"I Reassessed Who I Am"

Casey O'Meara, Middlebury (Vermont) Union High School

Abstract

This instrumental case study describes students' experiences in an academic cluster gateway course through social justice service-learning as civic learning pedagogy. The case under study recognized institutional factors supporting participatory off-campus community learning, and social justice service-learning as a type of civic learning pedagogy.

Keywords: *experiential learning, transformative learning, social justice education, civic learning*

Introduction

Higher education currently provides experiences necessary to fulfill individual Americans' economic interests (Braskamp, 2011; Nagda, Gurin, & Lopez, 2003). However, post-secondary learning does not engage all its students in preparation for public service and civic leadership (Barber, 2012; Bok, 2006; Butin, 2012; Enos, 2015; Pedersen, Meyer, & Hargrave, 2015). In 2012, the United States Department of Education (USDOE), the American Association of Colleges and Universities (AAC&U), and the Global Perspective Institute (GPI) developed a task force to evaluate civic learning in higher education. This group provided recommendations to the USDOE and called on higher education "to embrace civic learning and democratic engagement as an undisputed educational priority…That will require constructing educational environments where education for democracy and civic responsibility is pervasive, not partial; central, not peripheral" (The National Task Force on Civic Learning and Democratic Engagement, 2012, p. 6). *A Crucible Moment: College Learning and Democracy's Future* is rooted in the idea that the United States is experiencing a "civic recession." How can higher education develop the importance of civic responsibility for its students? How will college and universities intentionally shepherd students toward these ways of being? Perhaps, educators might facilitate civic learning pedagogy through social justice and service-learning.

Experiences through classrooms and service in communities are tied to learners' ambitions, intrapersonal abilities, and desire to act (Mitchell, Richard, Battistoni, Rost-Banik, Netz, & Zakoske, 2015). Although there have been numerous attempts, since the inclusion of service-learning in higher education, to incorporate democratic principles into this learning, these attempts have not always been a priority (Battistoni, 2000; Hartman, 2013; Saltmarsh & Hartley, 2011). Students not engaged in academic and community experiences with opportunities for critical reflection on civic understanding do not develop civic-minded habits (Dostilio, 2012). Lev-

ine (2013) recognized that to develop civic learning through service-learning, student involvement must include collaborative relationships that require deliberation in the civic realm.

The gateway course to a privilege and poverty academic cluster, promoted students' sustained inquiry into social justice. This course provided an interdisciplinary study exposing students to a variety of topics from across the college related to privilege and poverty. The use of service-learning pedagogy supports academic programs in community engagement "as a training ground and incubator for the social and civic mission of a public democracy" (Butin, 2010, p. 108). Students may or may not become anthropologists, authors, or mathematicians, but they will become members of local and global communities (Butin, 2012; Mitchell, 2007, 2008).

The Association of American Colleges & Universities (2007, 2013) promotes the inclusion of the knowledge, skills, and dispositions necessary to develop as a critical thinker and engaged citizen, through experiential learning as service-learning pedagogy. Academic programs in community engagement support students' development as local and global citizens. Courses blending a theoretical perspective on topics of social justice with community engagement are central to how students change their perspectives.

This study worked from previous studies focused on the impact of experiential learning as transformative pedagogy through a course's design. However, this study looked at civic learning from students' perspectives through experiential social justice service-learning pedagogy. Perspective transformation as an indicator of personal attitudes and behaviors strongly correlates with an individual's actions (Brown, 2013; Butin, 2012; Deeley, 2010; Levine, 2013; Mitchell, 2015; Mitchell et al., 2015; Stevens-Long, Sharpiro, & McClintock, 2012). Identifying factors that contribute to transformative learning experiences (impact on civic perspective) as students perceive them is valuable for replicating experiential pedagogy as a type of civic learning. This study describes the conditions for possible transformations in students' civic perspectives through social justice service-learning. Researchers believe that student participation in civic learning during college increases civic capacity and a willingness to partake in such work after graduation (Barber, 2012; Bringle & Clayton, 2012; Mitchell et al., 2015; Saltmarsh, Hartley, & Clayton, 2009; The National Task Force on Civic Learning and Democratic Engagement, 2012; Yorio & Ye, 2012).

Review of Literature

The potential for civic learning to increase civic participation among students in higher education has led many educators to experiential learning. A benefit of service-learning as an experiential learning initiative is that it provides an understanding of communities and academic work, as students collaborate in class and off campus (Boland, 2014; Chan, 2012; Jacoby, 2009, 2015; Jones, LePau, & Robinson, 2013; Mitchell, 2007).

Experiential learning, however, may fall short of realizing the benefits found in the research. Often, service-learning, as a widely adopted curricular and instructional practice in the United States, does not go beyond assistance through service (Butin, 2007, 2010; Mitchell 2007, 2008; Westheimer & Kahne, 2007). Social justice in combination with service-learning presents opportunities to form relationships with communities off campus to thereby address underlying inequities and societal injustices (Butin, 2007, 2010; Mitchell 2007, 2008). Various researchers and practitioners write about and implement social justice service-learning, providing an interpretation of its pedagogy. The social justice service-learning model put forth by Mitchell (2007,

2008), a leading expert on this type of service-learning, was used to describe civic learning in this study.

Mitchell (2007, 2008), in her seminal works, identifies four essential components of successful social justice service-learning: attention to the political foundations of social matters, questioning the distribution of power in society, development of productive relationships between post-secondary institutions and their communities, and creation of social-change agents. Mitchell (2008) describes traditional service-learning as "service without attention to systems of inequality" and a social justice approach as one that is "unapologetic in its aim to dismantle structures of injustice" (p. 50). Students and community members are engaged in analyzing the systems of society in order to recognize leverage points for social change, to overcome societal inequities. Civic learning requires social justice service-learning pedagogy to create reciprocal campus-community partnerships in which community issues and concerns are truly as important as intended academic outcomes.

Butin (2007) and Westheimer and Kahne (2007) position social justice service-learning as an approach to service-learning that has the greatest potential to achieve social change. Mitchell (2008) identified social justice service-learning as "working to redistribute power amongst all participants in the service-learning relationship, developing authentic relationships in the classroom and in the community, and working from a social change perspective" (p. 50). Social justice service-learning asks those engaged in service to "uncover the root causes that perpetuate the needs addressed by their service sites" (Mitchell, 2007, p. 105), instead of marginalizing those who receive services. Mitchell's (2008) identification of social justice service-learning as different from traditional service-learning recognizes the outcomes for the two forms of service as charity in contrast to social justice. To achieve consideration of one's civic perspective, social justice service-learning is examined as an example of civic learning.

Civic learning has many definitions and characteristics (Jacoby, 2009, 2015; Levine, 2007). With somewhat varied definitions of civic learning, students develop civic habits differently through curricular and co-curricular programs on college and university campuses in the United States. However, common attributes of civic learning include: facilitating meaningful action to improve one's communities, building the capacity and desire to make a difference, advancing students' civic knowledge, and civic participation as a means to transform people's perspectives (AAC&U, 2007; Braskamp, 2011; Campus Compact 2015; Carnegie Foundation, 2015; Colby, Beaumont, Ehrlick, & Corngold, 2007; Cress, Burack, Giles, Elkins, & Stevens, 2009; Gould, 2011; Hatcher, 2011; Harkavy, 2006; Jacoby, 2009, 2015; Lough, McBride, & Sherraden, 2009; Levine, 2007, 2013; Saltmarsh, 2005; Saltmarsh et al., 2009; The National Task Force on Civic Learning and Democratic Engagement, 2012; Torney-Purta, Cabrera, Roohr, Liu, & Rios, 2015).

Methodology

Using a bounded case methodology, a single instrumental case study, was used to analyze this academic cluster's gateway course. Stake (1995) identifies an instrumental case study as a means for understanding a phenomenon, towards the awareness of a case. This instrumental case study (Stake, 1995) described a specific phenomenon within a descriptive case (Yin, 2009). This instrumental case study described social justice service-learning, as the case, and students' civic perspectives as the case's phenomenon.

Participants and Context

The gateway course is located at a small college in the northeastern part of the United States. For more than 200 years, the college has provided a liberal arts education, recognizing learning within and beyond the classroom. As the school looks to further its efforts in civic learning, they are broadening their use of experiential learning pedagogy.

The school developed an academic cluster on privilege and poverty, for which the entry into the cluster is a gateway course.[1] The cluster is a series of courses from a variety of departments, in which issues of poverty and privilege comprise the theory of the course to be applied in its communities. The cluster, rather than an academic major, provides a structure for long-term gains from theory and community engagement. The college's gateway course into this academic cluster asks students to consider privilege and poverty through topics such as food security, education, and health care. Through various frameworks, students develop perspectives on what an ethical society owes people living in poverty. Individuals consider their civic perspectives through readings, class discussions, presentations, writings, and semester projects. Reflection informs development of personal positions on privilege and poverty, leading to action during semester projects. As examples of social justice service-learning, semester projects allow students to connect the somewhat theoretical course readings and conversations with experiences of real people in their communities.

The gateway course into the academic cluster facilitates social justice service-learning, for students to consider their social justice perspectives through experiences of civic learning. Course goals include: a) recognition of one's beliefs when using "inequality," "privilege," and "poverty;" b) exposure to interdisciplinary definitions and assessments of "inequality," "privilege," and "poverty;" c) understanding of a variety of frameworks to analyze and assess, individual and group social responsibility to those in conditions of poverty.

Students developed an understanding of inequity through various curricular documents. A few of the readings about privilege and poverty in the United States included David K. Shipler, from *The Working Poor: Invisible in America* (2004); Robert Rector and Rachel Sheffield, from "*Air Conditioning, Cable TV, and an Xbox: What Is Poverty in the United States Today?*" (2011); and, selections from Reinhold Niebuhr's *Moral Man and Immoral Society"* (1932). Guest speakers also provide experiences through a presentations and discussions of poverty and privilege. A professor of economics discussed domestic and global understandings of inequality and its measurement throughout in the United States and the world.

Readings about "privilege" and social responsibility included Garrett Hardin's *"Lifeboat Ethics: The Case Against Helping the Poor"* (1974); Peter Singer's *Practical Ethics* (1979) and his *"Famine, Affluence, and Morality"* (1972); John Rawls's 1967 *"Distributive Justice"* (Freeman, 1999). The film *Inequality for All* (Dungan, Chaiken, & Kornbluth, 2013) was incorporated to help students understand privilege. In addition, student-led discussions about the causes and consequences of poverty and privilege were developed. Readings, discussions, documentaries, role-plays and guest speakers were included in this course, as they relate to race, class, or anything else influencing privilege, poverty, and power.

While enrolled in this course, students experienced social justice service-learning off campus. Students participated in semester projects to connect the theory from readings and discussions with specific experiences of privilege or poverty in the county. The Director of Com-

---

1. References to the course, and its syllabus, are from James Calvin Davis's Privilege and Poverty: The Ethics of Economic Inequality, Middlebury College, fall of 2015.

munity Engagement and the course's professor provided service-learning opportunities in partnership with local organizations. Lived experiences to consider one's civic perspective were facilitated through first-hand experiences on issues related to poverty off-campus. Semester project field experiences were supported through the school's annual Action Fair. At the Action Fair community agencies and student service organizations presented community engagement opportunities for students' semester projects.

Semester projects required students to keep a journal of experiences in their communities. Conversations during the class connected students' semester projects off-campus to the course material. At the end of the course students represented the work from their semester projects by submitting a journal, essay, visual representation of the work, or some other example of their learning. Students were expected to be involved in their semester projects for approximately eight weeks.

A sampling of semester project offerings included: the local Parent/Child Center, a volunteer-based organization providing food and housing, a locally funded poverty relief group, an organization providing local residents with food, shelter, and housing during times of emergency, an on-campus organization sourcing locally affordable food, and area public schools. There are also a number of college-created organizations supporting those in the community experiencing poverty. Through these social justice service-learning experiences, students in the gateway course moved outside their "normal" experiences as college students to examine privilege and poverty within their off-campus communities.

Past participants in the gateway course were eligible for this instrumental case study. An email/letter invitation to known alumni, 34 in total, from the fall of 2015 course was sent by the professor to establish participants willing to be in this study. The target number of participants from the fall 2015 course was between six and eight students.

The course consisted of students of diverse ethnicities and many first generation college students. The participants for the study came from rural and urban settings throughout the United States. The primary source of data for this study came through individual interviews. Interviews were used to explore participants' civic perspectives resulting from social justice service-learning as an example of civic pedagogy. Semi-structured interviews were used in this study because they are "sufficiently structured to address specific topics related to the phenomenon of study, while leaving space for participants to offer new meanings to the study focus" (Galletta, 2013, p. 24). Therefore, semi-structured, 60-minute interviews were carried out and represent the primary data set for this study.

Data Collection and Analysis

Ponterotto (2005) writes that researchers can recognize the meaning of life experiences by considering participants' experiences. An understanding of students' social justice service-learning experiences in the gateway course were used, to better understand participants' civic perspectives.

The use of curricular documents, student artifacts (journal reflections, final papers, pictures from students' semester projects, and presentation documents), and five class observations were carried out by the researcher to represent social justice and service-learning as civic learning. Observations included technical information such as date, time, and place, as well as descriptions of activities related to social justice service-learning as civic learning. Interviews provided opportunities to compare data about the pedagogy of the gateway course as civic learning.

The six participants in this study experienced their semester projects at a variety of sites. Two students volunteered at an organization providing basic food and housing to those in need. Another worked at an organization assisting people with access to necessary resources to meet their own basic needs. One student worked at an organization providing local residents with food, shelter, and housing during times of emergency. Another student's semester project was to assist an on-campus organization source locally affordable healthy food for its communities. Another student worked at an area public school assisting low income students access higher education.

A sampling of questions used in this study included:

How would you describe your experience working on your semester project?

Can you describe some of the ways in which you found yourself thinking about your semester project in relation to the course's content?

Did you feel as if you changed at all as a result of your semester project?

Can you describe a situation/event where the change occurred and if so, what do you think contributed to this?

Has the experience of being in this course changed you at all? If so how?

What was it that made that change possible?

What was the most memorable moment of the course and what made this moment memorable?

From the interviews, first cycle In Vivo, and second-cycle Pattern coding were used to develop codes, categories, and themes during data analysis (Creswell, 2013; Saldana, 2013; Stake, 1995). To analyze the accuracy of the findings triangulation was used. Creswell (2013) describes triangulation as a process of verification of evidence from different individuals (participants and peers), types of data (transcribed interviews and field notes), or methods of data collection (documents, artifacts, observations, and interviews) to support the findings and their relative themes. When researchers document a code or theme in different sources of data, the process of triangulation is evident, and greater validity is provided to the study (Creswell, 2012, 2013).

This study, although informative, was narrow in scope. The instrumental case study focused on six participants of a single course and is not a representative sample of social justice service-learning as civic pedagogy throughout the country. Twenty-eight students did not agree to be interviewed in this study. It is unknown whether those students who did not agree to participate would have had similar perspectives to those interviewed. Further research should be designed to gather insights about students' baseline entry knowledge of social justice and experiences with service in communities, to better determine their effects on civic learning. Selected qualitative and quantitative research strategies should be used to conduct studies with students, pre- and post-service, to continue examining the results of experiential course design, with larger sample sizes, to identify learning that helps to develop a civic perspective. More generally, researchers should begin to formally seek permission to collect ongoing data from incoming and

existing students involved in experiential courses to determine the effectiveness of these courses' pedagogy. Discovering precise moments of civic learning in "real-time" through tweets, threaded discussions, and other media could be explored to better support and identify specific moments in which students' perspectives change.

Findings

Three significant themes emerged from the analysis of the data collected. The themes include: 1) institutional factors, 2) participatory off-campus learning, and 3) social justice service-learning as an example of civic learning pedagogy.

Institutional factors

Administrative support for the course and its existence within an academic cluster allowed learning through experiential pedagogy, which provided very active college students with civic knowledge and civic participation. One participant stated, "The academic cluster has experiential learning which is really great. A student can take whatever courses they want [about privilege and poverty] and participate in internships and other community engagement opportunities." Another student stated,

> I understand the importance of in class learning, but to be able to connect what you've learned in class to the community, is of great importance. It isn't until we are able to translate the knowledge that we gain in the classroom into our community, that we've actually done anything with the knowledge we possess.

The framework within which the course existed provided institutional support through community engagement. This case study recognizes the value of experiential pedagogy as an accepted practice that acknowledges the privilege of traditional learning and the benefits of applied learning through its communities. A student said, "I can learn traditionally, in this class I am looking at lenses of theoretical articles about privilege and poverty, but actually going out into the community and connecting [theory] to an experience of some kind is taking action while learning." The continued emergence of experiential courses combining academic content with experiences in communities promotes a civic perspective through applied learning within existing courses. Through the Office of Community Engagement and the gateway course examples of social justice service-learning and civic learning pedagogy emerged.

Participatory off-campus community learning

This study showed students' willingness to go outside of their local communities on campus influenced their civic perspectives. A participant stated, "connecting with people who have fundamentally different lives than I do, and finding a connection through a shared language, or a shared culture, or a shared experience of some kind" occurred through this individual's interactions with the migrant workers in her community. Extending from participation in the course content, students' experiences in their off-campus communities engaged their learning and provided opportunities to apply course readings and ideas through action during their semester projects (Bringle & Hatcher, 1995; Furco, 1996; Jacoby, 2015). Experiences off campus

helped build the capacity for members of the course to connect their service-learning experiences with the class readings, presentations and discussions of privilege and poverty. A student described a greater understanding of community: "the way that I think about privilege and poverty in my community and in the world has changed. Also, how I perceive myself and my role in the greater community of the County has changed [as a result of this class]." The students interviewed identified connections with people in the college's town and the county as an outcome of their course experiences (Bettez & Hytten, 2013; Butin, 2007; Jacoby, 2009, 2015; Kumashiro, 2000, 2004; Mitchell, 2008).

The successes and lessons learned off campus could immediately be applied in the classroom, connecting the theoretical concepts of privilege and poverty to students' engaged learning in their communities (Chan, 2012; King, 2004; Kiley, 2005; Pedersen et al., 2015). A participant mentioned, "it was interesting to work on [a semester project] through the perspective of the class because I felt my direct responsibilities [at the organization] didn't really tie in with discussions from class because the readings were really philosophical." This student went on to say, "the class really forced me to take a moment and think, 'okay, I'm interpreting medical appointments but WHY (said with emphasis), why do people NEED (emphasis) interpreters, what is really behind all of that?'" Students brought theory and experience into the classroom through the content of the course and their applied learning experiences.

A student stated that the course "combines experiential learning off-campus while reflecting on yourself, and diving into really, really dense ethical readings." Too often, classroom practice does not seem completely applicable to the "outside" because students, without having experienced real-world connections, struggle to turn theory into practice (Dewey, 1938; Freire, 1994 [1970]; Kolb, 1984; Kolb & Kolb, 2005). Another student said, "I think when talking about privilege and poverty it is really important to not just learn academically what that is, there is a lot that books don't teach us." In civic participation, the theory of a class implemented in practice and reflected upon guides student learning (Enos, 2015; Jacoby, 2009, 2015; Levine, 2007; Saltmarsh et al., 2009; Westheimer & Kahne, 2004). A participant reflected through the course, "I reassessed who I am, what I deserve, and how I got to where I am. I thought a lot about why I was given opportunities and how I can maximize the amount of change I want to make." The gateway course facilitated civic learning pedagogy through social justice service-learning.

Social justice service-learning as civic learning

Social justice service-learning facilitated in the academic cluster provided theory of social justice with practical application through service in communities. A student mentioned, "[the class] started [with our] talking about definitions of poverty, and then a professor from the Economics Department who does studies on poverty came in and talked about really concrete [economic] policies." Students considered the political foundations of domestic and global poverty as a matter of social justice. Another student stated that "I was keeping a journal, because I was supposed to, but [the semester project site] they just saw me volunteering. [But,] from my point of view I was using different lenses to think about my experiences." This learning established an environment conducive to civic learning through experience and reflection. A participant said that through the semester project, their understanding of where their "prejudices stand" was of value. This student went on to conclude, "it's great to learn from papers and authors, but I think it's also important to acknowledge the privilege we have as college students, no matter where

you come from, this happened during my semester project." Evidence of students' civic learning existed with their questions about their place in society.

Changes students hoped to seek in the world were demonstrated, during the gateway course, as a participant stated, "we talked a lot about privilege as a class and the course forced me to reflect on my privilege as a college student. This class has changed my thoughts about volunteering and my moral obligation to better communities through equality." Another mentioned wanting to change the direction of their semester project organization: "I do want to do that because I think the way they are [providing their service] right now is inefficient and furthers a social divide." A student talked about their semester project organization obtaining 501c3 status as a nonprofit. The student continued, "we also learned in January that we are now able to accept food stamps. Experiences such as this and the course reshaped the way I think about morals, ethics and our obligation to the greater good of society." Another participant stated, "I have learned the importance of inequality [through the gateway course] which is what drove me to do my semester project. The overarching goal of the organization I am working at is to lessen the [inequality] gap." Another participant stated, "what are the gaps in the system that prevent [their semester project site] from putting itself out of business? I wonder, what is causing the need for the services offered?" This individual went on to state during their interview that they continue to work at their semester project site and want to be a part of an Non-Governmental Organization after graduation. Finally, a student commented, "everyone [in class] had a common goal, and understanding, that the work we were doing was important to people's lives. We all wanted to make a difference in the community and help people overcome poverty."

Social justice service-learning as an example of civic learning existed in this gateway course. A participant said, "realizing I wasn't comfortable [at the semester project] was shocking to me and really unfortunate. A lot of people like to think that, [people in poverty] are just like us, it's sad to know that's not true for me, yet." Experiences with the inequitable distribution of resources provided opportunity to examine one's civic perspective. Deeley (2010), Gurin-Sands, Gurin, Nagda, & Osuna, (2012), Nagda et al. (2003), Nagda, Gurin, Sorenson, Gurin-Sands, & Osuna, (2009), Nohl (2015), Pedersen et al. (2015), and Storms (2012) emphasize the positive outcomes of experiential pedagogy, in this study social justice service-learning, and potential personal transformation directed towards future action. A student stated: "This class has made me more aware of the issues of privilege and poverty. For example, the Flint water situation in Michigan I can tie into what I've learned in class and how to brainstorm for positive change." Experiential and transformative experiences were facilitated through this gateway course.

Implications

Insights into the institutional factors that affect students' civic perspectives; civic benefits from opportunities for service off campus; and facilitation of social justice service-learning were represented through this gateway course.

Through interviews and class observations, students voiced the sentiment that more students should have experiences in social justice service-learning. A participant stated towards the end of an interview, "everyone at the college should take this course because there are many different social problems that can be looked at through the lenses of privilege and poverty; it was a beautiful combination of theory and practice that others should experience." With the support of administration, faculty, and staff, all students could have a better understanding of their communities locally and globally through various events leading to new learning and service in their

communities. Therefore, a commitment through the structures (policies, procedures, and programs) of the college might be established to ensure that all students have experiences to develop civic knowledge and participation prior to graduation (Kolb & Kolb, 2005).

References

Association of American Colleges & Universities (AAC&U). (2007). *College learning for the new global century*. Washington, DC.

Association of American Colleges & Universities (AAC&U). (2013). *AAC&U Homepage*. Retrieved from http://www.aacu.org/

Battistoni, R. M. (2000). Service-learning and civic education. In S. Mann & J. Patrick (Eds.), *Education for civic engagement in democracy: Service-learning and other promising practices*. Bloomington, Ind.: ERIC Clearinghouse for Social Studies/Social Science Education.

Barber, B. R. (2012). Can we teach civic education and service learning in a world of privatization, inequality, and interdependence? *Journal of College and Character, 13*(1), 1–10.

Bettez, S. C., & Hytten, K. (2013). Community building in social justice work: A critical approach. *Educational Studies, 49,* 45-66. doi: 10.1080/00131946.2012.749478

Bok, D. C. (2006). *Our underachieving colleges: A candid look at how much students learn and why they should be learning more.* Princeton: Princeton University Press.

Boland, J. A. (2014). Orientations to civic engagement: Insights into the sustainability of a challenging pedagogy. *Studies in Higher Education, 39*(1), 180-195. doi: 10.1080/03075079.2011.648177.

Braskamp, L. A. (2011). Higher education for civic learning and democratic engagement: Reinvesting in longstanding commitments. *Diversity & Democracy, 14*(3)*,* 3.

Bringle, R. G., & Clayton, P. H. (2012). Civic education through service-learning: What, how, and why? In L. McIlrath, A. Lyons, & R. Munck (Eds.), *Higher education and civic engagement: Comparative perspectives* (pp. 101-124). New York, NY: Palgrave.

Bringle, R. G., & Hatcher, J. A. (1995). A service-learning curriculum for faculty. *Michigan Journal of Community Service-learning, 2*, 112-122.

Brown, M. (2013, November). *How service learning impacts the development of students' social justice attitude: A closer look at moderating factors.* Paper presented at the meeting of the International Association for Research on Service-Learning and Community Engagement, Omaha, NE.

Butin, D. W. (2007). Justice-learning: Service-learning as justice-oriented education. *Equity and Excellence in Education, 40,* 177-183. doi: 10.1080/10665680701246492

Butin, D. W. (2010). *Service-learning in theory and practice: The future of community engagement in higher education*. New York, NY: Palgrave.

Butin, D. W. (2012). When Engagement is not enough: Building the next generation of the engaged campus. In Butin, D. W., & Seider, S. (2012). *The engaged campus: Certificates, minors, and majors as the new community engagement*. New York, NY: Palgrave.

Campus Compact. (2015). *Campus compact annual membership survey, 2014*. Providence, RI: Campus Compact. Retrieved from http://compact.org/what-we-do/

Carnegie Foundation for the Advancement of Teaching. (2015). *Community engagement classification*. Retrieved from http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=92.

Chan, C. K. Y. (2012). Exploring an experimental learning project through Kolb's learning theory using a qualitative research method. *European Journal of Engineering Education, 37*(4), 405-415. doi: 10.1080/03043797.2012.706596

Colby, A., Beaumont, E., Ehrlich, T., & Corngold, J. (2007). *Educating for democracy: Preparing undergraduates for responsible political engagement.* San Francisco: Jossey-Bass.

Cress, C. M., Burack, C., Giles, D. E., Elkins, J., & Stevens, M. C. (2009). *A promising connection: Increasing college access and success through civic engagement.* Boston, MA: Campus Compact.

Creswell, J. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson Education.

Creswell, J. (2013). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage Publications.

Deeley, S. (2010). Service learning: Thinking outside of the box. *Active Learning in Higher Education, 11*(1), 43-53.

Dewey, J. (1938). *Experience and education.* New York, NY: Collier Books.

Dostilio, L. D. (2012). *Democratically engaged community-university partnerships: Reciprocal determinants of democratically oriented roles and processes* (Doctoral dissertation). School of Education, Duquesne University.

Dungan S., & Chaiken, J. (Producers), & Kornbluth, J. (Director). (2013). *Inequality for all* [Motion Picture]. United States: RADiUS-TWC.

Enos, S. L. (2015). *Service-learning and social entrepreneurship in higher education*. New York, NY: Palgrave.

Freire, P. (1994 [1970]). *Pedagogy of the oppressed*. New York, NY: Continuum.

Freeman, S. (Ed.). (1999). *John Rawls collected papers.* Cambridge, MA: Harvard University Press.

Furco, A. (1996). Service-learning: A balanced approach to experiential education. In Corporation for National Service (Ed.), *Expanding boundaries: Serving and learning*. Columbia, Md.: Cooperative Education Association.

Galletta, A. (2013). *Mastering the semi-structured interview and beyond: From research design to analysis and publication.* New York, NY: NYU Press.

Gould, J. (2011). *Guardian of democracy: The civic mission of schools*. Washington, D.C.: National Conference on Citizenship.

Gurin-Sands, C., Gurin, P., Nagda, B. A., & Osuna, S. (2012). Fostering a commitment to social action: How talking, thinking, and feeling make a difference in intergroup dialogue. *Equity & Excellence in Education, 45*(1), 60-79.

Hardin, G. (1974). Lifeboat ethics: The case against helping the poor. *BioScience*, *24*(10), 561-568.

Hartman, E. (2013). No values, no democracy: The essential partisanship of a civic engagement movement. *Michigan Journal of Community Service Learning, 19*(2), 58-71.

Harkavy, I. (2006). The role of universities in advancing citizenship and social justice in the 21st century. *Education, citizenship and social justice*, *1*(1), 5-37. doi:10.1177/17461979060 60711.

Hatcher, J. A. (2011). Assessing civic knowledge and engagement. In J. D. Penn (Ed.), *Measuring complex general education student learning outcomes. New directions in institutional research, assessment supplement* (pp. 81-92). San Francisco: Jossey-Bass.

Jacoby, B. (2015). *Service-learning essentials: Questions, answers, and lessons learned.* San Francisco: Jossey-Bass.

Jacoby, B., & Associates. (2009). *Civic engagement in higher education: Concepts and practices*. San Francisco: Jossey-Bass.

Jones, S., LePeau, L., & Robbins, C. (2013). Exploring the possibilities and limitations of service-learning: A critical analysis of college student narratives about HIV/AIDS. *The Journal of Higher Education 84*(2), 214-238.

Kiely, R. (2005). A transformative learning model for service-learning: A longitudinal case study. *Michigan Journal of Community Service-learning, 12*(1), 5-22.

King, J. T. (2004). Service-learning as a site for critical pedagogy: A case of collaboration, caring, and defamiliarization across borders. *Journal of Experiential Education, 26*(3), 121-137.

Kolb, A., & Kolb, D. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning Education, 4*(2), 193-212.

Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development.* Englewood Cliffs, NJ: Prentice Hall.

Kumashiro, K. (2000). Towards a theory of anti-oppressive education. *Review of Educational Research, 70*(1), 25-5. doi: 10.3102/00346543070001025.

Kumashiro, K. (2004). *Against common sense: Teaching and learning toward social justice.* New York, NY: Routledge-Falmer.

Levine, P. (2007). *The future of democracy, developing the next generation of American citizens*. Lebanon, NH: University Press of New England.

Levine, P. (2013). *We are the ones we have been waiting for-The promise of civic renewal in America*. Oxford, UK: Oxford University Press.

Lough, B. J., McBride, A. M., & Sherraden, M. S. (2009). *Measuring volunteer outcomes: Development of the international volunteer impacts survey.* St. Louis, MO: Center for Social Development, Washington University in St. Louis.

Mitchell, T. D. (2007). Critical service-learning as social justice education: A case study of the citizen scholars program. *Equity and Excellence in Education, 40,* 101-112. doi:10.1080/10665680701228797.

Mitchell, T. D. (2008). Traditional vs. critical service-learning: Engaging the literature to differentiate two models. *Michigan Journal of Community Service Learning*, *14*(2), 50-65.

Mitchell, T. D. (2015). Using a critical service-learning approach to facilitate civic identity development. *Theory Into Practice, 54*(20), 20-28.

Mitchell, T., Richard, R. D., Battistoni, R. M., Rost-Banik, C., Netz, R., & Zakoske, C. (2015). Reflective practice that persists: Connections between reflection in service-learning programs and in current life. *Michigan Journal of Community Service Learning, 21*(2), 49-63.

Nagda, B. A., Gurin, P., & Lopez, G. E. (2003). Transformative pedagogy for democracy and social justice. *Race Ethnicity and Education, 6*(2), 165-191.

Nagda, B. A., Gurin, P., Sorenson, N., Gurin-Sands, C., & Osuna, S. M. (2009). From separate corners to dialogue and action. *Race and Social Problems*, *1*(1), 45-55.

National Task Force on Civic Learning and Democratic Engagement. (2012). *A crucible moment: College learning and democracy's future*. Washington, D.C.: Association of American Colleges and Universities.

Niebuhr, R. (1932). *Moral man and immoral society: A study in ethics and politics*. Louisville, KY: Westminster John Knox Press.

Nohl, A. M. (2015). Typical phases of transformative learning: A practice-based model. *Adult Education Quarterly, 65*(1), 35-49.

Pedersen, P. J., Woolum, S., & Gagne, B. (2007). Service learning: Model for community evaluation. *Academic Exchange Quarterly, 11*(1), 193-200.

Pedersen, P., Meyer J., & Hargrave, M. (2015). Learn global; serve local: Student outcomes from a community-based learning pedagogy. *Journal of Experiential Education, 38*(2), 189-206. doi: 10.1177/1053825914531738

Ponterotto, J. G. (2005). Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science. *Journal of Counseling Psychology, 52*(2), 126.

Rector, R., & Sheffield, R. (2011). Air conditioning, cable TV, and an Xbox: What is poverty in the United States today? In Mick C. S. (2014) *Poverty/privilege in a reader for writers* (pp. 48-51). New York, NY: Oxford University Press.

Saldana, J. (2013). *The coding manual for qualitative researchers*. Thousand Oaks, CA: Sage Publications.

Saltmarsh, J. (2005). The civic promise of service learning. *Liberal Education, 91*(2), 50-55.

Saltmarsh, J., Hartley, M., & Clayton, P. (2009). *Democratic engagement white paper*. Boston, MA: New England Resource Center for Higher Education.

Saltmarsh, J., & Hartley, M. (2011). Democratic engagement. In J. Saltmarsh & M. Hartley Eds.), *To serve a larger purpose: Engagement for democracy and the transformation of higher education* (pp. 14–26). Philadelphia, PA: Temple University Press.

Shipler, D. K. (2004). *The working poor: Invisible in America*. New York, NY: Knopf Doubleday.

Simons, L., & Cleary, B. (2006). The influence of service learning on students' personal and social development. *College Teaching, 54*(4), 304-319.

Singer, P. (1972). Famine, affluence, and morality. *Wiley*, *1*(3), 229-243.

Singer, P. (1979). *Practical ethics*. Cambridge, England: Cambridge University Press.

Stake R. (1995). *The art of case study research*. Thousand Oaks, CA: Sage Publications.

Stevens-Long, J., Shapiro, S. A., & McClintock, C. (2012). Passionate scholars: Transformative-learning in doctoral education. *Adult Education Quarterly: A Journal of Research and Theory, 62*(2), 180-198.

Storms, S. B. (2012). Preparing students for social action in a social justice education course: What works? *Equity and Excellence in Education, 45*(4), 547-560. doi:10.1080/10665684.2012.719424.

Torney-Purta, J., Cabrera, J. C., Roohr, K. C., Liu, O. L., & Rios, J. A. (2015). Assessing civic competency and engagement in higher education: Research background, frameworks, and directions for next-generation assessment. *ETS Research Report Series*. doi: 10.1002/ets2.12081.

Westheimer, J., & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. *American Educational Research Journal, 41*(2), 237-269.

Westheimer, J., & Kahne, J. (2007). Guest editors' introduction. *Equity & Excellence in Education, 40,* 97–100.

Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: Sage Publications.

Yorio, P. L., & Ye, F. (2012). A meta-analysis on the effects of service-learning on the social, personal, and cognitive outcomes of learning. *Academy of Management Learning & Education, 11*(1), 9-27.

Coughlan (Casey) O'Meara holds an EdD in Curriculum and Instruction from Northeastern University. He is currently a Social Studies teacher and curriculum leader at Middlebury Union High School in Middlebury, Vermont.