

The Role of Service-Learning in Building a Civically Responsible University

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GROWTH OF COMMUNITY SERVICE AND SERVICE-LEARNING IN THE UNITED STATES (1997-2005)

	1997	2001	2005
Community Service			
All Primary & Secondary Schools	42%	64%	70%
Secondary Schools	71%	83%	89%
Colleges and Universities	45%	70%	78%
Service-Learning			
All Primary & Secondary Schools	23%	32%	34%
Secondary Schools	28%	46%	46%
Colleges and Universities	22%	40%	43%

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PRESENCE OF SERVICE-LEARNING AROUND THE WORLD

Primary & Secondary Schools

NORTH AMERICA: Canada, Mexico, United States

LATIN AMERICA: Argentina, Brazil, Chile

EUROPE: Czech Republic, England, Germany, Ireland,
Netherlands, Russia, Spain, Sweden

MIDDLE EAST: Israel, Lebanon

AFRICA: Ghana

ASIA: Japan, Singapore, Thailand

AUSTRALIA



PRESENCE OF SERVICE-LEARNING AROUND THE WORLD


Colleges and Universities (Higher Education)

NORTH AMERICA:	Canada, United States
LATIN AMERICA:	Argentina, Chile
EUROPE:	England, Ireland, Poland, Scotland
MIDDLE EAST:	Lebanon
AFRICA:	South Africa
ASIA:	Japan
AUSTRALIA	




WHY ENGAGE IN SERVICE-LEARNING?

- 1. Renewal of the social responsibility purposes of higher education**




“To qualify students for personal success and direct usefulness in life and to promote the public welfare by exercising an influence in life and to promote the public welfare by exercising an influence on behalf of humanity and civilization.”

Stanford University, Founding documents, 1891



“Harvard expects that the scholarship and collegiality it fosters in its students will lead them in their later lives to advance knowledge, to promote understanding, and to serve society.”

Harvard University, Handbook for Students, 2003-2004, p. 1



“As a University committed to fulfilling its public trust, it will endeavor to educate citizens for the global responsibility of enlarging understanding, promoting justice, reducing suffering, and enriching the human experience.”

University of California at Berkeley, Vision Statement, 2001



WHY ENGAGE IN SERVICE-LEARNING?

- 1. Renewal of the social responsibility purposes of higher education**
- 2. Greater Emphasis on constructivist teaching**



Essential Elements for Successful Learning

- **In terms of classroom learning, students learn best when the curriculum:**
 - **emphasizes learning more than teaching**
 - **engages students as active participants in the learning process**
 - **is student-centered rather than teacher-centered;**
 - **promotes the development of students' higher order thinking skills;**

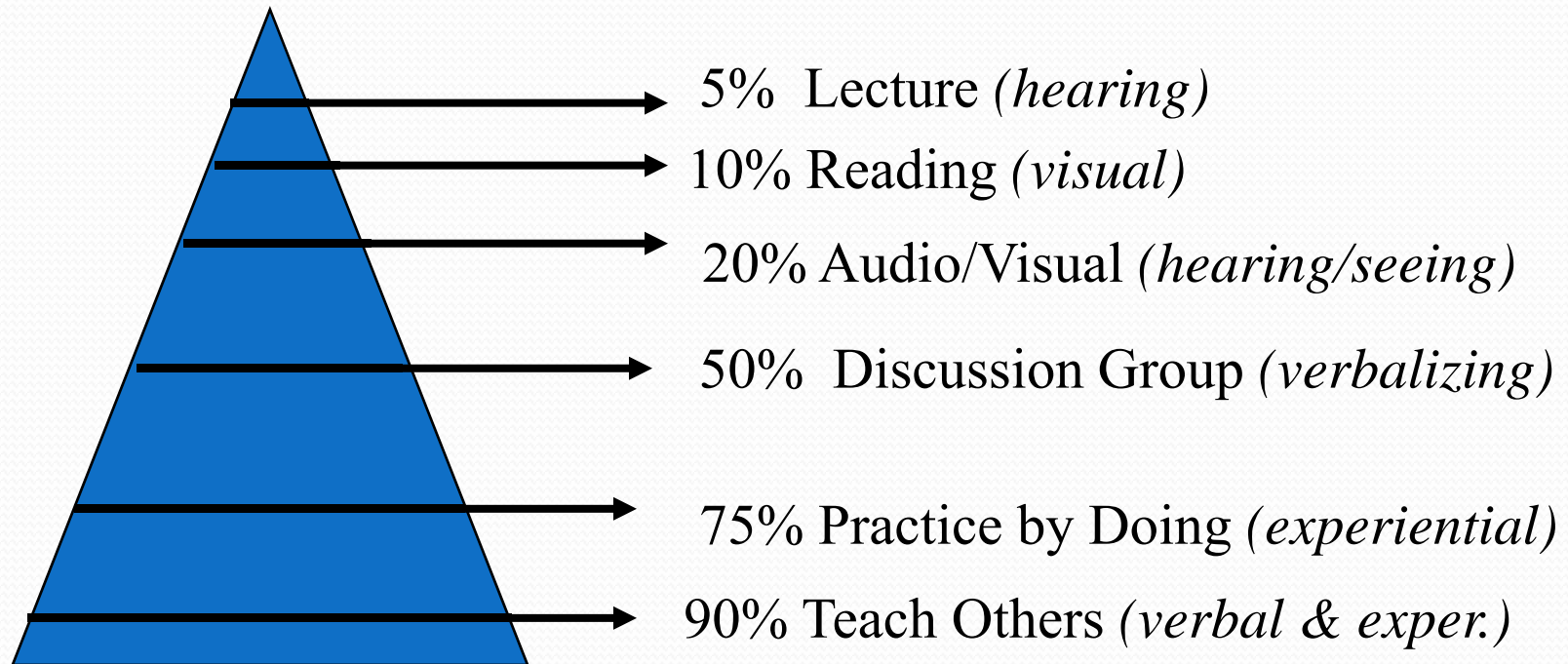


Essential Elements for Successful Learning (cont'd.)

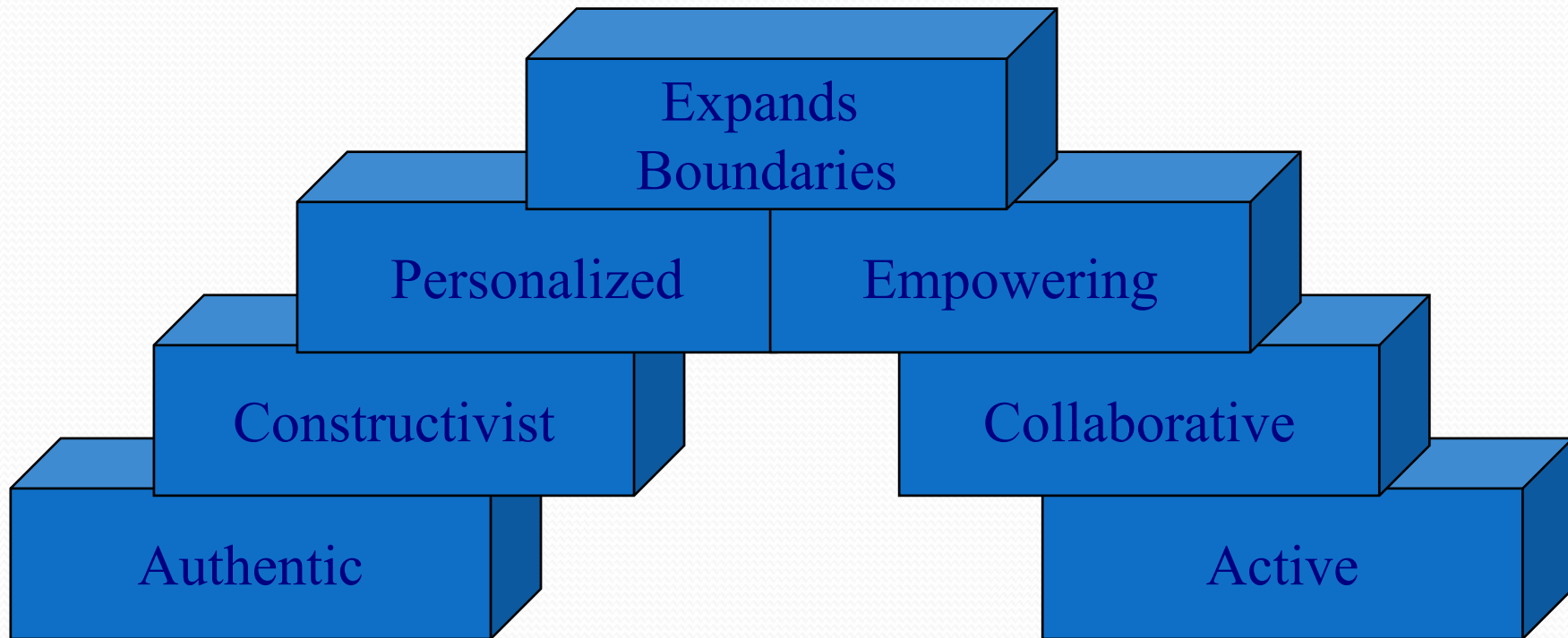
- **focuses on making connections among the disciplines;**
- **connects new knowledge to what student know by having students construct meaning;**
- **is meaningful and/or of interest to students;**
- **is brain-based;**
- **is socially constructed; and**
- **is practiced and used**

Experiential Learning Pyramid

➤ We learn and remember:



Essence of the Pedagogy





WHY ENGAGE IN SERVICE-LEARNING?

- 1. Renewal of the social responsibility purposes of higher education**
- 2. Legitimization of constructivist teaching**
- 3. New research paradigm**



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- 4. New Epistemologies**

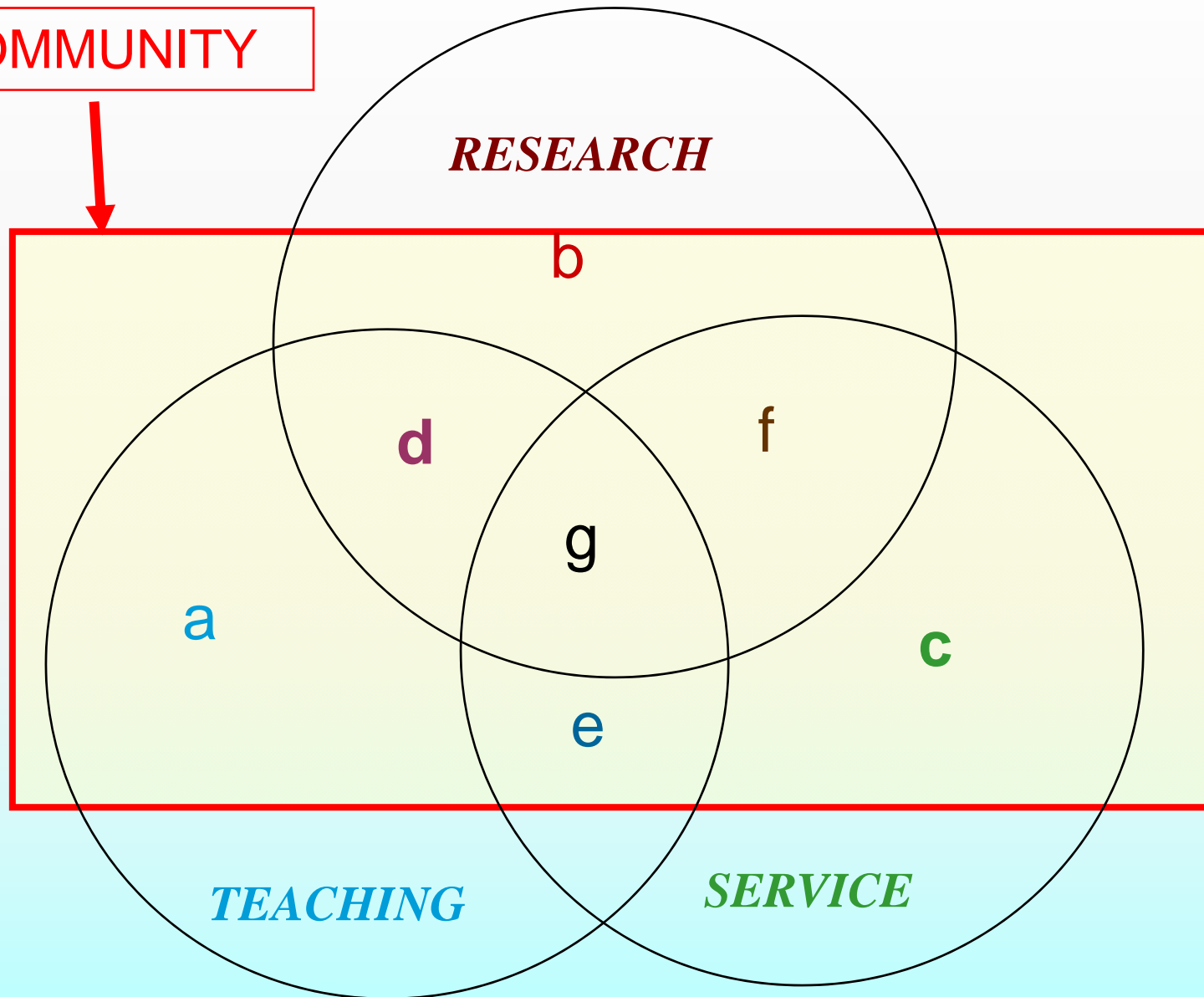


WHY ENGAGE IN SERVICE-LEARNING?

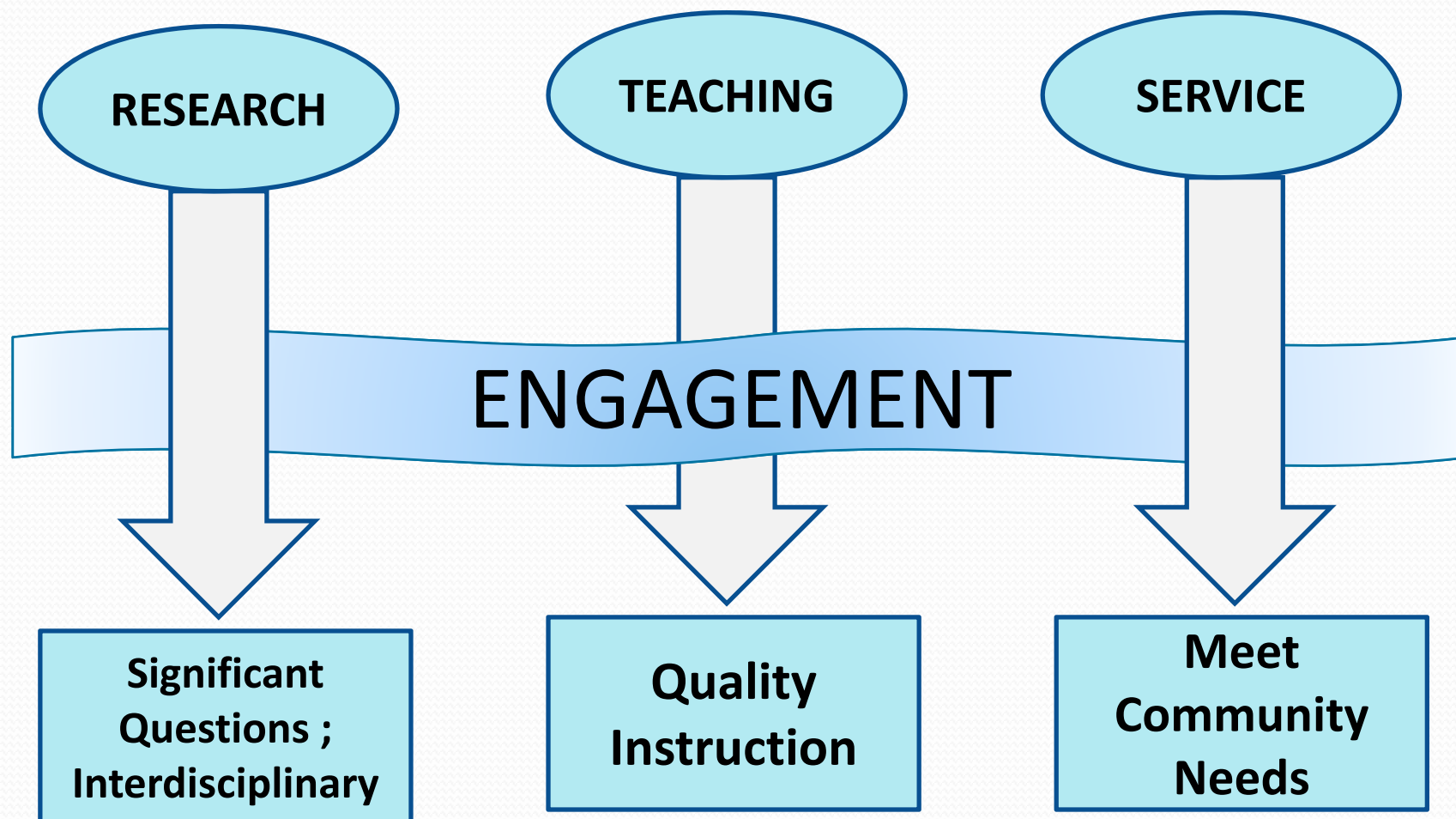
- 1. Renewal of the social responsibility purposes of higher education**
- 2. Legitimization of constructivist teaching**
- 3. New research paradigm**
- 4. New Epistemologies**
- 5. Rise of the “engaged” university**

The Engaged University

COMMUNITY



Engagement and University Goals





Service-Learning and the Engaged University

- 1) Entry point
- 2) Broad constituency
- 3) Multiple outcomes for students
(academic, civic, social, personal,
career, ethical)
- 4) Dr. Martin Luther King

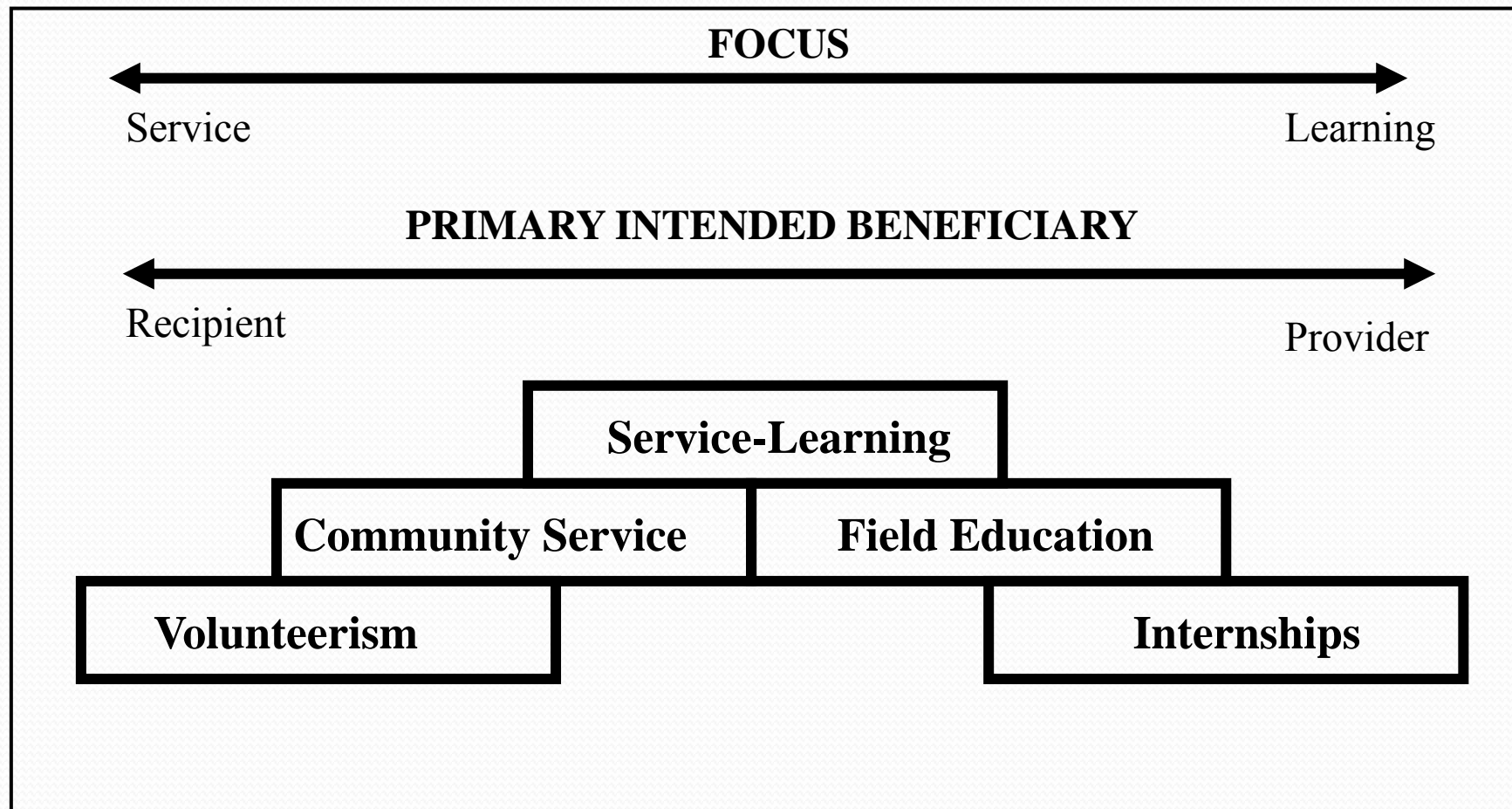


DEFINITION

“Service-learning is a credit bearing, educational, experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.”

Bringle and Hatcher, 1995

Service-Learning: A Balanced Approach to Experiential Education



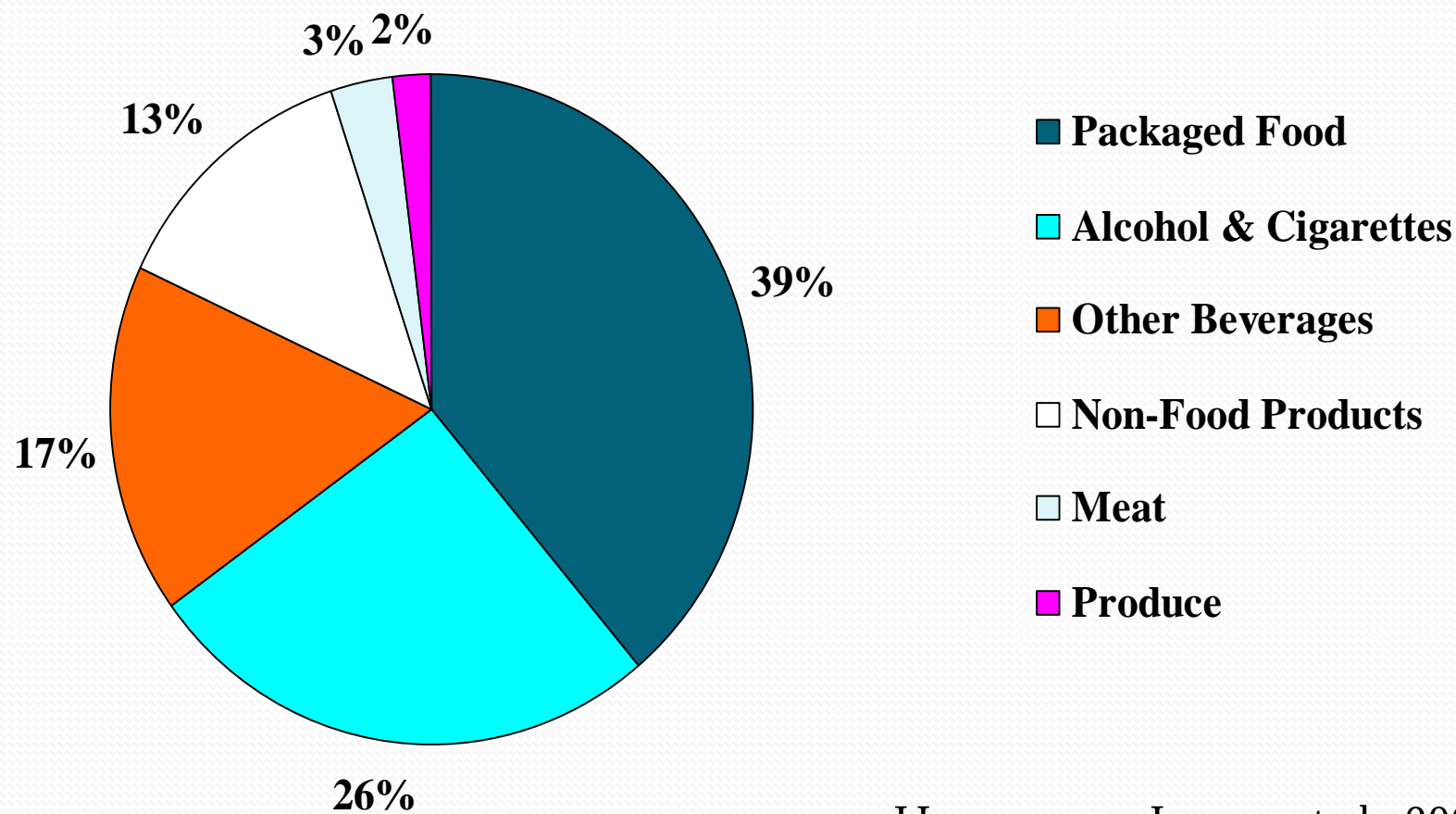
Public Health and Environmental Science

(Minkler, 2005)





Survey of Products Sold in 11 BV-HP Corner Stores



Hennessey – Lavery et al., 2005

*% Change in Sales
over 7 Months*

Produce	↑	15%
Alcohol	↓	10%
Cigarettes	↓	10%
Profits	↑	12%





Three Lessons

- Less is More
- Quality Matters
- Intentionality Matters



Research Questions

- 1) How can we characterize students in terms of their preferences for different kinds of community service?**
- 2) What is the importance of these preferences? In particular, how does a match or mismatch between preferences and service opportunities affect students' gains from service-learning?**

Moely, B., Furco, A, Reed, J., and Ilustre, I. (2008). Individual Differences in Student Preferences for Service-Learning.



“Paradigms” of Community Service

Charity Approach

Emphasis on direct service to the individual, for a limited period of time. The “helper” plans activities and makes decisions about service activities.

Social Change Approach

Emphasis on producing societal change that will last. Aim is to empower those served so that they can accomplish self-determined goals.

Measuring Service Preferences

“The following statements describe different kinds of service-learning activities. Please rate each statement as to how much you would like to engage in this kind of service.”

Charity Items

A service placement where you can really become involved in helping individuals.

Helping those in need.

Internal Consistency: α (4 items, $N = 2,016$) = .83

Social Change Items

Changing public policy for the benefit of people.

Working to address a major social ill confronting our society.

Internal Consistency: α (4 items, $N = 2,017$) = .85

Characterizing Service Sites

“Using the scale below, indicate the extent to which your service-learning activity involved each of the following:”

Charity Items

A service placement where you can really become involved in helping individuals.

Helping those in need.

Internal Consistency: α (4 items, $N = 1,650$) = .85

Social Change Items

Changing public policy for the benefit of people.

Working to address a major social ill confronting our society.

Internal Consistency: α (4 items, $N = 1,646$) = .84



Service-Learning Courses

73 courses, representing a range of disciplines:

33% in the Humanities

27% in the Social Sciences

17% in Psychology/Human Development

6% in Health fields

6% in Business

5% in the Sciences

4% in Fine Arts

2% Other



COMMUNITY SERVICE

- 61% Educational settings
- 20% Community-based organizations
- 6% Non-profits
- 5% Health organizations
- 3% Service with prisoners
- 1% Poverty/Homeless
- 4% Other

Identifying “Match” and “Mismatch” Groups

	Student Preferences:	Charity	Social Change	High Value Undiff.	Low Value Undiff.	Totals:
	Service Site:					Match/ Mismatch
	High Charity Low SocCh.	69	46	75	107	144/153
	Low Charity High SocCh.	26	66	62	74	128/100
	High Charity High SocCh.	83	105	195	131	195/131
	Low Charity Low SocCh.	62	88	76	170	170/226
	Totals	240	305	408	482	637/610



The Importance of the “Match”

For three Preference groups, a MATCH predicted:

- ◆ Increased ***Learning about the Community***
- ◆ Increased ***Satisfaction with College***
- ◆ Increased ***Interpersonal Effectiveness***

Effects on Students' Reports of Learning about the Community

SERVICE PREFERENCE	GROUPS	
	Match	NO Match
Charity	3.79	3.39
Social Change	3.81	3.21
High Value Undifferent.	4.17	3.37
Low Value Undifferent.	2.96	3.44

Effects on Students' Reports of Satisfaction with College

SERVICE PREFERENCE	GROUPS	
	Match	NO Match
Charity	3.05	2.73
Social Change	3.34	2.65
High Value Undifferent.	3.58	2.88
Low Value Undifferent.	2.56	2.99

Effects on Students' Reports of Interpersonal Effectiveness

SERVICE PREFERENCE	GROUPS	
	Match	NO Match
Charity	3.98	3.64
Social Change	3.94	3.46
High Value Undifferent.	4.13	3.61
Low Value Undifferent.	3.19	3.62

Service Sites Facilitating Outcomes for Low Value Undifferentiated Preference Group

Outcome: Site:	Learning about Community	Satisfaction with College	Interpersonal Effectiveness
Charity	<i>M</i> = 3.43	2.779	3.70
Social Chng.	3.26	2.99	3.41
High - High	3.66	3.17	3.82
Low – Low	2.95	2.57	3.18



Major Findings

Research Question #1

- **Students, especially women, prefer Charity (helping) activities.**
- **1/3 prefer Charity or Social Change service paradigms.**
- **Others do not differentiate preferences, indicating enjoyment of both (30%) or neither (35%) Charity and Social Change activities.**



Major Findings

Research Question #2

- **For three groups, a match predicts positive outcomes for Learning about the Community, Satisfaction with College, and Interpersonal Effectiveness.**
- **The Low Value Undifferentiated group profits by service experiences that offer opportunities for both Charity and Social Change activities.**



Implications for Planning

Implications of these findings for planning of service-learning experiences:

- **Provide students with choices of service activities in order to match their preferred kind of service.**
- **Encourage service sites & faculty to incorporate both Charity & Social Change in the students' experiences.**