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Pedagogical effects of service-learning in a human exceptionality course: A comparison of two approaches

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PEDAGOGICAL EFFECTS OF SERVICE-LEARNING

IN A HUMAN EXCEPTIONALITY COURSE:

A COMPARISON OF TWO APPROACHES

by

John Clinton Mayhew, Jr.

A dissertation submitted to the faculty of
The University of Utah
in partial fulfillment of the requirements for the degree of

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I have read the dissertation of ___John Clinton Mayhew, Jr.___ in its final form and have found that (1) its format, citations, and bibliographic style are consistent and acceptable; (2) its illustrative materials including figures, tables, and charts are in place; and (3) the final manuscript is satisfactory to the supervisory committee and is ready for submission to The Graduate School.

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ABSTRACT

Service-learning, as a pedagogical approach for increasing social responsibility in students, has increasingly gained acceptance in higher education. With its emphasis on reflection and reciprocity, service-learning combines content-area learning with authentic community-based experiences in order to enhance understanding of the course content and to promote civic responsibility. Although several studies have investigated the effects of service-learning at the college level, few studies have specifically focused on the use of service-learning in special education.

The purpose of this study was to examine the service-learning component of an undergraduate human exceptionality course. One section of the course utilized an unlimited choice (UC) approach, in which participants were instructed to design and implement a service-learning project on their own. The second course section utilized a limited choice (LC) approach in which participants chose among three service options that had been prearranged by the instructors.

A comparative case study design was used in which multiple sources of data were analyzed in order to (a) develop an understanding of the service-learning experiences of participants engaged in the UC and LC projects, (b) identify similarities and/or differences in the service-learning experiences between sections, (c) identify differences in participants' perceptions of the benefits of the service-learning experience, and (d) determine if any pedagogical advantages or disadvantages resulted from the use of either

approach in the domains of course content and citizenship, or in the affective, behavioral, and cognitive dimensions of learning.

The findings suggest that most participants in each section engaged in quality service-learning projects. The data also suggest that the service experience did contribute to their understanding of the course content and citizenship roles, and had some influence on the affective, behavioral, and cognitive dimensions of learning. Although similarities in experiences were identified, several differences were also identified between sections and within sections that may have affected participants' perceptions of the benefits of the experience. Overall, participants in the UC section perceived a greater benefit of the service experience than did participants from the LC section. Based on the findings of this study, recommendations for future practice were developed.

This dissertation is dedicated to

the loving memory of my father,

John Clinton Mayhew, Sr.

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CHAPTER I

INTRODUCTION

The late Dr. Ernest Boyer expressed deep concern that higher education's historic

commitment to service has diminished in recent years (Boyer, 1994; Boyer, 1996).

Boyer (1996) cautioned that, after years of explosive growth, America's colleges and

universities are now suffering from a decline in public confidence and no longer are

considered to be at the vital center of the nation's work. In Boyer's (1996) opinion, the

campus is increasingly being viewed as "a place where students get credentialed and

faculty get tenured, while the overall work of the academy does not seem particularly

relevant to the nation's most pressing civic, social, economic, and moral problems" (p.

14). He characterized higher education as "an island of excellence in a sea of community

indifference" (p. 18). This public perception that higher education is part of the problem

rather than the solution, is unfortunate but somewhat self-inflicted, according to Boyer.

In Habits of the Heart, Bellah, Madsen, Sullivan, Swidler, and Tipton (1985) wrote:

> One of the major costs of the rise of the research university and its
> accompanying professionalism and specialization is the impoverishment
> of the public sphere. As Thomas Haskell put it, the new man of science
> has to 'exchange general citizenship in society for membership in the
> community of the competent.' (p. 299)

To address this perception, Boyer (1996) stated that higher education has an

"urgent obligation to become more vigorously engaged in the issues of our day" (p. 17),

particularly in the area of education. He challenged higher education campuses to become staging grounds for action in which the academic and civic cultures communicate more creatively and continuously with each other. Boyer (1996) called this model of higher education the "scholarship of engagement" (p. 11).

Traditionally, American colleges and universities have focused on two primary types of knowledge: foundational knowledge and professional knowledge (Bonar, Buchanan, Fisher, & Wechsler, 1996). Foundational knowledge, according to Bonar et al., is knowledge of the basic concepts and substance of a traditional discipline. Colleges and universities, therefore, generally require students to take liberal education courses in several disciplines in order to produce well-rounded citizens. Professional knowledge is the substance and skills needed for a specific "vocationally-oriented" field. Professional knowledge is needed for students to get, in Boyer's (1996) words, "credentialed" in a professional field. Newman (1985) maintained,

> Education for the professions is a valued role of higher education, but the emphasis both students and institutions place on narrow vocationalism and narrow self-interest at the expense of the development of a broader civic view is a matter of concern. (pp. 37, 39)

There is a growing awareness that a new type of knowledge is needed if colleges and universities are to be effective in preparing students to assume the lifetime duties of good citizenship (see Figure 1). Bonar et al. called this new type of knowledge "socially responsive knowledge," in which students develop a sense of community and responsibility to others, a commitment and obligation to become involved in community affairs, and a general commitment that extends beyond one's immediate reference group.

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┌─────────────────────────────┐
│              (1)            │
│     Foundational Knowledge  │
└─────────────────────────────┘

┌──────────────────────┐   ┌──────────────────────────────┐
│          (2)         │   │             (3)              │
│ Professional Knowledge│   │ Socially Responsive Knowledge│
└──────────────────────┘   └──────────────────────────────┘
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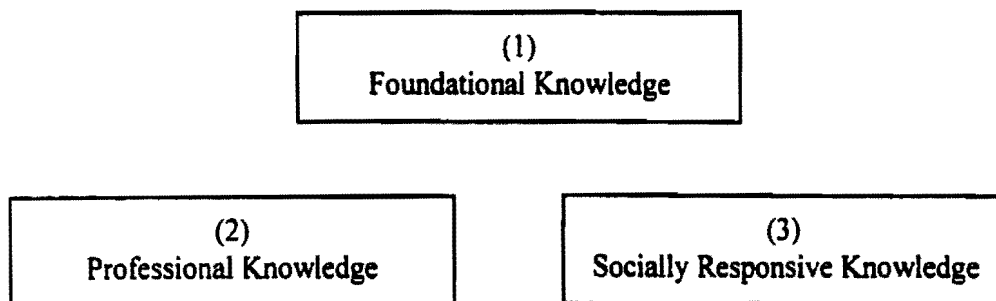
Figure 1. A Conceptual Model (Reprinted with permission from the Lowell Bennion
Community Service Center, University of Utah; Bonar et al., 1996, p. 12).

Service-Learning for Promoting Socially Responsive Knowledge

Service-learning is a pedagogy that promotes socially responsive knowledge, and
appears to address the concerns that were expressed by Boyer and others above. Service-
learning is based on the assumption that experience, in the form of community service, is
the foundation for learning (Morton & Troppe, 1996). Over the past decade, service-
learning, as a pedagogical approach for increasing social responsibility in students, has
continued to gain acceptance in higher education. As the term "service-learning" implies,
content-area learning is directly linked to activities in which students address human and
community needs. Erickson and Anderson (1997) defined service-learning as "a
pedagogical technique for combining authentic community service with integrated
academic outcomes" (p. 1).

Goals of Service-Learning

The goals for incorporating service-learning into a university course will vary
from instructor to instructor. However, Corbett and Kendall (1999) identified two

content and citizenship. In general, most service-learning components are designed to enhance the course experience and to help students learn and better understand the course material. Authentic community-based experiences provide students with opportunities to observe real-life examples of concepts covered in class, and often a chance to apply those concepts.

Bonar et al. (1996) suggested that citizenship could be considered in terms of the level of an individual's adjustment, responsibility, or contributions to his or her community. A major goal of most service-learning experiences is to promote a sense of civic responsibility and social justice in students through authentic community-based experiences. Well-structured service-learning experiences have the potential to help students develop a greater understanding of the social conditions that are faced by others.

Boss (1994) maintained that not only does community service improve sensitivity to moral issues, but it also helps students overcome negative stereotypes that often act as barriers to interacting with others. Of particular interest to this study is the effect that a service-learning experience would have on students' understanding of the issues related to individuals with exceptionalities. For example, Oliver (1996) maintained that most western societies have operated from an individual model of disability that is grounded in a "personal tragedy theory of disability." This theory assumes that disability is some dreadful random event that occurs to some unfortunate individuals. Referring specifically to individuals with physical disabilities, the Union of the Physically Impaired Against Segregation (UPIAS) wrote:

In our view it is society which disables physically impaired people. Disability is something imposed on top of our impairments by the way we are unnecessarily isolated and excluded from full participation in society. Disabled people are therefore an oppressed group in society. (p. 14)

Professionals in the field of Special Education have a responsibility to educate the

general public in order to create an informed citizenry that will support the needs, and

basic civil rights, of individuals with disabilities (Mayhew & Welch, in press). This is

especially critical today as attempts are made to create a more inclusive society. As

Hardman, Drew, and Egan (1999) wrote:

The inclusion of people with disabilities into community settings, such as schools, places of employment, and neighborhood homes, is based on a philosophy that recognizes and accepts the range of human differences within a culture. (p. 9)

Jacoby (1996) supports this belief stating that institutions of higher education

share a common goal "to teach individuals to live peacefully and productively in

communities that value persons of different races, genders, physical and mental abilities,

religions, class backgrounds, and sexual orientations" (p. 22). However, college students

often have limited knowledge about those whose lives are different from their own

(Rhoads, 1997). Service-learning, with its emphasis on reflection and reciprocity, is one

means by which higher education can strive to accomplish the goal identified by Jacoby

by providing students with authentic opportunities in which to develop caring

relationships with individuals from backgrounds different from their own.

Statement of the Problem

Since autumn of 1997, the Department of Special Education at the University of Utah has incorporated a service-learning component, sanctioned by the Lowell Bennion Community Service Center (hereafter referred to as the Bennion Center), into its undergraduate Human Exceptionality course. The course description found in the University's General Catalog (1999) states:

> Understanding people with learning, behavior, sensory, and physical differences. Emphasis on examining the effects of culture and societal values on the inclusion of people with disabilities in home, school, and community settings. (p. 393)

A basic assumption made by the course instructors was that service-learning would be a logical vehicle to meet the goals stated in the course description by (a) helping students link experiential learning with classroom learning, and (b) helping students develop a greater sense of civic responsibility and social justice for individuals with disabilities. By creating opportunities for university students to engage in meaningful, reciprocal relationships with individuals with exceptionalities, service-learning, as a pedagogy, has the potential to promote a greater understanding of the issues faced by these individuals, their families, and the professionals who provide services.

As a pedagogy, service-learning has limitations and problems, especially for those with no prior experience and high expectations (Corbett & Kendall, 1999). For example, as novices in the use of service-learning, the instructors of the Human Exceptionality course were not sure which approach would produce the best results. During the 1997-98 academic years, 10 sections of the course were offered. For these sections, a service-

service-learning model was used in which each student was allowed to develop his or her own service-learning project. Assistance from the instructors was provided as needed, and approval from the instructor was required prior to initiation of the service-learning project. Each student was required to maintain a contact log and a reflective journal. At the end of the course, each student submitted a brief summary of his or her service-learning experience, the contact log, and the reflective journal. During class discussions throughout the course, students were encouraged to link their personal experiences from their service-learning project to the topic being discussed. However, due to the severe time constraints of the quarter system, verbal reflection was often sporadic and limited.

Based on my own experiences, and from conversations with other course instructors, the results from these first service-learning attempts were somewhat uneven. Although many students developed and implemented high quality service-learning projects, engaged in a high level of written reflection, and made significant contributions to class discussions, several others just seemed to go through the motions in order to fulfill the requirement (students were also given the option of writing a research paper in lieu of service-learning). Overall, though, student evaluations of the service-learning component of previous Human Exceptionality courses were generally positive.

An examination of the literature revealed that, although several studies have been conducted in the area of service-learning, there is a dearth of studies specifically focused on the use of service-learning in special education at the university level. Miller (1994) maintained that there are few studies available that actually document the learning outcomes that can be attributed to service-learning or experiential education in general.

Most research on experiential education through the mid 1980s consisted of studies that were conducted mainly as program evaluations to justify the existence of the program (Hesser, 1995). There is definitely a need for replicable qualitative and quantitative research on the effects of service-learning on student learning. This revelation became the impetus to pursue this investigation.

In anticipation of the 1998-99 academic year, I proposed to the other course instructors that one section of the course engage in a more structured model of service-learning in order to compare the results with students participating in the less structured model. As used in this study, the term "structured" refers to having students do their service-learning project at a predetermined site rather than being allowed to develop their own service-learning project. Students in both models would otherwise have the same course requirements.

Purpose of the Study

Eyler, Giles, and Braxton (1999) maintained that research has demonstrated the impact service-learning has on students' attitudes, values, skills, and perceptions of social issues. The challenge now, according to Eyler et al., "is to identify more clearly the types of service-learning experience that make the greatest difference to students" (p. 35-36). Morton (1995) raised several important questions concerning service-learning in higher education. Two of these questions are of particular interest to this study: (a) Should instructors advocate a way of doing service, or should choices be offered? (b) Are instructors more concerned about the type of service activity done, or the integrity with

which it is done? The purpose of this study is to describe, analyze, and compare the experiences of students who participated in sections of the Human Exceptionality course that provided either an Unlimited Choice (UC) or Limited Choice (LC) service-learning project option. Unlimited Choice projects utilized a less structured approach to service-learning in which students developed and implemented a service project on their own. Instructor approval was required prior to implementing the project. Limited-Choice projects utilized a more structured approach to service-learning in which students were provided a choice between three prearranged service sites.

Multiple sources of data are examined to determine what, if any, effect the service-learning experience had on students in the areas of course content and citizenship. Additionally, in response to a recommendation made by Corbett and Kendall (1999), student service-learning experiences are also evaluated in relation to the affective, behavioral, and cognitive dimensions of learning. The ultimate goal is to use the findings from this study to develop a set of recommendations that will inform future practice in the use of service-learning in the Human Exceptionality course and similar courses.

Research Questions

1. What were the service-learning experiences of participants who engaged in either the Unlimited Choice (UC) or Limited Choice (LC) projects?

      A. (a) Who were the participants in each section, and (b) what service activities did they perform?

      B. How did the participants from each section (UC and LC) respond on

the Bennion Center Service-Learning Course Evaluation?

C. Did the participants make connections between the service experience and the course content? How?

D. Did the service experience have an effect on participants' perceptions of their citizenship roles/responsibilities? How?

E. How did the participants in each section (UC and LC) respond to the overall service-learning experience? What were the effects on the affective, behavioral, and cognitive dimensions of learning?

2. What similarities and/or differences in the service-learning experiences can be identified between the UC and LC sections?

3. Was there a difference in participants' perceptions of the benefits of the service-learning experience between students engaged in the UC or LC projects?

4. What, if any, pedagogical advantages or disadvantages resulted from the use of either approach (UC or LC) in the domains of course content and citizenship, or in the affective, behavioral, and cognitive dimensions of learning?

Basic Concepts and Terminology

Several specific concepts and terms are referred to throughout this dissertation. The following list is provided to clarify their use for the reader.

Human Exceptionality

"Any individual whose physical, mental, or behavioral performance deviates so substantially from the average (higher or lower) that additional services are necessary to

meet the individual's needs" (Hardman, Drew, & Egan, 1999, p. 3). As used in the

course, the term may also include individuals from culturally and linguistically diverse

backgrounds and individuals from lower socio-economic backgrounds who require

additional services, particularly in the area of education.

Service-Learning

A pedagogical method in which students learn and develop a thoughtfully

organized service that (a) is conducted in and meets the needs of a community; (b) is

coordinated with an institution of higher education and with the community; (c) helps

foster civic responsibility; (d) is integrated into and enhances the academic curriculum of

the students enrolled; and (e) includes structured time for the students to reflect on the

service experience (Adler-Kassner, Crooks, & Watters, 1997).

Citizenship

The level of an individual's adjustment, responsibility, or contributions to his or

her community (Bonar et al., 1996). As in the Corbett and Kendall study (1999),

citizenship has been operationalized in this investigation to include questions related to

(a) awareness of community problems; (b) sense of personal responsibility toward the

community; and (c) interest in solving community problems. In both sections of the

Human Exceptionality course involved in this study, a specific emphasis was placed on

examining the effects of cultural and societal values that impede the inclusion of people

with disabilities into home, school, and community settings.

ABCs of Reflection

The ABCs of Reflection is a strategy for promoting critical reflection that addresses three distinct dimensions of learning: (a) affect, (b) behavior, and (c) cognition (Welch, 1999).

Learning Dimension: Affective

The first component of the ABCs of reflection, affect involves the exploration of feelings and emotions. Students examine their comfort level with the experiences and information encountered in the class and service settings (Welch, 1999).

Learning Dimension: Behavioral

The second component of the ABCs of reflection, behavior represents action, and refers to asking students to examine how they have acted in similar situations, how they might act in the future, and how the student will apply the information or skills presented in the learning experience (Welch, 1999).

Learning Dimension: Cognition

The third component of the ABCs of reflection, cognition refers to the student making an intellectual connection between their service experiences and the information, concepts, skills or terms examined in the course (Welch, 1999).

Scope of the Study

Whitham (1990) discussed the importance of service-learning educators conducting ongoing, honest self-appraisal in order to facilitate informed decision making

that will contribute to the health and success of their programs. Since many service-learning programs or courses are fairly new endeavors, most practitioners are still experimenting with approaches to student community involvement. Whitham maintained that much of the recent service-learning research and evaluation have been conducted in order to address specific issues or problems that required objective information to solve. The present study was conducted for just that reason: to solve a problem, or at least to provide additional information that will inform the continued practice of incorporating service-learning into an undergraduate human exceptionality course.

A mixed-method comparative case study design was used to address the research questions developed for this investigation. Data were collected from the Bennion Center's service-learning course evaluation survey, students' reflective journals, focus group and telephone interviews. Separate narratives describing the service-learning experiences of students in each course section were developed. Within-section and across-section patterns and themes were identified, analyzed, and compared concerning the relationship between the service experience and learning outcomes. Learning outcomes were defined as the effect of the service experience on students' ability to understand course concepts and understand their role as citizens concerning individuals with exceptionalities. Learning outcomes also included the effect of the service experience on the affective, behavioral, and cognitive dimensions of learning.

The scope of this investigation was limited to the two sections of the Human Exceptionality course (SPED 3010) taught at the University of Utah during the Spring 1999 semester. Due to the nature of this study, all implications drawn from the data must

apply to the specific conditions under investigation. However, it is hoped that other educators, particularly those in the field of special education teacher education, will derive some benefit from this study, and that this study will help others to incorporate service-learning into their own courses.

Plan of the Study

Chapter I includes a statement of the problem and the need for the study. A basic definition of service-learning and a description of the two comparison conditions is provided. The purpose and scope of the study are discussed, and the research questions are outlined.

Chapter II reviews the professional literature related to service-learning, including (a) the background and historical foundations of service-learning in higher education, (b) the principles that guide the implementation of service-learning in academic settings; (c) how service-learning is different from traditional field-based practica, and (d) recent research that has been conducted in the area of service-learning in higher education.

Chapter III describes the design, rationale, and structure of the study, the qualitative research procedures, and the data analysis procedures. Quality control issues are described at the conclusion of the chapter.

Chapter IV presents the findings of this research for the participants who engaged in the Unlimited Choice option service-learning projects. A descriptive narrative of the participants and their service activities is provided. Evidence concerning the effect of the service experience on the pedagogical domains of content and citizenship is examined,

and on the learning dimensions of affect, behavior, and cognition.

Chapter V presents the findings of this research for the participants who engaged in the Limited Choice option service-learning projects. Results are reported following the same outline as Chapter IV.

In Chapter VI, the remaining three research questions that were developed for this investigation are addressed. Similarities and/or differences in the service-learning experiences between the two course sections are identified. Participants' perceptions of the benefits of the service-learning experience are examined to determine if any differences exist between the two sections. Finally, pedagogical advantages and/or disadvantages that resulted from the use of either approach in the areas of course content and citizenship, or in the affective, behavioral, and cognitive domains of learning are identified and implications of the findings are discussed.

In Chapter VII, Recommendations for future practice are provided, limitations of the study are identified, and recommendations for future research are made.

Appendices include samples of the instruments administered, interview protocols used for data collection, coding matrices that were developed, and consent forms and letters.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The purpose of this chapter is to provide an overview of the relevant literature concerning service-learning in higher education. In the first section, an expanded definition of service-learning is developed, and a brief overview of the background and historical foundations of service-learning in higher education is provided . In the second section, the principles that guide the implementation of service-learning in academic settings are delineated.   The third section addresses how service-learning is different from traditional field-based practica. The fourth section provides a summary of recent research that has been conducted in the area of service-learning in higher education. Finally, the fifth section briefly addresses the relevance of attitudinal research as it applies to special education and the movement towards a more inclusive society.

Background and Historical Foundations of Service-Learning

Expanded Definition of Service-Learning

Service-learning has been defined in numerous ways in recent years (Giles, Honnet, & Migliore, 1991). Although there is no "one-size-fits-all" definition, most seem to agree with Morton and Troppe (1996) that service-learning theory starts with the assumption that experience is the foundation for learning and that the experiential basis

for learning involves various forms of community service. Jacoby (1996) defined

service-learning as:

> a form of experiential education in which students engage in activities that
> address human and community needs together with structured
> opportunities intentionally designed to promote student learning and
> development. Reflection and reciprocity are key concepts of service-
> learning. (p.5)

The National and Community Service Trust Act of 1993 defines service-learning

as:

> a method under which students or participants learn and develop through
> active participation in thoughtfully organized service that is conducted in
> and meets the needs of a community: is coordinated with an elementary
> school, secondary school, institution of higher education, or community
> service program and with the community; and helps foster civic
> responsibility; and that is integrated into and enhances the academic
> curriculum of the students, or the educational components of the
> community service program in which the participants are enrolled: and
> provides structured time for the students or participants to reflect on the
> service experience.

Foundations of Service-Learning

Service-learning is not a new concept. Most proponents of service-learning

acknowledge the work of John Dewey as laying the foundation for the movement.

Smythe (1990) stated that Dewey's theory of experience has become the "philosophical

touchstone of the experiential movement" (p. 296). Rhoads (1998) contends that

Dewey's (1916) classic work Democracy and Education, which argued that one's

decisions and actions must be made with regard to the effect they will have on others,

also has been influential on the service-learning movement. Although the movement is

often attributed to Dewey, many other theorists have contributed to experiential learning

theory including Kurt Lewin and Jean Piaget (Kolb, 1984).

The concepts of experiential learning and service-learning were slow to take hold, due mostly to distractions such as two world wars, the Great Depression, and the Cold War. However, with the emerging civil rights movement of the late 1950s and 1960s, more attention was being focused on the social injustices that exist in our country. In 1961, President Kennedy launched the Peace Corps, and in 1965 Volunteers in Service to America (VISTA) was established. In 1967, the term "service-learning" emerged from the work of Robert Sigmon and William Ramsey at the Southern Regional Education Board (Giles & Eyler, 1994). However, the foothold that service-learning acquired in the 1960s and 1970s did not last (Jacoby, 1996).

In the 1980s, service-learning experienced a rebirth, much of which can be attributed to the creation of two organizations. Campus Compact: The Project for Public and Community Service was established in 1985 by a group of college and university presidents who pledged to support community service at their institutions (Jacoby, 1996). Concurrently, the Campus Outreach Opportunity League (COOL) was established by a group of recent college graduates to promote community service.

The standard mission statement found in most American colleges and universities is that the purpose of the institution is to promote teaching, research, and service. The emphasis placed on these three areas reflects the type of institution: primary emphasis on teaching for liberal arts and teacher colleges, research and teaching for Research I universities. However, based on the retention, promotion, and tenure (RPT) standards at most colleges and universities, it appears that service is not really valued to the same

extent as research and teaching are. Recently, there have been efforts to bring service
back into the fold. The late Dr. Ernest Boyer is frequently acknowledged for his efforts
in encouraging higher education in America to return to its historic commitment to
service (Zlotkowski, 1998). In what he called the "scholarship of engagement," Boyer
challenged higher education campuses to become staging grounds for action in which the
academic and civic cultures communicate more creatively and continuously with each
other.

Principles of Service-Learning

Several organizations devoted to promoting service-learning have developed
principles for establishing effective programs. Most of these are based on the three
principles that were developed by Robert Sigmon, an early proponent of service-learning,
in 1979:

1. Those being served control the service(s) provided;

2. Those being served become better able to serve and be served by their
own actions; and

3. Those who serve also are learners and have significant control over
what is expected to be learned. (p. 10)

In 1989, the Johnson Foundation hosted a Wingspread conference in which the
Principles of Good Practice in Combining Service and Learning were developed. The
"Wingspread Principles" stated that an effective and sustained program that combines
service and learning:

1. Engages people in responsible and challenging actions for the common
good.

2. Provides structured opportunities for people to reflect critically on their service experience.

3. Articulates clear service and learning goals for everyone involved.

4. Allows for those with needs to define those needs.

5. Clarifies the responsibilities of each person and organization involved.

6. Matches services providers and service needs through a process that recognizes changing circumstances.

7. Expects genuine, active, and sustained organizational commitment.

8. Includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.

9. Insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.

10. Is committed to program participation by and with diverse populations (Honnet & Poulsen, 1989).

Critical Elements of Thoughtful Community Service

The Campus Outreach Opportunity League (COOL, 1993) developed the Critical Elements of Thoughtful Community Service, which includes (a) community voice; (b) orientation and training; (c) meaningful action; (d) reflection; and (e) evaluation. Mintz and Hesser (1996) stated that these five elements have provided guidance to hundreds of institutions in their efforts to develop community service programs.

Jacoby (1996) identified two common elements that distinguish service-learning from other community service and volunteer programs: reflection and reciprocity. Concerning reflection, many would argue that service without reflection is not service-learning. Reflection, whether written or oral, provides the transformative link between

the action of serving and the ideas and understanding of learning (Eyler, Giles, &

Schmiede, 1996). According to Dewey (1933), reflective thinking is the key to making

experience educative. It leads to a better understanding of social problems which, in turn,

leads to a quest for better solutions (Eyler, et al., 1996).

Reciprocity refers to the relationship between the server and the person being

served (Jacoby, 1996). According to Kendall (1990), in service-learning all parties are

learners and all help to determine what is to be learned. The overriding principle is that

those being served control the service being provided. Some critics (e.g., Pollock, 1994)

take issue with the whole notion of "service providers" and "service recipients," arguing

that this paradigm perpetuates a hegemonic, one-sided view of the provision of service

(Maybach, 1996). Some maintain that this paradigm creates an oppressive situation in

society by placing the service recipient into a subordinate role and thus perpetuating the

marginalization of these individuals.

A Service Ethic

Prior to engaging in service-learning, a set of ethical principles need to be

identified to serve as guidelines. Kraft (1996) stated that a new paradigm of service-

learning is needed "in which the service ethic involves students engaged in projects that

do not focus solely on the learning and growth of the student but that focus also on the

voice and empowerment of the individual involved with the student in service (p. 140).

Maybach (1996) maintained that

the epitome of a service ethic should not stop with concern for the server's
need to serve but should include an informed concern for all individuals,

an avenue for all voices to be heard, a vehicle for shared understanding of
individual perspectives and reciprocal encouragement of each individual's
strengths. Ultimately, the service ethic should focus on praxis that
embraces mutual empowerment of people in the process of addressing root
causes of need, to lead to a more just society. The service ethic needs to
embrace programs in which serving is engaged in mutually, so that
individuals are not merely cared for, they are also cared with, and cared
about. (p. 231)

Morton (1995) proposed a model for understanding service-learning that

incorporates three distinct paradigms: charity, project, and social change. Charity,

according to Morton, is the provision of direct service in which control over the service

rests with the provider. Charity is considered the lowest level of service because: (a) it

focuses on the service recipient's deficits rather than strengths, and (b) it creates a long-

term dependency rather than promoting independence. Morton stated that in the project

paradigm, the focus is on defining a problem, developing a solution, and implementing a

plan to achieve the solution. This is often accomplished through the development of

partnerships of organizations. Morton placed the project model at the middle level on the

service continuum. He identified three main criticisms of the project model: unintended

consequences, the role of experts, and the relationship between planning and action.

"Unintended consequences" refers to a situation in which the service program generates

outcomes that either exacerbate the original problem or create new ones. The "role of the

experts" implies that service programs often extend inequalities of power and dependency

on the "expert." The social change paradigm (or transformation model) of service is at

the highest end of the service continuum, according to Morton. The focus of the "social

change" model is on process, including relationship building among the various

stakeholders and creating learning environments that address the root causes of injustice. Morton stated that empowerment of the systematically disenfranchised is the theoretical basis for the social change model, and that social change is the "gold standard" for evaluating service.

Differentiation Between Field Experiences and Service-Learning

Most professional preparation programs, including teacher education, incorporate various types of field-based experiences. Service-learning is different from traditional, pre-professional practica in many ways. Boyer (1996) maintained that field experiences, or practica, fall under the rubric of "getting credentialed." It is in these structured settings where novices (e.g., preservice teachers) learn the skills of their profession under close supervision. Under the best of these field experiences, the novice serves an apprenticeship under an expert (e.g., master teacher) in which he or she has the opportunity to observe the expert modeling skills and behaviors, and then the novice practices these same skills and behaviors with support and feedback from the expert. This model falls under what Vygotsky (1978) described as the "zone of proximal development," in which a form of scaffolding is provided to the apprentice until the apprentice is able to function independently. This type of experience is a critical component of any professional preparation program, and it is essential to the development of competent professionals and their socialization into their chosen profession. Moreover, this model provides a degree of assurance between the professional preparation institution and the state agency that issues the license to practice.

The primary purpose of traditional field-based experiential learning, then, is to enable the preservice teacher to develop a set of professional competencies. In this case, the focus of experiential learning is on the preservice teacher. Conversely, service-learning is reciprocally beneficial (McAleavey, 1998). Kendall (1990) stated that "(S)ervice-learning programs emphasize the accomplishment of tasks which meet human needs, in combination with conscious educational growth" (p. 40). A primary goal of service-learning is to promote civic responsibility and social justice through authentic experiences that, in turn, lead students to become critical thinkers and activists. In the field of teacher education, a further goal is to develop what Giroux (1988) called "transformative intellectuals," or "one who is able to deconstruct and to critically examine dominant educational and cultural traditions that posit that schools are the major mechanism for the development of a democratic and egalitarian social order" (Vadeboncoeur, Rahm, Aguilera, & LeCompte, 1996, p. 205).

Summary of Relevant Research

A cursory review of the literature reveals that service-learning has been applied in many higher education disciplines including political science (e.g., Markus, Howard, & King, 1993), ethics (e.g., Boss, 1994), communications (e.g., Corbett & Kendall, 1998), psychology (e.g., Altman, 1996), sociology (e.g., Balazadeh, 1996), and even preservice general education (e.g., DeJong & Groomes, 1996; Vadeboncoeur, et al., 1996; Wade & Anderson, 1996). There is, however, a notable lack of research in the field of special education related to service-learning at the higher education level. The following is a

summary of recent studies that have been conducted to determine the efficacy of service-learning as a higher education pedagogy.

Kraft (1996) presented a fairly comprehensive review of the service-learning literature pertaining to research and evaluation. He organized his review around the following areas: (a) general surveys, (b) social growth, (c) psychological development, (d) moral judgment, (e) academic learning, and (f) community impact and effects on those served. Many of the studies cited in Kraft's review involved high school and some elementary students. Moreover, many of the studies are over 25 years old.

The National Service-Learning Cooperative Clearinghouse published the Impacts and Effects of Service Topic Bibliography (Vue-Benson & Shumer, 1995), which contains 57 citations of research and reports that address the impact of service as an instructional strategy. This bibliography is organized around the following topics: (a) social and psychological outcomes; (b) intellectual, academic achievement and school behavior outcomes; (c) social/psychological and intellectual/academic outcomes; (d) literature reviews; and (e) examples of service program evaluation. As with Kraft's (1996) literature review, the National Service-Learning Clearinghouse bibliography contains several citations that involve service-learning at the K-12 level.

In my review of the literature Kraft's (1996) basic organization has been modified to include the following categories: (a) social growth, (b) psychological development and moral judgment, (c) academic learning, (d) community impact and effects on those served, and (e) reflection. However, in an attempt to avoid duplicating his efforts, this review primarily focuses on recent studies (1985 - present) that took place in higher

education settings with college-level subjects. The reader is encouraged to refer to Kraft's excellent article and the National Service-Learning Cooperative Clearinghouse bibliography for extended reviews of this literature.

Effects on Social Growth

Social growth refers to character development and civic responsibility. Most definitions of service-learning identify these as desired outcomes, and most programs that involve service-learning make the assumption that these outcomes are being addressed. However, Olney and Grande (1995) stated there has been little research concerning the relationship between student development theory and service involvement. Giles and Eyler (1994) maintained that there is not adequate data to confirm a relationship between service and the development of social responsibility.

A recent RAND report (Gray, et al., 1996) may begin to fill that data void. In a survey of college students who participated in Learn and Serve America- Higher Education (LSAHE) (N= 2,309) and nonparticipants (N= 1,141), LSAHE participants indicated higher levels of civic responsibility than nonparticipants on 12 civic responsibility outcomes. The greatest differences were in the areas of commitment to serve the community, planning future volunteer work, commitment to participating in community action programs, and satisfaction with the opportunities for community service provided by the college. LSAHE participants were also more likely to be committed to influencing social values, helping others in difficulty, promoting racial understanding, influencing the political structure, and getting involved in environmental

cleanup. Moreover, in a comparison of two national surveys, a freshman survey and an identical follow-up survey, LSAHE participants demonstrated larger net gains (or smaller declines) in all seven areas of civic responsibility than nonparticipants. Gray et al. considered the possibility that the differences between participants and nonparticipants might be attributed to the types of students who choose to become involved in service. After controlling for characteristics of students that predisposed them to engage in service work, service participants still showed larger relative gains than nonparticipants, particularly in the areas of commitment to influencing social values, and commitment to helping others.

The Giles and Eyler (1994) study referred to above was conducted to see if a required service-learning experience of limited intensity and duration has an impact on the development of college students as participating citizens of their community. Results of the study indicated that service does increase students': (a) belief that people can make a difference, (b) belief that they should be involved in community service and leadership, and (c) commitment to continue to perform voluntary service. Giles and Eyler also reported that these students were less likely to blame social service clients for their problems, and that the service experience enabled the students to develop more positive perceptions of the individuals with whom they worked.

Olney and Grande (1995) developed the Scale of Service Learning Involvement (SSLI) to measure the effects of community involvement and service-learning on college students' development of social responsibility. Specifically, the scale was designed to empirically validate the service-learning model that was developed by Delve, Mintz, and

Stewart (1990). Olney and Grande identified three phases or levels of service-learning involvement: exploration, realization, and internalization. The SSLI was administered to a random sample of college sophomores, primarily for the purpose of establishing reliability and validity of the scale.

Vadeboncoeur, et al. (1996) investigated the effects of community service on building democratic character with 21 undergraduate students enrolled in a Social Foundations of Education course. Data were collected from a pretest-posttest survey, student journals, and course evaluations. Results of the study suggested that the beneficial effects of the course were not uniform. The authors did report student increases in awareness of societal problems, interest in the social dynamics of schooling, and a readiness to internalize new ideas and beliefs. However, few students actually increased their level of social activism by the end of the course. One factor identified by the authors that seemed to influence student growth was the location and characteristics of their service placement site.

Greene and Diehn (1995) conducted a study to investigate the degree to which service-learning influenced students' stereotype of older adults as being preoccupied with disease. The subjects of this study were junior level students enrolled in a Survey of Human Disease course. A comparison was conducted between students engaged in a service-learning experience at a nursing home ($\underline{n}$= 24) and students not engaged in service-learning ($\underline{n}$= 16). Results of the study indicated no significant correlation between increased experience or knowledge of nursing homes and scores on a perceptions of influence of disease survey. However, another part of this study found that

students receiving written feedback on their reflective journals indicated a greater

perception of the contribution made by the older adults on their education.

Rhoads (1998) conducted a qualitative study spanning a 6-year period, involving

community service projects done at three universities. Data were collected through

interviews (n= 108), surveys (n= 66), and over 200 observations at various service sites.

The study was phenomenological in nature, and did not seek to determine whether service

makes students more caring citizens. The main purpose of the study was "to identify

aspects of the community service context that might contribute to students' consideration

of the self, others, and the social good" (p. 292). From the data, Rhoads was able to

identify three structural components of community service that seem to be critical to

advancing citizenship: mutuality, reflection, and personalization. Mutuality refers to both

parties in the service relationship (provider and recipient) receiving rewards or benefits

from the service. Reflection refers to activities designed to help students process their

service experiences in a serious and thoughtful manner. Personalization of service refers

to meaningful opportunities to interact with those individuals to be served.

Effects on Psychological Development and Moral Judgment

Several investigations involving service-learning have focused on the student's

psychological development resulting from the service experience. Kraft (1996) identifies

the following psychological characteristics that are considered to be important

determinants for school success and active citizenship: (a) taking full responsibility for

one's actions, (b) self-esteem and ego strength, (c) a high level of moral reasoning, and

(d) psychological maturity. The following is a summary of recent investigations that focused on service-learning and psychological development.

Boss (1994) conducted an interesting study to test the hypothesis that undergraduate ethics students who participate in community service would score higher on a test of moral reasoning than students who did not engage in community service. This study involved 71 undergraduate students enrolled in two sections of an ethics course at the University of Rhode Island. One section was assigned to be the treatment group in which community service and written reflection were required. The second section was designated as the control group and received traditional instruction with no service requirement. Participants in both groups were given a pretest and posttest of the Defining Issues Test (DIT) (Rest, 1990), which is based on Kohlberg's six-stage theory of moral development. Boss reports that the results of the study support the original hypothesis. Students in the community service treatment group made significantly greater gains on the DIT scores than those in the control group. Boss concluded that community service is valuable because it improves sensitivity to moral issues and also helps students to overcome negative stereotypes.

McGill (1992) conducted an investigation at the University of Redlands involving 104 college seniors. He administered the Community Service Involvement Inventory Format II, which measures involvement in community service, and the Student Developmental Task and Lifestyle Inventory (Winston, 1990), which measures the development of mature interpersonal relationships. A correlation of these two data sources indicated that community service-learning positively affected the development of

mature interpersonal relationships with this population of students. Results also showed a positive correlation between the students' total hours of involvement in service and the perception of the extent to which service contributed to their developing mature personal relationships.

Batchelder and Root (1994) investigated the effects of service on undergraduate students' cognitive, moral, and ego identity development. In this study, students in a service-learning treatment group and students in a control group were asked to write pre- and postresponses to social problems. The service-learning students demonstrated significant gains on some cognitive dimensions, such as awareness of multidimensionality. Paired t-tests indicated significant increases in prosocial decision-making, prosocial reasoning, and identity processing.

Effects on Academic Learning

The evaluation of student performance in service-learning courses is critical, yet difficult in that it breaks with established models of evaluation (Troppe, 1995). According to Troppe, in a service-learning course the professor plays the role of facilitator more than that of expert and the student takes the role of initiator rather than imitator. Moreover, in a traditional course the professor evaluates the knowledge gained by the student, but in a service-learning course the professor must evaluate how students integrate gains in two distinct areas: knowledge and experience.

Bradley (1995) states that evaluation is essential for at least two reasons. First, it provides the student with the benefit of mature reflections from the faculty mentor.

Second, evaluation provides for student accountability. He suggests that the following four components should be included in an effective evaluation system: (a) clearly articulated goals and objectives, (b) a way for students to communicate their experiences to the instructor, (c) a measurement technique, and (d) feedback to facilitate student growth. Concerning clearly stated goals and objectives, Bradley states that without them students might have "meaningful experiences" in their service project but they are unlikely to relate these experiences back to the academic content of the course. However, due to the nature of service-learning, it is not always possible or desirable to construct goals and objectives that are quantifiable. Some valuable objectives simply do not lend themselves to quantification.

There are three primary ways for students to communicate their service experiences, according to Bradley (1995). They are group discussion, journal writing, and theory-to-practice papers. Exams may be used to measure content-area learning, but due to the variability of the service experiences they are probably not the most appropriate means for measuring student growth in that area. Group discussion, while very valuable for student growth, does not lend itself well to evaluation, particularly when the instructor is acting in the role of moderator for the discussion. Theory-to practice papers provide a great opportunity for students to connect their service experiences to course content. However, Bradley cautions that the quality of student responses hinges greatly on the choice of question that is presented to the students.

Hesser (1995) identified the following investigations that focused on faculty assessment of student learning outcomes related to service-learning: Hammond (1994)

found that faculty were generally satisfied with the effectiveness of service-learning as a means of (a) presenting content material, (b)enhancing critical thinking and (c) making course content more relevant. Cohen and Kinsey (1994), in a study conducted at Stanford, found that teaching assistants were more likely to rate service-learning courses as superior to non-service-learning courses for student learning (although the students actually reported comparable or lesser outcomes). In Hesser's (1995) own study, focus group and individual interviews were conducted with faculty members from five different geographic regions and types of colleges ($\underline{N}$= 48). Hesser reported that 76% of the participants indicated that service learning contributed to conceptual and course content learning outcomes "extensively" or "very extensively." Hesser stated that faculty who put the most thought and planning into the service-learning component of their course tended to be the most pleased with the outcomes.

In a study conducted at the University of Michigan, Miller (1994) investigated outcomes associated with a linkage between traditional classroom-based psychology courses and participation in a large ongoing community service course. In this study, students were given the choice of either linking the traditional course with a community service course or just taking the traditional course without the service option. Results of the study indicated that students who selected the community service option more highly expected the experience to be helpful to them, were more pleased with their option choice, considered it to have been a more valuable part of the overall course, and believed that it had more positively affected their educational experience and performance than those who did not choose the community service option. However, Miller states that

students who selected the community service option reported no greater perceived gains in self-understanding, awareness of their interests, or information concerning their personal interactions with others than the noncommunity service group. Moreover, there was no difference in final grades between groups and neither group reported any greater enhancement of their general learning of concepts.

In the RAND report on LSAHE cited above (Gray, et al., 1996), each of 10 outcomes related to academic development were positively influenced by participation in service, but the overall effects were somewhat smaller than the civic responsibility outcomes. Hesser (1995) reported that a study conducted by Crim in 1995 involving 506 students at the University of Utah found that 91% of the sample indicated strong support for service-learning "integrating learning into behavior," and 90% disagreed that more could be learned by more time in class instead of service in the community.

Cohen and Kinsey (1994) conducted an investigation on the effects of service-learning with students enrolled in a college communications course ($\underline{N}$= 167). The study involved two treatment groups: experiential service projects ($\underline{n}$= 88), and nonexperiential service projects ($\underline{n}$= 79). Results from a 12-item questionnaire showed that students did not indicate that they learned more about mass communications from completing the project than if they had been given another assignment. However, the experiential group demonstrated a greater appreciation for the projects than did the nonexperiential group.

Markus, Howard, and King (1993) investigated the effects of service on academic achievement in a large undergraduate political science course taught at the University of Michigan. In this study, two of eight sections of the course were randomly designated as

"community service" sections. Students in this treatment group were required to perform 20 hours of service in one of several designated community agencies. The other six sections of the course were considered to be the "control" group. Students in the control group participated in a traditional format that included lectures and discussions of the readings. A total of 89 students participated in this study. Results of the study showed that students in the service-learning group were significantly more likely to report that they had performed up to their potential in the course, that they had learned to apply concepts from the course to new situations, and that they had developed a greater awareness of societal problems than the control group. The authors report that classroom learning and course grades were also positively affected by the service experience. A pre/post survey indicated that the service experience had a positive impact on students' personal values and orientations.

Corbett and Kendall (1999) investigated the effects of service learning on 153 students enrolled in service-learning courses within the Department of Communications at the University of Utah. This study utilized the same service-learning evaluation questionnaire from the Lowell Bennion Community Service Center (hereafter referred to as the Bennion Center) that was used in the present study. Results indicated that 75% of the students either agreed or strongly agreed that the service helped them to understand the basic concepts and theories presented in the courses. Students who had taken a previous service-learning course were more likely than first-time service-learning students to strongly agree or agree that the service helped them to understand the course content. However, most were neutral concerning whether the service increased their

motivation to attend class or study harder. The survey also indicated that the service

experience contributed to greater awareness of community problems and that their service

provided a valuable service to the community. A qualitative component of the study

confirmed these findings.

Eyler and Giles (1999) reported the findings of two national research projects on

the effects of service-learning. The first study involved a survey of over 1,500 students

from 20 colleges and universities. In the second study, 67 students from 7 colleges or

universities were interviewed with a focus on their experiences with reflection in service-

learning. In their investigations, Eyler and Giles looked at the impact of service-learning

program characteristics including, placement quality, application, reflection/writing,

reflection/discussion, diversity, and community voice (service that meets needs identified

by members of the community) on student outcomes. A regression analysis procedure

was used to determine the extent to which these program characteristics were predictors

of the following academic learning outcomes: (a) stereotyping/tolerance, (b) personal

development, (c) interpersonal development, (d) closeness to faculty, (e) citizenship, (f)

learning/understanding and application, (g) problem solving/critical thinking, and (h)

perspective transformation. They found that placement quality was a significant predictor

on most measures of all outcomes. Application was a predictor on all outcomes except

interpersonal development. Written reflection was a predictor on all except for

interpersonal development, and was a mixed predictor for citizenship. Reflective

discussion was a predictor on all outcomes except for stereotyping/tolerance and

interpersonal development. Diversity was a predictor on all outcomes except for

interpersonal development and closeness to faculty, and was mixed on

learning/understanding. Community voice was a predictor on all except for closeness to

faculty, and was a negative predictor on learning/understanding.

Community Impact and Effects on Those Served

Maybach (1996) stated that although students involved in service-learning

programs often engage in projects involving homelessness, poverty, substance abuse, teen

pregnancy, youth violence, and marginalization of individuals with disabilities, few

higher education service-learning courses focus on the investigation of the needs of the

individuals within these groups. Moreover, Maybach contended that despite the

complexity of these issues, students are encouraged to engage in service without a clear

understanding of how the communities are affected by their service. She maintained that

service-learning evaluation should not only focus on the student's and agency's

experience, but also include consider the experiences of all partners in the service.

Maybach recommended that future research should concentrate on interpreting the

service ethic and how it guides the operationalization of service-learning projects.

Written Reflection and Service-Learning

For service-learning courses, the most widely used method for evaluating student

growth is the evaluation of student journals. Ross (1989) defined reflection as a way of

thinking about educational matters that involves the ability to make rational choices and

to assume responsibility for those choices. She identified the following elements of the

reflective process: (a) recognizing an educational dilemma, (b) responding to the

dilemma, (c) framing and reframing the dilemma, (d) experimenting with the dilemma to discover the consequences and implications of different solutions, and (e) evaluating the solution to determine if the consequences are desirable or not. The five elements identified by Ross closely match the five phases of reflection that Dewey (1933) identified: (a) suggestion, (b) intellectualization, (c) hypothesis, (d) reasoning, and (e) testing the hypothesis in action. Bradley (1995) stated that a great deal of insight into the student's thinking can be derived by reading the student's journal and looking for evidence of how the student has reflected on his or her efforts to achieve certain goals.

Instructing students to "reflect" without providing any structure is likely to result in disappointment for the instructor and limited growth for the student. Eyler et al. (1996) concluded that critical reflection is (a) continuous, (b) connected, (c) challenging, and (d) contextualized. Continuous means that the reflection is on-going throughout the experience, and perhaps as a lifelong activity. Connected means that it is connected to the immediate course content as well as across the curriculum. Challenging means that the student is pushed to think in new ways and to question his or her original perceptions. Contextualized means that the reflection is appropriate for the setting and context of the course and that the reflection corresponds in a meaningful way to the experiences and topics on which the student is asked to reflect.

To promote critical reflection, it would be helpful to provide students with a structured means for approaching the reflection. This does not mean that students should be forced into a rigid system of reflection. Reflection is ultimately a very personal endeavor, and student responses are likely to vary a great deal depending on the student's

preferred way of expressing him or her self and skill level in written expression.

However, providing some form of structure will most likely steer the students towards a

higher level of reflection. Welch (1996) proposed a method of structuring reflection

called the ABCs of Reflection. He identified three distinct dimensions of reflection: (a)

affect, (b) behavior, and (c) cognition. Affective reflection refers to the student's

exploration of feelings and emotions related to the experience. Behavior represents

action, and refers to asking students to examine how they have acted in similar situations,

how they might act in the future, and how the student will apply the information or skills

presented in the learning experience. Cognition refers to the student making the

connection between course content and their experiences. The instructor could ask the

students to describe an event that demonstrates a concept learned in class. This

dimension of reflection can provide valuable information to the instructor on how well

the students have learned the concepts covered in the course. To encourage students to

approach reflection in this manner, the instructor should structure reflection questions

which address each dimension and to assign points for each dimension.

To evaluate student reflection, Ross (1995) has adapted a three-level scale based

on a model of the development of reflective judgement that was developed by Kitchener

(1977) and King (1977). Level one represents a basic level of reflection characterized by

a simple view of the world that provides examples of observed behaviors without

providing insight into them, which tends to focus on just one aspect of the situation, and

which uses unsupported personal beliefs instead of hard evidence. Level two represents a

somewhat more sophisticated level of reflection in which observations are more thorough

but may not be placed in a broader context. In level two, the student's critique is usually from a single perspective but legitimate differences in viewpoint may be perceived. Moreover, in level two reflections the student is able to differentiate between unsupported personal beliefs and hard evidence, and demonstrates a beginning ability to interpret evidence. The student who demonstrates level three reflection views things from multiple perspectives, perceives conflicting goals, recognizes that actions must be situationally dependent, makes appropriate judgments based on evidence, and has a reasonable assessment of the importance of the decisions facing clients, and his or her own responsibility.

Wade and Yarbrough (1996) conducted a study to investigate the use of portfolios as a tool for students to reflect on their community service experiences. The study included 212 undergraduate elementary education majors who were in their junior or senior year. Data collection sources included student essays, surveys, and standardized, open-ended interviews. Data analysis consisted of a combination of qualitative and quantitative procedures. Results from the study were mixed. For many students portfolios were conducive to reflective thinking, but some remained confused and frustrated by the experience. Personal ownership of the portfolio was instrumental to student success. The following implications were identified from this study. First, instructors must ensure initial student understanding of the portfolio process, its purpose, and its role for promoting reflection. Second, student ownership of the portfolio should be encouraged. Third, a certain amount of structure must be provided. Fourth, continuous evaluation of the process and student use of portfolios should be done.

CHAPTER III

METHODOLOGY

Design

A mixed-method comparative case study design was used to address the research questions developed for this investigation. Multiple sources of data were collected from undergraduate students enrolled in two sections of a Human Exceptionality course taught at the University of Utah. Students in each section of the course were required to complete a semester-long service-learning project. The first section was designated as the "Unlimited Choice" (UC) service-learning options course, in which the students were required to develop and implement a service project on their own following general criteria provided by the instructors. The second section was designated as the "Limited Choice" (LC) service-learning options course. Students in this section were given a choice between three prearranged service sites by the instructor in which to fulfill the service-learning requirement. Data analysis procedures followed the constant comparative method of analysis suggested by Glaser and Strauss (1967), to identify within-section and across-section patterns and themes related to the research questions for this investigation. Separate narratives describing the service-learning experiences of students in each section were developed.

Rationale for the Design

Service-learning programs, by nature, are people-oriented in that much emphasis is placed on individualizing experiences for participants, therefore; no two individual experiences will be exactly the same. Whitham (1990) maintained that standardized measures, particularly paper and pencil measures that employ a single scale, are not likely to reveal significant individual changes. Qualitative methodologies are increasingly being viewed as a means of adding a "rich" source of data to oftentimes "dry" quantitative data. According to Denzin and Lincoln (1994), qualitative research is multi-method in focus, and involves an interpretative, naturalistic approach to the subject matter. Moreover, it involves the careful collection and use of a variety of empirical materials "that describe routine and problematic moments and meanings in individuals' lives" (p. 2). According to Drew, Hardman, and Hart (1996), qualitative methods are appropriate for designs that attempt to answer questions:

1. requiring natural surroundings;

2. examining unfolding and uncontrolled events;

3. requiring the exploration of reasons for behavior and the ways in which behavior unfolds;

4. needing exploration, explanation, description, and illustration; and when

5. small sample sizes and few global settings exist (p. 162).

Qualitative research focuses on the socially constructed nature of reality. It assumes an intimate relationship between the researcher and the phenomenon being investigated, and the situational constraints that shape inquiry (Denzin & Lincoln, 1994).

Qualitative data are frequently triangulated with quantitative data to assist with the interpretation of both types of data. Triangulation, according to Denzin and Lincoln (1994), refers to an attempt to develop an in-depth understanding of the phenomenon under investigation, although they maintain that objective reality can never truly be captured. Denzin and Lincoln (citing Flick, 1992) stated:

> The combination of multiple methods, empirical materials, perspectives and observers in a single study is best understood, then, as a strategy that adds rigor, breadth, and depth to any investigation. (p. 2)

Whitham (1990) maintained that there are several benefits to using multiple measures in service-learning research. First, she stated that we are often trying to "measure the unmeasurable." For example, how can we really be sure that the service experience resulted in greater motivation to attend class or to study harder? Through the use of multiple sources researchers can at least present a mass of data that may show evidence indicating trends toward a positive (or negative) direction. Second, most service-learning programs are not standardized and instructors have little or no control over the experiences student will have. Things not anticipated or planned by the instructor may occur. The use of multiple measures increases the chance of discovering unexpected outcomes from the service experience. Third, the utilization of multiple measures provides the most complete picture of the program and its effects.

<center>Structure of the Study</center>

Time Frame, Settings, and Participants

This investigation utilized a convenience sampling of University of Utah

undergraduate students enrolled in two sections of the Human Exceptionality course ($n1$

= 14; $n2$ = 17) offered through the Department of Special Education during the Spring

1999 semester. At the beginning of the first class session, students were provided with a

cover letter inviting them to participate in the study and informing them of their rights as

research subjects. Participation in this investigation was strictly voluntary. Students

were informed that participation or nonparticipation would have no effect on their final

grade. Students were also informed that any information provided for use in the

investigation would remain anonymous and be kept confidential, and that all data would

be analyzed after final grades had been posted. Moreover, following Bulmer's (1982)

recommendations, all identities, locations of individuals and places would be concealed

in the published results.

Comparison of Service-Learning Approaches

For the purposes of this investigation, each section of the course provided

participants (students) with different service-learning options. Participants were informed

that an investigation of their service-learning experience was being conducted, but were

not informed about the overall design of the study or the service-learning option provided

to the other section. Both sections of the Human Exceptionality course were officially

sanctioned service-learning courses by the Lowell Bennion Community Service Center at

the University of Utah (hereafter referred to as the Bennion Center). Participants in both

sections were required to perform a minimum of 20 hours of service (1 ½ hours per week)

during the semester. A teaching assistant was provided by the Bennion Center to help

facilitate the service-learning component of the course. The teaching assistant was

selected from a pool of candidates provided by the Bennion Center based on his interest

and experience in working with individuals with disabilities, as well as his prior service-

learning experiences. Each course section was taught by two instructors.

Unlimited Choice service-learning options. Participants in the Unlimited Choice

(UC) service-learning section (n = 14) were required to develop and implement a service-

learning project on their own. During the first class meeting, participants were assigned

to identify and contact an agency or individual of their choice with whom to explore

possible service-learning activities. Participants were then assigned to submit a proposal

to the instructors detailing: (a) who would be involved in the service-learning experience,

(b) the nature of the service to be provided, (c) where the service was to take place, and

(d) when the service would be provided. The instructors of the UC section specified that

the service was to focus on one individual, and service activities were to be performed in

a minimum of three different environments, including school, home, work, or in general

community settings. Approval from the instructors was required prior to implementing

the project.

Limited Choice service-learning options. Participants in the Limited Choice (LC)

section (n = 17) were provided with a choice of three service-learning options that had

been prearranged by the instructors. The three options included (a) a public school

facility for students with severe disabilities; (b) a nonprofit preschool that provides day

care services for children who are potentially at risk of school failure due to factors such

as low socioeconomic status, single parent families, limited access to medical care,

differing cultural backgrounds, and limited English-speaking abilities (see Hardman,

Drew, & Egan, 1999); and (c) a nonprofit center dedicated to providing year-round

recreational opportunities for individuals of all ages and disabilities. Representatives

from each agency made a brief presentation on the first night of class to describe the

purpose of the agency, the populations served by the agency, and the nature of the service

that students would be asked to perform.

Role of the Researcher

As the primary researcher in this study, I must acknowledge that I am an advocate

for the use of service-learning. I have incorporated service-learning into my Human

Exceptionality course since 1997. The primary goal of this investigation was to compare

two different approaches to service-learning in order to determine if there are any specific

advantages or disadvantages to either approach when incorporated into a human

exceptionality course. The decision for which approach to use (LC or UC) was given to

the two instructors of the other course section. They chose the UC approach. Therefore,

my participation involved co-teaching the LC section of the course. I had no preference

or bias toward either approach. During the semester, I participated in several service-

learning-related class discussions that were facilitated by the teaching assistant. As an

instructor, however, I was in a position of authority over the participants in my class. In

an attempt to limit my influence and to promote more natural responses on the part of the participants, all data collection activities were delegated to the teaching assistant.

Counterbalancing

Several counterbalancing steps were implemented to ensure that the quality of teaching was similar across the two comparison groups. The four course instructors met prior to the semester to ensure that the content covered in each section was comparable. The instructors also guest lectured in each others' class. Both sections used the same textbook (Hardman, Drew, & Egan, 1999), heard the same guest speakers, and were served by the same teaching assistant (TA). The TA facilitated class discussions related to the service experience, and provided written feedback on the students' reflective journals.

Data Collection

During the data collection phase of this study, the goal was to obtain sufficient sources and types of data in order to provide multiple images of the participants' service-learning experience. Data sources included: (a) Bennion Center Service-Learning Course Evaluation; (b) students' reflective journals; (c) focus group interview transcripts; and (d) telephone interview transcripts. A summary of the participation for each data source is presented in Table 1.

Table 1

Participation Summary

	Unlimited Choice	Limited Choice
Enrolled in section	14	17
Provided consent for inclusion of journal entries	8	10[1]
Participated in focus group	6	3
Participated in telephone interview	4	5
Completed Bennion Center survey	13	16

Note. Only 9 LC journals were included in this study. One was rejected because the participant did not perform service in one of the designated site options.

Bennion Center Service-Learning Course Evaluation

To evaluate the effectiveness and benefits of the service-learning component of courses, an evaluation survey was developed by the Bennion Center in 1996. The survey consists of 13 Likert-type questions, 1 open-ended question, and 9 demographic questions. For the 13 Likert-type questions, participants are asked to respond to statements using a 5-point scale (SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree). This survey is administered campus-wide to all students who participate in an officially designated service-learning course. For example, during the 1998-99 academic year there were 111 service-learning courses from 16

different colleges offered at the University of Utah.

Corbett and Kendall (1998) conducted Pearson product moment correlations to identify survey items that significantly correlate with two dimensions of learning: course content and citizenship. The dimension of "content" measures student perceptions of the effect of the service-learning experience on items related to (a) understanding of basic course concepts (item #4), (b) becoming more interested in attending class (item #7), and (c) interest in studying harder (item #9). The dimension of "citizenship" measures student perceptions of the effect of the service experience on items related to: (a) sense of personal responsibility towards the community (item #3); (b) awareness of community problems (item #8); and (c) interest in helping to solve community problems (item #10). The entire questionnaire is presented in Appendix A.

Administration. Since the purpose of this instrument is to provide a summative evaluation of the service experience within an existing course, only a posttest was administered. The questionnaire was administered by the TA at the beginning of the next to last class session. The surveys were then returned to the Bennion Center to be tallied. When the tally was completed, a summary of the results was submitted to me.

It must be noted, however, that this instrument is a simple, self-report course evaluation questionnaire that has not undergone rigorous scrutiny to determine its reliability or validity. For this reason, Corbett and Kendall recommend that a thorough qualitative analysis of student reflection papers be conducted to triangulate with data from the questionnaire. Doing so adds strength and richness to the quality of the data obtained from each source. The qualitative methods described below were incorporated

into this investigation to address that recommendation. Qualitative data were collected from the following sources: (a) reflective journals, (b) focus groups, and (c) telephone interviews. The following is a brief description of each source.

<u>Reflective Journals</u>

The evaluation of student reflective journals is one of the most common methods for evaluating student growth in service-learning courses (Ross, 1989). Much insight into the student's thinking can be gained by reading the student's journal and looking for evidence of how the student (a) made links between the experience and the content of the course, and (b) demonstrated awareness of community problems, a sense of personal responsibility toward the community, and an interest in solving community problems. Moreover, reflective journals can provide insight into the students' affective, behavioral, and cognitive reactions to the service experience. Rhoads (1997) maintains that students' reflections provide a context for a narrative that may more fully capture the complexity and multiplicity of their lives.

<u>Procedure</u>. For this investigation, students in each course section were provided with a handout describing the ABCs of Reflection approach to reflection (Welch, 1996). Instruction on how to use the ABC approach was provided by the TA. Students were not required to use the ABC approach, but were often prompted to consider it when journal feedback was provided by the TA. Students were required to turn in their journals at three points during the semester: week 7 (midterm), week 11, and week 14. Students were not graded on the content of their journals, but were awarded a set number of points

for completing the assignment. All feedback was provided by the TA.

Consent. In any type of qualitative investigation, it is essential for the participants

to behave as naturally as possible. Therefore, in order to reduce the chance of a reactive

effect, students were not asked for consent to include their journals in this study until the

end of the semester. However, it is equally important for the researcher to implement

appropriate safeguards to protect the privacy and identity of the research subjects (Punch,

1994). In seeking informed consent, students were provided with the following three

options (see Appendix B) :

> 1. I consent to the inclusion of my written journal reflections as part of
> this investigation with the understanding that all personal identification
> information (e.g., name) will be deleted and that only transcriptions of my
> journal entries will be considered for analysis.

> 2. I consent to the inclusion of my written journal reflections as part of
> this investigation with the understanding that all personal identification
> information (e.g., name) will be deleted and that only transcriptions of my
> journal entries will be considered for analysis. However, I prefer that
> direct quotations from my journal entries not be published.

> 3. I do not consent to the inclusion of my written reflections as part of this
> investigation. However, I do understand that it is a requirement of the
> course to maintain a reflective journal and to submit it for grading
> purposes.

Eight of the 14 UC participants consented to include their journals in this

investigation without restriction. Ten of the 17 LC participants provided consent without

restriction. Once consent was obtained from the participants, the reflective journals were

collected by the TA for final feedback. Photocopies of the journals were made by the TA

with personal identification information blacked out, and were held by the Bennion

Center until the final course grades were posted.

Focus Groups

A focus group is a purposive sampling of a specific target population using face-to-face, in-depth interviewing (Connaway, 1996). Focus groups are often utilized to triangulate data from other research methodologies, including surveys, and have been demonstrated to be effective in clarifying and interpreting results from quantitative studies (Krueger, 1988; Morgan, 1988). Traditionally, focus groups have been used in market research to identify consumer attitudes and preferences (Axelrod, 1975; Greenbaum, 1988; Krueger, 1988; Merton, Fiske, & Kendall, 1990). However, there has been a growing trend to use focus groups in many "nontraditional" areas. For example, focus groups have been employed with service-learning participants to encourage reflection (Schmiede, 1995). Focus groups, according to Morgan (1988), are not only useful for discovering what individuals think, but they excel at uncovering why individuals think as they do.

The following five assumptions were suggested by Lederman (1989) concerning the use of focus group interviews: (a) people are a valuable source of information; (b) people are articulate enough to verbalize their thoughts, feelings, and behaviors; (c) the moderator who "focuses" the interview can assist people in retrieving forgotten information; (d) group dynamics can be used to generate genuine information; and (e) interviewing a group is better than interviewing an individual.

Participant recruitment. During the next-to-last class meeting, students in each section were invited to participate in a focus group interview. Students were informed that participation in the focus groups was voluntary, and that participation or

nonparticipation would have no impact on their final grade. Six of the 14 students in the UC section volunteered for the focus group (all 6 also consented to include their journals in this study). Only 3 of the 17 students in the LC section participated in the focus group (all 3 also consented to include their journals).

Conducting the focus groups. A protocol for the focus group interviews consisting of eight open-ended questions was developed (see Appendix C). The TA and I met prior to the interviews to review the protocol and procedures to be used. The focus group interviews were conducted in the classroom following the last class session, and were moderated by the TA. I chose not to participate in the focus groups because, as an instructor in the LC section, I felt that my presence might create an uncomfortable situation for the participants and cause them to be less candid in their responses. Audiotaping was done to record participants' responses. The audiotapes were held by the Bennion Center until final grades for the semester were posted. After the tapes were released, I produced verbatim transcripts on a word processor.

Telephone Interviews

Due to low participation in the focus groups, follow-up telephone interviews were conducted during the summer by the TA. Individuals who had not participated in the focus groups were contacted and invited to participate in the telephone interview. The same questions from the focus group protocol were asked. Four students from the UC section agreed to participate in the telephone interview, and 5 students from the LC section agreed to participate.

Data Analysis

The use of multiple sources of data provided for the triangulation of analysis across data sources, helping to reduce potential bias and subjectivity on the part of the researcher. The following is a detailed explanation of how the data were analyzed and used to help answer the research questions that were developed for this study.

Bennion Center Service-Learning Course Evaluation

Data obtained from the 13 Likert-type items on the service-learning questionnaire were treated as ordinal data. Following the procedure established by Corbett and Kendall (1999), scores from the two domains (content and citizenship) were reported as percentages of responses. Results from each course section were tabulated, and comparisons between the two sections were made. Demographic information for each section was also obtained through this survey. This survey was administered to all students at the University of Utah who participated in a service-learning course. Data from the campus-wide survey (N= 513) are provided as a context from which to interpret the results from the UC and LC sections.

Qualitative Data Sources

Qualitative data sources were analyzed and interpreted using a constant comparative approach (Glaser & Strauss, 1967). Transcripts were examined for similarities and differences, underlying uniformities in the indicators were identified, and coded categories or concepts were produced. These concepts were compared with other empirical indicators and with each other in order to sharpen concepts. For this

investigation, data from the Bennion Center Service-Learning Course Evaluation were triangulated with qualitative data sources in order to develop a better understanding of the service-learning experiences of the participants in each course section.

A code-and-retrieve process of data management was utilized, in which passages of data were labeled (coded) according to content, thereby providing a means of collecting (retrieving) identically labeled passages. Richards and Richards (1994) maintained that the code-and retrieve method allows for the expression of theories represented by codes and the testing of theories by searching for codes in text and examining the relationships of codes. The Corel Word Perfect word processing program was used extensively in the coding and retrieval process.

Coding matrices. As the coding process became more refined, central categories and themes emerged. From these categories, coding matrices were developed. One goal of this study was to determine the pedagogical effects of the service-learning experience in the areas of course content and citizenship. After repeated readings of the students' reflective journals, two main types of statements about course content and citizenship were identified: (a) explicit and (b) implicit. Explicit statements were those that directly linked the service experience to the course content or citizenship concerns. Implicit statements indirectly made those links. From this observation, a 2 X 2 coding matrix was developed (see Appendix D). One axis identifies the type of statement made (explicit or implicit). The second axis identifies the domain (course content or citizenship). Refer to Appendix D for examples of the different types of statements.

A second area of interest of this study was the effect of the service experience on the three dimensions of learning suggested by Welch (1996) and Corbett and Kendall (1999): affective, behavior, and cognition. Upon repeated readings of the transcripts, I determined that many of the statements made by students that reflected these three dimensions could also be coded according to whom or what the statements were directed towards. This led to the development of a 3 x 3 matrix (see Appendix E). One axis of the matrix reflects the three dimensions of learning, and the second axis identifies the three possible directions (or targets) of the statements: self (student), recipient (individual with exceptionality), and others(family, peers, teachers, etc.). Using this matrix, it was possible to code passages or statements in the transcripts that indicated both the type of statement made (affective, behavior, cognition/content) and whom the statement was directed toward.

Quality Control Issues

In recent years, terms traditionally used to evaluate the rigor of research designs such as reliability, validity, and generalizability have either been rejected outright or replaced with new ones by qualitative researchers. For example, Lincoln and Guba (1985) proposed that trustworthiness, credibility, dependability, transferability, and confirmability be used as criteria for qualitative research. Regardless of the terminology used, it is essential that generally accepted standards of rigor be applied when designing and conducting research. The following procedures were used to increase the quality of this study.

Reliability/Dependability

Dependability is analogous to the concept of reliability in traditional experimental design. External reliability refers to the ability to replicate concepts across and between sites. Since this investigation utilized a comparative case study approach, issues related to external reliability are applicable. Internal reliability refers to the maintenance of objectivity on the part of the observer, and the need for findings produced by the observer to ring true with the participants. According to Flick (1998), procedural dependability is monitored through a process of auditing.

The following procedures, recommended by Drew, Hardman, and Hart (1996) were used to increase the dependability of this study. First, the investigator's status and position were clearly specified. Second, a description of the participants was provided, including recruitment strategies and roles. Third, the settings and time frame of the study were identified. Fourth, a description of the analytic constructs that guided this study were provided. Fifth, data collection and analysis methods were described in detail. Sixth, a tape recorder was used to capture participant responses in the focus group interviews. And, seventh, findings were shared with the other instructors, and interviews with them were conducted to check the accuracy or congruence of the investigator's perceptions.

Validity/Trustworthiness

In qualitative research, the concept of internal validity is often referred to as credibility (Merrick, 1999). The following procedures, proposed by Lincoln and Guba

(1985), were utilized to increase the likelihood that credible findings and interpretations would be achieved:

1. Prolonged engagement. Data were collected throughout the 15-week semester, and additional data were collected during the summer months.

2. Triangulation. Multiple sources of data were collected and analyzed.

3. Peer debriefing. The research process and emerging findings were discussed with several of my peers.

4. Negative case analysis. Developing hypotheses were revised as contradictory evidence was discovered.

5. Referential adequacy. All data were archived, and rechecked with findings following analysis.

6. Member checking. Interpretations of the data were shared with other stakeholders, including the two instructors of the UC section, the co-instructor of the LC section, and the teaching assistant. However, due to the time that elapsed between the collection and analysis of the data, it was not possible to verify my interpretations with the actual participants (students).

The traditional concept of external validity is not generally applicable to qualitative research (Merrick, 1999). Instead, Lincoln and Guba (1985) suggested that the concept of transferability be applied, in which the researcher is responsible for providing a rich description "to enable someone interested in making a transfer to reach a conclusion about whether transfer can be contemplated as a possibility" (p. 316). The general goal for the methods, results, and discussion chapters of this dissertation is to

provide that level of description.

As in traditional research, qualitative researchers must also provide safeguards against common threats to validity (Drew, Hardman, & Hart, 1996). These threats include: (a) history and maturation; (b) setting, participant, or context mortality; (c) researcher effects on behavior and events; and (d) spurious conclusions. Safeguards against history and maturation included keeping accurate records so that history effects would become apparent. Positive relations with participants and appropriate informed consent procedures helped to decrease mortality. Numerous steps, described throughout this chapter, were taken to reduce researcher effects on behavior. Finally, the procedures that were described above, along with the oversight that was provided by my doctoral committee, helped to reduce the chance of producing spurious conclusions.

CHAPTER IV

FINDINGS: UNLIMITED CHOICE SECTION

Introduction

The purpose of this chapter is to address the part of Research Question 1 that

focuses on the experiences of the students who engaged in the Unlimited Choice (UC)

option service-learning projects. The experiences of the participants from the Limited

Choice (LC) section will be addressed in Chapter V.

In the UC section, participants (students) were required to develop and implement

a service-learning project on their own based on the following criteria provided by the

instructors. First, participants were instructed to identify and contact an agency that

serves individuals with exceptionalities, or an individual with whom to engage in a

service-learning experience. Second, participants were required to submit a written

service-learning proposal detailing (a) who would be involved, (b) what service was to be

provided, (c) where the service would take place, and (d) when the service would be

provided. Participants were encouraged to develop service proposals that addressed or

reflected their personal interests. Third, participants were required to perform a minimum

of 1 ½ hours of service per week. Service activities were to be performed in at least three

different environments during the semester, including school, home, work, or in general

community settings. Fourth, participants were instructed to maintain a journal in which

they would reflect on each week's service experiences. Finally, participants were required to plan and implement a transition plan to conclude the service at the end of the semester. Instructor approval was required prior to implementation of each proposal.

To address Research Question 1, data were collected from the following sources: (a) student reflective journals, (b) service-learning course evaluations, (c) focus group interviews, and (d) telephone interviews. Data from these sources were triangulated in order to develop a narrative describing student reactions to the service-learning experience. Research Question 1 addressed the following:

A. Who were the participants in the UC section, and what service activities did they perform?

B. How did the participants from the UC section respond on the Bennion Center Service-Learning Course Evaluation?

C. Did the participants make connections between the service experience and the course content? How?

D. Did the service experience have an effect on participants' perceptions of their citizenship roles/responsibilities? How?

E. How did the participants in the UC section respond to the overall service-learning experience? What were the effects on the affective, behavioral, and cognitive dimensions of learning?

Participants

Demographic data for the UC section are presented in Table 2. Fourteen students

enrolled in this section and participated in this study: 12 females and 2 males. The

average age was 25.5, with a range between 20 to 40. The median age was 23, and the

mode was 22. Eleven of the 14 participants were upper division students (5 juniors, 5

seniors, 1 postbaccalaureate). All reported being employed, working an average of 29.1

hours per week (range of 9 to 40 hours per week). Only 2 reported being married. Four

reported that they had taken a previous service-learning course. The following majors

were identified: communication, family and consumer studies, psychology, early

childhood education, occupational therapy, and sociology.

Description of the Service Experiences

Information about the types of service performed was gleaned from the

participants' journals, and from the focus group and telephone interviews. Eight of the 14

students consented to having their reflective journals examined for this study. Six of the

14 students participated in the focus group interview, and 4 other students participated in

the telephone interviews. Knowledge about the types of service performed is important

for understanding the participants' experiences and their reaction to those experiences.

Participants in the UC section were required to perform 20 hours of service during

the semester (1 ½ hours per week average), and were instructed to focus their service on

one individual with an exceptionality. Participants who engaged in service at an agency

Table 2

Unlimited Choice Section
Participant Profile

Gender:	n	%
Male	2	14
Female	12	86

Age:		
Mean	25.5	
Median	23	
Mode	22	
Range	20 - 40	

Marital Status:	n	%
Married	2	14
Not married	10	72
Unknown	2	14

Employment Status:	n	%
Have job	12	86
Unknown	2	14

Hours worked per week:

Mean	29.1	
Range	9 - 40	

University Class Status:	n	%
Freshman	0	0
Sophomore	2	14
Junior	4	29
Senior	5	36
Postbaccalaureate	1	7
Unknown	2	14

Table 2 continued

University Major:	n	%
Communication	3	21
Family-Consumer Studies	3	21
Psychology	3	21
Early Childhood Education	1	7
Occupational Therapy	1	7
Sociology	1	7
Unknown	2	14

Service-Learning Background:

Had previous service-learning class:

	n	%
Yes	4	29
No	8	57
Unknown	2	14

Engaged in service before taking class:

	n	%
Yes	5	36
No	7	50
Unknown	2	14

Plan to continue service:

	n	%
Yes	10	71
No	1	7
Unknown	3	21

Note. Data compiled from the Bennion Center Service-Learning Course Evaluation.

(e.g., public school) tended to focus on one or two individuals, but one student reported working with multiple individuals in multiple classrooms. The following is a brief description of the service activities of each of the participants in the UC section. Pseudonyms have been used for all participants and service sites in order to maintain confidentiality assurances.

Kate. Kate volunteered at Parkplace Elementary School as an America Reads tutor (a program offered through the Bennion Center). She worked primarily with 4 third grade students in 2-hour blocks 3 mornings per week. She also assisted Mrs. Smith with her third grade class during their reading hour. Kate focused her reflections on one girl, Kathy, who had approached her one day and informed her that she could not read. Kate reflected in her journal:

> I remember observing her in Mrs. Smith's 3rd grade class. She would always smile when she caught my eye, but would often blankly look at Mrs. Smith when given instruction. Then one day when I was conducting a reading session, she walked up to me and whispered that she couldn't read.

Kate brought this matter up with Mrs. Smith, and they determined that it might be beneficial for Kate to spend one-on-one time with Kathy to develop a relationship while also working on improving her reading skills. Kate consulted with the school social worker, Betty, who had been working with the family on a regular basis. Kate was told that Kathy was considered a student at risk. Kathy was being raised by an aunt and uncle in what the social worker described as "a somewhat undesirable setting." In one of her first journal entries, Kate reflected,

I hope that through this, I can help Kathy develop a love for reading and a confidence in her ability in spite of the challenges she faces in her home environment. I am determined to be a positive factor in Kathy's life and to help her believe in herself and in what she is capable of doing and being!

Anne. Anne chose to do her service-learning project at Hilltop Elementary School working with Nancy, a special education teacher for students with moderate to severe disabilities. On the first day of the service, Nancy said that she had better explain to Anne what she was about to experience concerning the different types of disabilities the students had. One 6-year old girl had been beaten and sexually molested on a daily basis up to age four by her parents who had mental retardation. The girl now has very little brain function left. Another girl had been born about 5 months premature and her body had not developed normally. She could not see, hear, talk, walk, and was totally dependent on others to meet her needs. One girl was a victim of shaken baby syndrome, and had slurred speech. One boy had Angelman syndrome, a chromosomal disorder that produces symptoms including a large mouth with widely spaced teeth, an abnormal projection of the jaw, lack of motor coordination, absence of speech, and mental retardation (Baroff, 1999). Several other boys had autism. Anne was glad that Nancy had taken the time to prepare her for what she was about to experience, but in her journal, she reflected,

It made me very upset to think that most of these children would have been totally normal had they not been victims of these horrible incidents. It is hard to enter a classroom with the knowledge of what these kids have been through, but I think that I probably have something positive to contribute to them as well, but I do know that these children will be able to teach me far more than I will ever be able to teach them. It's interesting, you can go through life feeling like things just happen to you for no reason, or you can take everything you encounter as a positive lesson.

Anne worked with several children in Nancy's class, but spent much time working with two boys with autism, David and Tyler. David was a third grade student whom Anne described as being totally included (i.e., he receives services in the same environment as his nondisabled peers). Anne reported that David was seemingly fine cognitively, but almost completely nonverbal, which made it difficult for him to make friends. Tyler was a kindergartner who was also fully integrated, but was having a very hard time adjusting to the regular classroom. In her journal, Anne stated,

> Tyler seems to have a very hard time concentrating if anything changes in his daily schedule, and it is obvious that for a kindergarten classroom the routine changes everyday. Tyler becomes frustrated and seems very anxious when other kids start to change the activity they are working on.

Jim. Jim conducted his service project in a gifted and talented classroom at Hilltop Elementary. Jim worked with several students in the class, but chose to focus his attention on one third grade student named Cody. Jim described Cody as being very quiet and unresponsive to attention. Cody's teacher concurred with that description and observed that Cody does not respond to attention like her other students do. Jim reflected,

> This was difficult for me at first, but I have found that I just need to tell myself to keep trying to understand him. Even though it would be a lot easier to work with someone else in his class.

Before initiating his service project, Jim met with Cody and his parents to explain what he wanted to do, and why. Jim admitted to feeling a little uneasy at first because he did not want Cody or his parents to feel like he was using them for some sort of experiment. After explaining this to them, he felt a lot more comfortable and was able to

get to know them all a little better. However, Jim also struggled with his own

preconceptions. After his first day of service, Jim reflected,

> I was warned that I wouldn't have anything in common with him, but
> found I was wrong. I still don't know how to behave around him, but I
> have been able to establish some common ground like playing basketball
> and the Sony Playstation.

> Caroline. Caroline started her service project working with Amber, a

kindergarten student with Down syndrome. Amber participated in a regular kindergarten

class during the morning, and went to her special education class in the afternoon.

Caroline reported that Amber has a cute personality, but since she was still nonverbal, it

was difficult to communicate with her. Caroline observed that Amber communicated

with a little with sign language, and that she could say yes and no.

After the first month of the semester, however, Caroline and her husband needed

to move to a new city. This made it impractical for her to continue working with Amber.

Caroline was able to initiate a new service project working with Amy, a high school

student with a hearing impairment. Caroline described Amy as

> a cheerful 15 year old who has a severe hearing loss. She is attending
> Aspenwood High School where she goes to the school for the deaf part of
> the day and is mainstreamed for the rest of the day. Amy said that she
> likes her mainstream classes the best.

However, Caroline also stated that Amy was having some difficulties adjusting to

her new school. Caroline observed that,

> Amy is having a hard time right now. I think this is partly due to her
> anger, and partly due to the fact that Amy has attended a private school for
> children with disabilities up until this year.

Since Caroline also has a hearing impairment, and knew Amy prior to this project,

she was able to establish a rapport almost immediately. In her journal, Caroline wrote:

> I think she has made an attachment with me because I am like her in the
> respect that I have a hearing loss. Whenever I would see her, her mother
> would say 'she wears a hearing aid too.' Amy did not believe that I had a
> hearing aid until I showed her.

Tori. For her service project, Tori chose to engage in some community-based

activities with her aunt Vicky, an adult with Down syndrome. Vicky lives at home with

her mother. Tori reported that Vicky has had her own room her whole life, and is used to

having her mother accommodate her needs. However, Tori believes that

> Vicky would benefit from spending time with peers that do not have a
> disability. She could develop her communication skills and her social
> skills. Vicky does well when she is at family activities. She stays in the
> same room when there are family gatherings, but she does not participate
> in the conversation. If she had more chances to get to know other people
> and interact with them she might gain more confidence in her social
> ability.

Some of the community-based activities in which Tori and Vicky participated

include swimming at a public pool, shopping at a local mall, grocery shopping, and going

to church. Tori observed that,

> Vicky has a little more opportunity than some people with disabilities to
> contribute to the community. She has her family and she attends church
> regularly. Also, my aunt Jean is really good about taking Vicky out on
> outings and she also takes Vicky on trips.

Susan. Susan worked with Bob, an 18-year old man with profound mental

retardation. Bob is nonambulatory and has mobility with a wheelchair. Susan reported

that he has both a power chair that he drives on his own and a manual chair for which he

needs assistance from others to get around. Bob lives in a group home and has five

roommates who are also in wheelchairs and who are labeled medically fragile. Bob is

the only person living at the group home who can speak. In describing Bob, Susan wrote:

> He enjoys loud music. Some of his favorite bands are Alice in Chains,
> Rob Zombie, Jane's Addiction, and Creed. Bob also has a fondness of
> fans [cooling machines]. He loves to listen to them and talk about them.
> He also enjoys going for rides in trucks. Bob likes to listen to the sound of
> a motor. Another favorite thing to do is listen to the dishwasher. These
> are the things Bob would like you to know about him.

Similar to the activities that Tori engaged in with her aunt Vicky, Susan also

focused much of her service project on exposing Bob to several age-appropriate

community-based activities. These activities often involved eating out at fast food

restaurants and attending community events, such as an arts festival and a backyard

barbeque. Reflecting about Bob, Susan wrote in her journal,

> He has been labeled much worse off than he really is. He lives in a place
> for medically fragile individuals. Something that he is not. It is hard for
> him to make friends because his group home is very stigmatizing and his
> speech is hard to understand and limited. Most people don't take the time
> to listen and try to understand what he is expressing, in my opinion. Thus
> Bob's friends are staff. This makes it hard for him to understand why
> people leave.

Elaine. For her service project, Elaine worked with Darrell, a high-functioning 6-

year old boy with autism. Elaine stated that she had known Darrell for about a year, and

became interested in working with him because,

> I met his mother a little over a year ago in my chemistry class. I am
> studying to become an occupational therapist, and so when I found out that
> she had an autistic son that was actually receiving occupational therapy, I
> was very interested in meeting him. However, over the past year I only
> observed him in therapy a few times, and when I would come over to visit
> with him and his mother. So, this service learning has really given me the
> opportunity to spend more time with him.

Elaine engaged in a variety of home-based and community-based activities with

Darrell. At home, she engaged in play activities with Darrell, read stories to him, and

observed his interactions with his younger brother and his mother. Community-based

activities included eating at fast food restaurants, bowling, and going to the zoo. Elaine

also learned much about Darrell's school experiences through conversations with his

mother. In describing Darrell, Elaine wrote:

> His speech is difficult to understand because he likes to talk through his
> nose! I think that is part of the autism, because when he is prompted he is
> able to speak clearly. When I asked him what he did at school, I would
> have to say 'did you paint?' And he would say 'yes.' I don't think that he
> can express himself really well about what he does, wants, or needs, or he
> just doesn't know how. I can tell that Darrell has a hard time with
> communicating his desires from what I have observed at home and with
> this service learning.

April. April chose to do her service experience with her older brother, Keith, a

28-year old man with mental retardation. April decided to work with her brother because

he had recently made the transition from living at home to living in an intermediate care

facility for individuals with mental retardation (ICFMR). April stated,

> I also see it as an opportunity to understand him better through the
> knowledge I gain in this course. I already look at things differently and I
> find myself trying to understand why he behaves certain ways; if it's
> because of the way he's been raised, or if it's just his personality. I also
> think it will be good for him to be able to get out more.

April and Keith engaged in a variety of community-based activities, such as

bowling, eating out, going to movies, shopping, and participating in family activities. In

describing Keith, April wrote:

> He prefers not being in crowds or with a lot of people. He has always
> been this way, and I have never known why. Now, I think it may have

been from his educational environment. If they ever went anywhere in
school it was a big group of all students with disabilities and then a few
teachers and helpers. So, he never really had to deal too much with people
without disabilities except for his family and friends. We would always
take him wherever we went, but school was such a big part of his life and I
can see it had a huge impact. But, I also think that his dislike of crowds
may be part of his personality and he'd be like that whether he had mental
retardation or not.

Two students did not submit their journals for review, but did participate in the

telephone interview. The following is a description of their service experiences.

Jane. Jane chose to engage in service with Sally, a young girl with whom she had

worked the previous summer. Jane described Sally as having "autism, ADHD, and a lot

of other problems." Sally also lived in a group home. One of the main reasons Jane

provided for wanting to continue working with Sally was that,

I decided that I would get to know her better because she scared me when I
worked with her because she was so out of control.

In describing Sally, Jane wrote,

She loves to have people around who care about her. It makes her happy.
Having me around also means that there is somebody around who can help
her get the things she needs, even though she can't always communicate
what she wants. It also helped the group home, because they are so short-
staffed that they can't provide the attention she needs. She got to go out in
the community and do stuff with me, which makes her life better.

Jane also stated that her service was important because,

She needs to have people who care about her, since the people who work
with her come and go so much.

Donna. For her service project, Donna chose to work with Brittney, a 3-year old

girl from her neighborhood. Brittney's parents were unsure what her disability was, but

Donna reported that she exhibited extreme hyperactivity. Most of Donna's service was

conducted in Brittney's home, and included providing respite care for the parents. Donna wrote,

> Her parents were happy to have someone around who could spend time with her. She is so wild! They were having a hard time with her, since she was always into everything and couldn't be left alone. So they got to do other stuff besides always having to watch her. I would like to think that she liked having me around, too, as a friend.

Relationship Between Service-Learning and Learning Outcomes

Part of this investigation focused on the effects of the service-learning experience on the two domains of learning identified by Corbett and Kendall (1998): course content and citizenship. Data were collected from the Bennion Center's service-learning course evaluation survey to determine student perceptions of the effect of the service experience on learning outcomes related to course content and citizenship. Data from students' reflective journals, focus group interviews, and telephone interviews were triangulated with the survey data to gain a better understanding of these relationships. The following is a summary of the results from the Bennion Center's service-learning evaluation survey.

Service-Learning Course Evaluation

This survey was administered campus-wide to all students who participated in an officially designated service-learning course. The questionnaire consists of 13 Likert-type questions in which participants respond to statements using a five-point scale (SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree). There is also one open-ended question, and nine demographic questions. Thirteen of the 14 students from the UC section completed the survey (see Table 3).

Table 3
Bennion Center Service-Learning Course Evaluation
Unlimited Choice Section

Survey item	strongly agree	agree	neutral	disagree	strongly disagree
	% (N)				
1. The service I did in this class provided a needed service to individuals, organizations, schools, or other entities in the community.	15.4 (2)	69.2 (9)	7.5 (1)		
2. Structured activities in the class provided me with a way to analyze issues about citizenship, social responsibility, or personal responsibility im my community.	69.2 (9)	30.8 (4)			
3. I developed a greater sense of personal responsibility towards my community in this course.	38.5 (5)	46.2 (6)	15.4 (2)		
4. This service helped me understand the basic concepts and theories of the subject.	69.2 (9)	30.8 (4)			
5. This course contributed to my ability to get involved with community organizations on my own.	23 (3)	46.2 (6)	30.8 (4)		
6. I would have learned more from this class if there had been more time spent in the classroom instead of doing service to the community.	7.5 (1)	30.8 (4)	38.5 (5)	23 (3)	
7. The service activities I performed in this class made me more interested in attending class.	38.5 (5)	46.2 (6)	15.4 (2)		

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Table 3 continued

Survey item	strongly agree	agree	neutral	disagree	strongly disagree
	% (N)				
8. This class helped me become more aware of community problems.	61.5 (8)	38.5 (5)			
9. The service activities I performed in this class made me more interested in studying harder.	15.4 (2)	61.5 (8)	23 (3)		
10. This class helped me become more interested in helping to solve community problems.	38.5 (5)	61.5 (8)			
11. The course helped me bring the lessons I learned in the community back into the classroom.	46.2 (6)	46.2 (6)	7.5 (1)		
12. The course helped me understand the experience I had as a volunteer.	61.5 (8)	30.8 (4)	7.5 (1)		
13. Through the course I had the opportunity to share the experiences I had and the lessons I learned in the community with other students.	46.2 (6)	53.8 (7)			

Corbett and Kendall (1999) utilized this questionnaire to measure the effects of service on two dimensions of student learning: content and citizenship. From the 13 Likert-type questions, they identified three items that measure the domain of "content" (items #4, 7, and 9), and three items that measure the domain of "citizenship" (items #3, 8, and 10). An additional question asks students to rate the value of their service. Corbett and Kendall found that all of the survey questions were highly correlated within their respective dimensions.

Domain of content. An overwhelming percentage (87%) of participants in the UC section responded positively ("strongly agree" or "agree") to the three survey items measuring the dimension of "content" (see Table 4). On item #4, (helped me understand basic concepts), 100% of the participants responded positively. On item #7 (interest in attending class), 85% responded positively. On item #9 (interest in studying harder), 77% of the participants responded positively.

These positive results were reaffirmed by participants' responses in the focus group (FG) and telephone interviews (TI). Participants were asked: "Did your participation in the service-learning component enhance your understanding of the course material? Why do you feel this way?" Eight of the nine respondents were very positive about the value of the service experience to their understanding of the course content. The following quotes help to illustrate their perceptions:

> (TI): Yes! I could see a lot of the things we talked about in class. It wasn't just that I could see what autism looks like, but I could really understand what life was like for her. When we would discuss class material, I could almost always find something that related to her life.

Table 4

Relationship of the Service-Learning Experience to
Learning Outcomes: Course Content
Unlimited Choice Section

Survey item	strongly agree	agree	neutral	disagree	strongly disagree
	% (N)				
This service helped me understand the basic concepts and theories of the subject.	69.2 (9)	30.8 (4)			
The service activities I performed in this class made me more interested in attending class.	38.5 (5)	46.2 (6)	15.4 (2)		
The service activities I performed in this class made me more interested in studying harder.	15.4 (2)	61.5 (8)	23 (3)		

(TI): I was glad that I did the service with the class. It was a very rewarding experience and it gave me examples I could relate to and use when I was studying for tests. It was like I was seeing some of the things from the book in real life. It meant a lot more.

(FG--Female voice): Yeah, definitely, because I would either read it in a book or they would tell us in class and I would think about that and remember it for when I went out with my brother or even with other people in the community or other people that he lived with, it was really helpful.

(FG--Female voice): For me I think it was probably the most valuable thing that I got from the class. Just reading about it doesn't even begin to explain what it's like to see the things being applied in every day life and how difficult they actually are as opposed to just reading that it might be difficult or it could be hard. Actually seeing what all that looks like in real life I think was the best thing that I'll take away from the class.

Only one respondent was hesitant to give a full endorsement of the service experience as it related to understanding the course content. This student stated,

(TI) I had a hard time, sometimes. Because he was "super-intelligent" instead of (lower functioning), a lot of the material didn't always relate. I was glad that we discussed the service every week, because that helped me. I could compare my experience and try to see what I should be learning from it.

After repeated readings of the students' journals, two main types of statements about course content were identified: explicit statements and implicit statements. A 2 x 2 coding matrix was utilized to facilitate the analysis of the journal entries (see Appendix D).

Explicit statements were fairly easy to identify because they directly linked the service experience to the course content. Six of the eight students who submitted their journal for this study made at least one explicit statement that linked the service experience to their understanding of the course content. For example, one student wrote,

As we swam, I thought about the things we've been studying in class. The lecture on mental retardation was educational. While I acknowledge that Vicky does fit some of the characteristics of someone with mental retardation, she is very advanced in many other areas.

Several other journal entries made a link between the descriptions of the different

disabilities that are described in the course textbook and the characteristics of the service

recipient. For example, after working with Kathy for a few weeks, Kate wrote,

> As I observed Kathy's blank looks and inability to read, my first
> assumption was that she had a learning disability. But as I met with her,
> she didn't appear to have characteristics that would qualify her as having
> learning disabilities. I was impressed with a paragraph in our text in
> chapter # 1 titled, Students at Risk but Not Disabled. The paragraph
> stated, 'a growing number of children in schools do not necessarily meet
> the definitions of disability but are at considerable risk for academic and
> social failure.' I was appreciative of this insight.

A few students reflected on specific educational practices that were covered in

class, and how those practices might benefit the service recipient. For example, Jim

wrote,

> After these last two classes I've learned something that might help Cody
> open up more. The cooperative learning is something that I would
> implement in Cody's class if I were in charge. Even though Cody
> communicates a little better to his peers than adults, these methods in the
> cooperative learning would help him a great deal.

Students also reflected on how specific concepts that were covered in class

applied to the individual with whom they were providing service. Concerning

inclusionary education, Jim reflected,

> In class we have been dealing with people who have a disability of some
> kind or another, whether it be hearing, sight, or physical. Seeing Cody in
> this setting with the gifted and talented students all in one classroom
> where that is where they spend all their time makes me wonder if that's
> contradicting the whole idea of inclusion.

By far, students made several more implicit statements related to course content than explicit statements. With implicit statements, students demonstrated their understanding of the course content in their written reflections through the use of specific terms and concepts covered in class. Rather than "explicitly" stating that the information came from a course-related source (e.g., textbook, lecture), students "implicitly" demonstrated their understanding of specific concepts by reflecting on them in their journals.

For example, each participant provided descriptive information about the individual(s) with whom they were providing service. These descriptions included the name (or label) of the exceptionality, and specific characteristics of the exceptionality. In describing Bob, Susan wrote, "He is eighteen and has profound mental retardation. He is non-ambulatory and has mobility with a wheelchair." Anne described one of the students she observed as,

> a little boy who had Angel's [Angelman's] syndrome, which is a relatively
> new disorder that is much like Autism with slight differences, such as
> walking on the very tips of the toes all the time and holding the arms out
> almost as if they were being held by marionette strings, or like angel
> wings.

A concept that is covered early in the course is the "self-fulfilling prophecy" phenomenon of becoming what you are labeled. Reflecting about her service partner, Bob, Susan wrote,

> Bob is remarkable because he hasn't become a self-fulfilling prophesy.
> He doesn't act worse off because people label him as medically fragile.

Through her reflection, Susan made a link between her service experience and a concept covered in class. Other examples include students' reflections on particular educational practices, teaching styles, behavior management strategies, and home-school relationships. Several participants made observations concerning the extent to which students with disabilities were integrated with nondisabled students, and how beneficial that was for the student. Overall, the data suggest that the service experience did enhance the participants' understanding of the course content.

Domain of citizenship. Citizenship has been defined as the level of an individual's adjustment, responsibility, or contributions to his or her community (Bonar et al., 1996). Participant responses in this domain were even more positive than for the domain of course content. On item #3 (sense of personal responsibility), 85% of the participants responded positively. One hundred percent of the participants responded positively to items #8 (more aware of community problems) and #10 (more interested in solving community problems). A summary of the UC section responses for the domain of citizenship is presented in Table 5.

Data from the focus group and telephone interviews, and from the students' journals were triangulated with the survey data in order to gain a better understanding of how the service experience affected the participants' perceptions of their role as citizens. Three major themes emerged from these data that suggest a relationship with the citizenship-related items on the survey. The first theme addresses the survey item concerning "greater sense of personal responsibility towards my community." This theme centers on participants challenging their prior assumptions and personal biases

Table 5

Relationship of the Service-Learning Experience to
Learning Outcomes: Citizenship
Unlimited Choice Section

Survey item	strongly agree	agree	neutral	disagree	strongly disagree
	% (N)				
I developed a greater sense of personal responsibility towards my community in this course.	38.5 (5)	46.2 (6)	15.4 (2)		
This class helped me become more aware of community problems.	61.5 (8)	38.5 (5)			
This class helped me become more interested in helping to solve community problems.	38.5 (5)	61.5 (8)			

towards individuals with exceptionalities, and understanding their responsibility for addressing community problems. The second theme, closely related to the first, addresses the survey item concerning "awareness of community problems." In this theme, participants demonstrated an awareness of the limitations that are placed on individuals with exceptionalities by society. The third major citizenship-related theme centers on the survey item concerning "interest in helping to solve community problems." Participants' reflections and interview statements about wanting to make a difference in the service recipient's life indicate their interest in helping to solve community problems, at least on an individual basis.

Challenging prior assumptions. A recurring theme in the Human Exceptionality course is the practice of labeling individuals with exceptionalities and the effect these labels have on others' perceptions of these individuals. Each participant in the UC section, to varying degrees, reflected on their own biases, and how those biases had changed over the time of their service experience. Early in his service experience, Jim wrote:

> I've found that I've already stamped this label on Cody being that he is a
> gifted and talented student. That label is that of a book worm and good
> study habits.

However, about 2 months into the service, Jim observed,

> Once again, Cody impressed me with how well he could play volleyball.
> Once again, he showed me that there is another side to him. That shows
> me how I have set limits for him and others with what I think I know
> about them. Just because I've met one person who is super smart but can't
> play sports doesn't mean that they're all like that.

Similarly, Kate reflected,

> Since our class discussion, I have pondered about "assumptions."
> Assumptions can often cause us to pass fallacious judgment and make
> invalid conclusions. If a child is dirty, we may quickly pass a judgment of
> neglect. If they are overly affectionate or defiant, we may decide that there
> is abuse. Conversely, when a person acts, looks or speaks different from
> the norm, we may conclude s/he is mentally retarded or handicapped in
> some way. . . . This class, coupled with my work with Kathy, has helped
> me to realize that we need to be careful in making assumptions and
> inferences. We need to take the time to listen and interact with a person
> before passing judgment. We need to allow time to know their heart and
> their dreams, to know them for who they really are!

Participants often expressed surprise at how the recipient or other individuals with

exceptionalities are "just like everyone else." For example, Caroline reflected,

> Amy seems to be going through teen phases just as a teen would who
> didn't have a disability. Many people expect that individuals with
> disabilities are different from those who don't. I will admit that I thought
> Amy would be different from other teenagers. When you take the time to
> get to know someone with a disability, you realize that they are just like
> everyone else. I can't believe that even I tend to look over the person
> inside [for] people with disabilities when I have one myself. I don't think
> that people look over the person inside on purpose. It is human nature to
> judge people from the outside. It takes connecting with someone who has
> a disability to realize that they have great strengths.

Participants where asked in the focus group interview: "what have you learned

about yourself or others (specifically, individuals with disabilities) since becoming

involved in the service-learning component of this course?" One female participant

responded:

> I think for me is just more not to judge people and not to label just by a
> physical [characteristic] or an idea of what you have about and what you
> think that person will be like, and so I think that's the biggest thing, just to
> not judge and label by what you hear and [by] the appearance of another
> person.

Responding to the same question, a male participant stated:

> I think I learned not to make judgments on a person's abilities. I knew an
> employee who I worked with for a few years and I don't think I had a
> whole lot of expectations for his progression and I guess, in retrospect,
> that was probably a bit narrow-minded of me. Working with him and
> being around [the service recipient] so much with the service-learning, I
> think it really opened up my mind to how big of a difference a good
> quality education can make.

Awareness of societal biases. As participants acknowledged and challenged their

own biases and assumptions, they also began to examine the effect of biases and

assumptions held by society in general, and the limitations that are imposed on

individuals with exceptionalities, particularly those with disabilities. Reflecting on a visit

to a nationally recognized fast-food franchise, Susan wrote:

> Overall, I think it is the community that discourages Bob's opportunities.
> An example of this is when we finished eating. I threw our trash away and
> then realized that there is no way to fit through the tables with a
> wheelchair. They are so close together and there is no main aisle through.
> Bob and I had to go up to the counter where you order and ask everyone to
> step out of the way. A man had to even move a sign for us to fit through.
> [The franchise] had certainly violated the ADA law. I didn't say anything
> because I didn't want to make a scene in front of Bob who is already
> stigmatized, and trying so hard to fit in. Our community needs to take
> action and accept people for who they are. So many times have I seen this
> happen to people who have wheelchairs. It makes me angry to see how
> our world really is.

Not all community experience were negative for this service recipient, however.

Describing another visit to a different fast-food franchise, Susan reported,

> [The restaurant] was great. Bob loved that it was so crowded. Lot's of
> noise. Everyone was really great about accommodating us. The people
> dining next to us even moved their table so we could get out. It was a
> good activity because it was appropriate to Bob's age. It is what a
> teenager would do.

Participants who did their service projects in schools made observations about how the educational system sometimes places limitations on exceptional students. In her reflections on the educational practices at her school, Anne wrote,

> It seems interesting to me that most of the people I have observed that deal with these children with special needs focus almost completely on their disability instead of their ability. The instructor that I have worked with the most will say things in the presence of the child about disability and then go on to label the child's disability. I think that these children understand they are being treated differently and classified because of their disability.

Participants also commented on how some teachers related to the parents of the recipient. Writing about her conversation with Darrell's mother about his school experience, Elaine wrote:

> She said that his teacher 'sucks.' She won't listen to Anna and won't accommodate Darrell if he needs special attention. When I asked why, she said that the teacher said she doesn't have time. . . . Teachers in the school system don't listen to parents. They think they know everything. The teacher has also hung up on Anna, and called her a difficult parent. When Anna was telling me these stories about this certain teacher I could not believe it.

However, participants also recognized that many educators have made great strides in integrating students with disabilities with their nondisabled peers. In a continuation of her reflection above, Anne acknowledged that,

> the instructors have had a number of children who came to them with the expectation that they would never be able to function in a school setting, and now are integrated in regular classrooms. I could only hope that all exceptional kids would have at least a chance to participate in a regular classroom.

Making a difference in the service recipient's life. An underlying assumption of service learning is the emphasis on praxis, the combination of action and reflection to

address a social problem. Participants in the UC section typically demonstrated their interest in solving community problems by focusing on the problems of the service recipient. In most cases, the first step was to define the problem, then identify and implement a reasonable intervention. For example, reflecting about Keith, her adult brother with mental retardation, April wrote:

> I never really thought about it, but all his life he's had other people answering for him. It's not because he can't, but he is usually hesitant and others don't want to wait for him, so they just answer. I believe that in order for him to gain more independence, we need to give him more time to answer for himself and he will. This is a small thing, but it will make a big difference because it will lead to more independence in different ways. So, I will make an effort to always let him answer.

Several participants reflected on the isolation and lack of peer interaction that many individuals with disabilities experience. To address this problem, some of the participants' service activities were designed to create or promote opportunities for social interaction. For example, Susan wrote about having a party for Bob, who lives in a group home and uses a wheelchair:

> I helped him send out invitations to all of his friends, and he had a BBQ in his backyard. He was so excited. We had balloons, music and food. It was a very big social event for Bob. He invited friends from school and staff that don't work with him anymore. It was nice for Bob to get some real peer interaction. There were a lot of friends from school who came. It was nice for both Bob and the others to do something 'normal' as their non-disabled peers would do. Bob's roommates also loved having the BBQ. It was a success.

In another example, Anne helped two students with autism participate in a school play. Reflecting on the experience, she wrote:

> For most of the time that I was at the school today I was able help Tyler and his classmates prepare for a school play, Billy Goats Gruff, that they

were presenting to the school. Tyler and one other classmate are the only exceptional students that participated in the play. I was glad that they let Tyler participate even though he has had a hard time adjusting to his new classroom. I had so much fun helping the kids get into their costumes and practice their lines. After everyone was in costume and ready the other [students] filtered into the auditorium. The children in the play seemed very nervous at first, everything went smooth and the play was a success. This has been one of the most valuable things that I have done since coming to the school.

Participants sometimes demonstrated citizenship through their actions. A good example of this is a gesture that Kate made towards Kathy, an elementary student with reading difficulties. Kate wrote:

Today, Kathy told me that she couldn't read and that she was dumb. I asked her who told her that. She said that a friend did. I reassured her that she wasn't dumb and that I was going to help her learn to read. We talked about what she wanted to be someday and wrote it in our "Kathy" book. She wants to be a veterinarian. I told her that she could be whatever she wants to be and that one day, by working hard in school, she will reach her dream. . . . I gave Kathy three books today. You would have thought I had given her the world! She was thrilled. She has the desire and determination to overcome her challenges, and I know that she will!

Learning Dimensions: Affective, Behavior, and Cognition

In addition to examining the outcomes of the service experience in relation to the two broad domains of learning, content and citizenship, Welch (1999) suggested that service-learning should also provide opportunities for students to explore the affective, behavioral, and cognitive aspects of the experience. Following Corbett and Kendall's (1998) recommendation, this investigation examined the effects of the service experience on the affective, behavioral, and cognitive dimensions of learning. In the analysis of the students' reflective journals, statements that addressed the affective, behavioral, or

cognitive dimensions of learning were identified. Moreover, the direction of the statements (i.e., who or what the statements were directed towards) was also determined. In general, most statements were directed at either the self (i.e., participant), the service recipient, or others (e.g., teachers, general public). The following examples illustrate how the service-learning experience affected students' affective, behavioral, and cognitive dimensions of learning.

Affective Dimension

The affective dimension of learning refers to students' awareness of and response to the feelings, emotions, and attitudes they encountered during the service-learning experience (Welch, 1999). Welch (1999) suggested that it is even more important that students examine why they feel what they do. The following examples illustrate the participants' affective reflections on the service-learning experience related to self, the recipient, and others.

Affective - self. In affective statements directed at the self, participants acknowledged and critically examined their own feelings, emotions, and reactions to the service experience. In general, participants who engaged in service activities with individuals already known to them seem to have had less initial anxiety than those who worked with individuals unfamiliar to them. For example, after her first day of service working with and observing students with severe and multiple disabilities, Anne reflected in her journal,

My first day of service learning was not what I expected to say the least. . .
It was interesting that at the end of the day I had a feeling that I did not

expect to leave with, I was very sad. It was hard to be in a class with kids that more than likely in ten years will probably be in a hospital setting, whether it be for health reasons or behavioral reasons, none of these kids stand a very good chance of progressing. I left that day with a very hopeless feeling. If anything that I got out of that class is that I don't know if that is my place, as far as helping these kids. . . . I went and spent one day with these kids and had nightmares and images of them when I went to bed that night.

The following week, Anne was still apprehensive about her service setting. She wrote,

Today was my second day at Hilltop Elementary and honestly I was a little bit nervous while I was driving to the school. I kept getting images in my head of the children that I had worked with the week before.

However, by the end of the day, Anne's anxieties seem to have lessened. She reflected in her journal,

This trip to Hilltop was extremely beneficial for me, in that I now can see the improvement an exceptional child can make by being integrated with a regular classroom.

Another source of anxiety for the participants who worked with individuals who were unfamiliar to them was the issue of acceptance. This was particularly a concern for Jim and Susan. Jim reflected,

During these service learning experiences I have found it very difficult to communicate with Cody. Yet, I'm able to communicate easily with almost every other student in the class. . . . This was difficult for me at first, but I have found that I just need to tell myself to keep trying to understand him. Even though it would be a lot easier to work with someone else in his class.

Susan also had somewhat of a difficult experience at the beginning of her service project because she was replacing another care provider who was already familiar to the recipient (Bob). This was upsetting to Bob, also, because he was comfortable with the

prior care provider and the routines that they had established. Susan reported that Bob

got very upset during their first service experience when they got lost on the way to Bob's

doctor appointment. Reflecting on the experience, Susan wrote,

> I was disappointed because Bob had such a hard time dealing with me
> being there instead of Alice. I also felt bad because he got so upset. I'm
> sure he was upset because he knew where the place was and he didn't
> know how to tell me. Being able to express himself is very hard for Bob.

For Caroline, the service experience prompted her to reflect on her own disability

and the impact it has had on her life. In her journal, she reflected,

> I still think that my self esteem is rather low because of my hearing loss.
> Sometimes I find myself being afraid to communicate with other people
> for the fear of not being able to hear them . . . . I have moderate hearing
> loss. The speech therapist used to come to take me out of my regular
> classroom. I felt embarrassed to have to leave. It would make my mom
> mad that they pulled me out because I had no speech problems . . . . As I
> look back on my elementary and middle school years, I realize just how
> supportive my parents were of me. I always understood that help was
> available if I felt I needed it. However, I was too shy and self conscious to
> receive help that may have made the other children aware of my disability.
> I was extremely afraid of rejection. I wonder now if my self esteem would
> have been higher had I taken advantage of the help available.

Affective - recipient. Affective statements directed towards the service recipient

are reflections in which the participant acknowledges and critically examines her or his

feelings, emotions, and reactions toward the individual receiving the service. In the UC

section, many of these reflections centered on developing and sustaining a good

relationship with the person. Three of the participants already had an established

relationship with the service recipient prior to initiating the service-learning project.

April worked with her brother Keith, and Tori worked with her aunt Vicky. Caroline was

a friend of Amy's family, and had known Amy for several years. Elaine was also a friend

of Darrell's family, but Darrell was too young to have established much of a prior

relationship with her. The other participants needed to establish a new relationship with

the service recipient. All of them commented on their desire to build a good relationship

with the recipient, and those who had established relationships wanted to make them even

stronger. For example, Kate wrote in her journal,

> Our one-on-one reading time together on Friday, February 5th was great! Kathy read well, laughed much, talked more than usual, and seemed very comfortable. We set a reading goal. We are developing a close bond. I hope that through this, I can help Kathy develop a love for reading and a confidence in her ability in spite of the challenges she faces in her home environment . . . Taking time with Kathy helped me to see that what she needs more than anything is someone who will take time with her - someone who can see her potential and has an intrinsic desire to help her succeed. I want to be that type of person for Kathy.

Although Susan had some initial problems establishing a relationship with Bob,

eventually she was able to develop a bond with him. In her journal, Susan reflected,

> I'm glad that Bob relates to me as his friend. It's nice to hear that he asks about me when I'm not there. We both enjoy spending time together. Bob invited me to his last IEP meeting. I was honored to represent myself as his friend.

Caroline also reflected often about the relationship she was developing with Amy.

For example, she wrote in her journal,

> I feel good about going and interacting with Amy. Most often she takes the advice I give her. I think she does this because I am closer to her age than a lot of people in her life. Another reason could be that we share the same disability. I don't think that she realizes how many people have disabilities.

One of the underlying principles for service-learning is the concept of reciprocity,

in which both parties (service provider and service recipient) receive benefit from the

experience. The following reflection written by Caroline illustrates this concept:

> I feel that Amy has much to teach me about hearing loss. She has a very
> high self esteem. She does not care what other people think of her.
> Visiting with her has helped me realize that having a disability is okay,
> and it can be overcome if you are willing to put forth the effort.

April also acknowledged the benefit that she had received from her service

experiences with her brother Keith, who has mental retardation. She wrote: "His

excitement for the little and simple things makes me appreciate them so much more." In

a later reflection, April wrote: "It's the simple things that seem to make his day. He helps

me to remember what is truly important and to stop making life so complex. He really is

my greatest teacher." April also reflected about Keith,

> I was left to tend him a lot more than any of the others and I learned
> patience. I got good at it, so my parents relied on me for that. When I was
> younger I sometimes resented it, but I am so grateful for it now. He and I
> have a much closer relationship than he does with the others. I know it's
> because we grew up together, and I have never been afraid or embarrassed
> of him because when I was younger I didn't really think he was 'different.'

Many of the participants' reflections expressed concern about the recipient. For

example, regarding Amy's use of the Internet, Caroline wrote,

> I worry about Amy getting involved in those chat sessions because she is
> at an especially vulnerable age. At one point in the evening, she was
> talking to a 36 year old man. I do not think that it was safe for a sixteen
> year old girl.

Participants also expressed concern over the impact of the recipient's disability.

Reflecting on Kathy's reading deficits, Kate wrote: "Kathy is struggling with the basic

decoding skills. Until she has those skills, she will never be able to develop

comprehension. I don't want her to slip through the cracks!"

Since Caroline also has a hearing impairment, she expressed empathy over Amy's

day-to-day experiences. For example, reflecting on what it must be like for Amy to ride

the bus to school, Caroline wrote,

> I know that the bus ride to school is hard because there is so much noise
> on a bus. When there is a lot of background noise, it makes your hearing
> aid go all fuzzy, and sometimes if the noise gets loud enough, the hearing
> aid beeps. This is all pretty annoying when you are trying to have a social
> life.

Affective - others. Affective reflections about others refers to observations by the

participant concerning interactions between the recipient and other individuals, including

teachers, service providers, peers, relatives, and the general public. Overall, affective

reflections toward others seemed to be evenly split between positive and negative

statements. An example of a positive affective statement toward others was written by

Susan, as she reflected on a party that she helped put on for her service partner Bob:

> Thinking back about his party, I am proud to say that concerning the
> disability spread, the disability was not the important part about the
> person. Practically everyone in the backyard had a disability, but it wasn't
> even noticed. It was fun to meet all of Bob's friends from school. We saw
> everyone as a person not a disabled person. I wanted to mention that
> because I know it is frowned on to have a group of people with disabilities
> together like they can't be part of the regular community. Bob's party
> wasn't like that. It was wonderful, especially for Bob. He had a great
> time.

Conversely, negative statements tended to focus on experiences in which the

recipient had been treated poorly by others. After a particularly frustrating experience at

a nationally recognized fast-food restaurant (described previously in this chapter), Susan

reflected,

It makes me angry to see how our world really is. It drives me crazy when
I see people treating people with exceptionalities as if they aren't people
and they don't have feelings. But, I guess they lack education in this area
and just don't understand.

However, it would be difficult to categorize some of the affective statements

toward others as either positive or negative. Instead, the participants seem to be

expressing empathy towards the individuals. For example, after observing the teachers

who worked with David and other children with severe and multiple disabilities, Anne

reflected,

I have to think that people who teach kids this severe would have a very
hard time trying to detach themselves from their work and have the ability
to function in their own lives. . . . It was interesting that at the end of the
day everyone seemed so relieved to have these kids leave, it was like the
kids just drained everyone they came in contact with because of their
excessive needs. Nancy's little boy, who also attends school at Hilltop,
came in after the other students had left and it was so interesting to see
him in comparison. After he left Nancy said something I don't think I will
forget and that was, 'my children seem so simple.' I thought about this
and, I don't really even know why it struck me so hard, but it made me
think of the kids I had been around all day and then I thought of their
parents and how these children were constant and everyday for them and I
had been drained after just five hours.

In describing another experience that she had while engaging in her service

project, Anne reflected further on what it must be like for the parents of a child with a

severe disability. After assisting the special educator and another student's mother with a

birthday party, Anne observed,

While everyone was getting ready for cake, I was asking Casey's mom
what he was like at home and how old he was. She started singing happy
birthday to him very softly in his ear, and all of a sudden he started
making noises and trying to sing with her! I was the only one who heard
and she was so thrilled, she grabbed onto my arm and just whispered, 'did
you hear that, please tell me you heard that.' I told her that I had heard

and she began laughing and telling Casey how proud she was, he just smiled. It was amazing to me because his mom told me that he has only tried to speak one other time that she knows of, and he is now 7 years old. I thought it was great. I also thought it was interesting to see a parent that communicated with her child and was so talkative with him even though he does not talk back. I can imagine that as a parent that would be very difficult.

Behavioral Dimension

The behavioral dimension of learning refers to students's reflections on their own actions during the service (Welch, 1999). In this study, the behavioral dimension is conceptualized to include the students' observations and reflections concerning the actions of the recipient and others encountered during the experience.

Behavior - self. Behavior represents action. Participants' examinations of their own behaviors includes reflecting on how they reacted to particular situations, and on how they might act in similar situations in the future, or how they could apply information or skills presented in the learning experience. For the UC section, however, reflections on self behavior tended to focus on merely reporting about their actions with little or no critical reflection. The following examples demonstrate how a few of the participants were able to critically reflect on their actions.

Of all the participants, Jim seemed to struggle the most with establishing a relationship with his service partner (Cody) and finding ways to help him. The following passages reveal Jim's frustrations:

It was computer day in school for Cody, so we spent an hour on the computer. Being how I don't know much about computers, I was nervous. Cody knew exactly what to do and he didn't need help from me. He got through all the assignments that he needed. There wasn't much interaction

during this session. . . . I felt like I really didn't help much, and I think I need to find a way to get involved more each visit, at least to contribute something.

Knowing that her service partner, Kathy, was shy and very self-conscious about her low reading abilities, Kate reflected on how she deliberately selected a reading partner for Kathy. In her journal, Kate wrote,

> I quietly asked Kathy if she would feel comfortable having Daisy help her with her reading. She said that would be fine. I felt good about doing this because of Kathy's reservations to socialize and I knew Daisy was a very caring girl and would befriend Kathy and make her feel comfortable. It proved to be a good experience for Kathy and actually appeared that she was working very hard. Daisy helped motivate her. . . I make sure she is paired up with a student I know is understanding, caring and will be patient with her.

Kraft (1996) advocated for students to engage in service projects that focus on the voice and empowerment of the individual involved with the student in service, as well as on the learning and growth of the student. One participant critically examined her actions and made a conscious decision to change them. April came to the conclusion that her adult brother with mental retardation would be more empowered if he learned to make choices for himself. Reflecting on this, April wrote,

> After we scheduled our time and day I had him tell me what we were doing and when. He hesitated and I almost answered for him, but I caught myself and instead I encouraged him and waited. He eventually answered because he knew I wasn't going to. . . . When we finished bowling we all went to eat because they were hungry. Keith wouldn't choose what he wanted to eat so I had to decide. I think I need to try giving him a couple of choices and let him decide from that point. Having to choose from an entire menu seems to be overwhelming for him, so next time I'll give him choices.

In a later reflection, April reported that this strategy seemed to work. Describing

a shopping trip to the mall, she wrote,

> We took Keith to the mall. He needed some new shoes and a belt... As
> we were looking for shoes and stuff he wouldn't really say what he liked
> or wanted. So, I would find two or three things that I thought he would
> like and then let him pick from those choices. He always chose one right
> away when I did that. . . . I really think that letting him choose between a
> few items was good because he made the end decision himself and he
> could be happy about that.

Behavior - recipient. Participant reflections on the recipient's (or service partner)

behavior primarily focused on describing the individual's actions in particular situations.

For example, after observing Darrell and his brother, Elaine wrote,

> There was very little interaction with his brother. Dominic is not
> characteristic of a typical six year old, again because of the autism. The
> only interaction with his brother that I noticed was he would just take
> Jake's drink and not ask. Then, Jake would cry. Then Dominic would get
> into trouble and have to sit down.

After an outing with Cody to a local amusement park, Jim made the following

observation:

> One thing that did happen that surprised me was while we were playing
> laser tag, Cody's gun broke. He didn't know what to do, so he just
> wandered around pouting about it.

In a few instances, the participant went beyond description and attempted to

analyze why the individual acted that way. After observing students misbehave in a

classroom, Anne observed,

> some of the children seemed to act out because they were bored from not
> being challenged. I think that if you tell children that they are not capable
> of doing something for long enough, they start to believe you.

Reflecting on Amy's frustrations at school, Caroline wrote,

> I think that much of Amy's frustration comes from the fact that this is her
> first year in public school. It is the first year she has had to work with
> hearing kids in the same learning environment. . . . Amy's frustrations
> may also be coming from trying to belong to the hearing world and the
> deaf world at the same time.

Another example comes from Kate's journal. She wrote,

> Kathy's regular teacher stopped me in the hall on Wednesday (Kathy
> comes into the classroom where I assist for reading and math). She
> expressed her concerns about Kathy acting out and talking out of turn. I
> had also observed Kathy doing this during reading. I drew the conclusion
> that in conjunction with Kathy's confidence level, she is lacking some of
> the social skills needed in a classroom setting so she comes off as "acting
> up" when in fact she is just learning to spread her wings! I shared my
> thoughts with the teacher, and she agreed that this is what may be
> happening.

Some participants even tried to identify strategies for handling the behavior in

future situations. Towards the end of her service project with her brother, Keith, April

observed,

> Keith actually picked the place this time. I gave him four choices and he
> finally decided after about five minutes. At the restaurant he decided what
> he wanted right away, and I didn't have to prod him. It was great to see
> him making these decisions without much pushing. He has gotten a lot
> better with this since I started this project. It still requires some patience,
> but he will choose when given a chance. My parents do it with him all the
> time now too, and I make my siblings do it too. It's exciting to see
> progress.

Behavior - others. Participants who did service projects in school settings tended

to focus their reflections on teacher behaviors. For example, after spending time in a self-

contained classroom, Arne observed,

> Each teacher has their own style of teaching and it was interesting to see
> what methods seem to work and what others did not. One of the

instructors focused almost entirely on unwanted behavior, each time a child did something that she considered inappropriate she would verbally punish them or take away points for the day. This method caught my attention the most because beyond the punishment it was a way to humiliate the child in front of his or her peers. I thought that this method was extremely inappropriate and cruel and more importantly ineffective, it seemed to encourage the children to be more withdrawn or more outspoken. The other method of teaching was more passive on the bad behavior and focused more on the encouragement on the good behavior. This method seemed to accomplish more and the children seemed to stop the negative behavior.

Before she started working with Amy, Caroline spent a few weeks working in an elementary school. She wrote,

> I walked around with the aide to the different classrooms to observe the children as they were in regular education classes. I noticed that one teacher in particular was paying no attention to a little boy in her classroom who has cerebral palsy.

Not all teacher behaviors were negative, however. After observing Darrell's teacher, Anne wrote,

> I was mostly impressed with the flexibility of Lydia's classroom, she actually took time to meet with each student to let them set their own reading goals, and she also set enough time aside for Darrell. . . . I was impressed that Lydia took the time each day to work separately with Darrell to improve his cognitive skills, I think that most teachers would not have taken the extra time to work with Darrell.

Caroline reflected on how general education kindergarten students responded to a girl with Down syndrome. She observed,

> At one center, Amber colored with markers. I noticed that her coloring was more on about a two year old level. She mainly scribbled, using one color for each side of the paper. The other children drew more complex things, such as houses, fishes, and landscapes. The other children in the class were very willing to help and interact with Amber. I was somewhat surprised by this, because children that young tend to focus on themselves a little more than older children.

Participants who worked with individuals in settings other than schools tended to focus their observations on how other people treated their service partner. For example, April wrote,

> I'm sure Keith gets stressed at times, in fact I know he does. When people keep trying to get him to do something that he doesn't want to do, he really gets frustrated if they don't lay off, and then he just wants to be alone. I think that a lot of people don't realize that he experiences the same emotions the rest of us do.

Other reflections tended to focus on the behaviors of the recipient's parents. Susan wrote the following observation about Bob's mother:

> I find it interesting that Bob's mom is still really stuck in the third stage, defensive retreat. She has overwhelming guilt about Bob. It is really sad. I don't know Bob's full history, but I do know that his mental retardation occurred after birth. It is hard for both Bob and his mom that she is in such denial about his condition. I wish she could just accept it and support Bob. Try to have a "normal" parent/child relationship with him. Not one filled with so much guilt. Bob is never going to be cured, he will always going to have profound mental retardation. I wish she would stop blaming herself and just accept it.

Cognitive Dimension

The cognitive dimension of service-learning refers to the student's ability to relate the service experience to the information, concepts, skills or terms examined in the course (Welch, 1999). In essence, this dimension is nearly identical to the learning outcome domain of course content that was addressed previously in this chapter. The cognitive dimension may be expanded to include the participant's ability to critically examine, challenge, and change prior beliefs or assumptions when presented with new evidence encountered in the course or service experience. Although the participants in the UC

section did provide numerous examples of making connections between the course content and the service experience, they provided few examples of this expanded concept of the cognitive dimension. Moreover, since this way of viewing the cognitive dimension is directly linked to the participant's challenge of her or his own assumptions, it is difficult to differentiate between statements directed at the self, the recipient, and others. The following examples will attempt to show how some participants were able to challenge prior beliefs and/ or assumptions concerning self, the recipient, and others.

Cognition - self. Cognitive reflections directed towards the self indicate a personal revelation, insight, or growing awareness by the participant that questions or changes a prior held belief or assumption. Overall, few examples of this type of reflection were found in the UC journal transcripts. Examples that were found tended to acknowledge the participant's prior assumptions about persons with a particular label, such as Jim's admission about how he had perceived gifted students until his experience with Cody.

Cognition - recipient. Cognitive reflections directed towards the recipient include instances where the participant challenged his or her initial beliefs or assumptions about the recipient after new information was presented. A few more examples of this type of statement were identified, such as the following reflection by Kate after her first observation of Kathy:

> my first assumption was that she had a learning disability. But as I met
> with her, she didn't appear to have characteristics that would qualify her as
> having learning disabilities.

Cognition - others. Cognitive reflections directed towards others include reflections in which the participant challenges his or her initial beliefs or assumptions about the roles of other individuals in the recipient's life, such as teachers, parents, or the general public. Again, there were few examples of this type of reflection. The following excerpt from April's journal, however, is an example of how one participant has begun to question the segregated model of special education as her awareness and understanding of inclusionary educational practice increased:

> My niece also had a really good time. She really likes doing stuff with
> Keith. This helps me know that inclusion is good for students with
> disabilities as well as students without because I can actually see how my
> niece benefits from spending time with Keith. I know I sure do. Keith's
> education was some in general education, but most of it was in a special
> school for students with disabilities. I have begun to wonder if that was
> the best route for him because I think he would be more social if he'd been
> in general ed, but right now I'm not sure.

Summary

The data suggest that, overall, the service-learning component of the Human Exceptionality course was a good experience for all of the participants in the UC section. Results from the Bennion Center service-learning course evaluation indicate a strong perception of benefit related to items measuring contributions to the course content and citizenship outcomes. All of the course evaluation respondents ($n = 13$) either strongly agreed or agreed that the service-learning experience helped them to understand basic concepts of the course. Moreover, 85% indicated that the service experience increased their interest in attending class, and 77% indicated that the service increased their interest in studying harder. Evidence found in transcripts of focus group and telephone

interviews, and student journals support these conclusions. The following response from one telephone interview seems to capture the perception of most of the participants in the UC section. This participant later cited her service-learning experience as a main influence in her decision to become a special education major.

> I didn't know what to expect. But now I am glad I did it. My service taught me so much about (her) and about being a better person. It helped me understand the class so much better. And, it was so cool to hear all the other students talking about what they were doing. I think all students should take this class!

Other telephone interviewees stated:

> I didn't expect to learn that much from the experience. I have never taken a service-learning class before, and it makes the class much more fun. It is sometimes hard to do all the hours, but it was worth it.

And,

> I was surprised. I thought it would be a drag having to do all that work, but it turned out to be pretty fun. I think it was helpful, since I got to change my opinions on people. Plus, it wasn't as boring as some classes I have taken.

The data also suggest that the service experience had a positive effect on the UC participants' understanding of their citizenship roles. On the Bennion Center's course evaluation, 85% of the respondents indicated that the course helped them to develop a greater sense of personal responsibility towards their community, and 100% of the respondents indicated that the class helped them to become more aware of community problems and more interested in solving community problems. The following focus group response helps to illustrate this:

> Well, it benefitted me overall the most with my learning, but I think that with everything that I learned, not only from the class, but especially from

the service-learning, I was able to share a lot with a lot of people that otherwise would have had no idea about certain disabilities. I think, kind of, helping other people to be non-judgmental was probably where I helped the most, and that ranged from my family to anybody that would listen.

Another interviewee stated:

Yeah, it definitely reinforced my desire to go into special ed, but it also made me want to be this advocate to make people be more open minded for people with disabilities, cause I see so many people who just don't understand and I wish they did. Somehow we need to figure out how to make them understand.

In the focus group and telephone interviews, participants were asked: "What suggestions, if any, do you have for improving the service-learning component of this course?" Overall, the participants expressed a general degree of satisfaction with the experience. However, a few suggestions did emerge from the interviews. For example, one interviewee indicated that it was helpful to go into the service with a specific focus. The participant stated:

it really was helpful to me to . . . go into my service-learning with a question in mind to answer. You know, when you go out, think about this, how it affects your person. It really was so much more helpful.

Another interviewee suggested that the requirements for how and with whom the service is conducted could be more flexible. She stated:

I don't know if my situation was how it was supposed to be, because I worked in a school, so I didn't get attached to one certain person, per se. I dealt with so many kids that it was hard to say that I actually . . . got emotionally attached and really involved with one person. But I wouldn't have traded that for the world. Everything that I saw . . . was exactly what I wanted. And so, [I suggest] just having the option to kind of be a little bit more flexible about what you can do with the service-learning.

Finally, one participant indicated that he or she would have liked to have had more help with the transition plan for concluding the service. Another participant stated that students should be made aware that the service is a requirement before they sign up for the course. Overall, the participants were very positive about the service-learning experience. The following telephone interview response is representative of that feeling:

> I had taken another service-learning course before this, and this class was way better! It was nice to have the chance to work with one person and find out all about their life. It made me really think about class and other things that the other class didn't. I was glad that I took the class.

CHAPTER V

FINDINGS: LIMITED CHOICE SECTION

Introduction

The purpose of this chapter is to address the second part of Research Question 1 of this study that focuses on the experiences of the participants who engaged in the Limited Choice (LC) option service-learning projects. Participants in the LC section were also required to perform 20 hours of service during the semester (1 ½ hours per week average). LC participants were provided a choice of three prearranged service site options in which to meet the service-learning requirement of the course. The three options included: (a) Valley School, a self-contained public school facility for students with severe disabilities; (b) Neighborhood Preschool, a nonprofit preschool that provides day care services for children from mainly low-income and minority group families; and (c) Camp ABC, a nonprofit center dedicated to providing year-round recreational opportunities for individuals of all ages and disabilities. Representatives from each agency made a brief presentation on the first night of class to describe the purpose of the agency, the populations served by the agency, and the nature of the service that students would be asked to perform. Pseudonyms have been used for all participants and service sites in order to maintain confidentiality assurances.

To address Research Question 1, data were collected from the following sources:

(a) student reflective journals, (b) service-learning course evaluations, (c) focus group

interviews, and (d) telephone interviews. Data from these sources were triangulated in

order to develop a narrative describing student reactions to the service-learning

experience and to answer the following questions:

A. Who were the participants in the LC section, and what service activities did

they perform?

B. How did the participants from the LC section respond on the Bennion Center

Service-Learning Course Evaluation?

C. Did the participants make connections between the service experience and the

course content? How?

D. Did the service experience have an effect on participants' perceptions of their

citizenship roles/responsibilities? How?

E. How did the participants in the LC section respond to the overall service-

learning experience? What were the effects on the affective, behavioral, and

cognitive dimensions of learning?

Participants

Demographic data for the LC section are presented in Table 6. Sixteen students

out of the 17 enrolled in this section completed the service-learning requirement: 11

females and 5 males. However, 3 of the 17 were allowed to fulfill the service-learning

requirement at alternative sites from the ones specified by the instructors. The reasons

for these exemptions are as follows: One student is legally blind and needed a site that

Table 6

Limited Choice Section
Participant Profile

Gender:	n	%	
Male	5	31	
Female	11	69	

Age:			
Mean	24.9		
Median	24		
Mode	22		
Range	18 - 42		

Marital Status:	n	%	
Married	5	31	
Not married	7	44	
Unknown	4	25	

Employment Status:	n	%	
Have job	11	69	
No job	5	31	

Hours work per week:

Mean	31.0

University Class Status:	n	%	
Freshman	2	12.5	
Sophomore	0	0	
Junior	3	19	
Senior	9	56	
5th Year Senior	2	12.5	

Table 6 continued

University Major:	n	%
Communication	1	6.25
Communication Disorders	2	12.50
Early Childhood Education	1	6.25
Mechanical Engineering	1	6.25
Psychology	3	18.75
Sociology	2	12.50
Undecided	3	18.75
Postbaccalaureate	1	6.25
Unknown	2	12.50

Service-Learning Background:

Taken previous service-learning class:

	n	%
Yes	8	50
No	8	50

Engaged in service before taking class:

	n	%
Yes	5	31
No	10	63
Unknown	1	6

Plan to continue service:

	n	%
Yes	8	50
No	8	50

was more accessible. One student had scheduling conflicts that prevented him from participating in any of the three prearranged sites. A third student asked to join the class late, but she also had scheduling conflicts that prevented her from participating at the prearranged sites. One student failed to complete the service requirement, and is not included in this study.

The average age of the participants in the LC section was 24.9, with a range between 18 to 42. The median age was 24, and the mode was 22. Fourteen of the 16 participants were upper division students (3 juniors, 9 seniors, 2 fifth-year seniors). Eleven reported being employed, working an average of 30 hours per week. Seven reported being married. Eight reported that they had taken a previous service-learning course. The following majors were identified: communication, communication disorders, early childhood education, mechanical engineering, sociology, and psychology.

Description of the Service Experiences

Knowledge about the services performed at each of the three service-learning site options is important for understanding the participants' experiences and their reaction to those experiences. Information about the service performed was gleaned from the participants' journals, and from the focus group and telephone interviews. Three of the 17 students participated in the focus group, and 5 others in the telephone interviews. Ten of the 17 participants consented to having their reflective journals examined for this study. However, due to a scheduling conflict, one of these participants was permitted to

fulfill her service requirement at an alternative site from the prearranged service sites. Therefore, her journal entries were not included in this study. Pseudonyms have been used for all participants and service sites in order to maintain confidentiality assurances.

Valley School

Six participants chose the Valley School service option: 1 male and 5 females. Of the 6, 5 agreed to have their reflective journals included in this study. One participant, Denise, a single-mother of two children with disabilities, was actually employed at Valley School. Although the instructors would have preferred for her to have done her service at one of the other two sites, that would have placed an undue hardship on her. Denise was allowed to fulfill her service requirement at her place of employment on the condition that a distinction was made between her work and her service.

Denise provided the following detailed description of Valley School in her first journal entry:

> Valley School is a center based school for severely and multiply disabled students ages two to twenty-two. It serves nearly 200 school-age children ages five to twenty-two, and is also the home of the Child Development Center which serves children with disabilities from birth to age five. As a center based school, Valley attempts to provide for all of the educational needs of its students in one setting. As "education" is a very broad term when dealing with students having such severe disabilities, among its faculty are found certified special education teachers, physical and occupational therapists, speech therapists, audiologists, nurses, a psychologist, and training specialists. Because of the extensive need of classroom support and additional support services to meet the needs of its students, Valley School employs nearly as many staff members as it has students.

Denise further observed that

From the outside Valley School looked like any other school. My first, impression as I entered the front door was quite different however. On the wall in front of me was a list of services and arrows pointing in the direction of where these services were to be found. It reminded me more of a hospital than it did a school. . . . I met with the assistant principal that day. She told me about Valley School, its students, its mission; then she took me on a tour of the school building. Although it appeared more like a school at this point, there were many similarities with a large rehabilitation center. I had never seen anything like it. I had recently moved from a town in Wyoming where all of its medically fragile students were served in one room of a local alternative school. This place was huge.

According to Matt, "the kids at Valley School are split into three groups

according to the level they function on." Describing the students with whom she would

be working, Rachel observed,

> Most of the children in this particular class can walk and some without
> help. All of them however, are basically non-verbal which makes it
> difficult for me because I am used to being around children who talk back.
> These kids do communicate which is great to see.

Tammy, a speech pathology major, was able to combine her service requirement

with her professional interest by arranging to work with a speech-language pathologist at

Valley School. In her first journal entry, Tammy reflected,

> My first experience was spent observing one of the speech-language
> pathologists (SLP) stimulate the students with different scents held near
> the nose, and different tastes put on their tongues, teeth, or lips with a
> swab. I enjoyed seeing the students' reactions, especially nonverbal. The
> aides-care givers, and I participated as well, but just with the scents. I sat
> between two of the students and tried to offer any assistance or
> reinforcement as I felt appropriate and comfortable giving.

Moreover, Tammy reflected

> I'm getting some valuable exposure to assistive and augmentative
> communication devices as well, and this is a main interest area of mine
> within my major.

Most of the participants reported that they felt welcome at Valley School. For

example, Kim reflected

> I was a little timid at first. The group of teachers I worked with seemed to
> have everything under control. In fact, I was almost hesitant to help
> because I thought that it wouldn't do any good. But they quickly assigned
> me to one little girl. While working with her, she responded to me well. As
> the class was doing P.E., she followed my direction. I really feel she
> pushed herself a little further than she had in a while.

Tammy also felt comfortable at Valley School, stating

> I felt welcome at the school by staff as well as students, and I sensed a
> positive atmosphere. I am confident this will be a very good and
> challenging experience. The students I met were not very verbal but they
> were definitely interested in the new face that was in the room (the ones
> that could see it, anyway).

Not all of the participants felt that way, however. Matt had the opposite initial

reaction to the site. In his journal, Matt reflected

> I've never been a volunteer in a place that didn't need the extra help, but
> that seems to be the case in Pod 4B, the classroom at Valley School where
> I'm volunteering. Besides the teacher, Jon, there are five other aides that
> are in the classroom full time, and there are various other people who
> come into the classroom to conduct different activities. With a little over
> ten students in the classroom, that's a student to teacher ratio better than
> three-to-one.

By the second week of his service, conditions improved somewhat for him.

Describing this experience, Matt wrote

> Although I can tell that I'm not needed, the teachers are good at making
> me feel welcome and giving me an opportunity to help out. Being only my
> second time there, I still felt a little out of place as I entered Pod 4B this
> week, but I quickly spotted my favorite student, (also named Matt), seated
> in the same place where he was the previous week and sat down next to
> him. . . . Not long after I had sat down, one of the aides, Ben, brought
> over a paper cup full of broken up Doritos and asked me to give them to
> Matt. Apparently, Matt has limited motor control and it's hard for him to

grab a chip so I would hold a single chip between my fingers while Matt
would do his best to grasp it and put it in his mouth. I had to chuckle
because if I didn't hold out the next chip fast enough, Matt would vocally
protest. It made me laugh because I remember how much I ate when I was
his age, and if I had to wait for someone to hand me one chip at a time I
would have protested as well. I was grateful to Ben for giving me an
opportunity to feel like I was helping.

Neighborhood Preschool

Five participants chose the Neighborhood Preschool option: 2 males and 3

females. A sixth participant, Nate, started his service project at Neighborhood Preschool.

However, Nate is legally blind and he found that doing service there was too difficult. He

was granted permission to complete the service requirement at a local elementary school

where he was already engaged in a service project for another course. Only 2

Neighborhood Preschool participants granted permission to use their journals for this

study. Four of the 5 participants, however, did participate in the telephone interviews.

Brad chose Neighborhood Preschool because,

First, I work full-time at Hartman School (a local self-contained special
education school), so Valley School would not be my choice; second, I
was most interested in a multicultural setting; third, (and most convincing)
was that elementary age regular ed. kids scared me because I'm a shy
person and have not been around children very much at all.

Describing his first day at Neighborhood Preschool, Brad reflected

I was very nervous the first day I walked into the Neighborhood
Preschool, mostly wondering if the kids would accept me. Everyone at the
front desk and Hillary were all very nice to me and I was sent to room 5, a
classroom with pre-kindergarten students/children. I walked in,
introduced myself to Alison, the teacher, and before she could introduce
me to the class as a whole, a boy, "J," came up to me, showed me his
paper airplane and asked if I would play with him. Any tension-anxiety
was immediately relieved and I spent 2 hrs. (3:30 - 5:30) with 2 boys, J

and T, both 5 years old, I believe, showing them how to make crazy paper airplanes and listening to/talking to them. The only strange thing was that I couldn't figure out if there was some kind of agenda/planned activities/schedule for the day. But I never got a chance to speak to the teacher, Alison, because the kids were constantly in my face with something to do and the day was over before I knew. So I just went with the flow and did what the kids wanted to do. Overall, the day went wonderfully. By the end I was totally comfortable, confident, and excited that this placement would be a great experience.

Neighborhood Preschool serves a diverse, multicultural population of students. Many of the students speak little or no English. Most are from low-income families. Reflecting on her first day at the school, Marion wrote,

The first thing I noticed as I walked in the door was the boxes for donations for the children. It hit me hard that these are low SES children who need donations. . . One of the teachers there told me that about half the students there do not speak English. . . Also, there was a lot of ethnic diversity, but you look past that and see children as cute little children who want to play and have affection.

Two of the participants who chose the Neighborhood Preschool option were from diverse backgrounds themselves. One was from Vietnam and the other was from Russia. In a telephone interview, one stated "there were kids there who were . . . like me, from other countries or cultures. I was their friend."

In another telephone interview, a participant responded,

The kids loved having someone new to get to know and trust. They have such a hard time with being poor or not speaking the language, so an understanding friend is very valuable to them. The teachers there also need all the help they can get, and having more people there means they can get things done and the kids can learn.

Camp ABC

Only two participants chose the Camp ABC option. Camp ABC is a nonprofit organization devoted to improving the quality of life for people with disabilities of all ages by providing recreational opportunities. The camp is most active during the summer months, but off-season mini-camps and after school programs are also offered. The two students who provided service to Camp ABC were mostly involved with the after school programs. Some of the activities took place at the camp, while others took place in community settings. For example, Laurie described a trip to a local museum in her journal.

> Today we all went to the Museum of Natural History. It has been a while since I have been here. Annie was probably the most excited, I loved watching her, she probably took about five seconds at every exhibit, but it was enough for her and she was so eager to get to the next one. I love enthusiasm and children seem to have an abundance. Adam was fascinated with this talking dinosaur. Josh really liked the dinosaurs, he made me tell him over and over what each kind was and what they could do, luckily, I knew this because of my own little brother. It felt cool to be able to teach him something.

The following is a description of one of Emma's experiences:

> On Wednesday Feb. 17, I went to Camp ABC to help with the after-school program. I went at 2:00 and the kids arrived shortly thereafter. We played all sorts of games in the downstairs playroom/gym. There wasn't any one particular student I worked with. We all played together. . . . The kids range in ages, there were probably 12 kids ranging in ages from 5-12.

Relationship Between Service-Learning and Learning Outcomes

As with the UC section, data were collected from participants in the LC section using the Bennion Center's service-learning course evaluation survey. The data were

analyzed to determine student perceptions of the effect of the service experience on learning outcomes related to course content and citizenship. Data from students' reflective journals, focus group interviews, and telephone interviews were triangulated with the survey data to gain a better understanding of these relationships. The following is a summary of the results from the Bennion Center survey.

Service-Learning Course Evaluation

This survey, consisting of 13 Likert-type questions and 1 open-ended question, was administered to all University students who participated in an officially-designated service-learning course. Corbett and Kendall (1999) found that three of the survey questions are highly correlated with the domain of "content" (items #4, 7, and 9), and three questions are highly correlated with the domain of "citizenship" (items #3, 8, and 10). Sixteen participants from the LC section completed the survey. Results from the 13 Likert-type questions for the LC section are presented in Table 7.

Domain of content. Data from the three survey items measuring the domain of "content" are presented in Table 8. Over half of the participants (56.25) in the LC section responded positively ("strongly agree" or "agree") to the combined three survey items measuring the domain of "content." However, approximately 23% responded neutrally, and approximately 21% responded negatively ("disagree" or "strongly disagree"). Participants responded most positively (68.8%) to item #4, (helped me understand basic concepts). On item #7 (interest in attending class), 62.5% responded positively. Conversely, on item #9 (interest in studying harder), 62.6% of the participants

Table 7

Bennion Center Service-Learning Course Evaluation
Limited Choice Section

Survey item	strongly agree	agree	neutral	disagree	strongly disagree
	% (N)				
1. The service I did in this class provided a needed service to individuals, organizations, schools, or other entities in the community.	18.8 (3)	50.0 (8)	25.0 (4)		6.3 (1)
2. Structured activities in the class provided me with a way to analyze issues about citizenship, social responsibility, or personal responsibility im my community.	6.3 (1)	68.8 (11)	25.0 (4)		
3. I developed a greater sense of personal responsibility towards my community in this course.	31.3 (5)	31.3 (5)	31.3 (5)	6.3 (1)	
4. This service helped me understand the basic concepts and theories of the subject.	31.3 (5)	37.5 (6)	12.5 (2)	18.8 (3)	
5. This course contributed to my ability to get involved with community organizations on my own.	25 (4)	31.3 (5)	25.0 (4)	12.5 (2)	6.3 (1)
6. I would have learned more from this class if there had been more time spent in the classroom instead of doing service to the community.	6.3 (1)	6.3 (1)	18.8 (3)	50.0 (8)	18.8 (3)

Table 7 continued

Survey item	strongly agree	agree	neutral	disagree	strongly disagree
	% (N)				
7. The service activities I performed in this class made me more interested in attending class.	37.5 (6)	25.0 (4)	18.8 (3)	18.8 (3)	
8. This class helped me become more aware of community problems.	50.0 (8)	25.0 (4)	18.8 (3)	6.3 (1)	
9. The service activities I performed in this class made me more interested in studying harder.	6.3 (1)	31.3 (5)	37.5 (6)	18.8 (3)	6.3 (1)
10. This class helped me become more interested in helping to solve community problems.	12.5 (2)	37.5 (6)	43.8 (7)	6.3 (1)	
11. The course helped me bring the lessons I learned in the community back into the classroom.	25.0 (4)	43.8 (7)	31.3 (5)		
12. The course helped me understand the experience I had as a volunteer.	25.0 (4)	43.8 (7)	25.0 (4)	6.3 (1)	
13. Through the course I had the opportunity to share the experiences I had and the lessons I learned in the community with other students.	25.0 (4)	43.8 (7)	31.3 (5)		

Table 8

Relationship of the Service-Learning Experience to
Learning Outcomes: Course Content
Limited Choice Section

Survey item	strongly agree	agree	neutral	disagree	strongly disagree
	% (N)				
This service helped me understand the basic concepts and theories of the subject.	31.3 (5)	37.5 (6)	12.5 (2)	18.8 (3)	
The service activities I performed in this class made me more interested in attending class.	37.5 (6)	25.0 (4)	18.8 (3)	18.8 (3)	
The service activities I performed in this class made me more interested in studying harder.	6.3 (1)	31.3 (5)	37.5 (6)	18.8 (3)	6.3 (1)

responded either neutrally or negatively.

Data from the focus group (FG) and telephone interviews (TI) suggest that participants who chose the Neighborhood Preschool option had the most difficulty relating their service experience to the course content. One interview question asked: "Did your participation in the service-learning component enhance your understanding of the course material? Why do you feel this way?" All four respondents who had done service at Neighborhood Preschool were ambivalent about how well the service experience contributed to their understanding of the course content. The following quotes from telephone interviews help to illustrate their perceptions:

> I don't know. No, it was hard to relate the things from the place to the class material. The children were not really handicapped in any way, so the class didn't mean that much when I was working with them.

> It kind of did . . . . I could see a lot of the things we talked about with the classrooms there, but a lot of the things about (disabilities) I didn't really see. Some of the group exercise things tried to tie the issues about minorities in with the stuff on disabilities and that helped.

Participants who chose the Valley School option were more positive about how the service experience related to concepts covered in class. For example, in the focus group a female Valley School participant made the following statement:

> I had an opportunity to apply textbook principles. I had a really good opportunity to look at all the different disabilities; they were all on the severe level. But, I did get have an opportunity to look at all the disabilities that we covered, and I think the textbook helped me to understand the kids better, and the kids, in turn, helped me to understand what I learned in the text a little bit more.

In a telephone interview, another Valley School participant shared the following:

> Yes, it did. I could relate a lot of things from the course with what I saw.

For example, I worked with a couple of kids who have autism, and when
we learned about that, I could think of examples of the behaviors that
happen with autism.

One participant who chose the Camp ABC option was also fairly positive about

relating the experience to the course content. In the focus group, she stated

I felt that it did, I mean, it definitely helped me understand more what the
child was about and how to react or act to certain situations. I think it
definitely helped me learn a little bit more.

However, the other Camp ABC participant was much less positive. In fact, about

halfway through the semester, she made a unilateral decision to change her service

placement. In the following passage from her reflective journal she expressed doubts

about how much she was getting from the Camp ABC experience.

I went to Camp ABC again. I'm not sure how much I'm enjoying it. I
never get to work with the same kids. I'm finding I'm not learning very
well. I am probably going to work with the little boy from the National
Ability Center.

The same 2 x 2 coding matrix that was used to analyze student journal reflections

from the UC section (see Appendix D) was also used with the LC section. The 2 x 2

coding matrix was used to identify two main types of statements about course content:

explicit statements and implicit statements.

Based on the data collected from the focus group and telephone interviews, it is

not surprising that participants who chose the Valley School option had more success in

relating concepts covered in class to their service experiences in their reflective journals.

Each Valley School participant except one made numerous explicit journal statements

indicating that he or she was connecting course content to the service experience. For

example, in his reflection on some of the teachers at Valley School, Matt wrote,

> According to the textbook for this class, the Individualized Education
> Program (IEP) of every student in special education must include "a
> statement of measurable annual goals, including benchmarks or short-term
> objectives related to meeting the child's needs that result from the
> disability." Having read this about the IEP and having heard about the IEP
> in class lectures, I fully expected to hear special educators in the classroom
> where I volunteer discussing the personal goals of each student and to see
> them involving their students in activities designed to help the students
> achieve their goals.

In a reflection on one of the students she had worked with at Valley School, Kim

made the following observation:

> She has a hard time comprehending and applying what she has learned.
> I've thought that she might have some type of learning disability. She is
> showing some signs that are in the book as well as what signs we talked
> about in class.

After observing a meeting between a teacher and some speech-language

pathologists (SLPs), Tammy made the following reflection:

> After the session, the SLPs were discussing with the boy's main teacher
> how to best implement this system into the boy's routine, thereby
> facilitating generalization. The discussion got rather heated and I was
> reminded of the roadblocks, brought up in class, which can occur when a
> team collaborates in writing a student's IEP.

Denise actually began each journal entry by identifying that week's class topic

and then reflecting on how it related to her experience. For example,

> This weeks reading was on Autism. . . . I took the opportunity this week
> to observe and to interact on a limited basis with Josh. Josh is a young
> man of about 15 or 16 years of age assigned to our classroom at Valley
> School. Josh is Autistic. Josh has no verbal language. His IQ has been
> measured at about 10. He participates in many repetitive and self
> -stimulating behaviors. He occasionally exhibits self-injurious behaviors
> but is much more apt to hurt others. Josh rarely shows any affect. He is
> particularly resistant to change, not so much from a daily routine, but in

one activity to another during the day.

All Valley School participants also made numerous implicit statements indicating that a connection between the service experience and the course content was being made. For example, Rachel, who did not make any explicit statements in her journal reflections, made the following observation that shows this connection:

> I have watched the other teachers to see how they would use Sign
> Language to communicate with these children who could not speak. One
> of the things that they do is ask the children with their hands if they are
> done with their food. I learned how this sign looks so I asked "K" if she
> was finished.

Kim made the following reflection that implicitly demonstrates her ability to make a connection between her observations of the characteristics of one of the students she had worked with and the topics of students at-risk and multicultural education that had been covered in the course:

> She definitely fits the category of being at risk. Not only does she come
> from a poor family, but she has been involved with gangs. She is a Latino
> girl and I think that even multicultural issues might be the reason why she
> cannot deal with school.

The following reflection by Tammy illustrates how she was implicitly able to connect her service experience with the course concepts of the IEP process and parental involvement:

> I saw more evidence of the team approach to IEPs today. The aides were
> observing the speech-pathologist and assisting as necessary, and all were
> discussing what was best for the student. Parental involvement was
> discussed as well.

Participants who chose either the Neighborhood Preschool or Camp ABC options seemed to have more difficulty making connections between the service experience and

course concepts in their journals. Connections made by Neighborhood Preschool

participants centered primarily on the multicultural and at-risk issues related to the

children with whom they worked. The following observation by Marion illustrates this:

> I related a lot to these kids from the lecture we had this week. A lot, in
> fact, most of these kids are multicultural. There is a lot of ethnic diversity
> among these kids.

Brad reflected on the same topic, and seemed to experience some cognitive

dissonance. He wrote,

> Throughout reflection groups this semester the question has come up for
> me many times -- What is the exceptionality at the Neighborhood
> Preschool? I guess it's low socioeconomic status (possibly) or
> multicultural population. I try to make assumptions that they are
> disadvantaged or that this is a disability factor, but I find it hard to avoid
> when the questions that are written on the board in class and that the class
> in general , being labeled "special ed" in someway suggests that this is a
> disadvantage or that they are somehow separated from "us." "They" and
> "us"? I don't know, it's scrambling my head all up.

Camp ABC participants made no explicit statements and very few implicit

statements that made a connection between the service experience and the course content.

Implicit statements tended to be more general reflections related to societal conditions.

For example, Laurie made the following reflection comparing the relatively low adult-to-

student ratios at Camp ABC to the student-teacher ratios common in most public schools:

> I think about what it would be like if all school or learning environments
> were this small or at least had a low student to teacher ratio, it would be
> wonderful. When you really know every child and you see what they add
> it makes so aware of how important each individual is.

Domain of citizenship. Bonar et al. (1996) defined citizenship as the level of an

individual's adjustment, responsibility, or contributions to his or her community. LC

participant responses in this domain were slightly more positive than for the domain of

course content (see Table 9). On the three course evaluation items combined that

measured the effect of the service on citizenship, 62.5% of the participants responded

positively ("strongly agree" or "agree") compared to 56.2% who responded positively to

items measuring the domain of content.

Item #3 of the service-learning course evaluation asked students to respond to the

following statement: "I developed a greater sense of personal responsibility towards my

community in this course." Approximately 63% of the participants responded positively

to that statement. Similar to the UC group, most focus group, telephone interview, and

journal statements that relate to this item center on participants demonstrating an

understanding of their responsibility for addressing community problems and challenging

their prior assumptions and personal biases towards individuals with exceptionalities.

For example, a Camp ABC participant made the following comment in the focus group:

> I learned the importance of volunteering or donating my time to something
> that I believe in, because it's one thing to talk about me believing in
> something or do something and it's another thing to do it.

Commenting on how the experience had an influence on her perception of

individuals with disabilities, another Camp ABC participant stated,

> I think before I volunteered I was expecting this to be very different from
> every other experience I have had with kids, and it just wasn't. There are
> definitely some differences, but nothing too significant. People are people,
> there are different models but all the same make. I would have noticed the
> handicap before I noticed the child, I think now I see the child first.

Similarly, a Valley School participant stated,

Table 9

Relationship of Service-Learning Experience to
Learning Outcomes: Citizenship
Limited Choice Section

Survey item	strongly agree	agree	neutral	disagree	strongly disagree
	% (N)				
I developed a greater sense of personal responsibility towards my community in this course.	31.3 (4)	31.3 (4)	31.3 (4)	6.3 (1)	
This class helped me become more aware of community problems.	50.0 (8)	25.0 (4)	18.7 (3)	6.3 (1)	
This class helped me become more interested in helping to solve community problems.	12.5 (2)	37.5 (6)	43.8 (7)	6.3 (1)	

It's heart wrenching to see these kids sometimes. I am reminded that we
need to focus on the children's abilities rather than their disabilities and
find ways that we are similar.

Neighborhood Preschool participants tended to comment on how the experience

changed their perceptions of individuals from cultures different from their own. One

participant stated,

I've learned a lot about how I get along with people from other cultures
than mine. That was kind of weird. I guess I always thought they were so
much different from me, but they aren't. That was cool. I guess maybe I
think more about what kinds of things people from other cultures have to
deal with than I used to.

Of the three survey items that address citizenship, item #8 (this class helped me

become more aware of community problems.) generated the most favorable response.

Seventy-five percent of the LC participants responded positively to this statement. In

general, Valley School and Camp ABC participants demonstrated awareness mostly

about issues related to disability and special education. For example, a Camp ABC

participant stated,

this whole class, mostly the service-learning, made me a lot more aware of
people around me, and I think I notice more than I did before; definitely
with individuals with disabilities. Like even at work. When people come
in I'm more conscious of their disability or things I should do.

The following reflection came from a Valley School participant's journal:

I was really impressed with one of my students this week. She seems to be
in a tough situation for how young she is. Her brother has extreme asthma
and needs to be watched all the time. Since she comes from a single parent
home, she stays home with her brother during the day while her mother
works. She spends a lot of other time taking care of him. She told me
about all she does and I was impressed by her love for her family and her
maturity. She seemed to handle the situation well. I was especially
impressed with her schoolwork. She is staying on schedule and completing

a lot of things. I asked her if her mom or her gets any respite care and she said that they have a little time to themselves. This really allowed me to see how having a child with disabilities effects the life of the family. They really have to do a lot of things differently so that he remains healthy. Home life is hard as well as all the time that they spend going in and out of Primary Children's [Hospital].

Neighborhood Preschool participants tended to demonstrate awareness of

community problems related to poverty, and cultural and linguistic differences. Brad

reflected:

> I guess I expect that some schools, hopefully most of them on the west side, have accommodations for Spanish-speaking students. I'm unfamiliar with this situation, though, because I grew up on the ethnically bland east side of the Salt Lake valley. I know, or am curious, if east-side schools would not be prepared to integrate this student. Optimistically, I am confident (somewhat) that he'll find some place in the Utah Public School System, but the overall situation kind of troubles me.

Conversely, on item #10 (this class helped me become more interested in helping

to solve community problems.) only 50% of the participants responded positively and

44% responded neutrally. From their journal entries and telephone interview responses, it

appears that Valley School participants expressed more interest in this area. For example,

Kathy wrote:

> I really felt good about this week. I continually worry about my students, but I know that that doesn't do any good. The time I get to spend talking to them is the best part of my day. I am able to understand what they are like a little bit. I think I understand why they have a hard time with school a little more. It is not just because they are maladjusted; it is because they don't see school as a priority. There are many reasons for this and it is hard for me to know how to react to all of them. I just hope I can help them get their diplomas.

Several Valley School participants reflected on how, in their professional careers,

they could address issues encountered in their service experiences. For example, after

helping a teacher repair a specially designed tricycle, Matt, a mechanical engineering

major, reflected,

> After it was fixed, we took the trike back to the gym, and that gave me an
> opportunity to talk to the gym teacher about one of the trikes that they use
> that was designed at the University of Utah. The gym teacher gave me
> some good feedback on how the trike could be improved, and since I am
> working on my senior design project with one of the trike's designers I can
> take this information back to him so hopefully the trike can be improved.

Similarly, a Neighborhood Preschool participant stated:

> I could relate to many of the children, since I came from another country.
> Because I had problems with the language, my teachers thought I was
> stupid, and it is sad to think that some of these students will have to face
> that same attitude. I am going to be a social worker, and understanding
> these issues will make me a better advocate for these people. . . . I will be
> a better social worker because I have seen what their lives are like. I know
> that I am doing what I want to do and what I am good at, and the class just
> reinforced that.

Not all participants were as enthusiastic, however. When asked if the service

experience had any effect on his or her future plans, one Neighborhood Preschool

participant responded,

> Not really. I took the class to get some lib ed requirements, but I don't
> know that I want to do teaching for a living or anything. I guess maybe I
> will be more understanding of peoples' differences in the future now.

Both Camp ABC participants were positive about the service-learning experience,

but were not sure how it would affect their future plans. In the focus group, one

participant stated:

> It had an effect on me in the sense that I definitely gained a greater interest
> in this whole human exceptionality. . . . I don't know if I've really thought
> about how to apply it into my, or change my, major or anything like that,
> but definitely, volunteer work . . . is something that I really think is
> beneficial, that I will probably continue to do that, no matter what.

Learning Dimensions: Affective, Behavioral, and Cognitive

To address the recommendation made by Corbett and Kendall (1998), this investigation examined the effects of the service experience on the affective, behavioral, and cognitive dimensions of learning. As with the UC course section, an analysis of the students' reflective journals was conducted and statements that addressed the affective, behavioral, or cognitive dimensions of learning were identified. The direction of the statements was also determined (i.e., self/participant, service recipient, or others). However, it must be noted that not all reflective statements fit neatly into one specific category or are directed in only one direction. Often, students began a passage by addressing one dimension of learning (e.g., behavioral) and completed the passage by addressing another dimension (e.g., affective). Several passages were coded in two or more categories. In my analysis, I have tried to identify specific passages that best illustrate students' responses to the affective, behavioral, and cognitive dimensions of learning, but some overlap was unavoidable.

Affective Dimension

Welch, (1999) described the affective dimension of learning as an awareness of and response to the feelings, emotions, and attitudes that students encountered during the service-learning experience. The following are examples of the LC participants' affective reflections on the service-learning experience related to self, the recipient, and others.

Affective - self. Affective statements directed at the self are statements in which participants acknowledged and critically examined their own feelings, emotions, and

reactions to the service experience. In general, most participants expressed some degree

of anxiety and apprehension at the beginning of the service experience regardless of the

site option. Laurie, who chose the Camp ABC option, made the following reflection after

her first day of service:

> I had a great time. I am a little apprehensive on what I should and
> shouldn't do. Like when the kids would start wrestling with me, I wasn't
> sure how playful I could be back. It will take getting used to. I need to be
> comfortable in order to be at all effective and I think that will be my
> biggest challenge, being comfortable. I have been around kids my whole
> life, but never kids with disabilities and I am not sure what exactly I am
> supposed to treat different.

Several participants expressed doubts about how well they would be accepted by

the students, clients, or staff at the service sites. The following reflection written by Brad

after his first day at Neighborhood Preschool typifies this feeling:

> I was very nervous the first day I walked into the Neighborhood
> Preschool, mostly wondering if the kids would accept me.

However, most of these fears diminished after the first or second day of service.

Brad later reflected in his journal,

> Overall, the day went wonderfully. By the end I was totally comfortable,
> confident, and excited that this placement would be a great experience. . . .
> My first week at the Neighborhood Preschool was wonderful. It's been
> more fun hanging-out with these kids than anything else in my life right
> now. I'm surprised and relieved that they took well to and accepted me,
> and I'm really looking forward to the rest of the semester.

Similarly, Rachel reflected in her journal:

> Today is Tuesday, March 2, 1999 and the second time I have been to
> Valley School. Today I went into the classroom feeling a little bit better
> than I did the first day because I knew more about what to expect.

As is implied in Laurie's and Rachel's reflections, this was the first time many

students had ever worked with children with disabilities or other exceptionalities. In their

journal reflections, some students acknowledged and confronted their initial fears about

working with these children. For example, Kim made the following reflection after her

first day at Valley School:

> Even though this was my first time, I think I could have come out of my
> shell a little bit more. I was a little hesitant to jump right in and help the
> students. They were all capable of a lot and I realize that there was nothing
> to be afraid of. In fact, once I got into it I really enjoyed all that we did. I
> can't wait to have more experiences.

Similarly, Tammy reflected about her experience at Valley School,

> I'm continually fascinated by autism and its diversity, and I guess I'm still
> a bit uncomfortable being in a room with children with autism for more
> than twenty minutes or so. I don't feel I know enough about it to
> comfortably handle the unpredictable boomerangs it can through,
> especially since it varies so much between individuals.

Most of the participants indicated that they felt accepted and comfortable at their

service site after the first or second visit. For a few, however, it took a while longer to

really feel accepted. Matt made the following observation about midway through the

semester:

> This was my first visit to Pod 4B in three weeks. Two weeks ago, I was
> too busy at work to take time to go over to Valley School, and last week I
> was sick with strep throat and I figured that Jon would not appreciate it if I
> came in to volunteer and made all of his kids sick. I was happy to find out
> that they had actually noticed that I had not come in for a while. As I
> walked into class Jon asked me why I hadn't been around so it was nice to
> find out that my absence was felt. Jon even remembered my name for the
> first time. I think I might have been accepted into the classroom
> community.

Only one participant, Emma, expressed actual disappointment in her chosen

service site (Camp ABC). Emma found it difficult not working with the same children

each week. Most of the participants, however, expressed a degree of satisfaction with

their selected service option, and indicated that the service they were providing was of

some value. Marion, who participated at the Neighborhood Preschool site made the

following reflection:

> Today when I got there we were in a different classroom. So I didn't
> know where things were. When the children arrived I basically read to
> them. They really enjoy me reading to them. They sit on my lap and
> listen attentively. I like the feeling I get when they want me to read to
> them. It feels like I am accomplishing something.

Although each participant reported several positive events that occurred during

the service experience, many also had to deal with challenging or uncomfortable

situations. For example, Kim made the following reflection after one of the students that

she had been tutoring at Valley School dropped out of school:

> This situation has been pretty hard on me. I've felt like I let her down. I
> was really disappointed that the relationship I had developed with her
> didn't help her to stay in school. Right now, I feel very trapped, I really
> did a lot for her and she was unable to grow from the tutoring. I also feel
> that she is frustrated because she has forgotten a lot of the things that she
> learned about school. She has a hard time with school because she hasn't
> been in school for so long. I know there is no way that I can totally
> convince her that school is what she should be doing right now, but I wish
> what I did for her had some impact.

A few participants expressed frustration in the difficulties they experienced in

working with children with disabilities. After one particularly difficult day, Rachel

reflected,

I just could not believe the frustration I was feeling in not being able to get this girl to do what she needed to do. I am used to being around children who can speak and who I can reason with. It was really hard to try and reason with a child who cannot speak and try to get them to do the same thing. I thought that was a great eye opener.

Although the course instructors had discussed with each service site coordinator the limitations of the service participants' knowledge and abilities in working with individuals with disabilities, occasionally a participant would find him or herself in an uncomfortable situation. Matt made the following reflection after an experience in which he was left alone with several students with multiple and severe disabilities at Valley School:

> So there I was, left alone to look after five students. I thought about trying to go look for someone, but I didn't know where they had gone and I didn't think it would be wise to leave the kids alone. The only option was to wait and hope that someone would return soon, but apparently no one realized that I had been left alone because no one came back from shop class. After fifteen minutes, one of the teacher aids came back from lunch, and she was shocked to see that I was the only one in the classroom with the kids. When Jon returned, she told him what had happened, and I think some people got in trouble.

The following reflection by Kim is another example of how participants were sometimes put in uncomfortable situations. However, Kim seems to have turned an uncomfortable experience into a positive one. She wrote,

> Today when I went to Valley School I spent a lot of time with C, at first. During P.E. she had a little accident and her teacher rushed her to the bathroom. Since I was working with her at the time, I felt a little embarrassed that I didn't notice. After the teacher took her, I quickly started working with some other kids. Yet, I felt a little directionless considering my charge had been taken. I think this helped me to get to know a few more of the kids. I spent most of the day working with a few kids. It helped me to realize how unique each one of these students are.

In general, most of the participants indicated that the service experience affected them in a positive way. For a few participants, the experience seemed to have been very positive. For example, in Tammy's final reflection about her experience at Valley School she wrote,

> I've been under a lot of stress lately regarding my future with or without grad school, and am trying to take things one day at a time. That's exactly what these kids do, and it's a good lesson for the rest of us. We get so caught up on what we'll be doing next week or tomorrow that we miss enjoying the present moment. These kids DO enjoy the moment, well, most of the time, and it's a good example for me to see and adopt.

Laurie also reflected on what her experience with the children at Camp ABC meant to her:

> I am sure I will eventually have to do this and I will at least for my sake have a meaningful goodbye. I know there is a point when you stop being a part of someone life, but I don't feel right now like I want to. This whole thing has meant more to me than anything has in awhile, maybe it is the self realizations I have come to or maybe it is the relationships I have developed, either way it adds color to my life right now and I would like to keep it there.

Affective - recipient. Affective statements directed towards the service recipient are reflections in which the participant acknowledged and critically examined her or his feelings, emotions, and reactions toward the individual receiving the service. Similar to the UC section, many of the participants in the LC section reflected on the relationships that were developing between them and the service recipients. The following reflection that Laurie wrote about the children she was working with at Camp ABC illustrates this:

> I see the same six kids every Wednesday and I really enjoy it this way. There is Adam, Annie, Chris, Crystal, Josh and Mindy. All the kids are between ten and twelve years old. I love being able to see them each week, I look forward to it. I realized this today when Josh wasn't here. I am not

even sure where he was, but it felt different without him. Josh is the smart mouth, the kid everyone knows who always has a sarcastic response or breaks the rules just to stand out.

Similarly, Matt made the following reflection about one of the Valley School

students with whom he had been working:

> Because of his disability, Shane is fairly disconnected from the world around him, but this week he gave me an unusual amount of attention. I was sitting on a couch in the classroom. He sat down next to me, and put my hand in his. And there we sat for the better part of half an hour simply holding hands. It was a neat experience for a student to express so much acceptance to me by his own choice.

Tammy made the following observation about one of the students at Valley

School:

> I am continually drawn to "P" and I'm not sure why -- perhaps because he's so responsive to visual stimuli. I noticed he was sitting by himself so I interacted and played with him about 15-20 min. He seemed to enjoy it. I noticed he especially likes toys and things that spin. He smiles and his eyes light up when he sees these things. Occasionally he will vocalize in response to these also.

Marion identified with one child at the Neighborhood Preschool because she and

the girl seemed to share many of the same characteristics. In her journal, Marion

reflected:

> I worked with the kindergarten class today. As soon as I got there, the kids remembered who I was. This one little girl ran up and gave me a hug around my waist. This is the girl I have made a close bond with. She reminds me of myself as a child. She is a loner, who likes to play alone or with me rather than in a group of kids. Sometimes the other kids pick on her, saying she's mean, but I haven't seen any indication of her being mean to the kids. I will call her "B." She is beautiful. She is a little ballerina. I tried to get her to dance for me, but she was too shy. She is an African-American little girl. I feel bad when the other kids say mean things to her, or mean things to the other kids.

Emma also became attached to a particular child at Camp ABC. She reflected,

> The one thing I really learned from Abby is to always smile. No matter
> how frustrated she became, she would always smile afterward. Abby has
> some stumbling stones in her way, but she is a very determined little 4th
> grader who will definitely make it! I love her.

However, Emma's frustration with her experience at Camp ABC is illuminated in

the following reflection:

> I saw a few of the kids I saw last time, but I didn't see Abby. I was a little
> sad. I hope to see her next time.

Participants often expressed empathy for one or more of the individuals with

whom they were performing service. Reflecting on the situation of a Valley School

student who was pregnant, Kim (who was also pregnant at the time) wrote:

> I really feel for her right now. Probably it is because of my situation and I
> realize how much babies cost. I felt really lucky to have my husband and
> family excited and supportive of my pregnancy. I think of how we struggle
> to know how this whole thing is going to work with my husband going to
> graduate school and me still trying to finish up my bachelor's. I just hope
> that her boyfriend will stick around or that she will be able to find support
> from some other source so she can have a healthy child.

Participants also reflected frequently on how their own perceptions of students

with disabilities either changed or were confirmed during the service experience. For

example, Denise wrote the following about the students at Valley School:

> My long-standing belief that "everyone can learn" was quickly reaffirmed.
> Although these students are severely and multiply disabled and progress is
> slow, sometimes almost infinitesimal, these students can and do learn.
> And what's more, they are for the most part happy children who enjoy
> coming to school and interacting with their peers.

Similarly, Tammy reflected,

We take so much for granted when we're not exposed to different situations. Different situations broaden our perspectives and point out the similarities among us. People generally want to help others feel purposeful and know they're making a positive contribution. People with disabilities are no exception to this.

Overall, most participants indicated that the time spent with the service recipients and the relationships that developed were particularly rewarding. The following reflection by Brad about the children he was working with at Neighborhood Preschool illustrates this:

> The other day I was thinking about how boring SLC (Salt Lake City) can be sometimes . . . wondering where all the life is in this town. Then I realized that the life of this town is all in those kids. They shine. They are so full of hope and energy. They are just living . . . alive with their whole lives ahead of them and the world is in the palm of their hands. They hate being put down for a nap because they have to stop playing and lately I've had a hard time getting out of bed for anything, and when I finally do get up I find myself going through the motions looking ahead when all this time is slipping by me. But I'm fortunate to be spending time with the kids so they can teach me what a fool I've become. I'm all for letting the children run the world. It's time to let go of inhibitions and get a little carefree again. Maybe I won't grow old after all. Hope?

Marion's final reflection on her experience at Neighborhood Preschool is another good example of how the interactions with the service recipients affected the participants. She wrote,

> Today was my last day to do my service learning. I did my transition plan. It was a lot emotionally harder that I thought it would be. . . . An amazing thing happened while I was there. I was reading a story to the little Bosnian girl and she pointed to a bunny and said "bunny." What an exciting moment. I never heard her speak English. She had the sweetest voice. She also said "kitty." She was beginning to catch on to words that she was hearing. I was so sad to leave her as well as the rest of the children. They have really touched my heart in different ways. . . I went to the kindergarten class for the last time today. It broke my heart to leave because when I was ready to go the kids said "no, stay, please don't go." It

was heartbreaking. These kids really do get attached to people. Hopefully
I can go in the summer to visit.

Affective - others. Affective reflections about others refers to observations by the

participant concerning interactions between the recipient and other individuals, including

teachers, service providers, peers, relatives, and the general public. Overall, participants

at Valley School made the most affective reflections about others. Most of those

reflections were directed towards either faculty and staff members or the students'

families. In general, most of the reflections were positive. For example, Rachel made the

following observation about the teachers at Valley School:

> One thing I really like about the class that I'm in is the sense of humor that
> the teachers have. Every one of these 5 and 6 year olds wear diapers and
> these teachers change their diapers without any thought or hesitation.
> These children have disabilities ranging from autism to a girl who is
> allergic to everything. I really admire how these teachers love them no
> matter what and see who they are. They are very comfortable around "their
> kids" and make jokes about their situations. One boy "K" was acting up
> and throwing his snacks on the floor and one of the teachers commented,
> "boy, he must be autistic." I think this kind of humor is great and makes
> the daily trials easier.

In a similar vein, Denise reflected,

> As I sat in the office anxiously awaiting my new assignment, I was
> impressed with the calm manner in which so many stressful developments
> were pursued and overcome. Later in the classroom where I was assigned
> and throughout the school as a whole I was struck by knowledge and
> compassion of the staff members, and the extent of the services provided
> to the students.

Tammy also reflected on how difficult it must be to work with children with

multiple and severe disabilities on a continuing basis. She wrote,

> Since I was tired today I wasn't quite as excited to go to the school. It
> made me appreciate those who work in this environment every day and the

energy it requires.

Not all of the affective reflections towards teachers and staff members were positive, however. Laurie made the following observation after her second experience at Camp ABC:

> I was a little more comfortable this time. I did notice however I was more comfortable with the kids than the individuals who work there. I am not sure why this is though.

Many of the reflections focused on the families of the students with disabilities.

For example, Kim wrote,

> When C's mom came, I realized how much of a strain it can be to be a parent of a child with disabilities. I could tell that it was hard for her to balance her home life and career. Yet, she came with a smile and was able to let the teacher handle the situation. She seemed to be a well-adjusted parent.

Denise also made several reflections about the impact of disabilities on the family.

For example, she wrote,

> As I look at families with children with disabilities, mild, moderate, or severe, my heart goes out to them because I know in my own way how difficult it is and how much it effects everyone in the family, in everything they do, in one way or another. I learned long ago never to criticize the decisions of others. Every family is different. Every family is made up of unique personalities and challenges no matter how alike they may seem to those on the outside.

In the following passage, Denise reflected on the difficulties of raising a child with autism. She wrote,

> Of all of the handicapping conditions that I have had any experience with, my heart goes out to Josh's family I think more than any of the others. Before entering Valley I had never dealt with anyone with autism. My greatest sympathy laid with those families who has lost their little ones, to death. To me is has always been most difficult to watch a child die, and I

am sure that this is something that will always affect me deeply, but somehow I find it even more sad to have a child who cannot show love. I cannot even imagine how difficult it must be. It is difficult enough to care for a needy child day after day when you can give and get affection in return. It would be quite a different story to give that same care to an individual who does not even recognize that you exist except to lash out in anger. Although losing a child must be one of the most difficult experiences that a parent can be asked to endure (although watching that child suffer is often worse), when the child is gone there are still many wonderful memories to hold on to. I wonder how many good memories Josh's family has of him. Also the family of a child with autism can never rest. The only thing that appears to be predictable about Josh is his unpredictability. He cannot be left alone even for a moment, and as he often doesn't sleep at night, I often wonder if his mother gets any rest except when Josh is at school. The other thing that saddens me about Josh is that he knows and experiences deep pain, anger, and unhappiness, but I have never seen him happy.

A few participants reflected on how other individuals reacted to the disabilities of the service recipients. For example, Tammy wrote,

During our session, some elementary kids from another school in the district came through on a field trip. They were visibly shocked by what they were seeing, and I would have been, too. But what great exposure for them to have, and they will remember it for a long time. What an impression it makes when you see someone your age who cannot stand unsupported, but can smile and respond to the presence of others. Their teacher looked a little shocked, too.

Behavioral Dimension

Welch (1999) conceptualized the behavioral dimension of learning as the students's reflections on his or her own actions during the service-learning experience. In this study, the behavioral dimension has been expanded to include students' observations and reflections concerning the actions of the recipient and others encountered during the experience.

Behavior - self. Participants' examinations of their own behaviors during the service experience include reflections on how they reacted to particular situations, and on how they might act in similar situations in the future. For example, following a situation at Neighborhood Preschool in which he felt awkward and uncomfortable, Brad made the following reflection:

> My second day the girls, some of the girls came up to me first as I walked into the room. I thought this was good because I wanted to interact with each child in the class and be as impartial as possible. I was asked to read books with the girls. I agreed and we settled into the beanbag chairs. Everything was cool except that they all tried to sit on my lap. It didn't bother me so much personal space wise, but I was uncomfortable with what other adults would think was appropriate. I had put myself in a bad position, and I tried to tell them that no one could sit on my lap, but they didn't care and kept jumping on me and insisting I read a book. So I read one book and talked them into doing something else and I got up. The teacher didn't seem to think anything was strange about the situation but in reflection, I'll do whatever I can to just avoid that kind of situation and any questions of inappropriateness that might come up.

Brad also struggled with being assertive and handling discipline issues. In his journal, he reflected,

> As the kids get more comfortable with me, they always seem to get rowdy when I show up. Everyone is well-behaved, siting and being quiet while playing a game or some project while with Amy, but when I come in they jump all over me, playful punches, and/or want to wrestle-type play. This continues throughout the day too, often I'll be sitting, playing Legos or something and someone will jump on my back, sit on my lap, or steal my hat and run around the room. I think I'll just try to be a little more serious about telling them not to do that -- the problem I have with being more authoritative is that I don't want to cross the line. I'd rather Amy, as it should be, be in charge and be the one telling the kids what to do and I'll be a support to that. This all seems obvious, but the right balance of leaving a situation alone or taking charge is sometimes not so obvious.

Brad seemed to struggle with this issue throughout his service-learning

experience. Reflecting on another situation, he wrote:

> It was great everyone was having a good time, but I was having a hard
> time keeping them under control. I felt kind of responsible because I was
> playing the game with them that I needed to calm them down and make
> sure they didn't hurt each other. So I was trying, telling them not to climb
> on each other, that they needed to share and take turns with the ball, but
> they weren't going for it. I even tried being assertive, more assertive than
> I ever had been with them, but they pretty much ignored me. . . . In my job
> at Hartman I've experienced some of the same difficulties with certain
> students that refuse to listen and do the activities I try to get them to do. I
> don't know, maybe they know I'm a sucka, too nice to get angry with
> them. I like being the nice guy, but sometimes it's hard. This is the main
> thing that keeps me from fully committing to trying to be a teacher; my
> lack of confidence in my ability to command respect through any other
> way than being fun. The nice guy so that they might like me and want to
> work with/for me. I'm not sure, but I assume that there are techniques that
> might be taught along the way in the program here at the U., or maybe it's
> more of an experience thing, something you pick up along the way after
> going through the trial and error process over and over. Probably a mix of
> both -- being taught some techniques to try, but more importantly, finding
> what works with each kid.

Marion had a similar experience at Neighborhood Preschool. She reflected:

> From the moment I stepped into the classroom, children started coming up
> to me wanting to play. The children just woke up from naps and were
> rearing to go again. Within the classroom I gave them each a piggy-back
> ride. Well, this got the kids more hyper, and they were running around,
> and I don't know if the teacher really appreciated that because this one boy
> was starting to get into trouble. My behavior was affected on this child,
> and I realized that I wasn't supposed to play so hard with them.

Marion had another experience at Neighborhood Preschool in which she later

realized that her behaviors had escalated a problem. She reflected,

> Today I worked with different kids than I normally do on Thursday. I
> worked with the 4-5 yr olds. The early morning teacher that is there on
> Thursdays wasn't there today. So all the kids went into another room and
> I stayed in the room with them. . . . These kids are different than what I

used to. These kids were more hyper, and they fought much more with each other. In fact, there were a lot of fights today. Fights over play clothes, in particular a tie. This one kid wouldn't share with another kid. He said he had it first. I said that you needed to share, but he wouldn't. I felt sorry for the other kid who wanted it. Then I did something that was kind of sneaky, and probably something that I shouldn't have done. While the kid who had the tie was playing with the puzzles, the tie fell off of him. I motioned to the other kid that the tie fell off and I motioned him to go get it. The other kid didn't know about it. Everything was just fine, but another child, a girl, told on me to the boy who originally had it. So he says, "Hey, he stole my tie," and the other one said "you need to share." Then a fight started to break out. The teacher said to quiet down, and to give her the tie. No one could play with it. Essentially, it was my fault.

Marion also reflected on how her behavior had affected a child in another way.

She wrote,

I held one little boy whose mom cried when she left. He had big tears. He was probably too little to know why she was leaving. I took his coat off, and tried to read to him, but he wasn't interested, he was still crying. Then the head teacher told him to stop crying because he had done this before. I think I was leading him on to cry because I was "babying" him. I guess I needed to be a little more firmer, but these kids are so dang cute.

Not all reflections were directly related to students behaviors, however. Kim

made the following assessment of her efforts to help a student who eventually dropped

out of school, and reflected on how she might respond differently under similar

circumstances in the future:

I really feel I did a lot for her. It probably would have been better if I had tutored her earlier in the quarter. Yet, I think that my hands are tied now because even with the persistence of calling her and asking her why she isn't coming to school, she still hasn't attended. Next time I have a student like that, I think I will have them start with some extra help. Then, if they don't need it, the teacher will be able to assess that quicker.

Kim also reflected on the approach she used with a teenage student who was

pregnant. She wrote,

Since I'm expecting my first child, we spent some time talking about being pregnant. I allowed her to give me advice and tell me what pregnancy and to tell me about the birth of her first child. She seemed to brighten up as we talked and by the end of our conversation she seemed to feel better about having this second child-she even agreed to give up caffeine and stop drinking. I think that sometimes when mistakes are made, it helps the adolescent to give advice or tell people about their experience. I hope that our conversation allowed her to take on the responsibility of being a mother and realize what she needs to do to prepare for this child.

Several participants reflected on their behaviors or attitudes prior to the service experience, and how they wanted to behave in the future. For example, Rachel wrote:

What usually strikes me when I encounter a person with a disability is how they are different from me. The challenge then, is to find how we are similar. In meeting some of the kids at Valley School I have the same challenge, and it will probably take a few weeks to realize the less obvious similarities between us.

Matt reflected on how he had always interacted with his younger sister who has Down syndrome, and how the service-learning experience had prompted him to change that pattern of behavior. He wrote,

This weekend, I was at my parents' house where my sister who is mentally retarded lives, and I was surprised to discover how the way I treated my sister had changed as a direct result of the time I've spent in Pod 4B. I've observed in Pod 4B that the teachers and aids talk to the students with disabilities the same way they talk to me. I've never really talked to my sister the same way I talk to everyone else. I've always responded to her questions and requests, and occasionally we sing together. Sometimes I make comments about her to other people who are present while she's standing right there, but I've never had a real conversation with her just because I've always assumed that there was no point in conversing with a person who cannot respond to or fully participate in the conversation. This weekend I found myself talking directly to her as if she were any other person without a disability, and it felt so natural.

Similarly, Tammy related an interaction she had at her part-time job with a young customer who has mental retardation. Tammy critiqued her behaviors, and reflected on how she could have responded better. She wrote,

> The boy was very happy with his new key chain and I asked him about it a few minutes later. He said he'd bought it and asked me if I was his friend. I said, "Sure!" smiled, and walked away to help more customers. A moment later I realized that I felt badly that I didn't ask him his name or tell him mine, or shake his hand. Why had I resisted this? . . . I was glad I could help him - I would've done the same for anyone - but felt, because of my recent exposure to people with various disabilities, that I was comfortable assisting a customer with disabilities. Yet, when invited to take the next step I held back. . . . I think I held back because I didn't know how seriously he took the term "friend." Several years ago I had an experience with an individual with disabilities who wouldn't stop calling me after I'd only introduced myself and said hello. I know this is a completely different situation, but it's a reference point I have in my brain that apparently affects new situations. I need to leave this behind and get more comfortable taking risks in getting to know those with disabilities. If this boy comes in again I will introduce myself, ask his name, and ask how his key chain is working!

Behavior - recipient. Participant reflections on the recipient's (or service partner) behavior primarily focused on describing the individual's actions in particular situations. For example, Matt wrote the following account of an interaction he had with one of the students at Valley School:

> One of my first assignments was to accompany Sam to the bathroom. No sooner than we were out the classroom door, Sam demonstrated greater mobility than he appeared to be capable of as he bolted out of my sight, around the corner, and into the bathroom. When he finished in the bathroom, he attempted to run down the hall away from the classroom, and I found that since he did not respond to my verbal requests, I had to physically stop him from getting away. Not wanting to be seen dragging a student down the hall my first day, I tried to convince Sam to return to class by telling him that one of the teacher aids that he knows was waiting for him back in the classroom. The tactic worked, and he returned to the classroom by his own choice and under his own power. It seemed to me

that Sam was testing my authority. He wanted to know exactly what the new guy would let him get away with.

Kim made the following reflection about the apparent apathy of many of the students with whom she was working, and of one student in particular. She wrote,

> I think one of the most challenging things this week was watching so many students give up when there are only a few days left in their quarter. One boy, who has not been attending regularly and is on the edge of being kicked out for his attendance, decided to come to school with no work. He told us that he left it all at home. Later, I found out that he had some of his work in his backpack. It seems that he is always doing one of two things: sleeping or encouraging some girls to exhibit their talents--burping, doing things just to get attention. He also seems to have a problem with lying.

Rachel also recounted an incident she had with a Valley School student, and reflected on how difficult it is for some students with disabilities to control their behavior. She wrote,

> Today I was doing something with one of the other kids on the floor and "E" came up behind me and grabbed my hair behind me. This scared me half to death and made me want to avoid her the rest of the day. In the past I would have done just that but I feel that going to this school has helped me to see that these kids are people too and that they cannot always control what they are doing.

Some participants reflected on the function of the behaviors that they observed the service recipient engaging in. For example, Emma wrote,

> I learned there are many different ways of communicating. Jim generally hits to get what he wants. His mom and I are trying to stop him from doing this. Jimmy throws temper tantrums often. You just have to tell him to "stand up -- sit down," over and over again until he calms down.

Kim provided another example of the functions of student behaviors. Reflecting on why some students find school to be difficult, but are able to engage in other complex tasks, she wrote:

I find it interesting how many of these kids find school so challenging but can come up with all sorts of creative ways to fool their parents and other authorities. It is much like what was talked about when we talked about behavior disabilities. Some of these kids will go to extremes to break the law. I had one boy at the beginning of the year who was always in trouble. It got so bad that the Detention Center didn't want him there, so they put him in the State Pen for a week while he was awaiting trial. While he was in my class, he was still doing many illegal things, but the most interesting thing about his crimes is all the work he went to in planning them. He knew how to get attention. It really is discouraging to me that a kid like this can't get help because he is not considered behaviorally challenged.

Although many of the behavioral reflections focused on interactions between the

writer and the service recipient, a few focused on interactions between two or more

service recipients. Denise provided the following account of an interaction that she

witnessed at Valley School.

I was sitting at a table with three students: Deedee who is deaf/blind and has cerebral palsy, Kendra who has juvenile rheumatoid arthritis, and Mary whose diagnosis I do not know. Two of the girls are confined to wheelchairs. All are severely or profoundly mentally retarded. . . Each of these girls were working on their individual goals. Mary was coloring/engaging in a preferred activity. Deedee was working on a shop-type task. Kendra was working a toggle switch attached to little pig that walks. . . . Mary diligently colored until Deedee reached out and touched her, at which time Mary became angry and began to hit her. To my surprise, when I quietly told Mary that Deedee just wanted to be her friend and that she needed to be gentle with her, Mary's actions turned to a gentle rubbing of Deedee's arm. Throughout the morning we repeated this scenario with the same results. Deedee was totally uninterested in her assigned activity and just reached numerous times toward those around her. Kendra worked with her pig but it was evident that she was pretty uninterested. None of these girls particularly enjoy working with switches. What made this day different was that all three of them got evolved socially in making one another happy. I found that although Kendra didn't really care if she got the pig to come to her, she got excited if she saw excitement from either Mary or Deedee when she could control the pig's visit to them. I got the same response from each of the girls and our activity progressed into a shared social experience with each of them taking numerous turns at sending the pig to visit a "friend."

Reflecting back on this experience, Denise wrote,

> Although I do not know if I could repeat the events of the day, it was
> exciting to see the social interaction between these children who seldom
> get or take the opportunity to "play" with their peers. It showed me how
> important the social experience is for ALL of us. I learned that a shared
> experience can motivate even the most disabled of children to achieve,
> even when they may not do so for themselves. It taught me how important
> is for us as teachers to provide more structured opportunities for students
> to interact with one another instead of just "expecting" it to happen by
> itself.

Brad also reflected on an interaction between two students that he witnessed at

Neighborhood Preschool. He wrote,

> This week I was hanging out with a boy named Mike. He is a super-nice
> kid, African-American, bright, and probably one of my favorite kids there.
> At one point though, the two of us were sitting at a table getting ready to
> put a puzzle together and the Spanish-speaking boy Jose mentioned earlier
> came over and acted like he wanted to help. Mike was being selfish,
> didn't want Jose to play, and then said something that kind of shocked me:
> "I don't want brown kids to help." I responded with, "You're brown, what
> are you talking about, it doesn't matter what color he is." It was strange
> and uncomfortable. I wonder where in the world that thought would've
> come from?

Not all of the reflections about the service recipients' behaviors were quite as

serious, however. Matt provided the following anecdote about one of the Valley School

students:

> Today was the last time I'll go volunteer in Pod 4B at Valley School, and
> one of the students named Bobby decided to give me a great send off.
> Bobby loves to change his clothes. I would even go as far as to say he's
> obsessed with changing his clothes, and this afternoon he was obsessed
> with changing into a t-shirt and a pair of shorts he had selected from the
> spare clothes that are kept in the classroom. Perhaps because he viewed
> me as the weakest authority figure in the room (thus I would have a hard
> time saying no), Bobby brought the clothes to me and asked if he could
> change into them. I, along with one of the teachers, explained to Bobby
> that he would have to wait until Kathy, the teacher in charge of Bobby, to

return from lunch to change his clothes, and then I put the clothes back on the shelf where he had gotten them from. . . . Within ten minutes, Bobby was again standing in front of me with the same clothes, but he had learned from his previous attempt. This time, before he asked if he could change his clothes, he stripped to the skin right in the middle of the classroom. So with Bobby standing in front of me butt-naked requesting to change his clothes, what could I say? I changed his clothes. I was worried that the teachers would think it was my fault that Bobby was posing nude for the rest of the class, but they just laughed it off. I don't know if there's any correlation, but right after that we went to shop class and Bobby worked well with me to finish his shop assignment.

Behavior - others. Participants who did their service projects at Valley School or Neighborhood Preschool tended to focus their reflections on the behaviors of the faculty and staff members or on family members. Participants who chose the Camp ABC option tended to reflect on how others interacted with the children from the camp. For example, Laurie made the following observation:

When we got to the park there were some other kids there playing already, they were so cute with the kids from camp. They helped them find candy, so we let the other kids look as well. They all ended up playing together and talking and learning each others name, none of the children seemed uncomfortable. They were aware of the others' disabilities but were really genuinely nice to each child. I realize not all children are like this, but it is good to see that some are. We were only here for a short time, but sometimes that is all it takes to renew your faith in something.

Reflections about teacher behaviors tended to be either positive or negative. The following observation by Brad, describing the classroom management abilities of the teacher with whom he was working, is an example of a positive reflection:

Eventually, Amy, the classroom teacher, saw the trouble I was having and came over and settled them down. She amazes me that way. She is not at all physically intimidating or mean, she is very petite and super nice and the kids just freeze in their tracks for her. They have a lot of respect for her which makes it easy for her to get things done very effectively. I'm envious of this quality. I hope someday I'll have that kind of relationship

in a classroom or any group of kids (or people for that matter).

Another example of a positive reflection on teacher behaviors was provided by

Kim, describing what she observed at Valley School. She wrote,

> In the classroom I am in, the students vary in ability. Some children have more physical disabilities, where others have greater mental disabilities. The teachers are able to treat the students according to their disabilities. For instance, one boy, "M," was acting up in one of their classes. The teachers made the decision, on the basis of his abilities, that this was a bad behavior and he needed to live up to the consequences. Clearly, this was a just decision, for later in the day he expressed sorrow for his wrong doing. This really made it clear to me why IEPs are important. They allow teachers to give students the right instruction.

Not all of the reflections on teacher behaviors were positive, however. Of all the

service-learning participants, Matt seemed to be the most critical of many of the practices

that he observed at his service site. For example, he wrote,

> After three weeks in Pod 4B, I honestly don't see any signs that would indicate that the special educators I work with are trying to teach the students in their classroom anything. My first impression of special education is that it's just glorified babysitting. But at the same time, I know that my own sister who attended a school just like Valley School did learn things. So the question I have to ask is, "Do I simply not know enough about special education to recognize the methods special educators use to teach, or is special education, for the most part, just another form of respite care?"

Matt's reflection continues,

> This question was motivated by an experience I had this week. During the three times that I've been in Pod 4B, the only thing I've ever seen one of the students, Matt, do is sit at a table and be largely ignored by the teachers. Every time I'm there, I look at Matt and can see that he's bored out of his mind, and this week he was vocally expressing his dissatisfaction with the situation. However, each time that he would make a sound, he would be directed to a seat in the hall outside the classroom where he had to sit quietly for five minutes before he could rejoin the class. But each time he came back into the classroom, he would be put

back in the same seat at the same table and promptly be ignored. Soon he
would vocally protest and be sent out to the hall. After seeing this
sequence repeated at least three times, I had to wonder why the teachers
don't give Matt something to do or do something with him so he doesn't
get tired of sitting at the same table day in and day out.

A few of the participants, particularly those who chose the Valley School option,

reflected on how the faculty and staff of the school interacted with the students' families.

Denise provided the following example:

> Mary comes from a polygamist household that lives on a large farm far in
> the country. Her father has several wives and she has approaching twenty
> brothers and sisters. Mary appears to be a valued part of her family and
> there is a lot of family interaction and support. Her mother keeps in daily
> contact with school personnel and brings younger brothers and sisters to
> classroom functions. Mary is the only child in her family that is allowed to
> wear pants, and is the only child in the family who attends public school.
> -- The openness and valuable interaction between Mary's family and her
> teachers could not have occurred without Mary's teachers being able to
> provide a safe and nonjudgmental atmosphere toward Mary's family as a
> whole. Mary's family values their child's education and they are not
> hesitant in doing whatever is necessary in order to help Mary reach her
> potential. It is apparent when dealing with Mary's family that although
> they live a different lifestyle they share common views and values of
> education and persons with disabilities as well as their language with,
> those who work with Mary each day at school. It is the shared culture that
> makes our interactions more successful and less difficult when dealing
> with Mary's family.

Denise also reflected on how supportive many of the parents were. Describing

her observations of the parents who had come to Valley School to watch a student

production, Denise wrote,

> It was exciting to see how supportive the families of these students were.
> There were more parents at this program than I've seen at any school event
> that my own children have participated in this year. -- I was particularly
> touched to hear the pride in the voices of the parents as they pointed out
> their son or daughter to another, and the joy expressed in words and smiles
> as mothers would kiss their sons and whisper, "where else could a mother

still get a kiss from her teenage son," and a father glow as he said "I don't know another father whose fifteen year old daughter gets excited and jumps up and down when she sees her dad walk into school. She's so precious!"

Cognitive Dimension

Welch (1999) described the cognitive dimension of learning as the student's ability to relate an experience to the information, concepts, skills or terms examined in the course. The "cognitive dimension" is similar in scope to the learning outcome domain of "course content" that was addressed above. Several examples were identified previously in this chapter that demonstrated the ability of most participants in the LC section to make connections between the course content and the service experience. However, the cognitive dimension has been expanded in this study to include the participants' ability to critically examine, challenge, and change prior beliefs or assumptions when presented with new evidence encountered in the course or service experience. As with the UC section, few examples could be found to indicate that LC participants were able to address this expanded concept of the cognitive dimension. The following examples do suggest, however, that some participants were able to challenge prior beliefs and/ or assumptions concerning self, the recipient, and others.

Cognition - self. Cognitive reflections directed towards the self indicate a personal revelation, insight, or growing awareness by the participant that questions or changes a prior held belief or assumption. Only a few examples of this type of reflection were found in the LC journal transcripts. Examples that were found tended to acknowledge the participant's lack of knowledge about a particular issue prior to taking

the course. For example, in her reflection on multicultural issues related to education,

Denise wrote,

> Even though I have been introduced to a vast number of different cultures
> and am comfortable in dealing with a multicultural environment on a daily
> basis, I find my knowledge lacking when it comes to the values and beliefs
> surrounding education and persons with disabilities of cultures different
> from my own. I know that different things are valued in the education of
> one culture that may be virtually meaningless in another. I know that
> disability is viewed differently in many cultures as well. Reading this
> chapter and listening the Janette, Lucy, and "Z" in class reminded me just
> how limited my knowledge and understanding is.

Laurie expressed similar thoughts about working with children with disabilities.

She reflected,

> Sometimes I wish I had more freedom with these kids, even though I
> realize it isn't practical and I don't have all the required skills. The
> capabilities inside each of them and the person that is trying to emerge is
> awesome to me. I think I see this in a lot of children, but right now I am so
> focused on these kids that I am more aware of them.

Cognition - recipient. Cognitive reflections directed towards the recipient include

instances where the participant challenged his or her initial beliefs or assumptions about

the recipient after new information was presented. The following reflection from Matt is

an example of how an experience encountered during the participant's service activities

contributed to a change in perception about individuals with disabilities:

> Not too long before the students went home, I was witness to a scene that I
> never would have expected to see in a school for students with mental
> disabilities. Jon, the teacher, gathered his aids around a table and
> announced to them that one of the students from the classroom next door
> had committed suicide the previous day. Never having known the student,
> the announcement impacted me only as much as hearing of a suicide on
> the nightly news, but some of the aids seemed to take it fairly hard. . . .
> The students didn't comprehend the bad news so they didn't react to it, but
> it made me reconsider my attitude towards them. Having a sister who is

mentally retarded, I have long since learned the first rule of associating with people with disabilities. That is, never forget that people with disabilities are people with all the same wants, needs, desires, hopes, and feelings as the rest of humanity. But it would seem that I have not learned this rule completely. I never would have thought that people with disabilities would consider suicide as a solution to their problems. For some reason, I just didn't think they were capable of that like the rest of us. That was a hard way for me to learn about my misconception.

Cognition - others. Cognitive reflections directed towards others include reflections in which the participant challenges his or her initial beliefs or assumptions about the roles of other individuals in the recipient's life, such as teachers, parents, or the general public. Again, participants from the Valley School option, particularly Matt and Denise, demonstrated the most ability to make this type of connection. For example, comparing his expectations about the special education system to what he actually experienced, Matt wrote,

No more than five minutes after I arrived was I in the classroom, and it wasn't too long after that I discovered that my expectations with respect to the classroom environment I would find were misconceived. . . The first surprise I had today was when, within ten minutes of arriving, I heard the word "handicapped" used twice by the school's staff. Because of what I have been taught in this course about the use of the word "handicapped," I was genuinely surprised to find out that this word is part of the school staff's vocabulary. Personally, I don't see anything wrong with that word because I think the current connotation of a word is more important than its origins. However, I've been to two lectures for this course and twice I've been taught that "handicapped" is politically incorrect.

Moreover, as was previously described in this chapter, Matt was surprised to discover that what he observed in the special education classroom to which he was assigned at Valley School was very different from what he had experienced as a general education student. Matt wrote,

I have a sister, Debby, who is mentally retarded, and although I went to several of her school dances and seminary choir performances, I never did go to her school class. I've always assumed that the environment in the classrooms at my sister's school was the same as the environment at my school. I thought that the teacher would have some sort of lesson plan, and the students would be involved in some sort of learning activity. However, it seemed to me that what was going on in the classroom where I was today was closer to babysitting than education.

Matt also questioned the practice of using medications to control students'

behaviors. After observing one instance of that being done, Matt reflected,

This week Jon explained to me that James had joined our class because he was having problems in his previous class and warned me that he is prone to violent behavior-especially scratching. However, when I met James he didn't appear to be a danger because he was sound asleep on the couch. Apparently, earlier in the day James had become violent and could not be controlled so he had been sedated. So I guess one answer to my question is that when a student becomes a threat to those around him or her, teachers have the option of using drugs to control the student. . . . I had mixed feelings about that solution. On one hand, if it was my kid in that classroom with James I would want the teachers and aids to do everything that was necessary to prevent James from hurting my kid. On the other hand, a teacher that is simply fed up with dealing with James could see sedation as a quick and easy solution to the problem and begin to abuse that option. Fortunately, in James' case I don't see any potential for abuse. All the teachers of Pod 4B are patient, caring, and creative in the ways they attempt to change the unacceptable behaviors of their students.

Denise struggled with her belief in the value of segregated schools, like Valley

School, and course readings and discussions that challenged the legitimacy of segregated

school. She wrote,

Valley School is a center-based school. There is a continuing debate in the educational system today, as to whether or not center-based schools should be abolished, returning their student population to neighborhood schools. Based on both past and present experience I would have to vote to KEEP center-based schools, although I would also recommend that some "fine-tuning" be done to make them a better environment for our students with severe and multiple disabilities. . . . To attempt to serve these children

with such medically fragile conditions within the realms of a regular classroom environment would put them at a great disadvantage in reaching their individual potential and put many of them in serious physical danger. It would also be nearly logistically and financially impossible to offer these children the vast number of specialized services on a daily basis that they are provided with at Valley. I also believe that these exceptional students would perhaps experience "exclusion" even to a greater extent than they do within a center based school such as Valley.

Summary

The data suggest that the service-learning component of the course was a positive experience for most of the participants in the LC section. However, one student in the class chose not to complete the service requirement and thus was not given a passing grade. Due to scheduling conflicts, four other students were allowed to fulfill the service requirement at sites other than the three designated sites. One of the Camp ABC participants also made a unilateral decision to engage in a different type of service about halfway through the semester because she was frustrated about not working with the same individuals each week.

Approximately 69% of the participants indicated on the service-learning course evaluation that the service experience helped them to understand basic concepts of the course, and about 63% indicated that the experience increased their interest in attending class. Explicit and implicit statements made by the participants in their reflective journals demonstrate that most did, in fact, make some connections between the service experience and the course content. However, the course evaluation data suggest that the service experience did not increase the participants interest in studying harder.

Participants who chose the Neighborhood Preschool option indicated that they struggled more than the participants from the other two options to relate the service experience to the course content. When asked in the telephone interview "did the service-learning component of this course meet your expectations?" Neighborhood Preschool participants made the following comments:

> I did not have expectations, because I did not know what service-learning was. At first, I was scared, but then I started to like going to visit. The kids made it fun for me. I do not know that I really learned anything about class from the service, though. The kids were not disabled.

> Sort of. . . I kind of wish that I was working with kids who were disabled so I could see more of the things we talked about in class. At first, I was kind of mad that the service wasn't an option, but I liked going to see the kids. That was cool.

> Yeah, I think there should be more options for the service you do where you can spend time with people with disabilities. I think there needs to be more stuff on bringing what we learn in class to the service, too. I don't know whether they should make the service optional or not, because I think there will be some students who can't do it or don't want to.

> I am glad I worked with these kids, but I think I may have gotten more out of it if there had been more opportunities to work with people with disabilities. I could not, because only Neighborhood Preschool had hours that worked for me.

Not all Neighborhood Preschool participants felt that way, however. One interviewee responded:

> Yes! It was fun, and it was a good experience. I was happy I got to talk about and write about my experience, because that made me understand what the point of the service was. It made class less boring and made me really understand the issues that hold people back who are exceptional.

Valley School participants were in general agreement that the service experience helped them to better understand course concepts. However, Denise, who was allowed to

fulfill the service requirement at Valley School where she was also employed, made the

following comment at the conclusion of the semester:

> As I've listened to other people in the class, I think part of me has wished
> that I had taken a different road and maybe chosen another service-
> learning option. But I've had service-learning attached to almost every
> class I've ever taken. Between my pursuits at the university and, to be
> honest, I don't have the extra energy or time to have done something
> different, but there is that little bit of longing to have maybe reached out of
> what I'm doing every day for something different. So, I think it's a good
> component, but I'm glad that I had the option.

The service-learning experience also seems to have had a positive effect on the

participants' perceptions of their role as citizens. On the course evaluation,

approximately 75% of the LC participants indicated that the class helped them to become

more aware of community problems, and approximately 63% indicated that the course

helped them to develop a greater sense of personal responsibility towards their

community. However, only about 50% of the LC participants indicated that the course

made them more interested in helping to solve community problems. The following

comment by Laurie, a Camp ABC participant, reflects the positive effect the course had

on her:

> This is by far one of the best classes I have had here at the University. I
> believe this is due mostly to this project. I learned a lot about myself and a
> lot about people with disabilities who I am surrounded by. I think at least
> one service learning course should be required for students. I am glad I
> got this chance.

In the focus group and telephone interviews, participants were asked: "What

suggestions, if any, do you have for improving the service-learning component of this

course?" Several of the participants indicated that they would have preferred to have had

more opportunities to share their experiences with other class members. One participant

responded,

> I wish there had been more time to talk with the other students about the
> service-learning. It was interesting to listen to their stories. Maybe there
> could be activities, too? Something that made us think about issues.

Another participant stated,

> Definitely, there needs to be more time for class discussions for our
> service. It was fun to listen to and it also made it easier to see what the
> point in the service was. I would like to have had more feedback on my
> journal, but I understand that there were a lot of them to review. I think
> there are ways to use our service in class, too, but I can't think of any right
> now.

Finally, one Camp ABC participant suggested that the instructors could have done

a better job in monitoring the participants' service activities, and holding them more

accountable for their service hours. In the focus group she stated:

> I don't know if this makes a difference, but I think that following up on us
> better, like I felt like I could have gotten away with not doing it, I mean I
> did it, but I felt like I could have. I don't know why that really matters,
> but I think if people really do it, it makes a huge difference. . . Maybe if
> you could check it, or sign off, or something like that.

In conclusion, the data examined in this study suggest that the service-learning

component of this course was a positive experience for most participants. However, the

data also suggest that there were several flaws in the design and implementation of the

service component that need to be addressed, including site selection, rationale for the

service, in class reflective discussions, journal feedback, monitoring and evaluation.

CHAPTER VI

SUMMARY AND DISCUSSION OF THE SIMILARITIES

AND DIFFERENCES IN THE FINDINGS

Introduction

The purpose of this chapter is to summarize and compare the findings that were

presented in Chapters 4 and 5 by addressing the remaining three research questions that

were developed for this investigation. The chapter begins with a brief description and

comparison of the participants from each course section. Next, Research Question #2 is

addressed to identify the similarities and/or differences in the service-learning

experiences between the UC (unlimited choice) and LC (limited choice) sections. Then,

Research Question #3 is addressed to identify differences between the UC and LC

sections concerning perceived benefits of the service-learning experience. Finally,

Research Question #4 is addressed to determine if, from an instructor's perspective, any

pedagogical advantages or disadvantages resulted from the use of either the UC or LC

approach in the areas of course content and citizenship, or in the affective, behavioral,

and cognitive domains of learning.

<u>Participant Summary</u>

Overall, the data suggest that the participants from each course section were similar. The mean age for each section was near 25, with a similar range of ages. The majority of participants in each section were upper division students. Most of the participants in each section had jobs, and worked close to 30 hours per week. Participants in each section reported several common majors, including psychology, sociology, communication, and early childhood education.

There was one major difference that was identified between the two sections. On the Bennion Center survey, 8 of the 16 respondents (50%) from the LC section indicated that they had taken a previous service-learning course. However, only 4 of the 14 UC respondents (29%) stated that they had previously taken a service-learning course. It is possible that this difference may have affected the participants' perceptions of the service-learning experience in some way. For example, students engaging in service for the first time may have found the experience to be more stimulating than participants who were veteran service-learning students.

<u>Similarities and Differences in the Service-Learning Experiences</u>

The purpose of Research Question #2 was to develop an understanding of how the service-learning experiences of the participants in the UC and LC sections of the course were similar and how they were different. This understanding is necessary in order to address Research Question #3 (perceptions of the benefits of the service-learning experience) and Research Question #4 (pedagogical advantages or disadvantages of each

Table 10

Comparison of Service-Learning Experiences

Unlimited Choice Section	Limited Choice Section
Focus of the Service:	**Focus of the Service:**
One individual with an exceptionality:	Multiple individuals with exceptionalities:
– Individuals with disabilities	– Individuals with disabilities
Design of the Service Project:	– Children considered at risk for school failure
– Participant designed following instructors' guidelines	**Design of the Service Project:**
Location of the Service:	– Instructor designed, specific community agencies
– Multiple community environments	**Location of the Service:**
Types of Service Activities Performed:	– Choice of 3 community agencies
– Tutoring in a school setting ($n = 3$)	**Types of Service Activities Performed:**
– Tutoring in a home setting ($n = 3$)	–Group recreational activities ($n = 2$)
– Community-based activities ($n = 2$)	– Preschool teacher's aide ($n = 5$)
– Group home activities ($n = 2$)	– Center-based teacher's aide ($n = 6$)

approach).

Comparison Summary

A comparison of the service-learning activities for each course section is presented in Table 10. The primary differences in service-learning experiences between the UC and LC sections include (a) focus of the service, (b) design of the service project, (c) location of the service activities, and (d) types of service activities performed. A brief discussion of each follows:

Focus of the service. Participants in the UC section were instructed to focus their service activities on one individual with an exceptionality. All of the UC participants chose to engage in service with an individual with a disability. Participants in the LC section were asked to choose from three agencies that serve different exceptional populations. Valley School and Camp ABC serve individuals with several different types of disabilities; Neighborhood Preschool serves children who are considered to be at risk for school failure due to factors including low socioeconomic status, low educational attainment of parents, single-parent homes, limited English proficiency, and cultural background. Although LC participants were not specifically directed to focus on any one individual, most did or attempted to do so. One participant from Camp ABC who was frustrated at not being able to work with the same individuals each week unilaterally made the decision to discontinue service at the camp so that she could work with one specific individual in another setting.

Design of the service project. Participants in the UC section had a great deal of latitude concerning the design of the service experience, provided that they followed the basic guidelines specified by the course instructors. UC participants were encouraged to develop projects that addressed personal interests as well as providing a needed service. For the LC section, the two instructors identified three community agencies that serve populations addressed in the Human Exceptionality course. The agencies were contacted before the start of the semester, and agreements were developed for students to conduct their service activities at those agencies. Representatives of each agency made a brief presentation to the students during the first class session describing the agency and the nature of the service to be performed. Students then were asked to choose one of the agencies. Due to scheduling conflicts, however, 3 students enrolled in the LC section were allowed to implement alternative service projects, and 1 student failed to complete the service requirement.

Location of the service. Participants in the UC section were instructed to perform service activities in a minimum of three environments, including school, home, the community, or in work settings. Participants in the LC section performed all of their service activities at their chosen agency, with the following exception: Many of the Camp ABC activities were conducted in a variety of community settings, including museums and parks.

Types of service activities performed. Participants in the UC section were allowed to negotiate with the agencies and/or individuals with whom they were performing service concerning the types of service activities to be performed. Those who

worked as teacher aides typically engaged in tutoring activities, but also engaged in a variety of home or community-based activities. Those who worked with individuals from group homes or with family members also performed a variety of home and community-based activities. LC section participants had little input into the types of service activities they performed. Participants who chose either the Valley School or Neighborhood Preschool options mainly worked as teacher aides. Two exceptions to this were Denise, who was employed by Valley School, and Tammy, who negotiated with the Valley School administration to combine her service with her professional interest by working with a speech therapist. Participants at the Camp ABC option basically engaged in activities that had been preplanned by the Camp ABC staff.

Perceptions of the Benefits of the Service-Learning Experience

Research Question #3 asked: "Was there a difference in participants' perceptions of the benefits of the service-learning experience between students engaged in the UC or LC projects?" In this section, data from the Bennion Center Service-Learning Course Evaluation, focus group interviews, and telephone interviews will be triangulated in order to address that question. A comparison of the findings for both sections will be provided. Table 11 presents a between-section response comparison for the learning domains of course content and citizenship. Data from the total university survey is also included as a point of reference.

Table 11

Between Section Comparison Response by Domain

Domain:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Content:					
Unlimited Choice Section	41%	46.2%	12.8%		
Limited Choice Section	25%	31.3%	22.9%	18.8%	2.1%
Total University	18.6%	33.8%	29%	14.2%	4.4%
Citizenship:					
Unlimited Choice Section	46.2%	48.7%	5.1%		
Limited Choice Section	31.3%	31.3%	31.3%	6.3%	
Total University	30.4%	43.3%	17.5%	7.1%	1.8%

Unlimited Choice ($\underline{N}$= 13); Limited Choice ($\underline{N}$ = 16); Total University ($\underline{N}$ = 513)

Note. Content Domain includes Bennion Center Service-Learning Course Evaluation items #4, 7, and 9; Citizenship Domain includes items #3, 8, and 10.

Comparison of Findings

Although participants from both sections generally responded positively to the service-learning component of the course, the data suggest that there was a difference in participants' perceptions of the benefits of the service-learning experience between students engaged in the UC or LC projects. Participants from the UC section responded much more positively (87% "strongly agree" or "agree") on the combined 3 items on the Bennion Center survey that addressed the domain of course content (items #4, 7, and 9) than did the participants from the LC section (56%). Responses from the LC section in the domain of course content, however, were similar to those of the total university (52% positive). A comparison of the data that were presented in Table 3 and Table 7 indicate that the perceived benefit of the service related to understanding of basic concepts and theories of the course, and motivation to study harder were the greatest areas of discrepancy between the UC and LC sections.

Participants from the UC section also responded much more positively (95%) to the 3 survey items that addressed citizenship (items #3, 8, and 10) than did the participants from the LC section (63%). Moreover, the LC participants also responded more negatively in the domain of citizenship than the total university average (74% positive). A comparison of the data that were presented in Table 4 and Table 8 shows that a greater percentage (85%) of UC participants indicated that the course helped them to develop a greater sense of personal responsibility towards their community than did LC participants (63%). Moreover, although 75% of LC participants indicated that the course helped them to become more aware of community problems, only 50% responded

that the course helped them to become more interested in solving community problems. All of the UC participants responded positively to both items.

Although it is not possible to discern from the Bennion Center course evaluations which responses were made by specific participants, qualitative data from the other sources (focus group and telephone interviews, and student journals) consistently indicated that participants from the LC section who chose the Valley School option had the most success in relating their service activities to the objectives of the course. One Camp ABC participant was also positive about the experience, but she did seem to struggle at times with making connections to the course. The other Camp ABC participant found it difficult not working with the same individuals each week. Overall, LC participants who chose the Neighborhood Preschool option seemed to struggle the most in making connections between course concepts and the service experience. This would suggest that the quality or nature of the service placement may have been a more influential factor in explaining the perceptual differences between the UC and LC sections rather than the actual limits imposed on choice of placement.

A few participants from the LC section also indicated that they would have preferred more on-going feedback concerning the service throughout the semester. Although the participants' reflective journals were reviewed three times during the semester, the last review was done at the end of the semester. Comments from the participants suggest that more frequent reviews with more detailed feedback would have been appreciated and helpful.

Finally, some LC participants suggested that the procedures used to monitor the service activities could have been tighter. During the semester, the TA met with participants to check on their service hours and activities, but direct monitoring and more frequent contact with the service agencies would have been appropriate. Although the same TA monitored the service activities of the UC section, this did not seem to be an issue for those participants.

Pedagogical Advantages and Disadvantages

Between Service-Learning Approaches

The purpose of this section is to address Research Question #4 in order to identify any pedagogical advantages or disadvantages that may have resulted by the use of either the UC or LC approach in the domains of course content and citizenship, or in the affective, behavioral, and cognitive dimensions of learning. Several advantages and disadvantages of each approach were identified and will be discussed in this chapter. A summary of those advantages and disadvantages is presented in Table 12.

Course Content

Unlimited choice. Six of the 8 UC participants who submitted their journals for this study made at least one journal entry that was explicitly linked to the content of the course. All eight made at least three entries that were interpreted to be implicitly linked. A summary of explicit and implicit journal statements related to course content and citizenship by participants in each section is presented in Table 13.

Table 12

Comparison of Advantages and Disadvantages Between UC and LC Approaches

Unlimited Choice Section	Limited Choice Section
Advantages	**Advantages**

Content:

— Participants design projects that address personal interests.

— Participants accountable for developing a service experience that addresses course content.

— Opportunities to gain a more global understanding of the exceptionality by performing service in multiple settings.

— Nonuniformity of projects exposes class members to multiple perspectives and promotes diversity in understanding.

Citizenship:

— Participants may feel greater personal investment in the experience.

— University-community relationships strengthened by participants providing service to multiple agencies or individuals.

— Participants are exposed to multiple perspectives.

Content:

— Service sites match or exemplify content covered in the course.

— Instructor maintains greater control over the service experiences.

— Participants gain an in-depth understanding of the exceptionality in one specific setting.

— Uniformity of projects enables participants to share common experiences and to develop shared understandings.

Citizenship:

— Participants are exposed to perspectives of exemplary community agencies.

— Positive relationships with community agencies by providing needed services.

Table 12 continued

Unlimited Choice Section	Limited Choice Section
Advantages, continued	Advantages, continued

Affective Dimension:

– Initial anxiety reduced for those who worked with familiar individuals.

– Interaction with one individual helped participants to view the person as an individual rather than as a service project.

Behavioral Dimension:

– Participants are able to observe behaviors in multiple settings.

Cognitive Dimension:

– Opportunities for participants to confront prior assumptions when presented with conflicting information.

General:

– Less initial logistical work required by the instructor.

– Participants more accountable for documenting service hours.

– Self-selection may lead to a better match between the participant and the individual with exceptionalities.

– Participants better able to adjust service within their time constraints.

Affective Dimension:

– Having prearranged sites may reduce initial resistance and anxiety.

– Opportunities for participants to develop multiple relationships.

Behavioral Dimension:

– Opportunities for participants to observe multiple individuals.

Cognitive Dimension:

– Opportunities for participants to confront prior assumptions when presented with conflicting information.

General:

– Participants able to start the service experience immediately.

– Limiting options may make tracking and accountability easier.

– Liability issues minimized by selecting established community agencies.

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Table 12 continued

Unlimited Choice Section	Limited Choice Section
Disadvantages	Disadvantages

Content:

— Limited opportunities for participants to be exposed multiple exceptionalities.

— Self-selected service-learning may not provide a good application to course content.

Citizenship:

— Limited opportunities for exposure to issues concerning other areas of exceptionality.

Affective Dimension:

— Initial anxieties and apprehensions when engaging in service with unfamiliar individuals.

Content:

— Often difficult to identify sites that address all aspects of the course content.

— Limited opportunities for participants to gain a global understanding of the exceptionality in multiple settings.

Citizenship:

— Participants may have limited personal investment in the experience and perceive it as just another class assignment.

Affective Dimension:

— Participants may have initial anxieties and apprehensions about the service.

Table 12 continued

Unlimited Choice Section	Limited Choice Section
Disadvantages, continued	Disadvantages, continued

Unlimited Choice Section	Limited Choice Section
Behavioral Dimension:	**Behavioral Dimension:**
– Limited opportunities to observe behaviors of other individuals with exceptionalities.	– Observations of professionals' behaviors may not always be positive.
Cognitive Dimension:	**Cognitive Dimension:**
– Limited exposure to different types of exceptionalities.	– Less perceived benefit than unlimited choice approach.
General:	**General:**
– Loss of time and initial disorientation in developing the proposal.	– More initial logistical work required of the instructor.
– Reduced instructor control over the quality of the experiences.	– Limited site options made it difficult for some participants to meet the service-learning requirement.
– Tracking and accountability for service hours may be more difficult.	

Table 13

Summary of Explicit and Implicit Statements

Related to Content and Citizenship

	Explicit Statements		Implicit Statements	
Domain	UC	LC	UC	LC
Course Content				
Total	17	22	58	30
Citizenship				
Total	15	26	36	56

Note. Eight of the 14 UC participants consented to include their journals in this study; 9 of the 17 LC participants provided content.

Responses by the UC participants to items on the Bennion Center course evaluation that addressed course content, and comments made during the focus group and telephone interviews, suggest that there were some advantages to the UC approach. First, since participants had much control over the type of service they performed, many of them designed projects that addressed personal interests. For example, April and Tori worked with relatives who had mental retardation. Caroline worked with a family friend who, like herself, had a hearing impairment. Three other UC participants worked with individuals with whom they were already familiar. This factor may have had a positive effect on some UC participants' motivation to provide good service to the recipient and to

make connections between the service experience and the course content. As Eyler and Giles (1999) stated, "caring leads to the need to know" (p. 84). Second, because UC participants were required to perform service in three different environments, they had opportunities to develop a more global understanding of the exceptionality.

Human Exceptionality is a survey course that covers many areas, including a life-span view of disabilities, multicultural issues, and giftedness. By focusing on just one individual, UC participants may have been at a disadvantage concerning course content by being exposed to only one or just a few areas of exceptionality. Journal entries by UC participants tended to focus on the exceptionality of the service recipient, and few made connections to other areas of exceptionality covered in the course. This particular disadvantage, however, is more an artifact of the UC instructors' requirements. Other instructors who choose to utilize the UC approach may prefer that students develop service proposals in collaboration with a community agency that serves a more diverse population.

Limited choice. LC participants indicated a moderate perception of benefit related to course content. Overall, 6 of the 9 LC participants who submitted their journals made at least two entries that were explicitly linked to the course content and all made at least 1 entry that was interpreted to be implicitly linked. Several possible advantages related to course content were identified for the LC approach. First, the instructors were able to select sites that matched or exemplified the content covered in the course. In this investigation, sites were selected that addressed disability, multicultural, and at-risk issues. However, participants who chose the Neighborhood Preschool option experienced

more difficulty in relating the service to the content of the course. Second, by selecting the service sites, the instructors were able to maintain somewhat greater quality control over the service experiences, although the majority of participants in both sections appear to have conducted quality service projects. Third, by focusing on one specific agency, most participants gained an in-depth understanding of the services provided and individuals served by that agency. Fourth, uniformity of the service projects enabled participants to share common experiences and to develop shared understandings.

Several disadvantages to the LC approach also were identified. First, it was very difficult to identify service sites that addressed all aspects of the course content. This became glaringly obvious with the participants who chose the Neighborhood Preschool option. Although multicultural and at-risk issues were covered in the course, the primary focus of the course was on disabilities. Since most of the students served by Neighborhood Preschool do not have disabilities, participants who chose that option expressed much frustration in making connections to the course content. This is consistent with the findings of Eyler and Giles (1999) that application, the degree to which students can link classroom learning to their service experiences, was associated with almost all academic learning outcomes that were investigated.

Second, by limiting the service experience to just one setting, participants were not provided with opportunities to gain a more global understanding of the exceptionality. Third, although the LC approach provided the instructors with greater control over the quality of the service experience, it still did not guarantee that all students would have a quality experience. Also, as with any type of class assignment, there was a certain

amount of variability in the quality of the work completed regardless of the instructors' efforts and guidelines. Finally, only about 38% of the LC participants indicated on item 9 of the Bennion Center survey that the service activities they performed made them interested in studying harder compared to 77% of the UC participants. This difference in motivation may be related to the amount of control participants were allowed over their service experiences, or to factors such as placement quality, previous experience with service-learning, intrapersonal differences, or other unknown factors.

Citizenship

Unlimited choice. Indicators related to the domain of citizenship were also very positive for the UC approach. All 8 UC participants who submitted their journals made entries that were interpreted to either explicitly or implicitly relate to citizenship issues. Most of the UC participants expressed in their journals a commitment to making a difference in the life of their service partner. For many UC participants, this commitment may be due to their established relationships with the service recipients. By having some control over the design of the service project, UC participants had the option to work with individuals with whom they were already committed to helping. The course requirement to perform service in multiple environments may have contributed to participants' global understanding of the impact of the exceptionality and to how they can make a difference as citizens. This is consistent with the recommendation made by Eyler and Giles (1999), that when students are learning about complex social problems, they need to be provided with opportunities to explore those issues and to use the information that is presented in

class in multiple settings.

Only one major disadvantage related to the domain of citizenship could be identified. By focusing on just one individual, UC participants may have been limited in their understanding of societal views concerning other areas of exceptionality. However, regular in-class service-learning discussions in which UC participants shared their experiences helped to address this concern and provided participants with perspectives on several areas of exceptionality.

Limited choice. Two main advantages of the LC approach were identified related to citizenship issues. First, by placing students in exemplary community agencies, students were exposed to the perspectives of the professionals who make those agencies successful. This seemed to have a positive effect on several participants' understanding of the value of the agencies to the community and to their (participants') role in supporting those agencies. Second, feedback provided by the community agency representatives during the final class session indicated that the service provided by the participants had helped to promote positive relationships between these agencies and the university. All three of the community agencies that participated in this study expressed appreciation for the service that the participants provided. Moreover, these agencies stated that students from the course would be welcome to perform service with them in the future.

Bennion Center survey data related to the domain of citizenship were less positive for the LC approach. However, it is difficult to determine from the data if this lowered perception of benefit is related to the limited choice of service placements, or to other

factors. A possible explanation is that the service placements that were designated by the instructors may not have been as conducive to promoting citizenship values as other possible placements. It is also possible that, by being limited to 3 predetermined service placement options, the participants may have felt little control or ownership over the experience, although the available data do not confirm this hypothesis. Some participants may have viewed the service-learning component as just another class assignment. A few participants indicated, either in the telephone interview or on the open-ended question on the Bennion Center survey, that they wished the service-learning component had been optional for extra credit rather than being required. The data do suggest other factors related to the delivery of the LC section that may have contributed to the lessened perception of benefit concerning citizenship issues. First, some participants indicated that they did not entirely grasp the underlying purpose behind the service-learning component of the course, and that the instructors needed to do a better job of articulating the rationale behind the service requirement. Second, several LC participants stated that not enough class time was devoted to service-learning discussions. An increased number of class discussions may have helped the participants to make stronger connections between the service experience and issues related to citizenship. A third possibility is that some participants, particularly those who chose the Neighborhood Preschool or Valley School options, may not have had opportunities to make connections between the service placement and home and community extensions.

Affective Dimension

Unlimited choice. By allowing students to develop their own service-learning proposals, one would think that initial anxieties about the service would be alleviated. However, it appears that only those participants who engaged in service with individuals previously known to them (e.g., April and her brother Keith) expressed little or no anxiety. Participants who engaged in service at schools or community agencies often expressed a high degree of initial anxiety. It appears that these feelings of anxiety dissipated over time, and most of the UC participants found that focusing on one specific individual and developing a close relationship with that individual was a very satisfying experience. Comments made in the students' journals and in the focus group and telephone interviews also suggest that most participants were able to identify and reflect on their own emotions and fears. A comparison of journal entries related to the affective, behavioral, and cognitive dimensions of learning between the UC and LC sections is presented in Table 14.

Limited choice. Providing prearranged service sites may have helped to reduce initial feelings of resistance and anxiety by the participants towards the service-learning requirement. Knowing that they would be expected and welcome at the agency may have been comforting to some participants, however, many participants still indicated that they were apprehensive prior to their first day of service. Working with multiple individuals provided an opportunity for the participants to develop multiple relationships, but most tended to focus on one or two individuals, and one Camp ABC participant changed her service due to her frustration with not working with the same individuals each week.

Table 14

Comparison of Affective, Behavioral, Cognitive Journal Entries
Between UC and LC Participants

Dimension	Self		Recipient		Others	
	UC	LC	UC	LC	UC	LC
Affective	29	31	43	44	9	15
Behavioral	24	40	44	47	25	19
Cognitive	8	5	20	6	10	7

Note. Eight of the 14 UC participants consented to include their journals in this study; 9 of the 17 LC participants provided content.

Behavioral Dimension

Unlimited choice. Reflections by the UC participants on the behaviors of their service partner tended to focus on describing the individual's actions in particular situations with little critical reflection. Therefore, the main advantage to this approach is that participants were able to observe the individual in multiple settings. Likewise, participants' reflections on their own behaviors also tended to focus on reporting their actions with little or no critical reflection, although April, Jim, and Kate did to some extent. There is some evidence in the students' journals that the TA tried to encourage them to address this, but it rarely happened. It appears that some of the more valuable reflections on behaviors were related to interactions between the individual and others

(e.g., teachers, service providers, parents, citizens). The course requirement for performing service in multiple settings enabled the participants to observe interactions between the service partner and several different individuals.

Limited choice. Several participants in the LC section from each site option were able to reflect on how they reacted to particular situations during the service experience, or on their behaviors and attitudes prior to the experience, and to think about how they might act in similar situations in the future. It is difficult to determine why LC participants tended to be more self-reflective about their behaviors than UC participants. However, one hypothesis is that by being "guests" of a community agency, LC participants may have felt that their behaviors were being more closely scrutinized than UC participants who engaged in service activities with individuals with whom they were already familiar. Another hypothesis is that the lack of control LC participants had over their service experience may have produced greater cognitive dissonance, resulting in more reflection in this area than for UC participants.

Participants in the LC section were also provided opportunities to observe and reflect on the behaviors of multiple individuals over time. These observations were not always positive, as illustrated by Matt's initial perception of special education as a form of "baby sitting." Overall, however, there is no indication that behavioral observations made by LC participants were less positive or more negative than those made by the UC participants.

Cognitive Dimension

Unlimited choice. The cognitive dimension is closely related to the domain of course content, and the advantages and disadvantages were discussed above. However, for this investigation, the cognitive dimension was expanded to include the participant's ability to critically examine, challenge, and change prior beliefs or assumptions when presented with new evidence encountered in the course or service experience. In general, few of the UC participants were able to identify and challenge prior assumptions they held related to various areas of exceptionality. A reason for this may be that the participants entered the course with existing positive and/or realistic assumptions, and the service-learning experience only confirmed those assumptions. However, there is also no evidence to suggest that the service experience had an adverse affect on participants' beliefs or assumptions. One possible disadvantage of the UC approach is that participants had limited exposure to different types of exceptionalities.

Limited choice. As with the UC section, few examples could be found to indicate that LC participants were able to address the expanded concept of the cognitive dimension that was discussed above. However, a few participants were able to critically examine and challenge their prior beliefs and/or assumptions concerning self, the recipient, and others. There do not appear to be any major advantages or disadvantages between the UC and LC approaches in this area. However, it must be noted that UC participants had a much more positive perception of the benefit of the service as it related to their understanding of the course content than did the LC participants (87% to 56% positive responses respectively).

General Logistical Issues

Unlimited choice. One possible advantage of the UC approach is that it placed more responsibility on the participants to design and implement their service-learning projects. Therefore, minimal initial logistical work was required of the course instructors. There were also some disadvantages to the UC approach. First, the time that was needed by the participants to develop the service proposal delayed implementation of the project for several participants. It took some participants up to 4 weeks to initiate contact and negotiate service options with the community partner, write up the proposal, obtain instructor approval, and implement the project. The implication of this is that the UC approach may result in delayed benefits of the service-learning component of a course.

A second potential drawback to the UC approach is that when the instructor relinquishes some control over the design of the service experiences, greater variability in the quality of the service projects may result. However, this issue seems to have been minimized by the UC instructors' requirement for participants to submit a detailed service-learning proposal prior to implementation, and through on-going monitoring during the semester.

Limited choice. Three main advantages were identified for the LC approach. First, with prearranged service sites, students are able to begin the service experience almost immediately and derive benefit from the service earlier than participants in the UC section. Second, by limiting the service options, tracking participants' service hours was relatively simple. However, a few of the LC participants still indicated that the accountability procedures were too loose. A third possible advantage is that by

establishing partnerships with established community agencies, potential liability issues may have been lessened.

There are also a few disadvantages to the LC approach. First, this approach required more initial logistical work on the part of the instructor. It was the instructors' responsibility to identify appropriate agencies, initiate contact, and negotiate service activities. Some instructors may find this to be too labor intensive and time consuming. Another disadvantage that was identified in this investigation is that some participants found that the limited number of options made it difficult or impossible to fulfill the service requirement of the course. Three participants were granted permission to do their service at an alternative site, and one participant failed to do the service at all. Although the instructors tried to identify sites that offered diversity in geographic location and time availability, the sites obviously did not meet the needs of all of the participants. Part of this problem may be attributed to the heterogeneous composition of the class. For a more homogeneous class (e.g., all special education majors), this may not be an issue.

Summary

The data examined in this study support the findings of Corbett and Kendall (1999) that service-learning does contribute to participants' understanding of the course content. Responses on the Bennion Center course evaluation, and to the focus group and telephone interview questions, indicated that participants in both sections perceived that the service-learning experience helped them to better understand the course content. Moreover, most participants were able to make connections between the service

experience and the course content in their reflective journals. However, participants in the LC section who performed service at Neighborhood Preschool had the least success making that connection and expressed the least amount of perceived benefit from the service experience. This finding suggests that differences in perceptions of the benefit of the service-learning experience may be an artifact of the specific site option rather than to whether or not the participant had a limited or unlimited choice of options.

The service-learning experience also seems to have addressed the stated goal of promoting socially responsive knowledge by enhancing participants' understanding of many of the issues related to individuals with exceptionalities. Although several participants from both sections addressed many of these issues in their journals, participants from the UC section expressed a greater perception of benefit related to citizenship on the Bennion Center course evaluation. One hypothesis that might help to explain this difference is that the UC participants may have felt a greater sense of ownership of the service experience than did LC participants because they engaged in self-designed projects. However, there are no specific data in this investigation to either support or reject that hypothesis. Another possibility is that the requirement for UC participants to engage in service in multiple settings may have had a positive impact. Also, due to the limited time frame of this investigation, it is difficult to determine if the service-learning experience will have any significant effect on the participants' long-term commitment to addressing issues related to human exceptionality for either course section.

The findings of this investigation also suggest that the service-learning experience had an influence on the affective, behavioral, and cognitive dimensions of learning for participants in both sections. Analysis of the reflective journals suggests that the service-learning experience had the most impact on the affective dimension of learning for participants in both sections. Numerous examples of affective statements directed towards the self, the recipient, and others (e.g., teachers, relatives, general public) were identified. Most participants were also able to identify and reflect on their own behaviors, those of the recipient, and others. Cognitively, most participants were able to make connections to the course content (as noted above), but few were able to identify or challenge previously held beliefs.

Overall, the data suggest that participants in the UC section perceived a greater benefit of the service experience than did the participants in the LC section. Although it is not possible to pinpoint the exact reasons for this difference in perception, the following factors may have contributed to it. First, the UC participants had greater control over the design and implementation of the service project than did the LC participants. The UC participants may have felt more ownership of the experience, while the LC participants may have perceived the service requirement as just another class assignment. Second, the prearranged service sites for the LC section may not have provided participants with optimal experiences for making connections between the service experience and the course content. This was particularly an issue for LC participants who chose the Neighborhood Preschool option, and to a lesser extent for Camp ABC participants. Third, the instructors for the UC section may have had greater

success in conveying the purpose of the service-learning requirement, and of helping

participants to make the connections in the class discussions. Finally, other factors may

have had an influence on the differences in perceptions, such as class meeting times and

days, and other student or instructor attributes that were not identified in this study.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this chapter is to discuss the implications of this investigation. Recommendations for future practice will be provided, limitations of the study will be discussed. and recommendations for future research will be made.

Recommendations for Future Practice

A major goal of this investigation was to develop a set of guidelines that could be used by instructors to incorporate a service-learning component into a human exceptionality or introduction to special education course. Based on the findings of this study, the following recommendations for future practice have been developed.

Articulation of the Rationale

A few participants in the LC section indicated that they were unclear about the purpose of the service-learning component of the course. Regardless of what service-learning approach is selected, it is important for students to understand the rationale behind incorporating service-learning into a course. A definition of service-learning should be developed or adopted by the instructor and presented to the class so that students can develop a common understanding of what service-learning is. Several

examples of how service-learning has been defined are provided in this dissertation.

Once a common definition has been addressed, the instructor must identify specific goals

of the service-learning component. This investigation focused on the pedagogical effects

of the service related to the domains of course content and citizenship, and the affective,

behavioral, and cognitive dimensions of learning. Different instructors may wish to place

more emphasis on one specific area, or to identify other possible goals.

Selection of Service-learning Approach

Two broad service-learning approaches were investigated in this study.

Advantages and disadvantages of each approach were identified and discussed. Overall,

the UC section perceived greater benefit from the service experience in the areas of

course content and citizenship than did the LC section. This difference may have resulted

from UC participants having more control over the experience and engaging in service

with individuals with whom previous relationships had been established. Although the

data from this study cannot confirm that theory, it is consistent with the findings of Eyler

and Giles (1999), who found that students tended to feel less engaged in work identified

by the community when they were not active partners in developing the project. Eyler

and Giles (1999) maintained that practitioners should strive to find a balance between the

needs of the community agency to direct the service and student opportunities for

responsibility and leadership. Moreover, Eyler and Giles recommend that, when

appropriate, students should be involved in the negotiations and planning of service

projects because it reinforces the idea that the service process is a partnership.

The differences that were identified between the two sections may also have been due to the nature of the service placements that were offered to the LC section rather than to the fact that the choices were limited. Eyler and Giles (1999) found that placement quality was a significant predictor on most measures of the following outcomes: (a) stereotyping/tolerance, (b) personal development, (c) interpersonal development, (d) closeness to faculty, (e) citizenship, (f) learning/ understanding/and application, (g) problem solving/critical thinking, and (h) perspective transformation. Therefore, if different sites had been chosen for the LC section, the results may have been different. A high-quality placement was defined by Eyler and Giles (1999) as one where students (a) do meaningful work, (b) have important responsibilities, (c) have varied or challenging tasks, (d) work directly with community partners, (e) receive support and feedback from agency staff, and (f) work over a sustained period of time.

Logistically, the UC approach required less initial effort on the part of the instructors, but the instructors also may have given up some degree of quality control over the service experiences. Conversely, the LC approach required more initial effort on the part of the instructors in return for somewhat greater control over the types of service that were performed, although there was variability within both sections. The UC and LC approaches are by no means exhaustive, and many other approaches may be identified and used. Instructors may prefer to have all students perform service simultaneously at the same location. The approach that is selected must be congruent with the goals and rationale behind the service requirement. Moreover, the composition of the class may also have some influence on the type of approach that is chosen. For a heterogeneous

class (such as those included in this study), the instructor may wish to allow students more freedom to design service projects that address their specific interests. Conversely, for a homogeneous class, the instructor may wish to have the students share a common service-learning experience. For example, an instructor of a class comprised of all special education majors may want to require that the service-learning activities be conducted in a public school or community agency that serves individuals with disabilities so that the students will gain a better understanding of the issues that relate to their future profession.

Focus on Specific Service Partners

A recurring theme found in this study is that the participants considered the relationships they developed with their service partner(s) to be one of the most valuable benefits of the service-learning experience. Participants in the UC section were specifically instructed to focus on one individual. LC participants were not so instructed, but they tended to do so anyway. This suggests that the affective dimension of the service experience is critical. Those who lacked consistency with whom they performed service tended to express the most frustration over the experience. This suggests that course instructors should encourage community agency partners to assign volunteers to work with specific individuals throughout the service whenever possible.

Provide Multiple Opportunities for Class Sharing

Several participants from each section commented on how valuable the class discussions were in helping them to benefit from the service-learning experience. Moreover, a few LC participants indicated that more opportunities for class discussion

were needed. Even given the amount of content that needs to be covered in this type of

course, it appears that reflective class discussions should be included on the course

schedule rather than relying on convenient opportunities. It also seems to be beneficial to

provide students with specific stimulus questions or statements to help them have a better

focus in their discussions. This finding is consistent with the findings of Eyler and Giles

(1999) that the quantity and quality of reflection, through writing or discussion, was most

consistently associated with academic learning outcomes.

Provide Frequent Feedback on Reflective Journals

Reflective journals provide instructors with a unique opportunity to monitor

students' service activities and to share in their experiences by engaging in an ongoing

dialogue. Frequent monitoring of student journals allows instructors to identify any

problems that students may be experiencing, and to address them in a timely manner.

The findings of this study suggest that participants would have benefitted from more

frequent feedback on their journals. Although participants in both sections received

instruction on the ABCs of Reflection approach (Welch, 1999), and were encouraged to

use it, few explicitly did so. However, it may still be beneficial for instructors to address

the affective, behavioral, and cognitive dimensions of learning when providing written

feedback to students.

Accountability and Monitoring Issues

Service-learning is not synonymous with volunteering. Service-learning, by most

common definitions, is service that is linked to a specific course. Therefore, as with any

other course assignment, evaluation criteria must be specified and followed. In this investigation, participants were required to log their service hours in their reflective journals. However, a few of the LC participants indicated that this method of monitoring was not very effective, and provided opportunities for participants to be dishonest about the hours of service that were performed. Some instructors prefer to conduct actual site visits to observe students performing service. However, other instructors may find this approach to be too time consuming. A possible compromise is for the instructor to develop a communication system with the community partner that facilitates regular monitoring of the students' service. For example, the instructor could provide the community partner with a short evaluation survey and a self-addressed stamped envelope that could be returned at designated times during the semester. Another option would be for an agency representative or parent of the recipient to maintain a log of service hours.

Limitations of the Study

When considering the findings of this investigation, a number of limitations must be considered. First, the instrument used to measure participants' perceptions of the service-learning component of the course, the Bennion Center Service-learning Course Evaluation, is a self-report questionnaire that has not undergone rigorous scrutiny to determine its reliability or validity. However, the instrument has been used for several years, and the data obtained from the participants in this study were generally consistent with the data obtained from all university students who participated in a service-learning course during the Spring 1999 semester. It should also be noted that no procedures were

utilized to match survey responses with the LC service options. That information would have been particularly useful in the analysis of the survey data from the LC section to determine if any trends were evident between participants who chose either of the 3 service options.

A second major limitation involves the small sample sizes in this study. Participants were self-selected based on the course section in which they enrolled, and in the case of the LC section, by the service option that they chose. This limitation must be considered when interpreting the data. Participation was particularly low in the focus groups, and follow-up telephone interviews were conducted to generate more responses. Although the focus groups and telephone interviews used the same protocol, each method of data collection produces different types of qualitative data. Also, some participants in each section did not provide consent to having their reflective journals included in this study. Due to confidentiality assurances, journal transcripts were not made available to me until after final grades had been posted. I chose not to follow-up with nonconsent providers in order to avoid the appearance of coercion. Therefore, survey data could only be triangulated with journal data from those who did provide consent. This limitation may have affected the outcome of the study in that those who agreed to participate may have had a more favorable view about the service-learning experience than those who chose not to provide consent. However, as one of the instructors of the LC section, I had the opportunity to read the journal reflections of all of the students in the class. None of the nonconsent participants' journals deviated significantly from those of the participants who gave consent. Finally, due to schedule conflicts and other reasons, 3 participants in

the LC section were allowed to complete their service in alternative sites, and 1 other student actually failed to complete the service requirement. Since 16 of the 17 students enrolled in the LC section completed the Bennion Center course evaluation, data from these individuals may have been included in this study, but their journal entries were not.

A third limitation concerns the limited number of service-learning site options that were made available to participants in the LC section. As noted above, 3 participants were unable to fulfill their service-learning requirement at any of the prearranged sites. Moreover, participants who chose the Neighborhood Preschool option experienced difficulties connecting the service experience to the content of the course. Also, since Camp ABC is primarily a summer program, service opportunities were limited during the Spring semester. Therefore, differences between sections may have resulted from the quality of the actual service placements rather than from the restrictions on choice.

A fourth limitation concerns the generalizability of the data. In qualitative research, the traditional concept of external validity is usually not applicable. Rather, what I have attempted to do in this study is to provide a rich description of the phenomena under investigation in order to, as Lincoln and Guba (1985) suggested, enable someone interested in making a transfer to determine whether or not a transfer is possible. Data from a variety of sources were included in this study in order to improve the likelihood that a valid and rich description of the participants' service-learning experiences would be developed.

Finally, a fifth limitation is that formal procedures for including the perspectives of the service partners (i.e., community agencies and service recipients) were not

incorporated into this investigation. For the LC section, agency representatives did participate in the first and last class sessions. Anecdotal evidence to support the benefits of the students' service activities was offered by the agency representatives during the last class session and in subsequent private conversations with this investigator. For participants in both sections, journal reflections were identified that indicated general satisfaction and appreciation of the service from the service partners.

Several steps were taken during this investigation to address the limitations discussed above. First, data were collected over a prolonged period of time, including the 15-week semester and the following summer months. Second, multiple sources of data were collected and triangulated. For example, responses to items on the Bennion Center survey provided data to indicate the participants' perceptions of the benefits of the service experience related to the areas of course content and citizenship. These data were then triangulated with data from the participants' reflective journals, focus group and telephone interviews to look for either consistencies or inconsistencies in responses. Triangulation also provided a means to address or try to understand differences between survey responses between the UC and LC sections.

A third step that was utilized involved a process of peer debriefing, in which emerging findings and interpretations of the data were discussed with several of my colleagues, including the instructors of the UC section and my co-instructor of the LC section. This process was particularly helpful in my analysis of the data from the UC section. For example, after reading and analyzing the transcript of one UC participant, my initial evaluation was that she just "hung out" with her service partner. However,

when I presented this interpretation to each of the UC instructors, they informed me that this was actually a life-transforming event for that student and that this experience had greatly influenced her decision to make a career in special education. This example illustrates a fourth step, referred to as negative case analysis, in which developing hypotheses were revised as contradictory evidence was discovered. A fifth step involved the archiving of all data and rechecking the data with findings following analysis.

As co-instructor of one of the course sections that was included in this study, I also felt obligated to take steps to increase my objectivity. First, in order to demonstrate that I had no preference or bias toward either approach, the decision for which approach to use (LC or UC) was given to the instructors of the other section of the course. They chose the UC approach. Second, as an instructor, I was in a position of authority over the participants in my section. In an attempt to limit my influence and to promote more natural responses on the part of the participants, all data collection activities were delegated to the teaching assistant. Some qualitative researchers would find this delegation of data collection duties to be a limitation in and of itself because it created an artificial barrier between the researcher and the participants involved in the study.

Recommendations for Future Research

Service-learning has continued to gain acceptance as a pedagogy in higher education over the past decade. However, few investigations have focused on its use in the field of special education. The present study examined the advantages and disadvantages of two approaches to service-learning in an introductory Human

Exceptionality course. Further investigation is needed to determine the effects and benefits of service-learning in other special education and teacher preparation courses. Based on the findings of this investigations, the following recommendations for future research have been identified.

One hypothesis that emerged from this study, to help explain the differences in perceptions of benefit from the service-learning experience between the UC and LC sections, was that UC participants may have felt greater ownership over the service because they had more control over the design and implementation of the projects. However, the data that were collected and analyzed for this study did not allow for the testing of that hypothesis. Further investigation is warranted to help ascertain if greater student control over the service-learning experience results in increased commitment, motivation, and feelings of ownership over the service-learning experience.

The findings of this study also suggest that participants who engaged in service with one or a small group of individuals consistently throughout the semester expressed greater satisfaction over the service experience than did those who had inconsistent experiences. Further investigation is needed to determine what effects on students' ability to accept people with exceptionalities as individuals result from working with consistent or inconsistent service partners. That is, do students who develop a relationship with one individual develop greater feelings of acceptance of individuals with exceptionalities than students who work with multiple or changing individuals ?

A related area of investigation concerns the age of the service recipient. In this study, participants in the LC section engaged in service with children and adolescents

ranging from preschool to secondary grades. Most of the UC participants did the same.

However, three participants did work with adults. Future research would be useful to

determine if the age of the service recipient makes a difference in learning outcomes for

students. For example, would students who engage in service with adults or with a cross

section of individuals develop a greater life span perspective on disability? Moreover,

does performing service in multiple environments, as was required in the UC section,

result in a more global understanding of exceptionality than service in a single

environment? Or, are there advantages to limiting the service experience to a single

environment, such as a school or community agency?

The present study focused on individual student service projects. Further research

is needed to identify advantages and disadvantages of whole-class projects compared to

individual projects. For example, if the whole class worked on a specific community

project, would students demonstrate greater awareness of citizenship issues than students

who engaged in individual projects?

A limitation noted above addressed the lack of data that were obtained from the

community agencies and service recipients. In the literature review for this study, no

research that focused on the needs and perspectives of those being served was identified.

Most service-learning research, including the present study, has focused on student

outcomes and benefits. Following Maybach's (1996) recommendation, future service-

learning research should consider the experiences of all partners in the service, not just

the students. Although the concept of reciprocity is a key component of most commonly

accepted principles of service-learning (e.g., Honnet & Poulsen, 1989; Sigmon, 1979),

few investigations have actually focused on the perspectives of the service partners. Future investigations should consider the issue of reciprocity, how the service is operationalized, and how it impacts all stakeholders.

Another area of concern is related to the issue of matching the instructor's course objectives with the goals of the service partner. In this study, the instructors of the LC section maintained some degree of control over the service-learning outcomes by designating specific community agencies and by discussing course goals with representatives from those agencies. The data revealed, however, that instructor control was still limited and there was no guarantee that course content was being applied. Instructors in the UC section maintained control by providing specific guidelines for the service and by maintaining final approval over the service projects, but this approach also resulted in limited instructor control. Future research is needed to determine the impact this loss of control has over the outcomes of the service-learning experience, and to identify better methods of monitoring student outcomes while still maintaining the reciprocity ethic. Or, more succinctly, how can service-learning experiences be developed in a way that meets the needs of all stakeholders?

Another limitation that was discussed above is the limited number of participants who consented to have their journals included in this study. It would be helpful for future researchers to understand why some students were unwilling to have their journals included, even though confidentiality was assured. Because I was one of the instructors of the LC section, there was an obvious discrepancy in the power relationship between the researcher and the participants. In order to avoid situations that could be interpreted

as coercive, and to maintain my objectivity as a researcher, most of the data collection activities were performed by the TA. This approach resulted in a distance between the investigator and the participants that some qualitative researchers might consider objectionable. As an independent participant-researcher, with no official ties to the course, I would have had more freedom to engage in ongoing dialogues with the students. That would have provided me with more opportunities to gain insights into the students' experiences and perceptions, and to develop and test hypotheses during the actual service-learning experience.

Related to the issue of student reflective journals, the present study analyzed student reflections that focused on the service-learning experience. Future investigations could compare the content and quality of student reflections between those engaged in service-learning experiences and those enrolled in a different section of the same course who are not engaged in service. For example, would there be a difference in the affective, behavioral, and/or cognitive aspects of reflection between the service and non-service students? Would non-service students rely more heavily on information from the textbook than on actual life experiences?

Another area of research related to student reflection concerns the use of structured versus non-structured, or freeform, reflection. Future research could be conducted to determine if the quality of student reflections differs between those who are trained in and required to use a structured approach such as the ABCs of reflection (Welch, 1996) and to those who are provided with no structure.

Future investigation would be helpful to determine what, if any, effect a service-learning experience at the high school or undergraduate level would have on the recruitment of students into special education teacher preparation programs. Also, future study is needed to determine if some students perceive the service requirement as a deterrent to enrolling in courses with a service-learning component.

Finally, the findings of this investigation suggest that participants in the UC section perceived greater benefit from the service-learning experience related to course content and citizenship outcomes. However, it is not possible to determine from the data that were collected whether this difference can be attributed to the limited choice of service options in the LC section, to the quality of the service placement options that were provided, or to other factors. Future replication and expansion of the present investigation is needed to address this issue, and to address many of the questions that have been identified above. Moreover, future investigations could utilize more experimental designs to better isolate the effects of the service experience on students ability to learn course content and on their citizenship behaviors.

APPENDIX A

BENNION CENTER SERVICE-LEARNING

COURSE EVALUATION

Class _____

Semester/Year _____

Prof: _____

Please mark which best describes your response to each of the following statements:

Strongly Agree = SA   Agree = A   Neutral = N   Disagree = D   Strongly Disagree = SD

1. The service I did in this class provided a needed service to individuals, organizations, schools, or other entities in the community.
    SA----------A----------N----------D----------SD

2. Structured activities in the class provided me with a way to analyze issues about citizenship, social responsibility, or personal responsibility in my community.
    SA----------A----------N----------D----------SD

3. I developed a greater sense of personal responsibility towards my community in this course.
    SA----------A----------N----------D----------SD

4. This service helped me understand the basic concepts and theories of the subject.
    SA----------A----------N----------D----------SD

5. This course contributed to my ability to get involved with community organizations on my own.
    SA----------A----------N----------D----------SD

6. I would have learned more from this class if there had been more time spent in the classroom instead of doing service to the community.
    SA----------A----------N----------D----------SD

7. The service activities I performed in this class made me more interested in attending class.
    SA----------A----------N----------D----------SD

8. This class helped me become more aware of community problems.
    SA----------A----------N----------D----------SD

9. The service activities I performed in this class made me more interested in studying harder.
    SA----------A----------N----------D----------SD

10. This class helped me become more interested in helping to solve community problems.
    SA----------A----------N----------D----------SD

11. The course helped me bring the lessons I learned in the community back into the classroom.
    SA----------A----------N----------D----------SD

12. The course helped me understand the experience I had as a volunteer.
    SA----------A----------N----------D----------SD

13. Through the course I had the opportunity to share the experiences I had and the lessons I learned in the community with other students.

SA----------A----------N----------D----------SD

Comments about the course or the service done through the class:

14. How many hours a week did you spend in service activities for this class? _____ Hours/week.

15. Age: _____

16. Gender: _____ Male _____ Female

17. Are you currently employed? _____ Yes _____ No

   If yes, how many hours each week? _____ Hours/week.

18. Are you currently married? _____ Yes _____ No   Number of children _____

19. What is your major?

20. What is your status?

   Freshman   Sophomore   Junior   Senior   Graduate   Other

21. Have you taken service learning courses before? _____ Yes _____ No   If yes, how many?

22. Were you doing service in your community before taking this class? _____ Yes _____ No

   If yes, how many hours each week? _____ Hours/week.

23. Do you intend to continue volunteering after the semester ends? _____ Yes _____ No

APPENDIX B

REFLECTIVE JOURNAL

CONSENT FORM

I have been provided with a copy of the Statement of Informed Consent and I understand the content of that document. I understand that participation in this investigation is voluntary and that I may withdraw at any time without penalty. I also understand that any information provided by me for use in the investigation will remain anonymous and kept confidential.

Please select one of the following options:

_____ I consent to the inclusion of my written journal reflections as part of this investigation with the understanding that all personal identification information (e.g., name) will be deleted and that only transcriptions of my journal entries will be considered for analysis.

_____ I consent to the inclusion of my written journal reflections as part of this investigation with the understanding that all personal identification information (e.g., name) will be deleted and that only transcriptions of my journal entries will be considered for analysis. However, I prefer that direct quotations from my journal entries not be published.

_____ I do not consent to the inclusion of my written reflections as part of this investigation. However, I do understand that it is a requirement of the course to maintain a reflective journal and to submit it for grading purposes.

_____

Print name

_____

Signature

_____

Date

APPENDIX C

FOCUS GROUP PROTOCOL

GROUP: _____
DATE: _____
TIME: _____

Purpose: To gain information related to students' perceptions of the service-learning component of Special Education 3010: Human Exceptionality.

Questions:

1.   What type of service did you perform?

2.   Did your participation in the service-learning component enhance your understanding of the course material? Why do you feel this way?

3.   What have you learned about yourself or others since becoming involved in the service-learning component of this course?

4.   How, if at all, has the service-learning component of this course benefitted you (e.g., personally, educationally, etc.)? Explain?

5.   How, if at all, has the service that you provided during this course benefitted others? Explain?

6.   Did the experience have any effect on your future plans? For example, did it have an effect on your choice of major, career, or decision to attend graduate school? Explain?

7.   Did the service-learning component of this course meet your expectations? Why or why not?

8.   What suggestions, if any, do you have for improving the service-learning component of this course?

APPENDIX D

CONTENT - CITIZENSHIP CODING MATRIX

	EXPLICIT STATEMENTS	IMPLICIT STATEMENTS
CONTENT	I was impressed with a paragraph in our text in chapter # 1 titled, Students at Risk but Not Disabled. The paragraph stated, "a growing number of children in schools do not necessarily meet the definitions of disability but are at considerable risk for academic and social failure." I was appreciative of this insight.	David has down syndrome and has very poor motor skills. I spent most of the time helping him sound out words and placement of the pencil, to draw shapes. It is very interesting to me to observe and participate with children of all intellectual and social levels.
CITIZENSHIP	This class, coupled with my work with Karen, has helped me to realize that we need to be careful in making assumptions and inferences. We need to take the time to listen and interact with a person before passing judgment. We need to allow time to know their heart and their dreams, to know them for who they really are!	I know that she is limited in her books at home, so I am going to bring in some books that my children have outgrown to give to Kim. Hopefully this will help. I gave Kim three books today. You would have thought I had given her the world! She was thrilled. She has the desire and determination to overcome her challenges, and I know that she will!

APPENDIX E

A-B-C CODING MATRIX

	Self (student)	**Recipient** (individual with exceptionality)	**Others** (family, professionals, peers, and society)
A Affective	personal emotional responses: fears, concerns, doubts, successes, failures code = AS	feelings toward the recipient; concerns about recipient code = AR	reactions toward persons who interact with the recipient code = AO
B Behavior	reflections on, and critique of, own behaviors before, during & after the service experience code = BS	observations of the recipient's behaviors in different situations; recipient's reaction to the student's behaviors code = BR	observations of others' behaviors toward the recipient and to disabled in general; educational practices code = BO
C Cognition	making connections between content and the service experience code = CS	description of the recipient's exceptionality; comparing to course content code = CR	understanding of the roles others play in life of the recipient; societal attitudes and barriers (e.g., ADA issues) code = CO

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