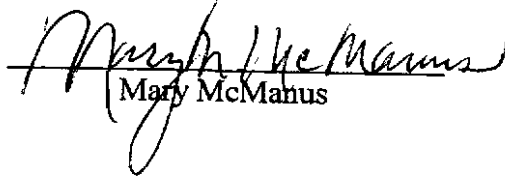How Does Service Learning in the Washburn School

District, Grades 7-12 Affect Students' Citizenship

and Academic Achievement?

by

Heidi Maccani King

A Research Paper
Submitted in Partial Fulfillment of the
Requirements for the
Master of Science Degree
in

Education

Approved: (2) Semester Credits

Mary McMahus
Mary McMahus

The Graduate School

University of Wisconsin-Stout

May, 2008

The Graduate School
University of Wisconsin-Stout
Menomonie, Wisconsin

Author: **Maccani King, Heidi M.**

Title: ***How Does Service Learning in the Washburn School District, Grades 7-***

12 Affect Students' Citizenship and Academic Achievement?

Graduate Degree/Major: **MS in Education**

Research Advisor: **Mary McManus**

Month/Year: **May, 2008**

Number of Pages: **70**

Style Manual Used: **American Psychological Association, 5th edition**

ABSTRACT

Literature illustrates several benefits of integrating service learning into a school's

curriculum. The literature reviewed in this study helps to explain the process of service

learning, as well as explain its many benefits to a school and a community. This case

study has been designed to find if there is a positive correlation between students'

academic achievement and citizenship because of their participation in service learning at

the Washburn School District. The participants were split into two groups: those who had

participated in service learning and those who had not participated in service learning.

The study included taking a survey and answering reflection questions if the student had participated in service learning. Teachers at the Washburn School District, grades 7-12 also participated in this study. Teachers were given a survey and also answered reflection questions if they had used service learning as part of their curriculum. The results were used to make recommendations to the Washburn School District concerning the direction the district may want to take regarding service learning in grades 7-12.

The Graduate School

University of Wisconsin-Stout

Menomonie, WI

Acknowledgements

TABLE OF CONTENTS

List of Tables

Chapter I: Introduction

The education of middle and high school students should include real life learning

experiences that they can take with them and then apply to life after their secondary

education. "Educational experiences need to (1.) Increase student activity inside and

outside the classroom; (2.) promote knowledge acquisition and educational performance;

(3.) increase group-based and cooperative learning; and (4.) assist students in developing

solutions to real-world complex problems" (Grabert and Wells, 2004). Service learning

allows these four aspects of education to be integrated into the curriculum. Through

service learning students gain many skills which they can use in life. Two that will be the

focus of this paper are students' academic achievement and civic involvement. "Service

learning relates academic study to work in the communities in ways that enhance both"

(Colorado University Service Learning, 2005).

Service learning has many benefits; however two of the main benefits are higher

academic achievement and increased participation in citizenship activities within the

community. If students can leave high school with a foundation for participating in

citizenship activities it will lead to a positive individual outcome and also constructive

results for the society as a whole (Wisconsin Department of Public Instruction, 2002).

Service learning is currently instituted in a small number of curricular areas at the

Washburn School District, grades 7-12. It was added to the district curriculum in the fall

of 2006. The district does not have a requirement that students need to have participated

in service learning in order to graduate. Service learning leads to better academic

achievement. Students are left with more opportunities after they leave high school and

enter society. When students partake in service learning in high school and start to

become active members of their community, they are more likely to continue serving after they leave high school (Learning in Deed, 2002).

Statement of Problem

How does service learning in the Washburn School District, grades 7-12 affect students' citizenship and academic achievement?

Purpose of the Study

The purpose of this study is to determine the impact of service learning on middle and high school students in the areas of academic achievement and citizenship. This study will compare students that have been involved in service learning in different curricular areas to those that have not participated in service learning activities in any of their classes. Students' academic performance will be evaluated based on their cumulative GPA during semesters in which they were engaged in service learning compared to those in which they were not engaged in service learning. Then, students' that have been involved in service learning will be compared with students cumulative GPA that have not been involved with service learning. Students' civic involvement will be measured based on whether or not students are more or less likely to volunteer in the community after participating in service learning.

Literature reviewed for this study will be used in several ways. First, it will be used to explain the definition and different aspects of service learning. Second, the research will be used to identify the different types of service learning to show service learning is a flexible concept. If one format of service learning does not fit a curriculum another one might. Third, it will be used to show that service learning leads to community partnership and it will demonstrate that service learning helps create students

that are more likely to continue their relationship in the community. Fourth, the research will show how students use reflection of a service learning opportunity to understand their work and the benefits. Reflection can be used later in many aspects of their life.

Results are designed to show whether or not students have been affected by their service learning opportunities. If the results of students' academic achievement and citizenship activities are positive, it could lead to service learning being integrated across the curriculum in the Washburn School District. It could also lead to making service learning a graduation requirement. Students could possibly be expected to attain a certain number of hours participating in service learning to graduate. If the results show no change, it could lead to more studies on this topic. A negative effect could be reason for not implementing service learning across the curriculum or not making it a graduation requirement. It could also be used to show that service learning should not be used as a leaning tool in the Washburn School District.

Reflection of instructors and students that have engaged in service learning will be a part of this study. Both instructors and students can share insight on the impact that service learning can have on participants. The changes could be positive or negative. Surveys will also be given to both the instructors and the students to help define the effects of service learning on students' academic achievement and their citizenship, along with other aspects of service learning. Students and instructors will be allowed to explain whether or not service learning has had a positive or negative impact on their academic achievement, citizenship, social skills, the staff, and the Washburn School District as a whole. They will also be asked to explain how they used what they learned in service learning activities to impact the school, community or world.

Assumptions of the Study

Assumptions that need to be made in this case study include the following: students or instructors may be biased toward or against service learning. They may answer questions both in reflection and in the survey in a biased manner. One must also assume that grading can be a subjective task and could differ from teacher to teacher. This could lead to differences between students' grades in different curricular areas and may not be completely linked with service learning as part of their learning activities. Also, different grade levels in high school have different expectations and students' cumulative GPA could go up or down based on the different core classes that a student has to take during a particular semester. Students may also answer whether they are more or less likely to participate in community activity in a biased manner based on what they think the researcher may want to find in this study.

Definition of Terms

For the purpose of this study the terms listed below will be defined as follows:

Service-learning "teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities" (ETR Associates, 2004).

Citizenship "becoming a productive, responsible, caring and contributing member of society" (Burmaster, 2005).

Civic Engagement "individual and collective actions designed to identify and address issues of public concern. It can include efforts to directly address an issue, work with others in a community to solve a problem or interact with the institutions of representative democracy" (American Psychology Association, 2006).

Limitations

This study may have some limitations. One is biases within the study. Some

biases that could appear within the study are students or instructors that are particularly in

favor or against service learning. This may lead to the students or staff members

answering questions in a particularly biased manner. The representation of the student

population may also be a limitation. Those involved with the study may not be a

complete representation of the student population as a whole, as can happen when using

stratified sampling. This may result in findings that do not portray the correct correlations

between service learning and the students at the Washburn School District, grades 7-12.

Chapter II: Literature Review

What is Service Learning

"Service Learning provides a compelling reason to learn, teaches the skills of civic participation and develops an ethic of service and civic responsibility" (McPherson, 2002). It "is a method of teaching that enriches learning by engaging youth in meaningful service to their schools and communities through careful integration with established curricula and/or learning objectives" (National Youth Leadership Council, 2005). Service learning engages students in the curriculum and it aids them in making connections between the material that they are studying, and the different applications that it has to the outside world. It assists young people in understanding the importance of "service skills, from acts of kindness and caring, to community stewardship, to civic action" (Service-Learning Partnership, 2002). Service learning is a strategy of learning that allows students to enhance their education through "active learning and participation, engagement in the community, critical thinking" and through "information on real-life conflictual situations" (Grabert and Wells, 2004). Rising evidence shows that service-learning within a school setting is an effective way of meeting both students' needs and goals and the community's needs and goals (Melchior, 2000).

Service learning differs from community service because service learning is tied to an academic curriculum, as well as to the community. Service learning differs from field trips because service learning can happen within the school grounds or classroom, unlike field trips. Service learning does not mean taking time out from academics, because service learning is academics (National Youth Leadership Council, 2005).

Service learning may be used to teach any curricular area, and it can also be used to meet many different community needs. According to the Wisconsin Department of Public Instruction:

> Overall, the most important feature of effective service and service-learning programs is that both leaning and service are emphasized. For example, students in a quality service-learning program are graded on what they learn, just as they would be for any other class. They are also expected to carry out service projects of genuine benefits to the community (Wisconsin Department of Public Instruction, 2002).

Schools are often concerned about the costs of service learning, but studies have shown that service learning can be instituted at a relatively low cost to most districts. Many schools that have adopted service learning into their curriculum have done so with little or no extra funding. Service learning is an inexpensive way of enhancing the educational experience of junior high and high school students (Melchior, 2000). Schools throughout the country have service learning programs. "A 1999 survey released by the National Center for Education Statistics found that 32% of all public schools organize service-learning as part of their curriculum, including nearly half of all high schools" (Learning in Deed, 2002).

Service learning has many positive aspects which include the following:

- Academic Learning
- Civic Responsibility
- Personal and Social Development
- Career Development

Types of Service Learning

According to the Corporation for National and Community Service (2003), service learning can be broken down into three main types of services: direct, indirect, and advocacy. Each type of service learning has different elements, but each is equally important. Each type will enhance students' academic performance and their citizenship. Choosing a type of service learning which is appropriate for the teacher, the classroom and the community is the most important element.

Klopp (2003) defines direct service as the type of service learning that will require students to have contact with other people. They will need to work together with people of various ages, depending on the project. An example of direct service would be working with Veterans to create a war memorial to place in the community. This would require high school students to work with people of varying ages (National Youth Leadership Council, 2005). According to the *Wisconsin Toolkit of Service-Learning and Citizenship* students engaged in direct service learning learn to:

- Be responsible for their own actions

- Be dependable

- Make a difference in another person's life

- Solve problems

- Care of another person

- Focus on the needs of others

- Put one's own problems in context

- Get along with people different from one's self

Klopp (2003) defines indirect service learning as learning that usually takes place inside the school grounds. The students focus on what the school needs instead of the community as a whole. This wouldn't always require a community member to be included; however it could in some instances. Examples of indirect service learning would be planting flowers on the school grounds to make it more visually appealing or building and painting chairs and tables to donate to the public library (National Youth Leadership Council, 2005).

According to the *Wisconsin Toolkit of Service-Learning and Citizenship* students engaged in indirect service learning learn to:

- Work in a team and to cooperate

- Develop a team spirit

- Play different roles in a group

- Take pride in their accomplishment

- Organize people to get a job done

- Involve others

- Perform project-specific skills

- Value working with others to solve problems, as well stated learning objectives for the service-learning initiative

The last type of service learning is advocacy. Klopp (2003) defines this type of service as learning that allows students to work to eliminate a specific problem. The problem is usually a community problem, but could be a state, national or global problem. For example, students could give a presentation to the community about the need for a city curfew or talk to young children about the importance of staying in school.

According to *Street Law* when working on an advocacy project it is important to remember three elements; clarity, quantity, and frequency. The students' message must be clear so it is easy for the audience to understand. One must determine the number of people that are going to be involved and they need to plan to get the message out often (Arbetman, 1999).

According to the *Wisconsin Toolkit of Service-Learning and Citizenship* students engaged in advocacy learn to:

- Persevere

- Articulate a concern and suggest solutions

- Work with adults

- Persuade people to act or view things in a new way

- Understand relationships among issues

- Appreciate the duties and privileges of citizenship

- Understand and appreciate the political process

All types of service learning can be used when engaging in service learning projects and can be successful in fostering students' academic and civil skills as long as they are quality programs (National Youth Leadership Council, 2005).

Youth Voice

Youth voice is an important component in service learning. "By giving youth a "voice" or "ownership" of the learning, we increase their intrinsic motivation and enable them to find the meaning and value of the learning experience" (National Youth Leadership Council, 2005). Youth are allowed to become part of an educational team and their voice is just as important as the other partners involved. By giving youth a voice,

four important components must be present: respect, communication, investment, and meaningful involvement. Respect allows students and teachers to challenge each other and break age stereotypes, as well as providing opportunities for students to earn respect and be respected by different people. This is an important element in the educational process. Communication allows for an open exchange of ideas between the partners involved. Everyone's opinions are valued and are allowed to be heard. Investments are important for the future and can be achieved by using service learning for students to become accepted as leaders. Leaders of today provide good citizens for tomorrow. By allowing meaningful involvement students are allowed to make important decisions that affect them and others. Students are held accountable for their actions and the choices they make when involved with a service learning project. Students can reflect on what their involvement means and "reflection helps everyone appreciate the importance of their education-for themselves, for their communities, for their lives" (Wisconsin Department of Public Instruction, 2002).

Academics and Service Learning

Service learning aids in building stronger academic skills. Service learning allows students to learn new concepts through hands-on experiences. Students are involved in the educational process of service learning from the beginning of the project until the end. "First students take an active role in determining how the projects are accomplished, creating interest and excitement for learning. Second, service learning accommodates many different types of learning styles" (Learning in Deed, 2002). According to studies "students in over half of the service-learning schools studied showed moderate to positive gains on student achievement tests in language arts and/or reading, engagement in school,

sense of educational accomplishments, and homework completion" (Wisconsin

Department of Public Instruction, 2002). Below is a list of supporting passages:

- "Service-learning participation was associated with higher scores on the Massachusetts state test of basic skills" (Wisconsin Department of Public Instruction, 2002).

- "Students who participated in service-learning showed higher standardized test scores on Indiana's state assessment in third-and eighth-grade math and English than those who did not participate" (Wisconsin Department of Public Instruction, 2002).

- "83% of schools with service-learning programs reported that grade point averages of participating service learning students in Florida improved 76% of the time" (Wisconsin Department of Public Instruction, 2002).

- "Middle and high school students in Texas and South Carolina who participated in service-learning tutoring programs increased their grade point average and test scores in reading/language arts and math, and were less likely to drop out of school" (Wisconsin Department of Public Instruction, 2002).

- "California students who engaged in service-learning came to class on time more often, completed more classroom tasks, and took initiative to ask questions more often" (Wisconsin Department of Public Instruction, 2002).

- "Students at all levels felt that they learned more in service-learning classes than other classes" (Wisconsin Department of Public Instruction, 2002).

Educators that have used and observed students engaged in service learning say that it helps students grasp academic skills and knowledge about specific subject matter. Educators also agree that it helps students develop their critical thinking skills (National Youth Leadership Council, 2005).

Civic Responsibility

In the United States civic activity among citizens is on a decline. Margaret Branson, an author on civic responsibility explains, "Americans between the ages of 18 and 25 are conspicuously lacking in the attributes of good citizenship" (The Importance of Promoting Civic Education, 2003). Young people today are less likely to vote when compared with young people in past decades. Most Americans believe that civic education is essential to education. "Over the course of 33 years of Phi Delta Kappa/Gallup polling, Americans have overwhelmingly concurred that "educating young people for responsible citizenship" is essential" (The Importance of Promoting Civic Education, 2003). Service learning engages youth in the community which helps foster civic responsibility. "Service-learning allows young people to explore and develop skills for a range of ways to serve, including acts of kindness and caring, community stewardship, and civil action" (National Service-Learning Partnership: About Service-Learning, 2002). Teaching students about the role they can assume in their community can promote civic participation for a life time (Learning in Deed, 2002).

Service learning helps students make a positive contribution to the community which fosters citizenship, as well as helps them academically. Service learning supports the concept of citizenry that has been at the center of the United States' philosophy since the start of the country. "Former Senator John Glenn chaired the National Commission on

Service-Learning, which called service-learning "the single best way" to educate young people for active citizenship in a democracy" (National Service-Learning Partnership: About Service-Learning, 2002). Below is a list of supporting passages:

- "More than 80 percent of participants in quality service-learning programs felt they made a positive contribution to the community" (Wisconsin Department of Public Instruction, 2002).

- "Students who engaged in service-learning programs showed an increase in the degree to which they felt aware of community needs, believed they could make a difference, and were committed to service now and later in life" (Wisconsin Department of Public Instruction, 2002).

- "High School students who participated in service-learning and service are more likely to be engaged in a community organization and are more likely to vote 15 years after participation in the program than those who did not participate" (Wisconsin Department of Public Instruction, 2002).

Roper Starch Worldwide, Inc polled Americans about their attitudes about public education and service learning. Below are their findings:

- "89% agree that service-learning encourages active citizenship and community involvement" (Service-Learning Delivers What Americans Want from Schools, 2002).

- "90% support including service-learning in their local public high schools if service-learning helps to create a partnership between schools and their communities" (Service-Learning Delivers What Americans What From School 2002).

Community Partnerships

Community partnerships allow youth to work with others in order to build trust. Community partnerships are an important part of service learning because they allow young people to work with people of various ages, races, backgrounds, etc. Students learn many skills through service learning that help throughout their lives. These skills can include, but are not limited to: creating a vision, organizing, resolving conflict, developing plans of action, and evaluation (Wisconsin Department of Public Instruction, 2002).

Studies have shown numerous positive impacts for both the students and communities involved with service learning. One major attribute to the students being active in the community is young people are seen as valuable to community agencies. In studies "ninety percent of the agencies interviewed reported that the service learning participants had helped the agency improve services to clients" (Melchior, 2000). In studies that included service learning in education situations, three-fourths of the students involved reported that they had raised the skill level and self-esteem of those they were tutoring. In service learning situations that involved the elderly, "65 percent of the agencies interviewed reported that program participants had helped improve the mood, morale, and quality of life of elderly residents" (Melchior, 2000). Almost all of the agencies that were involved with the service learning study said they would use the participants in the program again as part of their agencies. Service learning also helps to fortify the relationship between the school involved and the community. Studies have shown that agencies involved have a more positive attitude toward the youth and school district involved with the project.

Roughly half of the community agencies ... said their participants in service learning had produced new relationships with the public schools, and two-thirds indicated the Learn and Serve projects had fostered a more positive attitude toward schools. An even greater number (82 percent) reported the service learning program helped to build a more positive attitude toward youth in the community. In at least one community, the service learning program was credited with helping to build a broad base of support for the public schools (Melchior, 2000).

These skills are important to education growth and also are skills that can be used throughout a lifetime.

Personal and Social Development

Service learning allows for students to develop socially and personally. Studies show that youth involved in service learning activities have positive growth in both personal and social situations. Below is a list of supporting passages:

- "Middle and high school students who engaged in a quality service-learning program showed increases in measures of personal and social responsibility, communication, and sense of educational competence" (Wisconsin Department of Public Instruction, 2002).

- "Students who engaged in service-learning ranked responsibility as a more important value and reported a higher sense of responsibility to their schools than comparison groups" (Wisconsin Department of Public Instruction, 2002).

- "Students who engaged in quality service-learning programs reported greater acceptance of cultural diversity" (Wisconsin Department of Public Instruction, 2002).

According to the Americans polled in the Roper Starch Worldwide, Inc. (2000) poll:

- "56% say that schools have a definite responsibility to help students develop their leadership skills" (Service-Learning Delivers What Americans Want from Schools, 2002).

- "55% say that schools have a definite responsibility to teach students how to work with people that are different from themselves" (Service-Learning Delivers What Americans Want from Schools, 2002).

Educators have made the following observations about service learning and personal and social development: "It helps develop a student's self-image and helps them become more comfortable in social situations. They become more accustomed to group work, are more socially sensitive, and have intergenerational connectedness" (National Youth Leadership Council, 2005).

Career Development

Career development is one of service leaning's many benefits. Students involved in service learning report that they have had gains in their career development because of participating in a service learning program (Wisconsin Department of Public Instruction, 2002). Below is a list of supporting passages.

- "Students who participated in service-learning reported gaining career skills, communication skills, and positive increases in career exploration knowledge" (Wisconsin Department of Public Instruction, 2002).

- "Students who engaged in high quality service-learning programs developed positive work orientation attitudes and skills" (Wisconsin Department of Public Instruction, 2002).

Educators that have observed students involved in service learning say it allows students to explore different career options and gain job-related skills (National Youth Leadership Council, 2005).

Reflection

"Reflection is the use of critical thinking skills to cement the learning that began with the various applications of the project process" (National Youth Leadership Council, 2005). There are several different ways in which students can reflect on service learning projects. Journaling is considered an important part of reflection. Journaling allows students to understand how their civic participation is critical to the project and community. Reflection questions that may be asked in order for students to understand their importance as a citizen may include, but are not limited to: "What is a good citizen? What type of citizen do you think you will be when you grow up? What are the types of ways that citizens help their community? Is community service an essential component of good citizenship in a democracy? Why or why not" (Wisconsin Department of Public Instruction, 2002)?

Reflection can be important to enhancing academic skills also. It helps to foster student learning which includes "creative writing, writing persuasive letters, concept mapping, writing a guide for future program participants, creating artistic expression (theater, music, dance, visual arts), developing a school-wide or community display, and presenting at a public meeting or conference. Many of these activities can also be used as

a means for evaluating students' learning" (Wisconsin Department of Public Instruction,

2002). Reflection is important because it allows students to make connections between

their academics and their community (Learning in Deed, 2002). By using the many types

of reflection, educators can evaluate student learning and academic skills.

Chapter III: Methodology

The purpose of this study is to determine the affects of service learning on students' academic achievement and citizenship at the Washburn School District, grades 7-12. This chapter will describe the method used for selection of the subjects that participated in the study. This will include both students and teachers that participated. It will also describe the instrumentation of the surveys and the reflection questions for both the students and the teachers. This chapter will also explain the data collection and the data analysis. Finally, it will describe any limitations this study may include.

Subject Selection and Description

The students that participated in this study were asked to participate in this study on a voluntary basis. The researcher went around to grades, 7-12, at the Washburn School District and explained the study to the students. She explained what service leaning is, what she was trying to find out about service learning, why this information is important, and that they did not have to participate in this study. The researcher explained the more students that participated the more likely the results would be accurate. The researcher explained the study would include a survey and ten reflection questions about service learning if they had participated in it before taking the survey. She also explained they would need to take home a letter and permission slip for a parent/guardian's signature. The researcher asked all students if they had any questions. She explained to them they were to bring the permission slips back within two days if they were going to participate

and if they were not going to participate, there was no a need to return anything. Students returned their permissions slips to their English teacher because the researcher does not see most of the students. The English teachers held the slips until the day of the study. The students then took the surveys in their English classes on January 23rd, 2008. Only students that brought back permission slips were allowed to participate in the study. The English teachers collected all the surveys/reflection questions and then returned them to the researcher at the end of the day.

The staff that participated in this study where asked to on a voluntary basis. An e-mail was sent out explaining the study to the staff and asking that they contact the researcher if they had any questions. It was then explained that the survey and reflection questions would be put in their school mailbox. They were to return them to the researcher's mailbox within two weeks time. The researcher reminded them on the Friday before they were due to please fill them out if they were planning to by that coming Monday.

Instrumentation

The two surveys and reflection questions used were created specifically for this study. One was for the students and one for the teachers at the Washburn School District, grades 7-12. The researcher created them with the help of Christine Ness at the University of Wisconsin-Stout. The survey that was created for the students included their name, current grade level, a description of what service learning is according to www.servicelearning.org, a question on whether they felt they understood the concepts of service learning, and if they have ever participated in service leaning. If the students had participated in service learning, it then asked for a description of the activity and the

month and year it took place. The survey then asked ten questions about their service

learning experiences. Students were asked questions about how their experience impacted

them in the following areas:

- Grades

- Attendance

- Attitude

- Civic activity

- Career development

- Impact on students as a whole

- Impact on the community

- Implementation of service learning in all curricular areas

- Implementation of service learning as a graduation requirement

Teachers were also given a survey to complete. The teachers' survey included the

curricular area in which they taught, if they felt they understood the concepts of service

learning, if they had ever used service learning in their curriculum and if they had how

many years they had been using service learning. The teachers' survey also had a

description of service learning according to www.servicelearning.org. If the teachers had

used service leaning as part of their curriculum they were asked for a description of the

activity and the month and year that it took place. The survey then asked ten reflection

questions about their service learning experience as a teacher and what impact they felt it

had had on students. Teachers were asked questions about how service learning

experiences impacted students in the following areas:

- Grades

- Attendance

- Attitude

- Civic activity

- Career development

- Impact on students as a whole

- Impact on the community

- Implementation of service learning in all curricular areas

- Implementation of service learning as a graduation requirement

Both students and teachers that had participated in or used service learning as part of their curriculum were asked reflection questions about their experience. They were asked to reflect on the following information:

- What personal growth they had gained and how they believed they could use their growth to promote change?

- What academic growth they felt they had gained and how they believed they could use it to promote change?

- What civic growth they feel they had gained and how they believed they could use it to promote change?

- What positive or negative changes they thought service learning had on the Washburn School District as a whole?

- What positive or negative changes they thought service learning had on the Washburn School District, grades 7-12?

- What positive changes they felt service learning had on the faculty at the Middle and High School?

- What positive or negative changes they felt service learning had on the community/world.

These reflection questions where asked so students and teachers would have a way to explain the impacts that service learning has had on them, the faculty, school, and community/world. Their answers will be used as a way to support the answers that they gave in the surveys. The reflection answers are also meant to give real life examples on the effects of service learning. Their reflection answers will be unique to Washburn and our community. This information may be able to be applied to other similar geographical areas if necessary.

Data Collection Procedures

The student survey and reflection questions were administered on Wednesday January 23rd in each student's English class. The researcher delivered the surveys to the middle school guidance counselor on the on the morning of the 23rd and she administered the surveys to the 7th and 8th grade students during their English classes. She administered the survey because she was already in their English class for the day speaking with them on an unrelated topic. In grades 9-12 students also took their surveys in their English class. They were administered by their English teacher in their regularly scheduled class. The 9-12 English teachers were also delivered the surveys on the morning of January 23rd. The students were asked to answer the first three questions whether or not they had participated in service learning. If they had participated in service learning, they were asked to list their activities and when the activity took place. The date the activity took place was important. The researcher needed to compare the GPA's of semesters which students were involved in service learning to the semesters in which students were not

involved in service learning. After they listed the activities and dates, they continued on with the survey and reflection questions. The students that never had participated in service learning stopped after answering the first three questions. Their GPA's were used to compare to students that had participated in service learning. Both the middle school guidance counselor and high school English teachers kept the surveys in a folder until the end of the day and then returned them to the researcher. She then took them home to analyze.

The staff participated in this study on a voluntary basis. An e-mail was sent out by the researcher in early January explaining the study to the staff and asking that if they had any questions they contact the researcher. All staff members were asked to answer the first three questions. If they had used service learning they were asked to list the activities and the dates. They also answered the rest of the survey questions and the reflection questions. The teachers who had not used service learning stopped after the first three questions. When the teachers returned their surveys to the researcher's mailbox, she kept them in a file cabinet in her room until the final due date. She then took them home to analyze.

Data Analysis

Data was analyzed using the Statistical Program for Social Sciences (SPSS) version 15.0 (2006). T-tests were used in the statistical analysis of students' GPA. Tests were paired with sample t-tests. T-tests were used for the analysis of reported change in GPA to compare the GPA of students that had participated in service learning to the GPA of those that had not participated in service learning. On all other survey questions data was analyzed using a point scale. Means and standard deviation were calculated using the

following point scale: Agree strongly = 5 points, agree = 4 points, neutral = 3 points, disagree = 2 points, disagree strongly = 1 point. Teachers' responses were analyzed on the same point scale to find the mean and standard deviation. T-tests were not used when analyzing the data from the teachers' survey.

Limitations

Limitations in this study include the following: only thirteen students in grade 7-8 participated in this study. Forty-four students in grade 11-12 participated in this study, but only nineteen students who were in grades 9-10. The difference between the amounts of students that participated at different grade levels may have an affect on the results. The sample sized used to compare GPA was limited to those students who had data for both semesters (grades 9-12). Students in grades 7-8 did not have data for two or more semesters. There were also a very limited number of teachers that had used service learning. This left a very small data sample from which to make conclusions regarding the teachers' opinions of service learning and how they felt service learning affected students.

Summary

The purpose of this study is to determine the affects of service learning on students' academic achievement and citizenship at the Washburn School District, grades 7-12. The students that participated in this study were asked to participate in this study on a voluntary basis. All students had to have a signed permission slip in order to participate in this study. Students took the survey in their English class on January 23rd, 2008. It was administered by their English teacher in the high school and by the middle school guidance counselor in grades 7 -8. The surveys were put in a folder and returned to the

researcher at the end of the day. This data was analyzed using the Statistical Program for Social Sciences (SPSS), version 15.0 (2006). T-tests were used in the statistical analysis of students' GPA. Tests were paired with sample t-tests. T-tests were used for the analysis of reported change in GPA, to compare the GPA of students that had participated in service learning to the GPA of those that had not participated in service learning. On all other survey questions data was analyzed using a point scale. Teachers were also asked to participate in the study on a voluntary basis. The teachers' surveys were also analyzed using SPSS 15.0 and on a point scale to find the mean and standard deviation.

Chapter IV: Results

The purpose of this study is to determine the affects of service learning on students' academic achievement and citizenship at the Washburn School District, grades 7-12. This study was conducted using a survey and reflection questions for those students and teachers that had previously been a part of a service learning activity. The surveys were given to each student that had a signed permission slip from their parent/guardian. Both surveys were analyzed using SPSS version 15.0 (2006). T-tests were used for the analysis of reported change in GPA, to compare the GPA of students that had participated in service learning to the GPA of those that had not participated in service learning. On all other survey questions data was analyzed using a point scale. Teachers were also asked to participate in the study on a voluntary basis. Teacher surveys were also analyzed using SPSS 15.0 and on a point scale to find the mean and standard deviation. After the results are analyzed recommendations will be made to the Washburn School District Administration and Board of Education regarding the effects of service learning on the students in the Washburn School District, grades 7-12.

Item Analysis

Research Question 1: Did service learning affect students' academic achievement?

Table 1

I Have Noticed a Positive Change in My Grades after Participating in Service Learning

Question #1	Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly
7th Grade	1	1	7	1	0
8th Grade	0	0	1	1	1
9th Grade	0	0	9	0	0
10th Grade	0	5	5	1	0
11th Grade	0	3	18	1	0
12th Grade	1	5	12	3	1
Question #1	Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly
Totals	2	14	52	7	2

The average response was 3.07, which would indicate that students were neutral on whether they had noticed a positive change in their grades after participating in service learning. The standard deviation was 0.66. The number of students that participated in responding to this question was 76.

Did students' semester GPA change when they participated in service learning?

Results showed that students' GPA did not significantly change when comparing semesters in which they were engaged in service learning to the semesters in which they were not engaged in service learning. The average GPA for semester in which the students were engaged in service learning was 3.417. The average GPA for semesters in which students were not engaged in service learning was 3.46. The mean difference was -0.03865. Paired sample t-test = 1.419, with p=.162. This indicated that there was no statistically significant difference in GPA during semesters when students were engaged in service learning to those semesters in which they were not engaged in service learning.

Did students who participated in service learning have higher GPA's than those that have not participated in service learning?

Results showed that the average GPA for students that had participated in service learning was 3.38. The average GPA for students that have never participated in service learning was 3.12. The mean difference was 0.26. Independent sample t-tests=1.749, p=0.84. This shows that there is no statistical difference in GPA of students that had participated in service learning compared to students that had not participated in service learning.

Below are responses that reflect the positive impact service learning has had on academic achievement of students in the Washburn School District, grades 7-12. The comments below are a reflection on the following question related to academic achievement and service learning:

What academic growth do you feel you gained from participating in service learning?

- "I feel that I gained real-world experience."

- "It gives me willingness to do and try new things."

- "Hands-on skills."

- "Getting work experience with people of all ages."

- "It's easier to get a better grade because I am more interested in service-learning than day to day school work."

- "It helped me feel better about myself and helped me see that I could make a change if I really wanted to in the world and in my grades."

- "I feel more pride and therefore more capable and willing to do well in my studies."

- "Responsibility, self-control, leadership, and multi-tasking.

Research Question 2: Did service learning effect students' citizenship?

Table 2

I Have Become More Engaged in Civic Activity Outside of School

Question #4	Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly
7th Grade	0	2	4	4	1
8th Grade	0	1	0	1	0
9th Grade	0	6	2	0	0
10th Grade	2	4	5	0	0
11th Grade	2	6	14	0	0
12th Grade	3	11	8	0	0
Question #4	Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly
Total	7	30	33	5	1

Results show that students had a mean answer of 3.49, which would indicate that students' civic activity may have increased slightly after participating in service learning. The standard deviation was 0.81. The number of students that participated in responding to this question was 76.

Table 3

Service Learning Has a Positive Impact on the Community

Question #8	Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly
7th Grade	2	5	3	1	0
8th Grade	2	0	0	0	0
9th Grade	4	4	0	0	0
10th Grade	4	7	0	0	0
11th Grade	10	12	0	0	0
12th Grade	14	8	0	0	0
Question #8	Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly
Total	36	36	3	1	0

Results show that students had a mean response of 4.41, which would indicate that students feel that service learning has a positive impact on the community. The standard deviation was 0.64. The number of students that participate in responding to this question was 76.

Below are responses that reflect on the positive impact service learning has had on students and the community. The comments below are a reflection on the following question related to their civic growth and service learning:

What civic growth did you gain from participating in service learning?

- "Service learning has helped me want to help in my community

- "I am closer with the people in my community. They know me well and enjoy my community involvement"

- " I felt like I was a contributing member of our community"

- "I have a sense of purpose and have become a bigger part of my community"

- "One can gain knowledge of their community and better understand some jobs in the community. Also you can meet new people."

Below are comments students gave when asked to reflect on the following question related to how they use their civic growth to promote change.

How do you believe you can use your civic growth to promote change?

- "I feel that as a bigger part of the community I feel a greater need to make the community better."

- "Encourage other teenagers to help out in the community."

- "If I see a problem, I feel comfortable contributing my help to the solution."

- "Participating further in the community could promote people's confidence in teenagers and strengthen it in general."

- "I believe my civic growth will help people because everyone needs help sooner of later. If they get the help they need maybe this will promote them to help someone else."

Table 4

By Participating in Service Learning I Have Gained Important Skills Related to Career Development

Question #5	Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly	
7th Grade	3	5	3	0		0
8th Grade	1	0	1	0		0
9th Grade	1	5	2	0		0
10th Grade	3	7	1	0		0
11th Grade	3	13	5	1		0
12th Grade	4	11	5	2		0
Question #5	Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly	
Total	15	41	17	3		0

Results show that students had a mean response of 3.89, which would indicate that students feel that service learning has an impact on their career development. The standard deviation was 0.76. The number of students that participate in responding to this question was 76.

Table 5

I Have Noticed a Positive Change in My Attitudes When Involved in Service Learning

Question #3	Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly
7th Grade	0	6	5	0	0
8th Grade	1	0	1	0	0
9th Grade	0	3	5	0	0
10th Grade	3	7	1	0	0
11th Grade	4	10	7	1	0
12th Grade	5	13	3	1	0
Question #3	Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly
Total	13	39	22	2	0

Results show that students had a mean response of 3.83, which would indicate that students feel that service learning has a positive impact on their attitude, which is an important part of their social skills. The standard deviation was 0.74. The number of students that participate in responding to this question was 76.

Below are responses that reflect on the impact service learning has on personal growth. The comments below are a reflection on the following question related to service learning and personal growth:

What personal growth did you gain from participating in service learning? How do you believe you can use your growth to promote change?

- "I have become more involved and have gained a lot of responsibility. Well, by helping others, I believe you promote them to help others."

- "I have gained more patience. I can share my skills and abilities and apply them to areas in the community that could use them."

- "I learned to help others and responsibility in sticking with the project. Others can see the good that service learning projects can do."

- "I realized that I could make a difference. I will return to civic service in the future."

- "People skills and communication skills. Therefore, I will help improve the community."

- "I have gained friendship in my community. I feel that by relating to my community I can positively impact my peers."

- "I feel good about myself after doing something good for the community."

- "I learned to be more caring about my community."

Below are the results of the student survey for questions 6-10. Means and standard deviations were calculated using the following scale: agree strongly=5 points, agree=4 points, neutral=3 points, disagree=2 points, disagree strongly=1 point.

Table 6

Results of the Student Survey for Questions 6-10

Question	M	SD	N	Response Frequency				
				Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly
Q6	4.25	0.64	76	26	44	5	1	0
Q7	3.8	0.63	76	8	46	21	1	0
Q8	4.41	0.64	76	36	36	3	1	0
Q9	3.47	0.96	76	11	27	26	11	1
Q10	3.16	0.94	76	5	22	32	14	3

Overall, the results show that students agree that service learning has a positive impact on students in the Washburn School District, grades 7-12. Students had a mean response of 3.80 on question seven, showing they fall between neutral and agree when asked if they feel service learning has a positive impact on the faculty. Students fell between agree and agree strongly when asked in service learning had a positive impact on

the community. The results show that students are neutral or agree about all teachers having to make service learning part of their curriculum. Students fell between neutral and agree when asked if service learning should be made a graduation requirement in the Washburn School District.

Below are the results of the teacher survey. Means & standard deviations were calculated using the following scale: agree strongly=5 points, agree=4 points, neutral=3 points, disagree=2 points, disagree strongly=1 point.

Table 7

Results of the Teacher Survey

	M	SD	N	agree strongly	agree	neutral	disagree	disagree strongly
				Response Frequencies				
Q1	3.5	0.84	6	0	4	1	1	0
Q2	3.5	1.05	6	1	2	2	1	0
Q3	4	0	6	0	6	0	0	0
Q4	3.5	0.84	6	0	4	1	1	0
Q5	4.67	0.52	6	4	2	0	0	0
Q6	4.5	0.55	6	3	3	0	0	0
Q7	4.33	0.52	6	2	4	0	0	0
Q8	4.67	0.52	6	4	2	0	0	0
Q9	2.83	0.75	6	0	1	3	2	0
Q10	4.17	1.17	6	3	2	0	1	0

Overall, the results show that in most areas teachers believe that service learning has a positive impact on students. Teachers agree that they have noticed a positive change in students in the following categories: students' attitudes and career development. The results show that teachers feel that service learning has had a positive impact on the students, faculty, and the community. Teachers fell between neutral and disagree when asked if service learning should be required as part of their curriculum. Teachers agreed that service learning should be made a graduation requirement for Washburn students.

Teachers had a mean answer of 3.50, which falls between neutral and agree when asked about the impact of service learning in the following areas: positive impact on student grades, positive change in attendance when students are engaged in service learning, and noticing if students have become more active in civic activities outside of school.

Below are comments teachers gave when asked to reflect on the following question:

Describe what positive or negative changes you think service learning has had on the students in the Washburn School District, grades 7-12.

- "It gives a segment of our population an avenue to use their skills and energy."

- "Students are more aware of the importance and needs of the individual and community as they transition into society as young adults."

- "It has made many responsible for their own learning and made them aware of the needs in their community."

Below are comments teachers gave when asked to reflect on the following question:

Describe what positive or negative changes you think service learning has had on the faculty at the Washburn School District grades 7-12.

- "It has many positive impacts on the faculty and I think that teachers would use it more if they had more time to prepare for service learning projects."

- Positive: Good, positive feeling of accomplishment. Negative: It totally consumes you at times. Everyone in the system must accommodate the service learning activity."

- "It has a positive result in both the faculty members' sense of self-satisfaction and knowing that the students are more aware and have hands-on opportunities to improve life."

Below are comments teachers gave when asked to reflect on the following question:

Describe what positive or negative changes you think service learning has had on the community/world.

- Service learning promotes cooperation, sense of responsibility, and awareness of needs within the community and this in turn positively affects the attitudes and relationships from person to person."

- "The good you do for others without compensation will be the most important accomplishment of your life."

- "Creates stronger communities and a better understanding of the world."

Chapter V: Discussion

The purpose of this study was to determine the effects of service learning on students' academic achievement and citizenship at the Washburn School District, grades 7-12. The students that participated in this study were asked to participate in this study on a voluntary basis. This data was analyzed using the Statistical Program for Social Sciences (SPSS), version 15.0 (2006). T-tests were used for the analysis of reported change in GPA, to compare the GPA of students that had participated in service learning to the GPA of those that did not participated in service learning. Tests were paired with sample t-tests.   On all other survey questions data was analyzed using a point scale. Teachers were also asked to participate in the study on a voluntary basis.

Results have shown that there is not a significant difference between students' GPA that have participated in service learning and those that have not participated in service learning. Students' GPA was also not significantly different during semesters that they did participate in service learning compared to the semesters in which they did not participate in service learning. Results indicated that students' civic participation increased slightly after participating in service learning. Students indicated that they felt that service learning was important to career development. Students indicated there was a slight improvement in their attitude when engaged in service learning. Overall, the results show that students agreed service learning has a positive impact on students in the Washburn School District, grades 7-12. Students also felt service learning had a positive

impact on the community. The results show that students are neutral about all teachers having to make service learning part of their curriculum. Students fell between neutral and agree when asked if service learning should be made a graduation requirement for the Washburn School District.

Overall, the results show that in most areas teachers believe that service learning has a positive impact on students. Teachers agree that they have noticed a positive change in students in the following categories: students' attitudes and career development. The results show that teachers feel that service learning had a positive impact on the students, faculty, and the community. Teachers fall between neutral and disagree when asked if service learning should be required as part of their curriculum. Teachers agreed that service learning should be made a graduation requirement for Washburn students. Teachers had a mean of 3.50, which falls between neutral and agree about the impact in the following areas: positive impact on student grades, positive change in attendance when students are engaged in service learning, and noticing if students had become more active in civic activities outside of school.

Limitations

This study may have some limitations. One is biases within this study. Some biases that could appear within the study are students or instructors that are particularly in favor or against service learning. This may lead to the students or staff members answering questions in a particularly biased manner. Other limitations in this study include that very few students in grade 7-8 participated in this study. Also more students in grade 11-12 participated in this study than did students in grades 9-10. The difference between the amounts of students that participated at the different grade levels may have

an affect on the results. The sample size used to compare GPA was limited to those students that had data for both semesters (grade 9-12). Students in grades 7-8 did not have data for two or more semesters. There were also a very limited number of teachers that had used service learning. This left a very small data sample from which to make conclusion from regarding the teacher's opinions on service learning.

Conclusions

Results of this study have shown that there is not a significant difference between students' grades that have participated in service learning and those that have not participated in service learning. Students' GPA was also not significantly different during semesters they did participate in service learning compared to the semesters in which they did not participate in service learning. Results indicate that students' civic participation increased slightly after participating in service learning. Research has shown that the "83% of schools with service-learning programs reported that grade point averages of participating service learning students in Florida improved 76% of the time" (Wisconsin Department of Public Instruction, 2002). There may be many reasons why the findings in the Washburn School District did not match the findings in schools in Florida. Service learning is still in its infancy at the Washburn School District. It was just made part of the curriculum in 2006. Most teachers at the 7-12 grade level do not use service learning as part of their curriculum, nor have they had any training in service learning concepts and implementation.

Results show that students had an average answer of 3.49, which would indicate that students' civic activity may have increased slightly after participating in service learning. Results show that students had an average response of 4.41, which would

indicate that students feel that service learning has a strong positive impact on the community. Research shows "students who engaged in service-learning programs showed an increase in the degree to which they felt aware of community needs, believed they could make a difference, and were committed to service now and later in life" (Wisconsin Department of Public Instruction, 2002). Results matched findings of the research. Students did report that their civic activity increased slightly. Students felt service learning had a strong impact on the community which correlates with the research findings. Many students reported feeling more connected to their community and felt what they were doing had a positive impact on the community which also correlates with research findings.

Results show that students had an average response of 3.89, which would indicate that students feel that service learning has an impact on their career development. Results show that students had an average response of 3.83, which would indicate that students feel that service learning has an impact on their attitude which is an important part of their social skills, which reflected on career development. Research shows that "students who participated in service-learning reported gaining career skills, communication skills, and positive increases in career exploration knowledge" (Wisconsin Department of Public Instruction, 2002). Research and the findings of this study did correlate. Many students reported gaining skills that were important to their career development in both the survey and reflection questions.

Overall, the results show that students agree that service learning has a positive impact on students in the Washburn School District, grades 7-12. The findings correlate with research findings in all areas. Although, the findings did show no significant change

in GPA during semesters when engaged in service learning or no significant difference between GPA of the students that did participate in service learning compared to those who didn't participate. All other areas were between neutral/agree and agree when students were asked about positive change.

Students fell between agree and agree strongly when asked if service learning had a positive impact on the community. This correlates with the findings of the research. "More than 80 percent of participants in quality service-learning programs felt they made a positive contribution to the community" (Wisconsin Department of Public Instruction, 2002). Findings in the Washburn School District were similar to these findings.

Students fell between neutral and agree when asked if they feel service learning has a positive impact on the faculty. The results show that students are neutral about all teachers having to make service learning part of their curriculum. Students fell between neutral and agree when asked if service learning should be made a graduation requirement in the Washburn School District. Although there was not research on this topic they will be used as part of the recommendations to the Washburn School District.

Recommendations

Studies have shown numerous positive impacts for both the students and community involved with service learning. Most of these studies could be applied right here in the Washburn community and to the Washburn School District. Students could benefit in many ways from incorporating service learning as a requirement to the Washburn School District. The community would also benefit in many ways. The students could make lasting relationships with businesses in the area. That is a benefit for all involved. Service learning also helps to fortify the relationship between the school

involved and the community. Studies have shown that agencies involved have a more positive attitude toward the youth and school district involved with the project.

Roughly half of the community agencies ... said their participants in service learning had produced new relationships with the public schools, and two-thirds indicated the Learn and Serve projects had fostered a more positive attitude toward schools. An even greater number (82 percent) reported the service learning program helped to build a more positive attitude toward youth in the community. In at least one community, the service learning program was credited with helping to build a broad base of support for the public schools (Melchior, 2000).

There are many agencies the students can connect with and the school district can reach out to help. Not only will the district be helping the agency involved, they will be helping their own students gain skills that will last them a lifetime.

Although the research did not show that there was a significant difference in GPA between students who did participate in service learning compared to those who did participate in service learning or a significant difference between students' GPA during semesters engaged in service learning compared to semesters not engaged in service learning, there were still many other areas that had positive impacts. Students reported becoming more engaged in their community and also they felt their service had a strong positive impact on the community. They also felt there was a slight improvement in their attitudes and that service learning was important to career development. Students did not report a positive or negative change in attendance when engaged in service learning.

Teachers also agreed that service learning had numerous positive impacts on students, as well as the community. Results showed that teachers did not feel that service

learning had any negative impact on the students, faculty, or community. Teachers were neutral or did not think that all teachers should be required to make service learning part of their curriculum, but did feel that it should be a graduation requirement. Students were neutral on their feelings of whether service learning should be a graduation requirement.

It is recommended that the Washburn School District allow opportunities for all teachers to attend a service learning training in order to become familiar with the concepts of service learning as well as how to incorporate it into their curriculum. After this happens, it is suggested that teachers would be allowed to try different service learning projects as part of their curriculum. The researcher also would recommend that teachers who are familiar with service learning be allowed to work with teachers who are not familiar with it to help them create programs within their curriculum. After all teachers interested in service learning are given ample time to create and carry out service learning opportunities numerous times in their classrooms, it is recommend that a new study be organized to note any similarities or differences to this study. After that, it is recommended to considering whether or not service learning should be a requirement of all curricular areas and a graduation requirement.

The researcher does believe making service learning a graduation requirement would be a good idea and the teachers that took this survey agreed. Students were neutral about the idea. Service learning could be made a graduation requirement starting with the 2010 graduation class. Research does show many positive impacts on students when engaged with service learning. Results of this study also show many positive impacts that service learning has had on students at the Washburn School District, grades 7-12. If this is not the favored direction of the Washburn School District, it is recommended to

reconsider service learning implementation after three to five years. This would allow ample time for teacher training in service learning, for teachers to create service learning opportunities, and for most students in grades 7-12 to be part of service learning. This would give a better idea of impact of service learning on students' grades 7-12 at the Washburn School District.

Research does show many positive correlations between service learning and the benefits that it has on a school and community. It is recommended that the Washburn School District continues to complete research on service learning. The research can be used to determine the positive or negative relationship service learning may have on the school and/or community. It also can help determine the direction the Washburn School District should take regarding service learning.

References

American Psychology Association, (2006). Civic Engagement and Service

Learning.Retrieved February 25, 2007, from APA Online Web site:

http://www.apa.org/ed/slce/civicengagement.html#definition

Arbetman, M, Edward, L (1999). *Street Law A Course in Practical Law*. Chicago:

National Textbook Company

Branson, Margaret (2003). *The Importance of Promoting Civic Education*. Retrieved

March 15, 2007, from the Center for Civic Education Web sit:

www.civiced.org/paper/mb_scholarconf_2003.pdf

Burmaster, E (2005). Wisconsin Department of Public Instruction . Retrieved February

25, 2007, from Wisconsin Citizenship Initiative Web site:

http://dpi.wi.gov/sspw/citizen.html

Burmaster, E. (2003) Wisconsin Toolkit for Serivce-Learning and Citizenship.

Corporation for National and Community Service, 3, 5, 7, 12-13 19, 27, 33.

ETR Associates, (2004). National Service Learning Clearinghouse. Retrieved February

25, 2007, from Welcome to Service Learning Web site:

http://www.servicelearning.org/welcome_to_service-learning/index.php

Grabert, C. and Wells, C. (2004).Service-Learning and Mentoring: Effective Pedagogical

Strategies. *College Student Journal. 38*, 573-8.

Klopp, C., (2005). The Essentials of Service Learning. Participants Manual, NYLC

Training., 6-8, 14, 46-49.

Learning in Deed, (2002). Frequently Asked Questions about Learning in Deed and

Service-Learning. Retrieved April 30, 2008, from Learning in Deed Web site:

http://learningindeed.org/news/faq/html.

McPherson, K., (2002). Service Learning. Retrieved April 30, 2008, from New Horizons

for Learning Web site:

http://newhorizons.org/strategies/service_learning/front_service.htm.

Melchior, A. (2000). Costs and Benefits of Service-Learning. *School Administration 57*,

26-31.

National Service-Learning Partnership, (2002). About Service-Learning. Retrieved

March 15, 2007, from National Service-Learning Partnerships Web Site:

http://www.service-learningpartnership.org

National Service-Learning Partnership, (2002). Service-Learning Delivers What

Americans Want From Schools. Retrieved March 15, 2007, from National

Service-Learning Partnerships Web Site:

servicelearningpartnership.org/site/docserver/roper_poll_summary.pdf?docid=163

The University of Colorado at Boulder, (2005). CU Service Learning. Retrieved April

30, 2008, from Web site: http://colorado.edu/servicelearning/

Appendix A: Student Survey and Reflection Questions

Student Survey on Service Learning

Name_____ _____

- **What is your current grade level?**

7th Grade   8th Grade   Freshman   Sophomore   Junior   Senior

Service learning is defined as the following by www.servicelearning.org:

"Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities."

- **Do you feel you understand the concepts of service learning?**
Yes   No   Unsure

- **Have you ever been part of a service learning activity?**

Yes   No   Unsure

If you have never participated in a service learning you can stop here. Thank you for your participation.

If you have participated in service learning please briefly describe each of the activities in which you were involved. Also list the month and year it took place in the chart below. If you need more space attach another sheet of paper listing the activity, month, and year.

Explain activity below	Month/Year

Please answer the following questions by circling the answer closest to your opinion if you HAVE participated in service learning.

1. I have noticed a positive change in my grades after participating in service learning.

disagree strongly   disagree   neutral   agree   agree strongly

2. I have noticed a positive change in my attendance when engaged in service learning.

disagree strongly   disagree   neutral   agree   agree strongly

3. I have noticed a positive change in my attitudes when involved in service learning.

disagree strongly   disagree   neutral   agree   agree strongly

4. I have become more engaged in civic activity outside of school.

strongly disagree   disagree   neutral   agree   agree strongly

5. By participating in service learning I have gained important skills related to career development.

disagree strongly   disagree   neutral   agree   agree strongly

6. Service learning has a positive impact on students.

disagree strongly   disagree   neutral   agree   agree strongly

7. Service learning has a positive impact on the faculty.

disagree strongly   disagree   neutral   agree   agree strongly

8. Service learning has a positive impact on the community.

disagree strongly   disagree   neutral   agree   agree strongly

9. All teachers should have to make service learning part of their curriculum.

disagree strongly   disagree   neutral   agree   agree strongly

10. Students should have to participate in service learning as a graduation requirement.

disagree strongly   disagree   neutral   agree   agree strongly

Student Reflection of Service Learning

Name_____

1. What personal growth did you gain from participating in service learning?

2. How do you believe you can use your personal growth to promote change?

3. What academic growth do you feel you gained from participating in service learning?

4. How do you believe you can use your academic growth to promote change?

5. What civic growth did you gain from participating in service learning?

6. How do you believe you can use your civic growth to promote change?

7. Describe what positive or negative changes you think service learning has had on the Washburn School District as a whole.

8. Describe what positive or negative changes you think service learning has had on the students in the   Washburn grades 7-12.

9. Describe what positive or negative changes you think service learning has had on the faculty at the Middle and High School.

10. Describe what positive or negative changes you think service learning has had on the community/world.

Appendix B: Teacher Survey and Reflection Questions

Teacher Survey on Service Learning

- **What curricular area do you teach?** _____

- **Do you feel you understand the concepts of service learning?**

    Yes   No   Unsure

- **Have you used service learning as part of your curriculum?**

    Yes   No   Unsure

If you have never used service learning you can stop here. Thank you for your participation.

- **If you have used service learning activities, how long have you been using them?**

    -less than 1 year   -1 to 2 years   -3 to 4 years

    -5 to 6 years   -7 to 9 years   -10 years or more

If you have used service learning please briefly describe each of the activities in which you were involved. Also list the month and year it took place in the chart below. If you need more space attach another sheet of paper listing the activity, month, and year.

Explain the activity below	Month/Year

Please answer the following ten questions by circling the answer closest to your opinion if you HAVE used service learning in your classroom.

1. **I have noticed a positive change in student's grades after participating in service learning.**

    disagree strongly   disagree   neutral   agree   agree strongly

2. **I have noticed a change in student's attendance when engaged in service learning.**

   disagree strongly   disagree   neutral   agree   agree strongly

3. **I have noticed a change in student's attitudes when involved in service learning.**

   disagree strongly   disagree   neutral   agree   agree strongly

4. **Students have reported to you that they are more engaged in civic activity after participating in service-learning.**

   disagree strongly   disagree   neutral   agree   agree strongly

5. **I believe when students are participating in service learning they are gaining important skills related to career development.**

   disagree strongly   disagree   neutral   agree   agree strongly

6. **I believe service learning has a positive impact on students.**

   disagree strongly   disagree   neutral   agree   agree strongly

7. **I believe service learning has a positive impact on faculty members.**

   disagree strongly   disagree   neutral   agree   agree strongly

8. **I believe service learning has a positive impact on the community.**

   disagree strongly   disagree   neutral   agree   agree strongly

9. **I believe all teachers should be required to make service learning part of their curriculum.**

   disagree strongly   disagree   neutral   agree   agree strongly

10. **I believe participating in service learning while in grades 7-12 should be a graduation requirement in the Washburn School District.**

    disagree strongly   disagree   neutral   agree   agree strongly

Teacher Reflection of Service Learning

If you HAVE used service learning as part of your curriculum please answer the following questions.

1. What personal growth did you gain from facilitating service learning?

2. How do you believe you can use your personal growth to promote change?

3. What curricular growth do you feel you gained from facilitating service learning?

4. How do you believe you can use your curricular growth to promote change?

5. What civic growth did you gain from facilitating service learning?

6. How do you believe you can use your civic growth to promote change?

7. Describe what positive or negative changes you think service learning has had on the Washburn School District as a whole.

8. Describe what positive or negative changes you think service learning has had on the students in the Washburn School District grades 7-12.

9. Describe what positive or negative changes you think service learning has had on the faculty at the Washburn Middle and High School.

10. Describe what positive or negative changes you think service learning has had on the community/world.

Appendix C: Explanation of the Consent Form

How does service learning in the Washburn School District, grades 7-12 affect students' citizenship and academic achievement?

Investigator: **Research Advisor:**
Heidi Maccani King   Mary McManus
305 W. 4th Street   133 Memorial Student Center
Washburn, WI 54891   Menomonie, WI 54751
715.373.6188 ext. 133   715.232.2503
maccani-kingh@uwstout.edu   mcmanusm@uwstout.edu

Description:
The objective of this study is to find out how service learning affects students' academic achievement and citizenship at the Washburn School District, grades 7-12.

Risks and Benefits:
The results of this study will be used to make recommendations to the Washburn School District regarding service learning. It also will help explain the components of service learning and how they can be used. It will explain the many benefits of service learning including: academic achievement, citizenship, attitude, social skills, and career development.

Time Commitment:
This survey should only take ten to twenty minutes and will be done during a regular class period.

Confidentiality:
Although this survey does include student names all information will be kept confidential. Results will only be published as a group and names will never be released.

IRB Approval:
This study was reviewed and approved by the University of Wisconsin-Stout Institutions Review Board (IRB). The IRB has decided that this study is ethical and meets all requirements set forth by federal law and the University.

IRB Administrator:
Sue Foxwell, Director, Research Services
152 Vocational Rehabilitation Building
Menominie, WI 54751
715.232.2477
foxwells@uwstout.edu

Appendix D: Consent Form

Dear Parent(s)/Guardian,

As part of my Master's Degree I have to write a thesis. I chose service-learning within the Washburn School District, grades 7-12 as my research area. My actual thesis statement is: **How does service learning in the Washburn School District (grades 7-12) affect students' citizenship and academic achievement?** In order to collect data and to complete the research to these questions I am asking for the participation of your child, along with permission to view your child's past and present GPA records. Your child's name will never be used in this study and my results will only focus on the whole 7-12 student population. All information related to your child's grades will be kept confidential. Your child will be asked to complete a survey on service-learning and also a reflection on their service-learning projects if they have participated in service-learning in the past. These surveys will contain your child's name, but I will be the only person reading these surveys and again, the results will only be published based on the whole student body. No names will ever be used. When my research and thesis are finished they will hopefully be used to help determine the path of service learning in the Washburn School District for grades 7-12. Below is a permission slip, and if you will allow your child to be part of this study, please sign it and have them return it by Wednesday January 23rd. If you are not going to allow them to be part of this study there is no need to sign or return anything. I greatly appreciate your time. If you have any questions at all please feel free to contact me.

Sincerely,

Heidi Maccani King

Washburn Social Studies Teacher
hking@washburn.k12.wi.us
(715) 373-6188 ext. 133

Service Learning Research Permission Slip

(Please return to your English teacher)

Yes, I allow my son/daughter_____, to participate in the research needed to complete this thesis project.

X_____

Appendix E: Student Data Tables

Table E1

	Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly
Increased grades	1	14	52	7	2
Increased attendance	4	17	44	6	3
Increased attitude	13	39	22	2	0
Increased civic activities	7	30	33	5	1
Increased career skills	15	41	17	3	0
Positive impact on students	26	44	5	1	0
Positive impact on faculty	8	46	21	1	0
Positive impact on community	36	36	3	1	0
All teachers should use	11	27	26	11	1
All students should participate	5	22	32	14	3

Table E2

Question	M	SD	N	Response Frequency				
				Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly
Q1	3.07	0.66	76	1	14	52	7	2
Q2	3.18	0.82	74	4	17	44	6	3
Q3	3.83	0.74	76	13	39	22	2	0
Q4	3.49	0.81	76	7	30	33	5	1
Q5	3.89	0.76	76	15	41	17	3	0
Q6	4.25	0.64	76	26	44	5	1	0
Q7	3.80	0.63	76	8	46	21	1	0
Q8	4.41	0.64	76	36	36	3	1	0
Q9	3.47	0.96	76	11	27	26	11	1
Q10	3.16	0.94	76	5	22	32	14	3

Appendix F: Teacher Data Tables

Table F1

Have you use service learning in your curricular area	Yes	No	Unsure
	5	11	1

Table F2

How Long Have You Used Service Learning Activities	Less than 1 year	1 to 2 Years	3 to 4 Years	5 to 6 Years	7 to 9 Years	10 Years or More
	1	1	0	0	0	4

Table F3

	M	SD	N	agree strongly	agree	neutral	disagree	disagree strongly
							Response Frequencies	
Q1	3.50	0.84	6	0	4	1	1	0
Q2	3.50	1.05	6	1	2	2	1	0
Q3	4.00	0.00	6	0	6	0	0	0
Q4	3.50	0.84	6	0	4	1	1	0
Q5	4.67	0.52	6	4	2	0	0	0
Q6	4.50	0.55	6	3	3	0	0	0
Q7	4.33	0.52	6	2	4	0	0	0
Q8	4.67	0.52	6	4	2	0	0	0
Q9	2.83	0.75	6	0	1	3	2	0
Q10	4.17	1.17	6	3	2	0	1	0