

From community service to service-learning leadership: a program perspective

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Abstract

Background: One of the debates around service-learning is if and what changes can be affected in the short duration of a college course, typically 15 weeks. This study explores how one education program addresses this challenge by taking into consideration students' cognitive and social development and systematically designs a progression of community service and service-learning experiences. Prospective elementary education teachers begin this program by engaging in community service during their sophomore year. In their junior year in a required course in learner diversity, they are students of service-learning. Then, in their senior year, they become teachers of service-learning projects in their elementary classroom placements.

Aims: The aim of this investigation is to ascertain whether prospective teachers demonstrate growth in cultural understanding and content knowledge through a credential program which has a community service/service-learning component that develops over three years.

Sample: During a three year period, 413 elementary education majors responded to surveys about their service-learning experiences.

Method: Students responded to surveys at the conclusion of each of two courses with a service-learning component. Qualitative and quantitative data were collected and analyzed.

Results: Findings from the data reveal that service-learning has broadened students understanding of social issues; helped them to examine their own views and biases; provided them with a greater responsibility to the community; and assisted them in acquiring skills useful in their career.

Conclusion: Students gain a deeper understanding of themselves and their community as they experience community service and service-learning at different levels throughout the program. Students who participate in this program not only benefit from a change in their own personal views, but also learn the importance of facilitating changes in attitudes, beliefs, and practices in others. This progression of experiences significantly influences students' abilities to apply what they have learned as teachers in a classroom.

Keywords: community service, service-learning, teacher education

從社團服務到服務學習的領導藝術：項目展望

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摘要

背景：圍繞著服務學習的爭論之一是：短短十五周的服務學習課程是否會產生影響以及何種影響。本文探討一個教育計劃是如何解決這個問題的。這個教育計劃充分考慮到學生的認知和社會的發展，並且有系統地規劃他們在社團服務和服務學習方面經驗的發展。在這個項目中，未來的初級教育老師從二年級起開始參與社團服務。三年級時，他們需要修習服務學習課程。四年級時，他們走進初級教育的課堂，自己成為服務學習課程的老師。

目的：透過問卷調查所收取的書面回應，本項目試圖探討未來的教師是否會通過教育學程中三年的社團服務/服務學習，增進對各種文化和知識的理解。

調查對象：作者利用三年時間，對四百一十三個初級教育學專業的學生進行了問卷調查。

調查方法：學生在兩門服務學習課程將結束時，書面回應問卷調查。作者以此採用和收集量性和質性的數據。

調查結果：調查數據發現服務學習課程的經驗不僅大大加深了學生對社會問題的理解，還幫助他們對自己原有的觀點與偏見進行了反思。學生們也由此意識到對社會更大的責任感，並獲取了日後有用的工作技巧。

總結：學生在參與這個教育計劃中多層次的社團服務和服務學習過程中，對自己和他們的社團獲得了更深入的理解。通過學習，他們不僅改變了許多個人看法，而且意識到影響別人的觀點、信仰和實踐的重要性。這種經驗的演進對學生日後課堂中作為教師將學到的東西應用於實踐的能力有極大的影響。

關鍵詞：社團服務、服務學習、師資教育

Introduction

Service-learning is a progressive teaching method that connects community service and academic study. Various scholars and practitioners in higher education recognize service-learning as a unique opportunity to foster personal growth and civic responsibility (Colby, Beaumont, Ehrlich, & Corngold, 2008; Eyler & Giles, 1999; Washburn, Laskowitz-Weingart & Summers, 2004). Service-learning pedagogy aids students in transforming community service experiences into intercultural and global understandings with the ultimate goal of building on these understandings in ways that promote active citizenship and leadership (Colby, Beaumont, Ehrlich, & Stephens, 2003; Eyler & Giles, 1999).

Research findings from a large-scale, longitudinal study in higher education provide evidence of the positive effects that service-learning can have on students' cognitive and psychosocial development (Astin, Vogelgesang, Ikeda, & Yee, 2000). These findings indicate that service participation contributes positively to academic performance, self-efficacy, leadership, and a plan to participate in service after college. Further, these findings substantiate that an important component for personal growth is the opportunity to process the service experience with others in a service-learning course. In the teacher education field, findings from the literature attest to the effectiveness of using service-learning in preparing teachers (Bell, Horn, & Roxas, 2007; Boyle-Baise, 2004; Brown, 2005; Karayan & Gathercoal, 2005; Root, 2005).

Preparing students for active participation in a democracy is a goal of higher education (Colby et al., 2003). How to better prepare students to meet the challenges of the 21st century is a topic of discussion

at many universities as globalization and diversity increase (Colby et al., 2008; Fitzgerald & Lauter, 2004). Amidst these discussions, the elementary education program area faculty at a comprehensive university in the southeast, in conjunction with the university's office of service-learning, added a community service/service-learning component to their undergraduate program. *The 20/20 Program: Bringing Community Issues Into Focus* was developed with the ideas set forth by the International Partnership for Service-Learning and Leadership (IPSL, 2008):

Service-learning is the pedagogy that links academic study with the practical experience of community service. It has become an international movement that offers new approaches to teaching and learning and to the civic engagement of institutions of higher education. It provides students with an education that meets the highest academic standards *and* delivers meaningful service that makes a difference to the well-being of society. Service-learning aims to develop in students a lifelong commitment to service and leadership. It promotes understanding of local issues as well as recognition of the interrelatedness of communities and societies across the world.

Further, the program was created to address the changing demographics in society and, specifically, the K-12 classroom. The predicted enrollment in elementary schools shows the number of children of color is increasing (Banks et al., 2005; Villegas, 2008) and that prospective teachers have limited interaction with cultures outside of their own (Cochran-Smith, Davis, & Fries, 2004; Ladson-Billings, 1996; Nieto,

2000). Through community service and service-learning, students interact with other cultures and engage in active citizenship in their community.

A University/Program Partnership

The 20/20 Program, enacted in 2001, strives to prepare teachers to be active participants in the life of their school and community by seeking to empower future teachers to work toward social justice through an ethic of caring, commitment and conscience (website omitted for review). The 20/20 Program is based on the integration of community service and service-learning experiences over the course of an undergraduate teacher education program. Emphasis is placed on transitioning from participation in community service projects, to experiencing service-learning in a course guided by an experienced faculty member, and, finally, to leading a service-learning project in an elementary classroom. This progression enables students to recognize the needs of communities, respond to those needs, and help apply the pedagogy of service-learning in a classroom. Essential in this program is the integration of course content, field experiences, and leadership.

The 20/20 Program seeks to align with the *Principles of Good Practice* set forth by IPSL (2003), which state that effective service-learning programs ensure that a reciprocity between the community and the university exists; learning is rigorous, sound, and appropriate; service is truly useful; there is a connection between university studies and service; students are encouraged to develop and demonstrate leadership skills; opportunities for reflection are provided, and there is an appropriate level of support services. These principles provide a framework useful in guiding the development of service-learning programs. The 20/20 Program was created with a particular emphasis on providing students with

opportunities to develop as service-learning leaders. Students who participate in this program not only benefit from a change in their own personal views, but also learn the importance of facilitating changes in attitudes, beliefs, and practices in others.

Critical to the development and implementation of this program is the on-going, collaborative effort between the university service-learning office (name omitted for review) and the elementary education program area faculty. The service-learning office is the university's clearinghouse for community service, service-learning, and community-based research opportunities within the region as well as across the state, nation, and world (citation omitted for review). The 20/20 Program is aligned with the university's mission to "produce students and aid faculty in active involvement in addressing the educational, economic, cultural, and societal needs of the changing region, state, nation, and world" which requires each student to participate in at least one experiential learning program for which service-learning is an option (University's Strategic Plan, 2008-2012, website omitted for review).

Progression of Experiences

Phase I: 20 Hours of Community Service

To better prepare teachers for civic engagement, elementary majors are first required to complete twenty hours of community service in two, self-selected agencies during their sophomore year. Distinct from the service-learning component that is housed in two courses, students participate in community service independently. In this component of the 20/20 Program students experience volunteerism which is particularly important for those with limited amount of service. This service helps them develop awareness about the complex issues members of a community face and the different types of service agencies that

are available. Prior to their service, students attend orientation meetings where they learn the importance of listening to the agencies' needs and meeting those needs rather than imposing their own views upon the agency. Students are exposed to a wide range of view points, life styles, and experiences during their service. Most importantly, they are provided with the opportunity to be an active citizen, invested in, and connected to, others with whom they may not otherwise cross paths. Students often participate in community service with local organizations such as food distribution agencies, homeless shelters, battered and abused women's shelters, and programs for migrant workers and their families.

Phase II: 20 Hours of Service-Learning

The second phase of the 20/20 Program consists of a service-learning component which occurs in two consecutive courses required of elementary education majors. Different from community service, service-learning is part of an academic course, has a strong reflection component, and typically has a culminating project. First, in their junior year, prospective teachers experience service-learning as students in a required course entitled *Learner Diversity*. This is followed by a social studies methods course, *Social Studies in the Elementary Classroom*, in their senior year. During this course, prospective teachers become leaders of a service-learning project in their internship placement in a public elementary school. In both courses students critically analyze their service-learning experiences in hopes to apply their understandings of service-learning one day in their own classroom.

Learner diversity course. The goals of the Learner Diversity course range from students beginning to understand the systemic issues of poverty to learning about various exceptionalities that are part of diversity. They study stereotypes and

begin to become aware of their own thinking and that of their families on matters such as ethnicity, race and bias. These students benefit from examining their own thinking and from having a first-hand experience with someone who walks a different path in life. Generally students write three reflections about their service-learning experience: (a) an anticipatory reflection outlining their expectations and feelings; (b) a reflection mid-semester in which challenges are discussed; and (c) a final reflection in which they may reveal changes in their views of those who are culturally and linguistically diverse.

During the Learner Diversity course, the students perform a service as a group under the guidance and support of the course instructor. Students in one section participate in a Family Literacy initiative in a rural school. Over a period of ten weekly meetings, prospective teachers, children, and their parents write stories together that are relevant to the families' history and culture which are then published in an anthology. The parents report that the individual tutoring sessions are helpful to their children in understanding the parts of a story, the importance of sequence, and the value of details. The children are delighted to see and read their words in a book while gaining important skills from this interactive writing process (Ohio Literacy Collaborative, n.d.). They are especially encouraged that others are genuinely interested in what they write. The university students appreciate the opportunity to form relationships with their story partners, the parent(s) and their peers in a way that helps them begin thinking about their role(s) as a teacher:

I really enjoyed the experience and I learned a great deal about myself as well as family relationships. I also enjoyed working with my fellow classmates in regards to problem solving and collaboration. The most surprising aspect about the whole experience was how I started to think like a teacher... The writing project started this way of thinking for me (student reflection, 2006).

In a second Learner Diversity class, students write poetry as a form of reflection on their service-learning experiences. Writing poetry requires them to call on the senses that are stimulated in the course of their service-learning experiences. They write about sights, smells, sounds, and feelings that accompany them while performing their service (Co-Author, 2009).

Students often report that they did not realize how poverty exists in their immediate community. For example, one student stated the following, "I had no idea these poor families were out there. I mean I had heard about them, but I didn't realize how they actually existed...I will remember this when I have my own classroom" (student reflection, 2007).

Social studies methods course. The second course in the sequence that exposes students to service-learning opportunities is the social studies methods class. During the first semester of their senior year students participate in an internship in the public schools as a requirement for this course. The major goal of the service-learning component of this course is for students to apply all that they have learned through their community service and Learner Diversity service-learning projects: they become teachers of service-learning. These prospective teachers learn to align the service-learning projects with the state curriculum standards and to specifically

address ideas of democracy and citizenship which are addressed in the K-12 state standards.

According to Oldendorf (2004), an instructor in the program, "As a social studies educator, I wanted to see my students work with social studies concepts and examine what it means to be an effective citizen in a democratic society (p. 11)." She developed a rationale for her students to follow as they became leaders of service-learning projects with elementary children. She directs her students to (a) empower children with the meaning of service to their communities; (b) help children experience how they can make a difference; (c) connect learning standards (content, concepts, & skills) to real work situations; and, (d) experience actions that support the values of character education and living in a democratic society (p. 10). The prospective teachers help the children in their classrooms build consensus about where and how they will complete their service. They work with community agencies, faculty members, parents, and the children in their classroom to plan and implement a service-learning activity. Sometimes they begin recycling groups at their schools, plant gardens, or gather litter. Other classes sponsor a school collection drive for items needed at a local women's shelter or they collect canned goods and presents for a needy family in the school. The reflections these students write about their experiences are inspiring. Some write that they had no idea that people would be so generous and give so freely of their time and energy to others. Others comment on their new role as teachers of service-learning. One prospective teacher reflected on her increasing confidence in her leadership role by reporting, "Knowing that I am capable of helping kids to participate in service-learning increases its meaning and impact tenfold" (Keeton, 2004, p. 13).

Methodology

Qualitative and quantitative data were collected during the academic years of 2004-2005 to 2006-2007 in an attempt to identify what students had learned over the course of the 20/20 Program and to provide data useful in evaluating program effectiveness and identifying areas for improvement. The primary data source was an electronic survey, approximately 1-2 pages in length, completed at the end of the semester by students enrolled in the Learner Diversity and social studies methods courses. The questions on the two surveys differed and were based on the goals and service-learning experience connected to each course. The total response rate from both courses varied over the years based on faculty participation and student enrollment with approximately 174 respondents in the first year; 145 respondents in the second year; and 94 respondents in the third year.

Specific processes were followed to accurately analyze and interpret the data. For the quantitative data, responses for each survey question were compiled and reported. Responses in the “strongly agree” and “agree” categories were grouped to determine the

effectiveness of the learning experiences in relation to each item. For the qualitative data, Creswell’s (2002) process for analyzing and interpreting qualitative data was used. The data were analyzed to identify emerging themes using the following four-phase process: coding the data; developing themes from the data; defining themes based on the findings; and connecting and interrelating themes (Creswell, 2002). A few responses from the qualitative data for each course and each semester did not fit the primary themes identified. These items were classified under a “miscellaneous” category.

Findings

Learner Diversity Course

Overall, students in the Learner Diversity course gave high ratings when asked about specific outcomes from the service-learning project. Table 1 provides the quantitative questions and percentage of student responses in the “strongly agree” and “agree” category for each of the three academic years.

Table 1

Quantitative Results from the Learner Diversity Course

Survey Question	2004-2005 (n=106)	2005-2006 (n=54)	2006-2007 (n=60)
(Number denotes percentage of students that responded “Strongly Agree” or “Agree”)			
Working on this service-learning project has significantly increased my knowledge about issues/concepts presented in my class.	72.6	81.3	86.6
My service-learning project has broadened my understanding of social issues that affect my community.	87.7	88.8	98.3
This course caused me to question my own views about people who are different than me and/or live a different lifestyle than I do.	49.9	64.7	78.4
As a result of this course, I feel a greater sense of responsibility toward my community.	58.4	66.6	83.3
Working on this service-learning project has allowed me to acquire/practice other skills that will be useful in my career.	86.7	92.5	93.3

To provide qualitative information, responses to one open-ended question were analyzed: *What was the most important thing you learned from this service-learning project?* Seven themes emerged based on the

158 responses analyzed over three academic years. Table 2 provides the themes, key phrases compiled from the student responses, and number of responses per theme.

Table 2

Learner Diversity: Themes and Key Phrases from Responses

<i>What was the most important thing you learned from this service learning project?</i>	
<i>Diversity/Differences:</i> The importance of respecting diversity; backgrounds differ; our stories are similar in many ways; there is much to be learned from others, a realization of how privileged one can be	n=32
<i>Helping Others/Community:</i> The importance of helping others; there is important work to be done in a community; communities care about persons less fortunate	n=25
<i>Working with Children:</i> All kids are teachable even if they have a disability; children need to be listened to, cared for, and loved; enjoyment in working with children	n=20
<i>Self-Improvement:</i> The importance of examining stereotypes; serving people shifts the focus from self to others; the importance of selflessness, flexibility, patience, open-mindedness, and accountability to others	n=20
<i>Impact on Others:</i> One person can make a difference; small things make the most difference; the importance of doing what you can	n=19
<i>Interactions with Others:</i> Communication is the key to understanding; communicating with others is difficult but rewarding; how to work with people from different backgrounds; how to work in a group; how to compromise	n=14
<i>Fair Treatment/Equality</i>	n=14
Every person is of equal value; regardless of background, people should be treated the same; person before disability; income and material goods don't matter; don't judge people on first impression; everyone deserves a chance	
<i>Miscellaneous</i>	n=14

The data from surveys completed by students at the end of the Learner Diversity course provided evidence that service-learning has increased their knowledge about issues/concepts presented in class; has broadened their understanding of social issues that affect their community; and has allowed them to acquire/practice skills that will be useful in their career. The quantitative data suggests that there was an increase over time in the percentage of students that agreed or strongly agreed with the effectiveness of the service-learning experience. This is likely due to modifications made by faculty members such as developing stronger connections between coursework

and service-learning, facilitating significant whole group service-learning projects, and strengthening relationships with organizations that provide service to the community.

The qualitative findings indicated that service-learning has helped students question their views about people who are different from them or lead a different lifestyle, understand the importance of serving and helping others, and gain a greater sense of responsibility for the community. Students participating in service-learning projects learned the inherent value of all people regardless of background, worked on skills that will help them

interact effectively with a diverse range of people, and discovered the value of helping others.

Social Studies Methods Course

Students in the social studies methods course also gave high ratings when asked about specific outcomes from the service learning project taught to children in a public school. These questions were

designed to provide feedback about their ability and comfort level in designing and implementing a service learning project. In addition, students were asked about the perceived benefits. Table 3 provides the quantitative questions and percentage of student responses in the “strongly agree” and “agree” category for each of the three academic years.

Table 3

Quantitative Results from Social Studies Methods Course			
Survey Question	2004-2005	2005-2006	2006-2007
(Number denotes percentage of students that responded “Strongly Agree” or “Agree”)	(n=68)	(n=91)	(n=34)
My sponsoring teacher was supportive of this SL project.	98.5	99.9	97
My students willingly participated in the SL project.	98.5	99.9	100
My students learned new concepts from their involvement in the project.	89.6	90	90.9
I felt well prepared to use SL in my classroom this semester.	80.8	90	94.1
After this experience, I am much more comfortable using SL in my elementary classroom.	92.5	95.5	100
Within the next 3 years, I plan to use SL in the elementary classes I teach.	88.2	94.5	100

To provide qualitative information two open-ended questions were analyzed: *Overall, what did you learn from using service learning as a pedagogical tool?* And, *In your opinion, what were the most important things the students learned?* Themes

were identified for each question based on a total of 58 and 64 responses respectively. Table 4 provides the themes, key phrases compiled from the student responses, and number of responses per theme.

Table 4

Social Studies Methods: Themes and Key Phrases Per Questions

Overall, what did you learn from using service learning as a pedagogical tool?

Helping Others/Community

n=22

Children are willing to pull together to help someone in need; SL teaches children to look past their own world and into someone else’s world; even young children are capable of SL projects; it’s important to be involved in the community to build a sense of unity; children feel a sense of pride when helping others

Effectiveness as a Teaching Method

n=14

SL is easily integrated into the classroom; effective SL is an extension of a lesson- not a separate event; SL is a great way to teach a variety of subject areas while benefitting society; SL allows children to be involved both in and outside of school; SL can be a lot of fun

Aware of Impact on Others

n=10

Children learned that anyone can have an impact on those around them; children learned that they are an important part of their community; children became aware of the effect people have on each other; children learned the importance of giving back

<i>Developing Good Citizenship</i>	<i>n=7</i>
SL can teach children a great deal about citizenship and communities; SL gives children the opportunity to learn the true meaning of service; children can learn some of attributes of character education; SL instills empathy in children	
<i>Importance of Engagement</i>	<i>n=5</i>
SL is a great motivational tool for children; children work together and take ownership; children need the actual experience of SL to truly get meaning from it; children learn a lot more with hands on activities such as collecting and distributing food	
<i>In your opinion, what were the most important things the students learned?</i>	
<i>Moving Beyond Self</i>	<i>n=22</i>
Children learned they don't always have to do things to get a reward- when they help the community they feel good about themselves; how to be empathetic to others; the importance of supporting our fellow human beings; that giving is more important than receiving; about meeting a need that was greater than anything they have ever known	
<i>Helping Others/Community</i>	<i>n=15</i>
Children learned the importance of community service; to be active in their community; how important it is to help others in need; the closeness of the community they live in; how valuable it is to have neighbors that care about you	
<i>Developing Good Citizenship</i>	<i>n=11</i>
Children learned community responsibility; the importance of the democratic process; the responsibilities of a good citizen; how to become better citizens	
<i>Content Area Knowledge</i>	<i>n=11</i>
Children learned how to write a letter; revising and editing skills; about the electoral process; the importance of voting; about war and conflict; about the world; about current issues	
<i>Miscellaneous</i>	<i>n=5</i>

Data from surveys completed by students at the end of the social studies method course provided evidence that students were well prepared to use service-learning in the classroom, felt comfortable with using service-learning as a pedagogical tool, and planned to use service-learning in the classes they teach. Most importantly, students believed that the students they interacted with benefited from involvement in the service-learning project they led. The qualitative data suggested that students grew in their understanding of how to design and implement

an effective service-learning project; experienced the benefits of leading their own service-learning project; and witnessed the positive outcomes their efforts had on children involved in the service-learning project of their own creation.

Conclusion

The findings from the qualitative and quantitative data provide evidence that participating in service-learning experiences has been beneficial to the students enrolled in this program. While this

conclusion is based on students' self-perception, it can be considered one indicator of the value and relevance of service-learning for these students. Program statistics show that in an average academic year 400 sophomores participate in community service activities; 200 juniors participate in service-learning projects; and 200 seniors use service-learning in their field placements. These school-based projects actively engage approximately 4000 elementary students per year. While activity alone doesn't equate to consequential learning, these numbers do attest to an increased level of awareness as many university and public school students are actively experiencing community service and service-learning. Hopefully this exposure will produce benefits that will positively affect individuals and the communities to which they belong.

Much has been learned about the effectiveness of the 20/20 Program from the data and from conversations with students, faculty, and public school partners. First, we have learned to vary our data sources over time in an attempt to better answer questions related to the benefits of the program and program improvement. For example, we revised our evaluation instrument and data collection process for the academic year 2008-2009. After three years of similar student responses to the survey questions, an understanding of what students gained from the program existed while critical information helpful for program improvement was lacking. Therefore, in 2008-2009 students responded to two 20/20 Program questions in their comprehensive program survey given during student teaching rather than responding to the surveys at the conclusion of the two courses. The first of these two questions addressed in the program survey focused on the "most important thing learned" during the 20/20 Program. Responses to this

question were similar to those analyzed in the course surveys discussed above. The second question, "In what ways can the program be improved?" elicited new information useful in revising the program. Students discussed the need for more connections between coursework and service; more connections to teaching; more structure in the assignments for each course; and more guidance in the first 20 hours of the program. These responses have proved helpful in our revisions and plans for the 20/20 Program. Based on this information, elementary education faculty recently decided to incorporate the 20 hours of community service into a required course for all majors taken prior to the Learner Diversity course in an effort to strengthen the community service component of this program and build connections to the service-learning activities they will encounter later in the program.

The data we have analyzed thus far have relied on student perceptions collected at the conclusion of a course or program. This has its limitations and we realize that to better understand the effects of this program we will need to expand our data collection methods and instruments. In the future it would be beneficial to gather pre/post data that can identify changes in philosophy and/or practice over the course of the program and cumulative effects of participating in the 20/20 Program. Further, we need to gather data from our graduates as they begin their teaching careers in the form of surveys and/or observations: Do our students actually use service-learning in their new positions? If so, how much of this is the result of the 20/20 Program? What did they learn from the 20/20 Program that they now apply in the classroom? What does service-learning in their classrooms look like? There are many questions that can, and should, be addressed in our attempts to strengthen the

evaluation of our program.

Second, we have learned that maintaining the quality of the 20/20 Program requires a significant commitment from many stakeholders. It requires consistency in our expectations and requirements for all 800 of our majors. While we have sought to build a community of learners with the faculty in this program (approximately 21), it has been, at times, a painstaking process. Constant shared decision making about the goals of the program, the policies, and the activities and assignments that will enable students to reach these goals is essential. Developing and revising relevant assignments, building connections between the courses and the experiences, indentifying and conducting meaningful class projects for the Learner Diversity course, and guiding our students as they lead relevant community service projects in the public schools requires considerable time and effort. While it is a challenge to achieve these goals, we believe the results are worthwhile and aligned with our philosophy of striving to prepare teachers to be active participants in the life of their school and community.

Along with ideas for program improvement, we have learned more about the strengths of this program. Consistent with our college's conceptual framework which espouses a constructivist model for learning (website omitted for review), the 20/20 Program recognizes that students, even at the university level, need modeling, support, and scaffolding to better integrate new understandings. In this program students are engaged in planning and implementing a service-learning project with their Learner Diversity instructor. They receive guidance and feedback from their social studies instructor as they work in schools to lead a service-learning project. Modeling, mentoring, and scaffolding are an

integral part of the learning process at all levels.

The 20/20 Program is effective due to its developmental approach that asks students to participate in meaningful work in the community both individually and as a group and then facilitates the development of their own service-learning leadership skills. Students in this program experience a series of activities designed to expose them to the needs of the community and the importance of civic engagement in a democratic society. While most service-learning programs are designed to "link one course or subject to service or it may join several disciplines" (IPSL, 2003, Declaration of Principles), the 20/20 Program seeks to build on service experiences over time to increase the capacity of its students to lead service-learning projects that affect change in the community and school. The 20/20 Program moves beyond service-learning conducted by one professor in one class by systemically building on student experiences across a program.

With an emphasis on transitioning from community service to service-learning, students in this program evolve in their understanding, attitudes, and abilities. This progression enables students to recognize the needs of communities, respond to those needs, and lead a service-learning initiative in a wide variety of situations (IPSL, 2008). As students grow cognitively, emotionally and socially over their undergraduate years, their participation in community service and service-learning builds the foundation for them to enact a deeper understanding of themselves, of their students, and of the community in which they teach.

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