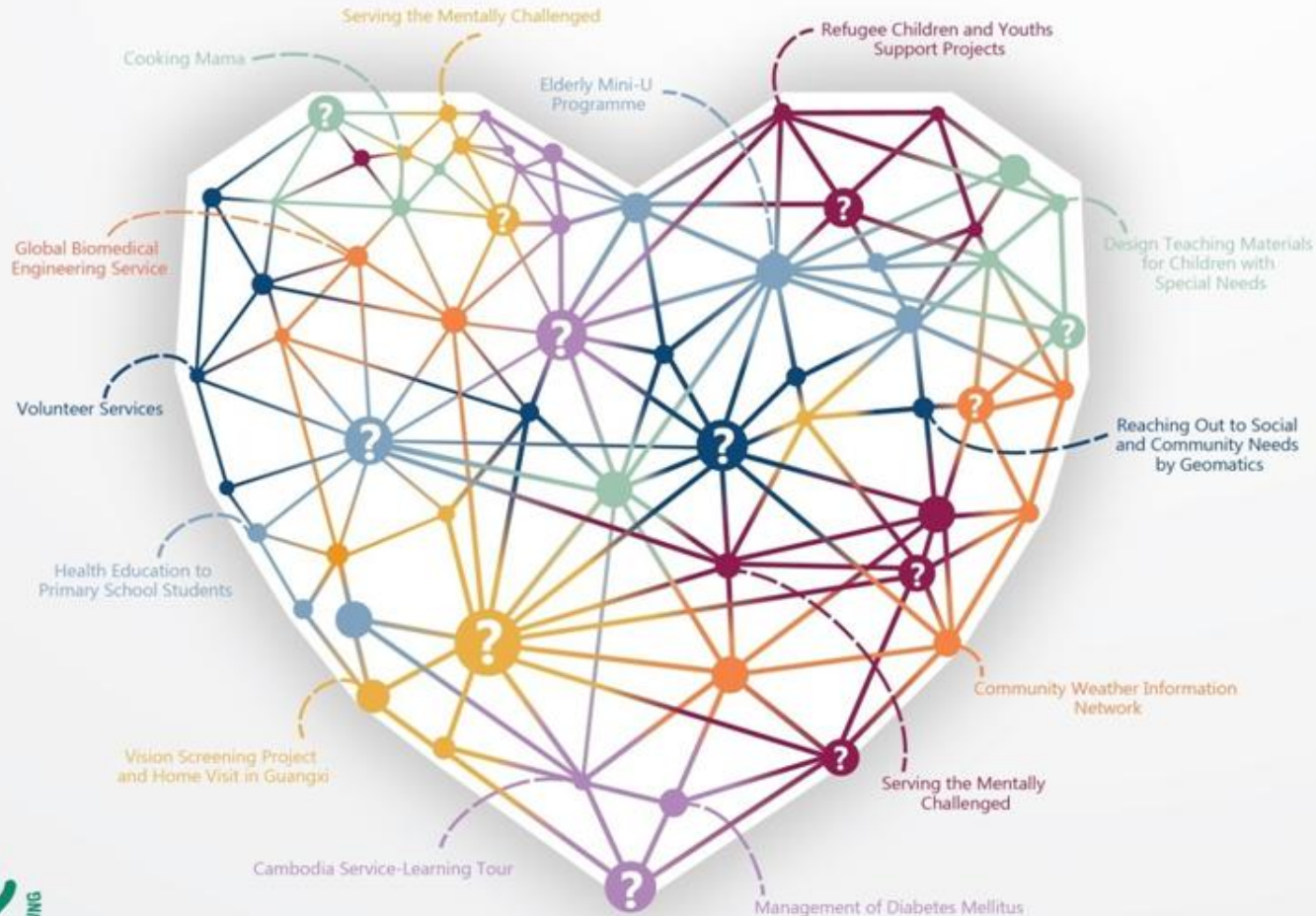


# The Scholarship of Service-Learning: Researching & Publishing

Date: 9 May 2014

Time: 12:30 – 2:00pm

Facilitators: Daniel Shek, Stephen Chan, Josie Csete



# Agenda

- Your goals
- Types of SL publications
- Sample papers & useful resources
- Call for November 2014 conference
- An Evaluation Study
- Questions????

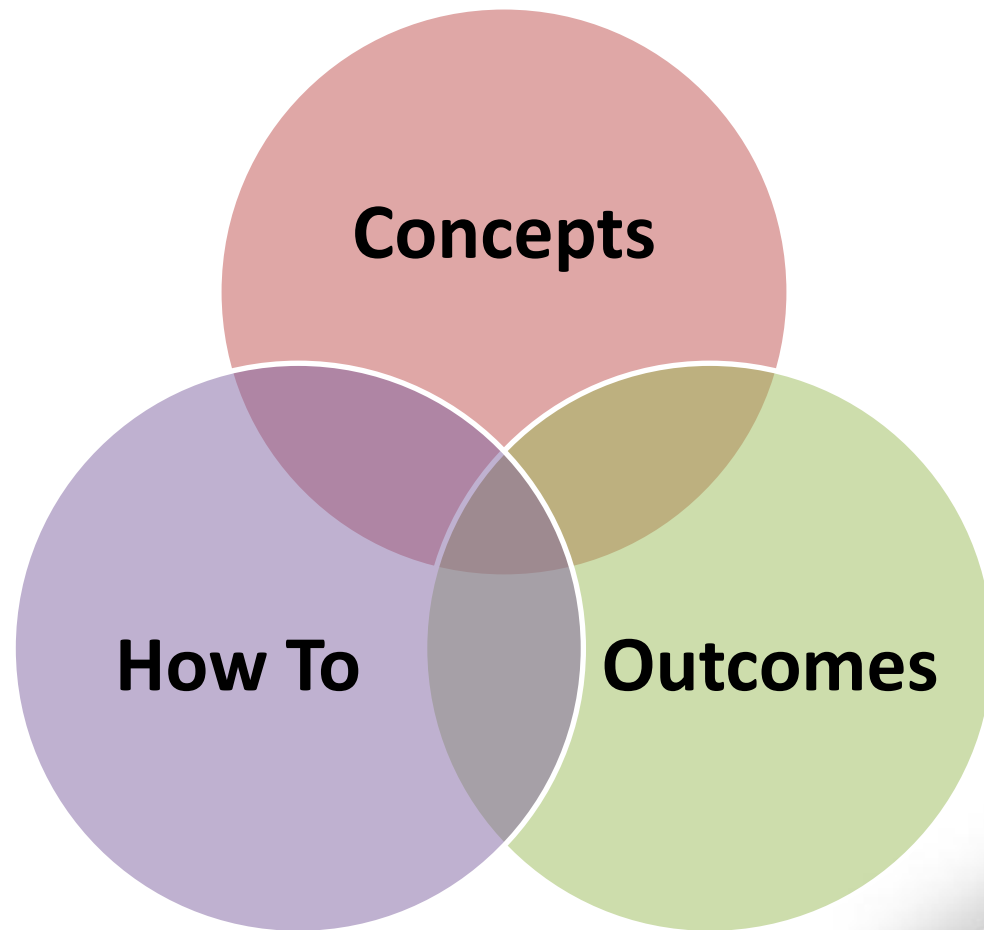


# Your Goals

- What do you want to get out of this session today?



# Types of Publications

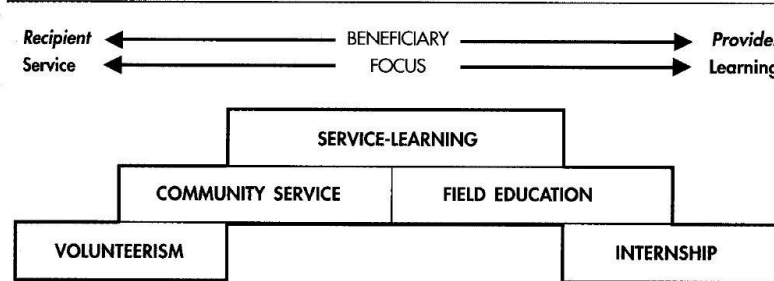


# “Concept” Papers

## Service-Learning: A Balanced Approach to Experiential Education

BY ANDREW FURCO

FIGURE 2: DISTINCTIONS AMONG SERVICE PROGRAMS



Research Article  
*TheScientificWorldJOURNAL* (2010) 10, 563–575  
TSW Child Health & Human Development  
ISSN 1537-744X; DOI 10.1100/tsw.2010.62

**TheScientificWorld**JOURNAL  
[www.thescientificworld.com](http://www.thescientificworld.com)

## Nurturing Holistic Development of University Students in Hong Kong: Where Are We and Where Should We Go?

Daniel T.L. Shek<sup>1,2,3,4</sup>

<sup>1</sup>Department of Applied Social Sciences, The Hong Kong Polytechnic University;



# “How To” Papers

Robert G. Bringle

Julie A. Hatcher

Implementing Service Learning in Higher Education

**Enhancing students’ sense of civic responsibility and  
global citizenship through service-learning**

Grace Ngai<sup>+</sup>, Stephen C.F. Chan<sup>+</sup>, Kam Por Kwan<sup>\*</sup>, Josephine Csete<sup>\*</sup>





# “Outcome” Papers



# Why Women Choose Service-Learning: Seeking and Finding Engineering-Related Experiences\*

HOLLY M. MATUSOVICH

Department of Engineering Education, 606 McBryde Hall, Virginia Tech, Blacksburg, VA, USA. E-mail: matushm@vt.edu

WILLIAM OAKES

School of Engineering Education and EPICS Program, 701 West Stadium Avenue, Purdue University, West Lafayette, IN, USA.

CARLA B. ZOLTOWSKI

EPICS Program, 701 West Stadium Avenue, Purdue University, West Lafayette, IN, USA.

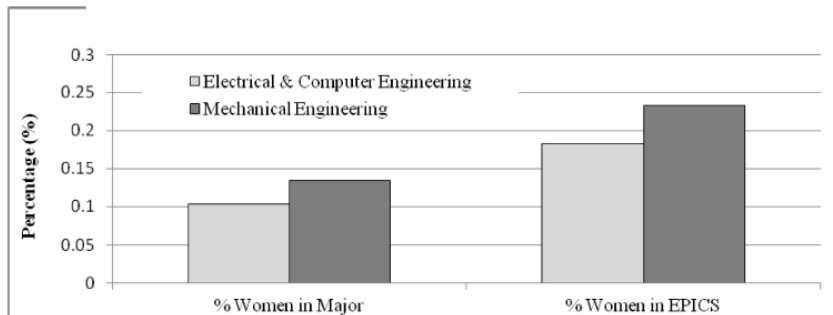


Fig. 1. Average enrollment of women from Electrical/Computer and Mechanical Engineering in EPICS at Purdue over twenty semesters.

Reason	Participants
Getting engineering experience	Elaine, Carol, Molly, Maggie, Jean
Community service/Helping people	June, Jean
Required Class	Carol
Easy “A”	Hanna

Community Service (EPICS)) that has been successful in attracting women over 16 years. Our results show that our participants choose EPICS as a way to gain experience doing engineering; that EPICS provides the benefit of contextualized learning with resulting impacts within EPICS and in other classes, and that EPICS positively impacts commitment to engineering. Interpreting our results, we argue that women are seeking ways to gain engineering experience in a setting that is comfortable to them, such as EPICS. The context of the experience and ability to help others is important, but secondary to gaining engineering experience.



## SERVICE LEARNING

### Students' Self-Assessment of Learning through Service-Learning

Kevin R. Kearney, PhD

Massachusetts College of Pharmacy and Health Sciences

gogy for achieving positive educational outcomes. We have shown that service-learning can and does contribute to the achievement of a broad range of general outcomes, such as critical thinking, communication and social interaction, decision-making, and social awareness and responsibility. We have also shown that service-learning contributes to the achievement of professional practice-based outcomes in pharmacy education. For example, students' service-learning experiences and reflective activities will make them more competent professionals, more aware of the needs of the populations they and their classmates served, and more aware of ethical issues in the public arena.

Relevant learning from SL	3.99 (0.90)	4.07 (0.99)
Needy to blame for need	2.02 (0.88)	2.02 (0.92)
Individual cannot help	2.18 (1.13)	2.39 (1.25)
Children are to blame	1.63 (0.74)	1.81 (0.99)
Understand seniors	3.24 (0.98)	3.58 (0.84)
No need to be involved	1.51 (0.59)	1.64 (0.89)
Uncomfortable with difference	1.82 (1.03)	1.93 (1.19)
Children's homes to blame	4.24 (0.89)	4.24 (0.93)
Should do community service	3.98 (0.93)	4.11 (0.81)



120th ASEE Annual Conference & Exposition  
 FRANKLY, WE DO GIVE A D\*MN  
 June 23-26, 2013

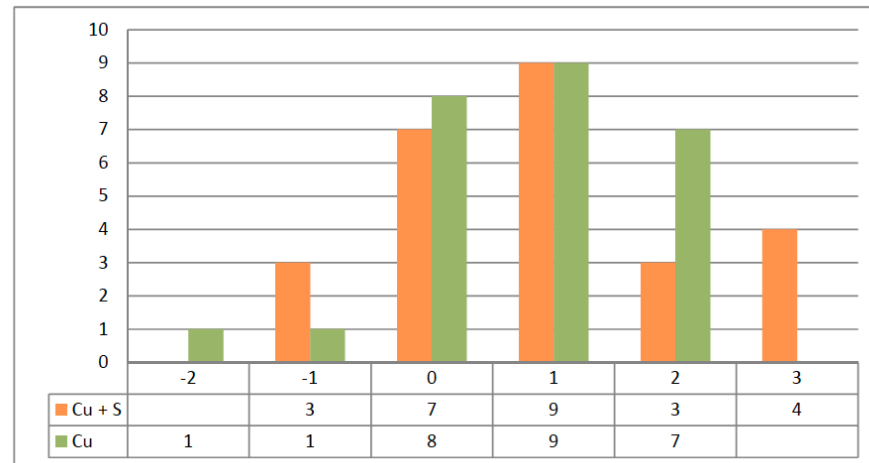


Table 3. Number of students who increased or decreased the number of answers belonging to the Cu or S category, and the Cu category alone. On the x-axis negative numbers indicate a decrease, while positive numbers indicate an increase.

## Raising Students' Cultural Awareness through Design Scenarios

Andrea Mazzurco, Purdue University

Andrea Mazzurco is a Ph.D. in Engineering Education at Purdue University. His research interests focus around global engineering education with an emphasis on cross-cultural education and assessment for engineers, and critical/liberatory/emancipatory pedagogies in engineering projects for sustainable community development in "less-developed" countries.

In sum, both students' responses to the design task and their reflections suggest that the use of instructional cases and assessment scenarios that merge technical and sociocultural factors can be an effective strategy to engender cultural awareness in a large number of engineering students. However, this method needs to be further refined and improved, including to better establish its effectiveness and validity, and to allow better scalability to reach a larger number of students.

## Service-Learning: Enhancing Student Learning Outcomes in a College-Level Lecture Course

Amy A. Strage

San Jose State University

*This article reports on the effects of infusing a 20-hour per semester service-learning requirement into a large Introductory Child Development course. Analyses of student outcomes on course assignments revealed that the 166 students in the service-learning cohorts (2 classes) out-performed the 309 students who took the course during the three semesters prior to the introduction of the service-learning requirement. The advantage for the service-learning students appeared to stem primarily from stronger performance on narrative assessments (midterm and take-home final essays), and appeared to manifest itself only later in the semester. Analyses of students' journals confirmed that students reflected thoughtfully about links between what they were learning in lecture and from course readings, and the hands-on experiences they were having at their service-learning placements. Discussion focuses on the parameters that appear to delimit the academic advantages of service-learning.*

TABLE 1

*Comparison of Service-Learning and Non-Service-Learning Students' Performance on Course Exams*

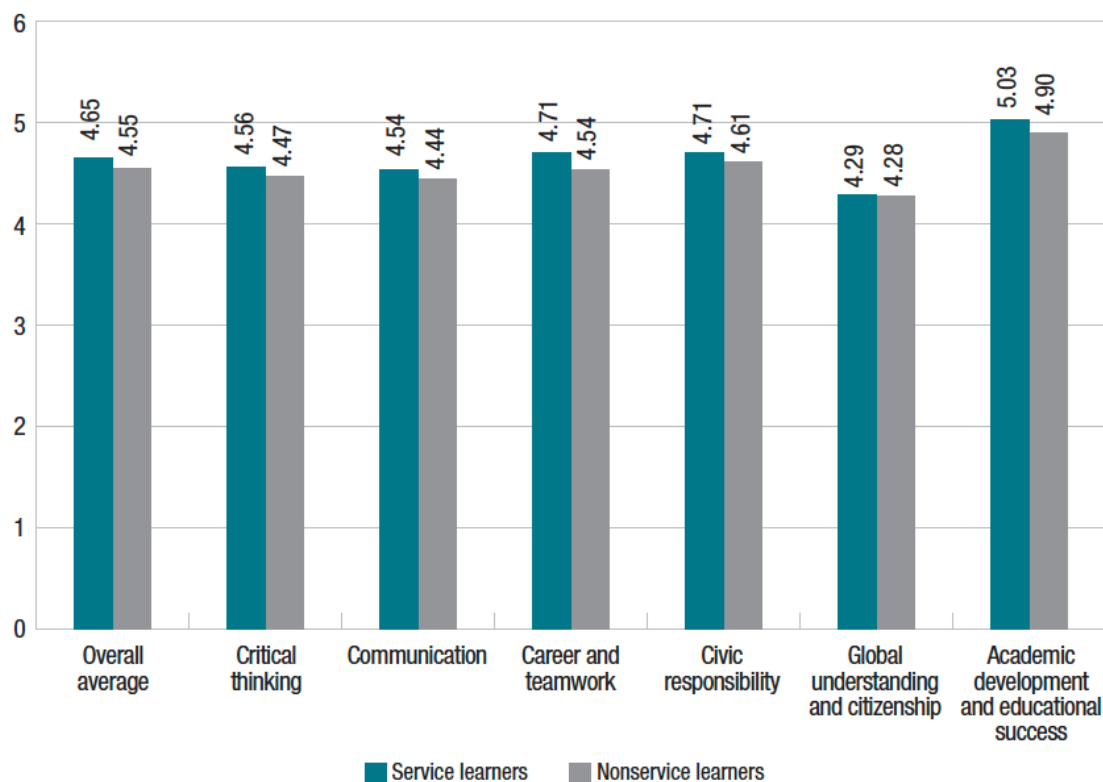
	Non-Service-Learning (n = 309)	Service-Learning (n = 166)	F	p
Total exam points	91.71	96.24	4.8605	.0280
Midterm 1 (total)	24.39	24.58	.0777	.7805
Midterm 2 (total)	30.81	32.99	9.3629	.0023
Multiple choice:				
Definitions	60.4%	63.9%	1.3446	.2468
Fact questions	61.2%	62.1%	.0690	.7929
Applications	47.4%	47.1%	.0099	.9206
Essay:	14.50	16.15	16.6960	.0001
Final exam	36.50	38.67	3.9560	.0473

# Improving Student Learning Outcomes with Service Learning

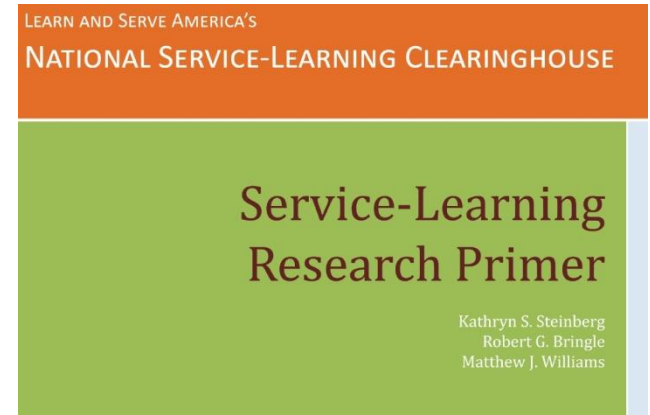
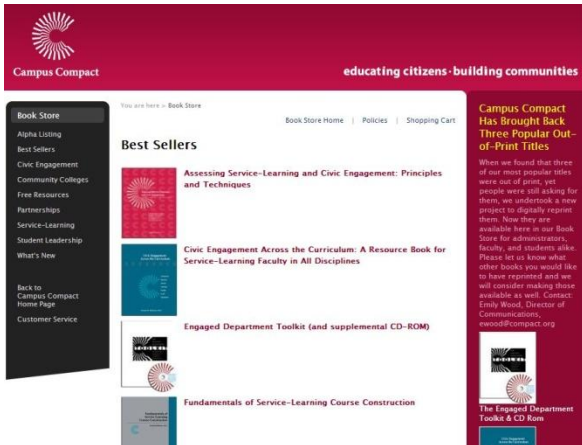
BY MARY PRENTICE AND GAIL ROBINSON

By the end of the three years, the *Horizons* grantee colleges returned a total of 2,317 student surveys: 1,687 from service learners, and 630 from nonservice learners. The colleges also returned 68 faculty surveys: 46 from faculty who used service learning in the surveyed courses, and 21 from faculty who did not use service learning in the surveyed courses.

**FIGURE 2** Comparison of service learners and nonservice learners on overall survey and individual learning outcomes measures after controlling for faculty use of service learning



# Useful Resources



<http://www.compact.org/>

[http://education.ufl.edu/learnandserve/resources/Research/9054\\_service-learning\\_research\\_primer.pdf](http://education.ufl.edu/learnandserve/resources/Research/9054_service-learning_research_primer.pdf)

## At A Glance: What We Know about The Effects of Service-Learning on College Students, Faculty, Institutions and Communities, 1993- 2000: Third Edition.

"At A Glance" summarizes the findings of service-learning research in higher education over the past few years and includes an annotated bibliography. It is designed to provide a quick overview of where we are in the field today and a map to the literature.

<http://ewucommunityengagement.pbworks.com/w/file/fetch/62951195/aag.pdf>



# Where to Publish?

**Tufts** UNIVERSITY | The Talloires Network

SEARCH  
● THIS SITE ○ TUFTS.ED

HOME ABOUT THE NETWORK JOIN US PROGRAMS MEMBERS & PARTNERS RESOURCES

HOME  
▶ ABOUT THE NETWORK  
▶ JOIN US  
▶ PROGRAMS  
▶ MEMBERS & PARTNERS  
▶ RESOURCES  
Expand All

### Upcoming Conferences and Events

The following is a list of upcoming international higher education conferences either with a focus on civic engagement or a broad theme that could include discussions of civic engagement. This list is by no means comprehensive, and we invite you to [let us know](#) about any other upcoming events that we could include on the list. Some upcoming events are also highlighted in our monthly [newsletter](#). Also, [click here](#) to learn about previous conferences and events.

**April 2014**

<http://talloiresnetwork.tufts.edu/>



## Michigan Journal of Community Service Learning

### Main menu

Home  
About  
Contact  
Editors  
Submissions  
Manuscript Review Form

### Volume 20, 2013-2014

Title: Volume 20, 2013-2014  
\$29.00

[Add to cart](#)

The Fall 2013 and Spring 2014 issues of the Michigan Journal of Community Service Learning. Number 1 will become available in November 2013 and Number 2 in March 2014.

<http://ginsberg.umich.edu/mjcsl/>

# About the Call

## General Information

**USR-SL 2014**

19-21 November, 2014  
Hong Kong

General Information

Programme Committee

Programme Schedule

Keynote Speakers

Call for Papers

Registration

Hotel

Direction

Travel

Contact



2<sup>nd</sup> Summit on University Social Responsibility cum  
International Conference on Service-Learning  
19-21 November, 2014

The Hong Kong Polytechnic University, Kowloon, Hong Kong

<http://www.osl.polyu.edu.hk/usrsl2014/>

# An Evaluation Study

- An 18 month institutional project that you can take part in
- Aim: To evaluate and enhance S-L subjects
- Four main strands
  - Impact of SL experiences on students' outcomes
  - Impact of students' services on communities, agencies, clients
  - What works and what doesn't work (across subjects)
  - Success stories within PolyU leading to .... the PolyU model (including reliable psychometric instruments)

# Your Questions