. Bontade
Donna Langford Greer
Dr. Robert H. Ingram
Dr. Martin Kopp
Ann River Lopez
Dr. Maria Páez
Dr. Solomon C. Sinsaw
Superintendent of Schools
Rudolph F. Crew, Ed.D.

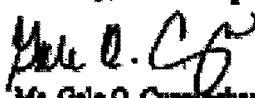
July 24, 2006

Dr. Jonathan Tubman, Ph.D.
Institutional Review Board Chairperson
Florida International University
University Park MARC 430
11200 S.W. 8th Street
Miami, Florida 33199

Dear Dr. Tubman:

Mr. Larry Moss, a Miami-Dade County Public Schools language arts teacher, visited me in May, 2006 to request that Miami Norland Senior High School serve as a research site in a study Mr. Moss is conducting on "The Effects of Service-Learning on the Academic and Civic Engagement of 10th Grade Students." Dr. Wanda Santos, a superb health teacher on our faculty, will be assisting Mr. Moss in the collection of his data. I am pleased to support this study and look forward to receiving the results from Mr. Moss at the conclusion of his research.

Sincerely,


Ms. Gale O. Cunningham,
Principal

MIAMI NORLAND SENIOR HIGH SCHOOL
1050 N.W. 190th Street • Miami, Florida 33160
305-653-1416 • Fax 305-691-6175 • mnnorland@pdnmschools.net

Appendix B

Treatment School Approval Letter



**William H. Turner
Technical Arts
High School**

A Miami-Dade County Public School

October 2, 2006

Rudolph F. Crew, Ed.D.
Superintendent of
Schools

George A. Núñez
Regional Superintendent

Valmarie Rhoden
Principal

Cathay D. Abreu
Vice-Principal

Clyde Croskey, Ed.D.
Vice-Principal
Adult Education

Philippe Napoleon
Assistant Principal

Daryl Branton
Assistant Principal

Raquel Lengomin
Business Manager



Dr. Jonathan Tubman, Ph.D.
Institutional Review Board Chairperson
Florida International University
University Park MARC 430
11200 S.W. 8 Street
Miami, Florida 33199

Dear Dr. Tubman:

I am writing to support the research study of Mr. Larry Moss entitled, "The Effects of Service-Learning on the Academic Engagement of 10th Grade Students." We are pleased that Mr. Moss has chosen William H. Turner Technical Arts High School to participate in a study that will bring benefits and recognition to our school and its excellent academic programs.

Sincerely,

Ms. Valmarie Rhoden
Principal

Appendix C

Miami-Dade County Public Schools Research Review Committee Approval Letter



Miami-Dade County Public Schools

giving our students the world

Office of Program Evaluation
Executive Director
Dr. Jerome L. Levitt

Miami-Dade County School Board
Mr. Agustín J. Bameya, Chair
Ms. Perla Tabares Hanbman, Vice-Chair
Mr. Frank J. Bolaños
Ms. Evelyn Langlieb Ghee
Dr. Robert B. Ingram
Dr. Martin Karp
Ms. Ana Rivas Logan
Dr. Marta Pérez
Dr. Solomon C. Stinson

Dr. Rudolph F. Crew
Superintendent
of Schools

November 2, 2006

Larry J. Moss
20209 SW 85 Court
Miami, FL 33189-2523

Dear Mr. Moss:

I am pleased to inform you that the Research Review Committee of the Miami-Dade County Public Schools (MDCPS) has approved your request to conduct the study, "The Effects of Service-Learning on the Academic and Civic Engagement of Tenth Grade Students." The approval is granted with the following conditions:

1. Participation of a school in the study is at the discretion of the principal. A copy of this approval letter must be presented to the principal.
2. The participation of all subjects is voluntary.
3. The anonymity and confidentiality of all subjects must be assured.
4. Parent permission forms must be secured for all participating students prior to the beginning of the study.
5. If data are drawn from a participating student's educational records at his/her school, a completed Permission for Release of Records and/or Information from Records form (FM 1867) bearing the parent's signature must be retained in the student's cumulative folder. The FM 1867 form is available from the schools.
6. The study will involve approximately 160 MDCPS students in grade 10.
7. Teacher participation is voluntary.
8. Disruption of the school's routine by the data collection activities of the study must be kept at a minimum. Data collection activities must not interfere with the district's testing schedule.

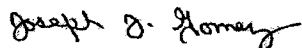
1500 Biscayne Boulevard, Suite 225 • Miami, Florida 33132
305-995-7501 • FAX 305-995-7571 • jlevitt@dadeschools.net

It should be emphasized that the approval of the Research Review Committee does not constitute an endorsement of the study. It is simply a permission to request the voluntary cooperation in the study of individuals associated with the MDCPS. It is your responsibility to ensure that appropriate procedures are followed in requesting an individual's cooperation, and that all aspects of the study are conducted in a professional manner. With regard to the latter, make certain that all documents and instruments distributed within the MDCPS as a part of the study are carefully edited.

The approval number for your study is 1300. This number should be used in all communications to clearly identify the study as approved by the Research Review Committee. The approval expires on June 30, 2008. During the approval period, the study must adhere to the design, procedures and instruments which were submitted to the Research Review Committee. If there are any changes in the study as it relates to the MDCPS, it may be necessary to resubmit your request to the committee. Failure to notify me of such a change may result in the cancellation of the approval.

If you have any questions, please call me at (305) 995-7501. Finally, remember to forward an abstract of the study when it is complete. On behalf of the Research Review Committee, I want to wish you every success with your study.

Sincerely,



Joseph J. Gomez, Ph.D.
Chairperson
Research Review Committee

JJG:fp

APPROVAL NUMBER: 1300

APPROVAL EXPIRES: 6-30-08

Appendix D

F.I.U. Consent/Assent To Participate in a Research Study



CONSENT/ASSENT TO PARTICIPATE IN A RESEARCH STUDY

Title: Effects of Service-Learning Toward Student Attitudes on Academic Engagement and Civic Responsibility

This form is to request your consent and your teen's assent to be in a research study. The investigator of this study is Larry Moss, a Miami-Dade County Public Schools teacher and a graduate student at FIU. This study will compare ninth through twelfth grade students in two Miami-Dade senior high schools in your area. The study will require your teen to complete "pre" and "post" attitude scale survey inventories on academic engagement and civic responsibility during the 2006-2007 school year. The study will look at your teen's attitudes toward academic engagement and civic responsibility.

In this form "you" refers to your teen.

If you decide to be a part of this study you will be asked to complete two surveys at the beginning and at the end of the study: 1) a questionnaire on your attitudes toward academic engagement and, 2) a questionnaire on your attitudes toward civic responsibility. In addition to the data generated by these two questionnaires, the principal investigator will also be using archival school records on participants in the study. Such school records will include: demographic (gender, race/ethnicity, free lunch qualification, and limited English proficiency) characteristics of the participants.

The projected timetable for the study will be from November 1, 2006 until June 1, 2007. The amount of time this study will require of you as a student will be approximately two (2) hours during the school year. This time will include your orientation to the study in a general presentation session where this informed consent letter is introduced, and the "pre"/"post" administrations of the survey instruments in a classroom setting. The projected "pre" administration of the questionnaires will take place during the Fall semester, 2006. The "post" administration of the questionnaires will take place during the Spring semester, 2007.

There are no known risks to you as a participant in the study greater than if you completed a survey or did the normal academic requirements of a high school subject course. Some of the questions on the surveys may be embarrassing or private to you. You may skip any questions that you choose. When taking the surveys you can ask to take a break, if you get upset or feel uncomfortable. There may be no direct benefit to you by being in the study. However, this research will provide information about teenagers and their persistence when given challenging course work and homework as well as their commitment to improving the quality of life in their local community. This research will also provide information on the efficacy of service-learning as an instructional strategy in secondary education.

There will be no cost to you to be in the study.

No individual identifiable information will be collected. All data in this research is private and will not be shared with anyone not directly related to the study unless required by law. Only group-level results will be presented in all publications and conferences. You may ask questions about the study at any time. You or your parent may request that you be removed from the study at any time and no one will be upset with you.

If you or your parent would like to know more about this research, you can contact me, Mr. Moss, at (305) 498-5886. If either of you feel that you were mistreated or you have questions about being in the study, you may contact Dr. Jonathan Tubman, the Chairperson of the FIU Institutional Review Board at (305) 348-3024 or (305) 348-2494.

If you have had all of your questions answered to your liking and you would like to be in the study, sign below.

Signature of Student

Date

If you have had all of your questions answered to your liking and you would like your teen, _____, to be in the study, sign below.

(Print Teen's Name)

Signature of Parent

Date

As a parent, after reading this consent/assent letter to participate in a research study, I *refuse* to permit my child to participate in this study.

Signature of Parent

Date

I have explained the research procedure, subject rights, and answered questions asked by the participants. I have offered him/her a copy of this informed consent form.

Signature of Witness

Date

Appendix E

Miami-Dade County Public Schools Form 1867

Permission For Release of Records And/Or Information From Records



Miami-Dade County Public Schools

Permission for Release of Records and/or Information From Records

Student's Name: _____ DOB: _____

Records to be released: (Please check appropriate item(s)).

_____ Psychological Report _____ Test Scores _____ Attendance Information
_____ Grades _____ Health/Medical Records _____ Other (Specify) _____

The record(s) indicated above is/are to be released to:

Agency _____ Contact Person _____

Address _____

The purpose for this release is: _____

I hereby grant permission for the release of the above record(s) and this release is to be in effect until* _____
_____ (Date).

Signature of Parent or Eligible Student (Date)

School/Agency Releasing/Requesting Records

Signature of Authorized Personnel

Title (Date)

Miami-Dade County Public Schools is subject to the Family Educational Rights and Privacy Act of 1974 Codified at 20 U.S.C. §1232 g. Therefore, all documents contained in a student's educational records, except those specifically waived, are accessible to the parents or eligible student.

Personally identifiable information may be transferred to a third party only on the condition that it will not be released to any other parties without obtaining the consent of the parent or eligible student.

A COPY OF THIS AUTHORIZATION SHALL BE AS VALID AS THE ORIGINAL

PS 10036 Rev. (11/01)

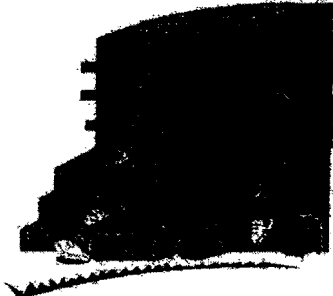
Appendix F

High School Survey of Student Engagement (HSSSE) 2006

High School Survey of Student Engagement 2006

Thank you for your participation in this survey. These questions cover a wide range of topics related to your high school experience, including your work, your feelings, your beliefs, and your interactions with teachers and other students. Your responses, along with responses from other students, will help your school better understand your needs as a student in order to create a school environment that is engaging, challenging, and productive for you. Please answer thoughtfully and honestly - we appreciate the time and energy you put into this survey.

This survey is administered by the Center for Evaluation & Education Policy, 509 East Third Street, Bloomington, Indiana 47401.



- Use black or blue pen or a number 2 pencil.
- Make dark marks that fill the oval completely.
- Do not use pens with ink that soaks through the paper.
- Make no stray marks.
- Fill in only one response per question, except where indicated.

WRONG MARKS
RIGHT MARK

1. What grade are you currently in? ☐ 9 ☐ 10 ☐ 11 ☐ 12
2. In what grade did you start attending this high school? ☐ 9 ☐ 10 ☐ 11 ☐ 12
3. How old are you today? ☐ 13 or younger ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐ 19 ☐ 20 or older
4. What gender are you? ☐ Male ☐ Female
5. About how many hours do you spend in a typical seven-day week doing each of the following? How important are these activities to you?

these activities to you?	Number of Hours					How Important?					
	1	2	3	4	5	Not at all	1	2	3	4	5
a. Doing written homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Reading and studying for class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Reading for yourself (books, magazines, newspapers, online articles, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Participating in school-sponsored activities (clubs, athletics, student government, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Practicing a sport and/or musical instrument and/or rehearsing for a performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Working for pay (including babysitting and other off-school jobs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Doing volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Exercising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Watching television and/or playing video games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Surfing, downloading, online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Talking on the phone (including cell phones)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Hanging out/socializing with friends outside of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How do you feel about the following statements related to your high school?
- | | Strongly disagree | 1 | 2 | 3 | 4 | 5 | Strongly agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Overall, I feel good about being in this school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. I am proud of my school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. I feel safe in my school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. I am treated fairly in this school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. I have a voice in classroom and/or school decisions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. My opinions are respected in this school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. There is at least one adult in my school who cares about me and knows me well. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PLEASE DO NOT WRITE IN THIS AREA

192491

6. How do you feel about the following statements related to your high school?

h. I feel supported by the following people at my school:

- i. teachers
- ii. administrators (principal, assistant/vice principal, dean)
- iii. counselors
- iv. other adults (secretaries, custodians, etc)
- v. other students

i. Adults in this school want me to succeed.

Teachers try to engage me in classroom discussions.

ii. I have opportunities to be creative in classroom assignments and projects.

I can be who I am at school.

iii. I am an important part of my high school community.

iv. This school makes me feel confident about who I am.

v. This school treats me fairly.

vi. If I could select a high school, I would go to the same school again.

vii. I am engaged in school.

Strongly
disagree

Strongly
agree

7. During this school year, how often have you done each of the following?

Never

Often

a. Asked questions in class

b. Answered questions in class

c. Talked to a teacher about your class work

d. Made a class presentation

e. Prepared a draft of a paper or assignment before turning it in

f. Wrote a paper of fewer than five pages

g. Wrote a paper of more than five pages

h. Received help from teachers on assignments or other class work

i. Attended class with all assignments completed

j. Attended class with all assignments completed

k. Worked on a paper or project that required you to do research outside of assigned texts (books, articles, interviews, internet, etc)

l. Worked on a paper or project that required you to interact with people outside of school

m. Worked with other students on projects/assignments during or outside of class

n. Discussed ideas from readings or class with teachers outside of class

o. Took a test in class with multiple-choice questions created by your teacher

(not a state or district test)

p. Took a test in class with multiple-choice questions created by your teacher (not a state or district test)

q. Connected ideas or concepts from one class (or subject area) to another in doing assignments or participating in class discussions

r. Discussed ideas from readings or class with teachers outside of class

s. Discussed ideas from readings or class with teachers outside of class

t. Discussed ideas from readings or class with teachers outside of class (friends, family, neighbors, community, etc)

u. Had conversations or worked on a project with at least one student of a race or ethnicity different from your own

v. Had conversations or worked on a project with at least one student who differs from you in terms of religion, sexual orientation, or background, or personal values

w. Talked to an adult in the school about career goals

x. Talked to an adult in the school about how to apply for college

8. How do you feel about the following statements related to your beliefs about working and learning?

Strongly
disagree

Strongly
agree

a. I place a high value on learning.

b. I have the skills and abilities to complete my work.

c. I put forth a great deal of effort when doing my school work.

d. I am motivated to work by a desire to succeed.

e. I am motivated to work by a desire to get good grades.

f. I am motivated to work by a desire to succeed in the world outside of school.

g. I take pride in the quality of my school work.

h. I have worked harder than I expected to in school.

i. I am motivated to work by a desire to succeed in the world outside of school.

j. I enjoy the opportunity to be creative in school.

k. I enjoy working on tasks that require a lot of thinking and mental effort.

l. My school work makes me curious to learn other things.

m. In general, I am excited about my classes.

n. I value the rewards (grades, awards, etc.) that I get at school for my work.

o. I see how the work I am doing now will help me after high school.

p. I feel good about who I am as a student.

q. I feel good about who I am as a person.

NAME _____

22. Have you ever been held back a grade level in school? ☐ ☐
23. Do you believe you are in danger of being held back a grade level this year? ☐ ☐

24. Have you ever been bored in class in high school? Never ☐ Every class ☐

25. If you have been bored in class, why? *Fill in all that apply.*

- ☐ Work wasn't challenging enough
- ☐ Work was too difficult
- ☐ Material wasn't interesting
- ☐ Material wasn't relevant to me
- ☐ No interaction with teacher
- ☐ Other

26. To what degree does each of the following types of work in class excite and/or engage you?

Not at all ☐ Very much ☐

- a. teacher lecture
- b. discussion and debate
- c. individual reading
- d. writing projects
- e. research projects
- f. group projects
- g. presentations
- h. role plays
- i. art and drama activities

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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. What language is spoken in your home?

- ☐ English, mainly
- ☐ Another language, mainly - specify language _____
- ☐ More than one language equally - specify languages _____

28. Were you born in the United States? ☐ No ☐ Yes

29. How do you identify yourself by race and/or ethnicity? *Fill in all that apply.*

- ☐ American Indian, Alaska Native, Native Hawaiian, or other Native American
- ☐ Asian, Asian American, or Pacific Islander
- ☐ Black, African, African American, or of Caribbean origin
- ☐ Latino, Hispanic, or of Spanish origin
- ☐ Middle Eastern
- ☐ White, White American, or European
- ☐ I prefer not to respond

30. Are you eligible to receive free or reduced-price lunch at your high school?

- ☐ No ☐ Yes ☐ Don't know/Prefer not to answer

31. How far do you want to go in your schooling, and what is the highest level of schooling that your parent(s) or guardian(s) completed?

- Did not finish high school
- High school diploma or GED
- Two-year college degree (Associate's)
- Four-year college degree (Bachelor's)
- Master's degree
- Doctorate or other advanced professional degree (PhD, EdD, law or medical degrees, etc)
- Don't know/Not applicable

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. How would you describe most of your high school grades? For ninth graders, include middle school grades.

- ☐ Mostly As ☐ Mostly Bs and Cs ☐ Mostly Ds and below
- ☐ Mostly As and Bs ☐ Mostly Cs and Ds ☐ Grades not used/Don't know

33. Which of the following categories describes your academic track or most of the classes that you take?

- ☐ Career/Vocational ☐ Special Education
- ☐ General/Regular ☐ Don't Know
- ☐ Honors/College Preparatory/Advanced

34. Would you like to say more about any of your answers to these survey questions? Please do so in the space provided here.



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Appendix G

Civic Attitudes And Skills Questionnaire (CASQ)



EFFECTS OF SERVICE-LEARNING ON STUDENT ATTITUDES TOWARD ACADEMIC ENGAGEMENT AND STUDENT FEELINGS TOWARD CIVIC RESPONSIBILITY

A CIVIC ATTITUDES AND SKILLS QUESTIONNAIRE

Code:

*Please circle the number that most accurately reflects
your response according to the following scale:*

Strongly Disagree.....Strongly Agree

	1	2	3	4	5
1. I plan to do volunteer work.	1	2	3	4	5
2. I plan to become involved in my community.	1	2	3	4	5
3. I plan to participate in a community action program.	1	2	3	4	5
4. I plan to be an active member of my community.	1	2	3	4	5
5. In the future, I plan to participate in a community service organization.	1	2	3	4	5
6. I plan to help others who are in difficulty.	1	2	3	4	5
7. I am committed to making a positive difference.	1	2	3	4	5
8. I plan to become involved in a program to help clean up the environment.	1	2	3	4	5
9. I can listen to other people's opinions	1	2	3	4	5
10. I can work cooperatively with a group of people.	1	2	3	4	5
11. I can think logically in solving problems.	1	2	3	4	5
12. I can communicate well with others.	1	2	3	4	5
13. I can successfully resolve conflicts with others.	1	2	3	4	5

14. I can easily get along with people.	1	2	3	4	5
15. I try to find effective ways of solving problems.	1	2	3	4	5
16. I find it easy to make friends.	1	2	3	4	5
17. When trying to understand the position of others, I try to place myself in their position.	1	2	3	4	5
18. I can think analytically in solving problems.	1	2	3	4	5
19. I try to place myself in the place of others in trying to assess their current situation.	1	2	3	4	5
20. I tend to solve problems by talking them out.	1	2	3	4	5
21. I am aware of current events.	1	2	3	4	5
22. I understand the issues facing the nation.	1	2	3	4	5
23. I am knowledgeable of the issues facing the world.	1	2	3	4	5
24. I am aware of the events happening in my local community.	1	2	3	4	5
25. I plan to be involved in the political process.	1	2	3	4	5
26. I understand the issues facing (my city's) community.	1	2	3	4	5
27. I am a better follower than a leader.	1	2	3	4	5
28. I am a good leader.	1	2	3	4	5
29. I have the ability to lead a group of people.	1	2	3	4	5
30. I would rather have somebody else take the lead in formulating a solution.	1	2	3	4	5
31. I feel I can make a difference in the world.	1	2	3	4	5
32. I don't understand why some people are poor when there are boundless opportunities available to them.	1	2	3	4	5
33. People are poor because they choose to be poor.	1	2	3	4	5
34. Individuals are responsible for their own misfortune.	1	2	3	4	5
36. In order for problems to be solved, we need to change public policy.	1	2	3	4	5
37. We need to institute reforms within the current system to change our communities.	1	2	3	4	5
38. We need to change people's attitudes in order to solve social problems.	1	2	3	4	5
39. It is important that equal opportunity be available to all people.	1	2	3	4	5
40. It is hard for a group to function effectively when the people	1	2	3	4	5

involved come from such different backgrounds.					
41. I prefer the company of people who are very similar to me in background and expressions.	1	2	3	4	5
42. I find it difficult to relate to people from a different race or culture.	1	2	3	4	5
43. Cultural diversity makes the group more interesting and effective.	1	2	3	4	5
44. I enjoy meeting people who come from backgrounds very different from my own.	1	2	3	4	5

Adapted from The Civic Attitudes and Skills Questionnaire (Moely, Mercer, Ilustre, Miron & McFarland, 2002)

Appendix H

Transcription/Conversation With Teacher-Coordiators of the Treatment Group

**Transcription of a Conversation/Interview with Joe Ugarte and
Chris Krichner, Social Studies Teachers at William H. Turner
Technical Arts High School, about the Oral History/Service-Learning Project**

**[Interview took place at TGI Friday's Restaurant at The Falls,
U.S. 1 and SW 136 Street, Miami, FL on Wednesday, February 21, 2007 at 4:15pm
and lasted approximately 60 minutes]**

LM: O.K., its February 21st, about 4:15pm, I'm with Joe Ugarte and Chris Krichner will join us, and I'm talking to them about the history of the Oral History Project, and get some background context. This is Larry Moss.

Joe, just tell me how the Oral History Project started, when it started, what it is...

JU: The OH Project started a number of years ago when there were a number of us who took a course at the University of Miami with Dr. Greg Bush, and it was basically preserving oral history. We got fascinated with the subject and decided to do the same thing at Turner Tech, and create an oral history archives of the Civil Rights Movement, people who were involved in the Civil Rights Movement.

LM: What year did you take the course?

[Chris Krichner has now joined us at the table in the restaurant]

CK: I think I must have taken it four years ago, and he took it three years ago.

JU: It's got to be more because we...we had...we've got a lot of background there that...

CK: It was Project Succeed, and I'm pretty sure it was '02, and so this summer it would be five years... so it was four and one-half years then...

LM: O.K, Chris Kirchner joins this discussion, and I just started asking Joe to give some background context...what is oral history? When did it start? How did it start?

CK: Well, for me it was a slightly different story than Joe. For me, it started early on in my teaching. I was at Jackson [Senior High], and I wanted an authentic outlet for my students' writing, and I paired up in the beginning, at the very early stages, with the Inter-Generational Project, and their goal was just to find common cause for the elderly, and teams to get together, almost to build a political base. We needed millage [property tax supporting public education] to pass in Dade County, and there weren't enough households with children in the school system, so we had to build some constituency with the elders, you know, the number two

earning power in Dade County. Tourism is number one, and the elderly, social security and pensions, is number two.

So, what..like...my kids began interviewing people at nursing homes. We took many field trips...and now, in hindsight, that we've been trained in real oral history, these were very sloppy...but, my kids listened, took notes, and wrote biographies of people, and they had been the outlet of that... and, so this is to me, each incarnation of this has gotten closer to something that is actually historical, that adding Joe's perspective as a historian has made this...so each successive incarnation of this authentic writing has gotten closer to the archival value.

JU: The project in Turner where I come in is we actually were evolving into an oral history, and learning from that oral history was great, and learning how do you replicate that with students, and during that school year, somehow I don't know exactly how we did it, but it was like...ah ha!

LM: What's Bush's first name?

CK: Greg.

LM: Greg, right...I've met him. O.K., so you took some of his courses, you learned oral history from Bush...how he did it, and then you adopted his method to your own courses at Turner Tech.

CK: Exactly! It was the Institute for Public History; we did a community studies consortium with him which was not directly in pursuit of archiving oral history, but it was understanding the community and being able to increase the student awareness of the resources...

LM: So you can say the start of the project at Turner Tech was 2003 or 2002?

CK: We formally began the Turner Tech Oral History Archives in '02.

JU: We got kids formally involved at various grade levels. We had a great kick-off. We brought in several people to interview, and from there the program was built. We tried to fine-tune and learn other aspects of it...Things like F.I.U. and the Univ. of Miami are interested in having our product be compatible with their requirements so they can also archive it...

LM: Okay. Take me through the 11th and 12th grades as to what you do with the students as they are getting immersed into this project.

JU: We go through a variety of steps before we begin any kind of actual interviews. For example, let's look at the most recent interviews on the Vietnam War.

Before we had any Vietnam war veterans to interview, students got immersed in the Vietnam war, readings, films to watch, newsclips, everything to do with getting them well versed with the Vietnam war. When the veteran came, the student was ready with questions of their own, things that they wanted to know...

LM: This year's group is doing the Vietnam war?

JU: Vietnam and WWII.

LM: Whereas in another year or earlier projects...?

CK: One year we did Brownsville, we had a community partner in the heritage of the African-American committee, and they brought in people. It was a real nice marriage because when you have the community people knowing what needs to be reported, and then we have the reporting equipment, because again, it is such a service to that neighborhood because even though videotape equipment has been around several decades, when you ask how many people have tapes of their parents or their grandparents, its very few. So, the service end of it became more and more valuable to the recipients.

LM: Now, Joe made a plea... Virginia Key and interviewing current students concerned about the environmental mission...I'm not going to interview any students for this dissertation...But, take me through some of the things you can remember, or that are going on now in terms of student reaction to what you are preparing them to do, or how they react to the early stages of this experience, the middle, and then when it's over.

JU: One of the things we're involved in right now is...Chris has been very gracious in helping us out during her planning periods...We took them on a field trip last semester...they had done, the previous year for their Civil Rights archives they had done interviews, and they had peppered those interviews with questions about the Virginia Beach property...about how people had remembered going there as children (when it was a segregated beach), etc. etc...and had a lot of information but had never been to the beach, so they sort of persuaded us to take them on a field trip to see the site that they had talked to people about...and so we took them there. They were really impressed with just the natural beauty of the location. And from there we made a pick-up at Miami Marine Stadium...and they fell in love with Miami Marine Stadium, and they wanted to know why it wasn't up, and what was the problem, and what they would have to do. But, there what we ended up doing was...

CK: ...commandeered the government [inaudible]

JU: right, they were interested in something, and I figured if they're willing to work hard at it, I'm willing to modify my curriculum to learn about government by actually getting involved. So, about two weeks ago we had the first kick-off event where they actually presented at the Marine Stadium where they was a meeting of concerned citizens toward the whole Key and our kids presented their vision of the historic Stadium, how they might like to see it, questions that have arisen, questions that they have of city officials

LM: Connect me with the Vietnam War or the World War II oral history project... In other words, I'm trying to make the connection.

CK: Each year we have a different [inaudible]...so, I mean, the 11th graders are doing Vietnam...last year the 11th graders did Virginia Beach/civil rights, and then that project as 12th graders morphed into another project surrounding Virginia Beach, which happens to be the Marine Stadium...in the 11th grade they're studying American history which includes civil rights history, and in the 12th grade they're studying government, and how these zoning decisions get made.

LM: Now I see the connection.

JU: So, it takes a life of its own. You open the appetite for involvement in the students, and then you never know where it's going to delve...

LM: It's a great example of student voice when you talk about all...that if it's a vibrant service-learning project, the students are more active than the teacher.

CK: Well, no...This actually takes a lot more work on Joe's part, as he gets it, he needed my back-up on a lot of things...it almost cannot be done by one teacher. I long said to Joe that I couldn't do it by myself anymore...it wasn't like back at Miami Jackson where I was doing...I could, but then the quality of your other work suffers...Because this is very intensive and it would be much easier for Joe...

LM: I don't want to minimize the teacher, but I think...

CK: The kids...but, you can't say 100% of the kids because we would be...you know, I think your kids are patient, have to reflect that your kids have a voice, but there are still some kids who hang back from active involvement, whether it be service-learning, whether it be...

JU: But, the beauty behind this is that some kids that really lay back with the book work, weren't that active, actually involved with fighting it [the sl project], have gotten involved in the learning process and have been very vocal

CK: Yea...it's never...what's great about service-learning is that it's not the typical high achiever that is necessarily going to be your highest achiever in service-learning. So, that's why it seems to be an important mix...so the other reason it probably needs to be meshed, and that service-learning can't be 100% of the curriculum is because it is very demanding on the teacher...going back with some book work and such allows the teacher some breathing room...because generating enough work for a class of 30...if the school schedule was structured differently so that you have a class of 30, and then the next class is one with 8...so if you have to find things for thirty kids to be involved...Joe has figured out a way to break the kids into teams...

JU: ...And then the peripheral classroom activities are all related to and support what they are doing in service-learning. For example, today I had to be out, but they had two newspaper assignments to analyze the communications that exists between two government departments and the media, the type of stories that are being reflected, and see how government is being portrayed by the media, so they had two formal assignments going through the newspaper so that it reinforces whatever they're doing in the field.

LM: You two work as a team...

CK: And we have the same students...that's key...

LM: Right, right, almost like looping...I mean they may be 9th and 10th graders but they...

CK: ...Well, like this project...the Virginia Key project has taken 2 years. Most of the time they take two years. What we did the legacy [Civil Rights] archives project...Actually, we're not finished with it yet...we did school desegregation as a topic last year also...we haven't finished those up, you know, and the kids need the second year to finish those up, you know, to finish the technical work and all of that...

LM: Yeah, yeah...This project, and the project last year, and the earlier projects, you've got an archives of the documents, the videotapes, that you could roll out if somebody were to come, and actually focus explicitly...let's do a write-up of the Turner Tech oral history project, you've got all that back up...

CK: Right, right...

JU: Plus, you can see us in some of the websites that have taken actually taken some of our activities and actually put them up.

LM: So, I guess my next question is...

- CK:** I do want to just say, that kind of enduring something is also something that I think allows our team to feel more connected because, no matter, you know, if they go away for 5 years, they can come back and come to Turner Tech... all of us may have left...but the archives will be there with some of their work up there..and it will be...exist for an alumni...
- LM:** Hey, I was part of this, I'm part of the history, part of the community...I may be a corporate executive with General Electric...
- CK:** Exactly, exactly...especially in a time when principals change, nowhere in America is your principal going to be the same 20 years later...
- LM:** My next question...you retire, or, you change assignments...what are you doing with any teachers that might show an interest...you're working with an English teacher, what's his name...
- CK:** That's a social studies teacher, Brian Orful, and Ms. Padilla [English teacher]
- LM:** So, are they a little bit involved, or, what do you see, or, how do you build continuity.
- JU:** We've seen some people interested, and we've tried to introduce the idea, we've been asked to...
- CK:** We've done a presentation, two whole presentations for the school, yeah, for the faculty
- JU:** It just won't be, it has to be in a hot-time situation where something important happens...if neither one of us were there, then somebody else might decide that, hey, this is worthwhile. There are people who are interested, but, we haven't figured out how to put it together.
- CK:** The district is interested...They hired me this summer...They would have hired Joe if he wasn't so busy...I made a whole archives of women's history. The district hired me and I taught a summer school class at the Women's Park, and there's about 50 women up on the wall there being honored at Women's Park. We called them up and talked to them about coming over there for an interview this summer, and we did 20 interviews in a 20 day session in a summer school...so there's interest in it. But, once again, you know, it's that situation of not training teachers, and I think that that is a growth area...it was kind of informal in the way that teachers were encouraged, "Hey, this is a great course; take it."

JU: It's also, the other thing is that a lot of teachers believe that it's being thrust upon them. They have to buy into it...you can't force anybody, and so you start off, and if the administrator wants it, and the natural reaction is: "If the administrator wants it, then we're not going to do it." I think they have to see the value of it...

[LM turned the tape off while one of the two interviewees took a cell phone call]

...and so we've integrated our school mission statement into our academy [Instructional Entertainment Technologies—IET] into our service-learning. The kids can actually practice what they're learning in their technical field. And so it was a natural: what can you do to relate history to your technical field? Well, the best place to relate is by doing oral history, and it was a natural. It works for us. Other people [teachers] have to do things that they have the resources, and that fits their curriculum. Ag[riculture] could probably do a fantastic service-learning project by introducing some of their plans and experiences...

LM: When did you [CK] come to Turner Tech?

CK: 1993.

LM: When did you [JU] come to Turner Tech?

JU: I think it was 2000.

CK: You, his first year, you were in a different academy.

JU: I was in Ag.

CK: Joe and I have been working together since 2001, and we're both into give and take. You know, for example, we'll do a Vietnam unit, and he'll come up with some ideas, and I'll come up with some ideas. We're interchangeable...the kids kinda know it. You know, the kids might be doing one presentation in his room and another presentation in my room...

LM: There's a kind of stability that's important. The kids feel secure in that...O.K. "We know what's important to Ms. Kirchner, and we know what Mr. Ugarte wants done"...

JU: Well, the beauty behind that is that one reinforces the other...

CK: Or, catches the other one...like I may make some mistakes that Joe catches or...

JU: ...vice-versa...for example, I demand good writing, but, she supports that from the language end. I am more cut-and-dried, less understanding, she is more nurturing. But we balance each other out. I am more: just go out and do it...She

[CK] is like, "No, no, no, they need a little bit more understanding." Whereas, a project might fail miserably from a lack of information on my part, that is counterbalanced by Chris...

LM: I wanted to...and you started to touch on it...I wanted to ask both of you: How do you see the kids in terms of their skill-building? For example, they get involved in the project...how does that feed back into their study habits, their writing that you touched on, the way they express themselves orally. What happens to these kids, not every one, but a lot of them, because of this project in terms of academic skills and skills they can carry on after high school in higher education or careers?

CK: Well, they, the answer is really embedded in the more that adults can bring to bear on a child's experiences, the stronger the child's experiences will be. In other words, if they only see their teacher throughout the day, they get what they can from their teacher. If the administrators are very visible, then the administrators are also influencing the child's experiences. In this case, the children are seeing "hero" people from the community, and then we bring in the "Average Joe" from the community. So, our kids are interacting with adults from the various generations. Not only does that strengthen their social skills, but I would say our kids are already fairly good at being friendly, polite, and courteous, but, it also gives them a glimpse of their own future. So, there is a maturity factor that then has some residual effect on their writing, on their historical thinking, on their problem-solving skills, and, you know, the biggest thing we hear our kids saying is, "That really happened!" Reading it in a textbook; hearing it from their history teacher is only partially truth to them. But, not until they hear two or three people today, "...Oh, yes, I went to an all Black elementary school..." do, can they picture it...

LM: O.K., yeah.

JU: But, on a practical level, it forces them to communicate, oral speech, oral presentations have to be made. They have to speak in public. They develop a certain self awareness that when they set up they don't look like a fool. These are skills embedded in the activity. Interview skills. When they learn how to interview another person, they are learning how to be interviewed, so when they go on and apply for a job, they will have skills that they have developed in the process of interviewing. And then, just a certain inquisitiveness. Here, somebody tells you about something, exposes you to an experience. It's far more real to them than if they read it, watch it, I tell them. When they work with it, it's something they own. And then, they also develop something that is interesting that is something that you haven't heard. They develop sort of a relationship with some of the people that they have interviewed. For example, Jim Finney. Every time they see him, now they meet him...

LM: Who is he?

JU: Jim Finney is the director...

CK: He is a former educator, one of the Black movers and shakers in this town, who is an environmentalist. So, the kids interviewed him wearing many different kinds of hats...

JU: They interviewed...

CK: ...the community participation, and they're honored, and published...and they don't remember that Ms. Kirchner had to make 52 corrections on a 2 page bio...what they remember is they officially got accomplished and had their name published. So the whole idea of seeing themselves as a writer then undergirds writing proficiency at some level...

JU: ...not only as a writer, but as a success in life. It might not seem like a big thing from the outside, but even something very little is a big accomplishment to someone who has worked diligently for 2 years to complete a project

LM: This will be very valuable because...but, for some reason the statistics show significance...there's a difference between the attitude scores of the Turner Tech group to the Norland group, clearly the background you're painting here is enriching information. When I look at those numbers and the Turner Tech numbers are higher than the Norland numbers, there are reasons for that, and the reasons are embedded in the nurturing of and practice that these kids get through at least 2 of the 4 years, and maybe this even goes back to the 9th and 10th grade with the skills that...

CK: Yeah...one year, yeah, we were able to do it...yeah, if you count that first year we did it 9 through...we started with 9th graders because we were so slow those first two years, it was... they were seniors when they finally made the video...

JU: And the thing is those were the most...

CK: ...Impacting kids...because they had done it for four years...and you know, now we're back to having 9th graders together...

LM: It may be a new wrinkle in what you're doing to start to think about how to fold the 9th graders back into...

CK: Yeah, even the project we did with our 11th graders this year, we need to kinda' come back and do a lot more follow through...because only really, you know, 4 or 5 kids were directly involved interviewing those people...and a different four wrote about it, and we haven't, you know, gone back so we a...

JU: Now, you know where it had an impact is with the seniors this year... were involved last year with some of the World War II individuals. They...you can see the difference like with [mentions an individual student name] who was basically tuned out and then, all of a sudden, he gets involved with some of those individuals, and he's blossomed into ...

CK: Yeah, yeah, but we've got to get our 11th graders locked...yeah, I think...I mean I...that's... the biggest payoff is that teachers could see what they're gonna' have for a kid...but it is, even for us seasoned, even with us being in an academy that has a technical skill [interviewing, videotaping, editing and producing a tangible product, etc.] that's easy to learn, even with...they moved us closer last year... our rooms now even help support this...it's still hard for us to pull it off. So, I mean, I think that there really has to be some structural changes...

LM: Oh yeah, oh yeah...whoa, whoa, whoa...I mean the whole emphasis on test, test, test is, is driving further away the benefits of this kind of education...

CK: Yeah, I think, in fact, one of the reasons we may not be able to...you know, we haven't done so much with our 9th graders is because they are...they have to be...

LM: ...so dedicated to FCAT...

CK: No, they have to be in that lab 45 minutes twice a week...and then if I pull them out, like to do the model building...you know I could, theoretically get into trouble from the District on this...The point of it is, is...yeah, I think that our service...

[The interviewer turned the tape recorder off, even though the conversation continued for several more minutes on unrelated subjects.]

Appendix I
High School Survey of Student Engagement Rotated Factor Matrices
(Pre- and Post-treatment)

High School Survey of Student Engagement Rotated Factor Matrix

Pre-treatment			Post-treatment		
Item	Self-Regulated Behavior	Academic Engagement	Item	Self-Regulated Behavior	Academic Engagement
Q7l	.755	.073	Q8b	.749	-.066
Q16i	.730	.095	Q16a	.742	-.083
Q15e	.702	.458	Q8e	.695	-.233
Q16j	.701	.170	Q7e	.681	.132
Q6p	.687	.015	Q8l	.681	-.207
Q7u	.686	.072	Q8h	.668	-.187
Q6b	.650	.241	Q8d	.654	-.120
Q6c	.642	-.060	Q7d	.643	.144
Q16k	.641	.362	Q8c	.628	.010
Q7s	.639	-.170	Q16b	.627	-.058
Q6k	.623	.272	Q8a	.621	.010
Q6e	.615	.083	Q6hii	.617	.077
Q16c	.614	.363	Q8f	.616	-.056
Q6hi	.613	.214	Q7q	.614	-.007
Q6a	.610	.047	Q7b	.606	-.208
Q6j	.609	.319	Q16i	.606	.219
Q15d	.608	.205	Q16j	.605	.120
Q6n	.602	-.209	Q7h	.604	-.100
Q16m	.601	.212	Q6e	.597	.157
Q6q	.581	.333	Q15e	.594	.115
Q16e	.572	.506	Q10a	.591	.064
Q6hii	.570	.303	Q6j	.589	-.047
Q7q	.565	.348	Q8n	.587	-.012
Q16g	.562	.332	Q16d	.575	-.138
Q11a	.542	.191	Q16k	.574	-.181
Q16h	.538	.335	Q16l	.557	-.218
Q6f	.532	.235	Q6f	.556	.257
Q6hv	.525	-.164	Q7p	.544	-.152
Q16l	.525	.422	Q6hi	.542	-.247
Q16b	.523	.328	Q6k	.533	-.519
Q10a	.514	.371	Q6i	.525	-.147
Q8o	.502	.491	Q15a	.510	.321
Q6	.595	.349	Q8q	.509	-.079
Q16o	.489	.254	Q9a	.504	.144

High School Survey of Student Engagement Rotated Factor Matrix
(Continued)

Pre-treatment			Post-treatment		
Item	Self-Regulated Behavior	Academic Engagement	Item	Self-Regulated Behavior	Academic Engagement
Q6iv	.488	.220	Q16h	.497	.123
Q16a	.477	.236	Q16c	.496	.020
Q16f	.471	.354	Q7g	.494	.359
Q6g	.462	-.091	Q6n	.493	.362
Q26f	.459	-.026	Q8r	.487	.121
Q9a	.453	.356	Q8g	.484	-.300
Q6m	.447	.105	Q16g	.480	.078
Q15f	.433	.268	Q8m	.477	.171
Q7h	.418	.237	Q16f	.470	-.130
Q7v	.409	.169	Q7t	.469	.119
Q6i	.407	.229	Q7k	.465	-.321
Q7p	.405	.166	Q7r	.452	-.015
Q7o	.402	-.055	Q8k	.450	-.063
Q16p	.397	.392	Q8o	.436	.420
Q6o	.395	.214	Q7a	.433	-.183
Q8l	.386	.360	Q11a	.427	.348
Q7b	.383	.182	Q6p	.422	.395
Q7w	.374	.159	Q7s	.421	.202
Q26e	.372	.248	Q7i	.410	.113
Q12a	.368	.109	Q13a	.404	.339
Q6l	.367	.200	Q7c	.403	-.217
Q7a	.364	.320	Q6hiii	.399	-.142
Q15c	.363	.272	Q16p	.394	-.039
Q7e	.352	.177	Q16m	.393	-.072
Q5h	.345	-.036	Q6l	.387	.163
Q26d	.338	.165	Q8i	.385	.041
Q5b	.329	.197	Q15d	.375	.343
Q26h	.321	-.277	Q6d	.373	.167
Q5d	.297	.130	Q6q	.372	.317
Q26g	.290	-.184	Q7f	.352	.041
Q26b	.265	.090	Q8s	.346	.139
Q5e	.230	-.142	Q14a	.335	.120
Q7x	.225	-.044	Q15c	.330	.274
Q7n	.215	-.099	Q8t	.325	-.021
Q5i	-.199	-.185	Q6iv	.325	.273

High School Survey of Student Engagement Rotated Factor Matrix
(Continued)

Pre-treatment			Post-treatment		
Item	Self-Regulated Behavior	Academic Engagement	Item	Self-Regulated Behavior	Academic Engagement
Q6hiii	.185	.020	Q7w	.311	-.240
Q5j	-.120	.090	Q7m	.307	.032
Q5l	-.091	.034	Q16e	.294	-.037
Q8e	.260	.792	Q25a	-.265	.065
Q8a	.336	.771	Q7x	.226	.215
Q8c	.208	.760	Q7v	.210	-.030
Q8d	.227	.759	Q16n	.201	.060
Q8f	.206	.743	Q5g	.196	.113
Q8s	-.114	.720	Q5f	-.189	-.171
Q13a	.257	.691	Q12a	-.181	.065
Q14a	.223	.660	Q5a	.149	-.104
Q8h	.414	.655	Q26i	-.040	-.037
Q7k	.336	.607	Q26f	.127	.609
Q73	.181	.583	Q26e	-.222	.565
Q8r	.357	.567	Q6m	.345	.551
Q8i	.331	.562	Q26c	-.100	.520
Q8b	.016	.535	Q6b	.269	.518
Q16d	.524	.527	Q26g	.089	.513
Q7c	.217	.527	Q7o	.204	-.504
Q7j	-.038	.523	Q5k	-.080	-.496
Q7i	.169	.514	Q6c	.327	.479
Q7t	.389	.510	Q6hv	.139	-.478
Q26a	.115	.493	Q26d	.051	.472
Q15a	.427	.483	Q6o	.269	.464
Q16n	.312	.479	Q5j	-.170	-.455
Q7m	.311	.475	Q6g	.298	-.496
Q7r	.194	.449	Q26a	.028	.412
Q5f	-.255	-.442	Q5l	-.175	-.409
Q26i	.283	-.434	Q5d	-.208	.393
Q8k	.106	.433	Q5b	-.280	.375
Q8m	.230	.420	Q7j	-.170	.374
Q8q	.262	.396	Q5c	-.200	.361
Q7f	-.043	.395	Q6a	.222	.361
Q8g	.052	.393	Q26h	.161	.356
Q8t	-.079	.381	Q5i	-.039	-.345

High School Survey of Student Engagement Rotated Factor Matrix
(Continued)

Pre-treatment			Post-treatment		
Item	Self-Regulated Behavior	Academic Engagement	Item	Self-Regulated Behavior	Academic Engagement
Q82	.342	.353	Q25f	.249	.328
Q26c	.091	.340	Q7n	.080	-.322
Q25e	-.033	.338	Q25b	-.273	.320
Q7d	.267	.321	Q7l	.181	.318
Q5g	.204	.290	Q5h	-.220	.315
Q25a	.027	-.269	Q25c	-.155	.300
Q15b	.138	.254	Q5e	-.109	.280
Q25d	-.056	.235	Q25d	.073	-.216
Q5k	-.097	-.235	Q16o	.187	.192
Q25c	-.009	.230	Q15b	.003	.177
Q25b	.014	-.192	Q25e	.006	.155
Q5a	.107	.177	Q26b	-.066	.113
Q5c	-.106	.155	Q7u	.016	-.085
Q25f	.023	.114	Q15f	.043	-.045

Appendix J
Civic Attitudes and Skills Questionnaire Rotated Factor Matrices
(Pre- and Post-treatment)

Civic Attitudes and Skills Questionnaire Pre-Treatment Rotated Factor Matrix

Item	Civic Action	Interpersonal and Problem- Solving Skills	Political Awareness	Leadership Skills	Social Justice Attitudes	Diversity Attitudes
Q12	.892	.115	.096	.123	-.017	-.066
Q14	.834	.114	.047	.046	.053	.016
Q9	.798	.251	.102	.064	.018	.168
Q18	.797	.117	.184	.218	-.029	-.014
Q13	.761	.273	.324	-.046	-.051	-.162
Q15	.716	.360	.312	.183	.055	-.069
Q17	.686	-.156	-.066	.061	.196	.073
Q11	.643	.262	.187	.313	.098	-.150
Q20	.590	.185	.302	.183	-.146	-.206
Q10	.542	.355	-.199	.344	.146	-.080
Q2	.223	.842	.018	.140	.081	.033
Q3	.197	.830	.027	.115	.056	-.190
Q5	.105	.733	.186	.247	-.276	-.089
Q4	.068	.718	.338	.175	.020	-.213
Q6	.248	.668	.255	.243	-.212	.139
Q7	.471	.624	.179	.058	-.121	.001
Q43	.367	.600	.143	-.120	-.173	.412
Q8	.269	.572	.454	-.112	.088	.088
Q1	.176	.541	-.382	.293	.014	.216
Q41	-.145	.501	-.119	.146	.485	.116
Q37	.072	.005	.802	-.139	-.242	.153
Q19	.421	.170	.743	.184	-.096	.007
Q26	-.019	.246	.710	.297	-.112	-.289
Q16	.393	.190	.686	.180	.107	-.023
Q38	.266	.175	.516	.196	-.148	-.152
Q29	.245	.332	.111	.621	-.163	.138
Q23	.123	.151	.256	.617	-.191	-.253
Q30	.032	-.044	-.063	.610	.099	.197
Q22	.163	.141	.465	.678	.050	-.274
Q28	.242	.181	-.014	.578	.068	.030
Q24	-.033	.239	.336	.552	-.195	-.333
Q27	.085	-.121	-.105	.490	-.489	.385

Civic Attitudes and Skills Questionnaire Pre-Treatment Rotated Factor Matrix
(Continued)

Item	Civic Action	Interpersonal and Problem- Solving Skills	Political Awareness	Leadership Skills	Social Justice Attitudes	Diversity Attitudes
Q21	.344	.198	.168	.468	-.025	-.140
Q31	.349	.406	.323	.412	-.120	.123
Q32	.012	-.253	-.073	-.048	.734	-.112
Q33	.130	-.073	.152	.096	.576	.341
Q40	.109	.277	-.257	.093	.544	.305
Q36	.078	-.080	.424	.066	-.463	.138
Q34	.168	-.071	-.154	-.147	.390	.018
Q42	-.189	.326	.031	.226	.130	.631
Q25	.169	.047	.390	.001	-.064	-.576
Q44	.204	.274	.232	.282	-.284	.498

Civic Attitudes and Skills Questionnaire Post-Treatment Rotated Factor Matrix

Item	Civic Action	Interpersonal and Problem- Solving Skills	Political Awareness	Leadership Skills	Social Justice Attitudes	Diversity Attitudes
Q14	.841	-.006	-.007	-.060	-.030	-.008
Q15	.836	.114	-.018	-.057	.110	-.076
Q13	.801	.036	.065	-.038	.134	-.006
Q10	.796	.046	.100	.214	.014	.126
Q12	.794	.174	.164	.001	.068	.007
Q11	.760	.257	.184	-.121	.131	.006
Q19	.746	.212	.138	-.157	.267	.118
Q18	.703	.162	.203	-.081	-.001	.035
Q17	.661	-.184	.155	-.145	-.054	-.178
Q9	.640	.130	.167	.092	.055	.412
Q39	.595	-.020	.072	.046	.546	.174
Q44	.590	-.016	.033	-.046	.492	.249
Q31	.583	.248	.157	-.145	-.085	.364
Q16	.560	.372	.274	-.142	.091	.257
Q43	.526	.138	-.031	-.175	.435	.376
Q3	.092	.810	.207	.091	.126	-.252
Q4	.038	.750	.333	.064	.010	-.242
Q8	.073	.729	.079	-.216	-.068	.157
Q5	.044	.716	-.034	-.066	.075	.360
Q2	.080	.707	.308	.084	.091	-.154
Q6	.485	.586	.070	.152	-.057	.082
Q7	.391	.578	-.031	-.155	.276	.329
Q22	.134	.338	.834	-.021	.012	.152
Q21	.150	-.126	.755	-.043	-.155	.125
Q23	.203	.366	.707	.167	.075	.283
Q24	.399	.346	.580	.135	.076	.131
Q25	.105	.253	.577	-.274	-.335	-.163
Q29	.457	-.050	.556	-.020	.363	-.151
Q20	.288	.169	.466	-.226	.166	-.119
Q26	.286	.371	.455	-.241	.001	-.196
Q42	.342	-.054	-.424	.241	-.117	.414
Q34	-.024	-.084	.089	.727	-.132	-.221
Q33	-.056	.188	-.196	.623	.104	.100
Q41	-.035	-.219	.100	.617	.204	.278
Q37	-.175	-.314	.328	-.583	.138	.222
Q30	-.131	-.003	.259	.574	.405	-.194
Q32	-.229	-.042	-.188	.530	-.130	.114
Q27	.043	.030	-.124	.047	.665	-.164
Q38	.148	.190	.432	-.270	.568	.012

Item	Civic Action	Interpersonal and Problem- Solving Skills	Political Awareness	Leadership Skills	Social Justice Attitudes	Diversity Attitudes
Q28	.470	.109	.335	.136	.472	-.104
Q1	.228	.412	-.207	.097	.458	-.177
Q36	.036	.031	.210	-.096	-.089	.802
Q40	.207	-.283	-.194	.423	-.228	.626

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