

2001

ERIC Resources on Service-Learning and Related Topics: An Annotated Bibliography

Education Resources Information Center

Follow this and additional works at: <https://digitalcommons.unomaha.edu/slcebibliography>

 Part of the [Service Learning Commons](#)

Please take our feedback survey at: https://unomaha.az1.qualtrics.com/jfe/form/SV_8cchtFmpDyGfBLE

Recommended Citation

Education Resources Information Center, "ERIC Resources on Service-Learning and Related Topics: An Annotated Bibliography" (2001). *Bibliographies*. 33.
<https://digitalcommons.unomaha.edu/slcebibliography/33>

This Report is brought to you for free and open access by the Barbara A. Holland Collection for Service Learning and Community Engagement (SLCE) at DigitalCommons@UNO. It has been accepted for inclusion in Bibliographies by an authorized administrator of DigitalCommons@UNO. For more information, please contact unodigitalcommons@unomaha.edu.

ERIC Resources on Service-Learning and Related Topics:

An Annotated Bibliography

Addison-Jacobson, J. and, Addison, J. (1995). *Service learning in middle school: The day from hell?* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA. (ERIC Document Reproduction Service No. ED387405).

This paper explores the implications of an effort to promote service learning in two middle schools in the Palo Alto (California) Unified School District. The schools are grades six through eight with about 1,000 students in each. The paper describes seven service efforts and then analyzes the costs and benefits of these projects. The study concludes with some reflections on why service learning is a difficult reform to implement, makes recommendations for practitioners, and suggests considerations for policy makers who are considering implementing service learning in their communities.

Alaska Department of Education (1987). *Schools and communities working together for linguistic minority students*. (ERIC Document Reproduction Service No. ED342207).

Note: ERIC citation wrong. (Should be Massachusetts)

Seventeen Massachusetts programs involving schools and communities working together to support the educational success of linguistic minorities are described. The programs represent a cross-section of efforts in the state serving a variety of language groups. Program focuses include: (1) supplemental support and resources for Cambodian students; (2) an experiential science curriculum for English- and Spanish-speaking students; (3) services to a Hispanic community, including a homework center; (4) tutoring of limited-English-proficient (LEP) students by trained college students; (5) advocacy to ensure equity of bilingual programs; (6) after-school recreational, educational, and counseling services; (7) educational and support services to LEP preschool children and their families; (8) a photography project for bilingual students; (9)

General Educational Development (GED) and English-as-a-Second-Language (ESL) services for LEP parents; (8) after-school assistance with assignments and tutoring; (9) a statewide coalition of local parent advisory councils; (10) services supporting academic and social adjustment of Southeast Asian students; (11) arts exploration contributing to cultural appreciation; (12) information, assistance, and referrals for Cambodian students and their parents; (13) teacher and administrator training to assist special-needs LEP children; and (14) a summer enrichment program in cross-cultural communication.

American Association of Community Colleges. (1996). *Service learning: A community strategy for HIV prevention*. A Teleconference of the Community College Satellite Network program guide. (ERIC Document Reproduction Service No. ED394613).

In an effort to help community colleges develop and implement programs that promote community health, the American Association of Community Colleges (AACC) held a teleconference in April 1996 focusing on service learning and HIV/AIDS prevention. This two-part document provides the teleconference program and a transcript of remarks made during the event. The program includes the following materials: (1) a welcome letter from the AACC President; (2) instructions for participating in the teleconference; (3) pre- and post-teleconference assessment forms; (4) an article on the community college's role in promoting health care; (5) 1995 statistics on HIV infection and AIDS cases in the United States and worldwide; (6) a description of service learning and its essential components; (7) a discussion of the AACC's Bridges to Health Communities project; (8) profiles of teleconference participants; (9) a list of Internet resources on HIV/AIDS and service learning; and (10) descriptions of suggested post-teleconference group activities. The second part provides a transcript of the teleconference, including discussions of such topics as the role of community colleges in providing leadership to help halt the spread of AIDS, the behavioral foundations of health, model community college programs aimed at HIV/AIDS prevention, and the role of service learning in such programs.

American Association of Retired Persons, Cornell University and New York Department of Rural Sociology. (1990). *Resourceful aging: Today and tomorrow*. Conference proceedings. Volume II. Volunteerism. (ERIC Document Reproduction Service No. ED344038).

This document contains 19 papers on volunteerism presented at a conference on aging. The papers, grouped into themes of trends and implications, resourceful roles, resources, and an agenda for the future, include the following: "Demographic Potential and the Quiet Revolution" (Opening Remarks by Robert A. Harootyan); "Volunteers in the 1990s" (Keynote Address by George Romney); "Resourceful Aging: Mobilizing Older Citizens for Volunteer Service" (Executive Summary and Commentary by Cynthia B. Costello); "Volunteerism by Elders: Demographic and Policy Trends, Past and Future" (Susan M. Chambre); "Volunteerism: Resourceful Opportunities" (Judith V. Helein); "Overview: Trends and Implications" (James Sugarman); "Resourceful Security Team Volunteers" (Jose Castro); "Intergenerational Programs: A Manual for Success" (Ramona Frischman); "Volunteering Business Expertise" (David C. Buffam, Sr.); "Volunteers for a Healthy Lifestyle" (Fran Freedman); "Older Adults: Volunteer Resources" (Maria P. Smith); "Retirees; Community Service Resources" (Donna Anderson); "Volunteerism Legislation" (Thomas M. Kelley); "United Way and Senior Volunteerism" (Karen Heller); "Our Hope for the Future: America's Renewable Resource" (Trudy Cross); "Volunteerism in the Future: Service Credit Banking" (Hunter McKay); "Volunteerism: An Agenda for the Future" (Marian Heard); and "Volunteerism: Developing an Agenda for the Future" (Theodora Jackson). A directory of 32 programs and resources is included, as are the tables of contents of the other 4 conference volumes.

Angelis, J. (1990). *Intergenerational service-learning*. (ERIC Document Reproduction Service No. ED339005).

This report presents the feelings, ideas, and recommendations of 349 individuals in Illinois who attended Circle of Helping meetings, seven regional meetings held in early

1990 to create momentum for intergenerational program development, to increase awareness of the benefits of intergenerational programs, and to emphasize the interdependence of generations. A summary of the meetings focuses on such issues as generational conflict and harmony, aging education, getting started, intergenerational communication, and public relations. A section on strategies for the future considers the possibility of schools in the future including older adults as an integral part of all educational levels. A total of 13 recommendations are made in the areas discussed in the summary section. One important aspect of the Circle of Helping meetings was to highlight model intergenerational programs already in operation; a section on intergenerational service-learning model programs briefly describes such programs in the areas of national intergenerational programs, day care, nursing home visiting, career days, adopt-a-grandparent/child, reading and literacy, tutoring, students serving seniors, latchkey programs, pen pals, mentoring, library programs, special events, guest lectures, oral history/interviewing/storytelling, patient simulation, social clubs and camps, drug abuse prevention, pregnancy prevention, advocacy, delinquency prevention, the arts, and health. Education model programs for the aged are also described. Relevant materials are appended.

Ascher, C. (1988). Urban school-community alliances. *ERIC Clearinghouse on Urban Education/Institute for Urban and Minority Education, Trends and Issues No. 10*. (ED306339). Retrieved from ERIC database.

Collaborations between urban schools and businesses, community agencies, cultural institutions, and universities have become a popular way to improve public education. Motives for collaborating include the following: (1) schools with a largely disadvantaged population need powerful, vocal support groups; (2) businesses need a highly educated and skilled workforce; (3) health and social service agencies need to connect with clients; (4) arts and cultural institutions need to widen their audiences; and (5) universities and colleges need students with appropriate skills and knowledge demanded by post-secondary education. Collaboratives can be comprised of entire educational systems or

single-schools. Individual organizations or coalitions can represent the community side of the collaboration. Many are student-focused. The Boston Compact and the Rochester Education Initiative are examples of multi-institutional collaboration with an entire district. Umbrella organizations have also developed to advocate, initiate, coordinate, direct, and evaluate collaboratives. Principles of successful collaboratives include the following: (1) commitment; (2) egalitarian decision-making; (3) clarity about roles; (4) clarity and flexibility about methods and goals; and (5) ability to bridge institutional cultures. Problems encountered in collaboration include accountability, funding, and equitable distribution of resources. A number of serious policy questions require further research. A list of 49 references is appended.

Baken, J.W. & Benner, S.M. (1978). *Project to mainstream gifted handicapped students into selected models of the executive high school internships program: Evaluation report*. (ERIC Document Reproduction Service No. ED182548).

As a supplement to the standard in-school high school curriculum, the Executive High School Internship Program provides experiential learning opportunities for gifted high school students. The program focuses on management-level field placements through which participants learn to make decisions, interact with the world-of-work, and assume responsibility for their actions. In 1977 a pilot project was conducted to mainstream gifted handicapped students into the on-going internship programs. Eight school districts (twelve students) participated in the one-semester demonstration pilot. Assessment focused on its effects on students, sponsors, coordinators and school personnel. General program characteristics were examined to determine feasibility of program expansion. Learner outcomes and process objectives were outlined by program participants and formed the base of the evaluation. Pre- and post-test instruments were used in combination with on-site visits to participating districts. Based on evaluation results, it was concluded with the exception of one internship the mainstreaming project was successful. Handicapped interns were able to compete successfully with non-handicapped peers in independent world-of-work situations. In addition, handicapped students were

able to integrate fully into the seminar setting. Only one of the site sponsors expressed reluctance to work with a handicapped intern in the future. Several sponsors expressed the desire to see the program extended.

Balazadeh, N. (1996). *Service-learning and the sociological imagination: Approach and assessment*. Paper presented at the National Historically Black Colleges and Universities Faculty Development Symposium, Memphis, TN. (ERIC Document Reproduction Service No. ED402854).

Undergraduate sociology students at Rust College, Mississippi, an historically black college, have been given the opportunity to connect with the lives of others in institutional settings, thus making a generational connection between the college and a local nursing home. During the 1995-96 academic year, students in three sociology courses participated in service-learning activities. Students could elect a traditional course program or a program that included a structured service-learning component. The service-learning package was designed to constitute 30 percent of the student's final grade and were a formal part of the curriculum. Some of the students electing the service-learning component presented a qualitative assessment of their learning. Overall, the students in service-learning (N=26) did better than their peers who selected the standard option of instruction and grading. The resulting volunteer work experience can be listed on the student's resumes and this experience can also be used as a source of references for future employment. The experience is also likely to enhance the student's imagination and capacity to think sociologically, both important for success at the graduate level of study. Exhibits include a course description and evaluation instrument, description of the service-learning experience, required student journal entry form, student reflection paper outline, and final evaluation report form.

Batenburg, M. P. (1995). *Community agency and school collaboration: Going in with your eyes open*. Paper presented at the annual meeting of The American Educational Research Association, San Francisco, CA. (ERIC Document Reproduction Service No. ED393901).

Agency-school collaborations are examined from the point of view of the agency. The data for the analysis were gathered through interviews with staff people from six different community-based organizations in California, all of whom have experience working with schools and youth volunteers. The study found that there often are culture clashes between agencies and schools because they inhabit different worlds. Some obstacles agencies experience in working with schools include the following: inflexibility of school schedules, controlling attitudes of schools, bureaucracy, school administrators' attitudes, teachers who fail to listen, internal problems within the agency, and the inability of agencies to work with more than one volunteer at a time. However, agencies often continue to work with schools for several reasons: agency personnel are idealistic and want to enhance learning; they hope that the relationship will help their clients; and that the schools will increase the diversity of volunteers.

Bennett, D.B. & MacGown, R.H. (1972) *Guidelines for planning and implementing a comprehensive community environmental inventory*. (ERIC Document Reproduction Service No. ED101936).

A comprehensive community environmental inventory is an ongoing process of investigation and study to compile and evaluate information about the natural and man-made environmental features and characteristics of an area, as well as related social, political, and economic information. Such information is important to the community in developmental planning and in preventing and resolving environmental problems and it is important in serving as a local basis for an environmental education emphasis in the school. Section I includes a general overview of the uses and procedures involved in a community environmental inventory. Section II outlines the importance of natural environmental features and characteristics as a basis for the assessment of natural areas and their importance to one another. Section III identifies human environmental use areas and characteristics. Section IV provides guidelines and information for evaluating the natural ecological effects of human environmental use and the degree to which these

areas meet human needs; and guidelines for identifying, interpreting, and evaluating ecological values of land, air, water, plants, and animals. The related social, political, and economic aspects of the community are considered in Section V. Section VI provides sources for inventory information.

Bhaerman, R., Cordel, K., & Gomez, B. (1995). *Service-learning as a component of systemic reform in rural schools and communities*. (ERIC Document Reproduction Service No. ED391614).

This report illustrates how community service learning can be used as a vehicle for achieving the goals of education and youth development and, concurrently, how it is highly consistent with the goals of systemic educational reform, particularly in rural schools and communities. Part 1 covers the definition of service learning as a method of teaching and learning; the need for service learning, including a brief historical overview and rationale; the different types of service learning; examples of service learning curricula for elementary and secondary students; the nature of service learning instruction, including the concept of reflection and the issue of assessment; barriers to integrating service learning into curriculum and instruction; and the purported benefits and proven results of service learning. This section also addresses special concerns of rural schools and communities and provides examples of rural service learning initiatives. The second section addresses the convergence of service learning and educational reform and covers definitions of systemic educational reform; linkages between service learning and Goals 2000: Educate America Act and other legislative initiatives; relationship of service learning and school-to-work transition as reform strategies; views of educators regarding the relationship of service learning and systemic reform; descriptions of state-level approaches to service learning in Colorado, Maryland, and Delaware; relationship of service learning to teaching standards and teacher education; and a teacher's insights into how a school's culture can be transformed to include service learning. Appendices include implementation strategies for integrating service learning into curriculum and instruction; a list of resource guides, organizations related to service learning and the

National Service-Learning Cooperative Partners; and a description of the K-12 Clearinghouse on Service-Learning. Contains 85 references.

Brandhorst, A.R. (1990). *What can social science research tell us about community service & the social studies?* (ERIC Document Reproduction Service No. ED338512).

There are several disturbing trends in U.S. public life. Citizens are increasingly distancing themselves from the institutions that structure decision making in the public domain. There is a diminishing sense of community, individuals tend not to have any personal obligation to their fellow citizens, nor do they seem to expect any consideration from others. The behavior of young persons show them to be both victims and manifestations of this progressive social pathology in frightening ways. One proposal for countering this trend is the idea of student service or community service as a feature of public education. This paper seeks to survey existing scholarship in social psychology and learning theory in search of research supportive of educational efforts to promote community service. A social psychological model of action is outlined and discussed in the interest of understanding the psychodynamics that underlie the withdrawal from community, and its flip side, commitment to community service. This model is related to specific goal areas appropriate to social education, and research relevant to implementing those goal areas in the classroom are reviewed. A proposal for integrating the goal areas into history, geography, government, and economics courses also is advanced. A 78-item list of references is included.

Burgess, C.B. (Ed). (1990). *Ripples: A big sweep elementary activity guide*. (ERIC Document Reproduction Service No. ED349171).

Littering is a careless act indicating lack of respect for the environment, other people, and wildlife. Through education people can learn the consequences of littering and how to stop doing it. This book, designed for elementary children, presents a collection of 16 activities, ideas and resources concerning litter in the aquatic and marine environment.

Some of the ideas can be modified for older or younger children. The format for each activity includes: (1) an introductory section that can be read to the class or group; (2) activity objectives; (3) time requirement and materials needed; (4) procedure and extension activities; and (5) a section that poses questions for reflection and discussion to explore opinions, positions, and ethics and environment. A glossary provides definitions of words used in the activities. A resource section that lists agencies and groups where additional information and assistance can be obtained and a materials section that lists supplemental curricula, audio-visual aids and information are provided

Carr, L. (1999). *Service learning content on the internet: How are community colleges advertising?* (ERIC Document Reproduction Service No. ED428782).

This study examines how 11 community colleges present and promote their service learning courses via the Internet. Of particular interest to this study are the following features of online presentations: (1) how detailed and developed the Web site is and the extent of the information provided; (2) whether the Web site provides student and faculty responses to service learning participation; (3) what the Web site emphasizes (e.g. student leadership, volunteerism, community service); (4) inclusion of community partnerships; (5) contracts or learning agreements; (6) program evaluation; and (7) coursework and other sample information. Phone interviews were conducted to collect more detailed information on the programs. Findings indicate that student participation, a factor proven to have a positive impact on retention, and courses with service learning components are increasing on a term-to-term basis, and that faculty participation has been limited to approximately 1 out of every 14 instructors. Benefits to student participants include improved self-awareness and satisfaction, as well as more tangible rewards, such as scholarships. The majority of service learning courses exist within the humanities and social sciences. All of the programs studied were less than ten years old, and not all were well established. Faculty resistance and an unwillingness to change curricula were reported to be the greatest obstacles to program success. Contains 16 references.

Carr, R.A. (1996). *Peer helping: A model for service learning*. (ERIC Document Reproduction Service No. ED397236).

Focusing on student experience rather than distinguishing between vocational or academic education is essential to preparing students for future society. Seven trends are influencing the future for adolescents preparing for the work world: (1) a shift from employment where manual labor, physical dexterity, and minimal education are needed for jobs where reading, writing, and calculating abilities are essential; (2) a baby bust; (3) employer reliance on an employee's ability to reason and communicate; (4) employers' desire for employees who can learn new skills rapidly, shift gears, and adapt and work under pressure; (5) changes in family patterns and income that have led people to seek out alternative approaches to full-time employment; (6) improved policies to attract and keep qualified employees; and (7) the need for successful workers to be computer literate, be able to solve problems, interact with others, or use extensive cognitive skills. Service learning, and particularly the roles students can play in providing support to each other, is an essential component of school-to-work transition programs. Nine specific roles peer helpers can play in service learning are mentors, tutors, climate builders, at-risk group members, career assistants, transition agent, dilemma manager, re-entry agent, and mediator. (Contains 35 references.)

Carteret County Board of Education. (1973) *Student project work and abstracts: Beaufort, North Carolina Environmental Studies Project, No.1*. (ERIC Document Reproduction Service No. ED086495).

This collection contains reports of 22 environmental study projects conducted by junior and senior students in a North Carolina high school. The scope of the projects covered total community service and sought to emphasize the students' roles as useful participants in the community. Fire, postal, health, and school services were surveyed, in addition to such environmental concerns as salt marsh conservation and food production. A related document is SE 016 930.

Coburn, M.B. (1991). *The campus volunteer center: Mission, models and strategies*. (ERIC Document Reproduction Service No. ED330274).

The purpose of this paper is to provide information to practitioners who are establishing and implementing volunteer programs on their campuses. First, the historical and contemporary roots of civic participation by students in American higher education is explored in three historical phases: (1) higher education as preparing an elite group of men for service in the secular and religious life of the new nation; (2) higher education's post-Civil War development of specialized academic disciplines; and (3) the current concentration on developing and training experts rather than producing generally educated people. Next, the paper examines the types of volunteer programs currently found on college campuses. This is followed by a discussion of the essential components that make up a model volunteer program in higher education, including: the need for collaboration and communication between the institution and community agencies; financial support from the college, and ideally, the community; comprehensive training and support for participating college students; and program goals that acknowledge the importance of personal growth for the students as well as those who are being helped. Finally, the paper discusses 2 stages of assessment that are necessary in order to implement a volunteer program, and concludes by listing 10 characteristics of an effective service-learning volunteer program. Contains 28 references.

Conrad, D. (1982). *Learning from the field experience: A guide for student reflection in youth participation programs*. (ERIC Document Reproduction Service No. ED218176).

The booklet suggests approaches and methods to help the teacher or program leader maximize students' learning from their community involvement. The purpose is to provide practical suggestions for encouraging young people to reflect on their participation in the community programs. The suggestions will help secondary students think about their experiences, write about them, share them with others, and learn from

them. Four basic assumptions underlie the ideas and activities presented: youth participation programs can and should do more than simply release students from school in order to work in the community; growth and learning are not an automatic consequence of even the most engaging community experience; most people do not commonly reflect on the meaning of experience; and most teachers are looking for ways to help students learn from their experiences. The first two chapters of the booklet define what a program's reflective component should contain and suggest alternative ways of incorporating them into existing or new programs. The remaining chapters provide sample activities that can be directly applied or easily adapted to most programs. Activities include having students write a daily journal, compile weekly reports, make observation reports, and develop a product. Activities which allow students to evaluate themselves are also provided.

Conrad, D. & Hedin, D. (1981). *Instruments and scoring guide of the Experiential Education Evaluation Project*. (ERIC Document Reproduction Service No. ED215824).

As a result of the Experiential Education Evaluation Project the publication identifies instruments used to measure and assess experiential learning programs. The following information is given for each instrument: rationale for its inclusion in the study; precise issues or outcomes designed to measure, validity and reliability data; and directions on how to score. Descriptions of assessment tools are organized according to four categories: Instruments on Social Development (Social and Personal Responsibility Scale, Semantic Differential on Attitudes toward Others, Semantic Differential on Community Participation, and Career Exploration Scale); Instruments on Psychological Development (Rosenberg Self Esteem Scale and Janis-Field Feelings of Inadequacy Scale); Instruments on Intellectual Development (Problem-Solving Inventory); and Instruments on Differential Program Impact (Characteristics of a Community Field Experience Checklist, Experiential Educational Questionnaire). The appendix contains the complete Experiential Education Questionnaire, pre-test and post-test.

Conrad, D. & Hedin, D. (1981). *National assessment of experiential education: A final report*. (ERIC Document Reproduction Service No. ED223765).

This report summarizes the research and results of the Evaluation of Experiential Learning Project, undertaken to (1) assess the impact of experiential learning programs on the social, psychological, and intellectual development of secondary school students; and (2) use these data to identify those program variables most effective in facilitating such development. The project evaluated 30 experiential learning programs in independent, public, and parochial schools around the United States during 1978 and 1979. Program activities examined included volunteer service, political and social action, outdoor adventure, internships in government and business, and research in the community. The results of the study demonstrated that experiential programs had a positive impact on student participants. The opportunities to act autonomously and to develop collegial relationships with adults were the two features of each student's experience that were the most powerful predictors of personal growth. Regular seminars for program participants were found to be the most important positive program feature. Appended to this report are: (1) an extensive bibliography, (2) test instruments and questionnaires utilized in the evaluation, and (3) a lengthy review of the theoretical foundations and recent research on experiential education.

Conrad, D. & Hedin, D. (1987). *Youth Service: A guidebook for developing and operating effective programs*. (ERIC Document Reproduction Service No. ED287028).

This guidebook was developed to provide assistance to persons wishing to begin, expand, or promote programs of youth community service. It features examples of what young people already are doing and practical, down-to-earth ideas for designing, organizing, running, promoting, and supporting youth service programs. Special attention is given to school-based programs because that is where most of the young people are and where there are often the most difficult structural barriers to involvement. The first section,

"What Youth Can Do," illustrates a number of ways in which youth can and do help in working with a variety of problems and populations. Next is a section entitled, "Program Models," outlining the ways in which community service can be integrated into the organizational structure of youth agencies and schools. The next five sections ("Setting up the Projects," "Developing Your Own Projects," "Recruitment," "Liability," and "Transportation") deal with the nuts-and-bolts issues of starting a program and keeping it running smoothly. The next section, on "Learning from Service," offers practical suggestions for helping young people maximize the learning opportunities in their service experiences. The final two sections, "Rationale" and "Closing Note," summarize the key reasons to be involved with community service. The document contains some suggested exercises for teachers and others working in this field, and sample administrative forms, a short bibliography, and a listing of youth service resources are included as appendixes.

Conville, R.L. (1997). *Interpersonal communication, communication learning, and community service: Course outline, readings, and procedures*. Paper presented at the Annual Meeting of the Southern States Communication Association, Savannah, GA. (ERIC Document Reproduction Service No. ED408650).

This paper presents a course outline, a list of required readings, and procedures for "Narrative, Community, and Communication," an honors class at the University of Southern Mississippi. The paper explains that the course focuses on volunteer community service--the idea being to place the student in a setting of genuine need to help build up the community by helping a person that the student would not normally be around. The paper gives examples of types of community service, instructions to keep a journal of the experiences, an explanation of what is expected for the final paper, a sample of a typical segment of the 7 2-week segments, and a course framework.

Cooper, D.D. (1997). *Classroom to community—and back: Michigan State's service-learning writing project*. (ERIC Document Reproduction Service No. ED4404657).

Like most Americans, young people today yearn to play more active roles in community life. According to a recent study, there are two roadblocks to effective citizen empowerment: lack of knowledge and training that could help people connect with each other, and a dimmed belief that individuals can make a difference. In an effort to address these limitations, writing faculty affiliated with the Service Learning Writing Project (SLWP) at Michigan State University, along with colleagues nationwide, have developed a curriculum that treats democracy itself as the art of public discourse. Inaugurated in 1993, the SLWP first set out to strengthen links between undergraduate learning, writing instruction, and public service. The program currently places more than 200 writing students a year into more than 50 nonprofit agencies where students work collaboratively on writing assignments that have a direct and immediate impact on the lives of people in Michigan. Whether in already existing writing classes or the SLWP's own special course, faculty who use community service writing assignments try to focus on problems of public life relevant to course content and theme. Students read representative works by those who have shaped the communitarian conscience of American civic culture-- Jefferson, Jane Addams, Martin Luther King, John Dewey, Dorothy Day, etc. Writing assignments based on such readings supplemented by community service agency writing projects demand the same high level of critical awareness and sophistication for student writers that democracy has always asked of its citizens

Copen, P. (1980). *Walkabout: An educational experience*. (ERIC Document Reproduction Service No. ED197924).

The Walkabout program is an optional senior-year educational experience in which New York high school students can acquire the basic skills and confidence to take charge of their lives and contribute to the world. The year-long program is divided into 5

"challenge environments": wilderness (5 weeks); applied academics (18 weeks of health and personal awareness, language arts, social studies, and environmental science); career internship (9 weeks); community service (3 weeks); and final presentation (1 week). These provide students with the opportunity to learn basic and relevant skills, go beyond their self-perceived limitations, recognize their option to change how they deal with others, make meaningful accomplishments, begin to clarify career options, and earn credit toward a high school diploma. Grading is based on an "honors, "credit," or "no-credit" system. The state-approved program is most applicable for average to bright students, either male or female. Interested high school juniors apply and participants are selected for the program from among the applicants. The Walkabout staff serve not only as teachers but also as friends and advisors to the students. Parent, student, and staff reactions to the program are positive.

Couch, L. (1992). *Let us serve them all their days: Younger volunteers serving homebound elderly persons*. (ERIC Document Reproduction Service No. ED356995).

This book is offered as a guide for persons interested in beginning a project where young people volunteer to work with the frail, homebound elderly. The guide presents examples of successful intergenerational projects, the lessons learned from those projects, the elements needed for a successful project, and a step-by-step approach for initiating new projects. Profiles of selected projects along with the names and phone numbers of project directors are provided. The projects profiled are organized into the following categories: help/maintenance projects, meal delivery projects, home service projects, telephone reassurance projects, and other service projects. The guide also contains the views of leaders in the field of intergenerational projects on initiating and expanding projects. A list of resource persons also is included.

Cuyahoga Special Education Service Center, Council for Exceptional Children, Ohio Federation; Ohio State Department of Education & Columbus Division of Special Education. (1992).

The utilization of high school students as volunteers in special education: Student manual. (ERIC Document Reproduction Service No. ED351816).

This booklet is intended for Ohio high school volunteers who assist in special education programs and who are members of high school chapters of the Council for Exceptional Children (CEC). The first section considers the decision to become a volunteer and includes two surveys concerning attitudes toward persons with disabilities and attitudes and knowledge regarding services to individuals with disabilities. The next section provides definitions of 11 disabilities and specific guidelines for interacting with each category of student. The third section focuses on the personal self-esteem of the teen volunteer with four questionnaires and a sample "personal commitment contract." The role and function of the teen volunteer is focused on in the following section which includes questions to help the getting acquainted process, a sample record form, important general information, and a "disaster kit." The final section describes CEC club activities suggesting ways to build group consensus and including a teen volunteer self-rating scale, and a sample code of ethics. Additional information includes lists of four references, the Ohio Special Education Regional Resource Centers, officers of the Ohio Federation CEC, and responsible persons in Project Support.

Davis, M.T., Emery, M.J. & Lane, C. (1998). Serve to learn: Making connections in rural communities. In D. Montgomery (Ed.) *Coming together: Preparing for Rural Special Education in the 21st Century*. Conference proceedings of the American Council on Rural Special Education, Charleston, SC. (ERIC Document Reproduction Service No. ED417890).

The Center of Excellence for Rural Special Education at Clemson University (South Carolina) has developed a field-based undergraduate preservice teacher training program. During the fall and spring semesters of their senior year, preservice teachers are matched with a mentor special education teacher for 2 weeks in a rural school district of the type in which they are likely to find employment. Differing markedly from areas near the

university, these districts have poor health care, large African American populations, and high rates of poverty and at-risk factors for school failure. The preservice teachers stay in homes of community families, and through the implementation of a service learning project, identify community needs and incorporate them into a meaningful school curriculum. Much of the impact of schools in rural communities depends on the strength of the school-community connection, and service learning can strengthen the interaction between classroom and community. The four stages of service learning projects are discussed, as well as how service learning uses the rural community as a curriculum resource, provides students with an opportunity to participate in job development, addresses community social and welfare needs, helps adults realize that schooling is a lifelong activity, enhances intergenerational ties, and demonstrates that caring for others and the community are characteristics of responsible adults. Figures depict the integration of service learning into the IEP and service learning responses to community problems.

DeMoll, L.E. (1983). *Volunteerism and social work practice*. Paper presented at the Annual Meeting of the Southwestern Social Science Association, Houston, TX. (ERIC Document Reproduction Service No. ED238744).

Because of publicity given to volunteerism by the Reagan administration, increasing attention is being paid to the role of voluntary programs in human services. National volunteer agencies have become critical of professional social workers' resistance to dealing with volunteers. Social work schools are being urged to include more courses on volunteerism and volunteer administration in their curricula. According to a 1979 report, not a single college offered an academic degree in volunteer administration. A recent project, *Voluntarism and Social Work Practice*, sponsored largely by volunteer agencies, focused on developing teaching materials on volunteerism and making recommendations for curriculum development regarding volunteerism. Six social work schools--the Universities of Atlanta, Texas (at Austin), Maryland (at Baltimore), California (at Berkeley), Toronto, and Case Western Reserve--participated in the project, in which networks of faculty and local volunteer association representatives met to discuss mutual

concerns. Results indicated that schools provided few opportunities for students to do field work with volunteers or study the role of the volunteer. Findings also indicated that social workers do resist using volunteers, probably out of job insecurity. As a result of this project, several schools have instituted courses related to volunteerism in social work.

Duttweiler, P.C. (Ed.). (2000). *Providing a helping hand: Special report on standards, assessment, accountability and interventions*. (Report No. 3). (ERIC Document Reproduction Service No. ED445387).

This series of special reports argues that states must use their newly established, more rigorous standards to (1) provide teachers with the skills and knowledge required to teach to the higher academic standards and (2) provide students with additional opportunities to learn and to achieve the higher standards. This report presents a number of intervention strategies that have proved effective in helping students increase their academic performance. The National Dropout Prevention Center has identified five levels of strategies for addressing the problems encountered in educating students in at-risk situations: systematic renewal, prevention, mediation, intervention, and recovery. This report explores mediation strategies, such as, parent and family involvement, multiple intelligences, service learning, and technology. Under intervention strategies it discusses alternative schooling, mentoring programs, and out-of-school experiences. (Contains 30 references.)

Eberly, D. (Ed.) (1991). *National youth service: A democratic institution for the 21st century*. (ERIC Document Reproduction Service No. ED337855).

Proceedings from a conference to explore issues in moving toward a new institution for national youth service are presented in this booklet. Chapter 1 presents a historical overview of youth participation in the United States, focusing on trends in the labor market, schooling, incarceration, and social problems. The assertion is made that due to

population and technological influences on labor supply and demand, schools no longer effectively socialize or control youth. Therefore, the development of alternative institutions, such as a diverse and voluntary national youth service, must be considered. Chapter 2 defines a national youth service as the manifestation of mutual responsibility between the nation and its young people and describes new roles and responsibilities for formal education, citizenship, the public and private sectors, and volunteerism. Responses to the papers presented in the first two chapters are offered in the third chapter, which reviews changes in youth service since 1988, establishes essential aspects of national youth service, and discusses ways to increase public involvement. A unanimous conclusion is that youth service is needed as a democratic, nationwide institution. References accompany each chapter. Appendices include a list of conference participants and a bibliographical essay.

Enterprises for New Directions, Inc., ACTION, Office of Policy Research and Evaluation.

(1990). *Building better communities with student volunteers: An evaluation report on the student community service program*. (ERIC Document Reproduction Service No. ED338754).

As the first awardees in the Student Community Service (SCS) program conclude their third and final year of funding and as SCS becomes an established part of ACTION's system of volunteer opportunities, it seems a proper time to evaluate the program. This evaluation examines whether the SCS has made a difference in the host communities served, and whether it has met its basic goals to nourish student voluntarism through local projects. The SCS encourages full-time high school or college students to undertake community service in low-income communities. In 1987 ACTION, the Federal Domestic Volunteer Agency, funded 55 projects under the SCS, 44 of which received third-year grants in 1989. In all, ACTION has funded 138 projects in its 3-year history, with 121 of these projects active through 1989. This evaluation looks at 40 projects that, in 1989, enrolled 20,505 students (about 25% high school students), who provided 335,095 service hours during the year. Student volunteers are a valuable resource in their

communities, making possible many services that could not otherwise be provided. The volunteers themselves gained a diversity of benefits from their service. Current volunteers are proving to be effective recruiters for the programs, and most project directors believe that their efforts will continue following the end of ACTION support. This paper includes 5 bar graphs and 10 tables. A reference list cites 21 sources.

Evenson, J. (1979). *Extending experience-based career education to handicapped students: An overview of the mainstreaming approach*. (ERIC Document Reproduction Service No. ED173976).

The paper discusses the appropriateness for handicapped students of Experience-Based Career Education (EBCE), a flexible high school program of highly individualized learning that utilizes direct experience in work and community settings to promote growth in basic academic skills, self-reliance, and career awareness. The need for expanded career education and education in life skills for handicapped individuals is considered in terms of legal requirements (particularly those of P.L. 94-142, the Education for All Handicapped Children Act; P.L. 94-482, the Vocational Education Act Amendments of 1976; and Section 504 of the Rehabilitation Act of 1973) and the learning requirements of handicapped students. EBCE's core features and the outcomes it offers are looked at, and some of the planning needs and adaptive steps to consider in incorporating handicapped students into ongoing EBCE programs are considered. It is pointed out that since EBCE is already highly individualized, handicapped students can be incorporated into the program through further extending its capacity to meet individual student needs, without changing the overall structure and purposes of the program.

Exley, R.J. (1995). *Partners in action & learning 1994-1995 annual report*. (ERIC Document Reproduction Service No. ED386223).

The Partners in Action and Learning Program at Florida's Miami-Dade Community College (M-DCC) was established in 1994 to aid the integration of service learning into

the college's general education curricula. Goals for the first year of the program included the establishment of service-learning centers at MDCC's Homestead and Medical Center campuses, implementation of a college-wide mini-grant program, and establishment of a college committee on service-learning. During fall 1994, in its first term of operation, over 80 faculty members attended service-learning workshops; 15 faculty were awarded mini-grants; and 15 faculty and professional staff participated in a service-learning conference. In winter 1995, the service-learning centers placed 755 M-DCC students at 145 agencies throughout Dade County to provide nearly 21,000 hours of community service. An evaluation of first-year program outcomes, based on interviews with 65 participants and surveys of 428 students and 49 agencies, included the following results: (1) 72% of students were female and 68% were under the age of 26; (2) 73% became involved for class credit, 60% were motivated by the desire to help others, and 59% were looking for new experiences; (3) students expressed a great deal of satisfaction with agency placements, giving an average mean rating of 4.49 on a 5-point scale on 5 key items; and (4) 98% of the agencies agreed or strongly agreed that their overall experience was positive. Includes participant comments and a financial report. Interview questions, survey instruments, and tabled responses are appended.

Eyler, J., Giles, D. E., & Braxton, J. (1997). *Report of a national study comparing the impacts of service-learning program characteristics on post secondary students*. Paper presented at the Annual Meeting of American Educational Research Association, Chicago, IL. (ERIC Document Reproduction Service No. ED408505).

The Comparing Models of Service-Learning project surveyed the impact of service-learning programs on students' citizenship values, skills, attitudes, and understanding nationwide. Data were obtained from 1,136 pre- and post-surveys of students who participated in service learning and 408 of their classmates who did not select service-learning options at 30 colleges and universities, as well as interviews with 65 students from 6 colleges at the start and end of the spring term. Findings indicated students who chose to participate in service-learning experiences and those who did not differed

significantly on the pretest measure of virtually every outcome. Students who chose these activities were already much higher on each measure and the differences were sometimes substantial. Given these differences, colleges that hope that community service will add to the educational value of their programs may want to consider integrating these opportunities into their core curriculum. Service-learning programs appeared to have an impact on students' attitudes, values, skills, and perceptions even over the relatively brief period of a semester. The quality of the placement and its connection to the subject matter of the course had an impact on students' perceptions of what they get out of the program, on their relationships with faculty and other students, and on changes in their attitudes, skills, values, and conceptions of community issues. (Seven data tables are appended.)

Eyler, J. (1997). *Service-learning and the development of reflective judgment*. Paper presented at the Annual Meeting of American Educational Research Association, Chicago, IL. (ERIC Document Reproduction Service No. ED408507).

A study explored the application of reflective judgment theory to the types of problem solving faced by students in community service placements. It also tested the impact of different service-learning experiences on growth in reflective judgment over the course of a semester. Participants were 66 students in 6 colleges and universities. They were interviewed at the beginning and end of their service-learning semester using a problem-solving protocol based on issues with which they were dealing in their service. Although service alone did not appear to contribute to development of more complex reflective judgment, students who were in well-integrated and highly reflective service-learning classes were significantly more likely to demonstrate growth than those in moderate or low intensity service-learning experiences. (Appendixes contain 18 references, 2 tables, and 3 figures.)

Eyler, J. (1997). *Service-learning and the development of expert citizens*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL. (ERIC Document Reproduction Service No. ED408506).

A research project used data from a national comparative study to examine whether service learning improved students' problem solving or contributed to a more complex understanding of social issues. In a pilot study, students with no, limited, and intensive service-learning experience were interviewed about a social problem and how they would solve it. When the interviews were analyzed for differences, a number of themes emerged. The students with extensive experience and well-integrated service learning tended to approach the social problems related to their service in a more complex and thorough way and were more likely to have well-developed strategies for citizenship action than those with limited experience. In a more systematic study, an interview protocol was designed to allow students to analyze problems related to their service both before and after their service learning semester. Subjects were 55 college students from 6 colleges who were interviewed at the start and end of the spring semester of 1996, most of whom participated in either an intensive service-learning class where the service was integrated into the course or in a class where service was an option, and 12 students in classes with service options who did not choose the option. Expertise in social problem solving and community action resulted from service learning, and careful integration of service into the course rather than making it an option helped instructors design more effective community-based instruction. (Contains 13 references.)

Fenzel, L. M. & Leary, T.P. (1997). *Evaluating outcomes of service-learning courses at a parochial college*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL. (ERIC Document Reproduction Service No. ED410281).

Many colleges and universities are using a service-learning paradigm to structure service learning experiences for their students to reinforce and enhance the understanding of course material. Two studies were undertaken at a parochial college to address the benefits to students who perform service as part of their curricular studies. In the first study, 28 students in an introductory philosophy course with a service and reflection

component, and 28 comparisons in a course without service learning were compared. In the second study, 134 students in 6 classes completed questionnaires about service experience. Results demonstrate the difficulties of demonstrating benefits of service learning, but show that using comparison groups is a useful approach. Results from quantitative and qualitative analyses show that service learning has benefits for late adolescents, and that engaging in service learning may benefit older and younger students in different ways. Students in the service section of the first study did not report greater gains in attitudes toward personal and social responsibility, but they did appear to have more compassion toward the disadvantaged, more commitment to community work, and a greater belief that they could make a difference. The second study shows that performing service affects students and that the kinds of effects depend, at least in part, on the number, if not the types, of service experiences. Results also suggest that courses that include reflection as a central feature stimulate students' thinking about issues of justice and faith and can effect student decisions about postgraduate plans. (Contains 13 references.)

Fertman, C.I., Buchen, I., & Long, J. (1993). *The Pennsylvania serve-America grant: Implementation and impact, year 1*. (ERIC Document Reproduction Service No. ED362693).

Under Subtitle B Part I, Serve-America, of the National and Community Service Act of 1990, \$1.1 million was awarded to fund 44 school-based service-learning programs in Pennsylvania. A study collected data on program implementation and impact on students, Serve-America coordinators, and supervisors during visits to 43 sites and at meetings with site coordinators. Disseminator (schools and community-based organizations) and minigrant (service-learning) programs were funded. Five variables were evaluated as indicators of implementation: organizational commitment, integration, parental support, advisory councils, and materials. Ten percent of all programs benefited from all five variables being strong and reinforcing. More than 50 percent were implemented as planned. Generally, students expressed satisfaction, but their dissatisfactions included

lack of support from school staff and other students, not enough time at sites, and insufficient clarity concerning the program and their roles. The program increased coordinators' personal satisfaction and excitement, but added stress and work. Service-learning had both a positive and negative impact on supervisors. Stressors were longevity and institutionalization of the programs, loss of funding, and involvement of all students. Challenges were identified, and recommendations were made to develop a vision statement and a work plan. Three elements of an evaluation system were already in place: empowered evaluation, tracking and monitoring, and mentoring/consultant infrastructure.

Fertman, C.I. & Chubb, N.H. (1990). *Evaluation of the effects of a personal empowerment program for adolescents*. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, MA. (ERIC Document Reproduction Service No. ED317930).

The ecological perspective holds that community and school activities are a rare product of interaction among adolescents, communities, families, and schools. This study was designed to assess the outcomes of a personal empowerment program. The sample consisted of 25 male and 27 female ninth grade students. Students took a pretest and received a total activities score which represented the degree to which they were involved in organized activities at school and in their communities. Subjects were selected from the middle range of activity participation and then randomly assigned to the experimental or control group. Nineteen students completed a 1-week summer workshop on personal empowerment with follow-up sessions during the school year. The summer workshop consisted of small and large group activities focused on leadership, communications, assertiveness, stress management, and decision-making. Students took a posttest 6 months following the week-long workshop. Results indicated that the effect of the personal empowerment program was to maintain the experimental group's level of activity participation while the control group decreased its level of participation. No significant differences were found at posttest for locus of control or self-esteem. The

value of the findings in general is that participation in activities, at least by adolescents with moderate activity involvement, can be affected, even through a fairly simple and short intervention.

Foreman, C.W. (1996). *Service-learning in the small group communication class*. Paper presented at the Annual Meeting of the Speech Communication Association, San Diego, CA. (ERIC Document Reproduction Service No. ED404680).

It is difficult for a student to understand small group communication and the role communication plays in making an experience a positive or negative one until he or she is actually involved in small group experience. Such goes the argument for experiential learning in the classroom. By incorporating a service-learning component into the classroom, the simulation phase is replaced by the actual experience of the real world. In one experiential learning project, five community non-profit agencies were invited to the classroom to talk about their agencies and discuss a "problem" they could use assistance in solving. Most of the problems had to do with image, communication, or publicity. After listening to the presentations of the different agencies, students selected one to work for and small groups were formed. A brief description of each of the five projects indicates a wide range of success. To determine if students were learning anything from the experience, two written projects, a journal and a final reflection paper, were assigned. In the journal writing assignment, students were asked to carefully note specific details about individual and group development. In the final paper assignments, students were asked to detail specific lessons learned about small group communication. While not all reflection goals were met, most were. Written works indicated that most students learned from the group experience

Fredericks, H.D. (1985). *Part time work for high school students*. (ERIC Document Reproduction Service No. ED270935).

A high school program to prepare severely handicapped students for supported community work changed its original purpose, to develop jobs that would provide full time support work in the community after graduation, to include part-time possibilities. Advantages of incorporating part-time work include eliminating boredom and providing greater mobility. On the job training features a total task teaching method and attention to associated work skills. Volunteers are occasionally used in lieu of the trainer. Two-year results indicate that part-time work is a viable alternative for students with moderate and severe handicaps. Community acceptance has been high, an important factor in a school and community-based effort. Tables are appended depicting such aspects as student placements, tasks taught to students, and associated work skills.

Fusco, D.R. & Hecht, D. (1997) *Occupational preferences among middle school girls and boys participating in service learning*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL. (ERIC Document Reproduction Service No. ED415357).

A study compared the occupational preferences of middle-school girls and boys and examined whether service learning influences students' career interests. The sample included 717 middle school students at pretesting and 583 students at post testing. Boys comprised 49 percent of the sample and girls 51 percent. Students attended five different service learning schools located in or near New York City. Students worked at these types of service sites: preschools, elementary schools, senior centers, nursing homes, environmental and community projects, school-based projects, offices, and libraries. During 1992-95, the Student Service Learning Survey was completed by students before and after their service learning experience. It assessed students' beliefs and attitudes about service learning and school in three areas: psychosocial, job-related, and academic. Gender differences were found in the areas of sports, arts, medicine, and education. Service learning seemed related to girls' interests in the field of education but could not be strongly linked to pre-post participation shifts in career preferences. The geographical location of the school was less informative than particular school differences, such as

number of male teachers and student selection on the basis of interests and academic histories, particularly in math and science. (Appendixes contain 3 data tables and 19 references.)

Garman, B. (1995). *Civic education through service learning*. ERIC Digest. (ED390720).
Retrieved from ERIC database

This digest addresses the decline in the willingness of U.S. youth to participate in service to the community or nation and suggests service learning as a possible remedy for the decline. There are long-term benefits of service learning: (1) helping to build community support for education; (2) facilitating a closer bond between school, community, and home; and (3) endowing students with a sense of civic efficacy and the sense that they can have a positive impact on civic affairs. Suggestions on how to structure an effective service learning program are provided. Contains eight references.

Gaus, C. (1981). *Experiential education as an integral part of day treatment for adjudicated delinquent youth*. Paper presented at the Annual Conference of the Association of Experiential Education, Toronto, Ontario, Canada. (ERIC Document Reproduction Service No. ED269210).

The role of experiential education is the focus of this paper describing the treatment program at De La Salle Vocational, a day vocational high school for adjudicated delinquent youth. The paper begins by discussing the characteristics and needs of the students and describing the Off-Campus Program, a 3-year research model designed to address the students' need for life skills. Four off-campus, experience-based learning modules are explained: (1) stress/challenge courses adapted from Outward Bound; (2) service learning courses based on the work of the National Commission of Resources for Youth and the National Student Volunteer Program; (3) adventure learning courses combining active experiences with traditional subject areas; and (4) community based

learning that combines intensive study of one topic area while interacting in the community. The overall treatment program is illustrated through the example of a fictitious student named Rich whose experiences are used to demonstrate the integration of academic and vocational skills with experiential learning. The final part of the paper reports preliminary findings of the project evaluation, which show significant changes in both drug use and legal involvement following the treatment program. Pre- and post-treatment results are discussed for frequency of drug use, number of arrests, interpersonal maturity, family roles, self-esteem, and school problems. A list of selected references is provided.

Hamilton, S.F. (1980). *Community experiences: Contributions to adolescent learning and intellectual development*. (ERIC Document Reproduction Service No. ED195859).

Unpaid community activities have been widely recommended as learning experiences for adolescents. An evaluation was conducted of two community action learning programs, one which placed adolescents one-to-one in adult-dominated settings and the other which gave adolescents a group project to plan and carry out with adult assistance. Both programs appeared to have parental support and to give participants the opportunity to form close relationships with adults. The Experience-Based Career Education and Executive High School Intern Programs placed adolescents in work settings without pay for extended periods of time. Evaluations of these programs by several investigators found similar patterns of strong support from parents and participants without strong objective evidence of learning. Findings support the need for a more differentiated approach to learning in the community than has been taken in the past, and suggest that such learning should be viewed as complementary to classroom learning rather than as a replacement, and that unpaid experiences can offer some kinds of opportunities not usually found in jobs that are open to adolescents.

Hamilton, S. F. (1977) *Youth action to improve the environment: A 4-H community development project, 4-H leader's guide*. (ERIC Document Reproduction Service No. ED170157).

This guide is intended to assist adults working with youth in projects to improve the natural environment of their communities. Two types of environmental projects are described: (1) information projects and (2) work projects. Information projects involve youth in gathering information and then communicating it to the public and to community decision makers. Work projects are those in which young people do physical labor to improve the environment. Examples of youth-centered and adult-centered projects are given and considerations related to both are discussed. Finally, a short bibliography is presented.

Hamilton, S.F. (1979). *Evaluating experiential learning programs*. (ERIC Document Reproduction Service No. ED170357).

Suggestions for evaluating experiential learning programs, especially the effects of various forms of experiential learning on different types of learners, are discussed. Evaluation designs currently in use involve a four-tier hierarchy: (1) participant responses; (2) use of measurement instruments; (3) attribution of measurable effects to a particular program; and (4) attribution of particular effects to various properties of a program. The author believes there has been little success in tiers three and four of the hierarchy. Recommendations for future evaluation studies at level four are proposed, including the development of measurement instruments and research design. Types of needed measurement instruments include developmental interviews and direct observations of behavior. Research design recommendations apply to programs with specific objectives, and include use of pilot programs, contrived experiments in which programs are specifically developed for evaluation purposes, and researcher-program staff cooperation to plan programs which can be evaluated experimentally. Questions to be addressed in developing the research design concern learner characteristics and school

performance, and whether students are participating in adult-directed activities, or in student directed programs in order to achieve student-initiated goals.

Hamilton, S.F. & Fenzel, L.M. (1987). *The effect of volunteer experience on early adolescents' social development*. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC. (ERIC Document Reproduction Service No. ED282086).

A study explored the effects of participation in two kinds of volunteer activities--community service and child care--on adolescents' attitudes toward social and personal responsibility skill development and knowledge acquisition. It was part of an evaluation of the New York State 4-H Youth Volunteers Program. Written questionnaires, interviews with 73 participants, and testimony from 11 adult supervisors were used to document such effects. Results showed that girls and community service project participants gained more positive attitudes than did boys or child care volunteers. Ninety percent of the participants indicated the likelihood of continued volunteer work; nearly all volunteers reported gains in skills and knowledge. Adults involved in the program saw adolescents becoming more confident of their abilities, learning to make decisions and work with children, and gaining in other ways that varied according to participants' individual needs and experiences.

Harmon, H. L. (1996). *Work-based, community service-learning activities for students in rural America*. (ERIC Document Reproduction Service No. ED411124).

This resource guide provides information on community service-learning activities for rural students. The guide is based on focus-group sessions in which participants from five rural Appalachian counties identified community service activities that would enhance students' academic success, improve their transition from school to work, and address the development needs of rural communities. Participants included representatives of business and labor, educators, officials of tech prep and school-to-work programs, and

community economic development leaders. Selected sites were counties that had applied to be designated as a federal rural Empowerment Zone or Enterprise Community or counties that had a high school implementing a tech prep curriculum. Sites represented various economic bases. The guide describes the major community and economic development issues and related student service-learning activities for each of the five sites. Tables list the activities, along with each activity's skill development rating assigned by focus-group participants and the academic value rating assigned by high school teachers. Also included are a directory of 30 Internet sites related to service learning, community service and volunteerism, and state commissions on community service, and 16 abstracts of documents related to community service-learning available through ERIC. The appendix includes demographic information on the five sites.

Harrington, D. (1983). *Towards excellence: Developing high standards in youth programs*. (ERIC Document Reproduction Service No. ED240187).

Examination of four programs in which young people have consistently excelled shows common elements, despite differences in setting, population, and goals. The four programs, which exemplify problem solving, peer counseling, community service, and communication respectively, include: (1) the Youth Action Program in New York City, a community improvement program created and run by East Harlem youth with the help of adult facilitators; (2) the Rap Room, located in a Hartsdale, New York, high school, a drop-in peer counseling center staffed by students trained by a school psychologist; (3) the Family Life Theatre in New York City, in which, with the help of adult mentors, high school students develop and present short skits on health-related issues for other young people and community groups; and (4) Youth Communication/Chicago Center in Chicago, Illinois, in which teenagers, with the help of adult facilitators, work to promote positive ideas about the role of adolescents in society. Elements common to all, and which seem to be requisites for excellence, are meaningful and challenging work, a collaborative group that allows for both structure and flexibility and provides responsible

roles for youth, facilitating roles for adults that permit careful preparation and training of youth, opportunities for reflection, and rewards for excellence.

Harrington, D. & Schine, J. (1989). *Connections: Service learning in middle grades: A survey conducted by the early adolescent helper program*. (ERIC Document Reproduction Service No. ED322256).

This survey explores community service programs involving early adolescents. School-based programs are emphasized. The following programs were selected as models of appropriate service learning and are described in detail: (1) Friendly PEERsuasion, a peer tutoring program in Arlington (Texas); (2) The Peer Counseling Program in Oakland (California); (3) Resolving Conflict Creatively, a peer mediation program in New York (New York); (4) The Jones-Village Partnership Program, which pairs adolescents with senior citizens in Upper Arlington (Ohio); (5) The Early Adolescent Helper Program, in which young adolescents play several helping roles in New York (New York), Phoenix (Arizona), and other cities; (6) The Community Service Program, in which all middle school students in Shoreham (New York) perform a variety of services; and (7) The Youth Leadership Program for "problem students" in Camden (New Jersey). The following selection criteria were applied: (1) services are recognized as "real" by participants and those they serve; (2) adolescents are given genuine responsibilities and accountability; (3) youngsters practice decision-making and problem-solving; (4) the program includes a strong learning component; and (5) adult facilitators are sensitive to and knowledgeable about young adolescents. Eight additional programs are sketched in less detail, each following the major case study in which young people play similar roles. Based on an analysis of participant roles and common program elements and obstacles, recommendations are suggested in the following areas: (1) program development; (2) policy formation; (3) staffing; (4) community action programs; (5) school-based programs; and (6) the need for a national resource center/clearinghouse. A list of 22 references and a list of nine resources are appended.

Hart, R. A. (1980). *A manual of mosquito control projects and committee assignments for 4-H and scouts biology class projects, organized community service programs, and individuals interested in environmental management*. (ERIC Document Reproduction Service No. ED207797).

The mosquito control projects presented in this manual were prepared from an educational viewpoint and are intended for use by students in 4-H and Scouts and as a supplement to high school and college biology course work. The major emphasis of the projects is on integrated pest management, an approach utilizing cost-effective control methods which minimize environmental and health risks. Projects are organized into three sections: (1) "Getting Organized Projects," which are primarily educational or recreational and when taken collectively contribute toward reducing the numbers of mosquitoes; (2) "Control Projects," including map making, breeding site location and plotting, and collecting and identifying flying mosquitoes; and (3) "Research Projects," fostering the development of better control methods for local conditions by emphasizing the sampling of mosquito populations in such a way that meaningful descriptions and predictions can be made of the effects of control methods.

Hayes, E. & Cuban, S. (1996). *Border pedagogy: A critical framework for service learning*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, N.Y. (ERIC Document Reproduction Service No. ED393992).

The general focus of a course on adult literacy and community service at a large state university was to increase students' understanding of adult literacy as a societal issue and to support their involvement as tutors in local adult literacy programs. To understand what students learned from their experience in the course, the instructors began collecting and analyzing various source material. They also began developing case studies of individual tutors and their learning experiences. As the instructors analyzed the accounts of the tutors, they became interested in how the service learning experience provided opportunities for the tutors to adopt a more critical perspective on common assumptions

about adult literacy students, dominant tutoring practices, and the structures of schooling. They reviewed tutors' case profiles and original source material to see if they could identify forms of resistance to dominant practices or beliefs. In more recent work associated with critical postmodernism and educational theory, they found the concepts of border and border crossing. They found that the metaphors of border crossing and borderlands could illuminate the service learning experience for students. These metaphors suggested how service learning helps students with the following: understanding their own culture in new ways, appreciating cultural differences, becoming more critically aware of social inequities and power relations, and envisioning a more democratic society. (Contains 12 references.)

Hedin, D. (1983). *The impact of experience on academic learning: A summary of theories and review of recent research*. (ERIC Document Reproduction Service No. ED250356).

This review of the relationship between experiential education and intellectual development/academic learning is organized as follows: first, the theoretical arguments are presented, followed by a review of recent related research. It focuses primarily on experiential education for secondary students, though research on college-level programs is very briefly summarized. The theoretical case considers experiential education as a method of learning, as a guard against meaningless abstraction, as an extension of one's world, and as a stimulus for personal learning. Experiential learning may be viewed as a mode of learning, as a process, or as a style of learning. While the strength of the theoretical case for intellectual development through experiential education is substantial, empirical research to validate these claims is of a more modest scale. The empirical research does underscore two important points: (1) experience-based programs are series of program experiences shaped by individualistic motives; and (2) experiential education programs are often a hidden curriculum expressed largely through vague and imprecise goals.

Henderson, B., Mehta, S. & Elrick, M. (1996) *A practitioner's look at research: Experientially based practitioner-friendly program assessment measurement tools*. (ERIC Document Reproduction Service No. ED416058).

School-based outdoor and experiential programs face an increasing demand from outside interests for research-based accountability. This paper suggests that both research and practice are strengthened by researcher-practitioner partnerships and by practitioners conducting their own research. Three modest qualitative research designs are explored as viable tools for practitioner research. In the first study, concept mapping was used to examine students' experiences in the conventional school setting and in the Community Environmental Leadership Programme (CELP), an integrated outdoor experiential program in a Guelph (Ontario, Canada) high school. Students constructed concept maps of their perspectives on schooling before and after CELP. Concept maps are unique in providing researchers with complex information for program assessment while remaining a student-controlled activity. This tool's effectiveness may lie in the fact that concept maps allow students to reflect on their experiences with the personal language that they have constructed. The following year, CELP students wrote short stories about themselves and school, at the beginning and end of the program. With both approaches, student responses were honest and stimulating for the teacher, but concept mapping appeared to be more fun and more liberating for students than the story approach. In the third study, an experiential practitioner who had collected student journal work for 10 years realized that the work was data and could be used to save his program from cutbacks.

Hill, D. & Pope, D.C. (1995). *Establishing a beachhead: Service learning at Stanford: Are school-university-community partnerships worth the struggle? Service learning: A case study*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA. (ERIC Document Reproduction Service No. ED383902).

Part 1 of this paper briefly describes the Service Learning 2000 partnership that joined Stanford University, K-12 schools, and community organizations in a collaborative effort to promote service learning throughout California. In part 2, the paper examines how the Service Learning 2000 Center has established a niche for service learning at the Stanford University School of Education during the past 3 years. It traces the development of specific goals for working with the university, the strategies used to pursue these goals, and the struggles encountered along the way. In the final section, the nature of the collaboration is discussed with an eye to answering the question: "Is fostering productive collaboration with the Stanford School of Education [in establishing service learning] worth the struggle?" The paper suggests that benefits are emerging, but the question is yet to be answered

Hollums, D. (1970). *An idea (like a seedling) grows: Genesis and development of outdoor/conservation education in Bloomfield Hills, Michigan*. (ERIC Document Reproduction Service No. ED046566).

The document describes how outdoor education in the Bloomfield Hills School District of Michigan can be traced to 1957, when elementary school students participated in a resident outdoor school experience for a week. In 1968, a committee on outdoor education was formally organized. The committee developed a rationale and objectives for outdoor education for the Bloomfield Hills schools. The broad objective topics which provide the rationale are: (1) an appreciation of natural resources; (2) improved instruction in science, language, arts, social studies; (3) development of recreational skills in the outdoors; (4) social experience; (5) community service; and (6) aesthetic awareness. In the document, it is noted that the outdoor/conservation education program and facilities are essential to this community, since the city has no public parks or recreation areas, and the school sites must serve as neighborhood parks. Future plans relate to youth involvement in the development of facilities, the development of a school garden-farm program, and informing patrons of the school district as to program progress.

Howe II, H. (1989). *Voluntary services for young Americans*. (ERIC Document Reproduction Service No. ED310182).

Volunteers can make significant contributions in service to children and youth both by working on behalf of education and by augmenting the learning that schools provide. The merger of the National School Volunteer Program and the National Symposium on Partnerships in Education to form the National Association of Partners in Education is seen as an important development for voluntary activity and advocacy for youth. This presentation addresses four major points. First, the gap between adults and young people, due in part to changes in family structure and the inability of schools to cope with complex problems, calls for increased intervention and initiatives by volunteers. Second, mentoring programs can position volunteers to assist the educational enterprise by providing tutorial, social, and personal support; the role of caring adults is seen as increasingly important in the lives of young people. Third, fundamental principles underlying volunteer work with schools and young people include the notions of responsibility to the community and "interconnectedness," and voluntarism should promote commitment to helping others, as well as academic success, as integral to growth to maturity. Fourth, voluntarism in the schools must be expanded to other aspects of the lives of children and youth through links to the family and community.

Hudson, W.E. (1995). *Combining community service and the study of American public policy*. Paper presented at the Annual Meeting of American Political Science Association, Chicago, IL. (ERIC Document Reproduction Service No. ED389638).

Students can learn the value of public service by participating in service learning projects. Through a service learning component, students gain a personal understanding of the public sector and experience with current public issues. In this study students and teachers were assisted by service coordinators who arranged for students to experience

different fields of work. At first students were not eager to participate, but once involved, they became enthusiastic. This involvement achieved positive results as students gained a broad understanding about public issues and valuable experience. Many students offered more of their time than was required. Overall, students attained important personal growth from their experiences.

Institutional Development and Economic Affairs Service, Inc. (1983). *A sense of pride: Establishing a Foxfire adapted model of experientially based career education for handicapped youth*. (ERIC Document Reproduction Service No. ED244504).

The progress and achievements are detailed of three sites that implemented a modified Foxfire approach (a community-based experiential learning model involving students in community research, interviewing, writing, publishing, and marketing their own magazine). Handicapped high schoolers interviewed and photographed successful handicapped adults, and wrote articles on service providers and community resources. The model emphasizes career education concepts, basic skills attainment, and affective development. Each of the four replication sites in Colorado is described in terms of summary accomplishments, program structure (project staff, student participants, project activities, facilities), parent participation, advisory councils, administrative support, community support, and evaluation. A second section reviews dissemination activities, including collaboration with colleges to offer practica. Information on evaluation is divided into program assessment and responsive evaluation. A concluding section describes primary conditions (such as administrative support and appropriate instructional staffing) that contribute to successful implementation of the model.

Jackson, C. D. (1987). *The link between learning and earning: A comprehensive service delivery model designed to improve the quality of life of high school dropouts and "at risk" youth*. (ERIC Document Reproduction Service No. ED300515).

Many youth face the following educational and economic barriers to success: (1) increased high school dropout rates; (2) adolescent pregnancy; (3) chronic unemployment; (4) poverty; (5) drug abuse; (6) suicide; and (7) crime and delinquency. The Atlantic Community College (New Jersey) Youth Corps Program, a successful conservation and service corps program serving out-of-school youth between the ages of 16 and 25, illustrates the important link between earning and learning. The program is the newest of 15 New Jersey Youth Corps programs, developed by the State to combat unemployment and illiteracy. Participants are exposed to comprehensive educational and vocational experiences, including significant contact with caring and committed adults. Project components include the following: (1) Intake; (2) Orientation and Screening; (3) Breakaway Curriculum; (4) Community Service Projects; (5) Basic Skills; (6) Supportive Services; (7) Student Council and Alumni Association; and (8) Graduation and Achievement Awards Ceremony. Among other cited benefits to students and employers, participants who were tested after completing 100 hours of the program showed a general improvement in grade equivalency levels ranging from .01 to 2.0. A brief list of references is included.

Jastrzab, J. (1996). *Evaluation of national and community service programs: Impacts of service: Final report on the evaluation of American Conservation and Youth Service Corps*. (ERIC Document Reproduction Service No. ED400420).

The impact of the Conservation and Youth Services Corps on communities and program participants was evaluated by studying eight corps programs, which were located in the following areas: Washington State; New York City; Greater Miami, Florida; Santa Clara, California; Boston, Massachusetts; Camden County, New Jersey; Baltimore, Maryland; and Milwaukee, Wisconsin. Collectively, the 8 programs enrolled 2,382 participants (14% of all participants funded by the Commission on National and Community Service during the study period). Information collected through site visits and surveys of participants, sponsoring/host agencies, and service beneficiaries was used to conduct a cost-benefit analysis of the programs and estimate their impacts on participants and the

community. The programs' overall net monetary benefit to participants was estimated at \$4.03 per service hour, whereas the net costs to the rest of society were estimated at \$2.99 per service hour. Nearly 80% of program sponsors rated the quality of services provided by participants as good or excellent, and 69% of the program beneficiaries (including students, disadvantaged populations, senior citizens, and disabled individuals) rated the quality of work performed as good, very good, or excellent. The corps programs were found to have generally positive, albeit somewhat limited, impacts on program participants. (Fifteen tables/figures are included.)

Kahne, J. & Westheimer, J. (1996) In the service of what? The politics of service learning. *Phi Delta Kappan*, 77(9). (EJ524359). Retrieved from ERIC database.

The difference between charity and change provides an important conceptual distinction for those analyzing service-learning curricula and learning objectives. In the moral domain, service-learning activities tend toward giving or caring; in the political domain, such activities can embrace either civic duty or social reconstruction; in the intellectual domain, service learning should be a transformational experience. (32 references)

Kiel, D.H. (1972). *Student learning through community involvement: A report on three studies of the service-learning model*. (ERIC Document Reproduction Service No. ED080051).

This document investigates the educational impact of service-learning internships arranged in North Carolina. Emphasis is placed on what students report they learn in service-learning internships and what conditions support those learnings. Results indicate the learning benefits most frequently felt by student interns was (1) the development of more hopeful, knowledgeable and concerned attitudes toward community problem-

solving, (2) increased motivation to work and learn in communities, (3) the opportunity for personal learning in the realm of action, and (4) immediate impact on student intern behavior and plans of the future. The learning impact of the internship is, however, greatly reduced by the lack of appropriate follow-up when the student returns to campus.

Kiernan, H. (1990). *Teaching civic identity and civic writing in the information age*. (ERIC Document Reproduction Service No. ED348340).

Given the increasingly multi-ethnic school population and the lack of democratic political traditions in many students' cultural backgrounds, new ways to educate for citizenship are essential. The paper recommends developing multidisciplinary approaches to teaching civic identity and civic writing. It describes how a New Jersey school district introduced civic writing activities directly linked to local history and community issues, combining public and individual experiences with high school student commitment. The planning team agreed that the English, social studies, and science departments would work cooperatively to assess student research writing. They considered: topics that would address ways to build a sense of community within the student body; ways to develop participatory and responsible civic behavior; and methods of teaching skills, values, and attitudes to prepare students for the future. The multidisciplinary themes they chose were environmental issues, local history, and multicultural studies and global issues. Besides completing question-driven research projects, students were encouraged to participate in local community service projects. The article offers nine recommendations to help transform the current research process that relies on thesis writing into a viable question-driven design. It suggests that combining academic discourse with community service provides the social and political glue to enhance students' personal development with civic responsibility.

Kinsley, C.W., Southworth, A. & Boston, B.O. (1999). *Service-learning: An education strategy for preventing school violence*. (ERIC Document Reproduction Service No. ED445962).

This issue paper proposes service-learning as a practice educators can use to stem violence by creating situations in which young people experience structure, receive emotional support, have clear behavior expectations, and experience meaningful consequences to unacceptable behavior. Suggests that involvement with service-learning enhances young people's intellectual, psychological, and moral development. Includes (1) accounts of schools that integrate service-learning programs with curriculum and (2) analysis of service-learning's impact and policy implications. Lists 15 organizations and publications that are resources for service-learning materials, curriculum, and/or training and technical assistance services. 55 references.

Knefelkamp, L.L. (1992). *Is this good for our students? Two papers from the 1991 CIC Deans Institute*. (ERIC Document Reproduction Service No. ED356720).

This publication contains both a keynote address that called for a new commitment to holistic student education through reintegration of academic and student affairs and a summary of conference participants' responses to the address. The address, by L. Lee Knefelkamp, calls on academic affairs and student affairs professionals to work together to create "The Seamless Curriculum"; that is, to provide holistic student education in a return to the philosophy of higher education on which American colleges were founded. The talk draws attention to the factors that contribute to the continued separation of faculty and student affairs: specialization, pressure for research and scholarship, disdain for student personnel work on the part of academics, and financial competition. To reintegrate academic affairs and student affairs, the speaker urges joint action on multiculturalism and diversity, experiential and service learning, assessment, campus athletics, and the graduate education of both professions. The second paper, prepared by the Collaborative Writing Group of the Council of Independent Colleges, presents the responses of chief student affairs officers and chief academic affairs officers to the keynote ideas. These focus primarily on barriers to communication between the two areas, characteristics of successful cooperative programs, and experiences that would

create the ideal graduate in the vision of private college educators. Contains a table summarizing the responses and 12 notes.

Lane, B. & Dorfman, D. (1997). *Strengthening community networks: The basis for sustainable community renewal*. (ERIC Document Reproduction Service No. ED444777).

This report describes principles of community organization that can contribute to sustainable community renewal. Community is composed of social networks which form the community infrastructure. Relationships among people with the same roles are passive; relationships that cross role boundaries are active. Communities that exhibit active relationships have the greatest potential for sustainable community action and renewal. Active relationships develop when an atmosphere conducive to democratic participation is available to all interested community members. Social capital is a measurement of the levels of social trust and active relationships present in the community. Social infrastructure can be likened to social capital, and components of social infrastructure that apply to the rural context are outlined that revolve around trust and acceptance of diversity. Two tools that contribute to the creation and application of social capital, particularly in the rural context, are dialogue and school-community interaction. The process of bringing people together builds social capital, but to succeed, the process must be collaborative, not hierarchical. Dialogue is the first step toward collaboration. Three centers that promote dialogue are discussed, and case studies of dialogue in practice are given. School-community interactions are important because schools, especially in rural areas, are often the strongest community institution and youth are a vital resource that must be engaged into the community. Finally, five dimensions of successful collaborative development are discussed. Appendices present dialogue centers, theoretical models of community development, and collaborative community development models. (Contains 22 references.)

Lee, L. (1997). *Civic literacy, service learning and community renewal*. ERIC Digest. (ED405913). Retrieved from ERIC database.

At a time of widespread public cynicism about social institutions, America's community colleges are striving to reconnect with the communities they serve and function as catalysts for community renewal. In a recent national survey, about a third of the colleges questioned had formalized service learning in their course work, and nearly half provided an office or campus center to coordinate service opportunities and communicate them to students. In establishing service learning and civic literacy components, faculty support is crucial, while methods that faculty can use to demonstrate the ideas behind good community citizenship include balancing course materials to reflect the values of both individual rights and community responsibility and being prepared to confront ethical issues. Trustees and administrators, for their part, can model good citizenship by working for partnerships between education, business, and the community, as well as by sharing and publicizing "best practices" in community services. These are only first steps, however, and it is important that students move from theory in the classroom to reality via service learning in their communities and that their civic literacy include an understanding of the workplace within the broader social context. Finally, community-based programming models help community colleges address the most critical issues facing their communities and can place the colleges at the heart of efforts for community renewal.

Lewis, A. (1992). Urban youth in community service: Becoming part of the solution. *ERIC/Cue Digest No. 81*. (ED351425). Retrieved from ERIC database.

This monograph looks at the field of youth service broadly and provides examples of the range of programs available for urban youth. A review of statistics on urban youth involvement nationally notes that most young people are not involved in community service, African American students perform more community service annually than any other racial group, urban schools do not push community service, and many agencies look to community service to engage low-income urban youth in positive action. Special issues for urban programs are covered, including the value of community service for

overcoming the alienation and hostility of many youth toward their community, the focus of youth corps for low-income youth on experiences directed toward job preparation, and problems of maintaining diversity in programs. Also noted are the benefits of urban service programs for youth in the form of increased academic achievement, competence, self-confidence, and self-esteem. Several programs are briefly profiled, including in-school programs, out-of-school programs, and the growth of urban youth corps. Also addressed are various federal legislative initiatives and their role in fostering these programs. (Includes 12 references.)

Lindsey, A.K. (1996). *Service-learning: "Brilliance entertained"*. (ERIC Document Reproduction Service No. ED401854).

In an effort to translate their students' inert, classroom learning into action aimed at generating a common good, a quest for citizenship, a paradigm of morality, Morris Brown College (Georgia) instituted a service learning program. One of the program's goals is to strengthen the connection between African-American institutions of higher learning and the communities in which they are located. Teachers are required to move from routine, simplistic teaching methods to that of mastery, illustrated in the application of theoretical concepts leading to the actualization of tangible results. This monograph describes the college's Reclaiming Our Community (ROC) program in photographs and text organized into sections on the planning stage, the implementation stage, the evaluation stage, and recognition. The project has included a Community Service Fair where students, faculty, and non-profit representatives discuss solving the nation's and their community's problems. The booklet includes the program's procedures for implementing volunteer student and community agency programs; Community Service-Learning Post-Assessment forms; the form for evaluating students; and the form for student use in evaluating the program.

Los Angeles Unified School District & Constitutional Rights Foundation. (1990). *Youth community service 1989-90 annual report*. (ERIC Document Reproduction Service No. ED336297).

Youth Community Service (YCS), is the largest, urban, school-based service program in the nation. Through chapters on 24 high school campuses and district-wide leadership development retreats and conferences, YCS students examine community issues, and plan, initiate, and complete community service projects. This document is a yearly publication documenting students' experience with community service, their thoughts, and ideas. The following topics are addressed: alumni news, children and our peers, environment, general projects, the homeless, leadership development, national scene, reflection, senior citizens, school roster, thanks to teachers, YCS in action, and youth policy.

Matters, L. (1990). *Intergenerational relations: Older adults and youth county extension program guide*. (ERIC Document Reproduction Service No. ED349138).

This guide describes intergenerational programs and provides ideas for initiating and implementing informal and formal interaction between youth and senior adults. Intergenerational programs can help dispel negative stereotypes that youth and older adults may have about each other. Successful programs provide rewarding experiences for both generations and opportunities for sharing skills, knowledge, experience, and promoting friendships between youth and older adults. In addition, gaps in the service network of private and public social agencies can be identified and filled through intergenerational volunteers. This guide discusses a program development process that addresses the following topics: (1) identification of top priority community needs and resources; (2) identification of a program sponsor and mobilization of volunteer resources; (3) forming a planning and advisory committee; (4) developing a plan for the program sponsor; (5) operational considerations; (6) types of projects (youth initiated, older-person initiated, and joint youth and older-person initiated; (7) project evaluation;

and (8) recommendations for planning effective intergenerational programs. Also provided are suggestions for working with senior adults and involving minorities in developing programs for the elderly. A 25-item bibliography on intergenerational relations is included.

Minnich, B.S. (1978). *4-H intergenerations project: A summary report*. (ERIC Document Reproduction Service No. ED171964).

This project was conducted as an experiment in the implementation of the guidelines set up by the agents' manual of the Texas study, SKILLS (Seniors and Kids Involved in Learning Life's Skills). Objectives of the intergenerational program included the following: (1) to further the work started by the SKILLS study, (2) to offer a variety of opportunities for helping the young and "young at heart" to develop new modes of communication, (3) to offer opportunities for interaction in a learning and helping atmosphere in a two-way relationship, (4) to develop guidelines for a learning laboratory, (5) to increase community involvement in the Cooperative Extension Service, (6) to enhance the spirit and mental well-being of older adults, (7) to develop an advisory planning committee, and (8) to identify and catalog the senior citizen organizational network within Prince George's County. Guidelines and recommendations are given for compiling the senior citizen network guide, contacting 4-H teenagers, contacting senior citizens, and bringing each together for some type of activity. (The SKILLS program description and questionnaires used by the project are appended.)

Moskowitz, J.M. (1981). *Evaluation of two service opportunity programs for junior high school students: First year results*. (ERIC Document Reproduction Service No. ED213740).

Cross-Age Tutoring and School Store, two courses combining classroom learning and application of specific skills outside the classroom are evaluated. Students in Cross-Age Tutoring were taught tutoring and communication skills and spent four days per week tutoring at nearby elementary schools; students in School Store were taught business and

interpersonal skills and operated an on campus store. These courses are examples of the "Alternatives" or "Service Opportunities" approaches to substance abuse prevention. The general goals of the courses were to foster positive attitudes and behaviors regarding self, peers, and school. These changes were expected to reduce, in subsequent years, student acceptance and use of psychoactive substances. Process data included: a survey of participants at the end of the course, observation of selected course sessions and practica, and interviews with teachers and some students from each course. Both courses (including practica) were well received by the students. Analyses of covariance did not reveal a coherent pattern of treatment effects. The lack of treatment effects was attributed to a possible failure of the courses to require sustained effort for mastery of goals, and to stimulate adequate commitment among the participating students.

Murphy, M.B. (1984). *A guide to intergenerational programs*. (ERIC Document Reproduction Service No. ED252481).

This report provides information on the content, impact, and characteristics of over 50 model intergenerational programs across the United States. It is organized along a continuum starting with programs involving the most physically capable and mobile persons and moving toward those in which the older person is in increasing need of support and service. The report provides (1) ideas for types of intergenerational programs that might be appropriate responses to local needs, (2) models of sound practice, (3) information about individuals, organizations, and clearinghouses that provide expertise in special program areas, and (4) resources on program development. Programs in the first section describe complementary ways in which the need for suitable child care has been met by older persons needing stimulation, social contact, and/or added income. Fifteen programs incorporating intergenerational programs into elementary, secondary, and higher education are described in the second and third sections. The fourth section focuses on the supportive role played by many older persons in their relationships with children and youths who are "vulnerable" (e.g., abused and/or neglected children, juvenile delinquents, and runaways). Subsequent sections describe programs involving

older persons in political action and community planning; arts, humanities, and enrichment; home sharing; grandparenting; chore services and employment; and informal family and community supports. A final section on the role of state units on aging in stimulating and promoting intergenerational programs is followed by an index of projects by title.

Murray, D.R. (1996). *Charting a new course and facilitating college and school collaboration through service learning and service leadership development*. Paper presented at the Meeting of the International Council for Innovation in Higher Education, Vancouver, British Columbia, Canada. (ERIC Document Reproduction Service No. ED402310).

This paper discusses Kentucky School Reform and its impact on higher education; how Alice Lloyd College engages with teaching practitioners to address their needs through service learning and service leadership development; and potential applications of the program in other institutions. The paper recommends that future service learning ventures: (1) should be interdisciplinary efforts involving the entire higher education community; (2) should be infused into the curriculum, course work and field experiences; (3) should be diversified in their service efforts; (4) should be continuous processes focused on goals that will improve academic and social conditions; (5) extend into out-of-school activities; (6) incorporate projects that engage people at their appropriate levels; (7) empower people to solve their own problems; and (8) promote citizenship emphasizing lifelong service as a member of a global community.

National Education Goals Panel. (1992). *Assessing citizenship: The Goal 3 Technical Planning Subgroup on citizenship report*. (ERIC Document Reproduction Service No. ED354180).

This report from the Goal 3 Technical Planning Subgroup focuses on three areas that have been identified as important to improving the citizenship education of students: community service, voter registration of 18- to 20-year-olds, and knowledge of citizenship. (The aim of Goal 3 of the National Education Goals is that by the year 2000

American students will have competency in various subject disciplines so they will be prepared for responsible citizenship, further learning and productive employment.) Within each of these three areas the report examines the available means by which assessment of student progress can be made. The recommendations made by the report include utilizing the National Assessment of Educational Progress (NAEP) to collect data in each of the three areas

Newmann, F.M. & Rutter, R.A. (1983). *The effects of high school community service programs on students' social development*. (ERIC Document Reproduction Service No. ED240043).

In recent years, commentators on socialization and adolescent development have suggested that secondary schools encourage students' participation in voluntary community service. This study, conducted in 1982-83 on students in volunteer programs and in comparison groups at eight high schools, tested whether such programs positively affect the social development of student volunteers. Through open-ended interviews, pre- and posttests, and a questionnaire, researchers compared volunteer and non-volunteer groups for: (1) students' sense of responsibility and concern for the welfare of others, (2) students' sense of competence in working on collective tasks and in dealing with adults, and (3) students' anticipated participation in adult groups and politics. Also analyzed were social development in problem-solving skills and students' perceived opportunities to take responsibility and make decisions. Findings indicate that while community service modestly increases students' sense of social responsibility and sense of personal competence, it fails to bring special benefits in sense of school responsibility, political efficacy, future affiliation, and future political participation. The conclusion is that developmental opportunities offered in regular school classes may presently have more impact on social development than specific opportunities within community programs.

Palmateer, R. (1988). *Educare: Evaluation of a transition program for culturally disadvantaged and educationally handicapped youth*. (ERIC Document Reproduction Service No. ED305791).

This executive summary describes an evaluation study of a program which provided transition services to a culturally insulated group of dropout, migrant, bilingual youth of ethnic minority origin, a significant number of whom were adjudicated, handicapped, or limited English speaking. The project utilized experiential instructional techniques to promote the subjects' integration into "mainstream" culture by enhancing educational, personal, social, and economic measures of health. The students received training in General Education Development (GED) preparation along with training in four other program components: Foxfire, Rural Employability Development for Youth, Computer Practicum, and Peer-Mentorship. When transition program participants were administered measures of personal, social, economic, and educational "health," they were found to have significantly benefited from the transition model, compared with those receiving only standard GED instruction. The executive summary briefly reviews the study background, the research problem, research subjects and setting, methodology, findings, and summary conclusions.

Parsons, C. (1993). *Removing barriers: Service learning in rural areas*. (ERIC Document Reproduction Service No. ED367511).

Rural communities can successfully integrate service learning into academic subject areas. In service learning, students develop a deeper understanding of academic subjects while engaging in meaningful service to their school or greater community. Barriers to implementing service learning in rural areas include lack of time, transportation, student supervision, and teacher experience. Schools can begin by identifying and expanding voluntary community-service activities already being done by school-age children and youth. Instructional time is not wasted when projects involve skills such as typing or

proofreading a mailing list for a service agency, monitoring the local water supply, or interviewing community residents. Innovative ways of finding transportation for students to engage in service activities are suggested. Experienced students and adult volunteers can serve as trainers and supervisors for new students entering a project. Teachers can be trained through courses in service learning or by mentors who supervise adult volunteers. Service learning in the school could involve peer tutoring, beautification projects, or light maintenance. All these activities integrate help to the community with academic skill building.

Parsons, M. & Lisman, C.D. (Eds). (1996). Promoting community renewal through civic literacy and service learning. *New Directions for Community Colleges No. 93*. (ERIC Document Reproduction Service No. ED392510).

Based on the idea that community colleges have a critical role in enhancing civic literacy through community-based programming and service learning, this volume provides descriptions of theoretical frameworks and practical models for incorporating community renewal into the college mission. The following articles are provided: (1) "Service Learning: Why Community Colleges?" by Lynn Barnett; (2) "Understanding Faculty Needs: An Institutional Imperative," by Leonard F. O'Hara; (3) "Love Yourself Enough," by Marietta McCarty; (4) "Commitment to Community: Service Learning at Miami-Dade Community College," by Robert J. Exley; (5) "Incorporating Civic Literacy into Technician Education: Why? How?" by Elizabeth A. Mathias; (6) "The Engaged Campus," by C. David Lisman; (7) "In Good Company: A Ten-Year Odyssey in Pursuit of Civic Purpose," by Nan Ottenritter and Michael H. Parsons; (8) "Community College-Community Relationships and Civic Accountability," by Rosemary Gillett-Karam; (9) "Integrating Service into a Multicultural Writing Curriculum," by Robert W. Franco; and (10) "Sources and Information: Current Programming in Civic Literacy and Community Services," by Janel Ann Soule Henriksen.

Pettigrew, B. J. (1977). *Motivating students to write: Community study*. Paper presented at the Annual Meeting of the Conference on English Education, Knoxville, TN. (ERIC Document Reproduction Service No. ED145418).

This paper describes two activities used in a course that implemented the "Foxfire" approach for studying the local community of Rock Hill, South Carolina. The first activity, a unit on the family, encouraged discussion of students' families, presented poems exploring the details of family experience, and provided the opportunity for students to compose character sketches and poems. The second activity, based on students' interviews of old people at the local senior citizens' center, resulted in written compositions about the experience. Examples of students' poems and their written interviews with senior citizens are included.

Proctor, D.R. & Haas, M.E. (1990). *A handbook of school-based community projects for student participation*. (ERIC Document Reproduction Service No. ED326467).

Giving students a sense of efficacy in the political process is one of the most important functions of social studies education. In order to enable students to assume the responsibilities of fully functioning citizens, it is important for social studies educators to encourage and foster political participation among students as part of the curriculum. This paper is the product of a literature review of school-based community service programs and a survey of individual state programs involving student participation in the community in which questionnaires were sent to all states. About 250 responses were received from state departments of education, school districts, social studies supervisors, individual teachers, and private non-profit organizations. This handbook is intended as a guide to others who are interested in developing and implementing their own programs involving student participation in the community. (Sample application, evaluation, and activity forms are appended).

Robinson, G. & Barnett, L. (1996). *Service learning and community colleges: Where we are*. (ERIC Document Reproduction Service No. ED394612).

To determine the level of involvement in service learning among community colleges, the American Association of Community Colleges (AACC) conducted a national survey of over 1,100 colleges in spring 1995. The following institutional and program profile, based on responses from 773 institutions, emerged from the survey: (1) four out of five community colleges indicated that they were interested in service learning; (2) 75% of the respondents considered community service as part of their institutional mission; (3) rural colleges were more likely to have service learning programs than urban institutions; (4) most colleges relied heavily on institutional funds to implement service learning programs; (5) curricular areas varied, but social science and humanities courses were most likely to incorporate service activities; (6) 85% of colleges providing service learning activities offered up to 10 courses with a service option; (7) the most important reason cited by respondents for success with service learning programs was faculty support, followed by administrative support and community support; (8) insufficient funding and the absence of faculty release time were the two most significant impediments to success cited by respondents; and (9) service experiences were evaluated most frequently by examining agency evaluation forms or student activity logs. Contains 13 references.

Rural Clearinghouse for Lifelong Education and Development. (1995). Service learning benefits students, communities. *Rural Clearinghouse Digest*. 2(2). (ED391620). Retrieved from ERIC database.

Service learning is a teaching tool in which students apply classroom skills to solve real problems in their communities. Community service becomes service learning when it is connected to classroom learning and contains opportunities for students to reflect upon

their experiences. In addition to enhancing learning through experience, service learning programs offer rural schools and communities an opportunity to develop new and positive connections. Profiles of service learning programs in schools and colleges illustrate the benefits that service learning provides students and communities. K-12 service learning programs in Arkansas, West Virginia, and Alabama involve youth in decision making and staff development training, leading to a sense of ownership and empowerment; allow blind and deaf students to shift roles from passive recipient to active provider of services; and link school reform to community development as student activities focus on community study, support community viability, and celebrate rural life. Service learning programs at colleges and universities include an early intervention, mentoring program that pairs college students with elementary students having similar special talents and interests; programs that promote a sense of citizenship through community development activities and foster compassion through interpersonal relationships with young children, the elderly, and diverse populations; and international exchange programs in rural communities abroad. A list of additional information sources contains 42 references, 3 Internet resources, and 13 organizations.

Ryan, M. (1999). *Standards of excellence for experiential education through internships*. (ERIC Document Reproduction Service No. ED435820).

This document presents and explains the Institute for Experiential Learning's Standards of Excellence for Experiential Education through Internships, which were developed to generate a discussion in the higher education community on the academic standards that should serve as benchmarks for assessing the elements of good practice in internship programs. Sections 1-3 discuss the following: the standards' purpose; the various programs that would be considered experiential education; and an explanation of the standards' components. The remaining eight sections, which together constitute 75% of the document, are each devoted to one of the eight standards, which address the following issues: (1) enhancing on-campus excellence; (2) attaining institutional excellence/integrity; (3) achieving program quality through academic excellence and

rigor; (4) achieving program quality through individual attention and involvement; (5) achieving program quality through appropriate internships; (6) achieving program quality through appropriate course work; (7) achieving program quality through diversity; and (8) achieving program quality through appropriate assessments. Each section includes information on the standard, its rationale, criteria for evaluating achievement of the standard, and appropriate steps for higher education institutions to take when implementing the standard. Concluding the document is a fact sheet on the Institute for Experiential Learning.

Safrit, R. D. (Ed). (1992). *Volunteer venture '92*. Proceedings of the Annual Statewide Conference on Volunteerism, Columbus, OH. (ERIC Document Reproduction Service No. ED352478).

These conference proceedings contain abstracts of papers that were submitted for presentation and descriptions of all presentations and workshops from a conference on volunteerism. Three papers are included in full. Organized in five sections, the following are included: "Building Better Young People: Powerful and Practical Techniques to Teach Youth" (Brandywein); "Engaging Youth as Volunteers" (Beugen); "Peer Counseling Programs" (Clark); "Strengthening Adult-Youth Interactions"--complete paper (Groff); "Legal Issues in Youth Volunteerism" (Colley); "Cooperation and Competition: A Volunteer's Responsibility" (Maddy); "What's in It for Youth?" (panel discussion); "Youth Leadership Skills" (Shelly); "The Role of the Community Relations Professional in Shaping the Corporate Social Vision" (Goldberg); "How to Develop an Employee Volunteer Program (Galligan); "Getting Media Coverage for Your Community" (panel discussion); "Preparing Employees for Community Leadership" (Jenkins); "Legal Ramifications of Employee Volunteer Program" (McCurley); "Gaining Management Support for Your Program" (Galligan); "Environmental Issues and Employee Involvement" (DeWein); "Involving Retirees and Labor Unions in Employee Volunteerism" (Hester, Breitenstein); "Special Events Spell Success" (Phillips); "How to

Effectively Raise Money in the 90s" (Nichols); "Serving the Diverse Community" (Richards); "Technology for the 90s--How to Choose It" (Risch); "Organizational Values and Culture" (Shullman); "High Tech, Grass Roots Technology for the 90s--How to Use It"--complete paper (Souder); "Focus on the Future: Where Do We Want Volunteerism to Go" (Ellis); "Improving Your Listening Skills" (Savage); "Assessing Our Impact" (Ellis); "Managing the New Volunteer" (Cooper); "Influence Strategies" (Verble); "Legal Issues in Volunteerism" (Colley); "Volunteers: Guardians of Social Change"--complete paper (Lonergan); "Designing a Service Learning Program" (Beugen); "Volunteering Is for Everyone" (Bernstein); "The Interviewer as In-Depth Listener" (Savage); "Communicating Confidence" (Verble); "Staying on Purpose" (Braham); "Time Mastery" (White); "Creativity and Innovation: Zip!" (Schubert); "Effective Communication Skills" (Donadio); "The Legal Environment of Volunteer Referral Agencies" (McCurley); and "Managing Conflict with and among Young People" (Trichel).

Sandle, L. & Vandegrift, J.A. (1993). *Community service & service learning in Arizona: 1993 evaluation report for Arizona's "Serve-America" program*. (ERIC Document Reproduction Service No. ED359661).

Arizona's Serve-America Project is a K-12 community service program funded by the National and Community Service Act of 1990. Through formal school/community agency and youth organization/community agency partnerships, the project is designed to: (1) encourage school-age and out-of-school youth to volunteer their services; (2) increase the number of adult volunteers in Arizona's schools; (3) provide productive, meaningful educational experiences for participants; and (4) emphasize coordination of community agencies. This report describes outcomes achieved by 15 out of the 17 participating projects for 1993. Based on self-reports, programs identified their strengths, some of which include effective student learning components, individualized volunteer service, community involvement, volunteer empowerment, staff commitment, and public recognition. Improvement is needed in the following areas: use of advisory committees;

volunteer recruitment; staff reflection; staff/volunteer training; and interagency coordination. It is recommended that evaluators develop clear, operational definitions of terms and work more closely with programs in refining their service learning elements. Two tables and two figures are included. Appendices contain program descriptions, evaluation directions and forms, and demographic data. (Contains 30 references.)

Schaffer, E., Berman, S., Pickeral, T. & Holman, E. (2001). *Service-learning and character education: One plus one is more than two*. (ERIC Document Reproduction Service No. ED457100).

The connection between service and character is a natural fit in today's schools. An important fact of school reform in recent years has been the push to connect academics to the "real world." But while there is widespread agreement that educating students to become good citizens is crucial, there are differences on how to make that goal a reality. Many educators, however, are finding that the service-learning and character development approaches go hand in hand. Following an overview, this issue paper first defines and describes character education and service-learning. The paper focuses on how service and character support each other. It discusses conflicting opinions about policy options and policy challenges. It outlines guidelines and strategies for state policymakers who wish to draft legislation about character education and service-learning. (Contains 15 references and 9 resources.)

Schine, J. (1989). *Young adolescents and community service*. (ERIC Document Reproduction Service No. ED325206).

An argument is made for involving young adolescents in community service programs, either school-based or community-based. Content focuses on: (1) a rationale for youth community service; (2) the young adolescent and community service; (3) appropriate roles for young adolescents; (4) sponsorship of youth community service; (5) the

placement site and the students; (6) community service in middle school reform; (7) community-based programs; and (8) barriers to community service. Described in detail is the Early Adolescent Helper Program at the City University of New York's Center for Advanced Study in Education, a program that has promoted youth service for young adolescents since 1982. Extensive attention is given to school-based and community-based programs. It is concluded that a strong program of community service, structured to give every young adolescent an opportunity to participate and to experience the empowerment that comes with making a difference, can be a positive step toward addressing some of the critical problems facing society and youth. Establishing community service as an integral part of the program in middle level schools could constitute an important first step in true reform.

Schine, J.G. & Harrington, D. (1982). *Youth participation for early adolescents: Learning and serving in the community*. (ERIC Document Reproduction Service No. ED215949).

Children aged 10-14 need to assume responsible and challenging roles as part of their adolescent development. Based on the physical, social, moral and ethical, and emotional developmental characteristics of this age, adolescents need to discover and test new skills; develop a sense of competence; socialize to develop close friendships; take part in the world of adults; test a developing morality and value structure in authentic situations; and know that they can speak and be heard, that they can make a difference. Adolescents can accomplish much more than is usually assumed by participating in actual programs in which they take such roles as community problem solvers, peer tutors, museum guides, and hospital interns. For example, a community service program in a Long Island middle school is a successful youth participation program in action. For 10 weeks a group of seventh graders spend one morning a week as teachers in a local Head Start program. They have responsibility for designing and conducting the lesson, gathering materials, and evaluating their accomplishments. Although there are issues and barriers as teachers and administrators seek to initiate and manage youth participation programs, the rewards are worth the efforts as the resources of this early adolescent group are tapped.

Schine, J. (1981). *New roles for early adolescents in schools and communities*. (ERIC Document Reproduction Service No. ED220351).

This booklet is intended to stimulate new interest in the need of young adolescents to take on meaningful roles and to help planners and practitioners to translate that interest into youth participation programs. There are three major sections. Section I examines the special needs and characteristics of youth in the 10 to 14 age group. Discussed is how youth participation programs can offer almost endless possibilities for meeting the specific needs of early adolescence. The role of the adult leader in facilitating programs is also examined. To provide ideas and examples for those wanting to start their own youth participation programs, section II presents five case studies: a Community Service and Career Exploration Program in Shoreham, New York; a Peer Tutoring Program in Indianapolis, Indiana; a GUTS (Government Understanding for Today's Students) program in Bronx, New York; a Cooperative Science Education Program in New York City; and a Junior Historian Club in Ahoskie, North Carolina. Implementation is the focus of section III. Discussed are program components, practical guidelines for starting a program, the role of the adult facilitator, and tips for working with community resource people. Recommendations from a practitioner are also presented. Appendices contain brief sketches of additional programs, the addresses and contact people for the programs described in section II, a bibliography of resources, and a listing of the publications of the National Commission on Resources for Youth.

Shastri, A. (1999) *Investigating content knowledge gains in academic service-learning: A quasi-experimental study in an educational psychology course*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Quebec, Canada. (ERIC Document Reproduction Service No. ED431699).

Research on service learning spanning the last three decades has revealed that service learning facilitates the development of leadership skills, self-esteem, teamwork, communication skills, and acceptance of cultural diversity. Perhaps the most difficult arena has been the area of intellectual, cognitive, and academic efforts. A study investigated content knowledge gains by integrating service learning in an undergraduate educational psychology course when the course and the instructor were held constant. The study was designed to reinforce concepts and theories taught in the classroom with more tangible hands-on experiences at the site. Participants were 64 State University of New York at Oneonta undergraduates. A two sample t-test was performed on the total scores earned on the quizzes, examinations, and written assignments. The results were significant at the .05 probability level with a p-value of .013. Service learning, rather than limiting learning experiences to vicarious exposure to critical issues and problems, engages students with the phenomenon under study. T-test data is appended. Contains 23 references.

Shastri, A. (2001). *Examining the impact of service-learning among preservice teachers*. Paper presented at the Annual Meeting and Exhibits of the American Association of Colleges for Teacher education, Dallas, TX. (ERIC Document Reproduction Service No. ED453241).

The purpose of this study was to examine the impact of service learning by integrating service learning into an undergraduate educational psychology course with the course and instructor held constant. The study was designed to assess academic and affective outcomes by combining both qualitative and quantitative measures. Students in two sections of a required course participated in this study. Both sections were taught by the same instructors, but one section (n=27) was required to write two papers based on recent research in the areas of learning and motivation, and the other section (n=16) was required to do a service learning project in a local elementary school working with the children in various capacities. Although the results were not statistically significant, the mean course grade for the service learning group was higher than that of the control

group. When affective outcomes were compared, a significant difference was found for civic responsibility. Students' qualitative responses also revealed the positive impact of the service learning activities. (Contains 21 references.)

Shiarella, A. H. (1998). *Scale of community service attitudes for college students*. Paper presented at the Annual Meeting of the Southwest Educational Research Association, Houston, TX. (ERIC Document Reproduction Service No. ED419438).

This paper describes the development of a scale that measures college students' attitudes about community service, based on Schwartz' process model of altruistic helping behavior. The development of such a scale is seen as essential for research, evaluation of interventions, and the prediction of outcomes of community service participation. The model identifies eight sequential steps in four phases in a helping action: (1) activation steps (awareness of need, actions to relieve need, ability to provide help, sense of connectedness), which involve perceptions of a need to respond; (2) obligation step (empathy), or the moral obligation to respond; (3) defense steps (costs and benefits, seriousness of need and responsibility to respond), or reassessment of potential responses; and (4) response step (desire) for engagement in helping behavior. Scale development involved writing 85 survey questions; 74 on community service attitudes, six on demographics, and five on intention to engage in community service. Testing was conducted with 437 college students and was followed by reliability and validity analyses. The scale is continuing to be refined. Tables present results of the analyses done with the pilot test population. (Contains 16 references.)

Shiarella, A.H., McCarthy, A.M. & Tucker, M. L. (1999) *Refinement of a community service attitude scale*. Paper presented at the Annual Meeting of the Southwest Educational Research Association, San Antonio, TX. (ERIC Document Reproduction Service No. ED427085).

The multi-stage development of the Community Service Attitudes Scale (CSAS), an instrument for measuring college students' attitudes about community service, is reported. The CSAS was developed based on the helping behavior model of S. Schwartz (1977). The developed instrument was tested with two samples of 437 and 332 college students. The scales of the CSAS show strong reliability evidence (coefficient alphas ranging from 0.72 to 0.93). Principal components analysis results are consistent with the Schwartz model. In addition, construct validity evidence also supports the model. The CSAS scales are positively correlated with gender, college major, community service experience, and intentions to engage in community service. The CSAS will be useful to researchers for conducting further research on the effects of service-learning and community service experiences for students. (Contains 7 tables and 25 references.)

Shumer, R. (1993). *Community-based learning: An evaluation*. Paper presented at the Annual Meeting of the American Educational Research Association, Atlanta, GA. (ERIC Document Reproduction Service No. ED358142).

In one attempt to deal with the dropout problems, faculty from the University of California (Los Angeles) have forged a partnership with the Los Angeles Unified School District and have turned existing high schools and continuation schools into community-based learning (CBL) programs. High school students in these programs attend field sites 2 days a week to see how basic skills and academic subjects are applied in the real world. Job Training Partnership Act funds are the program's primary support. An evaluation of the CBL program in the high school of 1 kindergarten through grade-12 magnet school (60 multi-ethnic CBL participants) is reported. Focus was on grades 9 through 12. Methodology included observation, student surveys, case studies of three students, and interviews with four parents. The CBL program was characterized by individualized instruction, small group work, student initiated learning activities, and caring and involved teachers. Quantitative data indicate that the CBL program has a significant relationship to grades and attendance, and both qualitative and quantitative data indicate the importance of certain program components to retention and learning in school. What

mattered most to the students were the personal relationships between students and adults. Attachments include a table of findings, the survey results, and results from the survey of comparison students in traditional programs.

Shumer, R., Cook, C. (1999). *The status of service-learning in the United States: Some facts and figures*. (ERIC Document Reproduction Service No. ED442691).

This report focuses on service and service-learning in high schools. The report compares data from 1984 research with information from two studies of service and service-learning completed in 1997. The data suggest that community service and service-learning in 1984 was available in slightly more than one-quarter of all high schools (primarily to white students), and course-related programs (service-learning) occurred in only about 10% of all schools. The 1997 data indicate that the number of high school students involved in service-related programs has increased 686%; and the number of high school students involved in service-learning has increased 3,663%. Using data from studies of school-based and college and university-based service-learning programs, the report estimates the number of individuals participating in service-learning programs across the country. It also provides charts that show funding figures for service-learning programs

Sledge, A. C., Shelbure, M. & Jones, R. (1993). *Affective domain objectives in volunteer courses for postsecondary teachers*. Paper presented at the Annual Meeting of the Mid-South Educational Research Association, New Orleans, LA. (ERIC Document Reproduction Service No. ED368685).

Delta State University (Mississippi) encourages the development of the affective domain of its students, including its education majors, through their participation in a course called Volunteering in the Community. This paper reviews the concept of service learning and the findings of a Brevard Community College (Florida) survey concerning

students' service learning. The Delta volunteers program is described as a two to three credit course in which students serve at a volunteer site for 30 to 48 hours per semester and attend weekly seminars covering such topics as socioeconomic aspects of the Delta region, the role of the volunteer in helping agencies, social responsibility, and community resources. Students keep a journal reflecting on their experience and give an oral report integrating their experience with lifelong goals and expectations. Responses to a questionnaire by 43 students completing the course indicated that: (1) the volunteer experience confirmed the choice of a major of approximately half the students and had no effect on 40 percent; (2) the most widely cited reasons for joining the volunteer program were desire to help others, course credit, personal development, and career exploration; and (3) students reported improvements in self-confidence, the ability to work and learn independently, insight into their personal strengths and weaknesses, and a sense of personal achievement. Appendices contain a course syllabus and the questionnaire. (Contains 25 references.)

Stout, B. (1990). *Youth exchanging with seniors: Service + education + commitment: Preventing rural dropouts*. (ERIC Document Reproduction Service No. ED338470).

Texas ranks among the top 10 states for school dropouts with an annual dropout rate of about 30%. Some dropout prevention programs are incorporating community service components as a means to counter the alienation and low self-esteem frequently seen among dropouts and at-risk students. Significant adults other than school personnel provide youth with linkages to a community's heritage and culture. The Youth Exchanging with Seniors Project (YES) is a pilot project designed to link youth with rural elderly through community-based service programs in 20 West Texas counties. With few human services available in this sparsely populated area, innovative grass-roots projects must be initiated to address the long-term care needs of aging frail elders. The group of age 60 and over comprises 15-23% of the population in 16 of these counties. YES proposes to organize members of 4-H and Future Homemakers of America. The project will provide the elderly with services such as housekeeping, yard and garden

maintenance, minor home repair, grocery shopping, errands, and pet care. Participation in the project will give youth the opportunities to develop a better sense of self, meaningful social and community awareness, and positive attitudes toward the elderly. Project services also will help the frail elderly to maintain an independent living style. As a result, the YES project may provide a model for linking at-risk youth with significant adults through community service.

Tuck, K.D. (1992). *Evaluation of the community service initiative (pilot project): District of Columbia public schools, school year 1991-92*. (ERIC Document Reproduction Service No. ED352395).

The pilot project of the District of Columbia Public Schools Community Service Initiative was implemented during the spring of the 1991-92 school year. Two schools participating in the project were surveyed (including 35 students and 2 principals) regarding views on initiative merits and outcomes. Both schools engaged students in community service activities as well as a preparatory class focusing on self-perceptions, behaviors, and interpersonal relationships. Findings of the evaluation indicate that the initiative has the support of students and school administrators, and both groups seem optimistic about parental support as well. Students participated in a variety of voluntary activities and class preparations that enhanced their self-confidence and self-worth. Such attitudes prevailed among students regardless of their schools' general academic standings or the specific structures of the community service programs. However, school administrators were apprehensive about their ability to implement the program fully because of limited personnel resources. There also were administrative concerns about staff roles and responsibilities required for successful implementation of the program. Four tables and 15 bar graphs supplement the discussion. An appendix lists the community service activities.

Tucker, B., Foreman, C.W., Buchanan, P. (1996). *What is reflection? Process evaluation in three disciplines*. Paper presented at the Annual Conference of the Association for Integrative Studies. (ERIC Document Reproduction Service No. ED404933).

This paper discusses the use of reflective learning in service-learning projects in three different undergraduate courses. In a small group communications course, groups of five or six students were assigned to work with a non-profit agency to assist them in solving a problem. The students reflected on their group meetings in journals and wrote final progress reports in which they reflected on what they had learned about small group communication. A course on teaching English in the secondary schools had students write reflections on their work as tutors to at-risk middle school students. In a hospitality management course, pairs of students were assigned to a food rescue program that gathered unused perishable food from restaurants and markets. Students were to identify an operational weakness in the program, pose solutions, and reflect on their experiences in regard to professional development in the field. The paper concludes that reflection in the context of service learning may enhance students' appreciation of the value of the service learning experience. (Contains 11 references.)

Werling, D.P. (1973). *Environmental education and your school site*. (ERIC Document Reproduction Service No. ED099198).

This handbook, designed primarily for use in the development of existing elementary school sites, has the overall objective of defining a process approach to the development of a school site for use in environmental education. This approach involves the student body, school personnel, and the community in the planning, development and use of the school site as a green island for school and community use. Specific objectives of the handbook are: (1) to establish a rationale for developing school sites for use in environmental education: ecological, instructional, economic, and community benefits; (2) to provide guidelines for organizing a school site development effort; (3) to point out pitfalls one may encounter in site development efforts; (4) to provide strategies, ideas,

and techniques for teachers to use in order to draw the most instructional benefit from the development and use of the school site; (5) to point out ways to achieve the maximum number of spin-off benefits from the development of the site; and (6) to provide selected references to written materials and available institutional and human resources. This handbook is written with the belief that one motivated individual can rally the school and community interest and support necessary to cooperatively develop a school site.

Western Washington University Office of Institutional Assessment and Testing. (1994).

Community service activity by Western Washington University students: Its extent, nature, and impact on the surrounding community. (ERIC Document Reproduction Service No. ED378889).

To document the extent and nature of community service activity by Western Washington University students, a survey was conducted of 1,513 individuals who received a bachelor's degree between Fall 1992 and Summer 1993. Almost half the students had participated in community service activities. These activities included internship experiences, service learning experiences that were course projects, and non-academic service projects. Most common service learning activities were in the social, health, and mental health services; other activities included volunteering in educational settings, on campus, or working for environmental goals. Students engaged in about 4,600 episodes of volunteer service during a typical school year. Most variation in rates of course-based service learning was explained by the different opportunities provided by different major fields. Individuals who volunteered more often were, typically, women, those whose goals emphasized service to society, and those whose goals did not emphasize income levels. Graduates felt that their service learning activities were extremely valuable in providing new awareness and personal self-improvement. The great majority of service learning participants felt that the university should "definitely" or "probably" increase community service opportunities.

Wozniak, J. (1996). *Mathematics and science faculty service learning handbook*. (ERIC Document Reproduction Service No. ED397930).

Resources developed by "Campus Compact," a coalition of over 550 colleges and universities established to create and enhance service learning opportunities for students, are presented in this handbook for mathematics and science faculty. A brief introduction defines service learning and provides a continuum of types of service learning, such as one-day fundraising tasks, class-related assignments, volunteer tutoring, and paid internships. The first section provides sample documents used in administering programs, including a development form for integrating service learning into a course, a reasoning objectives matrix, a student application, a learning hour report, and an evaluation form. The next section underscores the importance of reflection in the service learning process, offering models and guidelines for facilitating reflection among participants. Selected resources are provided in the following section, and a sample analysis of the effects of tutoring on academic achievement. The final section contains sample syllabi designed to assist instructors who wish to integrate a service learning component into their math and science courses. Contains 14 references.

Yates, M. (1995). *Community service in adolescence: Implications for moral-political awareness*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Indianapolis, IN. (ERIC Document Reproduction Service No. ED382358).

This paper provides an overview of research on community service in adolescence and outlines a theoretical approach that relates service participation to identity development. After building the case that the 1990s has been a period of increased interest in the prosocial effects of service participation among school-aged youth, this paper discusses the scope of this interest and describes the current state of the research literature. The report then provides a framework for organizing the literature by delineating three concepts associated with service: agency, which refers to findings that associate service with personal directedness and increased self-understanding; social relatedness, which

pertains to findings that address the social characteristic of service; and moral-political awareness, which refers to findings that relate service to morality and civic behavior. Taken together, the findings suggest that experiences of service pertain to the process of trying to understand oneself with social-historical reality and helps youth to feel that they can actively "make history," rather than simply "live history," and that service participants come to view themselves as political agents in improving societal conditions. Future directions for developmental research in this area are also discussed. Contains 33 references.

Yinger, R.J. & Clark, C.M. (1981). *Reflective journal writing: Theory and practice*. (ERIC Document Reproduction Service No. ED208411).

The two parts of this paper discuss the theory and practice of using journal writing as an aid to student learning and teachers' professional development. Part one reports on the psychology of learning through writing, enumerates the connections between writing and learning, and explains why journal writing is a powerful learning tool, uniquely suited for professional thought and reflection. The point emphasized in this first section is that writing requires the writer to simultaneously represent ideas in all three of Jerome Bruner's modes of representation--enactive, iconic, and symbolic--forcing a degree of thought integration not found in other modes of expression. Feedback and opportunity for reflection are also cited as powerful writing features that support learning. Examples of using intensive writing as part of graduate and undergraduate courses in education are also discussed. Part two of the paper describes "systematic reflection," a specific set of journal-keeping techniques that have been found useful in helping teachers take control of their own professional development. This section also contains descriptions of a series of exercises incorporated in the manual, "Teacher Journal," and reports on the field trial of this manual with experienced teachers and undergraduate education majors.

Zucca, G. (1993). *Experiential learning and community service in a business program: A "living case study" model and analysis*. (ERIC Document Reproduction Service No. ED360493).

National University and Sierra College Small Business Development Center (SBDC) have jointly developed a program whereby small businesses become clients of the SBDC and are screened and selected as "living case studies" for National University's practicum for bachelor's and master's of business administration candidates. The new course replaces a capstone course based on a fictitious business and various computer simulations. Since July 1991, 10 living case studies classes have been conducted, and 118 students have completed the course. The objectives established for the course are as follows: conduct a strategic analysis of an organization, evaluate various management strategies in the development of a business plan, apply principles of interpersonal and group relations by giving and receiving feedback on individual and group behavior, and apply principles of communication and management consulting in the preparation and presentation of written and oral proposals to a client. Students keep individual journals and participate in peer evaluations of each member of their consulting team; instructors serve as resource consultants and reviewers. Student, client, and instructor reaction to the new living case study course has been quite positive.

