

# **Community Service-Learning: Annotated Bibliography**

---

**Prepared By:**

**Emilie Hayes  
CACSL Graduate Research Intern**

**2005**

**Funded By:**

**The Max Bell Foundation**

**Edited and Arranged By:**

**Christa King  
CACSL Research Assistant**

**© 2006**



Canadian Association for Community Service-Learning  
l'Association Canadienne pour l'Apprentissage par le Service Communautaire

# Table of Contents

---

<b>1. About the Intern.....</b>	<b>1</b>
<b>2. Introduction.....</b>	<b>2</b>
<b>3. Reviews.....</b>	<b>3</b>
<b>3.1 Theory and Concepts.....</b>	<b>3</b>
<b>3.1.1</b> “Theoretical Underpinnings of Service Learning” ~ R.L. Carver.....	3
<b>3.1.2</b> “Theoretical Roots of Service Learning in John Dewey: Toward a Theory of Service Learning” ~ D.E. Giles Jr. and J. Eyler.....	3
<b>3.1.3</b> “Knowledge, Foundations, and Discourse: Philosophical Support for Service Learning” ~ G. Liu..	4
<b>3.2 Definitions and Principles.....</b>	<b>5</b>
<b>3.2.1</b> <i>At A Glance: What We Know About the Effects of     Service-Learning on College Students, Faculty,     Institutions, and Communities</i> ~ J. Eyler, D. Giles, C.M. Stenson, and C.J. Gray.....	5
<b>3.2.2</b> <i>Principles of Good Practice in Combining Service     and Learning (Wingspread Special Report)</i> ~ E.P. Honnet and S. Poulsen.....	5
<b>3.2.3</b> <i>Successful Service-Learning Programs: New Models     of Excellence in Higher Education</i> ~ E. Zlotkowski, Ed. ....	6
<b>3.2.4</b> <i>Service-Learning in Higher Education: Concepts and     Practices</i> ~ B. Jacoby and Associates.....	7
<b>3.3 Pedagogy.....</b>	<b>8</b>
<b>3.3.1</b> <i>AAHE Monograph Series: Service-Learning in the     Disciplines</i> ~ AAHE; E. Zlotkowski, Ed. ....	8
<b>3.3.2</b> <i>Civic Engagement Across the Curriculum: A     Resource Book for Service-Learning Faculty in All     Disciplines</i> ~ R.M. Battistoni.....	9

<b>3.3.3</b>	<i>Introduction to Service-Learning Toolkit: Readings and Resources for Faculty</i> ~ Campus Compact.....	10
<b>3.3.4</b>	<i>Michigan Journal of Community Service Learning: Service-Learning Course Design Workbook</i> ~ J. Howard, Ed. ....	11
<b>3.4</b>	<b>Assessment</b> .....	<b>12</b>
<b>3.4.1</b>	<i>Assessing Service-Learning and Civic Engagement: Principles and Techniques</i> ~ S.B. Gelmon, B.A. Holland, A. Driscoll, A. Spring, and S. Kerrigan.....	12
<b>3.4.2</b>	“Validation of a Scale to Measure Development of Social Responsibility” ~ C. Olney and S. Grande.....	13
<b>3.5</b>	<b>Institutional Culture</b> .....	<b>14</b>
<b>3.5.1</b>	<i>Colleges and Universities as Citizens</i> ~ R.G. Bringle, R. Games and E.A. Malloy, Eds. ....	14
<b>3.5.2</b>	<i>Establishing and Sustaining an Office of Community Service</i> ~ Campus Compact.....	14
<b>3.5.3</b>	<i>Higher Education for the Public Good: Emerging Voices from a National Movement</i> ~ A.J. Kezar, A.C. Chambers and J.C. Burkhardt, Eds. ....	14
<b>3.5.4</b>	“Can Service-Learning Transform the Modern University? A Lesson from History” ~ K. Mattson.....	15
<b>3.6</b>	<b>Faculty Involvement</b> .....	<b>17</b>
<b>3.6.1</b>	“Factors and Strategies that Influence Faculty Involvement in Public Service” ~ B. Holland.....	17
<b>3.7</b>	<b>Community Partnerships</b> .....	<b>18</b>
<b>3.7.1</b>	<i>Benchmarks for Campus/Community Partnerships</i> ~ Campus Compact.....	18
<b>3.7.2</b>	<i>Beyond the Campus: How Colleges and Universities Form Partnerships with their Communities</i> ~ D.J. Maurrasse.....	18
<b>3.8</b>	<b>Student Impact</b> .....	<b>20</b>
<b>3.8.1</b>	“Long Term Effects of Volunteerism During the Undergraduate Years” ~ A.W. Astin and L.J. Sax.....	20

3.8.2	“Effects of an Undergraduate Program to Integrate Academic Learning and Service: Cognitive, Prosocial Cognitive and Identity Outcomes” ~ T.H. Batchelder and S. Root.....	20
3.8.3	“The Impact of Community Service Involvement on Three Measures of Undergraduate Self-Concept” ~ J.B. Berger and J.F. Milem.....	20
3.8.4	"Reflection: Linking Service and Learning - Linking Students and Communities" ~ J. Eyler.....	21
3.8.5	<i>A Practitioner’s Guide to Reflection in Service-Learning: Student Voices and Reflections</i> ~ J. Eyler, D.E. Giles and A. Schmeide.....	21
3.8.6	“Service-Learning and Engagement, Academic Challenge, and Retention” ~ S.M. Gallini and B.E. Moely.....	22
3.8.7	“Changes in College Students' Attitudes and Intentions for Civic Involvement as a Function of Service-Learning Experiences” ~ B.E. Moely, M. McFarland, D. Miron, S. Mercer and V. Ilustre.....	22
<b>3.9</b>	<b>Civic Engagement – Canadian Context.....</b>	<b>23</b>
3.9.1	<i>Citizen Re:Generation: Understanding Active Citizen Engagement Among Canada’s Information Age Generations</i> ~ R. Barnard, D.A. Campbell, and S. Smith.....	23
3.9.2	<i>A Literature Review on Youth and Citizenship</i> ~ C. Beauvais, L. McKay and A. Seddon.....	23
3.9.3	<i>Enhancing Civic Engagement: How Can Canada Develop the Most Engaged Citizen in the World?</i> ~ Canada25.....	24
3.9.4	<i>Focus on Educating Citizens</i> ~ Canadian Education Association.....	25
3.9.5	<i>Learning to Engage: Experiences with Civic Engagement in Canada</i> ~ M. Wyman, D. Schulman and L. Ham.....	25
<b>4.</b>	<b>Summary and Concluding Remarks.....</b>	<b>27</b>

## 1.1 Canadian Association for Community Service-Learning

The Canadian Association for Community Service-Learning (CACSL) is a national organization that supports the active participation of students, educators, researchers and community organizations in community service-learning (CSL). CSL is an educational approach integrating service in the community with intentional learning activities. Within effective CSL initiatives members of both educational institutions and community organizations work together to achieve mutually beneficial outcomes.

CACSL, formed in 2004, has three key goal areas related to supporting the effective growth of CSL in Canada. They are:

- acting as a clearing house for information and resources related to CSL
- providing technical assistance and support to universities and community organizations engaged in CSL
- building Canada's CSL research capacity

CACSL gratefully acknowledges the support of the Max Bell Foundation. They funded the research internship enabling the creation of this annotated bibliography and an environmental scan of the Canadian CSL field in 2005. For further information on these documents and the Canadian Association for Community Service-Learning please visit [www.communityservicelearning.ca](http://www.communityservicelearning.ca) or email [info@communityservicelearning.ca](mailto:info@communityservicelearning.ca).

## 1.2 About the Intern

---

Emilie Hayes completed her undergraduate degree in Canadian Studies and Sociology at the University of Guelph in 2001. She returned to school in 2006 to pursue her Masters of Arts in Sociology in the field of Social Inequality and Citizenship Studies at Carleton University. From 2001 to 2006, Emilie worked in a professional capacity as the Experiential Education Specialist at the University of Guelph coordinating programs and services connecting students to co-curricular community service-learning experiences. She also developed educational programs and resources for students to explore their roles as citizens and leaders both on campus and in the local community.

# 1. Introduction

---

A very sizeable amount of literature on community service-learning (CSL) has been generated by scholars in the United States, where this educational practice is more commonly referred to as service-learning or community-based education. As Jeffrey Howard stated in a recent interview, the Michigan Journal for Community Service Learning receives several books each month on the topic. A quick on-line search on “service-learning” yields thousands of results. To highlight the most widely-recognized resources, most of the literature selected for this bibliography has been recommended by expert contacts in the U.S. who were asked to suggest articles, books, and resources that would be helpful to new CSL practitioners in Canada.

In this bibliography each article, book or resource is briefly summarized in order to illuminate the key points. This bibliography is offered in hopes that Canadian practitioners can utilize this document as a guide to existing research and literature on community service-learning. The bibliography is grouped according to theme areas:

- Theory and Concepts;
- Definitions and Principles;
- Pedagogy;
- Assessment;
- Faculty Involvement;
- Community Partnerships;
- Institutional Culture;
- Student Impact;
- Community-Based Research; and,
- Civic Engagement in the Canadian Context.

A concluding section offers insight into common threads in the literature, while identifying opportunities for further research and development.

## Summaries

---

### 3.1 Theory and Concepts

#### 3.1.1 Carver, R.L. (1997). Theoretical Underpinnings of service learning. *Theory into Practice*, 36(3), 143-149.

As outlined by Carver (2001), service learning involves educators helping students connect their engagement in a learning experience in community settings with the means to use that knowledge in the future. Carver (2001) places service learning on the experiential education continuum, where experience is comprised of sensory awareness, emotions, physical conditions, and cognition.

Here, Carver names John Dewey as an influential scholar in the field. Dewey situates the principle of interaction as the starting point for service learning, where learning is the result of the interaction between the internal and objective aspects of experience (Carver, 2001 and Eyler & Giles, 1994). Dewey's notions of situational learning also lend themselves to a theory of service learning, where learning results from a transaction between the individual and the environment (Eyler & Giles, 1994). The principle of continuity is defined by learning derived from an experience, which is then integrated through reflective thinking, leading to further inquiry. Throughout this process, the learner problematizes the experience, creating uncertainties in the values and beliefs held by the learner (Eyler & Giles, 1994). Carver (2001) directly links Dewey's theory to service learning by explaining that learning takes into consideration not only the curriculum of the course, but the learning acquired through the participation in activities. Ultimately, the student's community service experience is central, serving as both a process and an outcome (Carver, 2001).

#### 3.1.2 Giles, D.E., Jr., & Eyler, J. (1994). Theoretical roots of service learning in John Dewey: Toward a theory of service learning. *Michigan Journal of Community Service Learning*, (Fall), 77-85.

Many scholars (Eyler & Giles, 1994; Deans, 1999) look to John Dewey as an influential theorist in laying the foundation for service learning theory. Eyler and Giles (1994) also point out that the service learning field suffers from a lack of a "conceptual framework," little research, and a general criticism of service learning as "fluff," resulting in a call for a theory of service learning both as a body of knowledge and as a guide for pedagogical practice (77). They believe that there are central themes within the writings of John Dewey that could contribute to this theory of service learning, subsequently leading to the development of a solid research agenda (Eyler & Giles, 1994, 77). One such researcher, Deans (1999), notes interest in Dewey relating to service learning stems from his pragmatic philosophy, political vision, and educational theory. His body of work ties knowledge to experience, connects individuals to society, and combines reflection with action, with an emphasis on democracy and community (15).

Eyler and Giles (1994) draw upon two strands of service learning from Dewey's philosophy: service learning as a kind of education, and service learning as philosophy (78). The authors discuss the specific contributions of Dewey's philosophy to potential

service learning theory: continuity of experience; the principle of interaction in learning; learning leading to further inquiry; reflective activity; truly educative projects; concrete and abstract knowledge; and citizenship and the development of social intelligence (83).

**3.1.3 Liu, G. (1995). Knowledge, foundations, and discourse: Philosophical support for service learning. *Michigan Journal of Community Service Learning*, (Fall), 5-18.**

Liu's article examines service-learning pedagogy through a philosophical lens. In this article, he aims to examine the theory currently serving as the foundation for "conventional pedagogy" (5). The two theories that support traditional pedagogy are foundationalism - creating a system of knowledge through rules of inference - and dualism - locating epistemology in the inner thought processes.

Liu critiques this traditional pedagogy stating it constrains the process of inquiry, and advances pragmatism as an alternative pedagogy supporting service-learning. Knowledge within this view is created through "dialogue, contention, and justification" and is always "open to reconsideration" (9). Liu compares Foundation Dualism to Anti-Foundational Pragmatism in a table which outlines how theories differ regarding knowledge claims, justifying knowledge, ideas, words and language, etc. He goes on to discuss the implications of a new pedagogy focusing on how community, diversity, and engagement are drawn into this way of teaching and learning. This relational pedagogy brings together teachers and students in a dialogic process, in contrast to the traditional "banking" mode of education (15).

According to Liu, service-learning's "communal processes," inclusion of "unconventional voices," and embracing of diversity mirrors the defining features of pragmatism and closes the gap between "knowledge and action" (16).

## 3.2 Definitions and Principles

### 3.2.1 Eyler, J., Giles, D., Stenson, C.M., & Gray, C.J. (2001). *At A Glance: What We Know about the Effects of Service-Learning on College Students, Faculty, Institutions, and Communities, 1993-2000, Third Edition*. Nashville: Vanderbilt University.

*At A Glance* is a definitive piece among service learning resources. It reviews service learning research findings in higher education between 1993 and 2000. The research summary provides a listing of research that describes the effects of service learning in five different areas.

Part one relates service learning research to personal and social learning, career development outcomes, and the student's relationship with the institution. It also provides a separate section on research outcomes assessed through qualitative studies. Part two reviews research on the effects of program design, such as reflection, duration and intensity of service, placement quality, etc.

Outlined in part three is the impact of service learning on faculty as it relates to their satisfaction with the quality of student learning and their commitment to research. Barriers to faculty involvement such as lack of resources and rewards to engaging in service learning are also investigated.

Part four focuses on service learning's impact on colleges and universities. It includes discussion of institutional commitment to service learning curriculum, availability of service learning programs, and service learning requirements. It also investigates how community service affects student retention, and outlines benefits for community-university relations.

Lastly, part five discusses the impact of service learning on communities, including satisfaction with student participation, providing useful service in the community, and enhanced university-community relations.

### 3.2.2 Honnet, E.P. & Poulsen, S. (1989). *Principles of good practice in combining service and learning (Wingspread special report)*. Racine, WI: The Johnson Foundation.

The Wingspread "Principles of Good Practice" were composed by a small advisory group in May 1989 after input from over 70 organizations interested in service and learning. They reflect the "grassroots experience and the thinking of thousands of people, of hundreds of programs and numerous national organizations over the last several decades".

The principles state what the group believes are "essential components of good practice." These include combining service with reflective learning to serve as guidelines in developing programs, measuring their effectiveness, strengthening the U.S. service learning movement, and ensuring sustainable and high quality programs.

The Wingspread report also notes some results of effective service learning, including the development of critical reflection habits; enhanced commitment to addressing

systemic causes of social issues; a better understanding of complex problems and the development of alternative solutions; learning how to work collaboratively; increased motivation to learn; and the performance of “better service.” The report notes the principles apply to any programs or policies based in any setting, whether they be schools, colleges, universities, corporations, government agencies, or other community organizations.

The report reviews each principle providing a detailed description and examples for each. The principles are as follows:

1. An effective program engages people in responsible and challenging actions for the common good;
2. An effective program provides structured opportunities for people to reflect critically on their service experience;
3. An effective program articulates clear service and learning goals for everyone involved;
4. An effective program allows for those with needs to define those needs.
5. An effective program clarifies the responsibilities of each person and organization involved;
6. An effective program matches service providers and service needs through a process that recognizes changing circumstances;
7. An effective program expects genuine, active, and sustained organizational commitment;
8. An effective program includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals;
9. An effective program insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved;
10. An effective program is committed to program participation by and with diverse populations;

### **3.2.3 Zlotkowski, E. (Ed.). (1998). *Successful Service-Learning Programs: New Models of Excellence in Higher Education*. Boston: Anker Publishing.**

Zlotkowski’s aim in this book is to present models of service-learning embedded in the vision and mission of the institution. Zlotkowski affirms these models present higher education as fundamentally connected to the community. He also advances the notion that the cultures of specific educational institutions must be explored in order to work towards service-learning as a positive, integrated feature of an institution of higher education.

Zlotkowski structures this book according to institutional types of various sizes and levels of experience with service-learning. What remains common in each of the profiles is the success of their service-learning program.

Each chapter profiles a different successful service-learning program, including programs from such institutions as Portland State University, Bates College, and the University of Pennsylvania. Each chapter provides information on a program’s development, the practicalities of program operations, and a summary of community partnerships. The book concludes with numerous appendices containing organizational charts, position descriptions, overviews of service-learning opportunities, program

timelines, service-learning course descriptions, administrative forms, policies and procedures, and sample syllabi.

**3.2.4 Jacoby, B. & Associates. (1996). *Service-Learning in Higher Education: Concepts and Practices*. San Francisco: Jossey-Bass.**

Published in 1996, this book is intended for presidents and senior administrators of universities and colleges, as well as academic deans, department chairs, and faculty. Jacoby outlines the benefits of service-learning for students, institutions, and communities. She notes faculty, student affairs professionals, and student leaders will also find the book helpful in designing and implementing service-learning initiatives.

*Service-Learning in Higher Education* is a collection of several essays. Part I provides a foundation for the exploration of service-learning, including chapters on principles of good practice, campus-community partnerships, and how student learning and development is enhanced through service-learning. Once the groundwork has been laid, Part II ventures into the design of service-learning experiences with chapters on one-time, short-term, ongoing and intensive service-learning experiences, as well as both curricular and co-curricular service-learning. The book concludes with Part III, which covers organizational, administrative, and policy issues such as how to start, administer, and institutionalize a service-learning program.

## 3.3 Pedagogy

### 3.3.1 Zlotkowski, E. (Ed.). *AAHE Monograph Series: Service-Learning in the Disciplines*. Washington DC: AAHE.

The *Service-Learning in the Disciplines* series is regarded as a major accomplishment in the U.S. service-learning movement. This monograph series - edited by Edward Zlotkowski and published by the American Association for Higher Education - contains twenty-one volumes. Each provide research, resources and information on how service-learning can be implemented within a particular discipline. As seen below, the series covers a wide range of disciplines. This helps dispel the myth that CSL can only be practiced in the social sciences or humanities. The vast range of disciplines provides both theoretical knowledge and practical information such as course models and program descriptions, with contributions from scholars within each of the following disciplines:

- Acting Locally: Concepts and Models for Service-Learning in Environmental Studies;
- Beyond the Tower: Concepts and Models for Service-Learning in Philosophy;
- Caring and Community: Concepts and Models for Service-Learning in Nursing;
- Connecting Past and Present: Concepts and Models for Service-Learning in History;
- Construyendo Puentes (Building Bridges): Concepts and Models for Service-Learning in Spanish;
- Creating Community-Responsive Physicians: Concepts and Models for Service-Learning in Medical Education;
- Cultivating the Sociological Imagination: Concepts and Models for Service-Learning in Sociology;
- Experiencing Citizenship: Concepts and Models for Service-Learning in Political Science;
- From Cloister To Commons: Concepts and Models for Service-Learning in Religious Studies;
- From the Studio to the Streets: Service Learning in Planning and Architecture;
- Hospitality With a Heart: Concepts and Models in Service-Learning in Lodging, Foodservice, and Tourism;
- Learning By Doing: Concepts and Models for Service-Learning in Accounting;
- Learning With the Community: Concepts and Models for Service-Learning in Teacher Education;
- Life, Learning and Community: Concepts and Models for Service-Learning in Biology;
- Practice Of Change: Concepts and Models for Service-Learning in Women's Studies;
- Projects That Matter: Concepts and Models for Service-Learning in Engineering;
- Teaching For Justice: Concepts and Models for Service-Learning in Peace Studies;
- Voices of Strong Democracy: Concepts and Models for Service-Learning in Communication Studies;
- With Service In Mind: Concepts and Models for Service-Learning in Psychology;

- Working for the Common Good: Concepts and Models for Service-Learning in Management;
- Writing the Community: Concepts and Models for Service-Learning in Composition.

**3.3.2 Battistoni, R.M. (2002). *Civic Engagement Across the Curriculum: A Resource Book for Service-Learning Faculty in All Disciplines*. RI: Campus Compact.**

Battistoni begins his resource book by outlining the evidence of a crisis in education for democratic citizenship. He outlines the decline in youth voting and a disinterest in politics and public life. He observes that the educational system encourages students to consume knowledge through systems designed to simply encourage information recall in a process controlled by adults rather than empowering students to produce knowledge. Higher education is concerned with this growing apathy among students and is aware of its weaknesses in engaging students in democracy, and outlines the corresponding emergence of service-learning in higher education. He then seeks to make the connection between service-learning and increases in student civic engagement, and notes evidence that both supports and refutes this connection. He concludes that many dependent and independent variables impact the effectiveness of service-learning, noting that “civic learning does not automatically happen from a community service experience” (7). As such, Battistoni’s thesis is that service-learning is an effective way to create a more engaged and informed citizenry only when specific course characteristics are considered.

Battistoni addresses the issue of contested definitions of citizenship. Promoting civic engagement across the curriculum raises the question of what constitutes “good citizenship.” Using the language of citizenship also raises ideological issues, and evokes images of civics classes from childhood that were boring or reinforced passive and polite behaviour. On the other hand, Battistoni notes the potential of the language of citizenship to conjure images from the abolitionist, women’s rights, and civil rights movements. He advocates the movement attend to the creation of “substantive, conceptual frameworks for civic education, then move onto the complement of skills and knowledge that a person should possess to be an effective citizen” (11).

Battistoni proposes these conceptual frameworks for the social sciences and other disciplines as a preliminary answer to the question of what constitutes good citizenship. Concerning the social sciences, he outlines constitutional citizenship, communitarianism, participatory democracy, “public work” and social capital. He then provides a comparison of each concept using its view of citizenship, its understanding of civic education, its associated civic skills, and its relation to academia.

Conceptual frameworks in other disciplines that are described and compared are civic professionalism, social responsibility, social justice, connected knowing, ethics of care, public leadership, public intellectualism, and engaged/public scholarship.

Battistoni also discusses the skills of engaged citizenship that students require in order to be effective citizens including political knowledge and critical thinking skills; communication skills; public problem solving; civic judgement (i.e. the ability to apply “publicly defensible moral standards” (35) to real life and community history); civic imagination and creativity (i.e. the ability to think creatively about public problems and

solutions to these problems); collective action; community/coalition building; and organizational analysis.

Also included in this resource book are student voices in the discussion of what is good citizenship. Battistoni assembled students' written statements and categorized them in reframing the question. Their concepts of good citizenship included better knowledge of communities and their concerns; identity, diversity, and 'pluralistic citizenship'; ensuring that the campus, classroom and pedagogical practices are democratized; and finding meaning in global movements while experimenting with ways to channel this energy locally.

The book ends with Battistoni's identification of a number of barriers to service-learning, as well as three "program quality factors" that enhance student learning in a service-learning experience. The first is placement quality. Battistoni notes that the service placement must be pre-examined to ensure that it has a supply of civic or political elements from which students can learn. As such, service placements must be selected intentionally in order to meet the learning objectives of the course. However, he also cautions that service does not have to be directly 'political' in order to offer full civic learning opportunities. This is often transformed through structured opportunities for students to critically reflect on the civic nature of their experience, which is what Battistoni cites as the second factor - Application and Reflection. Lastly, Battistoni emphasizes the importance of the community voice in establishing service projects, and treating the community organization as a "partner in education" (54). The book provides excellent appendices including sample assignments and activities.

### **3.3.3 Campus Compact. (2000). *Introduction to Service-Learning Toolkit: Readings and Resources for Faculty*. RI: Campus Compact.**

Although designed for faculty, this toolkit is essential reading for any service-learning practitioner developing either course-based or co-curricular CSL initiatives. This resource provides an excellent comprehensive overview of the central elements of service-learning. Practitioners new to CSL will find the content particularly helpful, although it would also serve as a vital resource in the library of an experienced practitioner's collection.

Chapters address an extensive range of topics including definitions and principles, learning theory, pedagogy, reflection, redesigning curriculum, model programs, student development, civic engagement, community partnerships, community-based research, assessment, academic culture, and promotion and tenure. A final section listing additional recommended readings is included.

The toolkit provides an introduction to the foundational elements of service-learning examining both influential research in the field and the practicalities of implementing a service-learning program. Each chapter compiles a series of essays, a listing of further recommended reading, and questions for reflection and discussion. Some chapters also include other applicable resources such as sample syllabi or additional online resources. There is an impressive balance of theoretical readings as well as tangible tips, tools and techniques for implementation. The reflective questions encourage faculty and staff developing or implementing service-learning programs to explore their roles as practitioners of service-learning, as well as encouraging them to think about how service-learning is implemented on their campus.

**3.3.4 Howard, J. (Ed.). (Summer 2001). *Michigan Journal of Community Service Learning: Service-Learning Course Design Workbook*, University of Michigan: OCSL Press.**

The first aim of this workbook is to provide foundational resources as preparation for an academic service-learning course development process. The second is to establish criteria for service-learning courses by reviewing the essential conditions for academic service-learning. The final objective is to walk instructors through the process of designing and developing a service-learning course with the ultimate aim to improve service-learning practice. Howard notes instructors should begin this process at least three months before the beginning of classes.

Howard sets out three criteria for academic service-learning: “relevant and meaningful service with the community”; “enhanced academic learning”; and “purposeful civic learning” (12). A helpful matrix outlines how different student community-based experiences (i.e. volunteering/community service, co-curricular service-learning, academic service learning, and internships), meet each of the criteria.

The workbook divides into sections including a section addressing relevant and meaningful service with the community as the most obvious condition for academic service-learning. Howard notes that the service must be relevant and meaningful to both the community and the students, and must be developed with the community.

Section four outlines the second necessary condition of enhanced academic learning - reflective and focused planning around specific learning objectives. Worksheets are provided to help instructors develop academic learning goals, learning strategies, and assessment methods.

Addressed in section five is purposeful civic learning, which Howard states is most often overlooked in the design of academic service-learning and is assumed to occur without purposeful planning. To aid in this process, Howard provides a matrix of categories of learning that may contribute to students’ civic learning as they relate to knowledge, skills, and values. Section six provides final thoughts on community partnerships, and syllabus suggestions, with a concluding section outlining related resources.

## 3.4 Assessment

### 3.4.1 Gelmon, S.B., Holland, B.A., Driscoll, A., Spring, A., & Kerrigan, S. (2001). *Assessing Service-Learning and Civic Engagement: Principles and Techniques*. Revised, 3rd ed. RI: Campus Compact.

This handbook aims to provide assessment guidelines for the planning, design and implementation of service-learning programs, service-learning courses, or other civic engagement or community involvement initiatives. The authors outline a rationale for assessment, with the primary reason being the improvement of student learning. Other reasons include responding to feedback, making necessary changes, and providing the foundation for program planning and redesign.

According to the authors, assessment should begin with a clear plan identifying the resources and people involved in supporting and undertaking the process. Assessment must also express what has been learned about one's own program and what can be shared with others. The scope and nature of the assessment process may vary depending on the institutional context. Students, faculty, community partners, and institutional administration each have important roles to play in the process.

Common themes and concerns in the assessment process include locating expertise, determining the focus and logistics of implementation, the selection of assessment methods, and determining the use of the findings.

Assessment may be viewed as a "strategy for improvement" (8). An assessment matrix provides structure for the evaluation process and facilitates the process of data collection, analysis and reporting. The authors provide additional detail on methodology, sources of information, instrument selection, and completing the cycle with analysis, discussion, and report-writing. A helpful table compares assessment methods such as surveys, focus groups, interviews, and documentation.

The authors review literature on the impact of service-learning on students and provide further rationale for effective assessment in this key area. An assessment matrix outlines a set of variables describing the impact on students: "awareness of community, involvement in community, commitment to service, and sensitivity to diversity" (22); "career development, understanding of course content, and communication"; and "self awareness, sense of ownership, and valuing of multiple teachers" (23). Strategies for assessment are also discussed in detail.

Likewise, the impact on faculty is also explored beginning with the rationale for assessing the impact of service-learning on faculty and the current research on faculty and service-learning. An assessment matrix for faculty also outlines core concepts relating to faculty and service-learning. These include "motivation and attraction of faculty to service-learning" (47); "professional development (support needed/sought)"; "impact or influence on teaching"; "impact or influence on scholarship" (48); "other personal or professional impact"; "barriers and facilitators"; and "satisfaction with the experience" (49). Strategies for assessing the impact on faculty are described.

Next, the impact of service-learning on the community is explored, focusing on perceptions and the impact of service-learning on the community organization. A review

of the literature outlines the following factors: the benefits of service-learning to the community; key factors for successful student and community partnerships; and characteristics of sustainable partnerships (85). An assessment matrix is also provided for the community, where the authors recommend three key areas upon which to focus: "capacity to fulfill organizational mission" (87); "economic benefits", and "social benefits" (88). An additional set of concepts are outlined relating to the community-university partnership: "nature of community-university relationship (partnership)"; "nature of community-university interaction" (88); "satisfaction with partnership"; and "sustainability of partnership" (89). Strategies for assessment are also provided and framed in a matrix.

Lastly, the handbook explores assessment of the impact of service-learning on the institution. Rationale for assessment and a review of the literature is provided. The authors point out broad factors in the design, implementation and sustainability of service-learning, as well as organizational factors that have a substantial influence on the impact of service-learning, and institutional motivations. An assessment matrix frames the concepts and indicators to measure the relationship between service-learning and the institution: "engagement in community"; "orientation to teaching and learning"; "resources acquisition"; "image/reputation"; "visibility the campus gives to service"; "supportive infrastructure"; and "leadership at all levels" (111-112). Assessment strategies are outlined.

The handbook concludes with a section on methods and analysis which reviews in detail the use of assessment tools and instruments including surveys, interviews, focus groups, observation, documentation, critical incident reports, and journaling.

#### **3.4.2 Olney, C. & Grande, S. (1995). Validation of a Scale to Measure Development of Social Responsibility. *Michigan Journal of Community Service-Learning*, 2(Fall), 43-53.**

Olney and Grande report on the psychometric qualities of the "Scale of Service Learning Involvement" (SSLI) developed to measure the effects of service-learning on the evolution of college students sense of social responsibility. The SSLI was based on a model by Delve, Mintz, and Stewart (1990)<sup>1</sup>, which provides a model for assessing the developmental effects of service-learning on students as they move through a process of exploration, clarification, activation, and internalization.

Olney and Grande performed the SSLI study to measure the social development of students through the Delve et al. (1990) model, while validating the model as an assessment technique for service-learning. The authors claim the SSLI instrument serves as a useful tool while assessing the impact of service-learning programs on student development. They suggest utilizing the SSLI would assist practitioners' enhancing their program by identifying where students are situated on the continuum of development.

---

<sup>1</sup> Delve, C.L., Mintz, S.D., & Stewart, G.M. (1990). Promoting values development through community service: A design. *New Directions for Student Services* (no. 4), 7-29. In Olney, C. and Grande, S. "Validation of a Scale to Measure Development of Social Responsibility." *Michigan Journal of Community Service-Learning*, Fall, 1995, 2: 43-53.

## 3.5 Institutional Culture

### 3.5.1 Bringle, R.G., Games, R., & Malloy, E.A. (Eds.). (1999). *Colleges and Universities as Citizens*. Needham, MA: Allyn & Bacon.

This book explores institutional engagement with the community through curricular and co-curricular initiatives emerging in the late 1990s. *Colleges and Universities as Citizens* is the result of the *Universities as Citizens Higher Education Series*, a compilation of writings by leaders in higher education focusing on how campuses can respond to pressing social issues. The book aims to encourage definitive institutional change to higher education's conception of its purpose and thereby influence how institutions of higher education assess their accomplishments and determine excellence.

The book includes chapters on the changing internal and external roles of colleges and universities; explorations of how colleges and universities can promote leadership, service, and democracy within society; the importance of institutional missions; how to build an infrastructure and organizational structures for an "engaged campus"; institutional culture; incorporating co-curricular community service and course-based service-learning into the institution; and assessment for students, faculty, and institutions to ensure the effectiveness of their citizenship.

### 3.5.2 Campus Compact. (2000). *Establishing and Sustaining an Office of Community Service*. RI: Campus Compact.

This book aims to assist new and experienced campus staff in institutionalizing their community service and service-learning programs through establishing a campus operation to house their programs.

Chapter one provides an introduction to community service outlining the benefits, key aspects, different program options (i.e. service-learning, curricular, short-term projects, long-term projects, etc.), and the first steps in building a program. Subsequent chapters outline the development of a strategic plan, creating campus/community partnerships, operational logistics, student recruitment, reflection, liability and risk management, funding and program assessment.

Finally, the book concludes with an extensive appendix including examples, templates, tools and samples such as surveys for community organizations, faculty, and institutional self-assessments; organizational charts; objectives and measurable outcomes; job descriptions; application forms; contracts; budgets; activities for faculty development; checklists; log sheets; evaluation forms; and reflection forms.

### 3.5.3 Kezar, A.J., Chambers, A.C., & Burkhardt, J.C. (Eds.). (2005). *Higher Education for the Public Good: Emerging Voices from a National Movement*. San Francisco: Jossey-Bass.

This book addresses a perceived shift in higher education's role in serving the public good. The authors believe higher education plays a critical role in creating a better society through research, training student leaders for service, strengthening democracy, economic growth, and analyzing public policy. In addressing this issue, the authors explore ways leaders of higher education can reflect upon the role of their institution in

the larger community and society while providing guidance for contributing to the 'public good'.

The book begins with some foundational pieces on key concepts such as the public good and the social charter, which refers to the relationship between institutions of higher education and society. The authors call for a redefinition of this relationship in response to factors such as corporatization, vocationalization of the curriculum, privatization, career-oriented students, and disenfranchised faculty.

Once the groundwork has been laid in part one, in part two the authors focus on public policy's role in shaping a new agenda for higher education. The authors explore issues such as privatization, diverse approaches to working towards change, the roles of various individuals and groups in the policy process, and diversity and inclusivity. Part three examines issues of the disciplines, redefining priorities of research in academia, and reconceptualizing liberal arts institutions to better address community engagement. From leadership of the institution as a key element in the recreation of the social charter, to individual leadership, and the activities of faculty, students, and senior administrators, the authors describe how all contribute to accomplishing the aim of higher education for the public good.

**3.5.4 Mattson, K. (1998). Can Service-Learning Transform the Modern University? A Lesson from History. *Michigan Journal of Community Service-Learning*, 5(Fall), 108-113.**

Mattson's article examines the effectiveness of service learning as a vehicle to reconceptualize the values, norms and practices of colleges and universities. He draws on the history of the modern university in assessing the place of service learning in higher education.

Mattson discusses how the emergence of the modern university was to "train idle citizens for future professions" such as law, medicine, and teaching (109), and provided a stamp of approval for a culture attuned to the need for expertise and specialized knowledge. In its early days, the university was separated from traditional community life, and grew to become evermore bureaucratic and insular.

However, extension activists eventually emerged, attempting to realize the civic mission of universities through contributions to a more democratic public. These attempts failed overall, and brought criticism from university leaders who believed the aims and ideals of this model posed too many administrative problems (110).

Mattson refers to the call of service learning practitioners in recent years for the renewal of universities' civic responsibility; he also wonders if university leaders are more comfortable with the rhetoric of civic responsibility while remaining unprepared for the implications of such ideals. He also questions whether service learning can be such a vehicle to transform the civic commitment of universities. This questioning stems from the many service learning programs that fail to live up to their own civic ideal standards. This is demonstrated by many programs that cite career enhancement as a major impetus for student involvement, ignoring the original ideals of their program, and becoming indecipherable from other more vocationally based programs.

Mattson calls for more research demonstrating how service learning programs have or have not affected the overall historical development of the culture and mission of the modern university. He also calls for the use of “historical consciousness” while assessing potential outcomes of service learning.

## 3.6 Faculty Involvement

### 3.6.1 Holland, B (1999). Factors and Strategies that Influence Faculty Involvement in Public Service. *Journal of Public Service and Outreach*, (4)1, 37-43.

Based on data from relevant research projects, Holland uses this article to examine faculty motivations for involvement in service and community outreach, obstacles to such involvement, and how institutions can facilitate faculty involvement.

Holland first outlines the sources of faculty motivation, noting that most faculty already engaged in their community are motivated by their personal value system. Other motivating factors for faculty included indicating community outreach as an important component to the success of their academic discipline and the quality of their research agenda; their “direct observation of respected institutions or colleagues; availability of incentives and rewards for participation; and evidence of the positive impact of outreach activities on organizational factors they value” such as “academic prestige, ...learning outcomes for students, ...funding, and improved public image of the institution” (38).

Next, Holland discusses reported obstacles to faculty involvement in community outreach activities. The primary obstacle cited by faculty is the time required to design service activities, build community partnerships, and implement a service-learning curriculum. Understanding was also noted as a common concern by faculty who perceive a lack of clear definitions and see terms taking on different meanings at different campuses. Faculty also need a sense of confidence in the public service arena before they feel prepared to take on new partnerships in the non-academic sphere while sharing responsibility for teaching and research. Institutional mission, administrative leadership, and a system of rewards also factor into their motivation to engage. However, Holland notes that faculty express much less concern about promotion and tenure than the other challenges already mentioned.

In conclusion, Holland provides strategies employed by many institutions in order to foster greater faculty involvement. These include a clear mission supporting public service; institutional support for the planning and implementation of outreach programs; building confidence among faculty through the establishment of common language and processes; faculty incentives and rewards; allowing faculty to self-select into community outreach initiatives; incorporating public service into the curriculum through service-learning; incorporating the community in institutional planning; and investing in infrastructure, incentives, and rewards at the budgetary level.

## 3.7 Community Partnerships

### 3.7.1 Campus Compact. (2000). *Benchmarks for Campus/Community Partnerships*. RI: Campus Compact.

*Benchmarks for Campus/Community Partnerships* opens with an overview of the Wingspread Conference in 1998 that convened experts in the service-learning field to identify benchmarks for the critical elements of campus/community partnerships, and explore how these partnerships could be integrated within the academic mission of universities. Another aim of the conference was to develop strategies to sustain those partnerships. The ideas shared at the Wingspread conference created the foundation for the benchmarks within this publication. The purpose of the publication is to outline essential features of campus/community partnerships through three ongoing processes of designing partnerships, building relationships, and sustaining partnerships over time.

The publication details these three stages, and for the purposes of this review, each stage will be identified along with the corresponding essential features (there are eight in total) of campus/community partnerships, as outlined below.

#### *Stage I: Designing the Partnership*

Genuine democratic partnerships are:

- Founded on a shared vision and clearly articulated values
- Beneficial to partnership institutions

#### *Stage II: Building Collaborative Relationships*

Genuine democratic partnerships that build strong collaborative relationships are:

- Composed of interpersonal relationships based on trust and mutual respect
- Multi-dimensional: they involve the participation of multiple sectors that act in service of complex problems
- Clearly organized and led with dynamism

#### *Stage III: Sustaining Partnerships Over Time*

Genuine democratic partnerships that will be sustained over time are:

- Integrated into the mission and support systems of the partnering institution
- Sustained by a “partnering process” for communication, decision-making, and the initiation of change
- Evaluated regularly with a focus on both methods and outcomes

Along with additional detail and description of each element, the authors also provide several useful tools such as checklists, barriers, and examples of university programs that demonstrate effective elements of campus/community partnership throughout the publication.

### 3.7.2 Maurrasse, D.J. (2001). *Beyond the Campus: How Colleges and Universities Form Partnerships with their Communities*. NY: Routledge.

Maurrasse focuses on the sometimes contentious nature of partnership between institutions of higher education and the community. He quickly singles out the underutilized assets of colleges and universities in contributing to the local community and identifies opportunities for effective partnerships. One of his stated goals is to

identify some of the historical and current problems with community partnerships, and provide potential solutions to strengthen and improve the relationship between campus and community. He expresses his opinion that community organizations require increased “infrastructural capacity and political savvy” in order to effectively partner with the campus. He sees the institution as playing the key role in the enhancement of these partnerships (5).

Maurasse explores the evolving role of higher education - particularly its role in response to community and societal needs. He provides case studies of four distinct colleges and universities: a major research university (University of Pennsylvania); a public urban university (San Francisco State); a historically black, private and religious college or university (Xavier University); and a community college (Hostos Community College). Maurasse examines how these institutions have partnered with their communities, the compatibility of these partnerships with each institution’s mission and organizational structure, and how these partnerships are sustained. Finally, Maurasse closes his study by comparing and contrasting the four institutions, investigating how different factors have affected the nature of their relationships with the community. He concludes by identifying best practices and gaps in the area of community partnership, and provides recommendations for future policy and research.

## 3.8 Student Impact

### 3.8.1 Astin, A.W., & Sax, L.J. (1999). Long Term Effects of Volunteerism During the Undergraduate Years. *The Review of Higher Education*, 22(2), 187-202.

Astin and Sax's (1999) study on undergraduate service participation's effects on educational and personal development offers many insights. Based on results of their study, Astin and Sax suggest service participation shows unique positive effects on academic development, including "knowledge gained, grades earned, degrees sought after, and time devoted to academic endeavors" (Astin and Sax, 1999, 188).

This study is also positively associated with student commitment to their communities; to helping others in difficulty; to promoting racial understanding; to influencing social values; and to the development of important life skills, such as leadership, social self-confidence, critical thinking skills, and conflict resolution skills (Astin and Sax, 1999, 188). Overall, long term effects indicate that service encourages students to become more socially responsible; more committed to serving their communities; more empowered; more committed to education; encourages students to socialize across racial lines; and increases commitment to promoting racial understanding in the years after college (Astin and Sax, 1998, 200).

### 3.8.2 Batchelder, T.H., & Root, S. (1994). Effects of an Undergraduate Program to Integrate Academic Learning and Service: Cognitive, Prosocial Cognitive and Identity Outcomes. *Journal of Adolescence Identifier*, 17, 341-355.

The findings of this study indicate participants in service learning courses show greater resolve to act in the face of acknowledged uncertainty and greater awareness of the multiple dimensions and variability involved in dealing with social problems. Higher quality on site supervision seems to increase general complexity of thought and awareness of variability, while the quality of on campus instruction influences the ability of students to address these obstacles and also shows an impact on student prosocial (i.e. altruistic) reasoning. Overall, students' tendency to engage in prosocial decision-making, the use of advanced types of prosocial reasoning, and the tendency to explore occupational identity issues increased significantly during the service learning courses.

### 3.8.3 Berger, J.B., & Milem, J.F. (Fall 2002). The Impact of Community Service Involvement on Three Measures of Undergraduate Self-Concept. *NASPA*, 40(1), 85-103.

Berger and Milem's findings show that higher levels of involvement in community service did not have a positive effect on student self concept, contradicting earlier studies. The researchers attribute this contradiction to low variability in the measure of involvement in service, as well as a low level of mean hours of service (only one hour per week for participants in their study). Therefore, Berger and Milem wonder if one must attain a threshold of effort before community service impacts students. The study raises some questions: do students need to be involved in service work in more than a cursory way; are higher levels of involvement necessary for students to realize positive effects?

**3.8.4 Eyler, J. (2002). Reflection: Linking Service and Learning - Linking Students and Communities. *Journal of Social Issues*, 58(3 ), 517-534.**

Eyler (2002) seeks to further explore the impact of reflective practice in the effectiveness of service learning programs, postulating that the mixed results of past impact surveys could be due to the great variation in what academic institutions refer to as service learning, and the “short shrift” of reflection in typical service learning experiences (518). She notes evidence that service learning connecting with academic study through extensive reflection may contribute to deeper understanding of social problems and to the cognitive development enabling students to identify, frame, and resolve the societal structures that contribute to social problems (Eyler, 2002, 519). Eyler also outlines how reflective service learning should contribute to the capacity for thoughtful and engaged citizenship by engaging student interest in genuine community service, developing positive attitudes towards community engagement and a sense of personal efficacy and commitment, as well as enforcing deeper understanding of social issues, lifelong learning, problem solving skills, and the ability to deal with complex social problems (519).

Experiential learning theorists have long believed the capacity to analyze problems and engage in action develop through a combination of active engagement and reflection> Recent research demonstrates reflective service learning, when compared to non-reflective service learning, does impact student development (Eyler, 2002, 520). In comparing the problem analysis capacity of students in highly reflective and less reflective service learning experiences, only students in highly reflective courses showed significant progress in their ability to identify, analyze, and frame the problem in systemic ways through practical action plans (Eyler, 2002, 521).

**3.8.5 Eyler, J., Giles, D.E., & Schmeide, A. (1996). *A Practitioner’s Guide to Reflection in Service-Learning: Student Voices and Reflections*. Nashville: Vanderbilt University.**

This guide has been designed as a resource for teachers, students, practitioners, and community agency representatives in utilizing reflection in service-learning initiatives. The authors use student voices as a tool to identify successful reflection techniques, and indicate that this guide is meant to complement existing resources on reflection.

The guide begins with foundational information on the basics of critical reflection and its role in the learning process. Student testimonials are provided on the benefits of reflective practice in areas such as supporting learning and applying knowledge, greater interest in social and community issues, helping to connect with fellow students and faculty, and developing commitment to active citizenship. The manner in which reflection figures into learning theory is also explored, with information on the experiential learning cycle and how to utilize different reflection tools based on diverse learning styles. A reflection activity matrix is provided which summarizes “reading,” “writing,” “doing,” and “telling” exercises. It details how each exercise fosters “personal development,” “connecting to others,” “citizenship development,” “understanding,” “application,” and “reframing” (65). Each activity is outlined in detail and grouped into reading, writing, doing, and telling activities in the following chapters. Helpful appendices include a reflection bibliography, reflection guides and handbooks, helpful reading for reflection, and a reflection interview guide.

**3.8.6 Gallini, S.M., & Moely, B.E. (2003). Service-Learning and Engagement, Academic Challenge, and Retention. *Michigan Journal of Community Service Learning*, 10(1), 5-14.**

Gallini and Moely's study investigates the extent to which service learning increases students' engagement with their studies, universities and communities, and the likelihood of their continuing studies at their universities. Gallini and Moely introduce their study by indicating how and when service learning can produce negative outcomes, citing factors such as poorly planned service learning, individualizing social issues, de-emphasizing structural components and causes, reinforcing students' views that community members are deficient; and exaggerating the importance of the volunteer. Ultimately, inadequately planned and executed service learning experiences have the potential to reinforce students' stereotypes and increase perceived distance from the community (5).

Gallini and Moely's study examined how the service learning experience influenced the community, student academic and interpersonal engagement, students' plans to continue at their universities, and logistical challenges of service learning courses. Their findings indicate students in service learning courses evaluated their course experience more positively than did non-service learners. Students in service learning experiences also scored significantly higher on all five scales for community engagement, academic engagement, interpersonal engagement, academic challenge, and retention than did non-service learners. Students in service learning experiences also spent more hours studying than non-service learners, although this finding was only consistent for those in 3<sup>rd</sup> and 4<sup>th</sup> year courses (10).

They concluded that academic engagement and academic challenge were aspects of service learning that most influenced students' plans to continue study at their universities. Further, students indicated that the service learning course enhanced their interpersonal skills and level of community engagement (12).

**3.8.7 Moely, B.E., McFarland, M., Miron, D., Mercer, S., & Ilustre, V. (2002). Changes in College Students' Attitudes and Intentions for Civic Involvement as a Function of Service-Learning Experiences. *Michigan Journal of Community Service Learning*, 8(2), 15-26.**

This study supports much of the findings in the Gallini and Moely (2003) article and demonstrates that student participants in service learning are more interested and motivated, are expected to work hard, gain a great deal from their courses, and demonstrate improving academic performance in their service-learning courses over a semester (Moely et al, 2002, 23). Ultimately, the research suggests students likely to engage in civic action are more interested in their courses and more intrinsically motivated toward learning. Students who plan to become active in their communities and evaluate their own skills and attitudes for community action positively, tend to be "mastery oriented, value their college courses, and [tend to have] been involved in volunteer work and service learning in the past" (Moely et al, 2002, 23).

## 3.9 Civic Engagement - Canadian Context

### 3.9.1 Barnard, R., Campbell, D.A., & Smith, S. (2003). *Citizen Re:Generation: Understanding Active Citizen Engagement Among Canada's Information Age Generations*. Toronto: D-Code.

The *Citizen Re:Generation* report focused specifically on youth citizen engagement, and found that although participation among young people is low in a variety of forms of engagement, findings demonstrate young people do care but do not find the current avenues of participation suitable to their needs. This report describes the factors that attract this generation to civic participation.

For example, young people are active in charitable giving, although they want their donations to empower others and tackle the root causes of social problems such as poverty and homelessness. Along with the general population, youth volunteerism is declining, yet those who do volunteer donate their time for causes they care about, or to gain new skills and enhance existing skills. Ultimately, young people expect results through their volunteer experience “whether the return is social change, goods, employment, or a sense of fulfillment” (28).

The report also addresses low voter turnout among young people and attributes the trend to their desire to see results. This is also reflected in their approach to other forms of civic participation. Apathy toward electoral politics could, therefore, be ascribed to the finding that youth “perceive electoral politics as distant and irrelevant to their lives” (45). However, contrary to study conducted by Gidengil et al. (2004), Barnard and company (2003) find young people are turning to forms of political participation - such as activism - viewed as more relevant, participatory, and effective ways of engaging in the political arena.

### 3.9.2 Beauvais, C., McKay, L., & Seddon, A. (June 2001). *A Literature Review on Youth and Citizenship*. Ottawa: Canadian Policy Research Networks.

This report provides an overview of the literature on youth and citizenship. The authors explore the terms “citizenship” and “youth” in their own right, as well as the need to explore youth citizenship. The authors claim young people have a “precarious” citizenship status where they are denied the full citizenship status of an adult, yet may have their own passports, marriage licenses, work, and vote (76). With high youth unemployment, and the growing age range of “youth,” from as low as age 12 and as high as age 29 or older, youth are becoming a cohort needing investigation.

The literature review investigates the citizenship status of today’s youth and whether social, economic, or age inequalities exist. It also questions whether young people have the capacity and independence necessary to achieve full citizenship in the form of full civil, political, social and economic rights. On that note, the authors contextualize citizenship as rights and responsibilities, access, and feelings of belonging where young people have the ability to engage in all aspects of life.

The review begins by examining the contested term “youth” and how it has evolved over time with a prolongation of this phase of life. This concept is further explored in terms of young people’s citizenship status in relation to their independence and autonomy, the

ambiguity of this stage of life and its impacts on conceptions of citizenship, and current barriers to full participation.

Young people's ability to achieve independence provides the framework for the bulk of the analysis in this paper, and the notion of inequality is intertwined throughout. The findings are summarized through six categories: lack of education as an avenue to exclusion; education as a path to independence and equality through citizenship education, volunteering, extra-curricular activities, and health education; access to education and the labour market to ensure economic independence and security; discrimination of youth on the basis of age or membership in other categories; the health and wellness of young people, including differential access to recreational activities; and a sense of belonging and inclusion in one's community.

The final section of the paper poses questions for further reflection. It identifies gaps in the system which may cause dependence and inequality of youth, examines the implications of this precarious nature of youth citizenship, and identifies particular segments of the youth population that may be particularly at risk in their ability to achieve full citizenship. The paper concludes with areas for further research, such as justice, equality, and health and safety.

**3.9.3 Canada 25. (June 2005). *Enhancing Civic Engagement: How Can Canada Develop the Most Engaged Citizen in the World? Canada25 Content Guide.* Toronto: Canada 25.**

Canada25 is in the midst of an exciting study of civic engagement. Their central question regards how Canada can develop the most engaged citizens in the world. They hope to begin answering this question by coming to a "shared vision of civic engagement in Canada"; providing recommendations for enhancing policy and democratic life in Canada; and creating policy initiatives that can be advanced by Canada25 and other organizations to enhance civic engagement in Canada (4). Their content guide serves as a resource to foster thought and reflection on civic engagement in Canada.

The guide reviews Canada25's eight main forms of civic engagement: political engagement, social activism, volunteerism, religious and cultural engagement, play and expression, international engagement, virtual engagement, and philanthropy. After a brief exploration of each mode of engagement along with additional sources on the topic, the guide offers some critical questions to generate discussion such as, how we define citizenship and community, what challenges and enticements exist for participation, and how we measure the benefits and meaning of engagement.

Ultimately, this Canada25 study explores how we engage in our community and society, why we do and do not engage, what makes engagement meaningful or not meaningful, and how greater engagement can be fostered. Through exploration of the eight central themes, Canada25 hopes to come to a common definition of civic engagement thereby understanding the incentives and obstacles, unique Canadian features of civic engagement, and exemplars to build upon.

**3.9.4 Canadian Education Association (2005). *Focus on Educating Citizens*. Retrieved January 20<sup>th</sup>, 2006, from <http://www.cea-ace.ca/foo.cfm?subsection=edu&page=sto>**

The Canadian Education Association's recent web resource is an exciting addition to their site. "Focus on Educating Citizens" includes a section where one can explore different definitions, stories and perspectives of citizenship. Citizenship education is also examined by identifying different educational approaches, outlining the history of citizenship education in Canada, describing recent policy trends in the area including curricular civics initiatives in Canada, and highlighting some international exemplars of citizenship education.

An overview of research on citizenship and democracy is also provided and is grouped according to themes of academia, activism, arts and culture, philosophy, and politics. In each category, the CEA provides a listing of "people who have made us think" with a profile including their core contribution to the field. Challenges for citizenship education are also outlined, including such issues as aboriginal perspectives, diversity, ethics, and inclusion. Each challenge is further outlined with additional links on the topic and strategies for action are addressed. Seven exemplary program models are provided in the "Practice" section.

The Resources and Research Map are very useful sections of the site. The Resources section is organized by topic such as citizenship theory, citizenship and curriculum, social justice and equity, inclusion, and service learning and volunteerism. One can then browse the resources in each topic area by title, author, date, and resource type. A legend is also provided for easier navigation with identifiers for new resources; researcher recommended; user recommended; Canadian; and whether the resource is available online. The Research Map is organized by research topic including theories of citizenship, learning citizenship, language and culture, and global citizenship and policy. There are also divisions by researcher, such as Alan Cairns, Will Kymlicka, and Daniel Schugurensky, and divisions by regions of Canada. Clicking on any of the links in the research map will lead to a researcher profile including their name, title, institution, research interests, further elaboration on their research, the resources they utilize, the challenges they identify for citizenship education, and how their work relates to policy and practice.

**3.9.5 Wyman, M., Shulman, D., & Ham, L. (1999). *Learning to Engage: Experiences with Civic Engagement in Canada*. Ottawa: Canada Policy Research Networks.**

This Canada Policy Research Network paper explores the widening gap between government and citizens both in terms of citizens' role in decision making processes, and in their level of trust in democratic institutions. This report responds to the Commonwealth Foundation's invitation to Commonwealth countries to explore citizen initiatives that may strengthen social cohesion, democracy, and citizen engagement. This is accomplished via examination of six case studies of civic engagement in Canada. Review of immigration policy and the National Forum on Health are examples of government-initiated processes; the cleaning of the Sydney Tar Ponds and the creation of Nunavut are examples of citizen-initiated engagement; the debate on the Multilateral Agreement on Investment and changes to the regulation of financial services are examples of citizens creating space for debates in the global arena. After an exploration

of Canada's system of governance and decision-making and a review of the six case studies, the CPRN report offers an alternative model of the public dialogue process called "The Society We Want" (68).

After considering their experience with citizen engagement, Canada's democratic model, and the case studies the paper concludes by providing action steps for more successful engagement between citizens and government. These include building capacity (through existing organizations and actors to offer opportunities to learn about citizen engagement, and greater accessibility to training), and establishing a set of foundational rules for engagement (providing a scope and timeline for consultation processes, creating purposeful techniques, performance guidelines, and operating procedures). They also include creating a system of accountability through reporting and evaluating processes for the government and public broadcasters. Other action steps include introducing measures facilitating citizen engagement, firstly by creating national bodies and associations, secondly by the involvement of elected representatives in engagement processes in their riding, and finally by using existing community hubs as a site for information.

## 2. Summary and Concluding Remarks

---

In summary, this review of literature suggests an established field of service-learning which continues to encompass various perspectives. The theories and concepts of service-learning continue to emerge within a wide framework, with some researchers advocating for a shared conceptual model and others encouraging practitioners to draw from multiple applicable concepts and theories. The research on service-learning pedagogy, campus/community partnerships, and the outcomes of service-learning, suggest an overall positive analysis of this educational approach. Many studies clearly demonstrate that specific elements such as meaningful reflection and inclusive community partnerships were central to the effectiveness of service-learning. While the current body of research on service-learning in the United States offers positive support and critical insight for this approach, some areas clearly need more consideration and investigation. These areas may prove to be of great interest to researchers within the emerging community service-learning field in Canada

There remains for dialogue and discussion the identification of the primary goal of service-learning and/or the relationship between various important goals. Existing research focuses heavily on defining the effectiveness of service-learning in terms of a teaching and learning method while investigating effects on students' values, skills, beliefs, and knowledge. While some resources explore elements of effective community partnerships, there is little related research on how service-learning impacts community organizations or the community at large. Many studies emphasize the importance of inclusive partnerships between the campus and the community; ones which consider the needs and assets of both. Even examples of researchers discussing the importance of integrating goals of social justice into this practice, illuminate the need for additional research to demonstrate whether service-learning courses actually achieve meaningful change in the community.

The research generally indicates positive impacts for student participants including enhanced engagement in the community, improved academic achievement, gains in skills development, and altered values and attitudes toward others and society. However, there is little discussion of whether students who are predisposed to prosocial values and community engagement are attracted to courses that integrate service-learning. Additional research is needed to assess students' views prior to entering service-learning courses, and determine whether such students independently exhibit movement toward expanded worldviews and changed conceptions of their community.

Research assessing the impact of service learning in areas of academic performance, personal and social values, and civic engagement is also limited to short-term studies. These studies predominantly provide data on students' progression over one or two semesters. Increased numbers of longitudinal studies would be very useful in examining the potential for long-term impact on participant civic engagement.

Overall the literature demonstrates that service-learning certainly has great potential to foster civic skills and knowledge about societal issues; however, successful service-learning seems to be dependant upon various specific factors. The structure of a service-learning course or program is critically important to achieving beneficial

outcomes. Elements such as the focus of the service experience (on either simple charity or systemic change), the length and intensity of the service experience, the choice of critical reflection components, the role of faculty or professional staff, and the effectiveness of on-site supervision and education all have potentially more impact than the actual experience itself and would benefit from further investigation. For example, the importance of reflection is discussed at length; however, there is a lack of research on what types of reflection activities are most effective. Further study is needed on different forms of reflection (such as journaling, small group discussions, large group discussions, related readings, online communities, reflection involving the community organization, reflection involving the faculty member, etc.), the diversity of reflection activities, the frequency of reflective practice, and the length of the reflection activities.

The rich and well-documented research on service-learning in the United States has been the primary source of information for this bibliography, and continues to be an important resource for Canadian community service-learning practitioners. Many factors help identify spaces for academic and community-based inquiry and knowledge generation. These include the developing Canadian community service-learning field, our own experiences of campus/community partnerships practicing CSL, lessons learned from our colleagues in the United States and in other nations, and relevant factors within our own country's context.

The Canadian Association for Community Service-Learning (CACSL) eagerly looks forward to encouraging and supporting Canadian CSL research activities. We hope to assist our national CSL field in collaboratively identifying and measuring outcomes for our work, while applying researched knowledge to produce resources for unique, successful CSL models. Ultimately, CACSL hopes to assist the Canadian CSL community in contributing Canadian content to this global body of research and literature.