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Expected and Unexpected Outcomes of a Service-Learning Program Rooted in Social Justice and Pragmatic Constructivism

Jeffrey M. Jenkins
Loyola Marymount University

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Jeffrey M. Jenkins
Loyola Marymount University, jjenkin3@gmail.com

LOYOLA MARYMOUNT UNIVERSITY

Expected and Unexpected Outcomes of a Service-Learning Program Rooted in Social Justice and Pragmatic Constructivism

by

Jeffrey Jenkins

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Expected and Unexpected Outcomes of a Service-Learning Program

Rooted in Social Justice and Pragmatic Constructivism

Jeffrey Jenkins

Loyola Marymount University
School of Education
Los Angeles, CA 90045

This dissertation written by Jeffrey Jenkins, under the direction of the Dissertation Committee, is approved and accepted by all committee members, in partial fulfillment of requirements for the degree of Doctor of Education.

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Date

Dissertation Committee

[redacted]
Refugio Rodriguez, Ed.D., Committee Chair

[redacted]
Franca Dell'Olio, Ed.D., Committee Member

[redacted]
Emilio Pack, Ed.D., Committee Member

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With all my love,

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ABSTRACT

Expected and Unexpected Outcomes of a Service-Learning Program

Rooted in Social Justice and Pragmatic Constructivism

By

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Service-learning, an experiential learning and teaching pedagogy, provides students and teachers the opportunity to take classroom knowledge and put it to work in real world applications in the greater community. This qualitative case study dissertation explored the expected and unexpected outcomes of a service-learning program at an urban charter high school. Through a review of current literature, the history of service-learning is traced from its modern roots to present day incarnations. Grounded in the overlapping frameworks of pragmatic constructivist theory and practice, and service-learning with a social justice model, best practices were examined through interviews and focus groups of current students and students who have completed the SL program. The findings to the three research questions suggested: The expected outcomes addressed activism, awareness, and social development; the unexpected outcomes spoke to the development of interpersonal transformations surpassing expectations and agency, unexpected content-based outcomes, and unexpected abstract outcomes; the implementation data focused on

the need for institutional support and adaptability. Recommendations for future implementation were also discussed.

CHAPTER I: BACKGROUND OF STUDY

Introduction

Service-learning (SL) is a pedagogical strategy in which students perform leadership roles in thoughtfully organized service experiences that meet real needs of a community (Billig, 2000a; Cipolle, 2004). SL programs are different from other service or experiential education programs because they benefit both the student providing service as well as the recipient of this service. Also, there is an emphasis on the interplay and integration of academic learning and the service project. According to surveyed principals, 86% of high school students participated in some form of service (Spring, Grimm, Dietz & Corporation for National and Community Service, 2008). The service opportunities included personal voluntary service (Lakin & Mahoney, 2006), required community service (Spring et al., 2008), voluntary service-learning through school-sponsored clubs and organizations (Dovre, 2007), and required school-sponsored service-learning programs (Spring et al., 2008). Each of the opportunities suggests positive outcomes for the students (Spring et al., 2008). SL goes beyond other forms of service, as students develop civic engagement skills, apply classroom knowledge in the real world, and initiate lasting social change.

For a service experience to be true SL there must be planning, service, reflection, discussion, connection to students' experiences, and expansion of their worldviews (Billig, 2000a). Also, service needs to be ongoing. Cipolle (2004) asserted that SL can

also accomplish the goals of Giroux's (1992) theory of radical education. Radical education is interdisciplinary in nature and is intended to make society more democratic by joining praxis with critical thought (Giroux, 1992). Giroux believed strongly that teachers and their students need to cross the "boundaries of knowledge" and to "question received assumptions."

As emphasized by Claus and Ogden (1999), SL "should be centered from the outset around the pursuit of constructive change. Questioning dialogue, reflection, and action should all be framed by the purpose of achieving meaningful reform" (p. 69). SL should lead to social activism, which in turn leads to societal change. Bradford (2005) described projects that involved students becoming active in their communities. In one example, students from Sacramento, California partnered with local fire officials to track the patterns of an arsonist. In another, the Mission St. Inez Aqueduct Mapping project in California students worked to find previously unknown aqueducts that supplied water to a local mill. Additionally, Riverside, California students collaborated with the community to develop a video on the tragedy of gang violence. All three of these projects allowed students the opportunity to work outside the classroom with a variety of community professionals. Students gained skills in technology, verbal and written communication, and interpersonal relationships (Bradford, 2005).

Service-learning provides a range of practical experiences, from public speaking to the development of leadership skills (Spring et al., 2008). Some confusion arises as volunteerism, community service, and SL are sometimes used interchangeably (Sheffield, 2005). Community service can be voluntary or required (Howard, 2003). SL can be co-

curricular or academic (Howard, 2003). Co-curricular activities can include spring break construction projects away from school. Academic-based SL is integrated into the curriculum (Howard, 2003) as illustrated by students working with local geologists to mark and map a local watershed (Grimes, 2010).

The deeply experiential nature of SL helps high school students confront and understand social justice issues. The SL model requires students to come out of their comfort zones while interacting with the real world. Academic tasks on topics such as class, race, and gender typically infuse SL projects with critical thinking and consciousness-raising exercises. Through the research component of SL, students may discover the root of the problem and work with project administrators to find meaningful solutions. This makes the activity truly transformational (Cipolle, 2004).

Problem Statement

The issue addressed in this study is whether service-learning that utilizes a social justice model and a constructivist framework becomes transformational to students as well as to those who are being served. Constructivists believe that knowledge is built through the active engagement of students and teachers. Service-learning that utilizes a social justice model mobilizes students in researching the root causes of social issues. The overlap becomes apparent through the development of critical consciousness while students and teachers work together with the community to identify the root cause of social issues and then research and work toward implementing solutions. An SL framework that combines a social justice model with a constructivist framework helped inform this case study. In particular, this study examined expected and unexpected

outcomes, and discusses SL program development strategies that should be driven by these outcomes.

Purpose of the Study

Current literature has suggested that students who participate in service-learning programs develop leadership skills, compassion, and an awareness of social responsibility (Furco, 1994). The purpose of this study was to determine expected and unexpected service-learning outcomes in an urban charter high school whose SL program was strongly influenced by social justice and pragmatic constructivism.

The study site, Public Charter High School (PCHS), a pseudonym, required all grade 12 students to take a one-year service-learning course known as the City Service Project (CSP). The course began with an in-depth study of many urban-area social issues such as homelessness, gang activity, poverty, and HIV/AIDS. The first semester concentrated on the study of these and other issues and the second semester included the service portion of the course. Students, in teams of three, selected an issue they wished to investigate more deeply. The teams partnered with a local agency where they worked toward some type of advocacy presentation. Students typically felt more invested in the work because they were allowed to select the topic to be studied and the agency with which they would partner. This study reflected on the inaugural year of the CSP. The data were collected through a case study research model (Stake, 2005; Yin, 2009).

Significance of the Study

This research is significant because it identified the factors and conditions for a transformative and effective service-learning program. It examined how social justice

theory and practice was used to more deeply engage students in SL programs and to turn them into activists and agents of change. It also studied how a pragmatic constructivist approach encouraged students to co-construct knowledge with their peers, mentors, and community members as they jointly crafted appropriate solutions. The findings were expected to directly impact administrators and teachers by providing them with a model for a successful SL program.

Theoretical Framework

The theory underlying this study was drawn from the areas of social justice, pragmatic constructivism, and service-learning. The common thread was the active engagement and activism of students in the world around them.

Service-Learning and Social Justice

SL has the curriculum and organizational latitude to extend to social justice education. In addition, SL can raise the consciousness of students as it relates to civic and community concerns (Cipolle, 2010; Hecht, 1999). The Freirean notion asserted that while education should be available for and empower all people, educators must be concerned about individuals and groups that have historically been disempowered by unjust social structures (Freire, 1970). Addressing these issues bridges the gaps of inequity that exist between dominant and non-dominant cultures. Having neighborhood schools that are responsive to the specific needs of the community in which they are based gives students educational opportunities that are not received in traditional public schools (Manno, Finn Jr., Bierlein, & Vanourek, 1998; Premack, 1996).

In one example (Denner, Coyle, Robin, & Banspach, 2005), students at an alternative high school engaged in service-learning to reduce health risks. As part of the process, they were asked to step outside of their comfort zones by working at after-school daycare centers or agencies that served the elderly. Students reported that they initially felt uncomfortable but later recognized that they possessed the skills to fulfill their functions. In addition, many students appreciated the ways in which they were able to learn from the people they were serving. This was particularly true for the students who worked directly with the elderly; they reported that the elderly were delighted to share stories of major events of the previous century (Denner, Coyle, Robin, & Banspach, 2005). Community-based learning is fertile ground for educating citizens for the common good. Students become well-informed, active participants and are shaped by their experiences. They also heighten their awareness of, and help seek solutions to, pressing community issues (Morehouse, 2009.) Community involvement, SL and a social justice education foster "democratic apprenticeship" (Nieto, 1995). Through this, real transformation may occur.

The City Service Project (CSP) at PCHS was based on Facing History's (2010) social justice curriculum. An international non-profit organization, Facing History strives to equip students with the necessary tools to think critically in addressing issues of racism and prejudice and to achieve a more just world. This educational and professional development program is infused with social justice theory and seeks to inspire students to improve their world. Facing History makes curricula and other resources available to assist teachers and students in reaching this goal. In addition, Facing History strives to

teach civic responsibility, tolerance, and social action as a way to create a moral adulthood (Facing History, 2011).

The CSP project drew from the Facing History model in that students critically researched current urban issues that directly impacted their lives. At PCHS, social justice and service-learning both played an important role in the curriculum. For seniors, the CSP project was intended to be "a culminating task of their four years here at this school, a way to give back to the community and be up-standers and work for social change and social justice" (Director/Teacher Interview, March 17, 2011). Students partnered with local community groups to produce advocacy campaigns that helped alert and educate the school site as well as the community at large. Many of the components of the CSP, such as critical planning, ongoing reflection, and advocacy service, mirrored current SL literature (Billig, 2000b; Cipolle, 2004, 2010).

Service-Learning and Pragmatic Constructivism

SL presents the opportunity for students to actively engage in the world around them through classroom learning and application of that knowledge within the community. Learning happens when we are in interaction with one another, such as students using classroom learning about nutrition to organize the collection and donation of healthy foods to a local food pantry (Grode, 2009). In the process, they may also work closely with the food pantry to develop solutions to hunger and nutrition concerns.

According to Vygotsky (as cited in Baltodano, 2009), knowledge is to be built. In a constructivist framework, teachers, students, and the community work together to construct knowledge. Learning becomes a communal activity, as it is with service-

learning (Furco, 1994). This is done through taking classroom knowledge and applying it to real life situations in the community (Cipolle, 2004). In devising a research project, the researcher and participants co-construct the reality that will be studied. The focus is on the co-creation of knowledge and on the social and real-world context of learning. An emphasis is also placed on critical thinking and guided learning. Students are not simply fed information, but are forced to grapple with complex topics and to deepen their understanding of issues through interactions with teachers, mentors, and peers. As a result of these learning activities, students construct deeper and richer representations of knowledge. Students, teachers, and community members can then work together to implement viable solutions to issues faced by the community.

Research Questions

This research aimed to answer the questions:

1. What are the *expected* outcomes among urban charter high school students who participate in an SL program rooted in social justice and pragmatic constructivism?
2. What are the *unexpected* outcomes among urban charter high school students who participate in an SL program rooted in social justice and pragmatic constructivism?
3. What can those who are interested in developing SL programs at the secondary level learn from the expected and unexpected outcomes identified in this study?

Research Design and Methodology

The data were collected through a case study research model (Stake, 2005). The study delineated expected and unexpected SL outcomes at an urban charter high school. The researcher conducted interviews with the school administrator and City Service Program coordinator, as well as conducted focus group interviews with graduates of the program. Interviews were held away from the classroom so as not to interrupt the continuity of instruction. The outcomes of personal growth and development were addressed through focus groups. The administrator, teacher, and students self-reported their perceptions on topics such as leadership capability, personal development, social awareness, and community involvement. Successful expected and unexpected SL outcomes were identified. How SL programs can be implemented elsewhere was also explored. To protect the anonymity of participants, pseudonyms were used throughout the description of the study.

Limitations and Delimitations

A limitation of the study was the self-reported nature of outcomes through the interview and focus group process. A delimitation of the study was that only one SL program was examined. The case study model may not allow for generalized findings to be established.

Definitions of Terms

Listed in this section are operational terms used throughout the study:

Service-learning (SL): A teaching and learning strategy where students have leadership roles in thoughtfully planned service experiences in the community; it applies classroom knowledge to real world experiences (Cipolle, 2004).

Expected Outcomes: Results delineated through course goals and objectives (Billig, 2000b).

Unexpected Outcomes: Results or consequences not previously determined (Billig, 2000b).

Transformative Results: Structural reorganization is a way a person looks at himself or herself and his or her relationships, as well as attitude formation for making value judgments, setting priorities for action, and feeling that an individual can change his or her situation through his or her own initiative (Mezirow, 1978).

Organization of Dissertation

The purpose of this study was to conduct a qualitative case study examining an urban charter school's SL program. In this dissertation, Chapter I describes the problem, significance, and the purpose of this study. Chapter II discusses the foundational framework of the study in light of the existing literature. Chapter III explains the qualitative methodology used for this case study. Chapter IV discusses the analysis and findings of this study regarding expected and unexpected outcomes of a Service-Learning (SL) program. Finally, Chapter V addresses possible implications of this study along with potential recommendations related to SL programs and avenues of future research.

CHAPTER II: LITERATURE REVIEW

Introduction

For the purposes of this study, SL is defined as a teaching and learning strategy that requires students to put classroom knowledge to work in the greater community using real world applications (Cipolle 2004, 2010). A review of the service-learning literature highlighted the ways in which social justice and pragmatic constructivism have been embedded into effective SL programs. This integration of social justice, pragmatic constructivism, and service-learning was the theoretical framework that formed the basis of this study. To appreciate modern SL models and programs, a history and evolution of the SL movement is discussed. In addition, high school SL models are presented, with a particular interest in how closely they conform to the proposed foundational framework.

Foundational Framework

The foundational framework used for this case study is positioned at the overlap of an SL pedagogy grounded in a social justice model and constructivist framework. SL anchored in a social justice model helps develop the critical consciousness of the students. The constructivist framework promotes the co-construction of knowledge with the teacher, students, and people being served. All draw on previous experiences as they build knowledge together while addressing the specific needs of a community.

Elements of Service-Learning

High quality service-learning programs typically include four elements as part of the cycle: (a) planning and preparation for service, (b) ongoing reflection, (c) actual service, and (d) celebration (Billig, 2000b; Cipolle 2004, 2010). Each of these four

elements is more transformative when combined with a social justice perspective and a pragmatic constructivist approach. In other words, students are more engaged in the planning stage when they are allowed to voice their opinions. Actual service, when combined with a community partnership, results in deeper understanding of community issues and mutual benefits. Outcomes are greater when the service activity addresses meaningful problems within the community. Reflection can include written, verbal, and non-verbal activities as students change their knowledge or attitudes and can occur before, during or after the SL experience. Engaging in reflection within SL projects is associated with a greater likelihood that the learning will be applied to solving social problems in the future. Finally, the celebration element can be a culminating activity at the end of the SL project. However, it can occur at any stage of the project as a simple recognition that learning has taken place. For example, students might develop a scrapbook to document their SL process or the school might host a coffee or lunch event to honor all the participants in the project.

Service-Learning and Social Justice

Cipolle (2010) formulated an SL framework through a lens of social justice. Since her model was developed with white middle-class suburban high-school students, some aspects fit well, whereas others are less relevant for the minority, urban, low-income high-school population that was used in this study. However, the basic elements of her model (knowing self, knowing others, understanding social issues, and ethic of service) apply to the youth in this study because their SL goals were similar and were still discussed as part of the intersection of service-learning and social justice. The students

who participated in the service-learning action project (CSP) at PCHS, and were the subject of this study, sought solutions to social justice issues that personally affected and impacted their lives (Cipolle, 2010).

Defining service-learning that is "critical" or rooted in social justice. For the purposes of this study, SL was defined as, "a learning strategy in which students have leadership roles in thoughtfully organized service experiences that meet real needs in the community" (Cipolle, 2010, p. 4). The service is integrated into the students' curriculum via structured time for reflection and research, as well as discussion and connection to their worldview. Cipolle (2010) further described critical SL, stating that to make SL critical, "students and teachers must address issues of power, privilege, and oppression; question the hidden bias and assumption of race, class, and gender, and work to change the social and economic system for equity and justice" (p. 5). SL in the words of Colby, Ehrlich, Beaumont, and Stephens (2003) is grounded in social justice education and defined as "contribution to social change and public policies that increase gender and racial equality and end discrimination of various kinds, and reduce the stark income inequalities that characterize this country and most of the world" (p. 65). McLaren (1998) emphasized that SL as praxis that combines SL with social justice in directing actions and knowledge toward alleviating pain, oppression, and inequality is parallel with promoting justice.

The main purpose of education is to educate students to meet and understand current social and economic challenges. In addition, students should be equipped to find solutions at the root of the problems that society faces today. SL students take classroom

knowledge and apply it to real world situations in the greater community. Research has indicated that students who participate in SL have higher levels of academic achievement, civic engagement, and a sense of leadership (Billig 2000b; Billig, Root, & Jesse, 2005; Denton, 1998; Hecht, 1999; Spring, Dietz, Grimm, & Corporation for National and Community Service, 2006). SL also impacts the community by having students connect to it in meaningful ways, understanding cultural differences, and establishing the practice of serving with an understanding of social justice (Cipolle, 2010).

Social justice model of service-learning. The social justice model of SL incorporates three components. The first component is composed of four essential *elements* of critical consciousness. The second is the three *stages* of critical-development consciousness, and the third concerns *strategies* for navigating them. The four essential elements of critical-consciousness development include: self-awareness, awareness of others, awareness of social issues, and ethic of service or change agent. Self-awareness consists of a clear understanding of one's level of privilege, values, role in society, and responsibility to others. Awareness of others occurs when students work with individuals of different backgrounds. Well-formulated SL programs provide students with multiple opportunities to collaborate, discuss, question, and reflect with their peers and community members. Awareness of social issues takes place when gathering accurate information, experiencing constructive service, and reflecting critically. An ethic of service becomes a part of self-awareness as students understand how they can effect change. Further development of this ethic occurs while they serve with others and cultivate agency, a

feeling that they are able to make a difference. This can lead to students' selecting a career or life choice with the main aim of working for the common good (Cipolle, 2010).

The next component of the social justice model of SL describes the stages of critical-consciousness development. Again, Cipolle's (2010) model was drawn from a population of primarily white, middle-class, Catholic high school students, and she felt strongly that these students needed to mix with people with different life experiences and socioeconomic and racial backgrounds to break down the walls between "us" and "them." The initial stage of the critical consciousness is the sense of charity. Students participate in service because they think it will make them feel good. The second stage evolves as a sense of caring, or the understanding that what the student thought to be true is different from the reality seen. Thus, students become more aware of themselves, others, and social problems. The third stage is developing awareness of social justice. The word "developing" is used because it is an ongoing process. In the social justice stage, individuals make a lifelong commitment to justice issues, work to understand the root causes, and take action to make the world more equitable (Cipolle, 2010).

Navigating the Stages of Social Justice Model

As students develop their critical consciousness, teachers help guide their understanding through appropriate SL projects and critical reflection. Because the development of each student is different, individual students traverse the stages in varying degrees. Teachers cultivate situations where students develop deeper exploration and critical analysis. As students move from the charity stage to the caring stage, they need stage-appropriate information regarding those they serve and the issues addressed.

These issues might include, but are not limited to, concerns such as homelessness, poverty, or environmental issues. Direct service assignments such as homeless shelters or soup kitchens can best be utilized at this stage (Cipolle, 2010).

Moving from the critical-consciousness stage of caring to a social justice orientation of service requires additional stage-appropriate information. Issues of power, race, and gender are more closely analyzed in an attempt to identify root causes. Students also study the legacy of race and oppression that has occurred in this country. In addition, students investigate policies of white racial identity development, white privilege, and the role of white antiracists. Appropriate SL placements would be within agencies that focus on direct service as well as advocacy. Advocacy SL allows students the opportunity to better address specific causes of inequity, racism, and oppression (Cipolle, 2010).

Upon reaching the stage of social justice consciousness, students move to a more advocacy-based SL. Most work at this level occurs through political action and grassroots organizations. Reflection is focused on the power and privilege of the dominant culture and its exclusion of others. Development of critical consciousness may come slowly, but the experience in multiple SL settings helps students achieve mature consciousness. The seeds of critical consciousness are planted through the collection of appropriate information, continual critical reflection, and ongoing service (Cipolle, 2010).

Service-Learning and a Pragmatic Constructivist Framework

SL lends itself to a constructivist framework. The collaborative nature of SL parallels the constructivist notion that students and teachers work together to build knowledge. Gordon (2009) crafted a framework of *pragmatic constructivism* by tying together elements of several constructivist practitioners. He noted that most constructivist discourses were not intended specifically for the educational setting. He drew upon the theories of Dewey, Piaget, Vygotsky, and Freire to emphasize the interplay between educational theory and practice and the social context of learning. His proscriptive theory includes theoretical knowledge about learning and pragmatic advice for teachers. In other words, theory serves as the foundation for practical advice for the teacher. Genuine learning occurs when students are called on to be active participants while constructing their own interpretations of subject matter. There must be a balance of student and teacher learning. In addition, teachers must take an active role throughout the learning process that includes formal teaching (Gordon, 2009). Continual reflection on the part of the teacher takes place to ensure that students grasp content. Teachers understand their students' actions and responses, examine the interpretations of student knowledge, and alter approaches when students do not make necessary connections (Steffe & D'Ambrosio, 1995).

Acknowledgement of social context. Although Piaget (1972) appeared to be a primarily subject-centered constructivist, a closer look at his writings suggested that he acknowledged the social context, especially in the language and cultural norms of individuals. The learner must understand the foundation of the knowledge as well as its

outcomes. The stage of a student's cognitive development determines a teacher's plan for and delivery of instruction. Piaget asserted a process of inquiry and reasoning. Students may participate in a variety of activities that deepen understanding, and the development of higher thinking skills. This leads to students' developing thinking systems in areas that are of interest to them (Gordon, 2009).

Guidance of inquiry. The Zone of Proximal Development, developed by Vygotsky (1978), is defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86). Prior to Vygotsky's theory, constructivists thought that development could best be measured by what a student could do on his/her own. The Zone expands it to include what can be learned with the guidance of others. The concept of the Zone asserts that human learning, mental development, and knowledge arise from a social and cultural context in which individuals grow. Acknowledging the impact of social and cultural context supports the notion that mental ability is not innate. Therefore, cognition is a skill or ability that can be learned with the support of others. Vygotsky (1978) further asserted that teachers need to consider students' levels of potential development when organizing and planning for the constructivist classroom. The rise of cooperative learning illustrates Vygotsky's notion that students can learn and develop with the help of peers (Gordon, 2009).

Co-Construction of knowledge. Gordon (2009) drew on Dewey's definition of pragmatism. Dewey described pragmatism as purposely changing the environment and

reflecting on the change. This requires one to integrate practice and theory. Gordon's pragmatic discourse is grounded in "doing" and Dewey's 1930s theory of *experiential education* is highly instructive to models of transformative service-learning. Dewey explained that learning comes from one's experience and is related to the larger society (Dewey, 1938; Giles & Eyler, 1994). In addition, Dewey asserted that the individual can best contribute to society by utilizing his or her own natural abilities. The individual and communities collaborate in order to address issues and work toward resolutions. This achieves what Dewey called, "the great community" (Dewey, 1938; Giles & Eyler, 1994).

Dewey (1938) outlined a three-pronged approach to education. This approach consists of the great community, citizenship, and democracy. Dewey suggested that industrialization has stunted community because it diminishes the amount of face-to-face interaction needed among individuals. He further asserted that schools are a microcosm of the larger community. Thus, if a school is to be successful, it must make students a part of the great community (Dewey, 1938).

In regard to citizenship, Dewey (1938) saw that the process of inquiry would be the best pedagogy. Through this inquiry process, students may become informed citizens, learn to communicate their interests, create public opinion, and make decisions (Dewey, 1938). Dewey thought that students would experience the mutuality of social life through service. Further, Dewey thought that schools should not just prepare students for life; he believed that schools should serve as models of life in the real world.

Dewey's educational philosophy comes full circle through his thoughts on democracy. Responsibility begins with the individual. The individual takes his/her talents and puts them to use for the group. An individual must harness his/her potential in order to meet the interests of the common good. In turn, this leads to the actualization of the great community (Dewey, 1938; Giles & Eyler, 1994).

Giles and Eyler (1994) provided more in-depth research on SL. Topics for consideration range from continuity of experience to inquiry. In addition, reflective activities, truly educative projects, and the connection of the abstract with concrete knowledge solidify that learning is occurring. Dewey's (1938) vision of great community, citizenship, and democracy, along with the research of Giles and Eyler (1994), comes to life for the student and greater society. The teacher is a guide, but the learning process is a democratic one; students actively participate and bring the curriculum to life. Dewey's approach to education, as described in his writings on experiential learning, strongly influenced the development of service-learning theory. For Dewey, learning and doing were closely intertwined, and it was impossible to understand one without the other.

Conclusion by making sense of the world. Freire's (1970) contribution to constructivist pedagogy began in his theory of inquiry. He described a problem solving approach to education. Knowledge is not something that should be doled out by the teacher; rather it should be experienced through teacher and student working together to discover knowledge. As it relates to constructivist thought, when individuals come together in the exchange of ideas, analyze problems from their own perspectives, and

build meaning that makes sense to them, they begin to make sense of themselves as well as the world around them (Freire, 1970). The problem-posing strategy can be practiced through class dialogue, small group discussions, and student presentations. These examples illustrate how actively engaged students discover genuine knowledge (Gordon, 2009).

Merging of Constructivist Theory With Service-Learning Through a Social Justice Model

The SL framework utilizing a social justice model and the constructivist framework (see Figure 1 below) helped inform this case study. Constructivists believe knowledge is built through the active engagement of students and teacher. SL that utilizes a social justice model focuses students on researching the root causes of social issues. The overlap becomes apparent through the development of critical consciousness while students and teachers work together with the community served to identify the root cause of social issues and together perform research and work to implement solutions.

Successful integration of service-learning with social justice and/or pragmatic constructivism. Several studies in the SL literature closely overlap with social justice and/or pragmatic constructivism within service-learning programs. Several studies will be examined in some depth because they provide examples that illustrate how these elements are embedded in successful SL programs.

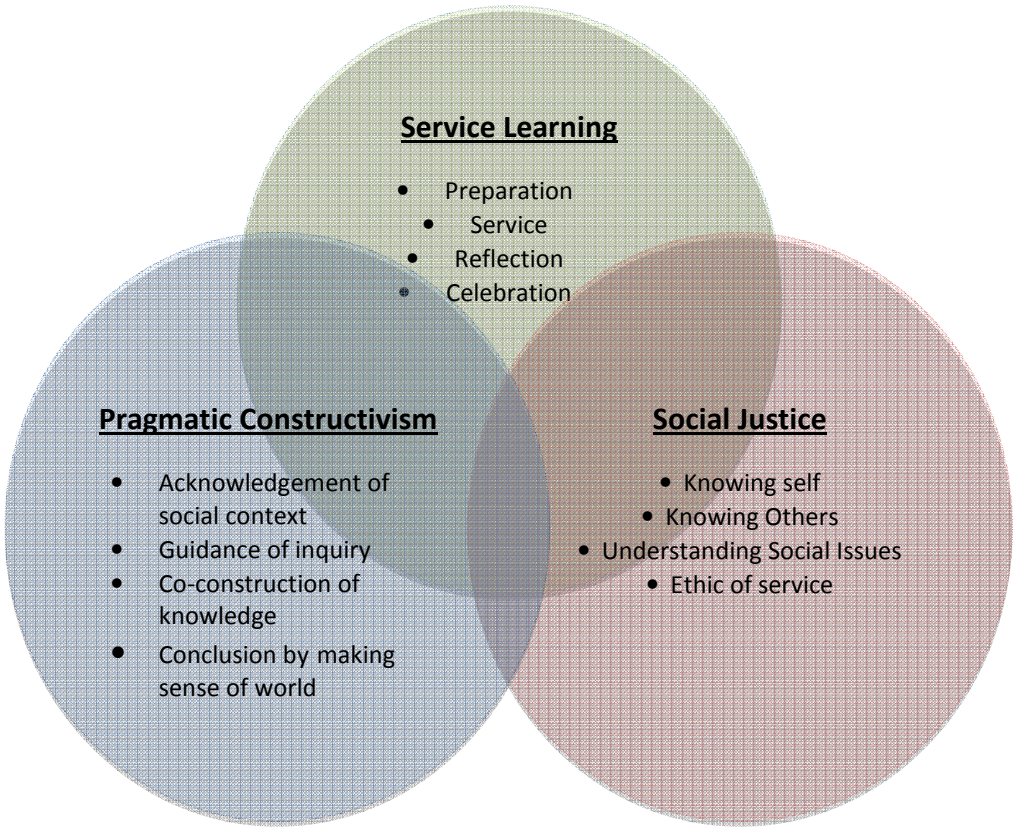


Figure 1: Theoretical Frame for Service-Learning Through the Lenses of Social Justice and Pragmatic Constructivism

The Hawaiian Studies Program (HSP) (Yamauchi, Billig, Meyer, & Hofschire, 2006; Yamauchi & Purcell, 2009) was developed at a rural public high school with a high dropout rate and low achievement levels among youth (predominantly of Hawaiian ancestry.) The program was developed to engage at-risk students in school by encouraging them to get involved with community organizations. The HSP organization concentrated on the learning of the local community and integrated the traditional disciplines of science, social studies, and English. The activities in which students

participated ranged from working at an archeological dig to assisting with a stream diversion program (Yamauchi et al., 2006).

Researchers (Yamauchi et al., 2006) studied student outcomes of the HSP with a weekly SL component as a centerpiece to its program. Students participated in activities ranging from restoration and reforestation of native plants to working at a local health care clinic implementing community health initiatives. A "peer mentoring" component was included in which advanced students acted as mentors by reading and reviewing student reflections, assisting students in performing duties, and consulting with teachers about students with difficulties (Yamauchi et al., 2006). In this case, the preparation, service, and reflection stages of service-learning featured heavy peer involvement and encouraged guidance of inquiry and co-construction of knowledge.

Researchers assessed student outcomes in three main areas: connectedness to the community, civic attitudes, and career-related knowledge. In contrast to the non-HSP respondents, HSP participants responded positively to statements regarding their contributions to the community, feeling valued by community members, having a sense of responsibility for the welfare of the community, having pride in their community, and taking action to make positive changes in their community. The SL reflections of these students were rich in social justice-driven outcomes, particularly in the areas of knowing others, understanding social issues, and developing an ethic of service (Yamauchi et al., 2006).

As it related to civic attitudes, no significant difference was found between the two groups, but the findings trended in the expected directions. The only exception

concerned the questions measuring *helping others who do not want to help themselves*. Further, HSP students scored higher than non-HSP participants in regards to career-related knowledge. No significant differences were found on perceived abilities and career-related skills. They trended as expected, except for questions regarding knowing how to apply for a job (Yamauchi et al., 2006).

HSP organized itself around five main components: student involvement in the local community, the constructivist approach to education (in which students are the creators of knowledge), the inquiry process (in which students' questions are central to the learning process), utilizing teachers as co-learners who assist in accessing community organizations, and students becoming one with the community through active participation while the community contributes to students' educations (Yamauchi & Purcell, 2009). Thus, at every stage of the SL process, an acknowledgement of social context, guidance of inquiry, and co-construction of knowledge was apparent.

Community-school partnerships offer benefits to all involved. Learning is enhanced when new material complements what is already known. This connects what students learn in the classroom with the outside community. The values, knowledge, and ways of interacting with the community make schooling relevant because the students are familiar with the community from being part of it. Students may also meet concerned adults with whom they have similar interests, thereby connecting them to adults who are civically engaged, which gives students a sense of belonging. Community members gain access to energetic students who bring their classroom learning to life in real-world applications (Yamauchi & Purcell, 2009).

The purpose of the HSP study was to determine teacher and community participant outcomes. Researchers conducted interviews and focus groups. They interviewed 4 teachers and 15 members of seven community organizations involved in HSP. The main outcomes of the study suggested the necessity for shared responsibility, communication to sustain school-community collaborations, and the sociopolitical context of accountability. It also highlighted the role that social justice and pragmatic constructivism played in the program. The HSP heightened knowledge of the community and broadened ownership of schooling, as evidenced by community members' sharing ownership of the projects with the school and teachers who viewed community members as vibrant partners. To sustain the HSP, community agencies and the school shouldered the budgetary responsibilities. Frequent and open communication was achieved through this endeavor. Community agencies and teachers worked together in order to ensure that academic standards were met (Yamauchi & Purcell, 2009).

Quality service-learning in gifted and talented programs. High quality SL programs maximize outcomes in a wide range of educational settings and with different student populations. Literature addressing gifted and talented students suggested that SL helps these students meet their potentials and helps build a relationship of mutual respect, caring and deep connections between gifted students and their communities. In one such program, students were taught a creative problem solving process that would help them establish themselves as decision makers and future leaders (Torrance, 1974, 1978). The SL component of this program allowed students to apply their problem-solving skills to real-world problems. Students selected an issue for inquiry, analyzed the problem,

brainstormed, and worked cooperatively to develop a plan of action. In one SL project, 100 gifted students worked together in order to improve the environment; all students participated in a 3-week residential leadership program and, after much discussion and collaboration, decided to improve the grounds of their local schools. The students broke into two separate groups to implement the project. One team worked with local gardens and supply stores to secure trees while the other team obtained permission from the school district to plant the trees. The first tree planting was attended by the mayor and the local school superintendent, and the students planted a total of 150 trees in 11 schools. Outcomes achieved by students through this process included higher-level problem solving skills and greater communication skills, increased knowledge across disciplines, and the ability to work through obstacles (Terry, Bohnenberger, Renzulli, Cramond, & Sisk, 2008). They expressed connectedness to the community as a result of the project and also shared their satisfaction in realizing that they could indeed make a difference. The process also incorporated cooperative learning groups and created multiple opportunities for reflection and celebration. The students engaged in ongoing discussions to reflect on their service-learning projects, and they also wrote about their reactions in their journals.

The infusion of social justice issues within the program sensitized the students to the problems facing their communities, and they were motivated to use their specialized knowledge and talents to craft appropriate solutions (Renzulli & Reis, 1997). In other words, SL helped gifted students to develop opportunities to work on authentic problems,

to acquire real world skills, and to focus on problem-solving through participating in community service projects (Renzulli & Reis, 1997).

Service-learning programs for at-risk students. The theoretical underpinnings of quality SL (SL that is infused with social justice and pragmatic constructivism) apply equally well to programs with at-risk students. Several studies suggested that effective SL can be used as a strategy to support at-risk students. For the purposes of this section, "at-risk students" refers to those at risk of dropping out of school (Bridgeland, DiIulio, & Morison, 2006, as cited in Bridgeland, DiIulio, Wulsin, & Civic, 2008). Students reported that one of the main reasons for dropping out of school was that they did not find their classes interesting. In addition, some students reported that they missed too many days; thus, it was too difficult to make up the work. Many others also reported that they had too much freedom and lacked supervision. To a lesser degree, some students dropped out because of academic failure (Bridgeland et al., 2006, as cited in Bridgeland et al., 2008).

Policy recommendations (Bridgeland et al., 2006, as cited in Bridgeland et al., 2008) to address the above reasons for students' leaving school included: improve teaching and curricula to make them more relevant and engaging, enhance connections between school and the real world, improve instruction and access to supports for struggling students, build a school climate that fosters academics, ensure strong adult-student relationships in schools, and improve communication between parents and schools. Students reported that many of these recommendations were met through SL

courses. Difficulties arise when so few at-risk and low performing schools have access to such programs (Bridgeland et al., 2008).

At-risk students reported that their attendance would be better if their classes were more interesting. Teachers interviewed for this study stated that attendance is definitely greater on service project days. Many students felt a sense of responsibility to the project and made extra efforts not to disappoint those who would be served. This spoke to the recommendations discussed above by having relevant curricula and making the connection between school and the real world (Bridgeland et al., 2008).

Bridgeland et al. (2008) compiled a report that presented original and secondary research on the ability of service-learning to address some of the principal causes for dropping out of school. Their findings were based on a nationally representative survey of 807 high school students, including 151 at-risk students who shared their views of service-learning. Of those interviewed for this report, 77% of students who had participated in SL programs claimed that they were more motivated to attend school. When those who had dropped out were questioned, 69% felt that they would have been more motivated had they taken an SL course. In addition, those who participated in SL felt more worthwhile and had an increased sense of engagement. Teachers suggested that a greater sense of connectedness developed between adults in the schools (i.e., teachers, principals, etc.) and students when SL projects were implemented (Bridgeland et al., 2008).

Academic achievement appears to increase with the use of SL. One teacher interviewed for this report discussed the ways in which a kinesthetic learner engaged

while planting trees as part of a science SL project, as opposed to the difficulty that the same student had in staying in his seat during a regular 40 minute class. Another teacher described how older students reinforced their social studies concepts by writing books about history and reading them to younger children. At-risk students reported that the increased engagement of SL kept them on track toward graduation. This occurred because SL increased student engagement and helped them become more civically involved in the community. In turn, this increased the at-risk students' likelihood of wanting to stay in school (Bridgeland et al., 2008).

To determine whether the integration of SL into a curriculum reduced health risks for at-risk students, a qualitative study was completed. Through interviews and focus groups, researchers found five strategies for creating positive service experiences for alternative school students: find appropriate SL sites, create staff support, maintain appropriate student behavior and participation, enhance student reflection on SL experiences, and address students' self-images. The SL curriculum intervention was given to 597 high school students while 391 students were part of the control group (Denner et al., 2005).

Students who participated in the intervention gained benefits such as a sense of positive contribution. Teachers and other adults saw students in a more positive light, and service sites also benefitted by accruing additional resources throughout the intervention. A source of student frustration stemmed from their inability to communicate at sites where the staff held negative attitudes toward students. Students also found it difficult to interact with the elderly and young children. Reflections were

used prior to service visits. Topics for these reflections included appropriate behavior, empathy, and identifying potential tasks for subsequent visits. Post-service reflections addressed the challenges and obstacles students had faced while doing service. To keep students engaged, journals were called folders, responses were brief, and some reflections included graphic representations of their service. Student post-service statements suggested that some of the benefits of service were increased job skills, meeting new people, and making friends (Denner et al., 2005).

On completion of the service project, many students asserted that service could be fun. Approximately one-third of the students recognized connections between service and reducing sexually risky behaviors. Students reported that by participating in service activities, they were distracted from thinking about or acting on potentially dangerous sexual desires. Data from the study suggested that some students concluded that service could make a positive difference for some people. Students were asked to take note of their classmates' contributions to service projects so that all participants could be acknowledged for their good work. Teachers also requested a culminating activity to call positive attention to the students' achievements (Denner et al., 2005).

The study by Bridgeland et al. (2008) made the following recommendations for quality service-learning programs, particularly among at-risk students:

1. SL programs are most effective when they are well integrated into the curriculum and the service ties directly to academic material being taught in class.
2. Integration of SL programs is enhanced by reflection activities including group discussions and journaling that challenge students to think critically about their

experiences. This reflection is best when it takes place before, during, and after the service.

3. The SL project should be well designed, and ideally involve the input of students in its design and implementation.

The report concluded that service-learning could be used to enhance the connection between school and the real world, make classes more relevant and engaging, and create strong relationships between students and at least one adult at the school. This, in turn, as stated by Bridgeland et al. (2008), would have a positive effect on graduation rates of at-risk students. They asserted that students who are engaged in their classes will come to school. The active engagement and associated authentic learning give students more from the school experience.

History and Philosophy

Origins of Service-Learning

Modern SL finds its roots in college intern programs from the early 1960s. The first of these programs was developed by Oak Ridge Universities, along with the Atomic Energy Commission. Through this program, students supported the development of the surrounding community's economy and gained professional awareness while doing so (O'Connell, 1972). The internship program consisted of a team of students hired to work with a state or local governmental organization, along with a faculty liaison from the college or university. The student was charged with completing a report on an agreed topic with the agency representative. Typically, the student worked for a stipend for 10

to 12 weeks during the summer. Universities granted credit to the student on completion of the project (O'Connell, 1972).

For the purposes of the program discussed above, SL was defined as the "combination of the performance of a useful service for society and the disciplined interpretation of that experience for an increase in knowledge and in understanding one's self" (O'Connell, 1972, p. 6). The objectives included:

1. To provide student manpower to agencies concerned with social and economic development.
2. To provide students opportunities to participate in finding real world solutions to social and economic issues.
3. To make students aware of the possibilities of public service while providing a well trained pool of recruits to potential agencies.
4. To allow all participants (students, agencies, and university liaisons) to be involved in a shared experience where all can benefit.
5. To administer lines of communication between universities and community agencies while relating learning and research to everyday needs.

These objectives allowed for innovative educational practices that balanced service and learning throughout the various aspects of the internship and were intended to help promote economic development in rural communities (O'Connell, 1972).

Current university SL programs grew from the Campus Compact movement and university community service programs (National Service-Learning Clearinghouse, 2008). Students extended their classroom knowledge and specific course content into the

greater community in order to address real-world problems. For example, architecture students partnered with Habitat for Humanity to design blueprints that could easily be read by lay volunteers (Bonnette, 2006).

Campus Compact. In 1985, the presidents of the Education Commission of the States, along with the presidents of Brown, Georgetown, and Stanford Universities, came together to form Campus Compact. The goal of this organization was to improve public community life and educate students for civic and social responsibility. Campus Compact (2010) provides a structure for universities and students to develop civic engagement for the common good; as of the time of this writing Campus Compact had grown to include more than 1,100 college and university presidents, representing more than a quarter of all American higher education institutions. Students who participate in Campus Compact activities apply their knowledge as they work in the greater community in a variety of ways. Projects range from tutoring and working with youths to serving in hunger-relief programs and caring for the homeless, sick, and the elderly (Compus Compact, 2010).

The structure and support that Campus Compact provides stems from its national headquarters, as well as its 35 state offices. As this is an organization supported by presidents, it reaches across campuses and encourages school-wide cooperation with community programs. Best practices are established through research, policy formation, fundraising and training. Through its print and online resources, Campus Compact provides support for community partnerships, combines service with academics, and creates student leaders by bridging from the classroom to real world experiences

(Campus Compact, 2010). It has online tools and resources for supporting service-learning programs and these include a service-learning toolkit, successful SL program models, SL syllabi, and reflection resources.

High-school service-learning models. The jump of SL from being active primarily at the college and university level to its wider adoption at the secondary level occurred in the 1980s (Billig, 2000b; Conrad & Hedin, 1991). Statistics indicated that the number of students involved in community service at the K-12 level was 900,000 in 1984 (Billig, 2000b). It should be noted that this number included both community service and SL. Concerning SL specifically, 2% of secondary students participated in these programs. Literature suggested that SL became distinct from community service in 1991 (Conrad & Hedin, 1991). Prior to this time, no difference between community service and SL was recognized according to the definition used for this review. In 1999, high schools were more likely to have SL programs that stemmed from specific courses, usually electives. The purposes of these courses emphasized helping students "become more active members of the community, increasing student knowledge and understanding of the community, meeting real community needs, and encouraging students' altruism and caring for others" (Billig, 2000b, p. 659).

Definitions of Service-Learning

Furco (1994) used the SL definition from the Corporation for National and Community Service to distinguish it from other experiential learning pedagogies. He referred to it as a method for student learning and development that involves active participation in organized service activities that meet actual community needs. Further,

Furco specified that student services should be integrated into the academic curriculum. He also stated that providing structured time for reflection would enhance classroom instruction, thereby reinforcing the learning experience in school as well as extending it into the community (Furco). This specific pedagogy evolved from the internship model discussed above by making the actual service a part of the curriculum. In addition, the student(s) did not receive a stipend.

To achieve the most accurate definition of SL, Sigmon (1994, as cited in Furco, 1996) developed a typology explaining the balance between learning goals and service outcomes. First, there is "service-LEARNING," in which learning is primary and service outcomes are secondary. Next, "SERVICE-learning" is a method in which service outcomes are primary and learning goals are secondary. Third, "service-learning" is when the goals for each are completely separate. Last, "SERVICE-LEARNING" places equal value on service and learning outcomes, and these outcomes equally enhance one another.

SL can be guided by three main principles: program, philosophy, and methodology. SL as a program combines the accomplishment of community goals with intentional learning goals. While meeting community needs through service with the homeless, the elderly, or even the environment, a variety of learning objectives can be met. These objectives include reinforcement of learning goals and enhancement of critical thinking skills. SL as a philosophy partners students and community organizers in an effort to find solutions to community needs. Students develop problem-solving skills while community organizations receive energetic contributors to their causes.

Because each partner has a specific role, reciprocity and inclusion are achieved. SL as a methodology combines learning with experience. Teachers assist students in planning for well organized service opportunities, ensure that students are prepared with any special training, and encourage continuous reflection on the SL experience (Denton, 1998).

Service-Learning in Public High Schools

The Corporation for National and Community Service (CNCS) (Spring et al., 2008) aims to improve lives through service and volunteerism. Their programs typically are administered through AmeriCorps, Senior Corps, and Learn and Serve America. The researchers of this program analyzed data from the 2008 *National Study of the Prevalence of Community Service and Service-Learning in K-12 Public Schools,* which surveyed 1,847 principals across the nation to provide information about schools' practices and policies that supported their community service and service-learning programs (Spring et al, 2008). For the purposes of this literature review, only the portions of the report that specifically address SL are discussed.

Prevalence of High-School Service-Learning Programs

In 1999, 46% of public high schools had SL programs. This decreased to 44% in 2004. This percentage further decreased to 35% in 2008. Principals reported three main reasons for not implementing SL programs in their schools: lack of time because of state curriculum requirements, lack of funding or other resources, and lack of appropriate staff to coordinate SL activities. These reasons for not having an SL program do not seem particularly prescient since schools with such programs must overcome similar concerns.

This is evidenced by 74% of SL programs that did not have a specific SL coordinator (Spring et al., 2008).

Respondents to the survey were also asked to list the three main reasons for encouraging student involvement in their SL program. The top four reasons given in 1999 were: to help students become more active members of the community (53%), increase student knowledge and understanding of the community (51%), meet real community needs and foster relationships with the surrounding community (48%), and to encourage students' altruism or caring for others (46%). Principals were more likely to believe that SL improves civic and social engagement rather than academic achievement. This could explain why SL programs are fewer in number than community service programs. However, it might be beneficial to highlight the positive outcomes that SL has on academic engagement and achievement. Although SL takes place within all subject areas, the three most common subject areas that incorporated SL were social studies, science, and English Language Arts (Spring et al., 2008).

A minority of principals (19%) reported that their districts had policies that supported SL. Whereas 28% were unsure if a policy existed, 53% of the districts did not have policies supporting SL programs. It should be noted that schools with principals who knew that their districts had an SL policy were 3 times more likely to have SL programs than schools where principals reported no district level policy. A total of 28% of the respondents further reported that they had district personnel support while 58% did not have this support, and 14% of respondents did not know. In regard to training and professional development, 20% reported having access to training resources, whereas

66% stated that they did not, and 14% were unsure. Regarding technical assistance, 19% had access to it, while 74% did not and 16% were unsure about whether they did or did not have access (Spring et al., 2008).

Service-learning programs are more common when there is district support. Schools with district-level support for SL were more likely to offer service-learning activities. Schools implemented SL programs at the rate of 54% when supported by district staff, whereas 13% offered SL where no district staff existed and 14% of schools that did not know whether or not district staff support was available offered SL activities. Where district training for SL was present, 54% of the schools participated in SL activities. Where no SL training was present at the district level, 17% still offered SL activities and 21% of schools that did not know if district SL training was present offered SL opportunities. When district technical assistance was provided, 60% of schools had SL programs. When district technical assistance was not present, 15% still offered SL programs, and 20% of those schools that were unsure about whether or not they had access to district technical assistance offered SL programs (Spring et al., 2008).

Service-learning is not typically included in teacher training. Of all principals surveyed, 47% reported that their schools had included SL as a part of their improvement plan, 44% had not done so, and 9% were unsure about whether SL was a part of their improvement plan. SL was part of the board-approved curriculum in at least one subject and in at least one grade for 39% of schools. It was not part of the approved curriculum for 48%, whereas 12% of schools did not know if it was part of the stated curriculum. SL was included in new teacher or staff orientation for 24% of schools. A total of 64% of

schools did not include SL in new teacher training and staff orientation, and 12% did not know if the training existed. SL was considered a part of the criteria for teacher and staff evaluation at 15% of the schools, whereas 78% did not consider it for evaluation criteria and 7% did not know. The prevalence of SL coordinators was relatively small: only 8% of schools had a full-time coordinator, and 18% had a part-time coordinator, whereas 74% had no SL coordinator at all (Spring et al., 2008).

With regard to teacher and staff support, principals were asked to comment on the frequency of recognition for those staff members who provided high quality SL in the forms of financial support for training, planning, and implementation; technical assistance for planning or implementation; mini-grants for curriculum or program development; and reduction in teaching load for development or supervision. The following sources of funding were utilized (in order of prevalence of use): school or district operating funds, foundation grants, corporate grants, state grants, federal grants, AmeriCorps grants, and Learn and Serve America grants. In addition, 76% had parents or family members as volunteers, 67% had adult volunteers who were not family members, 14% had college work-study students, and 8% had AmeriCorps students (Spring et al., 2008).

Service-learning is not required at most high schools. SL was required for all students at 11% of schools. The survey results show that 30% of schools required SL for some students and 59% of schools had no SL requirements at all. Of high schools that had SL requirements, 34% required a certain number of hours, 16% required a certain number of SL courses, 37% required a certain number of hours and courses, and 13% had

some other type of requirement (e.g., special projects). Last, 24% of all public schools had SL activities. A total of 27% were not in low-income areas whereas 20% were in low-income areas (Spring et al., 2008).

Effects of Service-Learning on High-School Students

Students who have engaged in current or past school-based service experience were asked to report on certain aspects of their program of study (Spring et al., 2006). A slight majority, 51%, indicated that they took part in reflection in conjunction with their SL projects, 36% participated in the service planning, and 36% participated in SL for a semester or more. Researchers determined that 10% of students who currently were or previously had participated in school-based service reported performing SL activities with all three components, whereas 26% participated in SL with two of the components, and 41% participated in SL with just one component. Of students who had engaged in current or past SL activities that included all three components, 78% reported a very positive impact, whereas only 36% of those who participated in school-based service reported a very positive impact of the service. The data suggested that students who had engaged in current or past school-based service and/or SL were more likely to have a grade point average that was 3.3 or higher. Students who participated in SL were more likely to discuss current events with adults or friends. The likelihood of discussion of current events increased as the number of high quality components increased. Again, students who had engaged in current or past SL activities were more likely to feel that their service made a difference. While reflection shed light on how individuals made a difference, it was the actual continual service that led students to this conclusion. Other

positive outcomes of those who engaged in current or past SL activities were an increased likelihood of volunteering in the next year, regularly voting at the age of 18, and believing in their personal ability to make a difference in solving community problems (Spring et al., 2006).

Successful service-learning had more quality components. In 1984, according to findings by Spring et al. (2006), 9% of public high schools offered SL opportunities. By 1999, 36% of public high schools had SL programs. Quality SL must include, at minimum: reflection, substantial student planning and implementation, and at least a semester of service. The data suggested that 77% of the students experienced at least one of these program characteristics. More specifically, 36% of students participated in the planning, 51% of students wrote or reflected about their experiences in class, and 36% of respondents participated in service that lasted at least one semester. The more quality components, the higher the quality of service experience. Of those students who participated in SL, 10% reported the existence of all three components. Although 26% of students reported that their SL experience included two of the elements, 41% reported the inclusion of only one element. Students who experienced three elements of quality SL were twice as likely to report that their experience had a positive impact on their lives. Students in private schools were more likely to participate in SL activities with all three components. Students who report having a B+ average or higher were more likely to participate in quality SL programs than those students who had a B average or lower. Those students who had a C average or lower were less likely to participate in school-based service with any of the quality components (Spring et al., 2006).

The following findings address the likelihood of civic engagement (Spring et al., 2006). Students who participated in school-based SL were more likely to continue to volunteer as opposed to those students who had not taken part in SL activities (59% to 38%, respectively). A positive correlation existed between participation in SL and interest in politics and current events (52% to 32%, respectively). In addition, those 16 year-old students who participated in SL activities with all three quality components were more likely to register to vote than those who had not (84% to 72%, respectively). Students who had participated in SL activities with the three quality components were more likely to have a sense of self efficacy and felt that their actions and service made a difference, than those students who had not (22% to 8%, respectively) (Spring et al., 2006).

A study reported by (Billig, Root, & Jesse, 2005) of 1,052 students was conducted to determine the effects of SL participation on their civic knowledge, skills, dispositions, and activities as compared to a representative sample who had not participated in an SL program. In addition, SL teachers were surveyed to determine the length of SL teaching and the specific components of their programs. In particular, the study investigated the extent of students' civic engagement, skill acquisition, and academic and civic knowledge compared to their non-SL counterparts. The study also investigated the extent to which program quality and other features, such as teacher practices and characteristics, affected participation in SL and civic outcomes (Billig et al., 2005).

The results of the study reported by Billig et al. (2005) suggested that SL had a positive impact in the following areas: school attachment and efficacy, and civic

knowledge and engagement. SL appeared to have less impact in the areas of school enjoyment and valuing school. Those students who participated in SL indicated that school was slightly more meaningful and important for later life compared to their non-SL counterparts. Both groups had a non-significant response on the post survey. SL students reported a marginally significant positive increase in school enjoyment as opposed to their non-SL counterparts. Both SL students and their control counterparts reported higher levels of academic engagement on the pre-test than on the post-test. SL students had a slightly higher response for both school and community attachment as compared to the control group. Again, responses were higher for both groups at the pre-test stage versus the post-test stage.

In regard to civic knowledge, students in both groups scored higher on the post-test in their responses to civic knowledge questions, as well as their self-reporting of civic knowledge. As it related to civic dispositions, SL students remained stable from pre-test to post-test while the control group had a slight increase in civic dispositions from pre-test to post-test. Although a statistically significant difference was not found between the SL group and the control group as it related to civic skills, SL students responded more positively to statements related to SL skills, such as knowing how to solve community problems and ability to identify community needs. Civic engagement remained constant for both groups. However, civic engagement was ranked higher on activities related to specific areas such as the environment and working with the elderly, as opposed to participating in political discussions or attending political rallies (Billig et al., 2005).

When asked about efficacy, in terms of whether students made a difference or participated in adult activities, both groups remained constant and showed no statistically significant differences. Billig et al. (2005) suggested that few differences were found between the two groups because the majority of students surveyed were seniors and would be graduating within a few weeks of the post-test. In regard to the 11 SL quality elements and student outcomes, significant positive outcome relationships were found for all elements except formative and summative evaluation, along with methods to acknowledge students' SL work (Billig et al., 2005).

Conclusion

A review of the literature suggested that successful SL programs contain most of the components of "quality SL," which closely parallel the elements of a socially just and pragmatic constructivist framework. The origins of SL are rooted in Dewey's theory of experiential education, in which educators purposefully engage learners in direct experience and focused reflection. As a result, students increase knowledge and develop a more profound understanding of social issues and their ability to effect change. Gifted students in SL programs expressed a greater connectedness to the community and a realization that they could indeed make a difference. At-risk students, demonstrated a strong sense of responsibility to the project and classmates; students became more engaged in their academic coursework, and they found more relevance between their curriculum and the real world. Throughout the literature, successful SL programs incorporated cooperative learning groups, co-construction of knowledge, and multiple

opportunities for reflection and celebration. The literature also described the prevalence and outcomes of SL programs in high schools and university settings.

Further research is being conducted on the theoretical elements that support successful SL programs. The qualitative methodology in this study drew its theoretical framework from the existing literature and proposes that a successful service-learning program should be viewed through the lenses of social justice and pragmatic constructivism as depicted in Figure 1. Chapter III explains the qualitative case study methodology used for this study and how the research questions, interview and focus group questions, and outcome measures were all driven by this theoretical framework.

CHAPTER III: METHODS

Introduction

This chapter discusses the research design, its rationale, theoretical underpinnings, site selection, data collection, and a description of participants. In addition, issues of internal validity, study limitations, and a timeline of the completion of research are addressed. This case study identified expected and unexpected outcomes of a service-learning program infused with social justice and pragmatic constructivism at a charter high school in a large urban area. It included interviews with a school administrator, SL director, two focus groups of students who had completed the service-learning or City Service Program (CSP) course, and one focus group of students who were currently enrolled in the CSP course.

The research questions addressed the expected and unexpected outcomes of an SL program at an urban charter high school. Although the questions appeared broad, they examined all aspects of the SL program through the lenses of social justice and pragmatic constructivism. The theoretical framework established by Cipolle (2010) in *Service-Learning and Social Justice: Engaging Students in Social Change* allowed for the investigation of an SL program fueled by a foundation of social justice. The proposed framework for this study investigated the efficacy of an SL program with an underpinning of social justice (Cipolle, 2010) as well as a constructivist perspective (Gordon, 2009) where teachers and students build knowledge together to address the issues and concerns of the greater community in which the research site was located. When Cipolle (2010) originally developed the framework, it was used with white

students at a suburban Catholic high school. For the scope of this study, adjustments were made to fit the demographics of the study population. This study was specifically interested in examining whether Cipolle's model, combined with Gordon's pragmatic constructivism and a social justice-infused curriculum, transferred well to a low-income charter high school population in an urban area.

One of the advantages of the charter school in this study (PCHS) was that it reflected a strong commitment to social justice in its charter documents, its Expected Schoolwide Learning Results (ESLRs), and across the curriculum. The school charter renewal petition described its students as "agents of change" and individuals who will positively impact our communities. A climate of social activism and justice within this school fit well within the theoretical framework of this study, and this is one reason why it was chosen. Also, listed among the school's ESLRs are "developing tools of inquiry," "effective problem-solving," and "advocacy for self and others." The director of the CSP project at the school was enthusiastic about participating in this study and her approach (very strongly driven by both social justice and pragmatic constructivism) was a good match for this study.

Rationale of a Qualitative Approach

The qualitative research sought to find a rich and deep context, which may not necessarily be found in other types of research. This specific case study addressed particular outcomes that might not be recognized in a quantitative data collection format. In addition, the qualitative study stressed the importance of context, setting, and participants' frames of reference (Marshall & Rossman, 2006). This study explored the

expected and unexpected outcomes of an SL program using multiple perspectives (principal, director, current students, and student graduates) as well as the theoretical framework of social justice and pragmatic constructivism. By asking interview questions regarding both types of outcomes, all involved offered their individual insights about the SL program. The research questions in this study are stated below. The focus was on the expected and unexpected outcomes of the SL program as well as on how these outcomes could inform the development of effective SL programs within Public Charter High School.

Research Questions

Research Question 1: What are the *expected outcomes* among urban charter high school students who participate in a Service-Learning Action Project that is rooted in social justice and pragmatic constructivism?

Research Question 1 was answered via interviews with the director and administrator and via focus groups with students and graduates of the Service-Learning Action Project at Public Charter High School. The questions asked in the interviews and focus groups were informed by the underlying social justice and pragmatic constructivist theoretical framework of this study.

Research Question 2: What are the *unexpected outcomes* among urban charter high school students who participate in a Service-Learning Action Project that is rooted in social justice and pragmatic constructivism?

Research Question 2 was answered via interviews with the director and administrator and via focus groups with students and graduates of the Service-Learning Action Project at Public Charter High School. The questions asked in the interviews and focus groups were informed by the underlying social justice and pragmatic constructivist theoretical framework of this study.

Research Question 3: What can those who are interested in developing SL programs at the secondary level learn from the expected and unexpected outcomes identified in this study?

Research Question 3 was answered via interviews with the director and administrator, analysis of all outcome data, and research and theory in the areas of service-learning, social justice and pragmatic constructivism.

Case Study Method

For the purposes of this study, the case study approach made the most sense. A single case was sufficient for this study (Yin, 2009) because this particular charter high school provided a good fit for the theoretical model being used. PCHS has a commitment to a social justice theoretical framework embedded in both its charter petition and its ESLRs. The social action project at the school was also well suited to a pragmatic constructivist approach because it required high levels of collaboration and co-construction of knowledge. Students in the City Service Program were expected to work with each other, with their mentor(s), and with community partners as they developed their projects and completed their service. The interpretive case study produced rich

description and was used to develop conceptual categories and illustrate, support, or challenge theoretical assumptions held prior to data collection (Merriam, 1998).

The interview and focus group approach can yield rich descriptions of what is being studied and can be triangulated with the theoretical framework and literature (Yin, 2009). This study adds to the existing research on service-learning, especially SL that utilizes current standards-based education. The results may provide guidance for the development of effective and meaningful SL programs in urban high schools, particularly ones that are interested in integrating SL programs with a social justice and constructivist approach.

Theoretical Framework

Service-Learning and Social Justice

The SL framework that utilizes a social justice model emphasizes the development of critical consciousness. Students first become aware of themselves and those around them in the context of larger issues. They learn about the structure of power; study underlying themes and causes of oppression, power, and privilege; and develop relationships with the community based on an understanding of similarities and differences (such as ethnicity, race, power, and income). In the process, they also examine their own assumptions and biases. The student is not "solving" the community's problems but learning how to collaborate with the community to jointly work toward solutions. As individuals continue to develop through these various stages, a discovery of social justice occurs and students then attack the root of social issues and work toward

finding an equitable solution to be implemented (Cipolle, 2010). This leads to an authentic and lasting ethic of service.

Constructivists and Qualitative Analysis

Constructivists see knowledge as being built by both teacher and student (Gordon, 2009). In this case, both worked together to effect change. The City Service Program course addressed in this study did just that; the teacher and students discovered possible solutions to real issues that addressed their community's needs. The qualitative study gave voice to the experiences of participants that could not be captured in other forms of research.

The overlap of these frameworks was the perspective on which this case study was grounded. Students at the study site, along with their faculty advisors, studied specific social issues that affected these students in their school and home communities. In consultation with a community organization, students researched social issues such as poverty, health access, and environmental sustainability. Following the research and study portion of the course, students developed advocacy projects to be shared with the community organization and the school community. In navigating the stages of service-learning through the social justice model and constructivist theory and practice, students developed knowledge and sought to work with peers, mentors, and the community to build appropriate solutions.

Site Selection

A public charter school in a large urban area was selected for this study. The school enrollment was approximately 600 students in grades 9 through 12. All 150

seniors were required to take the City Service course. Public Charter High School is part of a larger charter management organization that includes 15 other charter schools throughout the greater metropolitan area. The names of the school and participants have been changed in order to preserve confidentiality. Approximately 95% of the students enrolled identified themselves as Hispanic or Latino. The remaining 5% identified as African American. Students classified as special education students constituted 9%, and 29% of the total students enrolled were English Language Learners. Virtually all students were eligible for free or reduced breakfast and lunch.

At the time this study began the CSP had recently started its second year. This case study focused on the CSP during its first year. The required course investigated and researched urban issues that directly affected students in their personal lives. These concerns included issues surrounding poverty, homelessness, and gangs. The advocacy projects sought to inform and to educate other students at the school site as well as the greater community at large. In addition, the CSP paralleled several best practice strategies discussed in current SL literature. These included detailed research and planning, ongoing service, and continuous reflection. The CSP can potentially serve as a model for transformative and effective SL programs that are committed to developing students with a lifelong commitment to service.

Data Collection and Participants

Table 1 lists each research question and the corresponding interview and focus group questions. Since the analysis was embedded within the theoretical framework of

social justice and pragmatic constructivism, Table 2 on a following page maps the relationship between the questions asked and the underlying theoretical framework.

Table 1: *Mapping Research Questions to Data Collection*

Research Question 1	Q 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
	Administration Interview Questions Students (Current) Focus Group Questions Students (Graduates) Focus Group Questions
Research Question 2	Q 1, 2, 3, 4, 7, 8, 9, 10, 11, 12
	Administration Interview Questions Students (Current) Focus Group Questions Students (Graduates) Focus Group Questions
Research Question 3	Q 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
	Administration Interview Questions Students (Current) Focus Group Questions Students (Graduates) Focus Group Questions Research & theory in service-learning

This study followed a methodology of thematic analysis to formulate questions that stemmed from the theoretical framework (service-learning/social justice/pragmatic constructivism) and then related the data back to this framework. Three research questions were asked in this study. All data were classified in terms of these larger questions but also within thematic categories. For example, using a social justice framework, all outcomes (whether expected or unexpected) were analyzed to evaluate whether the SL project had a transformative effect on the students in the areas of "knowing self," "knowing others," "understanding social issues," and "ethic of service." Similarly, using a pragmatic constructivist framework, data were examined to learn whether the SL project incorporated the elements of "acknowledgement of social context," "guidance of inquiry," "co-construction of knowledge," and "conclusion by making sense of the world."

This mapping of data to theory is outlined in Table 2. Themes and sub-themes were manifested from the interview and focus group data, course materials, conversations with participants, project presentations, charter documentation, and other data sources. These were assembled to create a larger picture in terms of the theoretical framework and provide a comprehensive view of the impact of the social justice and pragmatic constructivist approach in this study. Table 2 displays how the data collected was analyzed via the theoretical framework. In other words, administrators' and students' answers to the following questions were viewed from the perspectives of social justice and pragmatic constructivism, as well as from the tenets of service-learning.

Table 2: *Using the Theoretical Framework of Social Justice, Pragmatic Constructivism and Service-Learning to Formulate Questions and Collect Data.*

Theoretical Framework	Administration Interview Questions	Student (Current & Graduate) Focus Group Questions
I. Service-Learning (SL)		
Preparation (SL-P)	Q 1,2,3,4,5,7,8,10,11	Q1,2,3,4,5,6,7,10,11
Service (SL-S)	Q 1,2,3,4,7,8,11	Q1,2,3,8,10,12
Reflection (SL-R)	Q 2,3,4,5,6,7,8,9,10,11	Q1,2,3,4,5,6,7,8,9,10,11,12
Celebration (SL-C)	Q2,3,4,6,11	Q1,2,3,5,8,10
II. Social Justice (SJ)		
Knowing Self (SJ-KS)	Q1,2,9,10,11	Q1,2,3,4,7,8,9,10,11,12
Knowing Others (SJ-KO)	Q1,2,6,9,10,11	Q1,2,3,4,9,12
Understanding Social Issues (SJ-UI)	Q1,2,3,4,5,6,8,9,10,11	Q1,2,3,4,7,9,10,12
Ethic of Service (SJ-ES)	Q1,2,3,4,5,6,9,10,11	Q1,2,3,4,7,8,9,11,12
	*Q7 not addressed by SJ (procedural question)	*Q5, 6 not addressed by SJ (procedural)
III. Pragmatic Constructivism (PC)		
Acknowledgment of social context (PC-ASC)	Q1,2,3,4,5,6,7,9,10,11	Q1,2,3,4,8,9,10,11,12
Guidance of Inquiry (PC-GI)	Q1,2,3,4,5,6,7,9,10,11	Q1,2,3,4,6,7,9,
Co-construction of Knowledge (PC-CK)	Q1,2,3,4,5,6,7,10,11	Q1,2,3,5,6,7,8,9
Conclusion by making sense of the world (PC-CSW)	Q2,4,6,8,9,10,11	Q1,2,3,5,7,9,10,11,12

The data were collected through interviews with the principal and the teacher/director of the City Service Program. In addition, two focus group interviews were conducted with graduates, and one focus group interview was conducted with current students of the City Service Program. School and course documents were reviewed. These included a course reader, syllabus, and assignment rubrics as well as advocacy projects in the form of PowerPoint presentations. The interviews with the principal and teacher/director used a semi-structured approach. This provided rich descriptions of the City Service Program. In addition, interviewees revealed content not previously hypothesized. The focus group interviews provided deep insight into the program possibly not recognized by the adults. Members of the student focus groups (both current and graduates) were selected based on recommendation by the program director. The current student focus group consisted of five individuals, three female and two male. The first student graduate focus group consisted of three individuals, two female and one male. The second student graduate focus group consisted of six individuals, five females and one male. All 14 focus group participants self identified as Hispanic. Several graduates still lived in the school site area and visited their alma mater with some regularity. Although the advocacy projects were developed and ultimately given to local agencies for use, the scope of the case study was limited to the expected and unexpected outcomes of the students. Consent forms were distributed and collected prior to the interviews and focus groups. The interview and focus group data collection instruments are presented in Appendix A. A digital recorder was used to capture the interview and focus group data in their entirety. A laptop computer was on hand for

reference to the prepared questions. The individual and focus group interviews lasted 45 to 60 minutes.

Data Management

Data Preparation

All digital materials were transcribed by an online transcription service. Notes and reflections were organized by category. Hard copies of all individual and focus group interviews, along with notes and reflections, were created for back-up contingency.

Data Manipulation

The data were coded and categorized according to theme and topic. Codes and categories were established by themes found in the review of literature as well as frequently overlapping words and phrases from the individual and focus group interviews. A close reading of transcripts was conducted in order to further establish codes and themes.

Internal Validity

The use of triangulation and member checks was used to enhance internal validity (Merriam, 1998). A primary source of internal validity was triangulation, or the use of multiple data sources to confirm findings. Member checking provided participants an opportunity to review interview transcripts to assure accuracy. This further upheld internal validity.

Timeline

A consultation and confirmation of research method with the dissertation chairman began in the fall of 2009. The dissertation defense took place in November

2010. Interview protocols, application to the Institutional Review Board, and permission from the study site occurred in December 2010. The individual administrator and teacher/director interviews, along with focus group interviews of graduates took place in March 2011. Preparation, coding, and analysis of data commenced in March and April of 2011. Implications and recommendations were written in April 2011. The final defense took place in May 2011.

CHAPTER IV: RESULTS

Introduction

This chapter discusses the findings and analysis based on the data from this study, with emphasis on the expected and unexpected outcomes of a service-learning (SL) program. This SL program occurred at Public Charter High School (PCHS), part of a citywide charter management organization located in South Los Angeles. The mission and vision of PCHS is to "provide a safe learning environment where students develop the ability to make responsible decisions in their lives and community." Furthermore, the school attempts to "create 'agents of change' who will positively impact our communities" (quoted from PCHS [pseudonym] document).

Specifically, the research questions guiding this study were:

1. What are the expected outcomes of the SL program at Public Charter High School?
2. What are the unexpected outcomes?
3. What can those who are interested in developing SL programs at the secondary level learn from the expected and unexpected outcomes identified in this study?

Since the school's inception in the 2006-2007 academic year, PCHS has worked with Facing History (2010), an international non-profit organization that assists with curriculum development by encouraging civic responsibility, tolerance, and social action as a way to create moral adulthood. This curriculum sought to help students understand justice issues both locally and internationally.

PCHS required all senior students to complete an urban studies course housed within the Department of Social Studies. Students completed the City Service Project (CSP) as a culminating project of this course. The course was first offered during the 2009-2010 school year. The course and project together formed the SL program in which students experienced the social justice and service-learning tenets of the school's mission. Specifically, to successfully complete the CSP project, students worked in groups of three and each team tackled a different topic (e.g., children soldiers, teen suicide, environmental issues). Each group worked with a faculty mentor, researched its issue, developed goals and an action plan to reach those goals, and presented its experience and plan for civic action to all seniors and juniors (the latter were to be enrolled in the urban studies course the following year). During the 2009-2010 academic year, after the Haiti earthquake, one group of students raised money and worked with an organization to send funds for a temporary shelter to one family. Their project was successful because they raised their intended amount of money and were able to use it to assist one specific family in obtaining shelter.

The purpose of the current study was to measure the expected and unexpected outcomes of the SL program via the perspectives of the principal and program director/teacher and through interviews and focus groups with current and alumni students of the SL program. The findings were categorized by theme in order to answer the research questions. In the following sections, names have been changed to protect the anonymity of the participants.

Expected Outcomes

The first research question attempted to understand the expected outcomes of the SL program at PCHS. These outcomes were shared by the principal, director, and students (current and alumni) of the SL program. There were three themes: activism, awareness, and social development.

Activism

Activism was the most apparent theme discussed by all interview and focus group participants. When asked about expected outcomes, Dr. Paulson, the principal, explained: "We wanted our students to become better aware of the community and the world around them. We wanted to expose them to social and global issues that they could impact as citizens and create a sense of obligation in them as human beings to the greater good" (Principal Interview, March 8, 2011).

This, in part, coincided with the Facing History curriculum previously discussed. Dr. Paulson further described how they were connected: "This is the mission of the 'Choosing to Participate' theme in Facing History and Ourselves and it is part of our mission as a Facing History high school" (Director/Teacher Interview, March 17, 2011). The two statements aligned with the mission and vision of PCHS and the roots of activism.

Further commenting on activism, the director/teacher, Miss Williams stated:

> And where they can feel like they've become activists and they're really, truly capable of making a difference. And we want them to go out into the world and into college or into their career. Whatever is the next step, we want them to be empowered when they do that, and we want them to think that change is possible, even from one person or small group of kids, even from South L.A. … And we hope they actually make an impact. We hope

> that they work for social justice and in some way make our society better, make the world better, and push for equality.... (Director/Teacher Interview, March 17, 2011)

The current student focus group offered two main lines of thinking in regard to activism. Some students, like Guillermo and Stevie, felt as if they were expected to make a difference. When speaking about Haiti, Stevie stated:

> Well, I mean, I was looking on a website here in Miss Williams' class in the lab, and it was called Do Something… in order to view what other projects are, and that caught my attention, especially when it said that after a year that everything happened, everybody, especially in this country, would help them, but after many months they just forgot about them, and it made me sad and angry, and at the same time I wanted to do something to help. (Current Student Focus Group, March 17, 2011)

In addition, when describing children soldiers, Guillermo explained:

> From the CSP, I think it's supposed to be you're supposed to spread awareness, but also I think you're supposed to make actually a dent in somebody's life or society. Say, for mine, for child soldiers, I want people to actually be aware what's going on and actually do something about it, not saying, 'We heard about it, but nothing's gonna happen,' but I wanted to make a change, where people start realizing this is a problem. People are dying, people are just dying off from people killing other people, for what? (Current Student Focus Group, March 17, 2011)

Stevie and Guillermo's insights illustrated their impression that there must be some specific intervention or action.

Still, other current students viewed the CSP solely as an awareness campaign. Lily described how her CSP comes from a very personal place:

> As for my topic, I felt more close to my topic, because I have anxiety and depression, so I really didn't want any teenager to feel what I go through, and I just wanted to spread awareness so that we can actually save more lives instead of having them die for the pressure and loneliness they feel. (Current Student Focus Group, March 17, 2011)

Also, Kate explained how violence toward women could be alleviated through awareness campaigns, “I chose the topic because I just think violence to women, and because I know that out there in the world there are so many girls that go through that, and then I don't want that to keep occurring” (Current Student Focus Group, March 17, 2011). Both Lily and Kate continued to work to realize their awareness campaigns as the school year ended.

Awareness

The second theme found through interviews and focus groups was that of awareness, an extension of activism. Dr. Paulson spoke of her students “being better aware of the community and world around them” and how she wanted to “expose them to social and global issues that they could impact as citizens and create a sense of obligation in them as human beings to the greater good” (Principal Interview, March 8, 2011). These statements spoke to what the current students and graduates perceived as impact and change. In addition, Miss Williams referred to terms such as “impact, making a difference, along with making society and the world better” (Director/Teacher Interview, March 17, 2011). The current students and graduates used similar language when describing their understanding of expected outcomes.

In contrast to the current students, the response of student graduates of the urban studies course defined their CSP role as one of creating awareness. While describing his CSP on teen pregnancy, Marco explained:

> Well, you can't achieve that much with a small group. It takes time period. And we just tried to start from the ground up by bringing awareness. And I guess that, little by little, people are going to have knowledge of teen pregnancy, and they'll be able to prevent it or at least

> minimize the number of girls being pregnant every year. So that's hard to see. (Student Graduate Focus Group, February 11, 2011)

In relation to Sarah's CSP on body image, she said "she wanted us, after we ended the course, to get ideas and sort of make society better, make sort of a change as we go out into the world after we graduate from high school and become more involved there" (Student Graduate Focus Group, March 11, 2011).

Sally and Yolanda saw their CSP on violence against women as a way to raise awareness of the issue. They stated, "We had to choose a problem or issue happening in people's lives in L.A. We had to try to change it through awareness of the possible outcomes and make it a good one" (Student Graduate Focus Group, March 11, 2011). Marco, Sally, and Yolanda all saw change through their awareness campaigns.

Social Development

The third expected outcome theme was that of social development. Billig (2000b) established four SL outcome categories: social development, academic achievement, civic responsibility, and career exploration. Within the category of social development were more specific outcomes, such as increased measures of personal and social responsibility, sense of education and social competence, and sense of self-esteem and self-efficacy. While discussing expected outcomes, Miss Williams stated:

> Well, since it comes at the end of their senior year, the goal is, in my opinion, to give the students a positive experience, where they can feel successful and where they can feel like they've become activists and they're really, truly capable of making a difference. … So we hope they grow individually and we hope they actually make an impact. (Director/Teacher Interview, March 17, 2011)

Sarah, a student graduate, suggested that esteem played a part in her CPS:

> Our project mostly was to aware kids to be happy with your bodies. Don't try to bring yourself down because you're not happy with the way you look. You could just fix it if you want, but if you're not, you know your body is perfect. Nobody's body is perfect. You can make it—you wanna feel better about yourself, just try to make those changes, but don't try to be like, "I'm so skinny," and don't try to go into a situation that you might commit suicide, 'cause you just wanna—just don't like your body.

The expected and unexpected outcomes are depicted in Figure 2.

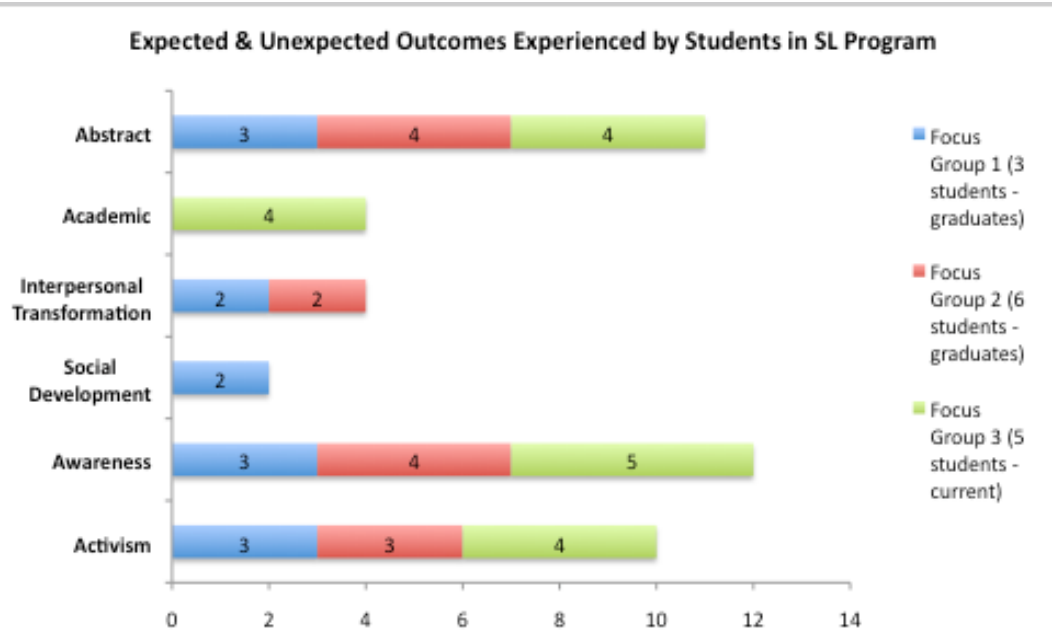


Figure 2: Number of Students, Organized by Focus Group, who Experienced Expected Outcomes (Activism, Awareness, Social Development) and/or Unexpected Outcomes (Interpersonal Transformation, Academic, Abstract). See also Table 3, following.

Unexpected Outcomes

The second research question concerned the unexpected outcomes of the PCHS course and project. The responses were taken from the interviews with the principal and director/teacher along with focus group responses from current and alumni students. The

themes discussed in this section addressed the development of interpersonal transformations, surpassing expectations, and agency.

Interpersonal Transformations

The unexpected outcomes described by Dr. Paulson and Miss Williams more directly addressed interpersonal skills and surpassing expectations. More specifically, Dr. Paulson stated:

> The unexpected outcomes were all demonstrated via the human, interpersonal transformations in the students themselves and in the adults who served as mentors and audience members. The students were affected as people by these projects, and that cannot be measured on a rubric. The other unexpected outcome was in the education that the projects brought to the community as a whole. The seniors as a group impacted the entire student body and set a precedent for a tradition. They established a culture and an expectation for PCHS students as a whole, which has helped us further define our identity as a school. These unexpected outcomes were recognized by the entire school community, including administration, teachers, students, parents, and community partners. (Principal Interview, March 8, 2011)

Surpassed Expectations

Furthermore, Miss Williams described how various students and groups surpassed expectations:

> There were certainly some groups that surprised me, groups of students that were not particularly academic during the year, and then they really rose to the occasion of a project and did stellar projects, and that was really great, because oftentimes with teachers—and I'm sure you know this from working in education for so long—you figure out quickly who the 'good students' are, and you sort of always assume that they'll do great work, and the inverse is true, too. Students come with expectations attached to them, and some students—and that actually worked both ways. Some of the better students didn't do projects that lived up to their previous academic records, and then some lower-achieving students really shined, so that was unexpected and pleasant when it was the kids exceeding expectations. Some of them really did a great job presenting.

> Some really shy kids got out there and had a lot to say about their projects, which was great. (Director/Teacher Interview, March 17, 2011)

Miss Williams explained how groups of students further developed public speaking skills, comportment, and a sense of professionalism. She stated:

> I went with a group of students. These were special-ed students. We went down to the beach and did a beach cleanup, and they made pamphlets that they wanted to pass out to people, and they had sort of tips on how to go to the beach without leaving a big mess, things like that, and they were really—They were really brave. They would go right up to strangers and shake—they were really—they would shake their hand and introduce themselves, and they spoke clearly and confidently, and so I guess that was an unexpected outcome is they sort of learned how to communicate with adults and how to represent themselves well. Or, I shouldn't say 'learn.' I should say they honed those skills. They improved those skills, and I think that's just a big part of graduating high school and becoming an adult is sort of learning how to present yourself to the world, and I saw that with a lot of groups, and that was great. (Director/Teacher Interview, March 17, 2011)

Unexpected Content-Based Outcomes

The current students reported primarily content-based unexpected outcomes. Guillermo and Stevie explained how they were more enlightened now about the specific issues of genocide and immigration. Stevie elaborated:

> From my perspective, I didn't think we were gonna do anything about genocide. I really didn't know anything about it, to be honest, and the fact that we actually are learning about it, she's actually going more in depth about it, has opened my eyes, and I actually am glad that we learned about it, so I wouldn't be that ignorant about the stuff that is current around us. (Current Student Focus Group, March 17, 2011)

Guillermo continued:

> Basically global issues. I didn't think I was gonna learn anything about any genocides, anything in the past or anything like that. I really didn't know. I wasn't fully prepared what I was gonna know to right now about immigration: Why do people do it? Why do people try to come over here? Stuff like that … Well, instead of society tells it, and they explain it

> from this one person's point of view, say, 'I came over here because it was too much violence in my town,' stuff like that, 'my village, my country.' (Current Student Focus Group, March 17, 2011)

Unexpected Abstract Outcomes

The student graduates of the program described more abstract unexpected outcomes. Where Marco cited a supportive environment, Sally described a change of attitude among her peers. Marco stated:

> It was—well, we didn't expect a lot of people to be supporting everybody's social project. And everybody was collaborating in school, helping out other groups in their causes and everything. And it's shocking that—it was kinda shocking knowing that people really did care about certain projects and others didn't, which, you know, you can't do much about it. But it's mostly—it was good that people did try to help out other people and say, 'Oh, we care about your projects and we support your cause. We're gonna sign your papers.' And everyone do this or that. So yeah. (Student Graduate Focus Group, February 11, 2011)

Sally described her initial surprise at the student response to her project on women and violence:

> And we—we thought—well, we kinda had it in my mind that there was gonna be some joking around. But we actually took that out of the picture, so when we actually saw people joking around, it was kinda—it kind of stunned us 'cause we were, like, 'Are we gonna change something 'cause people are?' —But then they saw our effort and then they started to take things more seriously. (Student Graduate Focus Group, February 11, 2011)

Juanita affirmed Sally's observation: "Yeah, it was unexpected to see how people didn't really take it seriously" (Student Graduate Focus Group, February 11, 2011).

Yolanda explained how she and others became leaders:

> I think we all developed leadership. I don't know. People that actually did their work and stuff and were committed to their projects, I think they became leaders in a way, because no one else was gonna do the work but them on my projects. (Student Graduate Focus Group, March 11, 2011)

The student graduates all agreed that their public speaking skills improved. Ricardo said, "I learned how to present better." Sarah said, "I became a better speaker," and Linda said, "It was the same; public speaking, being social" (Student Graduate Focus Group, March 11, 2011). Marco and Sally also said that their computer skills improved, particularly in the area of creating PowerPoint presentations (Student Graduate Focus Group, February 11, 2011). Table 3 summarizes the expected and unexpected outcomes.

Table 3: *Occurrences of Expected and Unexpected Outcomes.*

Outcome Types	**Focus Group 1 (Graduates)**	**Focus Group 2 (Graduates)**	**Focus Group 3 (Current Students)**
Expected Outcomes			
Activism	Marco, Sally, Juanita (3 of 3)	Richard, Sarah, Yolanda (3 of 6)	Esteban, Lily, Stevie, Guillermo (4 of 5)
Awareness	Marco, Sally, Juanita (3 of 3)	Richard, Sarah, Yolanda, Anita (4 of 6)	Esteban, Lily, Stevie, Guillermo, Kate (5 of 5)
Social Development	Marco, Sally (2 of 3)		
Unexpected Outcomes			
Interpersonal Transformation	Marco, Sally (2 of 3)	Yolanda, Linda (2 of 6)	
Academic			Lily, Guillermo, Stevie, Kate (4 of 5)
Abstract	Marco, Sally, Juanita (3 of 3)	Sarah, Yolanda, Richard, Linda (4 of 6)	Esteban, Guillermo, Stevie, Kate (4 of 5)

Note. The data was collected from three separate focus groups: Focus Group 1 (2 females, 1 male), Focus Group 2 (5 females, 1 male), and Focus Group 3 (3 females, 2 males). All focus group members identified themselves as Hispanic. Groups 1 and 2 consisted of student graduates and Group 3 consisted of current students.

Implementation

The third research question to be addressed concerned implementation of a program similar to PCHS' at another secondary school site. Again, findings related to this research question came from the PCHS principal and director/teacher interviews as well as focus group responses of current and alumni students. The two main themes of this section were institutional support and the ability to evolve.

Institutional Support

Both Dr. Paulson and Miss Williams explained their desire to have the course and project steeped in social justice and service as reflected by the school's mission and vision (Director/Teacher Interview, March 17, 2011; Principal Interview, March 8, 2011). In addition, they realized the necessity of a natural evolution to the course and project. In their words, "We wanted the students to learn from the process of creating a plan and putting it into action. We wanted to provide them with a vehicle for putting the years of our Facing History curriculum into action."

In regard to institutional support, Miss Williams continued:

> When I met with Dr. Paulson and the vice principal, they made it clear to me that their school is very much about social justice and they work with the Facing History curriculum, and they were looking for a project for their seniors to do that was sort of a culminating task of their four years here at this school, a way to give back to the community and be up-standers and work for social change and social justice. (Director/Teacher Interview, March 17, 2011)

The preceding quotes suggested that in order to establish an effective SL program, administrative and school-wide support must exist.

Adaptability

Dr. Paulson explained how the course is constantly evolving:

> We continue to strengthen the curriculum by adding more rigorous written assignments and projects over the course of the year and adding content into the second semester, so that there is no down time for the students. We will be adding a stronger action component to the projects this year, so that they are not simply awareness campaigns, but rather rooted in real social action. (Principal Interview, March 8, 2011)

Miss Williams added specific details as to how the course had changed from its inception in the 2009-2010 school year:

> This year we've interwoven them more, so it's activism and content throughout the whole year, which has worked out much better. So, for example, when we studied immigration first semester, we also studied activists that went along with the immigration topic, and when we studied the riots, we studied activists that went along with that time period. So, it's not so divided anymore, so hopefully the course is more… fluid. And the course, it's different than it was last year and it will be different again next year, because sort of the more I get into it, the more I learn. This year we added a Darfur unit, so we're doing that now and we're studying the activism there. I'm sure we'll discuss the situation in Japan right now. Last year we discussed Haiti, so I think it will sort of—with the current events of that school year, that will influence the course content as well. (Director/Teacher Interview, March 17, 2011)

The principal and director/teacher suggested that ongoing planning and reflection must be utilized to keep course content current and better assist students in honing their skills as up-standers.

As a component of program support throughout the school, each student group had a faculty advisor. Miss Williams explained how the student groups could benefit from the faculty mentor:

> They are all assigned a staff mentor, a faculty member, but the extent they use that mentor is up to them. They have to go find the mentor and ask for the mentor's help. The mentor doesn't find them. Generally, the groups

> that worked more closely with their mentor did a better job, but I would still say that that development is the student pursuing it, and the teachers generally help out with things like giving rides or being an adult supervisor, if that's necessary, or maybe brainstorming ideas, but really the students drive the projects. (Director/Teacher Interview, March 17, 2011)

When commenting on her group's project on violence against women, Sally described the guidance that her group received from their faculty mentor:

> And a teacher here, actually in ADR, she took us. Her name is Ms. Perris. She took us to, I think, her church. It was her church… Yea. We were excited. We were, like, 'Oh we could do this.' But then Miss Williams and our social action advisor, they would tell us we don't have enough time for all of that. We're, like, 'But we want to.' (Student Graduate Focus Group, February 11, 2011)

Sally was the only focus group member to speak of the faculty advisors' roles.

Dr. Paulson and Miss Williams explained how PCHS rubrics were tailored specifically to the course and its projects. Dr. Paulson stated, "Any connection to the state standards is in the ELA reading, writing, and speaking standards" (Principal Interview, March 8, 2011). Miss Williams continued:

> So, essays, there's always a rubric, and I use a modification of the Charter Management Organization rubric, which is campus-wide, and that focuses on writing conventions and evidence and things like that, so they use that for any formal assessment for writing. (Director/Teacher Interview, March 17, 2011)

Miss Williams further explained, "And the model we use is: problem, action, tools, outcome. So, they identify the problem. They come up with the action. They decide what tools they need, and then they hopefully get to enjoy the outcome" (Director/Teacher Interview, March 17, 2011). The rubrics and models used by the

students were familiar to them because they were used not only throughout the PCHS campus, but used throughout the charter management organization as a whole.

Connections to Theoretical Framework

This section discusses the ways in which the collected data connected to the theoretical framework lenses of social justice and pragmatic constructivism. The data were collected from the PCHS principal and director/teacher through interviews along with the focus group responses of the current and student graduates of the CSP.

Outcomes Examined Under the Lens of Social Justice

Knowing others. As part of their social action projects, students used a course reader entitled *Urban Studies & Social Action* that featured book excerpts and articles on topics ranging from immigration to riots. The class discussions paralleled content from the course reader and were closely tied to current events. For example, the director mentioned that they did not intend to talk about Haiti, but it was addressed in class when a devastating earthquake hit the country. She included Darfur in the topics for the second year and planned to add Japan. She made it clear that current events drove the direction and selection of topics for the year.

Understanding social issues. Students reflected an understanding of social issues in the selection of their project topics. For example, one group chose to do their project on teen suicide, and Lily explained:

> [We chose teen suicide] because we're going off to college, and that's usually where more teenagers decide they can't handle their stress and they decide to kill themself or attempt to kill themselves. And there's actually a slight percentage who actually overcomes that obstacle and learning from experience, and I actually wanted to make an awareness, because I don't want this to keep on going. And we actually trying to do

> the Midnight Walk for the teen suicide to spread awareness, and hopefully we can actually make a bigger—how do you say that? [impact]. (Current Student Focus Group, March 17, 2011)

Another student, Esteban, chose the issue of texting while driving "because always in the streets there in my neighborhood, there's basically many teens texting… while they were driving" (Student Graduate Focus Group, March 17, 2011). He believed that it was "one of the many reasons that teens die a lot" and hoped to spread awareness by asking teens to "make a pledge not to text [and] drive" (Student Graduate Focus Group, March 17, 2011).

Students in the focus groups spoke of an increased awareness of social issues as a result of their social action (service-learning) projects. Yolanda shared that at the start of her senior year, she would watch the news on television and she reacted, "That's happening. Oh, well, we can't do anything about it" (Student Graduate Focus Group, March 11, 2011). Later, after she and her group started their senior action project, their attitudes changed: "We actually wanted to step up and help those people that were suffering, and we wanted to make the change, not a big, dramatic change, but at least …among those who were with us, our other classmates…" (Student Graduate Focus Group, March 11, 2011). Marco described his experience as "actually amazing for me because we are living in an urban community with the issues that our community had within" (Student Graduate Focus Group, February 11, 2011). He credited the teacher/director of the program with helping them to "get deep with those—with the problems and the roots of the main issues concerning our community" (Student Graduate Focus Group, February 11, 2011).

Ethic of service. An ethic of service was the final element in a service-learning program rooted in social justice. As students understood their ability to effect change, they developed an "ethic of service" and they cultivated "agency," or a feeling that they were making a difference. This could also lead to students selecting a career or lifestyle that is devoted to working for the common good (Cipolle, 2010). One student, Juanita, admitted that she was "kind of scared at first, when they gave us the project and stuff because they had to impact the community. And it's hard to impact the community with just—with just high school students trying to make a change…" (Student Graduate Focus Group, February 11, 2011). A fellow student in her action project group, Sally, described how they were able to slowly make an impact on their fellow students: "But then they saw our effort and then they started to take things more seriously" (Student Graduate Focus Group, February 11, 2011). Every student who participated in the course last year indicated that she/he would be interested in taking a similar course in the future and Sally, at her California State University campus, said that she was trying to actively figure out how to implement something similar to her women and violence action project. Current students also indicated that they liked the course and would be open to taking a similar course again. While explaining his teenage pregnancy project, Marco described his newfound sense of agency and belief that he can initiate change: "Now I know that if something has to change in my community it has to start with me" (Student Graduate Focus Group, February 11, 2011). Marco worked at the school in their after-school program and he was surprised to see how people would help other groups with tasks such as distributing information, completing surveys, etc. He continued, "I'm helping a lot of

this year's seniors with their projects" (Student Graduate Focus Group, February 11, 2011). When asked about what she would like to study in college, Lily replied:

> I wanna major in psychology, because I actually would like to make a change in people's lives, and mostly in teenagers, because I know that in those years are where people actually confront problems, and they're alone and I want to make them feel like they're not alone; they have somebody by their sides. (Current Student Focus Group, March 17, 2011)

Outcomes Examined Under the Lens of Pragmatic Constructivism

Acknowledgement of social context. In regard to acknowledging social context, Miss Williams explained:

> It's a lotta visual stuff. They make a lot of posters at home. They do a lot of interviews, so they'll interview a recent immigrant to this country about their experience. They'll interview somebody who lived through the Rodney King riots" (Director/Teacher Interview, March 17, 2011)

Several students spoke of their desire to become more knowledgeable about both local and global issues. Yolanda, a female student, said, "I now understand why people emigrate" (Student Graduate Focus Group, March 11, 2011). This suggested that the students were able to understand the contexts in which they were completing their projects.

Guidance of inquiry. While speaking of the mentors' role in the social action projects, Miss Williams illustrated the concept of guided inquiry:

> I mean, that's all them. They are all assigned a staff mentor, a faculty member, but the extent they use that mentor is up to them. They have to go find the mentor and ask for the mentor's help. The mentor doesn't find them. Generally, the groups that worked more closely with their mentor did a better job, but I would still say that that development is the student pursuing it, and the teachers generally help out with things like giving rides or being an adult supervisor, if that's necessary, or maybe brainstorming ideas, but really the students drive the projects. And the model we use is: problem, action, tools, outcome. So, they identify the

> problem. They come up with the action. They decide what tools they need, and then they hopefully get to enjoy the outcome. So the students, I would say, that's really all them. They develop the whole thing. (Director/Teacher Interview, March 17, 2011)

In response to the same question, the principal shared:

> Students develop their own action projects with the assistance and support of Miss Williams [the director/teacher] and their mentors. The adults act only as guides and facilitators in the process. The students are responsible for 100% of their final products. (Director/Teacher Interview, March 17, 2011)

Conclusion by making sense of the world. Current and student graduates were asked how the course had changed their worldviews. Esteban and Kate discussed how their projects on texting while driving and body image affected teens locally (Student Graduate Focus Group, March 17, 2011). Guillermo and Stevie indicated how their projects on children soldiers and Haiti a year after the 2010 earthquake made them more aware of global issues (Current Student Focus Group, March 17, 2011). Lily learned about the Holocaust in history, but she was surprised that there was still "holocaust today like in Darfur" (Current Student Focus Group, March 17, 2011). This statement reflected her expanded worldview.

Based on the outcomes discussed in this chapter, the SL program at PCHS was effective, achieved most of its expected outcomes, and appeared to be transformational for the students. The outcomes of knowing self, knowing others, knowing the issues, and ethic of service (agency) were expected in light of the theoretical framework designed for this study. Lily illustrated knowing self by selecting her CSP addressing teen suicide (Current Student Focus Group, March 17, 2011). Marco's description of his project dealing with teen pregnancy demonstrated knowing others (Student Graduate Focus

Group, February 11, 2011). Guillermo's new knowledge of child soldiers suggested his knowing issues (Current Student Focus Group, March 17, 2011). Sally's desire to replicate a similar project of violence against women at her college campus acknowledged her ethic of service and sense of agency (Student Graduate Focus Group, February 11, 2011). More specifically, the Violence Against Women and Haiti Response PowerPoint presentations (Appendix B) exemplified the process of transformation from the research stage to action, and finally to impact of action.

The social justice continuum described by Cipolle (2010) entailed an SL developing from charity to advocacy. The presentations showed how some students were able to traverse the continuum. Some of them advanced to the awareness stage of the ongoing process. Even though all of the students did not advance completely through the continuum, they all reported that they would like to take a similar course in the future and participate in comparable service projects. The school principal discounted the awareness, but it was very important because it showed an understanding of the issues (Principal Interview, March 8, 2011). It was also important because not every program could make as strong a social justice commitment.

The last SL component was celebration. Students presented their CSP journeys via a group presentation and PowerPoint slides. The audience included all current CSP students, including the current junior class who will enroll in the course next year, as well as faculty advisers, families, and friends. Junior and senior students, faculty mentors, and the director completed evaluations of the group presentations. This event was held in a

festive environment as a culminating activity for the course and project. This allowed the CSP students to be acknowledged for their contributions and hard work.

Conclusion

This chapter presented the findings and analyzed the data. Specific statements obtained from interviews with the principal and director/teacher answered the research questions. In addition, the focus groups of current and student graduates of the CSP revealed connections to the research questions. The chapter concluded with an explanation of how the SL program addressed specific points through social justice and pragmatic constructivist lenses. Chapter V discusses the implications of the study and the transformative effects of service-learning over the course of the school year. In addition, recommendations for the CSP and future research are suggested.

CHAPTER V: DISCUSSION AND IMPLICATIONS

Introduction

This chapter addresses the implications of this study, potential recommendations for the program area being studied, and suggested future research. The transformational outcomes are described along with the connections to a service-learning program rooted in social justice and pragmatic constructivism.

Developing a Transformative SL Model

My personal interest in developing a transformative service-learning model stemmed from years as a teacher at an all-boys Catholic school. I taught religion and worked within a Christian service program that required the students to complete 25 hours of service every year and a culminating activity as part of a course. I would often hear the students wonder aloud: "We have to do the hours but what does that have to do with what we're learning in class?" I was motivated to find a better way to connect service with coursework and hoped to ultimately develop a program that, either at the high school or university level, incorporated the strategies and framework of authentic and transformative service-learning practices.

My personal interests dovetailed with the Loyola Marymount University (LMU) (2009b) doctoral program goals. My belief that SL, through planning, serving, and reflecting, can become transformational to both students and those who are being served, was reflected in the LMU doctoral program's goal of helping its students transform educational settings in order to more effectively serve the needs of students and their families. Objective 1 of the Loyola Marymount University's Education Doctorate

Program in Educational Leadership for Social Justice calls for the preparation of leaders who impact education and student achievement (LMU, 2009b). Objective 2 requires the connection of theory, practice, and efficacy in leadership, equity, and diversity (LMU, 2009b). Utilizing an SL model prepares students to transform classroom knowledge into practical applications within the community. For example, students at an environmental studies-based charter high school educated their local community on issues such as conservation, recycling, and green gardening. Community connections ranged from presentations to local elementary and middle schools to community members from the surrounding neighborhood as well as extended family members of the students (PCHS [pseudonym] Newsletter). It has often been said that education is power and it is the one thing that can never be taken after it is obtained. The Loyola Marymount University School of Education Conceptual Framework (Loyola Marymount University, 2009a) reminds us that education may offer a possible hope for authentic social change (Giroux, 1992; hooks, 1994). Educators have the responsibility to ensure the affirmation and upholding of these notions.

Elements of Transformative SL Present in the Study

In order for the service-learning in this case study to be characterized as *quality SL* or *transformative SL,* it needed to reflect certain elements and outcomes as defined in Chapter II. The theoretical framework on which this study was based combined a social justice and pragmatic constructivist approach to service-learning. This study was specifically interested in examining whether Cipolle's (2004) model, combined with Gordon's (2009) pragmatic constructivism and a social justice-infused curriculum, would

transfer well to a low-income charter high school population in an urban area. Gordon (2009), in turn, drew heavily from Dewey (1938) in the emphasis on "doing" in order to experience transformative service-learning. The data and findings in this study reflected that students moved along the continuum of critical consciousness and engaged in transformative service-learning that was grounded in social justice and pragmatic constructivism.

A close interplay between learning and doing was present in many of the successful programs cited in the literature review. For example, the HSP program (Yamauchi et al., 2006) in Hawaii, which integrated service-learning within a social justice and pragmatic constructivist framework, found that HSP students experienced an increased sense of connectedness to the community compared to non-HSP students. This would be a transformative effect similar to Dewey's (1938) "great community," where students and the community collaborated to address issues and work toward resolutions. In the Torrance study (Terry et al., 2008) with gifted children, students engaged in problem-solving, formulated solutions, and worked with the community to plant trees. They became sensitized to the problems facing their community. They also expressed connectedness to the community as a result of the project and shared their satisfaction at realizing that they could indeed make a difference.

Finally, Bridgeland et al. (2008) highlighted three essential components of quality SL programs with at-risk students: (a) a strong connection between the academic curriculum and the service project; (b) opportunities for reflection and critical thinking activities (such as group discussions and journaling) before, during, and after the service;

and (c) involvement of students in the design and implementation of the SL project. In the Bridgeland study, researchers were concerned with quality SL that deepened the relevance and the connections between school and the real world. They were also interested in the impact of higher levels of engagement on academic outcomes.

Drawing from theory and successful SL programs, transformative SL would have many or all of the following eight characteristics: (a) connections between the curriculum and the SL project; (b) a recognition that an individual can initiate social change; (c) involvement of students in the design and implementation of the SL project; (d) movement toward awareness of social justice issues, followed by activism or advocacy relating to these issues; (e) an understanding of the role of interpersonal and community collaboration in bringing about this change; (f) reflection opportunities before, during, and after the service project; (g) an increased level of engagement with peers and community; and (h) an ongoing commitment to service even after the project has ended.

The present case study examined the nature and effects of transformative service-learning. It did not examine academic outcomes or graduation rates as influenced by the SL experience, a topic that is already well studied and documented in the research literature. The focus group and interview data collected from current students, alumni, and teachers reflected some common themes and outcomes which, taken together, indicated a transformative service-learning experience as described below.

Connections Between the Curriculum and the SL Project

Students studied the structure and context of injustice and inequality in their course reader, and their class discussions emphasized a social justice perspective. They talked about how they learned about different topics:

> to change our perspective towards what we see. We have recently learned about immigration and how that has affected all of us, and when I went into the genocide, which is how we learned about Sudan, how the people are actually dying and risking themselves over there. [We're] trying to step into learning how to be an activist and trying to put a stop towards what's actually causing this…. (Current Student Focus Group, March 17, 2011)

Guillermo remarked:

> I really didn't know anything about [genocide], to be honest, and the fact that we actually are learning about it, she's actually going more in depth about it, has opened my eyes, and I actually am glad that we learned about it, so I wouldn't be that ignorant about the stuff that is current around us. (Current Student Focus Group, March 17, 2011)

Another student agreed:

> Like Guillermo said, I actually thought that genocide wasn't something that was yet still occurring, but I know that genocide had occurred in the Holocaust, but I didn't know that it was yet still occurring. I didn't know that we were gonna learn about that in this class, because I thought we were only learn about that in history class. (Current Student Focus Group, March 17, 2011)

In other words, students started the year expecting the content to be more theoretical, but the course material opened their eyes to the ongoing relevance of the topics, and they quickly found parallels to issues within their own community.

The program was changed during its second year to allow more fluid connections between theory and practice. As a result, activism and theory are now interwoven

throughout the SL project. The social justice theory and the SL project were not as closely linked in the first year of the program. The director noted:

> We came up with the idea that the first semester would be exploring topics, and the second semester would be about the action, about the action projects. That was how it was last year. This year we've interwoven them more, so it's activism and content throughout the whole year, which has worked out much better. So, for example, when we studied immigration first semester, we also studied activists that went along with the immigration topic, and when we studied the riots, we studied activists that went along with that time period. So, it's not so divided anymore, so hopefully the course is more [fluid]. And the course, it's different than it was last year and it will be different again next year, because sort of the more I get into it, the more I learn. This year we added a Darfur unit, so we're doing that now and we're studying the activism there. I'm sure we'll discuss the situation in Japan right now. Last year we discussed Haiti, so I think it will sort of—with the current events of that school year, that will influence the course content as well. (Director/Teacher Interview, March 17, 2011)

Recognizing That an Individual Can Initiate Social Change

At the beginning of the year, the students described themselves as "just high school students" and did not believe that they could make a difference. The graduates in Group 1 confided that they were nervous and unsure about their abilities at the outset. Sally said "coming from South LA, you don't see a lot of people trying to help the community…when they introduced us… I was a little bit nervous. But after, I got more into it because we were helping the community in a way" (Student Graduate Focus Group, February 11, 2011). Juanita felt the same way and did not believe they could impact the community:

> Yeah, I kind of agree with Sally, and was kind of scared at first, when they gave us the project and stuff because they had to impact the community. And it's hard to impact the community with just—with just high school students trying to make a change, a difference in the community and stuff. (Student Graduate Focus Group, February 11, 2011)

However, as the process evolved, students recognized that they could indeed make an impact, one step at a time. Marco pointed to how small steps can go a long way in raising awareness and bringing about change:

> Well, you can't achieve that much… with a small group. It takes time. And we just tried to start from ground up by bringing awareness. And I guess that, little by little, people are gonna have knowledge of teen pregnancies, and they'll be able to prevent it or at least minimize the number of girls being pregnant every year. So that's hard to see. (Student Graduate Focus Group, February 11, 2011)

Involvement of Students in the Design and Implementation of the SL Project

The project topics were usually close to home, very real, and reflected empathy and caring. One of the students chose the topic of texting while driving because "I ended up basically [seeing] a teen crash into a tree with my own eyes." Another student felt close to her topic, [teen suicide] because she has anxiety and depression:

> So I really didn't want any teenager to feel what I go through, and I just wanted to spread awareness so that we can actually save more lives instead of having them die for the under pressure and the loneliness they feel. (Current Student Focus Group, March 17, 2011)

One student visited the Do Something website to view project ideas and the topic of Haiti caught her attention:

> especially when it said that after a year that everything happened, everybody—especially in this country—would help them, but after many months they just forgot about them, and it made me sad and angry, and at the same time I wanted to do something to help. (Current Student Focus Group, March 17, 2011)

A female student selected the topic of violence against women "because I … know that out there in the world there's so many girls that go through that, and then I don't want that to keep occurring" (Current Student Focus Group, March 17, 2011).

Students participated actively in the development of their action projects:

> Students are all assigned a staff mentor, a faculty member, but the extent they use that mentor is up to them. They have to go find the mentor and ask for the mentor's help. The mentor doesn't find them. Generally, the groups that worked more closely with their mentor did a better job, but I would still say that that development is the student pursuing it, and the teachers generally help out … but really the students drive the projects. And the model we use is: problem, action, tools, outcome. So, they identify the problem. They come up with the action. They decide what tools they need, and then they hopefully get to enjoy the outcome. So the students, I would say, that's really all them. They develop the whole thing. (Director/Teacher Interview, March 17, 2011)

A Movement Toward Awareness of Social Justice Issues, Followed by Activism or Advocacy Relating to These Issues

The project timing fell toward the end of the 12th graders final year, and the goal, in the director's words:

> …is to give the students a positive experience, where they can feel successful and where they can feel like they've become activists and they're really, truly capable of making a difference. And we want them to go out into the world and into college or into their career. Whatever is the next step, we want them to be empowered when they do that, and we want them to think that change is possible, even from one person or a small group of kids, even from South L.A. So, we hope that they grow individually, and we hope that they actually make an impact. We hope that they work for social justice and in some way make our society better, make the world better, push for equality, all over those things. So, it is a big expected outcome, and I think to varying degrees we achieve that. (Director/Teacher Interview, March 17, 2011)

The students seemed to have dramatically moved along the continuum towards activism and advocacy and believed that they could make a difference:

> Basically, for my project, I just wanna make a change. I wanna open people's eyes and, say, if my project—if I got it to be very successful, I would love the media to hear my story. They need to take a part of it and do something about it instead of just telling on the Internet but don't make any action. For me, I personally really want action. I want to stop it and pretty much make it end somewhere. (Current Student Focus Group, March 17, 2011)

Another student said, "I want people to know about my cause…so they can help, and with the little help that we receive from everybody we can make a big change" (Current Student Focus Group, March 17, 2011). When asked what they meant by "changing their perspective," a student uses the term "upstander" and clarifies, "not to be bystanders, to actually try to be…Up-standers" (Current Student Focus Group, March 17, 2011).

Marco said that the director/teacher "helped us get deep with…the problems and the roots of the main issues concerning our community. So it was, actually, a great experience being in her class." Sally altered her worldview and started to believe that "one person could start to change the world… a step at a time" (Student Graduate Focus Group, February 11, 2011). Marco echoed Sally's words:

> just one step at a time. And if other people want to follow, then they'll follow. And that's how you get the ball rolling and more people become aware of certain situations in the world, not just—or now it's local, which is good for our urban community that we live in. (Student Graduate Focus Group, February 11, 2011).

For Lily, "I think it opened up my view of the issues that there is around the world" (Student Focus Group, March 17, 2011). Yolanda agreed with Lily:

> I guess that …when we started our senior year, we would see TV news and really were like, "That's happening. Oh, well, we can't do anything about it. But then once we got into our senior action project, we actually wanted to step up and help those people that were suffering, and we wanted to make the change, not a big, dramatic change, but at least with among those who were with us, our other classmates, and then we chose

> one and just at least give a little help to them. (Student Graduate Focus Group, March 11, 2011)

A current student added, "And I try to also, too, to not be afraid to speak up. It just takes at least one voice to change a whole issue, global issue" (Current Student Focus Group, March 17, 2011). Student responses reflected the confidence that they could make change. Over the course of the year, students influenced others, raised awareness, changed their worldviews, and saw themselves as advocates for change both locally and globally.

An Understanding of the Role of Interpersonal and Community Collaboration in Bringing about This Change

The action project is an involved process that includes discussion, collaboration, interviews, and posters. In their discussions, the director/teacher reminded the students that something had to be different than when they started. She asked them, "After you're done, what will change? What was different now than it was before?" (Director/Teacher Interview, March 17, 2011). In her words, the changes or differences could be measurable outcomes. For example, "something like 50 kids on the PCHS campus now know what human trafficking is and they didn't know it before… That would be a successful outcome. Or, it could be 100 patients in the leukemia ward at the hospital have letters and positive messages from our students" (Director/Teacher Interview, March 17, 2011). The process was challenging and required students to engage deeply and put themselves in someone else's shoes: "They make a lot of posters at home. They do a lot of interviews, so they'll interview a recent immigrant to this country about their

experience. They'll interview somebody who lived through the Rodney King riots…" (Director/Teacher Interview, March 17, 2011).

Reflection Opportunities Before, During, and After the Service Project

While students were encouraged to reflect throughout their action project, these reflections were typically combined with notes and reactions to their class readings and discussion notes. In other words, students were not required to keep a separate journal that was reserved specifically for project-related reflections. As a result, it was not possible to evaluate or explore the very important role that reflection might have played in creating a transformative service-learning experience. Furthermore, it was not possible to read these writings or reflections since they were not easily accessible and there might also have been issues of confidentiality. The SL experience could be deepened and made more transformative by increasing opportunities for reflection throughout the year.

Increased Level of Engagement with Peers and Community

This was an area in which the school implemented some changes based on lessons learned from the first year of the program. The director noted that:

> This year I hope it does a better job of including activism throughout, fluidly, as you said, and eventually the goal would be for each year the projects to be better, the projects to make more of an impact. Last year, they were a lot of awareness campaigns, a lot of posters and fliers and pamphlets at school, on our campus, which was great, but I think the long-term goal is for more involvement in the community, more involvement in issues outside of our campus, so that would be the change that I would hope to see. (Director/Teacher Interview, March 17, 2011)

Ongoing Commitment to Service Even After the Project Had Ended

When the current student focus group was asked about college and career plans, one student responded enthusiastically: "I really want to go into respiratory therapist, but

I have been getting more into local politics, since I'm actually starting to enjoy..." (Current Student Focus Group, March 17, 2011). Another said, "I'm interested in marine biology, because the sea fascinates me" (Current Student Focus Group, March 17, 2011). Two students brought up the themes of helping others and their career choices and/or the confidence that they could make a difference. These might have been influenced by the SL project. One student said:

> I wanna major in psychology, because I actually would like to make a change in people's lives, and mostly in teenagers, because I know that in those years are where people actually confront problems, and they're alone and I want to make them feel like they're not alone; they have somebody by their sides. (Current Student Focus Group, March 17, 2011)

Another student added, "I'm thinking of basically becoming a computer programmer, I think, basically making programs for everybody, adults, little kids, basically opening them up" (Current Student Focus Group, March 17, 2011). Another shared his interest in nursing:

> What I'm thinking about in the near future? I'm believing that I'm probably gonna be a nurse, probably, work in the nursing field, 'cause how my personality is, I love to help people and help people to get better, stuff like that. I'm trying to be either a registered nurse or an LPN, one of those two. I'm going back and forth. (Current Student Focus Group, March 17, 2011)

Pragmatic constructivism played an important role throughout the CSP project, and participants became more aware of the interplay between classroom learning and the world around them. Several students spoke of their desire to become more knowledgeable about both local and global issues. Yolanda, a female graduate, said, "I now understand why people emigrate" (Student Graduate Focus Group, March 11, 2011). This suggested that the students were able to understand the contexts in which they were

completing their projects. Regular collaboration took place between students and faculty. Students worked closely with faculty mentors (in groups of three) to develop potential project ideas for the action portion of their CSP. In addition, faculty mentors helped guide students in determining what is feasible. The director described how the projects were student-driven because the small group setting required that students take initiative and stay on task.

Recommendations to Strengthen Service-Learning at PCHS

Deeper Community Engagement

In regard to the pragmatic constructivist lens of the framework, the CSP looked to become more engaged with the greater community in the future. A few of the students were able to find mentors or partners within the community. Marco and Sally explained how they worked with outside organizations in relation to their projects. For example, Sally, now a student at a local California State University, said her group went to church with a mentor and communicated directly with the community. Marco and the teen pregnancy project group met with members of Planned Parenthood. However, as the director shared at the end-of-year interview, it remains an ongoing struggle to find community organization partners for student projects. Yet she remained committed to expanding the scope and vision of the projects to include the community, to impact both her own school and the community, and to get the students out into the world (Student Graduate Focus Group, February 11, 2011).

Miss Williams echoed this commitment and stated that she intended to incorporate more engagement with the community into future service-learning

experiences. This would also deepen the level of critical consciousness achieved by students as a result of the CSP program. As the course evolved, Miss Williams wished to see the students working more with the community to find solutions to problems. She said, “The long-term goal is for more involvement in the community, more involvement in issues outside of our campus, so that would be the change that I would hope to see” (Director/Teacher Interview, March 17, 2011).

With the new emphasis on activism throughout the course in the program’s second year, students were now interacting more with community members. For example, they interviewed recent immigrants and people who experienced the Rodney King riots of 1992. Urban Grass modeled their community garden with input from three green community organizations: Guerilla Gardening, Tree People, and South Central Farmers. In addition, various neighbors assisted in the clearing and planting of the group's community garden (Presentation by PCHS Class of 2011).

The “Blessed Souls”-Burn Victims group worked specifically with Champ Camp, an organization that provides a week-long residential camp experience for children who had been treated for burns in California hospitals. The individual member of this group, herself a burn survivor, previously attended the camp and had worked with them throughout her high school years. She had also participated in fund-raising activities that yielded $50,000 to support the efforts of Champ Camp (Presentation by PCHS Class of 2011).

The Houses for Haiti students worked with the Haitian Health Foundation as they raised funds and awareness for a single family shelter. A representative of the foundation

presented a plaque to PCHS for their ongoing support of Haiti following the 2010 earthquake. This was the second consecutive year that a CPS group has supported the work of the Haitian Health Foundation (Presentation by PCHS Class of 2011).

With the revision of the course to support activism and content throughout the entire school year, student groups reached out to various community organizations and collaborated closely during the planning and execution stages of their projects. Building ongoing campus-community collaboration continued to deepen relationships between students and community members, provide opportunities for both groups to learn from each other, and resulted in a more transformative SL experience.

Create Opportunities for Authentic Reflection throughout the Year

When describing the stages of critical consciousness, Cipolle (2004) explained the importance of reflection throughout the entire process. The focus groups of current students and student graduates in this study described how they kept journals for their coursework that included class notes, assignments, and culminating essays. The essays were somewhat reflective but students did not engage in the typical reflection component as described by Billig (2000a) and Cipolle (2010). It might have been more effective if reflections were separated from reactions to essays in the course reader. It might have been helpful to have more self-reflection at every stage of the service-learning project in order to understand the ways in which students changed throughout the process. Concerning the current student focus group, collecting data midway through the project was helpful in understanding how and why they were finding the process transformative. These students saw the big picture but were entrenched in everyday nuts and bolts. They

also reflected via their essays at the end of each unit. However, it might have been more beneficial if students had been given guided prompts for these essays, which might have improved both their writing skills and their knowledge about service-learning. They did not identify it as such, but were engaged in reflection when consulting with faculty mentors in order to determine feasible actions concerning their projects. In the first year of the program, students who were less familiar with their assigned mentors did not call on them frequently. This year, students selected their own mentors; this choice presupposed a good relationship. This made it more likely that students and their mentors would work together to engage in constructivist project planning, problem solving, etc. The student graduates in their reflection after the project's completion remembered more of the macro elements of the SL program.

Future questions for authentic reflection could include asking about students' initial expectations and how they changed, skills used or developed as part of the project, community members who influenced or made an impression on them, how values were expressed through the particular action project, what coping or motivational tactics were used when the project was not moving forward, whether their worldview was affected, whether they would want to continue to work with this group or issue going forward, and whether anything about the community involvement surprised them. Reflective thoughts and responses could be entered as journal entries, in field notes while at community sites, after viewing videos or documentaries, or even in letters to a local newspaper.

Transformative SL: Serving Others as the "Right Thing to Do"

Transformative SL can be experienced in specific conditions such as those present in this study. Students were exposed to a social justice curriculum, which was combined with a highly collaborative and constructivist environment where peers and teachers came together to formulate problems and develop appropriate solutions. When individuals come together to exchange ideas, analyze problems from different perspectives, and co-construct meaning, they begin to make sense of themselves as well as the world around them (Freire, 1970). Transformative SL could be even deeper and more enduring if students engaged in authentic reflection and experienced closer connectedness to the community.

My personal view on transformative service-learning is that the experience needs to be *equally* transformational for the individual and the organization being served. In other words, students engage in service because it is the right thing to do. As the PCHS SL program evolves, it will most likely become increasingly transformative. A few of the students interviewed explained their motivation as "a way to give back." Others may use service to enhance resumes or graduate school applications. Serving others because it is the right thing to do, and not as a means to an end, is a mindset or approach that is explained in the work of Westheimer and Kahne (2004). They identified three citizen types: personally responsible citizen, participatory citizen, and justice-oriented citizen. A personally responsible citizen acts responsibly in their community by actions such as donating blood, picking up litter, or contributing money or time when asked. The participatory citizen actively participates at the local, state, or national levels. Included in

this category could be individuals who learn and understand how governmental agencies and institutional organizations work. Their efforts are focused on helping others to develop policy. The third category described is the justice-oriented citizen. This citizen emphasizes and highlights injustice and the need to pursue social justice goals. The social justice component of the framework used for this study and the PCHS SL program closely paralleled this notion (Cipolle, 2010; Westheimer & Kahne, 2004). Although the first two citizen curricula will always be necessary, it is at the level of the justice-oriented citizen that true transformation occurs, both for the individual doing the SL and the person(s) or organization receiving the service.

The definition for transformation used in this study reflected the justice-oriented outcome. A positive outcome structurally reorganizes the way of looking at oneself in relationships with others; honing attitude formation for making value judgments; setting priorities for action; and developing feelings that an individual can change the situation through his or her initiative (Mezirow, 1978). The transformational or justice-oriented citizen must face the hard work of grass roots community organizing. Miss Williams described the problem, action, tools, and outcome approach used at the PCHS site. Again, individuals identify a problem and then develop an action to address the situation, working with peers, a teacher, mentor, and community members. Next the necessary tools are collected to implement the action and then reflect and evaluate the outcome. Results come slowly and the work is not necessarily exciting or fulfilling (Dee, 2010).

The Future of Service-Learning:

Recommendations for Policy and Practice

Service-learning, particularly transformative or transformational SL, requires educators, administrators, school districts, universities, and policy makers to expand beyond the traditional focus on factual knowledge. Such a model of SL requires the interplay of social justice, constructivism, multiple perspectives, cross-curricular learning, and group and community engagement. The recommendations below have been organized by the type of practitioner or institution (school, district, university, policy maker, etc.) in order to identify the many critical elements of a successful SL program.

Practitioners

Practitioners should use SL as a teaching strategy for engaging students while addressing social justice issues. In order to critically analyze social injustices and issues, the SL curriculum needs to emphasize the structural causes of problems, and the teacher needs to work closely with students as they are exposed to multiple perspectives and reach out to community members. Students need to learn to weigh and assess competing perspectives and develop a project that addresses objectives of change. Successful SL requires buy-in from administrators and teachers. For this to occur, administrators and teachers become "companions in mission" (R. Caro, personal communication, July 30, 2010). Collaborating and planning together sets the foundation for a quality SL program. Many service-learning practitioners have found an on-site SL center to provide a bridge

across different departments within the school as well as to assist in developing relationships with the community.

Schools

The findings of this study suggested that SL rooted in social justice and pragmatic constructivism offers promising outcomes. The outcomes range from activism and community engagement to leadership and agency. In particular, the CSP stemmed from the social justice commitment of PCHS, a small charter school in South Los Angeles. Many charter schools have effective service-learning programs (Hecht, 1999; PCHS [pseudonym] documents). Charter schools have more latitude, do not need to align their curriculum to standards or district policies, and are smaller and more mobile. They can regroup quickly by changing or modifying an ineffective model. The data on SL in charter schools was mostly anecdotal; little research has been conducted on these programs thus far (Premack, 1996). However, opportunities for future research on SL in charter schools can be beneficial to the field, as the number of service-learning-based charter schools is growing.

For schools that are implementing SL programs, the most pressing priorities are professional development, developing a social justice and constructivist curriculum, and partnering with community organizations. To meet these needs, schools could consider the following:

- Local colleges and universities might offer SL certification courses for teachers.
- Schools can sponsor teachers for local, state, or regional conferences and, on return, teachers could in-service their own faculty on SL.

- Teachers could visit school sites with SL programs such as the research site in this study and examine successful SL frameworks in order to develop their own curriculum.
- Mentoring opportunities for SL teachers could be enhanced through the creation of a resource center for the school SL program and teachers.
- Community engagement could be initiated by inviting speakers from local agencies to discuss ways students can become involved.

As the SL program starts to take form, some planning regarding building an infrastructure, public relations campaign, and community support and involvement must be considered. Having a well-organized infrastructure leads to a well-organized SL program. An SL coordinator could help oversee the development of SL projects, work closely with the community, and promote the accomplishments of SL projects through local newspapers and radio and television stations. Students and teachers may present project outcomes at schools, districts, and/or community meetings or display student portfolios and culminating projects around town at banks, public libraries, and community centers. There is no single way to develop an SL program, and teachers and administrators will find the most appropriate methodologies for their particular school.

Districts

Service-learning continues to gain popularity in the traditional public school sector. Some literature has suggested that effective programs require institutional support from both the school site and the district in which the school is located. The CalServe Initiative of the California Department of Education (CDE) (2011) promoted SL

throughout the state through a regional service-learning network and district-wide school-community partnerships. Over 160,000 students and approximately 15,000 community volunteers have engaged in service projects annually as a result of CalServe. It is CDE's vision that 50% of all districts will include service-learning as part of their regular instructional practice and engage students in at least one service-learning experience at each grade span (K-5, 6-8, and 9-12). The Los Angeles Unified School District (LAUSD) has endorsed SL and the LAUSD Board approved a change in graduation requirements to include SL, which is now mandated for the class of 2007 and beyond. These actions reinforce the growing understanding that SL is a powerful teaching methodology that helps develop students' civic beliefs, knowledge, skills, and connections to community and the world beyond.

Quality SL is academically rigorous, project-based, and involves close collaboration with teachers and community partners. Therefore, a school district's office of SL should be part of the *academic* branch of the administrative structure, not part of a community service or outreach program within student affairs. Also, while a district-wide SL requirement is a positive step forward, it is important that schools have considerable flexibility in implementing their SL programs. Each school should be allowed to shape and develop service-learning projects through the partnership of teachers, administrators, students, and community members at that particular site. This school-level flexibility also enhances innovation and engagement in meaningful service-learning experiences.

Administrators and teachers must consider a variety of issues and concerns in the planning and implementation of an SL program. Among these are logistical issues such as funding, scheduling and transportation, and liability concerns. Teachers are concerned with their needs for appropriate professional development, curricular integrity, and program evaluation. Together administrators and teachers need to address topics such as infrastructure, public relations, and community support and involvement. Those interested in developing an SL program can refer to *Learning That Lasts: A Field Guide* (Educational Commission of the States, 2005). This publication provides organizational worksheets as the implementation process begins. In addition, the Field Guide delineates responsibilities for administrators, teachers, and community participants. The collaborative process required of all concerned creates a sense of companions in mission. They both bring the vision of a high quality SL program to life.

Universities

Universities continue to develop campus-wide service-learning programs (Campus Compact, 2010; Clinton Global Initiative, 2011). As universities attempt to engage students with the community beyond the college campus, partnerships with local community organizations grow (Bringle & Hatcher, 1996). Bringle and Hatcher (1996) recommended the Comprehensive Action Plan for Service-Learning. This model includes a constituency of four: institution, faculty, students, and community. They further suggested the identification of the sequencing of activities, tasks, and outcomes. Within each of these steps exists a subset of planning, awareness, prototype, resources, expansion, recognition, monitoring, evaluation, research, and institutionalization.

Programs work best when championed by charismatic faculty. The faculty needs to work closely with an office of service-learning. Activities should cast a net that yields the greatest number of faculty participants. Campuses can capitalize on students who already participate in activities sponsored by clubs and organizations. Furthermore, students who pursue volunteer opportunities off campus should be involved as well. The relationship between university and community is essential. Effective university-community relationships must include: mutually beneficial interaction, interaction guided by choice and strategy, and a relationship of value to both partners (Ruch & Trani, 1990). Those interested in this model may refer to an article for a more detailed description of university SL implementation (Bringle & Hatcher, 1996).

In addition, Brabant and Hochman (2004) developed a strategy for cross-curricular courses using SL pedagogy. Bearing in mind that no two SL programs are alike, Brabant and Hochman addressed issues that should be considered. Those interested in pursuing SL courses should seek support from responsive administrators. Some ongoing circumstances that will need to be addressed include: recognizing that team-taught courses are more labor intensive, revamping courses to include an SL component, and increasing staffing support as it relates to faculty and student scheduling. Smaller class size leads to greater effectiveness. Support from multiple departmental areas as well as university administration is needed.

The efforts of Brabant and Hochman (2004) came to fruition via students who worked with the literacy program at a local elementary school. One benefit of this model was the ability of students to work cooperatively. Students were accountable to

themselves, their group, their teacher(s), and the community organizations where their service was conducted. Further, participants became more culturally aware and began to grasp the root of social justice issues while working toward tangible solutions. This was measured through the planning, the research component, and the reflection phase. The cross curricula model provided an opportunity to bridge academic disciplines. Students interacted with others to have a more complete, and often a bigger picture of the world they lived in (Brabant & Hochman, 2004).

Universities have the ability to adapt the framework for SL rooted in social justice and pragmatic constructivism. This framework addresses the mission and vision for the existence of SL programs on college campuses (Campus Compact, 2010). Many students actively seek service-learning opportunities at their university sites. Specifically, two senior students from the CSP program, now enrolled at a university in Los Angeles, desired to participate in such programs for a variety of reasons. Between them, they saw their participation in SL courses as a way to bridge classroom content to the real world, investigate potential career choices, and continue an ethic of service cultivated through their high school and university experiences. Future research of SL programs with this emphasis can add to the growing body of literature on university SL programs.

Community

Community involvement and participation should be a central element of a quality SL program. In this case study, PCHS recognized the value of a deeper engagement with community and increased the campus-community partnership after the program's first year. The strengthened ties to the community led to additional learning

opportunities for students and expanded their role in the community. To enrich the program even further, community members could be actively involved during the planning stage, throughout the social action stage, and even at the project reflection and evaluation stage in order to influence the direction and outcome of the project and to increase the sense of joint ownership of the SL project.

Policymakers

High quality SL programs must consider risk management and liability issues to secure student safety and well being to maximize positive outcomes. SL exposes students to their larger community while bringing classroom lessons to life to address real needs. Because of the unique aspects of this curricular policy, successful programs need to plan for the management of risk while limiting liability.

Concluding Thoughts

A deeper policy issue or question surrounds the nature of the service-learning experience itself. Considering the statewide initiatives or district-wide mandates, what exactly does it mean to engage in service-learning? The SL approach recommended in this study, and largely followed by PCHS in the case study, is a transformative approach. The context of the action project was heavily influenced by social justice thinking and had academic rigor. Students, teachers, and community members collaborated and jointly addressed problems and crafted solutions. The entire process involved thoughtful reflection. At the end of the project, students recognized that their act of charity or altruism was only part of the outcome; foremost, they were transformed by their projects. The value of the projects lived on within them and extended far beyond the life of the

projects. Many of the students changed their values and beliefs, learned to use their analytic and academic skills to respond to real problems, and developed a deeper sensitivity or understanding toward their community. Hopefully, this type of transformative SL will become the model for SL programs in schools and universities across the country. Schools, districts, and practitioners need to remain committed to an activist and constructivist framework even as programs become more structured and institutionalized.

In conclusion, SL rooted in social justice and pragmatic constructivism can be transformative. The theoretical framework developed for this study resides at the intersection of quality SL (Billig, 2000a; Cipolle, 2010), social justice continuum (Cipolle, 2010), and pragmatic constructivism including guided inquiry and discovery of a world view (Gordon, 2009). The expected outcomes identified by the interview and focus group participants were those of activism, awareness, and social development. The unexpected outcomes indicated by the study participants were the development of interpersonal transformation, unexpected content-based outcomes, and abstract outcomes. Two implementation improvements were proffered by the principal and program director: the necessity for institutional support and the importance of adaptability. Transformation in this case occurred both for the individuals engaging in service and the greater community by structurally reorganizing value judgments, setting priorities for action, and feeling that the situation could change through one's initiative. Sally and Marco, two of the student graduate focus group participants, expressed their belief in, “one step at a time” (Student Graduate Focus Group, February 11, 2011). The first year of the PCHS

program was a powerful step forward that was transformative for the students as well as the communities they served.

APPENDIX A

Interview and Focus Group Instruments

City Service Program Interview and Focus Group Questions
(To be provided to participants before interviews / focus groups)

Administrator/Director Interview Questions

1. What brought about the Urban Studies/SAP course?
2. How was the course developed?
3. How has the course changed since its inception?
4. What were the expected outcomes?
5. Did the outcomes stem from any state or SL standards?
6. How are the expected outcomes assessed?
7. How are the expected outcomes conveyed to students?
8. What were the unexpected outcomes?
9. Were these unexpected outcomes recognized by director/teacher? Students?
10. To what extent do students participate in the development of their action projects?
11. Can you describe the CSP process?

Nominated Student Graduate Focus Group Questions

1. Can you describe the Urban Studies course from your perspective as a student?
2. Can you describe and explain what you did specifically for the Service Action Project?
3. What were the expected outcomes of the course? of the Service Action Project?
4. How did you select your Service Action Project topic?
5. How were the expected outcomes assessed?

6. How were the expected outcomes explained or described to you?

7. What could have made the course a better learning experience for you?

8. Would you take a similar type of course in the future?

9. Were there unexpected outcomes?

10. What special skills did you develop or acquire from the course? The Service Action Project?

11. Are there skills that you developed or acquired as a result of this course or Service Action Project?

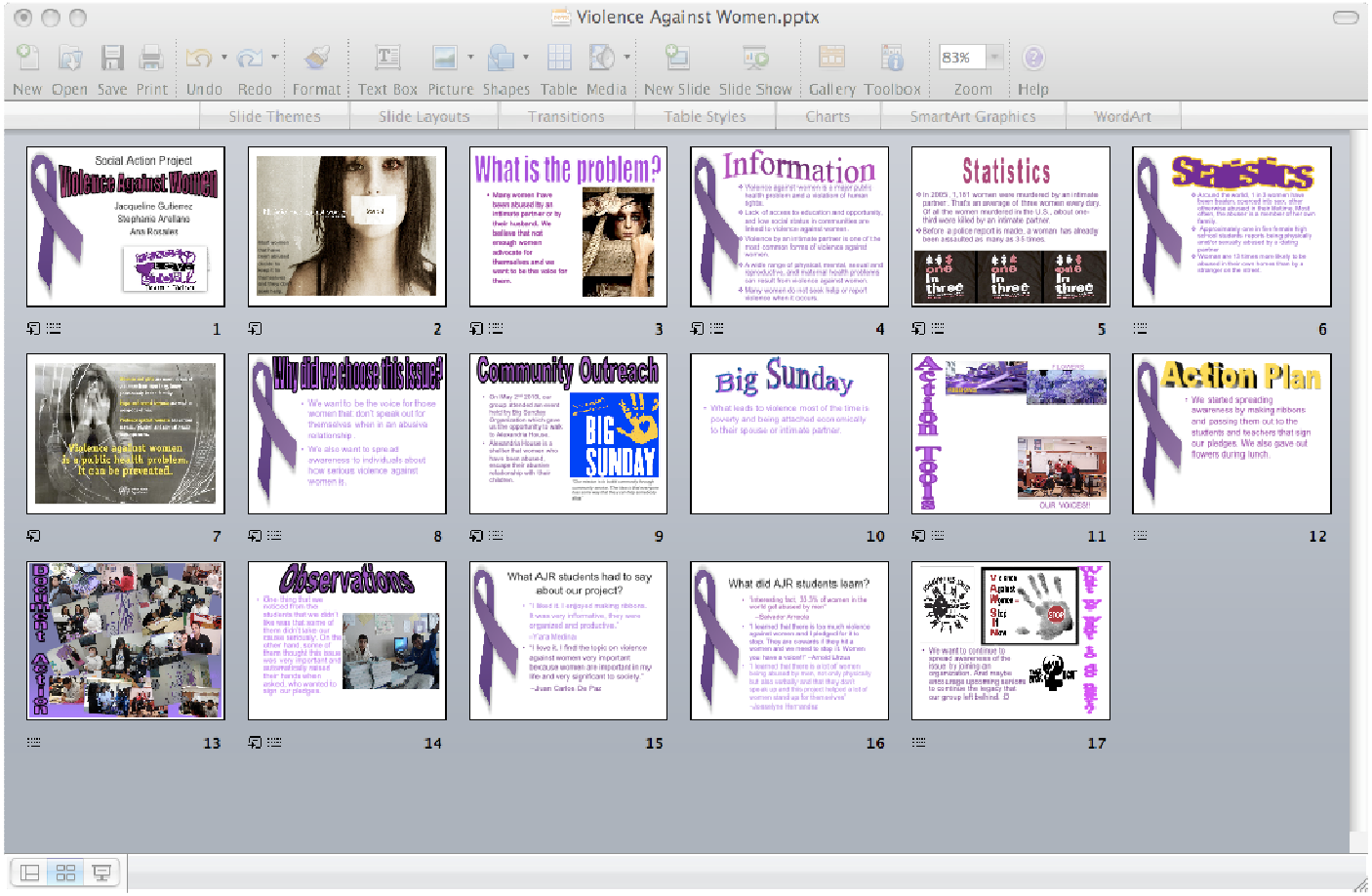
12. How has this course or project changed your world view?

13. Since you have graduated, have you participated in any activities similar to the Service Action Project?

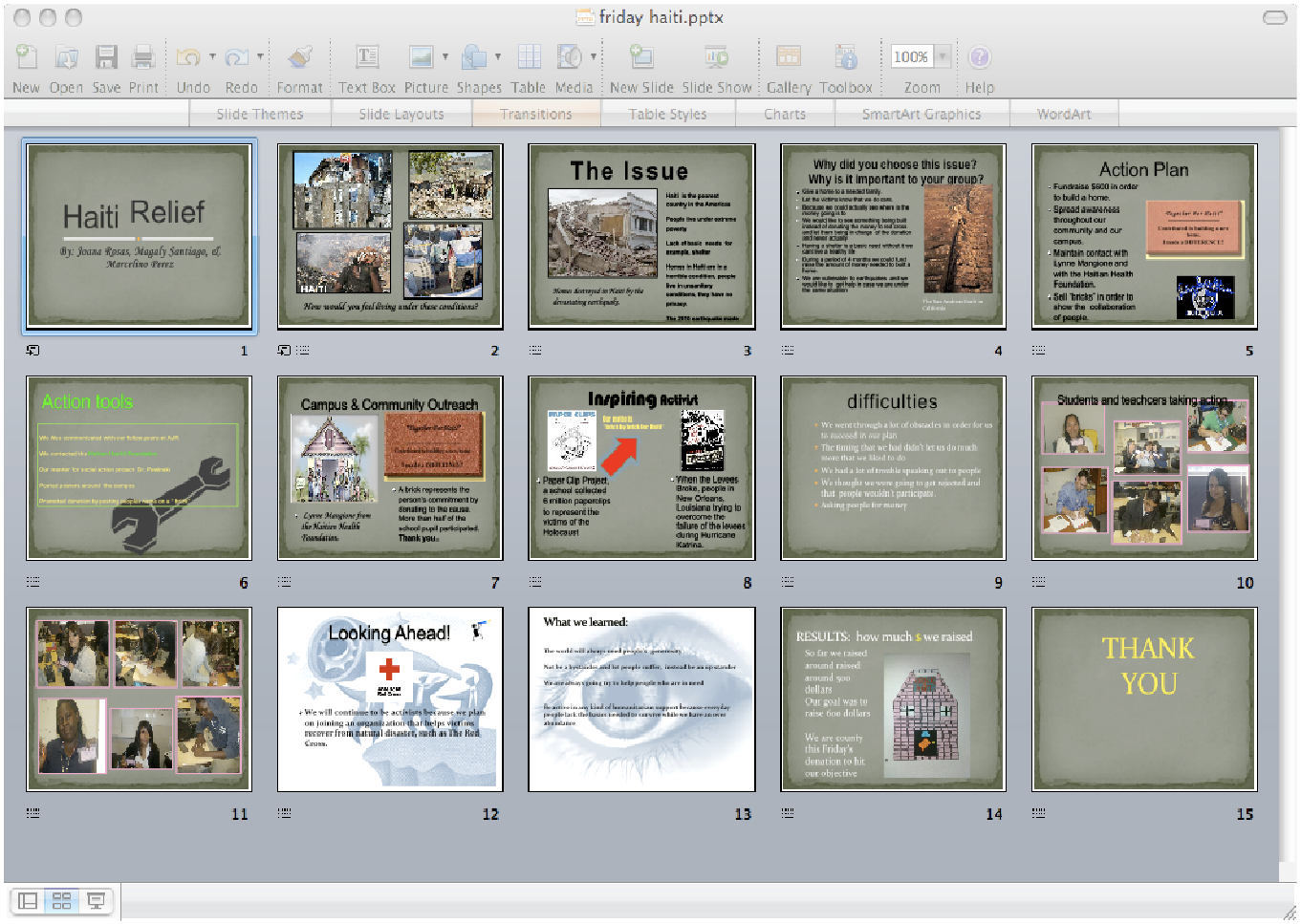
APPENDIX B

CITY SERVICE PROJECT POWERPOINT PRESENTATIONS

Social Action Project – Violence Against Women



Social Action Project – Haiti



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