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SERVICE-LEARNING AND COGNITIVE DEVELOPMENT: AN EXPLORATORY STUDY

A Dissertation

Presented to

The Faculty of the School of Education

The College of William and Mary in Virginia

In Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

Written by

Andrew D. Stelljes

July 2007

SERVICE-LEARNING AND COGNITIVE DEVELOPMENT: AN EXPLORATORY STUDY

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There is a special bond between soulmates, often times involving sacrifices so that the other can try to be better than he imagined. This text is dedicated with humble gratitude to Amy, my true companion.

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To my sweet young children, I love you more than words. You'll only understand my love for you when you have a child yourself. If you ever are inclined to read this text, know that my greatest accomplishment is, and always be, the relationships I have with you and your mother. No words on paper can supersede the sense of pride I have for you.

Emma, your big hugs make all my worries disappear and Braden, your kind smile fills my heart. I love you both.

Most of all, I express my deepest and most sincere thanks to my wife, Amy, whose sacrifice has been immeasurable. Together we embarked on this endeavor six years ago, when our children were but a dream and everyday life was much less complicated. It took longer than we imagined, but your steadfast belief in me kept me going when times were rough. I thank you for taking on the challenges of caring for Emma and Braden during the many days, nights and weekends that I was pulled away to think and write. I cannot thank you enough for your patience and understanding. I thank God for you, and for His allowing us to share our life journey together. I share this degree with you, always.

Andrew D. Stelljes

Andrew D. Stelljes

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SERVICE-LEARNING AND COGNITIVE DEVELOPMENT: AN EXPLORATORY STUDY

ABSTRACT

The purpose of this qualitative study was to examine whether exposure to and immersion in a service-learning program is related to cognitive development. The researcher identified traditionally-aged college students who were selected by service-learning faculty as demonstrating an exemplary commitment to and engagement in service-learning. The students were invited to participate in a series of three in-depth interviews. This study utilized The Service Learning Model, developed by Delve, Mintz, and Stewart (1990), to examine, describe and assess depth of engagement in service at two points in time. William Perry's Scheme of Intellectual and Ethical Development was used to examine possible cognitive development. Given the data collected and the nature of this inquiry being a qualitative study, the researcher measured a general trend of progress, regression or no movement.

Exposure to and immersion in direct service experiences along with subsequent reflection prior to involvement in a service-learning program is the mediating factor for the preparation of exemplars to develop cognitive skills. Interpersonal, affective development is the precursor for participants' readiness for cognitive development in a service-learning program. This study is a step in the direction of determining if there is in fact any cognitive development in students involved with service-learning.

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Service-Learning and Cognitive Development: An Exploratory Study

Chapter 1

Introduction

Since the founding of Harvard College in 1636, the goals of American higher education have included the preparation of citizens for active involvement in community life (Smith, 1994). In *The American College and University: a History,* Rudolph (1962) reminded us that the public purpose of the American college is a responsibility to the past, the present and the future. This responsibility requires today's colleges and universities to become actively engaged in addressing the problems and needs of society while providing students with a laboratory for learning about pressing community needs (Sullivan, 1999).

For decades higher education experts have been encouraging college and university leaders to take action and address society's increasing problems and growing community needs. Since the early 1980s an increasing interest in service has reflected a concern that institutions of higher education should be more responsive to society and that higher learning in general ought to have greater relevance to public life (Boyer, 1987, 1994; Rhoads, 1998; Wingspread Group, 2004). Derek Bok (1982) challenged administrators and faculty when he wrote, "there is no reason for universities to feel uncomfortable in taking account of society's needs; they have a clear obligation to do so" (p.11). Further, a report sponsored by the Carnegie Foundation, written by Frank Newman (1985), made the case explicit. Newman wrote, "If there is a crisis in education in the United States today, it is less that test scores have declined than it is that we have failed to provide the education for citizenship that is still the most important responsibility of the nation's schools and colleges"(p.31).

At the 1992 annual conference of the American Association for Higher Education (AAHE), Carol Cartwright, then chair-elect of the AAHE board, skillfully summarized the discussion about restoring the public trust in higher education. She proclaimed what many in the academy had been debating: namely that public trust of and public support for higher education have seriously eroded, that higher education desperately needs to face a growing gap between the needs of external society and the academy's own internal priorities (Zlotkowski, 1996, p.33). Indeed scholars agree that a renewed commitment to service will provide a formidable response to higher education's critics who regularly protest against an "ivory tower" mentality.

Faculty members in various disciplines have initiated a new wave of experiential education wrapped in service activity, reciprocal learning and purposeful reflection. It is supposed that service-learning may accomplish both the academic aims of the academy and positively contribute to the vitality of the community. There have been many attempts to define service-learning and while variation exists, the Commission on National and Community Service has cogently defined service-learning as a method:

(a) under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community;

(b) that is integrated into the students' academic curriculum or provides structured time for the student to think, talk, or write about what the student did and saw during the actual service activity;

(c) that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and

(d) that enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others (National and Community Service Act of 1990).

Eyler, Giles and Grey, (1999), reported that the service and learning components of the course enrich learning while having a positive impact on the community. Students learn more effectively by becoming actively engaged in addressing the concerns of the community. The caliber of the service that students provide is enhanced by what they are learning in class. Finally, reflection on the service activity should be integrated into the course so that student learning is facilitated. Perceptions of experiences are buttressed with facts relevant to the discipline under study (Jacoby, 1996, Eyler, Giles & Grey, 1999).

A number of national studies that address the impact of service-learning on students (Astin & Sax, 1998; Eyler & Giles, 1999; Gray, Ondaatje, Geschwind, Frisker, Goldman, Kaganoff, Robyn, Sundt, Vogelsang, & Klein, 1999; Melchoir, 1997) and dozens of other smaller studies (Alt & Medrich, 1994; Anderson, 1999; Eyler, Giles & Grey, 1999) have been conducted. These studies have explored the impact of service-learning on a variety of personal qualities. Examples include efficacy, interpersonal skills, reduction of stereotyping, social responsibility and commitment to future service. This growing body of research on college student participation in service-learning has documented the generally small, positive effects on student development (Eyler, 2000). Recently Kiely (2005) reported that service-learning educators have been expressing an increasing concern over the need to develop a more rigorous research agenda to better understand the value of service-learning. The increases in volume of studies have led some educators to conclude that service-learning is at a "methodological crossroads" (Ziegert & McGoldrick, 2004). The focus on the "what" of student learning rather than the "how" leave us with a theoretical "black box" regarding the process mechanisms in service-learning that enhance certain outcomes (Kiely, 2005). In order to focus on the "how" we must conduct an examination of individuals, as compared with groups, and of individuals that exhibit some of the outcomes that service-learning claims to promote.

Statement of the Problem

This study explores if and how a select group of students (selected by faculty as demonstrating an extensive commitment to service) may be impacted based on a set of experiences and subsequent reactions to those experiences. For the purpose of this study the participants are referred to as exemplars. After participating in a service-learning experience, exemplars initiate long-term projects aimed at ameliorating the social problems they witnessed. They become teaching assistants and work alongside faculty members who are implementing service-learning. They integrate their service interests with their academic pursuits. An example of such a project is a Spanish major who conducts research on the struggles of local residents whose first language is Spanish while creating a support network for the residents. Another example of such behavior is a student who, upon completing his service-learning assignment on poverty, travels to a developing country, meets with citizens, returns to his college and embarks on a fundraising campaign to assist members of the community from which he returned. A select few strive to live a life integrated with their service work; their commitment is consistent and they pledge a lifetime to the pursuit of social justice in society. These are examples of the exception to the norm. The students who accept these roles and develop an intense personal commitment to service appear to have been most impacted by their service experience. The principle research question addressed in this study will be whether exposure to and immersion in a service-learning program is indeed related to cognitive development.

Significance of this Study

Recently, members of the service-learning academic community have reported on recommendations for future study. National survey studies and single program efforts have provided a map of service-learning and its impact on students, but it is akin to mapping terrain with a 30,000 foot flyover (Eyler, 2003). Service-learning scholars have emphasized the need to link service-learning to enhanced cognitive outcomes. Slotkowsk (1995) argued that the future of service-learning within higher education may rest on "a single elusive but nonetheless basic decision-whether the service-learning movement as a whole prioritizes ideological or academic issue" (p. 126). More than ten years later this question remains relevant and the answer still unclear.

Eyler (2000) reported that studies are needed to establish whether a relationship exists between academic service-learning and later civic involvement. "We know that service-learning has a small but consistent impact on a number of important outcomes for students; now we need to push ahead to empirically answer the questions about improving the academic effectiveness of service-learning" (p.16). Jeffrey Howard

(2003), editor of the Michigan Journal of Community Service-learning, reported that researchers know a fair amount about the effects of service-learning but much less about the long-term impacts of participation. “Do students become lifelong civic participants as a result of their involvement in service-learning? How else are they influenced over the long run?” (p.146). Service-learning researchers have insisted that quantitative methods should be supplemented with qualitative efforts such as personal interviews or focus groups, in order to adequately study service-learning (Howard, 2003; Bringle & Hatcher, 2000).

Purpose of this Study

This study is an attempt to learn more about exemplars in order to determine whether exposure to and immersion in a service-learning program is in fact in any way related to cognitive development. In order to learn more about the potential cognitive development of this subset of students, this study examines the conditions that bring about prolonged involvement and learn about the characteristics and motivations of this group of students. This study explores the characteristics and motivations of these students as well as the conditions that bring about a developmental transition from interest in service to long-term commitment to an issue of social concern. Service-learning presents students with concrete challenges to their intellectual and ethical knowledge, skills, values, and developmental capabilities. This study considers how this group of students may have progressed along the continuum of Perry’s Scheme of Intellectual and Ethical Development (1970). This study is a step in the direction of determining if there is any cognitive development in exemplars.

Framework

Three theoretical constructs establish the framework for this study. They are: (a) William Perry's Scheme of Intellectual and Ethical Development, (b) The Service-Learning Model and (c) Motivation Theory. Each is described in more detail below:

Perry's Scheme of Intellectual and Ethical Development

This qualitative study utilized William Perry's Scheme of Intellectual and Ethical Development to examine whether exposure to and immersion in a service-learning program is in any way related to cognitive development. William Perry's developmental scheme helps to frame and categorize the impact of service experiences. Perry's scheme is a model of the process through which undergraduates develop, or fail to develop, in their intellectual, moral, and ethical competencies. Perry's scheme addresses a student's ability to confront conflicting values and beliefs and use conflict as a tool of integration and growth. Given the qualitative and exploratory nature of the study it is not intended to determine whether there is specific developmental progress along Perry's Scheme. Instead this study explores if and how these students' cognitive development may be impacted based on a series of experiences and subsequent reaction to those experiences. I analyzed a general trend of progress, regression or no movement along Perry's Scheme.

Service-Learning Model

The Service-Learning Model presents a developmental model based on the interaction of service experiences with students' values development. Developed by Delve, Mintz, and Stewart (1990), it describes developmental processes experienced by students engaged in service. The Service-Learning Model draws on Perry's Scheme of

Intellectual and Ethical Development. The model describes the development of students' commitment to service through service experiences. This study provides detailed descriptions of background characteristics of each exemplar (participant), and plots exemplars on the Service-Learning Model upon entrance to college and their current position.

Motivation Theory

I used indicators of motivation to help assess students' cognitive development. The two primary constructs in the literature examining volunteer motivation are egoism and altruism. Volunteers who conform to the egoism stage appear to be principally self-serving. Those who conform to the altruism stage are primarily motivated to help others (Martin, 1994). If motivation indeed changes over time, that would signal a possible change in cognitive development. If students participate in service and begin to develop a commitment to service, their motivation may shift from egoistic motivation to altruistic motivation. That shift in motivation may indicate developmental growth along Perry's Scheme.

Unit of Analysis

Each participant took part in a year-long service-learning program during their freshman year at the College of William and Mary. The Sharpe Community Scholars Program offers approximately seventy-five students a unique educational setting to learn from one another in classrooms and through service projects that emphasize the development of problem solving and leadership skills. Students accepted into the program select from one of several first semester courses that are the basis for year-long service-learning projects. With guidance from faculty and staff, students plan and carry out these projects designed to assist nonprofit and government agencies. Projects address community needs in a variety of areas, such as housing, education, planning, and human services, and engage in a wide range of activities, such as program development, community outreach, data gathering, and dissemination of public information.

Research Question

The principle research question addressed in this study follows: Is exposure to and immersion in a service-learning program related to cognitive development? How students progressed to the point of deep commitment may have been affected by their characteristics, their experiences, and the processes of maturation, such as:

(a) What are the personal and background characteristics (educational background, hometown, family, previous service, presence/influence of religion) of an exemplar?

(b)What, if anything, stimulated a commitment to a particular cause and what is (are) the source(s) of the commitment to service?

(c) What is the nature of the student's service experience?

(d)What is the motivation for a student to become deeply committed to a social concern? What motivates a participant to persist when challenges exist? and therefore;

(e) What conditions bring about a developmental transition from interest in service to a long-term commitment to a social concern?

Limitations and Delimitations

An inherent limitation of a case study is the lack of generalizability. Case studies are not designed to yield results generalizable to a broad population. Case study research seeks to promote insight into and understanding of a topic or phenomenon. The goal of this study was to explore the developmental transition from interest in service to a long-term commitment to a social concern among exemplars.

Summary

National studies and smaller studies have provided a map of service-learning and its impact on students in what Eyler called a "flyover" approach. This study examined the process that leads to impact on students in a selected group who show all of the indicators of hypothesized outcomes. The principle research question was to examine whether exposure to and immersion in a service-learning program in any way relate to cognitive development. Additionally, this study "mapped backward" to assess whether service itself had the impact or if some other factors such as family background, high school involvement and religious involvement may have predisposed students to develop such a commitment to service. The Service-Learning Model is used to assess if and how this group progressed experientially along service-learning continuum. Given the data I collected and the nature of this inquiry being a qualitative study, I considered a general trend of progress, regression or no movement along Perry's Scheme. This study will provide a pathway of progress with respect to commitment to service. Students' involvement in a service-learning program provided the cognitive challenge that these students were prepared for based on the affective growth in their previous service experiences.

Chapter 2 will highlight the historical foundations of service-learning, as well as review findings on the impact of service-learning on college students' development. In the second section of the chapter, cognitive development and motivation theories will be examined. The chapter will attempt to bring to light the gap in the literature on service-learning by documenting studies conducted to date and later considering a gap in the research regarding cognitive development. Chapter 3 will include an outline of the method employed for this study, including a description of the research context; a description of procedures followed with regard to sampling, data collection and data analysis; and a review of the ethical safeguards and considerations employed. Chapter 4 will provide a description of the participants and employ a plotting scheme along the Service-Learning Model as a means of considering potential movement along a commitment to service scale. Chapter 5 will provide a synthesis of common responses with regard to participants' characteristics and motivations to participate in various forms of service activities and will focus on the conditions that may support cognitive development. Chapter 6 will offer a summary of findings, implications for practice, limitations to the study and directions for future research.

Chapter 2

Review of the Literature

The purpose of this study was to explore whether exposure to and immersion in a service-learning program is in any way related to cognitive development. The personal and background characteristics of an exemplar, the motivation for a student to become deeply committed to a social concern and the conditions that bring about a developmental transition from interest in service to a long-term commitment to a social concern served as indicators of such potential development. Thus far researchers have found small effects on a variety of variables and therefore ambiguity about whether service-learning has any effects exists. If it indeed has an effect at all, it should become evident in the students that become the most intensely involved.

After highlighting the historical foundations of service-learning, this chapter will review findings on the impact of service-learning on college students' development to examine what is known and what is not. In the next section of the chapter, William Perry's Scheme of Intellectual and Ethical Development will be examined. Perry's scheme was used as the basis for considering whether exemplars indeed develop skills such as the capacity to adopt a variety of perspectives on social problems. Given the data I collected and the nature of this inquiry being a qualitative study, I could not place participants' in a specific phase along Perry's Scheme at the two points I was analyzing. Instead I could consider a general trend of progress, regression or no movement. The Service-Learning Model will be explained in detail. The model was used to consider whether this group actually progressed along a commitment to service continuum. In addition motivation theory will be defined. Motivation theory was used to consider possible antecedents to commitment. These antecedents included various background characteristics and the nature of their service experience using the Service-Learning Model.

Historical Foundations of Service-Learning

Higher education's commitment to addressing community needs has its roots in the establishment of land grant colleges in 1862. Colleges were created through state governmental initiatives to focus on rural development. Voluntary associations with a service focus, namely the YMCA and YWCA, prospered on campuses in the late 1800s and branched out to become involved in social justice issues in the early 1900s (Finnegan and Alleman, 2005). It was these actions that sparked an intellectual interest in combining the needs of society with the needs of higher education (Stanton, Giles & Cruz, 1999).

In the 1930's interest escalated as a result of the pioneering work of John Dewey in education reform. Dewey theorized that education and society were dynamically interactive and interdependent. It followed, in Dewey's view that if human beings hoped to develop and maintain a particular type of society or social order they must develop and maintain the particular type of education system conducive to it (Bensen & Harkavey, 2002).

Another wave of interest, exemplified by such projects as the University Year for Action, a federally funded program, emerged in the 1960s and early 1970s. The program encouraged college students to work on social problems such as poverty, race relations, mental health and drug abuse in local communities (www.compact.org, 2006). The federal government and colleges and universities were responding to the social and political upheaval that college students generated over the Vietnam War and the civil rights movement. Beyond the confines of campuses, urban uprisings, the civil rights movement, opposition to the Vietnam War, and the War on Poverty brought attention and resources to the nation's social problems. College students were often in the midst of the conflict. Student activists criticized the prevailing operation of colleges and teaching styles. They began "chipping away at what they perceived as a monolithic, teacher-centered, alienating, and irrelevant education system that failed to involve and serve an increasingly diverse population of learners" (Stanton, Giles & Cruz, 1999, p. 1). Students were demanding a new way of teaching and learning.

The social unrest of the 1960s prompted college and university leaders to be more responsive to pressing social concerns. For example, Nathan Pusey, president of Harvard at the time, spoke of the need for higher education to "reassess, reexamine and redefine" its central mission (Nathan Pusey as quoted in Stanton, Giles & Cruz, p. 28, 1999). While many argue that the central mission of the University did not change, groups of people were beginning to call on higher education to be more responsive to community needs. People began organizing, interest groups emerged, and concepts related to service-learning were surfacing, due in large part, to the efforts of the Southern Regional Education Board (SREB). SREB's efforts will be described in greater detail in the next section.

The present-day interest in service-learning can be traced to the creation of the Campus Outreach Opportunity League, Campus Compact, and the efforts of organizations such as the National Society for Experiential Education in the early 1980s. (Morton & Enos, 2002). The Campus Outreach Opportunity League (COOL) was established in 1985 to encourage and support student-initiated community service. In 1985, the Education Commission of the States began Campus Compact: The Project for Public and Community Service. Today, Campus Compact is at the forefront of the service-learning movement. The organization serves as a clearinghouse of information on service-learning. It is the primary organization dedicated to encouraging scholarship in service-learning. To date membership consists of more than 900 public and private two- and four-year colleges and universities, located in 46 states, the District of Columbia, the Virgin Islands, Puerto Rico, and American Samoa (Campus Compact, 2005). From 1983 to 1989 the National Society for Experiential Education worked with more than five hundred colleges and universities to develop and strengthen experiential education (Jacoby, 1996). Today, the NSEE serves as a national resource center for the development and improvement of experiential education programs nationwide.

In 1993, President Clinton signed into law the National and Community Service Trust Act of 1993 to encourage young Americans to participate in direct community service. As a result more high school age students became involved in community service and arrived at college with at least some experience volunteering in a community setting. Beginning in 1994, the Community Service Provision of the Higher Education Act Amendments of 1992 required all institutions receiving student work-study funds to allocate a minimum of five percent of the funds received to community service placements.

At the same time that service driven organizations were building momentum and the federal government was encouraging service involvement, higher education experts were calling on college and university leaders to respond to community needs. This prompted the integration of service-learning in college classrooms. In the next section service-learning will be explained.

Defining Service-Learning

Although there have been many attempts to define service-learning, there is no one universally accepted definition for service-learning (Furco, 2002). Delve, Mintz, and Stewart (1990) discussed the term service-learning and commented on the difficulty in defining terms. Over the last twenty years, at least 200 definitions of service-learning have been published, casting service-learning as an experience, a program, pedagogy, and a philosophy (Jacoby & Associates, 1996). Various terms such as community service, volunteerism, community-based learning and service-learning internship among others are often used interchangeably with service-learning.

Contemporary service-learning programs represent the confluence of two important historical traditions: (1) the American tradition of service to the community, and (2) the experiential approach to pedagogy (Alt & Medrich, 1994; Shaffer, 1993). John Dewey, American educator and philosopher, advanced the view that active student involvement in learning was an essential element in effective education (Dewey, 1956). Through experiential education, students are challenged to discover relationships among ideas for themselves, rather than merely receiving the information about relationships from the authorities to whom they are exposed in books and lectures (passive learning).

Dewey viewed the community as an integral part of educational experiences, because what is learned in the school must be taken and utilized beyond its bounds, both for the advancement of the student and the betterment of future societies (Dewey, 1916 in Waterman, 1997).

The earliest definition of service-learning emerged in the work of Robert Sigmon and William Ramsey and can be found in the publications of the Southern Regional Education Board (SREB) (SREB, 1967 in Giles & Eyler, 1994). Sigmon and Ramsey defined service-learning as the accomplishment of tasks that meet genuine human needs in combination with conscious educational growth. In defining service-learning SREB leaders were concerned with providing opportunities for students to develop commitment to community service, community development, and social change (Stanton, Giles & Cruz, 1999).

As the interest in service-learning was expanding, the National Society of Experiential Education completed a process of articulating and refining a set of principles of good practice. In 1989, the *Principles of Good Practice in Combining Service and Learning* was established during the Wingspread conference. A key statement in the preamble to the Wingspread principles advanced service-learning in a significant way. Honnet and Poulson (1989) concluded that service, combined with learning, adds value to the service and students' learning and transforms both. The concept of reciprocity is born in this statement and continues to be a central concept in the many definitions of service-learning.

Soon after, several researchers attempted to define service-learning. Service-learning has been defined as both a program type and a philosophy of education. As a program type, service-learning includes myriad ways that students can perform meaningful service to their communities and to society while engaging in some form of reflection or study that is related to the service. As a philosophy of education, service-learning reflects the belief that education must be linked to social responsibility and that the most effective learning is active and connected to experience in some way. Kendall (1990) concluded that service-learning programs are explicitly structured to promote learning about the larger social issues behind the needs to which their service is responding. This learning includes a deeper understanding of the historical, sociological, cultural, economic and political contexts of the needs or issues being addressed.

The NSEE defined service-learning as any carefully monitored service experience in which a student has intentional learning goals and reflects actively on what he or she is learning throughout the experience (National Society for Experiential Education, 1994). 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.6)."

While the differences in these terms initially may appear simply preferential, some researchers have made clear distinctions among these terms. A closer examination of the activities of service-learning reveals distinct learning objectives. In particular, differences among various forms of experiential education, especially with regard to the impact of the experience on students have been studied (Furco, 1996). This ambiguity makes it difficult to articulate the goals of service-learning, yet at the same time this flexibility allows faculty across campuses to integrate some form of service-learning.

Although over 200 definitions have emerged, the Commission on National and Community Service has cogently defined service-learning as follows:

> Service-learning is a method:
>
> (a) under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community;
>
> (b) that is integrated into the students' academic curriculum or provides structured time for the student to think, talk, or write about what the student did and saw during the actual service activity;
>
> (c) that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and
>
> (d) that enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others (National and Community Service Act of 1990).

In contrast to the traditional, paternalistic, one-way approach to service, where one person or group has resources that they share with a person or group that they assume lacks resources, service-learning encourages students to do things with others rather than for others. Participants should expect to change in the process (Karasik, 1993). Service-learning is distinct from volunteerism in that it, "is explicitly linked to curricular objectives, and in that it professes a certain degree of academic rigor, embedded in the reflection and integration students engage in before, during and/or after their service experiences" (Strage, 2000, p. 49).

In *Service-Learning in Higher Education* Jacoby, (1996) noted that service-learning can be considered a program, a philosophy, and pedagogy. As a program, service-learning emphasizes the accomplishment of tasks to meet human and community needs in combination with "intentional learning goals and with conscious reflection and critical analysis" (Kendall, 1990, p. 20). Students' service activities often include direct service. Examples include tutoring, volunteer activity at a homeless shelter, or a hospital. Students may also become involved in advocacy work while learning about policy. As students gain knowledge about the social issue and develop an appreciation for the client's concern, understanding of policy increases along with appreciation for the concerns of the population being served. Social concerns are abundant in every community. Service-learning can be discipline based to meet pressing needs while deepening understanding of specific course content.

Service-learning is a philosophy of "human growth and purpose, a social vision, an approach to community, and a way of knowing" (Kendall, 1990, p. 23). The element of reciprocity that transforms service-learning to the level of philosophy is, "an expression of values, service to others, community development and empowerment, and reciprocal learning which determines the purpose, nature, and process of social and educational exchange between learners and the people they serve" (Stanton, 1990, p. 67). As noted by Jacoby (1996), "service-learning is a philosophy of reciprocity which implies a concerted effort to move from charity to justice, from service to elimination of need" (p. 13).

Service-learning is a pedagogy that is grounded in experience as a basis for learning and on the centrality and intentionality of reflection designed to enable learning to occur (Jacoby, 2003). It is based on the work of researchers and theorists on learning, including John Dewey, Jean Piaget, Kurt Lewin, and David Kolb, who believe that we learn through combinations of action and reflection. Kolb's (1984) model outlined the learning experience as a constantly revisited four-step cycle: concrete experience, reflection on the experience, synthesis and abstract conceptualization, and active experimentation. Reflection stimulates the learner to integrate observations and implications with existing knowledge and to formulate concepts and questions to deepen the learner's understanding of the world and the root causes of the need for service (Jacoby, 1996).

During the past fifteen years there has been a marked increase in interest in the pedagogy of service-learning. No one universally accepted definition of service-learning exists, due in large part to the differing objectives of service-learning in various settings. Butin (2003) reported that despite the recent proliferation and expansion of service-learning theory and practice, there exists a concerning ambiguity concerning the principles and goals of service-learning. He writes, "Is service-learning a pedagogical strategy for better comprehension of course content? A philosophical stance committed to the betterment of the local or global community? An institutionalized mechanism for fostering students' growth and self-awareness concerning issues of diversity, volunteerism, and civic responsibility? Or as some critics note, a voyeuristic exploitation of the cultural other that masquerades as academically sanctioned servant leadership? (p.48)"

There is a plethora of impact studies, but there is a dearth of substantive research documenting and supporting some of the impassioned claims of service-learning advocates. Questions must therefore be raised concerning the implications- academic, social and political- of such differing perspectives (Butin, 2003). Frustrated by a lack of civic engagement on college campuses, by the ubiquitous "information-assimilation" style of teaching and learning and inspired by the notion of experiential learning, many educators have called for more "authentic" forms of instruction and assessment (Coleman, 1976). Based largely on learning theories that combine learning and action, service-learning has its roots in experiential education. Combining community outreach with the academic goals of higher education is viewed by some as uniquely accomplishing both the aims of the academy and responding to the needs of the community.

Review of Research: What is known?

There have been several national studies that address the impact of service-learning on students (Astin & Sax, 1998; Eyler & Giles, 1999; Gray, Ondaatje, Geschwind, Frisker, Goldman, Kaganoff, Robyn, Sundt, Vogelsang, & Klein, 1999; Melchoir, 1997) and dozens other smaller studies (Alt & Medrich, 1994; Anderson, 1999; Eyler, Giles & Grey, 1999). These studies have explored the impact of service-learning on a variety of personal qualities. Examples include efficacy, interpersonal skills, reducing stereotyping, and on social responsibility and commitment to future service. Service-learning has been found to have a positive effect on students' personal development, including self-esteem, confidence in political and social skills, and building relationships with others (Eyler & Giles, 1997, 1999; Kendrick, 1996).

This growing body of research on college student participation in service-learning has documented the generally small, positive effects on student development (Eyler, 2000). Additionally, a few studies have examined differences in the quality of the service-learning experiences, for example across classes, disciplines and colleges. Findings reveal that programs with more opportunity for reflection, substantive links between coursework and service, and ethnic and cultural diversity have a stronger impact on student development (Eyler & Giles, 1999; Grey et al, 1999; Mabry, 1998). Billig and Waterman (2003) reported that Conrad and Hedin (1982, 1987, 1989) were some of the first researchers to find that students engaged in service gain in social and personal responsibility and in academic performance. Astin, Sax and Avalos (1999) reported that service leads to subsequent community involvement. There is evidence in the youth development literature (Youniss, McLellan & Yates, 1997), as well as the work of Astin, Sax and Avalos (1999) in higher education, that volunteer service leads to subsequent community involvement. The mediating factor appears to be the development of civic identity - the personal efficacy and social responsibility that are the outcomes of both community service and service-learning (Eyler, 2000).

A series of studies conducted over the past fifteen years have sought data on interpersonal outcomes. Among the most documented interpersonal outcomes are students' interests in a "helping" career, moral reasoning, communication skills, self-confidence, and ability to resolve conflict with others. Generally, studies examining the impact of service-learning on social cognition have yielded positive results. For example, Myers-Lipton (1996) reported that participants become less racist, while other studies have documented students' decreased propensity for stereotyping (Eyler & Giles, 1999;

Giles & Eyler, 1994) and Rhoads (1997) found that service-learning participants become more aware of social inequality.

In the next section the major studies conducted to date will be described with major findings of each highlighted. The following research studies conclude that generally students benefit in some manner from participation in classes that integrate service-learning. Gaps in the research with regard to students' cognitive development will be discussed.

Service-Learning Studies

One of the earliest studies on service-learning was conducted by Markus, Howard and King (1993). In an experimental study, two sections of an eight-section American politics course were randomly selected to include service-learning. The other six sections were the control groups and wrote a longer term paper instead of performing service. All students had the same lectures and took the same exams. Additionally, students were not aware during course registration that two sections would include a service-learning component. Results revealed that at the end of the semester, service-learning students attached significantly increased importance to equal opportunity, volunteering and finding a helping career. In this study service-learning increased students' intentions to help others in need.

Boss (1994) reported on a study designed to test the effect of service-learning on students enrolled in two sections of a college ethics course. One section was selected randomly to complete twenty hours of community service, class discussion, and to report on their experience in a journal. The other section formed the control group and had other assignments in place of the service requirements. A pre/post-test survey to test moral development over the course of a semester revealed that students in the service-learning section scored significantly higher on their Defining Issues Test (DIT) than the control group. The study found that community service along with discussion of relevant moral issues is an effective means of moving students along Rest's Defining Issues Test, a moral reasoning instrument.

Driscoll, Holland, Gelmon and Kerrigan (1996) conducted a study to measure the impact of service-learning among four constituencies: students, faculty, community agencies, and institutions. Researchers presented a comprehensive case study model of service-learning assessment at Portland State University. Researchers identified multiple variables and measures to examine the hypothesis that participation in service-learning would have a positive impact on all four constituencies. Findings supported the legitimacy of the predicted impacts variables for students, community agencies, and faculty. Among outcomes studied, service-learning positively affected students in their awareness and involvement in the community and sensitivity to diversity (Driscoll, Holland, Gelman & Kerrigan, 1996).

Eyler, Giles, and Braxton's landmark study, The Comparing Models of Service-Learning Project (1997), was a national study of the impact of service-learning programs on students' citizenship values. The data discussed were gathered from over 1,500 students at 20 colleges and universities. Students completed surveys at the beginning and end of their service-learning experience. Students who chose service-learning differed from those who did not on a variety of measures. Service-learning involvement was predictive of choosing a career of valuing people, of attempting to influence the political system, of their tolerance for others, of students' ability to place themselves in someone else's shoes, and of students' ability to remain open to new ideas. Based on their findings, the researchers recommended including service-learning in the core curriculum rather than keeping it a co-curricular option.

In 1998, Myers-Lipton reported on a study of a two-year comprehensive service-learning program on students' level of civic responsibility. A nonequivalent control group experiment was conducted with students from a large, western university. The result of the analysis generally supported the hypothesis that students who are involved in a comprehensive service-learning program will show larger increases in civic responsibility when compared to students involved in community service but who are not formally integrating it with their academic course work and students who are not involved in any community service.

Osborne, Hammerich and Hensley (1998) conducted an experimental study on four sections of a pharmacy communications class. Sections were assigned to service-learning or no service-learning conditions. Service-learning was the independent variable. A series of instruments was administered at the beginning and end of the semester. Service-learning groups showed significant positive change compared to non service-learning groups on the Cognitive Complexity Scale.

Astin and Sax (1998) conducted one of the most comprehensive studies on how undergraduates are impacted by service-learning. The researchers compiled data from the Cooperative Institutional Research Program (CIRP) Survey, SAT and ACT scores and enrollment data from forty-two colleges and universities. Thirty-five student outcomes were measured in five student cohorts from 1990-1994. Follow up surveys were administered to students in 1995. Service-learning participation was the independent variable; control variables included freshman year pre-tests, service propensity, major, race, ethnicity, gender and characteristics of the college or university. Astin and Sax found that all thirty-five student outcome measures were favorably influenced by service participation. The outcomes crossed interpersonal development boundaries and included academic outcomes. This study demonstrated that service participation favorably influenced commitment to life goals of helping others, promoting racial understanding, interpersonal skills, leadership skills, social self-confidence, and conflict resolution skills among others. The study also provided evidence that the most important predisposing factor for students to participate in college level service-learning was whether a student volunteered in high school. Other factors included involvement in religious activities, tutoring other children, being a guest in a teacher's home, and gender (women volunteered more than men).

In *Where's the Learning in Service-Learning?,* Eyler and Giles (1999) summarize the results of three studies designed to assess the impact of service-learning. They concluded that service-learning had a positive impact on such outcomes as personal development, commitment to service, interpersonal skills, tolerance and stereotyping, learning and application of learning. Further, a qualitative analysis revealed that students in well-integrated service-learning courses were more likely to apply subject matter knowledge to their problem analysis and to have well developed practical strategies for community action. In both the quantitative and qualitative studies, students reported greater learning when they had higher quality experiences.

Moely, McFarland, Miron, Mercer, & Ilustre (2000) published a study on changes in college students' attitudes and intentions for civic involvement. Two-hundred and seventeen students participated in service-learning while 324 were not engaged. The students completed the Civic Attitudes and Skills Questionnaire (CASQ) at the beginning and end of a semester. Students who were involved in service-learning showed increases over the semester in their plans for future civic action, assessments of their own interpersonal, problem-solving, and leadership skills and agreement with items emphasizing societal factors that affect individual outcomes.

In 2000, Rockquemore and Schaffer utilized cognitive mapping to explore service-learning experiences. The research project used grounded theory to analyze the reflective journals of 50 students enrolled in a service-learning course. The journal data showed that students went through three stages in the service-learning process: shock, normalization, and engagement.

A quasi-experimental study designed to measure content knowledge gains made by students enrolled in two sections of an undergraduate psychology course (one section with a service-learning component) concluded that the grade differential on written assignments was significant while the difference between exam and quiz grades was not significant. The study attributed the better writing scores to the students' examination of service activities to buttress the classroom learning when applying it to their paper. Service-learning students also had much better attendance than the control group and had much lower ratings on the difficulty of the class (Shastri, 1999). In other words, the students' reported that they understood to concepts of the class more than their peers reported.

Astin, Vogelgesang, Ikeda and Yee (2000) reported on longitudinal data collected form 22,236 college undergraduates attending a national sample of baccalaureate-granting colleges and universities. Service participation showed significant positive effects on 11 outcome measures: academic performance (GPA, writing skills, critical thinking skills), values (commitment to activism and to promoting racial understanding), self-efficacy, leadership (leadership activities, self-rated leadership ability, interpersonal skills), choice of a service career, and plans to participate in service after college. In addition the study found that performing service as part of a course adds significantly to the benefits associated with community service for all outcomes except interpersonal skills, self-efficacy and leadership. Benefits associated with course-based service were strongest for academic outcomes, especially writing skills. Other findings include:

- The second most significant factor in a positive service-learning experience is whether the professor encourages class discussion,
- The frequency with which professors connect the service experience to the course subject matter is an especially important determinant of whether the academic material enhances the service experience, and whether the service experience facilitates understanding of the academic material,
- Qualitative findings suggest that service-learning is effective in part because it facilitates four types of outcomes: an increased sense of personal efficacy, an increased awareness of the world, an increased awareness of one's personal values, and increased engagement in the classroom experience (Astin, Vogelgesang, Ikeda and Yee, 4, 2000).

The studies referenced demonstrate that researchers have explored the impact of service-learning on a variety of personal qualities involving interpersonal development. Examples include interest in helping others, increased awareness and interest in the community, and sensitivity toward others. Service-learning students attached significantly increased importance to equal opportunity, tolerance of others, sensitivity to diversity and to promoting racial understanding. Several studies reported significant increase in volunteering, helping others, civic responsibility and finding a helping career. Service-learning involvement was predictive of choosing a career of valuing people, of attempting to influence the political system, of their tolerance for others, of students' ability to place themselves in someone else's shoes, and of students' ability to remain open to new ideas.

Astin and Sax (1998) provided evidence that the most important predisposing factor for students to participate in college level service-learning was whether a student volunteered in high school. Other factors included involvement in religious activities, tutoring other children, being a guest in a teacher's home, and gender (women volunteered more than men). The Astin, Vogelgesang, Ikeda and Yee (2000) study confirmed what many had concluded in smaller studies. Academic performance (GPA, writing skills, critical thinking skills), values (commitment to activism and to promoting racial understanding), self-efficacy, leadership (leadership activities, self-rated leadership ability, interpersonal skills), choice of a service career, and plans to participate in service after college were all significantly changed as a result of participation in service-learning. Service-learning accomplishes these interpersonal goals, but we do not know what, if any effect, service-learning has on cognitive outcomes or long-term commitment to service.

Assessing the Gaps

The effect of service-learning on cognitive outcomes has not been well studied. Relatively little attention has been given to defining learning outcomes that would be expected to be enhanced by service participation (Eyler, 2000). The evidence is mixed where grades have been used as measures of learning (Berson & Youkin, 1996; Markus, Howard & King, 1993; Miller, 1994; Kendrick, 1996). In some cases where positive results are reported, students in a treatment group received extra credit for service, receiving higher grades, rather than increased learning (Balazadeh, 1996; Sugar & Livosky, 1988). Astin & Sax (1998) questioned whether students who select service-learning classes also earn higher grades. A few studies have used measures that study student learning. These studies have provided evidence that service-learning has an impact on complexity of problem analysis, identification of locus of problem or solution, use of information to support arguments, creation of practical strategies for community action, cognitive moral development, and critical thinking (Batchelder & Root, 1994; Boss, 1996; Eyler & Giles, 1999; Eyler & Halteman, 1981; Eyler, 2000). Criticisms of these studies are that they are small, lack finely differentiated treatment conditions, and lack of replication limits the usefulness of the findings (Eyler, 2000).

Few studies have explored the impact of program characteristics (Eyler & Giles, 1997; Eyler, 2000). Conrad and Hedin (1980) found that the best predictor of outcomes was the opportunity for frequent reflection. There have been no systematic attempts to test service-learning programs, theoretically-anchored models of instruction, reflection, or project planning. Published in a special issue of the Michigan Journal of Community Service-Learning, Eyler (2000) concluded that there is not enough detailed information to help design programs that enhance cognitive outcomes. Research programs that clearly articulate intellectual outcomes of service-learning and information on the best way to structure the instructional process to attain those goals are needed. Information about how to design instruction to prepare students to get the most and give the most in their service experience is needed. The "ability to monitor one's own learning and realize when it is necessary to seek further information is a vital element in the ability to understand complex subject matter and transfer it to new setting" (Barron, et al.,1998 in Eyler, 2000, p.5).

There is little empirical evidence that service-learning provides substantive, meaningful, and long-term solutions for the communities it is supposedly helping. In fact, it may do just the opposite to the extent that it perpetuates and reinforces dominant deficit perspectives of others and substantiates the unquestioned norms of whiteness for students engaged in service-learning (Boyle-Baise, 1999; Rosenberg, 1997; Sleeter, 2001; Varloota, 1997).

Over the past fifteen years, research on service-learning has documented evidence about the impact of service-learning on college students. This research has relied on short-term quantitative cross-sectional studies. The studies listed indicate that service-learning has a positive impact on attitudes, perceptions of self and moral reasoning to name a few. There is insufficient evidence however on the impact of service-learning on learning and cognitive development. There is no evidence of its effect on lifelong learning and solving community problems (Eyler, 2000). There are very few studies that focus on approaches to service-learning that will optimize the impact of service-learning on students. Recently, scholars have recommended that service-learning research should answer questions such as:

- Is service-learning increasing interest in course material?
- Is service-learning contributing to a deeper understanding of course content?
- Is service-learning promoting cognitive development?
- Are students better equipped to solve problems?
- Will the skills learned be used by students long-term? (Elyer, 2000; Howard, 2003).

In order to consider some of these questions this study utilized the Service-Learning Model to consider possible movement along a commitment to service continuum and Perry's Scheme of Intellectual and Ethical Development to examine potential cognitive development. The Service-Learning Model is described below.

The Service-Learning Model

The Service-Learning Model, developed by Delve, Mintz, and Stewart (1990) describes developmental processes experienced by students engaged in service. The Service-Learning Model is a theoretical framework suggesting how service-learning interventions can enhance students' educational experiences, foster values development, and encourage responsible citizenship.

The Service-Learning Model consists of five phases of commitment to service development. The first is the *exploration* phase, in which students are eager to help or get involved in service activities, but have no focused commitment to a group or activity. During this phase students are generally excited about the activities they are participating in, yet they are naive about the problems the service is addressing and likely consider their responsibility to be solely to "help" someone in need. They have yet to connect psychologically or emotionally with any one group or issue in the community. The individual does not commonly interact with those being served or their service involves charitable activities. Involvement is infrequent, often one-time and the commitment is more likely to the group or club they are affiliated with as compared with the population they are serving. Students are motivated to volunteer for personal satisfaction from having participated.

The second phase, *clarification,* also is characterized by exploratory behavior, but the students begin to clarify their values regarding service. Students begin to explore various service opportunities and make decisions about where or to what service agency or agencies they will dedicate their time. Through the diversity of service experiences they begin to clarify what is important to them. The service activity helps confirm identification with a group. Students feel a sense of belonging. As a result of allegiance to the group, the individual is accepted by the group.

In the *realization* phase, students often experience a change in orientation in which they learn something important about themselves and become committed to a particular population or issue. They begin to connect their service work to their lives, which increases their commitment to service. During this period, the student generally becomes aware of the real purpose of the service-learning experience. In this phase students experience many "Aha," moments realizing the diverse aspects of their community service fit together with their curricular learning.

Usually through a profound transforming experience, the student is able to grasp a larger truth for him or herself; as a result, students become focused on a particular population or issue and become more confident in their beliefs. At this phase, the concept of reciprocal learning becomes clearer to the student. The student may continue to volunteer with a group or take on a service commitment independently. The student volunteers consistently and frequently and volunteers long-term at a service site, an agency or for the issue. The student's awareness and understanding of the issue is heightened.

In the *activation* phase, students begin to grasp a larger, more complex understanding of social issues and often are motivated by injustices they witness in the service setting. The student moves from "cognitive bystander to full participant in the discussion of the larger and more complex questions of racism, classism, and economic injustice" (Delve, Mintz and Stewart, 1990, p.16). The student feels a strong sense of connection to the population with which he or she works and may become an advocate for the group. Students begin to recognize the reciprocity between serving and learning as they receive more from their service than previously. The student consistently offers a lifelong pledge to the issue or issues with which he or she identifies. His or her participation is constant. The student will likely form friendships with the served community and other students who serve alongside them. The student is motivated by the injustices he or she witnesses.

Finally, in the *internalization* phase, students have integrated their service experiences in to their lives, often to the point of making personal or career choices. The students have fully integrated their service-learning experiences into their lives and as a result, make lifestyle and career decisions consistent with the values gained from the service experiences. These students no longer view service only as a function of their school experience. They strive to live a life integrated with their service work; their commitment is consistent and they pledge a lifetime to the pursuit of social justice in society. The student promotes his or her values in everyday life and consistently integrates those values into his or her being.

The Scale of Service-learning Inventory (SSLI) was developed by Olney & Grande (1995) to provide empirical validation of the service-learning model. The SSLI was created to measure the developmental phases of the service-learning model. The instrument consists of 60 statements to which respondents indicate their level of agreement along a four-point Likert scale. Three subscales made up the phases: Exploration, which combines the Exploration and Clarification phases; Realization, which measures the Realization phase of the model; and Internalization, which is associated with the Activation and Internalization phases. Olney and Grande's study concluded that in terms of cognitive development, patterns between students were statistically significant and in the predicted directions. Those with more commitment were those with high developmental scores on the SSLI.

The Service-Learning Model serves as a framework to describe and categorize the nature of experience which may be related to how motivation evolves and development occurs. The service experience may propel or jump start an interest in being personally motivated to participate in service.

This study examines whether the findings of previous research match up with Perry's Scheme in ways that service could or might enhance cognitive development. In other words, is there a relationship between experience and cognitive development? The next section will examine Perry's Scheme as a consideration of how exemplars may develop through service-learning. Perry's Scheme was used in the analysis of findings.

Perry's Scheme of Intellectual and Ethical Development

William Perry (1970) devised a scheme of intellectual and ethical development that addressed a student's ability to confront conflicting values and beliefs and to use conflict as a tool of integration and growth. According to Barrow (1986), "the work that has been most influential in student development has been that of William Perry." Below, Perry's scheme is explained in detail. William Perry's developmental scheme is a model of the process through which undergraduates develop, or fail to develop, in their intellectual, moral, and ethical competencies. Perry's scheme addresses a student's ability to confront conflicting values and beliefs and use conflict as a tool of integration and growth. This is relevant to the study of impact of service-learning since students are encouraged to develop the capacity to adopt a variety of perspectives on social problems while participating in service activities in a community setting.

In *Forms of Intellectual and Ethical Development in the College Years: a Scheme* (1970) Perry analyzed the development of undergraduates during their four years at Harvard. Perry's longitudinal study was based on annual interviews of 112 Harvard and 28 Radcliffe students from 1954 to 1963. The study revealed that the primary problem confronting students was adapting to the pluralistic, culturally diverse environment of the college. Perry concluded that academic skills, especially basic learning skills, are not discrete and context free but that they function within a context (Burnham, 1986).

Implicit in Perry's work is a social view of learning. Learning is growth resulting from an individual's ability to integrate previous experience with new experience, synthesizing existing beliefs with new contents and develop flexible and productive life behaviors. Learning is both a way of looking at and living in the world (Burnham, 1986).

Perry's scheme is a developmental sequence that includes nine distinct positions located on a continuum. The scheme is a description and not a prescription of behavior. In other words it describes how students may progress. Growth through the scheme is not automatic. Mechanisms such as temporizing, escape, and retreat are used by some students to avoid growth (Perry, 1970). In his scheme, Perry (1970, 1981) represented the developmental progression from concrete and simple ways of thinking to more abstract and complex ways. This more complex form of thinking leads to implications for an individual's personal meaning making in the world.

Perry's scheme has significant implications for student's development through service-learning (McEwen, 1996). Students are encouraged to consider solutions to complicated social problems that do not have one simple answer. Perry's scheme is comprised of nine positions, arranged in four groupings that represent qualitatively different ways in which students' process information. The complete developmental sequence begins with dualism, moving next through multiplicity, followed by relativism, and finally arriving at commitment within relativism. As students progress through developmental stages they deal more and more successfully with social and intellectual diversity amassing a more concrete set of values and beliefs and finally making commitments based on their personal values and beliefs. In this stage students assume responsibility to maintain their commitment to these values and beliefs.

Most students arrive at college with a dualistic view of the world using "discrete, concrete, and absolute categories to understand people, knowledge, and values" (Burnham, 1986). The student experiences little diversity of opinion or views opinion as either right or wrong and looks to the authorities for the right answers. These students cannot acknowledge the existence of more than one point of view. A student with a dualistic view emphatically believes there is one "right way." These absolutes are imposed by an external authority figure. A student with a dualistic view sees no purpose in questioning the merit or value of the "truths" (Burnham, 1986).

Most students progress through the dualistic stage to multiplicity. In this stage students recognize a variety of ways to arrive at a solution to a problem. Individuals or beliefs contradicting their own beliefs are no longer considered absolutely wrong. Instead, they focus on the right process to acquire knowledge. The student is concerned with fairness, accepts that not all knowledge is known; some is yet to be learned and some may never be known. Emphasis is on either the right way to think or the belief that all knowledge is equally valid and that everyone has a right to his or her own opinion (McEwen, 1996).

The third stage of development finds students living in a world of relativism. The student realizes that some opinions and some knowledge are better than others, that knowledge is developed and known within a context, and that "good" knowledge exists with proper evidence, justification, and a given context (McEwen, 1996). The relativist seeks always to place phenomena into coherent larger patterns. Individual viewpoints are examined in their particular contexts and evaluated by their consistency and coherence (Burnham, 1986). Students in this stage appreciate authority for its expertise, using it to defend their own generalizations. In this stage, students resist decision making, become overwhelmed by complex situations and lack an ability to arrive at their own definitive answer.

In the final stage, students manage diversity through individual commitment. While they do not deny relativism, they assert their own identity by forming commitments and assuming responsibility for them. They "assume a particular role in a pluralistic world and match identity and lifestyle to the personal themes and values they amassed while growing through the other stages" (Burnham, 1996, p. 154). For example, the student has made a decision to join an organization and agrees to live by its values and beliefs. They make a commitment to their community, internalizing and endorsing beliefs.

Perry's scheme examined the complex, personal, and delicate nature of development and is applicable to service-learning (McEwen, 1996). Students are forced to examine complicated social problems that do not have a simple solution. Perry said that learning is an ego-threatening task and describes in detail the affective component of learning. Research suggests that traditional age students enter college either in the dualistic stage or the beginning of multiplicity (McEwen, 1996). Students in the dualistic stage are immediately challenged by the complex nature of the service agencies they are interacting with.

Perry describes some of the changes that occur in young adults as they navigate the challenges of a college environment and restructure their world view in the process. The rich description of college student development, "is the strength of the scheme and the source of its appeal as a tool for understanding college students and promoting their development" (King, 1978, p.40).

Several researchers have noted the drawbacks of Perry's scheme. According to Barrow (1986), Perry's scheme must be considered tentative and incomplete (as are the other theories of cognitive development of adolescents and young adults). Barrow explains that individuals may apply more advanced and sophisticated cognitive processes with certain subjects than others. It is also very difficult to separate the scheme's underlying constructs. The focus of the first half of the scheme is on epistemological and intellectual development while the focus of the second half is on moral, ethical, and identity development (McEwen, 1996).

Another notable deficiency in Perry's scheme is that his samples were predominantly white males (Barrow, 1986). Belenky, Clinchy, Goldberger and Tarule (1986) expanded Perry's work to determine if the process of intellectual development was different for women. They conducted in-depth interviews with 135 women who were students or recent alumni of six diverse academic institutions, as well as with women who were users of various human services agencies. Belenky and her colleagues found that the Perry scheme did not fit well for the women they interviewed (Evans, 1996).

Perry's scheme is not a universal prescription for intellectual and ethical development. His study did not account for difference in gender and ethnicity. It is widely used, however to assess students' thought processes. In spite of these deficiencies, Perry's cognitive development perspective suggests that improved cognitive functioning is not simply a matter of learning but proceeds in a developmental sequence (Barrow, 1986). This study used Perry's scheme as a framework for considering the reasons why or if certain students develop a deeper commitment to service after involvement in a freshman residential service-learning program. This commitment may be a cognitive readiness to accept the complexities and uncertainty of service-learning both in class and in the community. It may be previous experiences that propelled a student into a state of readiness. Perry's scheme suggests that as students' progress they deal more and more successfully with social and intellectual diversity and development occurs. As students participate in service and consider their place in society, this reflection may set the stage for a deepening commitment to service (measured by the Service-Learning Model), evolving motivation and further development along Perry's Scheme. A deeper experience as measured by the Service-Learning Model may lead to progress along Perry's Scheme. As commitment to service deepens, it may be triggered by a shift in motivation. Motivation Theory is explained below.

Motivation Theory

In 1997, Winniford, Carpenter and Grider conducted a literature review on the motivation of college student volunteers and found that motivation for volunteerism is a multifaceted phenomenon meriting further study. The researchers concluded that the field is highly complex and no single conceptual model has received general support. The two primary constructs in the literature examining volunteer motivation are egoism and altruism. Theories emphasizing egoism contend that motives for volunteering are self-seeking. Theories emphasizing altruism assert that volunteers' primary motivation is to help others (Martin, 1994).

Egoistic Motivation

Expectancy theory is widely accepted as an explanation for motivation to work (Hoy & Miskel, 1991; Miller & Grush, 1988; Steers & Porter, 1983). It contends that individuals will be motivated to be involved in behavior as long as it leads to outcomes they personally desire (Hoy & Miskel, 1991; Miller, 1985). Expectancy theory was applied to volunteers in a study of individuals who volunteered in a mental hospital. Green, Aarons, and Cross (1984) found that egoistic motives were stronger than altruistic motives. The researchers found that participants ranked benefit to self to "broaden my experience" as the most important motive ranked by volunteers. According to Maslow's Hierarchy of Needs, people are motivated by unmet needs which involve physiological well-being, safety and security, love and belonging, self-esteem and self-actualization (Winniford, Carpenter, & Grider, 1997; Maslow, 1970). Knowles (1972) concluded that volunteerism is not just a way to benefit society; rather it is also a means for nurturing self-actualized human beings. Maslow's theory and the egoistic aspect of volunteering are, at least somewhat related. Finally, Herzberg's Motivation/Hygiene Theory also called Dual Factor Theory has been the focus of a number of studies on motivation of volunteers. Herzberg (1966) concluded that motivators that lead to satisfaction are achievement, recognition, responsibility and advancement. Gidron (1983) applied Herzberg's concept to satisfaction of volunteers and found that in order to be satisfied a volunteer needs a task that allows for self-expression in order to develop skills and abilities, that presents a challenge, and that recognizes achievement.

Altruistic Motivation

Altruism has recently received increased emphasis by researchers studying motivation (Allen & Rushton, 1983; Batson, 1991; Hunt, 1990; Martin, 1994; Wakefield, 1993). Smith (1981) defined altruism as, "an aspect of human motivation that is present to the degree that the individual derives intrinsic satisfaction or psychic rewards for attempting to optimize the intrinsic satisfaction of one or more persons without the conscious expectation of participating in an exchange relationship whereby those others would be obligated to make similar or related satisfaction optimization efforts in return" (p. 23).

Allen and Rushton (1983) found that volunteers possess characteristics associated with the altruistic personality. They concluded that volunteers were more empathic, had higher moral standards, had a more positive attitude toward self and others, possessed greater feelings of self-efficacy, and were more emotionally stable than non-volunteers. Many college students report that they are motivated to volunteer by altruism rather than egoism (Winniford, Carpenter & Grider, 1995). At the same time, the effects of service-learning are consistently found to be relatively small. Many of the outcomes of service-learning, for example, self confidence, problem-solving, and leadership skills, are the product of egoistic motivation. In these instances service-learning contributes to the development of personal skills. This is certainly a stated goal of service-learning, but only a part of the goal. The motivation of service-learning exemplars will be examined. The service experience may lead to a gradual shift in motivation to participate, which creates an environment that might foster development.

Summary

Indicators that may impact cognitive development include participants' personal and background characteristics (educational background, hometown, family, previous service, presence/influence of religion); the source(s) of the commitment to service; the nature of the student's service experience; motivation for a student to become deeply committed to a social concern; what motivates a participant to persist when challenges exist; and therefore what conditions bring about a developmental transition from interest in service to a long-term commitment to a social concern? If students participate in service and begin to develop a commitment to service, their motivation may shift from egoistic motivation to altruistic motivation. That shift in motivation may indicate developmental growth along Perry's Scheme. The Service-Learning Model describes the characteristics of levels of commitment to service, serving in this study, as the anchor with which to determine whether a student has developed a deeper commitment to service. If indeed there is a deepening commitment to service along the Service-Learning Model, the principle research question can be addressed. The following Chapter identifies the method and procedures that were utilized to investigate the experience of service-learning exemplars.

Chapter 3

Design and Methods

The principle research question addressed in this study follows: Is exposure to and immersion in a service-learning program in any way related to cognitive development? This study explored the personal and background characteristics of exemplars, the motivation for students to become deeply committed to a social concern, and the conditions that bring about a developmental transition from interest in service to a long-term commitment to a social concern. This chapter explains the rationale for using a qualitative case study approach. In addition, this chapter explains the method, describes the setting, defines participants, outlines the procedures that were followed with regard to data collection and data analysis, and describes the ethical safeguards and considerations that were employed.

A Qualitative Research Paradigm for the Study of Service-Learning

Cross-sectional quantitative studies have documented a positive impact of service-learning on a variety of outcomes over the past decade. Only recently researchers have begun to ask how students are influenced over the long run (Howard, 2003). Other researchers have insisted that cross-sectional quantitative methods should be supplemented with more longitudinally oriented qualitative efforts (Bringle & Hatcher, 2000), such as personal interviews or focus groups, in order to adequately study service-learning. Others have gone further, arguing that inquiries into service-learning must use methodologies that are epistemologically consistent with its subjectivist orientation (Howard, 2003; Liu, 1995; Palmer, 1987; Shumer, 2000).

A qualitative paradigm is constructivist and naturalistic in its approach (Lincoln & Guba, 1985). Research questions in the qualitative paradigm often begin with "how" or "what" (Creswell, 1994). The research questions that deal with learning more about the students who exhibit exemplary behavior in regard to commitment to service calls for a qualitative research design. If students participate in service and begin to develop a commitment to service, their motivation may shift. That shift in motivation may lead to a shift in cognitive development which could indicate developmental growth along Perry's Scheme. One can speculate that the subset of students that persists in some form of involvement in service might develop along a cognitive development continuum.

In the past decade the growing body of quantitative research on the effects of service-learning has consistently documented a small positive effect on a number of variables. Service-learning research is deficient in its understanding of what actually produces these effects, how substantial the effects may be, and how lasting the effects may be. This study provides new information about a subgroup of students whose commitment to service continues after a service-learning program.

Case Study Method

The case study method is used when the researcher asks "how" or "why" questions, has little control over events, and the focus of the study is contemporary in nature and cannot be separated from real-life context (Yin, 2003; Merriam, 1998). Case studies utilize the researcher as the primary research instrument as he or she explores bounded social systems by collecting in-depth data from information sources that are rich in context (Yin, 2003; Merriam, 1998; Creswell, 1998).

I utilized the descriptive case study method by applying it to the study of students who participated in a year-long service-learning program. The absence of information on the potential cognitive impact of such a program on students that develop a long-term commitment to an issue of social concern suggests a need for an exploration and understanding of the characteristics and motivations of this population. Utilizing a small sample size is an element of the case study method. It allowed me to examine deeply the characteristics, experiences, motivations and potential cognitive development of the members of that group.

Setting

This study examined the service-learning experience of seven traditional-aged students at the College of William and Mary, a mid-sized, public university in the mid-Atlantic region of the United States. According to The Carnegie Foundation for the Advancement of Teaching (2000) the institution is classified as a "Doctoral/Research University-Intensive." The university has a predominantly residential population of approximately of 7,650 of whom approximately 5,700 are undergraduates. The College of William and Mary is one of the nation's premier state-assisted liberal arts universities. In recognition, the media have included The College of William and Mary among the nation's prestigious "Public Ivies," and ranked it first among state institutions in terms of commitment to teaching with a student-faculty ratio of 12:1. Students come from all 50 states plus the District of Columbia and Guam as well as 43 foreign countries; nearly 80 percent of current freshmen graduated in top tenth of their class with the middle 50 percent having total SAT scores ranging from 1280-1430; 28 percent of all students received need-based financial aid totaling $14 million in 2002-2003 (www.wm.edu/about/facts, 2006).

The Sharpe Community Scholars Program was chosen as the setting for the research study. The program was initiated in the fall of 2001. Before his death in 2000, Robert Sharpe, a recognized expert in philanthropy and friend of The College of William and Mary established an endowment aimed at supporting the intellectual, social, and civic development of a select group of freshman students. Each year approximately 75 first-year students are chosen via application to participate. Participants are expected to connect community activism to academic study and develop the leadership skills and disposition to make a meaningful difference in the places where they live and work. Students live in a common residence and enroll in a group of specially-designed courses that are the basis for year-long service-learning projects. A detailed description of each course and faculty profiles for academic years 2004 and 2005 are listed in Appendix E. With guidance from community leaders, faculty, and undergraduate mentors, first-year students plan and carry out these projects to assist nonprofit and government agencies (www.wm.edu/sharpe, 2006).

Sharpe Students

According to literature published by the administrators of the Sharpe Community Scholars Program, as a group, Sharpe students participate in all aspects of campus life and have wide-ranging academic interests, but share a common desire to engage in the world around them as part of their liberal education. Students are chosen for their demonstrated leadership potential, community involvement, and desire to explore important public questions and issues (www.wm.edu/sharpe, 2006).

First-year students who are named as Sharpe Scholars:

- Engage in team-based service-learning or community-based research projects with local nonprofit and government agencies
- Learn to apply theories and concepts introduced in the classroom to real world concerns
- Develop leadership, problem solving, public communication and project planning skills
- Gain experience with different forms of civic participation, including direct service, community outreach and advocacy, and community-based research (www.wm.edu/sharpe, 2006).

Students are required to volunteer three to four hours per week, enroll in a service-learning course during the fall and spring semester, enroll in an additional one-credit course and agree to live in a common residence hall. Participants receive three additional academic credits for coursework completed in connection with program activities. Grades are based on the quality of students' contributions to weekly class meetings, performance on several short essays, and mid-year and final group projects. In a typical week, students spend an average of six hours on Sharpe -related activities. This estimate includes the time required to volunteer, prepare for and participate in the one-credit class or a team meeting, and travel to and from community sites. This does not include the three-credit class Sharpe students take each semester which is part of their course load.

Goals of the Sharpe Program

The Sharpe Community Scholars Program provides a unique setting for first year students to develop:

- An ability to work with others to promote social change, understand community needs, and cultivate community assets
- An understanding of the processes by which public issues are defined, debated, and addressed

- The communication skills and confidence to be effective participants and leaders in group discussions, debates, and collective decision making processes
- Valuable connections with faculty members and peers based on shared co-curricular and related curricular interests and experiences
- An appreciation for opportunities in the wider community with the potential to extend and inform their programs of study at the College
- The capacity to adopt a variety of perspectives on social problems and to examine the ethical dimensions of issues arising in the context of community service work and research on social and civic matters
- An appreciation for the College's general education goals as they relate to students preparing to assume roles as engaged citizens living in a diverse democratic society
- A deeper understanding of ideas and concepts from courses linked to their community and public service experiences (www.wm.edu/sharpe, 2006).

A review of the goals of The Sharpe Community Scholars Program confirms a commitment to providing students ample opportunity to develop a series of academic and personal skills. Following are three of the Sharpe Community Scholars Program goals that are specifically related to this study. The Sharpe Community Scholars Program aims to help students to develop:

- The capacity to adopt a variety of perspectives on social problems and to examine the ethical dimensions of issues arising in the context of community service work and research on social and civic matters,
- An appreciation for the College's general education goals as they relate to students preparing to assume roles as engaged citizens living in a diverse democratic society, and
- A deeper understanding of ideas and concepts from courses linked to their community and public service experiences (www.wm.edu/sharpe, 2006).

The above Sharpe Community Scholars Program's goals are consistent with the academic and developmental outcomes discovered in various studies conducted in the past decade. The language reflects coherence with the tenets of Perry's Scheme of Intellectual and Ethical Development explained in Chapter 2.

Selection

This study explores the experience of students who participated in a year-long service-learning program. Seven students who participated in the program at some point between the 2001 and 2005 academic years and have been selected by faculty members as having exceptional commitment to service-learning and an advanced understanding of the concepts, principles, theory and application of service-learning pedagogy were asked to participate in this qualitative study. The criteria for participants were that they took part in the Sharpe Community Scholars Program, completed the program, and subsequently persisted in service-learning in at least one of the following ways:

1) Initiated a long-term project, such as a service organization, aimed at ameliorating the social problems they witnessed,

2) become a teaching assistant and worked alongside a faculty member who is implementing service-learning,

3) Formally integrated their service interests with their academic pursuits by conducting research on the population receiving services.

I sought a purposeful sample with participants exhibiting exemplary behavior because, if there is any impact as many studies have reported on groups of students, the impact should be most evident in this group of students. If these students progressed along a commitment to service continuum (Service-Learning Model) as their recommenders (faculty members) indicated, this study would be able to consider how members of this sample develop cognitively.

Sampling

Qualitative research focuses on a small number of people in an in-depth manner (Miles & Huberman, 1994). Sampling in qualitative design is purposeful, rather than random in nature; the participants are chosen because those selected have a high potential to yield good data (Marshall & Rossman, 1999). Since the purpose of qualitative research is to maximize what can be learned from the sample chosen, sampling was purposeful and the people were chosen because they are exemplary cases (Miles & Huberman, 1994).

Given the purposeful sampling technique, representation was limited to the participants chosen by faculty members as fitting the criteria. Only students who successfully completed the program between the 2001-2005 academic years were eligible for selection. The study consisted of one sophomore, four juniors, one senior, and one graduate student who graduated from The College of William and Mary in May 2005. There were four females and three males. There was one minority student.

Participant Selection

First, I contacted the faculty members who teach in The Sharpe Community Scholars Program and asked for the names of the students who they have witnessed exhibit exemplary commitment to service at some point during the period of 2001-2005 (Appendix A). Four faculty members responded to my request. Each of the four faculty members sent me between two and five names. There was considerable overlap. Some students' names were listed multiple times. I later checked the names of students who had been selected multiple times with my list of participants. Every student who had been selected by more than one faculty member participated in the study.

I then contacted all the students via electronic mail. The message introduced the study and asked for their participation (Appendix B). Once I received seven positive responses I contacted the students by electronic mail to schedule an initial meeting. At this meeting I attempted to begin to establish a rapport, I explained the purpose of the study and conditions for participation, confirmed that the student was willing to participate in the three interviews, obtained informed consent (Appendix C), and scheduled dates and times for the interviews. I explained that all interviews would take place at my office at The College of William and Mary and confirmed that this setting would be comfortable for the participant.

Data Collection

Data were collected using a series of three in-depth, semi-structured interviews with the selected former participants of the Sharpe program. This study utilized Seidman's (1991) recommendation for in-depth interviewing. Seidman (1991) recommended a series of three long, iterative interviews each with a specific purpose:

- The first interview inquires into the interviewee's history and life story.
- The second orients both the researcher and the interviewee to the specific experience of interest.

- The third then draws these together in a reflective dialogue about the meaning of the interviewee's experience in light of his/her history (Rossman & Rollis, 2003, p. 98).

Seidman (1991) recommended 90 minute interview periods spaced three days to a week apart as an ideal framework. Every effort was made to accomplish this task. Accommodations were made in recognition of the participants' schedules. Several interviews were rescheduled due to unexpected time conflicts, sickness, and in one case unexpected travel. The series of interviews took place over a five week period.

An interview protocol was developed and pilot tested with two students, both of whom completed the same service-learning program under study within the past three years. Both students are currently involved in service however they were not selected for participation in this study. The protocol was revised based on their responses and feedback. Questions were selected for deletion because they did not yield data that were relevant for this study. In addition, the students reported that some wording was unclear. The students who took part in the pilot test confirmed that the revised questions were easier to understand.

At the outset of the first interview I provided an overview of the project. I reviewed procedures regarding how confidentiality would be maintained, restated the estimated length of each interview and the time commitment, and received permission to tape record each interview for transcription and future analysis.

The purpose of the first interview was to inquire into the participant's life history, to gather information about their family life, their previous service involvement, if any, and their motivation for participation in some form of service. The purpose of the second interview was to gather data on how the participant describes and defines their service-learning experience. Among other things, participants were asked to describe the classroom setting that best supports their cognitive growth. The purpose of the third interview was two-fold. First, interview three provided me a chance to conduct a member check. Each participant had the opportunity to review the transcripts from the first two interviews. Next, the participant was asked questions aimed at reflective dialogue about the meaning of the student's experience in light of his/her personal life history. The aim was to determine whether students expected to be involved in service in the long-run and to remain consistent with Seidman's recommendations for interviews.

Data Analysis

The interviews were designed to collect a large amount of data. They were tape recorded and transcribed. All interview data were analyzed using the constant comparative method (Strauss & Corbin, 1990). I reduced the data inductively, without hypotheses to test and with an open attitude, "seeking what emerges as important and of interest from the text" (Seidman, 1998, p.100). I analyzed data using multiple levels of abstraction. Level I analysis consisted of examining the responses to each actual question and looking at the commonality and the diversity of responses. Level II analysis consisted of looking at themes that arose across questions. Level III analysis consisted of a reduction of themes to major categories. The vignettes (summary of each student background) represent a within-case analysis of each of the seven participants. Cross-case analysis for this study extrapolated themes found to occur across participants and unique to certain participants. I then looked at these major overarching themes in light of the literature for interpretation (Creswell, 1998).

The analysis moved from concrete to abstract. At first I focused on the exact words that participants used and then looked for patterns or commonalities across the data in an attempt to arrive at more abstract categories. This is evident in the way I organized the analysis in the next chapter. First I used participants' words and phrases to describe each individual, relying on answers to questions about their family background and service experiences. Then I expanded the analytic process and focused on the meaning that participants gave to their experiences during and after the service-learning program to arrive at themes.

I used the Service-Learning Model to assess engagement in service at two points in time- prior to involvement with a service-learning program and currently. Placing participants along the Service-Learning Model was conceivable. Delve, Mintz and Stewart (1990) conceptualized what they considered a progression through the Service-Learning Model illustrated on the following page:

Table 1. Service-Learning Model

Service-Learning Model Phases	**Service-Learning Model Behavior/Outcome**
Phase 1 Exploration	Participate in incentive activities with a group. Outcome: feel good, personal satisfaction.
Phase 2 Clarification	Identify with group, camaraderie. Outcome: belonging to a group.
Phase 3 Realization	Commitment to activity, site, issue. Outcome: understanding of activity, site, issue.
Phase 4 Activation	Lifelong commitment to issue. Outcome: Lifestyle change.
Phase 5 Internalization	Lifelong commitment to social justice. Outcome: Living one's values.

Source: Delve, C.L., Mintz, S.D., & Stewart, G.M. (1990). Promoting values development through community service: a design. *New Directions for Student Services* (4), 7-29.

Based on interview data collected and analyzed I was able to place exemplars' experiences along the Service-Learning Model continuum at two points- prior to entering college and currently- pre and post immersion. The placement serves the purpose of determining whether there indeed was progress with respect to commitment to service. Consistent with the means by which Delve, Mintz and Stewart (1990) determined a students' placement, I placed the participants according to their responses to questions about their commitment to service at various points in time. The purpose was simply to consider whether depth of engagement in service occurred at all during the period in which the students participated in the service-learning program. Brief examples of the types of responses that would support the possible placement of a participant along a phase follow, "I tutored a lot, because that's what you do if you're smart in high school; they send you to help other people." "We started going to all different kinds of places. We did Habitat for Humanity, there was this kind of second hand store we helped out with, I did tutoring in high school for my peers, and I was a peer mediator, but I wasn't as much into service as I am now, in High School, I just did this and that."

These responses indicate that the student may have been in an early phase along the Service-Learning Model. Examples of participants' responses indicating a more advanced level of commitment to service follow:

- "Service is my religion. It brings fullness to my time and fits my personality. All that I "do" is a part of this larger, hopeful ethic. So, I would characterize humanism as my ethic/worldview, and service as my daily ritual –like feeling, thinking and breathing. Service means most everything."
- "Having a service oriented lifestyle isn't about compartmentalizing service to "fit into your life" – it is life. It's realizing that one is able, and in my opinion obligated, to serve others less fortunate and make a difference for the better in the community."

These responses signal the possibility that the participant may be in a more advanced phase on the Service-Learning Model.

I utilized William Perry's Scheme of Intellectual and Ethical Development to examine students' development along the scale to answer the central question of the study: whether exposure to and immersion in a service-learning program is indeed in any way related to cognitive development. Given the data I collected and the nature of this inquiry being a qualitative study, I could not place participants' in a specific phase along Perry's Scheme at the two points I was analyzing. Instead I could analyze for the purpose of considering a general trend of progress, regression or no movement. This study helps answer the central research question by mapping student engagement and tying in the mapping with a general analysis using tenets of Perry's Scheme.

Ethical Considerations

Conducting research involving human subjects required that the study be in compliance with regulations for the protection of human subjects. Prior to conducting research I applied for and received approval from The College of William and Mary human subjects' committee. According to the guidelines set forth by the human subjects' committee, I obtained informed consent from each participant after the purpose of the study was explained. The consent form clearly explained that participation is voluntary and the person involved could withdraw from the study at any time. Pseudonyms were used to so that participants' responses were kept confidential to ensure anonymity. Participants received a copy of the transcript from their interview for review and verification. All participants confirmed that the transcriptions matched their responses. A copy of the research findings was promised upon participants' request though no participant asked to review the findings.

Summary

In addition to re-introducing the focus of the study, this chapter has explained the method, described the setting, defined participants, outlined the procedures that were followed with regard to data collection and data analysis, and described the ethical safeguards and considerations that were employed. Through a case study approach this study explored whether exposure to and immersion in a service-learning program is indeed in any way related to cognitive development. The motivation for a student to become deeply committed to a social concern and the conditions that bring about a developmental transition from interest in service to a long-term commitment to a social concern was also examined as an indicator of cognitive development. The principle research question addressed is whether exposure to and immersion in a service-learning program is in any way related to cognitive development. The next chapter describes of each of the seven participants and examines participants' commitment to service at two points in time using the Service-Learning Model developed by Delve, Mintz and Stewart (1990).

Chapter 4

The Exemplars

The principle research question addressed in this study is whether exposure to and immersion in a service-learning program is in any way related to cognitive development. This chapter provides a biographical sketch of each of the seven participants. Participants responded to a series of questions about a wide variety of background characteristics. The questions were in regard to education, religion or spirituality, service experience prior to college and thus prior to participation in a service-learning program, and current service involvements.

This chapter will also analyze participants' commitment to service using the Service-Learning Model developed by Delve, Mintz and Stewart (1990). The participants' detailed responses to a series of questions over three interviews enabled me to place each participant at one of the five phases prior to entering college and starting the Sharpe Community Scholars Program and currently to indicate their developmental progress, if any. Emphasis on the general trend toward advanced commitment to service supersedes the exact location of the participant. Placement along the model before entry and after immersion to determine a possible *progression of development* along a commitment to service continuum based at least in part by this immersion in a service-learning program.

Below are seven detailed descriptions of the participants. Each description includes a summary of the participants' responses to questions and an explanation of where each participant falls in the Service-Learning Model prior to entering college and currently (before and after the service-learning program). The Placement Rationale was described in detail in Chapter 3. Following are examples of data that led to this conclusion, "[At home] nobody ever really talked about doing a lot of things in the community it was one of those things the guidance counselors were always pushing on you if you wanted to get into a good college. Go volunteer at the hospital or go volunteer at a soup kitchen, but nobody really discussed it at all," Jason reported. This lack of involvement and interest fueled by guidance counselors' encouragement is indicative of Jason's lower level commitment to service.

Following are examples of participants' response to their current involvements and their explanation of their commitment to service. Faith reported, "Service is my religion. It brings fullness to my time and fits my personality. All that I do is a part of this larger, hopeful ethic. So, I would characterize humanism as my ethic/worldview, and service as my daily ritual –like feeling, thinking and breathing. Service means most everything." Another example is provided by Kenn. He explained that currently he believes, "having a service oriented lifestyle isn't about compartmentalizing service to "fit into your life" – it is life. Its realizing that one is able, and in my opinion obligated, to serve others less fortunate and make a difference for the better in the community." Abbitt's repeated comments about the reciprocal nature of service are helpful in considering his current location along the Service-Learning Model. When he states, "For me service is a way to engage the world around me in a meaningful way and to let the world impact me," it is consistent with the end of the Realization Phase or beginning on the Activation Phase.

Above are a few examples pulled from the vignettes that explain how I began to plot students along the Service-Learning Model before and after immersion. By asking questions that pertain to their service involvement prior to attending college and asking about their current involvements along with their perception of how service fits into their life, I was able to match their responses with the language used in describing the phases of the Service-Learning Model. For example a student that indicates that service bring fullness to his or her life while equating it to his or her religion would likely be placed in the Internalization phase along the Service-Learning Model if other responses confirm this placement. The Internalization phase reports that students have integrated their service experiences into their lives, often to the point of making personal or career choices. The participants' descriptions are listed in the following order: Faith, Marjorie, Jessica, Kenn, Abbitt, Jason, and Kristen.

Faith

Faith is a twenty-one year old, African-American female with junior academic status. Her permanent residence is Centreville, Virginia, a suburb of Washington DC. She is the eldest of two children. Faith explained that she and her younger brother are part of a non-traditional family in the sense that the father who raised her is not her birth father. He adopted Faith when she was one. She knows him to be her father. Faith's parents separated when she was eleven, then reconciled and now live together. Faith grew up playing sports and succeeded academically through high school. She stated that many members of her family have served, or are serving, in a branch of the United States military. Her parents are both retired military. In her first interview she connected their service to the country to her core understanding of and appreciation for helping people by discussing the sense of service to a cause greater than her.

Faith commented that her commitment to service originated with political activism when she was seventeen. She had quit sports due to injuries and was seeking something to which to devote her time. She stated "at that point I was such a disenchanted teenager and I had a lot of time to spend. [Service] makes me feel good, it's what I want to do, I'm bored studying, I'm bored doing a lot of other things, and I'm done with sports, what should I do now, so service became a possibility." For her, involvement in service was not only a way to keep busy, but also to, "find purpose and establish a new identity." No longer was she "an athlete;" she was emerging as "an activist." She concluded her introductory comments with an intriguing statement that foreshadows her interpretation of her personal service journey. She said, "Sometimes I share with people that I'm really a reticent person, but I was quiet for seventeen years so I'm waking up ...right now."

Faith explained that her parents' political orientation has always been Democrat or liberal. She commented on her father's profession of civil service impacting her interest in supporting the common good. Her father's religious commitments center on his membership in the Church of Christian Science. Her mother is a deist. Faith mentioned that the, "unorthodox or less popular denominations [that her parents practiced] may have affected [her] World view."

Faith spoke with confidence about the significance of her ethnic heritage in shaping her core values. She spoke about the propensity for members of her African-American culture to, "rely more on others, in ways that other American groups may not." In referencing her heritage she was speaking about her interest in reaching out to others, across racial, ethnic, socioeconomic or other socially stratified barriers, to lend support or to be supported. "There were different times where we had family or friends help us out in really hard times, but we also helped them when they had hard times. I think that also shaped how I view, at least how to interact with different people, how to assess need in a certain way, how to react to it." This statement demonstrates evidence of the ethnic value of friends and family providing help when needed. Faith elaborated on how she has taken this ethic of care with her into college.

Service-Learning Model Placement

Equipped with an ethic of care and life experiences that included the recognition of various forms of injustice, it appears as though Faith arrived at college with a more developed commitment to service than most, if not all, in this study. Unlike others, her commitment to service included a budding commitment to activism. In the *realization* phase, students often experience a change in orientation in which they learn something important about themselves and become committed to a particular population or issue. Usually through a profound transforming experience, the student is able to grasp a larger truth for him or herself; as a result, they become focused on a particular population or issue and become more confident in their beliefs. At this phase, the concept of reciprocal learning becomes clearer to the student. The student's awareness and understanding of the issue is heightened.

In some respects Faith's commitment to service began well before high school. It began with the realization of racism, discrimination, and classism and by observing her parents struggles with such injustices. Faith reported that she began defining herself as an activist, she had little direct community service experience; she had not racked up hundreds of hours at the local food bank stocking shelves. However, she had already connected emotionally and psychologically with an underrepresented group. Her progress along the Service-Learning Model was accelerated based on her place in society. She affiliated with an underrepresented group because she was a member of the group. As she concluded high school, Faith had begun to clarify what was important to her. She was an activist and an advocate for those that could not speak for themselves. Speaking for others and for her was the service activity that helped confirm identification with a group.

Based on previous life experiences, her role as an activist and her emotional connection with members of disadvantaged populations, Faith entered college at the beginning of the Realization phase. She was prepared for moments of personal transformation. She became more confident in her beliefs by interacting with peers in a service-learning program. She recognized earlier than others the reciprocal nature of service involvement as she herself was the recipient of assistance. She shared examples of how she integrated course theory in her service site placement with relative ease. For example she stated, "[In class] we discuss varying viewpoints on social welfare and then I see the concepts played out in the agencies I am volunteering at. Sometimes it all makes sense, sometimes the theories are dead wrong, I love thinking about that." The service-learning program became the avenue through which Faith connected curricular learning with her commitment to underrepresented populations. She reported that her ideas were affirmed in the service-learning classes that were a part of the Sharpe program.

Now a junior, Faith has fully integrated her service experience into her life and has made lifestyle and academic decisions that are consistent with the values gained from her service experiences. Faith intends to seek employment as a grassroots organizer for the Virginia Organizing Project, a low-income labor support group, upon graduation. Her current commitment to service places her in the Internalization phase of the Service-Learning Model. In the *internalization* phase, students have integrated their service experiences in to their lives, often to the point of making personal or career choices. These students no longer view service only as a function of their school experience. They strive to live a life integrated with their service work; their commitment is consistent and they pledge a lifetime to the pursuit of social justice in society. The student promotes his or her values in everyday life and consistently integrates those values into his or her being.

Faith reported, "I would characterize humanism as my ethic and service as my daily ritual. Service means most everything to me." She further examines her commitment to service by explaining that her core values are streamlined in service. She lives a life that integrates her core values and service. She defines her core values as helping people, problem-solving, understanding, and loving unconditionally. She volunteers daily and talks about the problems of low-income families daily. She is committed to a lifetime of the pursuit of social justice for members of underrepresented groups, this deep commitment emerging throughout college.

Marjorie

Marjorie is a twenty-one year-old Caucasian female with senior academic status who lives in northern New Jersey. She describes the town as being similar in size to the community in which The College of William and Mary is located. Marjorie is the middle child of five children. When asked to comment on her family, she enthusiastically reported, "We're pretty social justice minded as a family, I'm realizing more and more as we all turn out that way. My parents are really excited about it. My parents are sort of closet hippies and pretty idealist." Marjorie attended public high school. She excelled academically and was involved in music, service, drama, sports and a lot of church activities. Marjorie is an active member of the Catholic Church. Throughout her interviews she discussed, with enthusiasm and conviction, the positive influence that Catholicism has played in her commitment to service.

Service was a part of Marjorie's upbringing. She explained, "Since I was little I would go with my family to soup kitchens a couple times a year." Smiling as she reported, "When I was about thirteen, I was *instructed* [by my parents] that during the summer months off from school, that I would do either work thirty hours a week or volunteer." Reflecting on the perceived family requirement to volunteer, Marjorie stated, "I think thirteen was when I hit the 'you're now an adolescent and *have* to do good things, or make money' point."

Marjorie participated in a wide variety of church related service activities during high school, some of which included travel to communities different from her own. She traveled with members of her church to a poor city and worked alongside homeless residents while helping to construct new homes. She explained that it was the first time she interacted at length with service recipients and she began to examine her place in society. She then spoke about a service trip in which she participated with members of her church. The group traveled to Reynosa, Mexico to build a house for a family. She stated, "I had an amazing, life-changing experience." She went to Reynosa once more prior to entering college. Upon entering college Marjorie had volunteered with her family for several years, participated in three church sponsored service trips to Reynosa, Mexico and interacted often with the community members in underrepresented, low-income areas. She also places service among her top priorities. Further, she defines herself, at least partially, by her service involvement.

Service-Learning Model Placement

Marjorie entered college in the Clarification phase. The second phase, *clarification,* is characterized by exploratory behavior, but the student begins to clarify personal values regarding service. Rather than being pushed by external agents, the student begins to explore various service opportunities and to make decisions about where or to what service agency or agencies they will dedicate their time. Through the diversity of service experiences the student begins to clarify what is important to self. The service activity helps confirm identification with a group. Students feel a sense of belonging and an allegiance to a group.

Having participated in several group service activities and having connected emotionally with community members, Marjorie had begun to identify with others who are committed to citizens in a low-income bracket. She felt a sense of camaraderie and belonging in her church group that traveled on numerous occasions to various places to help others in need. She had not, however, narrowed her focus. She entered college with a growing enthusiasm to become better informed. Marjorie was ready and willing to have moments of great growth in her commitment to service.

Now a senior, Marjorie's current actions are indicative of the internalization phase. In the *internalization* phase, students have integrated their service experiences into their lives, often to the point of making personal or career choices. The students have fully integrated their service-learning experiences into their lives and as a result, make lifestyle and career decisions consistent with the values gained from the service experiences. These students no longer view service only as a function of their school experience. They strive to live a life integrated with their service work; their commitment is consistent and they pledge a lifetime to the pursuit of social justice in society. The student promotes his or her values in everyday life and consistently integrates those values into his or her being.

For Marjorie, service is now an integral part of her life. For her service has been, "one of the most personally fulfilling aspects of her teenage and young adults years," and she triumphantly reports that she expects it will be an integral part of her future. She further explains that it will define her place in society and on Earth. She explains that service gives her intrinsic self-worth and it fits with how she wants to live her life. She stated, "Service really fits with how I live all day, every day. It fits with how I live spirituality and how I hope to walk in the footsteps of Christ." Marjorie has made an effort to fully integrate her life with her service by volunteering weekly, setting up a support group for immigrants and by studying immigration rights. She considers her spirituality to be of highest importance and concludes that service is the means with which she does and will continue to activate the values of her spirituality. Although she is not quite sure how, she has pledged a lifetime to the pursuit of service. She spends a considerable amount of time volunteering alongside immigrants. She has developed friendships with the served community and advocates on behalf of immigrants frequently. She is motivated to volunteer and conduct research on immigration based on the perceived injustices she witnesses. She has integrated her service interests with her academic pursuits on many occasions. Marjorie's actions are indicative of the Internalization phase. She strives to live a life that integrates her service work, yet she is not quite sure how she will accomplish this.

Jessica

Jessica is a twenty year-old Caucasian female with junior academic status. She has lived in the area her entire life which she describes as rural farmland. Her home sits at the end of a gravel road in the small town that stretches only eight miles across. She is the oldest of three children. Jessica's parents are recently separated. Religion has played a significant role in her identity development. She started going to church the summer before her sophomore year in high school. Jessica explained that her parents, non practicing Christians, were against her participation and tried to prevent her from going to church led events. She reports that their opposition made her faith stronger as she often disagreed with her parents' decisions. Jessica attributes her church involvement to her interest in service. "Through church I learned the importance of reaching out to others and just service. The church helped me find the kind of service that I wanted to do. I like working more with the elderly and Spanish-speakers." She commented that if there were a service event at church or at school she participated. "I tutored [fellow students] a lot, because that's what you do if you're smart in high school; they send you to help other people. I had over 1,000 something hours when I entered college."

She also excelled academically in high school. She reported, "I enjoyed high school and I tried to make the most of it, from an educational stand point, it was a lot more enjoyable scholastically than it was socially." She explained how she took more advanced placement tests than anyone had to that point at her high school. She later remarked, "But it [high school] didn't really prepare me for college in any sense."

Service-Learning Model Placement

Jessica arrived at college eager to explore new service opportunities. As a result of her previous service experience she was firmly planted in the exploration phase, having enjoyed helping others while in high school. She got personal satisfaction from service, feeling needed and appreciated. The *exploration* phase is the first phase in the model. In this phase students are eager to help or get involved in service activities, but have no focused commitment to a group or activity. During this phase students are generally excited about the activities they are participating in, yet they are naive about the problems the service is addressing and likely consider their responsibility to be solely to "help" someone in need. They have yet to connect psychologically or emotionally with any one group or issue in the community. The individual does not commonly interact with those being served or their service involves charitable activities. Jessica did not have any commitment to a particular group, issue or community. She had volunteered at a variety of locations including senior centers and tutoring peers, yet she has not connected her activity with the individuals she was providing a service. She commented that she volunteered to rack up service hours for college admissions.

Now a junior, Jessica participates in service daily. She reports, "I consider service to be an integral part of my life. It plays a significant role in the person that I am becoming." She has selected a major based on her commitment to the Latino/a population. She reports that she is a Hispanic Studies major for the sole purpose of learning to speak Spanish and learning about the culture so that she can help those around her who are not capable of communicating in an English speaking community. She comments that many times she takes a class so that she can be a better volunteer. Her commitment is indicative of her place in the Activation phase. In the *activation* phase, students begin to grasp a larger, more complex understanding of social issues and often are motivated by injustices they witness in the service setting. The student moves from "cognitive bystander to full participant in the discussion of the larger and more complex questions of racism, classism, and economic injustice" (Delve, Mintz and Stewart, 1990, p.16). The student feels a strong sense of connection to the population with which he or she works and may become an advocate for the group. Students begin to recognize the reciprocity between serving and learning as they receive more from their service than previously. The student consistently offers a lifelong pledge to the issue or issues with which he or she identifies. His or her participation is constant. The student will likely form friendships with the served community and other students who serve alongside them. The student is motivated by the injustices he or she witnesses. Jessica has become an advocate on behalf of the Latino/a population. She feels a strong sense of solidarity for the population. Jessica has recognized the reciprocity between serving and learning and reports that she receives more from the service than she is giving.

Kenn

Kenn is a nineteen year old, Caucasian male with sophomore academic status whose permanent residence is a small, rural town outside of Pittsburgh, Pennsylvania.

Kenn is the older of two children. He lives on a nature preserve that was sponsored by Carnegie Museum of Natural History. Kenn attended public high school. He did not speak extensively about his parents, though he did report that his father was raised in a rural area in Pennsylvania and his mother was raised in a small community in Pennsylvania. His parents are married and they both work in the small town that his mother was raised. Kenn excelled academically throughout his pre-collegiate schooling. A member of the National Honor Society, Kenn ranked at the top of his class. While in high school, he was involved with Rotary Club, Youth in Government, played soccer, and was an active member of Valley Youth Network, an inter-denominational church group. For Kenn his church played an important role in his initial involvement in service.

Kenn approached the interviews with a high level of sincerity and authenticity. He was quick to point out personal challenges, life changing events and even selfish motivations for volunteering. More recently Kenn has witnessed urban poverty through his participation on domestic service trips. It is in these moments and with regular self-reflection that Kenn has developed a commitment to human rights and international justice. In the interviews he spoke freely about the "journey" from what he called "selfish service" to "selfless service." His words are indicative of a shift in motivation from egoistic motivation to both egoistic and altruistic motivation. Kenn spoke passionately about how he was initially involved with service activities because he was required, but as he witnessed the activities and reflected on them in relation to his life, he became more invested in helping. He speaks with great enthusiasm about his mounting passion for social justice. He reports that he, "reads, writes, listens and soaks in everything [he] can about human rights."

Kenn is in a period of personal transformation. His interest in learning more about justice is a consistent quest. He views service as a means to accomplish a goal or correct an injustice. He gets frustrated easily by his classmates' relative disinterest and indifference when it comes to examining human rights violations in the international community. He desperately wants to spread awareness of these injustices to humanity. He seeks any avenue to learn more about the social problem in an effort to become more informed.

Kenn speaks freely of his inner struggle to learn how to "serve without hidden motivation for expected gain." He struggles to articulate what his service means to him, but speaks freely about the vivid memories that have inspired him to continue to serve. Kenn has begun to focus his involvement on international human rights issues and specifically on the crisis in Darfur, a topic discussed in a service-learning class, which he describes as an act of genocide. He has established a student organization with the goal of raising awareness on campus and has encouraged fellow students to become involved in a number of ways. He speaks with pride about his accomplishments thus far, explaining how successful a recent campus sit-in was, and simultaneously examines his perception of others complacency when not responding to the visual effect of the sit-in.

Service-Learning Model Placement

Kenn's involvement is clearly indicative of a student in transition from Realization to Activation. In the *realization* phase, students often experience a change in orientation in which they learn something important about themselves and become committed to a particular population or issue. They begin to connect their service work to their lives, which increases their commitment to service. During this period, the student generally becomes aware of the real purpose of the service-learning experience. In this phase students experience many "Aha," moments realizing the diverse aspects of their community service fit together with their curricular learning.

Usually through a profound transforming experience, the student is able to grasp a larger truth for him or herself; as a result, students become focused on a particular population or issue and become more confident in their beliefs. At this phase, the concept of reciprocal learning becomes clearer to the student. The student may continue to volunteer with a group or take on a service commitment independently. The student volunteers consistently and frequently and volunteers long-term at a service site, an agency or for the issue. The student's awareness and understanding of the issue is heightened.

In the *activation* phase, students begin to grasp a larger, more complex understanding of social issues and often are motivated by injustices they witness in the service setting. The student moves from "cognitive bystander to full participant in the discussion of the larger and more complex questions of racism, classism, and economic injustice" (Delve, Mintz and Stewart, 1990, p.16). The student feels a strong sense of connection to the population with which he or she works and may become an advocate for the group. Students begin to recognize the reciprocity between serving and learning as they receive more from their service in terms of personal development than previously. The student consistently offers a lifelong pledge to the issue or issues with which he or she identifies. His or her participation is constant. The student will likely form friendships with the served community and other students who serve alongside them. The student is motivated by the injustices he or she witnesses.

Kenn experiences moments of great learning ("Aha" moments), thus developing awareness and understanding of the complexity of international human rights. He stated, "Every experience, in some way or another, whether I realized it or not, has led me to truly desire to make changes in the world." His commitment to service is solidified. He reported that service is the "plotline" of his life story, yet he "has no idea what the story of his life will look like."

Abbitt

Abbitt is a twenty year old, Caucasian male with junior academic status who lives in a suburb of Washington DC. He is the older of two children. Abbitt reported that he moved around a bit when he was growing up, moving from an Eastern state to the West and then back to the Atlantic seaboard. "I went to school in three different places. It was interesting to see the differences between those places as I was going through the educational system and just culture in general. I liked the experience. It prepared me for college." Abbitt attended public school throughout his childhood.

Abbitt's father is an engineer. His mother is an elementary school teacher. His parents have always encouraged him to pursue his interests and thus have encouraged his development

> They've always been really supportive of anything that I've done. I think that their goal for me and my brother has always been for us to be well-rounded individuals, to be like a whole person, to have all different kinds of interests in things that we do. They've always had a silent hand in shaping my ethics and my values and seeing me grow up as a person who's responsible.

Formal religion did not play a role in Abbitt's life until he was in middle school. He actually pushed his family to explore religion as a young boy.

> Growing up, [my family] didn't go to church regularly. When I was in middle school I decided that I wanted to find out more about my religious values or what my idea of religion would be, so as a family we went to a few different churches around town and looked at which one we liked. Most often we went to Church of the Hills, which is a non-denominational Protestant Church in Colorado.

Abbitt concluded that his family's religious values tend to be "focused not so much on being prescriptive so much as being a personal spirituality that drives you to help other people. There's always been an emphasis on the interpersonal aspect of things, and not so much on trying to make other people think the way that we do. We're not so much into that, but just trying to live in a way that we think is right." It became clear that Abbitt's parents have been and continue to be supportive of his forging a unique path for himself. Abbitt's description of his religious upbringing is indicative of his values and beliefs. He appears to value diversity and spirituality, he values honesty and integrity and he beliefs in being open-minded to difference of opinion.

Service-Learning Model Placement

Prior to attending college, Abbitt's service involvement was centered on his participation in service activities in his high school. He was the vice president in the high school's National Honor Society. Alongside fellow society leaders, he initiated a community service requirement that took him into a variety of community settings as a volunteer. "We started going to all different kinds of places. We did Habitat for Humanity. There was this kind of second hand store we helped out with. And I did tutoring in high school for my peers, and I was a peer mediator, but I wasn't as much into service as I am now, in High School, I just did this and that." Abbitt's high school involvement in service placed him in the Exploration phase and on the verge of the Clarification phase upon entering college. In the *exploration* phase students are eager to help or get involved in service activities, but have no focused commitment to a group or activity. During this phase students are generally excited about the activities they are participating in, yet they are naive about the problems the service is addressing and likely consider their responsibility to be solely to "help" someone in need. Upon entering college Abbitt had yet to connect psychologically or emotionally with any one group or issue in the community.

Abbitt began to develop a deeper commitment to service as a direct result of his involvement in The Sharpe Community Scholars Program. He arrived at college with an interest in Hispanic Studies based on his experience tutoring English to Spanish speaking immigrants. His interests led to his taking a Hispanic Studies service-learning track within the Sharpe program where he began tutoring English as a second language. His commitment has deepened throughout college as he learned about issues of immigrants' access to social services in class and in service. Abbitt explained that he began the program focused on tutoring English but now he reports, "The cause that I'm most committed to right now is helping recent immigrants to get adjusted in whatever way I can, and a lot of time it ends up being Hispanic immigrants."

Abbitt speaks often of the reciprocity of service-learning. He states, "For me service is a way to engage the world around me in a meaningful way and to let the world impact me." He reports that service has given him a sense of purpose and a confidence in his ability to positively impact the lives of others. He expresses an awareness and understanding of the struggles of immigrants often, which prompts his interest in a prolonged commitment to members of the immigrant population in the local community. His service experiences have, to an extent, guided his career choice. He aspires to be a public-interest attorney to help others who need legal representation but cannot afford it. Abbitt examines his commitment to serves to reinforce his core values that were what he called "preexisting" upon his arrival at college. Yet Abbitt also commented that he is not quite sure where service will fit into his life story, simply stating that his commitment to service originated toward the end of high school and that the "real script is yet to be written." These comments are somewhat contradictory of one another and therefore indicative of his place along the Service-Learning Model. Currently Abbitt is in between the Realization and Activation phases. Similarly to Kenn, Abbitt has experienced many "Aha," moments realizing often how his service interacts with his coursework. Abbitt has become focused on civil rights for immigrants and he has become more confident in his beliefs. Abbitt clearly and regularly reported on the reciprocity that he recognizes in his activity.

Abbitt is on the verge of entering the activation phase. In the activation phase the student feels a strong sense of connection to the population with which he or she works and may become an advocate for the group. He has formed friendships with the served community and other students who serve alongside them. He is motivated by the injustices he witnesses.

Abbitt has clearly seen the reciprocity of his course work and service involvement. His commitment to service deepens and intensifies as he comes to understand the complexities of social stratification. His confidence in his ability to speak on behalf of others is growing as he becomes more involved with a local service agency that provides service to immigrants of Hispanic heritage, though his commitment is still immature. He told me that he is not confident about speaking up for others in an environment that people disagree with his belief.

Jason

Jason is a twenty year old Caucasian male with junior academic status. He has lived in a small town in northern Maryland his entire life. Jason is the older of two children. His younger sister is a senior in high school. When asked to speak about his family, he spoke with reverence for his mother and father. He reflected on the values that they express through their actions and he spoke repeatedly about what he called growing up in the all-American family.

Jason's father was in the Peace Corps in the late 1970's. He was stationed in Africa. His father is a fish and wildlife service employee and he has always been very environmentally service-based. Jason' mother graduated from high school at the age of seventeen and immediately began working out of necessity. He explained that her mother became ill when she was twelve and was confined to a wheelchair until she passed away when Jason was five years old. Jason's mother was the primary care provider for his grandmother. Speaking about his mother and father, Jason reported,

> She didn't go to college and just started working. My dad was in the Peace Corps and doing crazy things when he was younger and my mom never really had the opportunity to go out and do these crazy things. They have instilled in me this need to work hard, to realize and appreciate the opportunities that have been given to me, and at the same time, know to take advantage of the opportunities.

When asked to discuss his service involvement prior to entering college, Jason explained, "It was kind of a culture shock when I came down here. [At home] nobody ever really talked about doing a lot of things in the community it was one of those things the guidance counselors were always pushing on you if you wanted to get into a good college. Go volunteer at the hospital or go volunteer at a soup kitchen, but nobody really discussed it at all. Coming here was obviously a lot different." This shift in environment from home to college was very challenging for Jason. His response to get more involved in service activities appears to have been a very important part of defining his college activity.

Jason was the captain of his high school track and cross country teams and was a member of the National Honor Society. "I just feel like I was fairly sheltered in high school. My family, as a whole, is fairly service-oriented. It's not so much through religion, but we're just kind of very liberal through our approach to certain things." He reported on his comfort level in debating a variety of topics with his parents. He said,

> With my family it's ok to challenge my parents a little bit if I have a differing idea about anything. I feel like that style is reflected in my political beliefs, where they're fairly liberal to all interpretations of everything. I understand that everyone has a very diverse background and has a reason for believing what they do. And so while my family may have certain beliefs there's no need to really force them on anybody else or really critically approach anybody else for having understandable beliefs in the same light that we do. So being brought up in that light, I feel like I can come here and there are certain groups on campus that feel pretty strongly about what they do and just kind of ignore other groups on campus. It was a shock for me at first.

Service-Learning Model Placement

Jason arrived at college with less service involvement than other participants in the study however he grew up in a family that embraced the concept of service as well as the opportunity to learn from others through debate. He arrived in the exploration phase of the Service-Learning Model. He too was eager to help or get involved in service activities, but had no focused commitment to a group or activity. He stated, "It was really interesting because when I did enter freshman year and saw all this service stuff I could start trying out, I started developing on that track. I can almost see my dad chuckling towards himself because I've finally figured out what he figured out at my age." It appears as though his commitment to service was primed at home, in the values of his family, but he was not given the outlet to develop a commitment to service.

Jason explained that he was initially motivated to volunteer because he wants to be a doctor. He felt that he could learn about medicine by volunteering in a hospital. He volunteered in the local hospital fully expecting a more "hands on" experience than he received. He was not able to shadow doctors immediately upon beginning the program. Instead, he sat alongside patients and, as instructed, offered assistance if needed. Eventually he became comfortable talking with patients. Jason's commitment to service began to develop by talking with patients with whom he ordinarily would not have taken time to speak. He describes talking with an "old, senile, African-American woman" just to fill time. He then described her as "this amazing woman that has struggled through so many trials...she talked about things I didn't know or had only heard about." From then on, he took every opportunity to learn from people from diverse backgrounds. At this point Jason started to understand the impact of reciprocal learning. He began to focus his energy on the issues of social justice and public health. One challenge he faces is dealing with varying viewpoints of the issue of supporting international public health. He, too, gets frustrated with his peers' lack of interest in direct service. He remarks that his friends do not understand why he has traveled on a few occasions to other countries to volunteer in a medical clinic.

Jason explains that now there is "reciprocity between my core values and my commitment to serve." He also has "Aha" moments that change his outlook on life. He stated, "After aiding some of the most deserving people in the world, my priorities changed" from volunteering for personal reasons such as a resume boost to volunteering in order to help other people. Through profound transforming experiences, Jason is beginning to grasp a larger truth for him and becoming more focused on the issue of public health. "I read everything I can get my hands on about international health," in an effort to become more educated and confident in his beliefs.

Jason is progressing through the Realization phase and on the verge of Activation. In the *realization* phase, students often experience a change in orientation in which they learn something important about themselves and become committed to a particular population or issue. They begin to connect their service work to their lives, which increases their commitment to service. During this period, the student generally becomes aware of the real purpose of the service-learning experience. In this phase students experience many "Aha," moments realizing the diverse aspects of their community service fit together with their curricular learning.

Usually through a profound transforming experience, the student is able to grasp a larger truth for him or herself; as a result, students become focused on a particular population or issue and become more confident in their beliefs. At this phase, the concept of reciprocal learning becomes clearer to the student. The student may continue to volunteer with a group or take on a service commitment independently. The student volunteers consistently and frequently and volunteers long-term at a service site, an agency or for the issue. The student's awareness and understanding of the issue is heightened.

Jason has not truly made a long-term commitment to international health care and his participation is still inconsistent. His service involvement is sporadic involving travel to developing countries partially out of a sincere desire to affect change and partially a product of the thrill of travel and the adventure of the new experience.

Kristen

Kristen is a twenty-two year-old Caucasian first-year graduate student. She received a Bachelor of Science degree in Hispanic Studies in May 2005. Kristen is currently enrolled in a master's program in the School of Education. She is studying to be a high school Spanish teacher. Born and raised in a suburban town in northern Virginia, Kristen attended public school and lived in her father's childhood home her entire life. She is the oldest of three children. Kristen reported that she comes from a very close knit family. She commented that for her, "family is safe, your support system and where you turn when you need someone."

Her father is a pilot for a major American commercial carrier and her mother is a court clerk. She described their personalities with vivid detail. "My dad is a free-spirited hippie." She explained that her father has told her on many occasions that he must not have received the manual on how to be a dad and how to act. "Dad is all about going out and seeing the world, about experiencing life." Kristen's description of her mom began with an explanation of her religious affiliation. "She really identifies with her Catholic background. She is grounded, a caretaker too." She reported that she never felt pressured to get a certain type of job. Her parents have always been supportive of any life changes she made. "They want me to do what makes me happy and they have confidence that I'll be able to decide that for myself."

Kristen's service involvement in high school was extensive. She tutored her peers and younger children regularly and she volunteered at many church sponsored service projects. She attributes her core appreciation for service to her mother's encouragement. She stated, "It was something that my mom would get me involved in. It was natural. This is what we [the family] do. I think service is just something I thought was a part of life that everyone did."

Service-Learning Model Placement

Kristen, like four other participants, arrived at college in the Exploration phase, eager to explore new opportunities. She was generally naïve about the problems facing the service recipients and considered her position to be that of helping. She had not connected emotionally, rather she volunteered out of an externally driven sense of obligation to fulfilling the priorities of her family. Her sense of obligation is indicative of a deeper commitment to service. She may have been entering the Clarification phase, attempting to explore various opportunities for service involvement. She commented that her motivation to apply for the Sharpe program centered on her interest in getting involved in something productive. She was not dedicated to any one particular cause of social concern. Instead, she was unaware of the problems that made the service necessary. To this point service revolved around group projects with her family.

Throughout college she was involved in a number of direct service experiences, including tutoring and two international service trips, most of which integrated curricular learning. She speaks freely about a number of experiences that impacted her commitment to service. She began college without any understanding of the reasons behind the need for her assistance. "Through my classes I was pushed to think about the larger picture, about why we're doing what we're doing and that I can actually do something beyond volunteering. I can do research and be an advocate for other people." Now a graduate student, Kristen is again exploring myriad possibilities. A year ago her place on the Service-Learning Model may have been different from the current position. Kristen explained that when she graduated she was incredibly committed to international development at what she called the "grassroots level." She considered volunteering for a world aid organization, but eventually decided to pursue a graduate degree in educational curriculum. She is studying to be a high school Spanish teacher. Her comments are indicative of a student in the Clarification phase, preferring the "try all" approach to service. She seems to have retreated in her commitment to service since graduating. She reports being hit with a dose of real world reality since graduating. She is learning to teach using high school curriculum models that she is paradigmatically opposed to, yet required to assimilate into her world view. Reports of the struggle of conscience have her questioning her commitment to service. She stated, first and foremost how difficult it is to determine what cause she is most committed to even though her service experience is long-term and deep, in comparison with fellow participants. Other participants confirm their commitment to a single cause with confidence while Kristen reports that she is trying to prioritize her "social charges." She laments the cognitive contradiction that resonates daily between an "other inflicted" requirement to develop a commitment to education by learning about such things as minority achievement gap while her real commitment to service draws her thinking to international humanitarian relief. She concludes, "Why choose?"

Kristen's comments resound of a person in the Clarification phase. Only a year ago her comments would have placed her in the Activation or Internalization phase. While at first glance this retreat may seem illogical, it is consistent with the assertion that humans move through the Service-Learning Model based at least partially on their current life circumstance (Delve, Mintz and Stewart, 1990). Kristen's state of flux in her personal and professional life has caused her to reconsider her commitments. This retreat along the continuum is indicative of the non-linear path that can occur along this model. Based on life circumstances a student (or former student) may retreat along the model with respect to commitment to service.

Development of Commitment to Service along Service-Learning Model

Based on participants' responses to a series of questions I was able to compare their commitment to service with the commitments and behaviors of each phase of the Service-Learning Model to determine the extent of their commitment to service before they entered college. The participants' responses to how service currently fits into their lives and how it may or may not fit into their lives in the future allowed me to determine their current commitment to service. The following table illustrates the varying phases of commitment for each participant upon entering college and their current position.

Table 2. Comparison of Exemplars at Two Points

Service-Learning Model Phase	**Exemplars at Start of College**	**Exemplars Now**
Phase 1 Exploration	Jason, Kristen, Jessica, Kenn, Abbitt	
Phase 2 Clarification	Marjorie	Kristen
Phase 3 Realization	Faith	Kenn, Jason
Phase 4 Activation		Abbitt, Jessica
Phase 5 Internalization		Faith, Marjorie

Comparing and Contrasting Exemplars' Commitment to Service

Each participant made some movement among the phases between the two points in time that I was examining. The participants' commitment to service has developed since they arrived at college. Before college they participated in service activities such as tutoring, serving soup at a shelter or playing piano for residents at a senior center. The main outcome was the personal satisfaction they gained from having participated in the activity. They "racked up" service hours for their high school club and recognized their affiliation to their club more readily than to an issue of social concern. Jessica, Kristen, Abbitt and Kenn recorded a large number of hours, yet the vast majority of their service was limited to short-term or one-time projects. Kenn may have been on the verge of the Clarification phase. He began to reflect on his place in society when he noticed his classmate was the recipient of food at a shelter where he was volunteering. Yet, Kenn had not begun to make critical decisions about where he would focus his energy until after he arrived at college.

Marjorie's extensive service trip experiences with her church group helped her start to form an affiliation to the church group and, to an extent, to members of diverse communities. Prior to entering college Marjorie interacted with community members she was helping and in doing so developed a sense of camaraderie with the community members. Her allegiance was to Mexican citizens for whom she had volunteered and with whom shared moments of spiritual connection. Faith entered college in the Realization phase. She was advocating on behalf of others during high school. She arrived at college with more confidence in her beliefs and recognized the reciprocity between service and learning.

Summary

This chapter has outlined the personal history of each of the participants. The vignettes and subsequent synthesis demonstrates that this group of students has generally progressed along the Service-Learning Model since their arrival at college. In other words they have all developed a deeper commitment to service. Chapter 5 shares cross-case analyses to illustrate themes that bring to light common characteristics of exemplars. Participants' responses are integrated throughout the text to support the findings. A developmental sequence of engagement is described in Chapter 6.

Chapter 5

Comparing the Experiences

The previous chapter examined the personal history of each of the participants and analyzed each student's deepening engagement in service upon entering college and their current position. Utilizing the Service-Learning Model, I was able to place exemplars at varying levels of engagement in service before and after immersion.

This chapter focuses on comparing the participants' experiences by considering possible themes based on common responses. Responses qualify as common responses if recognized in the case of at least five of the seven participants. The following themes emerged from this reduction process: High Achievers, Previous Service Experience/Family Support, Intensity of Experience: Connecting with Community Members, Reflection on Personal Identity: Place in Society, Intense Service Experience Leads to Sense of Efficacy, Interaction of Direct Service Experience and Cognitive Learning, Motivation Shift, Response to Instruction and Response to Teaching Style.

High Achievers

The participants in the study of service-learning exemplars self report that they achieved more than typical academic success prior to attending college. Every student was a member of the National Honor Society. The College of William and Mary attracts some of the most academically-gifted and accomplished students in the country. That these students are of high academic level is not a surprise since the Sharpe Community Scholars Program solicits applicants with a desire to combine academic pursuits with service involvement. The participants are chosen by faculty members who teach in the service-learning program. This reported high achievement is a common thread among all participants. Jessica's comments summarize the commonality of academic achievements of the exemplars. She said, "I enjoyed high school and I tried to make the most of it, from an educational standpoint. I ended up taking I think thirteen or fourteen [advanced placement] tests by the time I graduated, which was at the time the most anyone had ever done at my high school."

"Since I was the captain [of the track team] as a junior, I was forced to lead people older than me. Sometimes that was really tough, but I learned a lot about myself," explained Jason. Every participant also played at least one team sport during high school which impacted their leadership abilities. The on-going participation in athletics, for many since they were in elementary school, played an important role in developing their confidence to accomplish their goals. Four of the seven participants had been the captain of a sport they played while in high school. In addition, athletics seems to have been one of the prominent activities that contributed to their personal identity. This appears to have generated positive benefits. Faith, Abbitt and Jason each expressed how much each enjoyed athletics and how it contributed to their personal development. The majors of this group included Sociology, Hispanic Studies, Pre-Law, Pre-Med and Philosophy, while one student had not yet declared a major.

Previous Service Experience/Family Support

Every participant engaged in some form of service in high school and some had support from family members for their involvement in service activities. For the most part, they were involved externally driven volunteering such as being involved in service as part of an organization, often with their high school chapter of the National Honor Society or through a local church. Marjorie's comments echo the sentiments of nearly every participant to a great extent. "I was the president of the National Honor Society in my senior year and we did small service projects in the community such as food drives, raising money for the American Cancer Society and making cards for local senior citizen homes, kind of standard fare." Group service projects were their standard fare in high school. Jessica volunteered through high school sponsored clubs. Most of the service she completed was through the school. Abbitt explained, "I tutored a lot, because that's what you do if you're smart in high school; they send you to help other people."

Another source of service hours was the participants' local church. Church involvement had at least a minor influence on their earliest involvement in service. For Jessica, Marjorie and Kenn their church provided the environment that sparked a budding interest in service. Jessica reported, "I played piano for the Praise Band in my church, which I ran, and we went to the retirement homes." Marjorie felt that the influence of her church provided her with "transformational experiences." A church-sponsored service trip in which she participated took her to Utica, New York to spend time with homeless people during her sophomore year in high school. Later that year she traveled to Mexico with a church group to help construct a home for a local family. She had what she described as a life-changing experience during the latter trip and she returned to the area once more before entering college. Unlike many of her peers at college she had already engaged at length with the recipients of service. She had become friendly with Mexican citizens and she had at least a glimpse into the struggles affiliated with poverty and oppression. Marjorie explained that she entered college with an abundance of energy to do something good. It was during her freshman year she figured out what to do with that energy.

Kenn's high school service experience was similar to Marjorie's in many respects. He reported on the many trips he made to volunteer at the local food pantry. In his first interview he commented that he would work at different service sites, but for the most part he would do it either by obligation, "because the church was making us do it," or because, "by the time that I was in seventh or eighth grade, I knew that it was what I needed to do to have a good résumé." Participants' commitment to service often originated through direct service experience. It appears as though many times they developed an interest in helping others based on interactions with the recipients of services.

Unlike the other participants Jason did not arrive at college with any substantial service experience. Yet, his family supported the idea of service. His father is employed in a public service career and is a former member of the Peace Corps. Jason spoke fondly about his father's influence. He explained how his father finds a lot of value in meeting people with varied backgrounds and learning from them. He eloquently stated, "Life is based on experiences that you make and some of the most pivotal and climactic experiences you make are based on the people you meet along the way. I guess what I've been trying to do at college is shape who I am and the experience that I'm getting."

Jason explained how difficult the transition to college was for him. "I just feel like I was fairly sheltered in high school. When I came to school it was such a shock for me." He stated that he was not the "service superstar" that so many of his peers in the service-learning program had been in high school. Throughout the series of interviews

Jason commented on the feeling that he needed to catch up with his peers. He was motivated to do that because he was so inspired by their efforts. He explained,

> I've been so impressed by the people that I've met here, and realized there's just so much more than the sheltered suburban high school and all-American I guess you can say life, where it was very much just school, sport, friends, and that was it. When I entered freshman year and saw all this service stuff I could start trying out, I started developing on that track.

Jason does not exhibit the pre-collegiate service experiences that many of the other participants shared. His responses are uncommon among the participants. He was not involved through church or in high school and his service hours do not come close to the hours of others. His family is supportive of involvement in service both as a means of helping others and by "fully experiencing life's journey" by meeting people from diverse populations.

Faith, the only self-proclaimed activist, is also the only African-American participant in the study. Faith recounted racial problems that she encountered and endured when she was in elementary and middle school. She told me that she really enjoys helping people who do not get helped otherwise. She stated, "I like to help those who are just invisible in general." In high school she volunteered alongside people who are homeless and people who are mentally ill. "I like to speak up for the underdog because in many cases I view myself as an underdog. In many cases I'm not, so I feel even more obligated to speak up." Faith explained that sometimes she feels like she is on the "other side" referring to the side of the oppressed, yet other times she feels she is on the side of the privileged. She concluded by saying, "I really feel privileged people have the obligation to help those who are not."

Each participant in this study had previous service experience or a family background that supported service. Their previous involvement is somewhat varied. While several counted up hours for National Honor Society and others became involved through church, one participated out of an obligation to the oppressed, a community she sometimes feels a part. Their environments have exposed them to service, sometimes obliging them to be engaged, if not committed to service. They see recipients as human beings, recognizing their plight in a larger context. This helps them perceive the relationship of service to a larger world view or philosophy.

Intensity of Experience: Connecting with Community Members

Every participant spoke about a moment, an experience or in many cases a turning point that ignited their deeper interest in service. The participants have experienced challenge, intensity, and exposure to injustice in ways that signal a deep affective impact of those experiences. For most this experience revolved around a service trip (either domestic or international) in which they witnessed some form of injustice, in most cases poverty, and made a connection with a member of the community. In responding to the perception of injustice the students began to develop a deeper interest in service.

Marjorie spoke of an interaction that sparked a deeper interest in service. The story poignantly speaks to the connection between her spiritual beliefs, the realization that she was learning about humanity through service and the powerful influence of others on her life path. She was volunteering in Mexico helping to construct a home, working with community members. Marjorie accidentally shoveled cement mix into her boots. She explains,

> This woman that I hadn't spoken to came over, knelt down on the ground in front of me and started taking off my shoes and socks. She looked up at me and grinned, and said 'Como Jesus', which means 'like Jesus'… [I thought] I'm supposed to be helping you, and that was the most powerful role reversal. [It] cleared away all of these other perceptions… that whole week in general definitely set me on course. It redefined how I thought about service… it was extremely eye opening, even though I'd been to the inner-city, food drives, helped people, it [Mexico] was poverty, widespread poverty, not like living in New York City.

Jason shared a story that demonstrates that sometimes students experience a turning point when they least expect it. Jason reported that upon entering college he was impressed by the service interests of his peers to the extent that he felt he needed to "catch up" with them. He reflected on what he learned from a conversation with a patient. "It was incredible all the things she had seen and experienced, amazing struggles and trials, things we don't know." Jason expressed his respect for the experience of his elders and commented on the stigma attached to inter-generational disconnect. He explained that he left thinking he could see himself working with people everyday that cannot take care of themselves.

The exemplars consider the challenges they encountered to have had among the most significant impact on their evolving world view. Marjorie reported, "When I first went down to Mexico, it was like why is [abject poverty] this way? The emotions that came out of that led me to explore some of the structural causes [of poverty]. I like talking to people about their experiences and matching that up with whatever I get out of a book or a class." She later concluded, "I tend to think its direct experience that's made me interested in learning more about structural causes."

Kenn's account of the first service trip he participated in speaks to the transformational process he began. He emphasizes the importance of reflection and a peer support network. "I went on a service trip to Camden, New Jersey. That trip by far shaped the majority of the opinions that I formed now in how to best meet need. The self-awareness that someone has to come to is definitely a really long process. I had a friend who had an outlook on social justice, and so, she talked to me continually about how to serve others specifically from a Christian standpoint."

Kristen's summary of the reason for her commitment is consistent with all participants in the study. "Once you put a human face on [injustice] the natural empathy comes out and it outweighs the other motivations."

Each participant spoke about varying levels of surprise that a student who "looked injustice in the face" could turn away from it. This eye-opening experience seems to cause an internal conflict. It appears to be a measure of the students trying to determine that their new orientation is ok to pursue. The knowledge that such injustices or inequalities exist, may be for this group, the most influential aspect of generating a desire to take action. In doing so, the seeds of commitment to service are planted. These intense service experiences challenged students' personal frame of reference and they began to consider their place in society. These intense service experiences ignited a series of emotions; their response to emotions entailed a personal reflection and a reframing of their actions.

Reflection on Personal Identity: Place in Society

Every participant spoke regularly and often about the influence of service and service-learning on their identity development or their place in society. Identity development as a personal evolution is documented often in the participants' sentiments about the process of reflecting on their service experiences. The participants reflected on how they experienced a personal transformation through self-reflection after witnessing poverty, they came to understand the world differently.

> I can remember distinctly in eighth grade, I was working at the food pantry, and goofing off with my friends in the youth group, which is what we did most of the time. One of my fellow classmates was walking through with his family; apparently he had been coming for some time and we had just been too oblivious to notice. He said hi to me and I was a little flabbergasted and I didn't know what to say. We were outside breaking boxes and this guy that I see every day in class was coming to the food pantry and we all assumed these are the poor people that we never see and I saw this kid every day at school.

It was at this moment that Kenn, for the first time, reflected on the experience. He continued, "It was the first moment when service wasn't just about me. It was the first time I actually thought about what I was doing, and, after that I wanted to do service, and I didn't want to do it just because I had the obligation."

All of the participants spoke about how their service experiences caused them to reflect on their personal values. Faith spoke about how service gave her the chance to explore her values and to "bring out some of the values that were dormant" prior to the time she began volunteering.

Each participant reported that they had occasion to consider their place in society and compare it with others. They regularly concluded that their life circumstance was better, or more privileged, than many others. Kristen summed up the sentiments of the group by explaining that after participating in numerous service experiences she feels a deep sense of responsibility to others. She talked about how she just could not turn her back on the people she met while volunteering. She stated, "I think it comes down to a sense of responsibility. I cannot imagine anyone seeing what I've seen and not want to help in some way."

For Jason life is an ongoing process of reflection about how he can contribute positively to the community of which he is a part. "I've had such a cushy life so far it only seems right it only seems fair to give something back. When you're sheltered like I was at a younger age and you're never forced to get out and see it for yourself until you came to college, you don't realize how much we have here as compared to other places." Jason's interaction with diverse populations has caused him to reexamine his place in society. Through service he discovered that he had more resources than others. As he reflects on his place in society, he is reconsidering what he values, and thus reexamining his identity. In reconciling some sense of guilt, he develops a deeper responsibility to helping others less fortunate.

> I can do so much to help someone else – take advantage of what I've been given. I can use my resources where I've gotten a great education. I've had a very supportive family and parents. Rather than just use that power, the experiences, the opportunities selfishly to further push myself ahead it almost seems logical to turn around and give back to anyone who doesn't have these opportunities.

Jason continues to reflect on the privileges he has in an on-going process of identifying if and how he will give back for all the opportunities he has been given. Kristen's comments compare nearly word for word with Jason's comments on the consideration of her place in society. She explained that through years of reflection she has concluded that she feels a sense of obligation to serve and give back.

Kristen, Jason and others also spoke about how much they gained from service, which they did not initially expect. They learned about complicated problems that impact fellow community members. They feel both appreciative for their relative good fortune and consistently consider ways that they can help others. Through intense service experiences while in college the participants come to reexamine their place in society, recognizing their relative privilege, and determining they must do something to attempt to reconcile the feelings of disorientation, guilt or sadness for others.

Identity development is a product of reflection on service experiences. The participants are examining their place in society and constructing an internal identity from egoism to altruism. The students are examining the values and clarifying their goals through a process of self-reflection. By being exposed to inequality that is shocking, disturbing and unexpected, the participants are considering their own comparative privilege.

Intense Service Experience Leads to a Desire to Have Positive Impact

It became clear that participants have a desire to positively impact their community, in part, because they have witnessed injustice and they did not like what they saw. Instead of turning away, they wrestled with a way to take action. Explains Jessica:

> I realize that there are things more important than my grades in college and there are always people out there who need to be helped. I just have this very idealistic and often naïve idea of this greater social good and this justice we're all fighting for and that's the only thing that gets inside of me and gets me excited. I get impassioned in the fight. We always felt like we could do this and I will work a little bit harder because we know that it can happen, we can make an impact, a difference. It's so amazing what college students can do.

This sense of idealism, of a belief that they can have a positive impact, is echoed in the words of every student in this study. They all have a sense that they can do something that will have a positive impact. Kenn stated emphatically, "I don't like to just sit around; I don't like feeling as if I'm not doing something and I think that maybe that ties into ambition." He later concluded, "I want to make some type of impact, some type of difference."

For every participant, service has been the motivating factor that initiated a desire to have a positive social impact. They have the desire to want to do something good. Service gave them the project to focus their energy. Abbitt eloquently described the process in which he conjures up ways to help solve problems. He replied,

> It's not me, it's the community that makes me dream, create, initiate. I feel like I'm part of a community and part of a family when I help a family out. Service gives me a connection with people that I otherwise wouldn't have. It's kind of a deeper understanding you have with someone when you've both learned from each other. I think it's profoundly humanizing when you learn from someone and they learn from you and you discover that you're mutually able to learn something from one another and that everyone has something to teach and that everyone has something to learn. I think that that is what keeps me going and makes me want to initiate more things and in terms of creating.

Kristen echoed these sentiments. She remarked, "If you work with people a lot you realize you always start out with a question or a goal, and you end up with more questions than answers. You ask, what can I do to make this better or how can I make this program more accessible?" Jason considers his interest in dreaming big a product of critical reflection. He explained, "If you consider the many factors that create and maintain the social need, you realize there is a continually evolving set of questions to answer."

Faith stated, “For me it seemed for a long time like people told me that my dreams couldn’t be realized, so there’s a gross satisfaction for proving them wrong. I got that impression growing up I was always very talented, but not the best. Growing up with the sense of you’ll be good, but not the best, was always a driving factor for me to prove people wrong.” A cursory review of this statement would likely leave the reader sensing Faith’s feeling of being told she cannot do something is the driving force behind her desire to help others. This is likely a large part of her desire see her dreams become reality. Yet, this statement resonates with all the participants. I spent several hours with each student and listened carefully to their comments. I heard not only the words they communicated, but also the tone with which they spoke them. In every case, without exception, there were moments when participants were subtly explaining to me that they desperately want to be heard. Faith concluded that when you see the effects of injustice, “that’s when you get up and do something about it. Powerlessness is something I felt for a very long time and it’s a rotten feeling, but when you have that for so long and then you have the opportunity to live differently, again that lifestyle to live differently it drives you to fight for yourself and others.” Participants experience within a service setting enhances their desire to have a positive impact.

Interaction of Direct Service Experiences and Cognitive Learning

The acquisition of knowledge had a significant impact on students’ commitment. Faith explained, “Being informed about the issues from the scholarly level gives me a whole new appreciation for the things I do.” The students applied what they learned in the classroom to their service endeavors and conversely what they experience in their service sites to the concepts in class. Kristen reported, “The neat thing about service-learning is that I designed my curriculum so now I've learned about the particular groups I'm interested in, I'm able to use the world as my laboratory and engage in it." This comment demonstrates the mingling of direct service and engagement in curricular learning. Another example provided by Jason describes the developmental process that leads to cognitive learning. "I know a whole lot more than the average volunteer in a lot of ways, not only how you do it, but about why it happens, and that allows me to be creative about how I solve it...if I understand it's origins and its composition, I always really enjoy that." The service-learning program provides the conditions for students to explore their interests.

Kristen commented on how the principles of sociology are conducive to such learning:

> I think sociology engages people and empowers them to think, now that you know this you can actually do something about it. I'm able to see patterns and similarities and understand that something is familiar and understand how to deal with it, but I really do think the Social Sciences especially soc, allow you to first, see things differently and secondly, empower you in a way that other disciplines don't, and I think that those that make up [the] discipline really take it to a third step where they will open doors for you to do that.

Abbitt's sentiments reflect the conclusions of many participants. He examined service-learning as being cyclical. When he learns something in class or through research he wants to go out and see it and put it into practice. When he sees something new in the community he wants to learn about that topic. The cognitive development affiliated with service-learning seems to be the driving force for their depth of engagement.

The exemplars grapple with the root problems that create the need for service. "Being able to see kind of the root problems of what we were dealing with and how it works on both ends and how there's just a lot going on behind the scenes that you have to learn about, it seems like to me." Kristen, the only graduate student, commented on her long-term goals. She stated, "I'm so intrigued by the bigger scale, and I love the idea of grassroots organizations. But, in the immediate sense I think education and the education gap is something I've been recently confronted with and I'm passionate about that, but I feel like there's such an urgency, internationally for humanitarian relief, and that draws my attention especially after what I've had the opportunity to see with my own eyes and see the terrible poverty in some places."

Faith explained, "The world is complex. When you go into a community environment you learn that pretty quickly." Jessica stated, "The more we talk about ideas, the better it is for me. I work best with faculty members that talk to me as if I know something. I'm not proficient in a specific area, but I can think and debate it." Faith further explains, "I always prided myself on not being the most academic, but the most intellectual person. There's an art to inquiry, you don't learn when information's being dictated, so I work best in a classroom where there's reciprocity, in which the class discusses intellectual ideas." Jason stated, "I understand that everyone has a very diverse background from where they come and has a reason for believing what they do and so while my family may have certain beliefs there's no need to really force them on anybody else or really critically approach anybody else for having understandable beliefs in the same light that we do, so being brought up in that light, I feel like I can come here and there are certain groups on campus that feel pretty strongly about what they do and just kind of ignore other groups on campus."

Kristen discussed how much she enjoys classes that have broad concepts. She stated that coming out of high school she was not comfortable with this. She commented, "I realize now that [in high school] we weren't not asked to stretch our thinking and analyze. Now the big thing for me is the why." She stated, "I remember talking with people in my dorm saying, I don't get it, he facilitates discussion but he never says yes or no, you're right, you're wrong. I remember being frustrated and not knowing what he wanted us to get out of it." Kristen was frustrated by the ambiguity of service-learning, yet she persisted. She explained that in high school she became disillusioned with the academic environment. She stated, "I got to the point I wanted to go out and see for myself." Kristen went on an international service trip during her sophomore year in high school. She came back feeling discontented. At the end of her second interview Kristen stated that effective service-learning serves up broad, bigger questions that may not be answered but that force you to have reflections and they challenge your assumptions. She concluded, "Not everything sits well with you all the time and that's a good thing, it lights a fire." Exemplars arrive at college with a willingness and ability to grapple with the complexities of socially-constructed problems. At times they struggle alongside their peers, yet they all accepted the challenge and now report that they learn best in an interactive environment.

Motivation Shift

Initially participants' motivations revolved around egoism. The participants conducted various service activities while in high school so that the action would lead to an outcome they personally desired. The participants commented that they began volunteering because they were required to either by a school requirement, a social club or as a family commitment. Participants viewed the time commitment as a way to broaden their experiences, add the involvement to their resume, or to feel good about their actions. Herzberg (1966) concluded that motivators that lead to satisfaction are achievement, recognition, responsibility and advancement. The students' initial motivations to volunteer reflect Herzberg's findings.

Initially motivated by egoistic motivation, exemplars now appear to be motivated both by a combination of egoistic and altruistic motivations. In high school they volunteered as a requirement or due to membership in a club that organized service activities. Upon beginning the service-learning program these students had participated in direct service and made some sort of connection with community members. They began to reflect on their identity and place in society eventually enough to be motivated personally to learn about why such inconsistency exists. As they reported, in contrast to many of their peers, they are now more interested in examining social problems, recognizing multiple perspectives and subsequently actively debating the perspectives in their classes. Kenn reported, "eventually the service-learning wasn't just about thinking, but it was about taking and making us form concepts on our own, so by the end we're running discussions and asking our peers different questions and it meant that we were more engaged and more willing to talk about the issues." It appears as though one factor that enables a propensity for developmental progress is this previous exposure to service. Exposure to service readies students to accept the challenges of the Sharpe program and respond developmentally to intense and challenging encounters. Their attitudes toward classes reflect developmental advances beyond their classmates.

Student Response to Teaching Style

Exemplars' reports of how they learned most through service-learning reflect on they respond to the teaching style of the professor. Service-learning places very different responsibilities on the student. In contrast to information-assimilation style of teaching, students in this study develop a commitment to service more quickly through a seminar style approach where the professor encourages thoughtful discourse and respectful informed disagreement; facilitates this process and allows the class to struggle long enough to develop confidence to persist through future challenges; and guides the class to demonstrate a means to accomplish the learning goals.

Perry reported that the most difficult instructional moment for the students (and perhaps therefore for the professor as well) seems to occur at the transition from the conception of,

> Knowledge as a quantitative accretion of discrete rightness to the conception of knowledge as the qualitative assessment of contextual observations and relationships. In approaching this point of transition the student generally misconstrues what his teacher is doing, and both suffer. It is a crucial moment; and for intelligent action, the teacher requires the clearest understanding of his, and the student's predicament. (p. 210).

Every participant commented on the significance of service-learning coursework, citing specifically the role of the professor in accelerating learning. Jason explained that one professor in particular was comfortable with letting the class "crash and burn" so that they could learn how to learn from one another. Class members were required to facilitate discussion based on their readings and their service experiences. Kenn explained that at the right time, "the professor would come in and ask questions to help get us on the right track again." He later explained, "eventually the service-learning wasn't just about thinking, but it was about taking and making us form concepts on our own, so we by the end were running discussions and asking our peers different questions and it meant that we were more engaged and more willing to talk about the issues." Jason, who had the same professor commented, "He was always there to provide support outside the class. I think everyone writing a paper would go and see him, not because you had to, but because he really made himself available." In examining the role of the professor Kenn explained, "someone would get really excited about a topic in the middle of class, and [the professor] would say, that would probably be a really good paper topic for you, why don't you come to my office later and we'll talk about it some more." Jason' perception of the professor's effectiveness was in the manner in which he challenged assumptions. "He used a devil's advocate technique." He explained that the professor did not necessarily agree with the stance he himself was taking. Instead he presented a differing perspective to encourage a critical analysis of the issue.

Kenn recalled an instance where the professor supported one particular classmate's perspective for the sake of learning. He commented, "even though [the professor] wouldn't agree with those particular issues, he would go to her side and say, well wait a second, how about all this, so it would really help the debate, so when we talked about issues, he would present both sides." Jason explained, "We all felt more comfortable because [the professor] was the first one to point out flaws in his own arguments. He would say here are all the gaps [in his argument] and you all can talk about how I'm wrong." In this respect the professor was facilitating a discussion that pushed the students to think in new ways, to develop arguments, to offer multiple explanations for experiences and observations and to questions their own perceptions.

The participants in this study seemed to relate well with a discussion based instruction style. Participants' commitment to service seems to continue to develop through a seminar style approach where the professor encourages thoughtful discourse, respectful and informed disagreement, yet with guidance to demonstrate a means to accomplish the learning goals. The participants reported on their perception of distinctions between their interest in coursework and some of their peers. It appears as though they respond more favorably to a seminar style approach to learning. In doing so the participants were developing more complex reasoning skills.

How Students Respond to Instruction

The exemplars enjoyed reading and responding to conflicting perspectives on issues of social concern. Further, they felt compelled to learn so that they could consider a personal course of action. For example, Kenn reported, "Most of them were philosophical concepts. [The professor] would give us scenarios where we would have to choose which type of citizenship is more morally right and which is better for the community, those sorts of issues." The professor was pushing the students to devise logical reasoning and the exemplars were responding favorably to the challenge. Participants in this study excelled in the classroom, not solely as a function of intellectual capability, but rather as a function of intellectual curiosity, based on concrete direct service experiences. Because of the direct service experiences it appears these students are more interested in examining the diversity and complexity of social problems. Instead of perceiving all course material as, "an obstacle course set out to help students learn how to reach *the* truth," (Perry, 1970, p. 117) the students in this study perceived the uncertainty as opportunities for productive debate. A product of such discussion is the exemplars developing logical reasoning skills and a confidence in their ability to articulate a position on a topic of interest. Kenn later explained, “we definitely grappled with issues in which there wasn’t an answer...I love that.”

The exemplars sometimes felt different in class in relating to their peers. Richael provided an example of what she believes distinguished her from some of her peers. She stated, “They really can’t stand discussion in the classroom,” and she concluded, “But [a lecture style teaching technique] doesn’t produce a thinking environment and that’s what college is about. I think I work best in a classroom where there’s reciprocity, in which we discuss intellectual ideas.” The distinction between exemplars and other students becomes clearer. The exemplars perceived other students rejected diversity, complexity, debate or ambiguity in discussing problems related to service projects. It may have been because they were uncomfortable with the discussion-oriented class since they did not have as much to offer based on a lack of previous service experience. It could be that the students did not place value on the issues.

Previous service experiences and subsequent reflection on their place in society supported a state of readiness to accept the challenges of service-learning both in the classroom and in the community. Participants reported that they had more service experience or at least a family background that valued service than most of their peers and had made some connection affectively to a population that benefited from services. They entered college ready to accept the challenges of a service-learning program both in the community and in the classroom. Without exception, participants discussed the value they placed on an interactive, dynamic curricular learning environment when they entered college. The service-learning program provided an environment that allowed them to start to create their own voice.

A typical response from exemplars regarding how they learned in service-learning revolved around the professor challenging members of the class to participate in a discussion about a topic. Kenn reported, "eventually the service-learning wasn't just about thinking, but it was about taking and making us form concepts on our own, so we by the end were running discussions and asking our peers different questions and it meant that we were more engaged and more willing to talk about the issues." The exemplars seem to resonate to the more cognitively complex classroom experiences.

Summary

This chapter arrived at themes based on comparing the participants' experiences. The themes that emerged from a reduction in the interview data give us a deeper understanding of the participants' experiences and subsequent reaction to those experiences. The themes support the assembly of a developmental sequence of engagement among this group. The students seem to have followed a common affective developmental sequence to a point where they are ready for higher level cognitive adaptation. The participants are high achievers, with previous service experience and family support for involvement in service. They have an intensity of service experience such that they connect with community members, and subsequently reflect on personal identity and their place in society. These intense service experiences lead to a sense of self-efficacy, and the interaction of these events with a service-learning program seems to be conducive to cognitive learning. Participants in this study excelled in the classroom as a function of intellectual curiosity based on concrete direct service experiences and the subsequent developmental sequence of engagement. The next chapter provides a summary of findings, illustrates the developmental sequence of engagement, recommendations for future research, implications for practice and a conclusion.

Chapter 6

Conclusions

Overview

During the past twenty years interest in and research on the impact of service-learning has surged(Alt & Medrich, 1994; Melchoir, 1997; Astin & Sax, 1998; Eyler & Giles, 1999; Gray, Ondaatje, Geschwind, Frisker, Goldman, Kaganoff, Robyn, Sundt, Vogelsang, & Klein, 1999; Anderson, 1999; Eyler, Giles & Grey, 1999). These studies have explored the impact of service-learning on a variety of personal qualities. Examples include efficacy, interpersonal skills, reduction of stereotyping, social responsibility and commitment to future service. Initially these results helped to establish a supportive environment for the integration of service-learning into college courses. Yet, interpersonal development is not central to the teaching mission of most colleges and universities. Is it enough that service-learning may be supporting interpersonal or affective development and not cognitive development? Recently, members of the service-learning academic community have reported on recommendations for future study. National survey studies and single program efforts have provided a map of service-learning and its impact on students. Service-learning scholars have emphasized the need to link service-learning to enhanced cognitive outcomes (Eyler, 2000, Howard, 2003, Kiely, 2005).

This study explored the background and experiences of exemplars in order to determine whether exposure to and immersion in a service-learning program is in fact related to cognitive development. In order to learn more about the potential cognitive development of this subset of students, this study examined conditions that bring about prolonged involvement as well as conditions that bring about a developmental transition from interest in service to long-term commitment to an issue of social concern. Participants took part in a year-long service-learning program during freshman year. The Sharpe Community Scholars Program offers approximately seventy-five students a unique educational setting to learn from one another in classrooms and through service projects that emphasize the development of problem solving and leadership skills. They took on service projects that deal with a number of complicated social problems and were asked to discuss their perspective on the issue regularly in class.

Research Question

The research question addressed in this study follows: Is exposure to and immersion in a service-learning program related to development? Other considerations that helped answer this question include how students progressed to the point of deep commitment may have been affected by their characteristics, their experiences, and the processes of maturation, such as (a) What are the personal and background characteristics (educational background, hometown, family, previous service, presence/influence of religion) of an exemplar?; (b)What, if anything, stimulated a commitment to a particular cause and what is (are) the source(s) of the commitment to service? (c) What is the nature of the student's service experience? (d)What is the motivation for a student to become deeply committed to a social concern? What motivates a participant to persist when challenges exist? and therefore (e) what conditions bring about a developmental transition from interest in service to a long-term commitment to a social concern?

Framework

This study utilized William Perry's Scheme of Intellectual and Ethical Development to examine whether exposure to and immersion in a service-learning program is related to cognitive development. Given the data I collected and the nature of this inquiry being a qualitative study, I analyzed data for the purpose of considering a general trend of progress, regression or no movement. The Service-Learning Model presents a developmental model based on the interaction of service experiences with students' values development. Developed by Delve, Mintz, and Stewart (1990), it describes developmental processes experienced by students engaged in service. The model helps to sort out the nature of the experience; Perry's Scheme helps to understand the psychological effects of the experience. I found evidence of motivation shift in response to participation in direct service and in how students framed their understandings about experience. The exemplars seem to resonate to the more cognitively complex classroom experiences based on the affective development that occurred prior to the program. Based on a series of service related experiences and subsequent reaction to those experiences, the participants' were poised for cognitive development. The service-learning program was the immersion experience they needed that supported that cognitive development.

Summary of Major Findings

This study discovered that exposure to and immersion in direct service experiences prior to a service-learning program along with subsequent reflection is the mediating factor for the preparation of exemplars to develop cognitive skills. Interpersonal, affective development is the precursor for participants' readiness for cognitive development in a service-learning program. In high school the exemplars did not examine the social problems they faced in the community setting in a classroom, so their development consisted solely of affective development. The faculty in the Sharpe program is pushing students to develop cognitively and these students were ready and interested.

The students interviewed shared in what appears to be a common developmental sequence related to engagement. This sequence was common among these participants and may or may not be common among other students who develop a long-term commitment to service. The developmental sequence of engagement is illustrated below and then explained in detail:

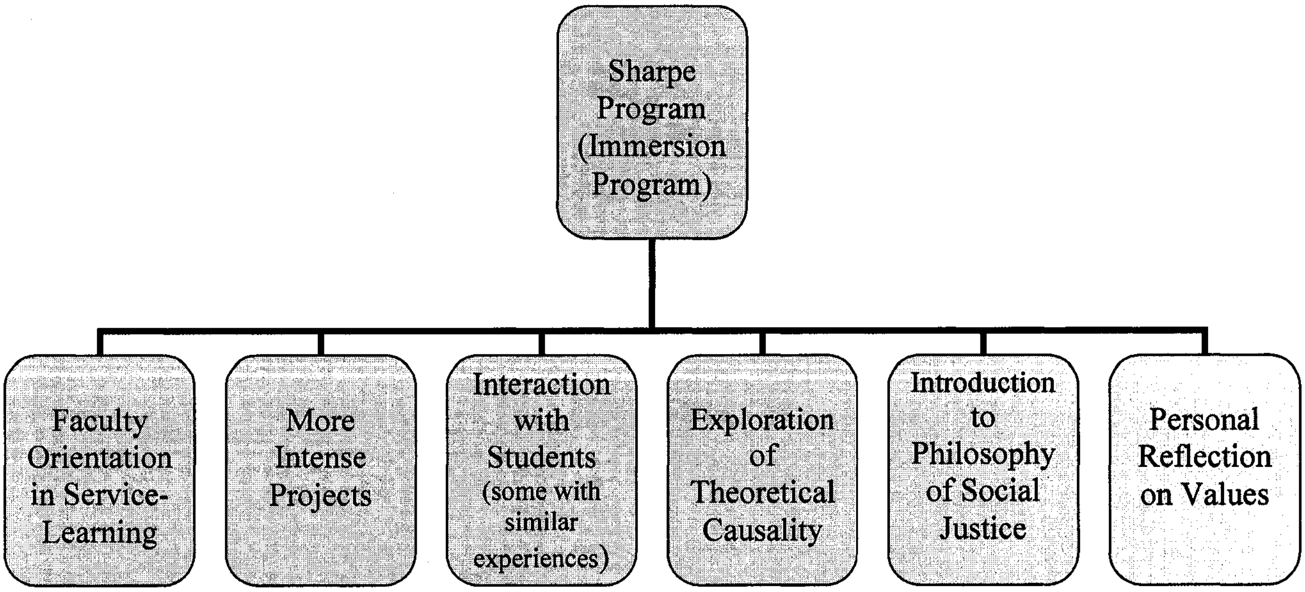
Table 3. Developmental Sequence of Engagement

Previous service experience (family values, academic success, leadership) ⇨ intensity of experience such that there is a connection with recipient(s) ⇨ student responds to perception of injustice which ⇨ challenges their previous frame of reference and ⇨ initiates a series of emotions ⇨ student response to emotions ⇨ signals prolonged involvement and deeper engagement ⇨ subsequent shift in motivation which facilitates * ⇨ a positive response to instruction and response to teaching style ⇨ which seems to support cognitive development

* Events to this point in the sequence occurred prior to involvement in the service-learning program

Prior to involvement in the Sharpe program, the students I interviewed had become involved in service as part of a formal or informal obligation. They had a family background or school involvement that supported their involvement in service. Their motivation rested in fulfilling an obligation to family or school and supporting their personal interests. At some point the service activity became more intense. The intensity of the experience involved a connection with recipients of service and prompted the student to reflect on his/her place in society. The students perceived injustice in some manner which challenged his/her frame of reference. This reflection prompted self-examination of identity, which in turn initiated a personal assessment of assumptions about some social issue (from poverty, race, ethnicity or social class). The students felt a range of emotions and as a result had a desire to become more involved in service, to do more, and to start to think more critically about the activity in which he/she was involved. This deeper and more prolonged involvement signals a shift in motivation that occurs prior to immersion in the Sharpe program. Upon entering the Sharpe program, the exemplars feel a sense of cognitive dissonance. In an effort to resolve the conflict, the exemplars interest in cognitive development was heightened. The Sharpe program provided exemplars with a unique setting in which to work through their cognitive struggles. The activities are illustrated in the table below and then described:

Table 4. Interaction with Sharpe Program



Sharpe Program (Immersion Program)
Faculty Orientation in Service-Learning
More Intense Projects
Interaction with Students (some with similar experiences)
Exploration of Theoretical Causality
Introduction to Philosophy of Social Justice
Personal Reflection on Values

Upon entering the Sharpe program, faculty introduce students to intense service projects. Exemplars interact with colleagues, some of whom had similar service experiences. The exemplars explore theoretical causality in class and respond favorably to the challenging material. The service-learning environment deepens the students' commitment to learning about the causes of injustice they witnessed by providing a learning environment that stimulated discussion and debate over concerns that do not have simple solutions. They respond favorably to this instructional approach because their previous service experiences and subsequent reflection positioned them for cognitive challenges. Previously the students never had an opportunity to examine the social problems they faced in a classroom, so their development consisted solely of affective development. The faculty in the Sharpe program is pushing students to develop cognitively and these students were ready and interested.

It appears as though the mediating factor in promoting cognitive development so that students become most interested in service-learning is previous direct service experience that involves an emotional and psychological connection with a community member and the subsequent reflection. This or these moments (while building a home, talking with a patient, serving food to a classmate) prompts a reflection on one's place in society and therefore a recognition of injustice, a disorientation, frustration, anger, guilt or shame of one's privileges. The emotional challenge generally begins before the service-learning program so that the student is motivated to gather information, acquire knowledge, discuss opposing views, take a stand in opposition of a predominant viewpoint and consider multiple perspectives on social problems. The affective dimension of development was occurring in high school, without an environment that encouraged cognitive development. Upon entering the Sharpe program, the exemplars were exposed to conditions that would support cognitive development given their readiness for such challenge.

Students Poised for Growth along Perry's Scheme

Perry's Scheme addressed a student's ability to confront conflicting values and beliefs and to use conflict as a tool of integration and growth. The data from this study suggest that these students are wrestling with the task of confronting multiple perspectives and conflicting values through the developmental sequence of engagement. Perry concluded that the primary problem confronting students was adapting to the pluralistic, culturally diverse environment of the college. Faced with the perception of injustice exemplars personally reflected on their place in society which challenged their frame of reference. In doing so they reframed existing beliefs with new ideas and entered the Sharpe program with a desire to discuss these ideas that had stirred up an array of emotions.

It appears as though the developmental progression from concrete and simple ways of thinking to more abstract and complex ways was initiated through the developmental sequence of engagement. This more complex form of thinking leads to implications for an individual's personal meaning making in the world (Perry, 1970). The participants were reframing their perceptions of their place in the world and were looking for more information so they could take action. Developmental growth may occur when students are encouraged to consider solutions to complicated social problems that do not have one simple answer (Perry, 1970). The data demonstrates a propensity to develop cognitively based on their place on the developmental sequence of engagement. The participants were ready to accept the challenges of a service-learning program and interested in the affiliated course requirements as a result of developmental progress.

Implications for Practice

Given the results of this study, it is at least possible, that previous direct service experience that includes a connection with recipients of service might be a key factor in a personal development process. The personal reflection on identity and subsequent shift in motivation, seems to foster an interest in considering why need exists. This study cannot claim that this developmental sequence of engagement is the only path by which a student could take toward a prolonged engagement in service and a readiness to be involved in a service-learning program. Nevertheless, mapping backward the students' experience has provided us with the path of experience and subsequent development of these students. It appears as though direct service and the subsequent process of engagement prior to a service-learning program is a way to prepare students for cognitive development. The faculty orientation in service-learning introduced students to a philosophy of social justice, more intense service projects and a seminar-style classroom setting that these students were ready to take on. In order to accomplish the cognitive aims of the service-learning program, the participants had to have accomplished at least some of the affective outcomes documented in various studies of service-learning.

Findings of this study illustrate an engagement continuum that may support cognitive development given the proper environment. Participants in this study seem to have a previous service history that readies them for the Sharpe program. They had already dealt with ambiguity and were seeking a forum to discuss their new insights. The data collected indicates a general progression along a cognitive development sequence that occurred as a result of a variety of factors including exposure to injustice through direct service, personal reflection and immersion in a service-learning program which prompted cognitive development. The students' response to instruction signals developmental readiness that may in fact differ from that of their peers. This group of students appeared ready to progress cognitively. The affective outcomes that have been discussed in many research studies are an important first step, or precursor for cognitive development. The exemplars' cognitive development was based, in part, on their previous affective development.

Recommendations for Future Research

Three recommendations for future research are suggested. First, this qualitative study was exploratory in nature. A quantitative study that measures development among a similar population of students would either verify or refute these findings. Second, a comparative study of students who exhibit exemplary behavior with students who do not persist in service-learning would likely yield valuable information that would confirm this study's results or offer new insights into the manner in which exemplary behaviors evolve. A study that seeks similar information from students who do not develop a deeper commitment to service would enable researchers to have experimental and control groups. Are others developing without the integration of a developmental sequence outlined in this study?

Third, further research is needed on the role that input characteristics play in long-term commitment to service. Participants' responses demonstrate that they all had a supportive familial environment for participation in service. A supportive family, church and/or school environment surely plays a positive role in involving students in service initially. It is important to learn how far this supportive environment alone can take a student in his/her commitment to service. Do college students develop an advanced commitment to service without the intervention of a service-learning program? Service-learning research must consider why it appears that only a select few appear to achieving the cognitive aims of higher education through service-learning.

Conclusion

This study finds that direct service that includes a connection with recipients of service was a motivating factor for exemplars. The connection prompted a personal reflection on identity, a subsequent shift in motivation, an interest in considering why need exists and a readiness to be involved in a service-learning program. To these students witnessing injustice was the spark that ignited a personal reflection, initiated affective development and set the stage for cognitive development through a service-learning program.

The emotional challenge unsettles the students to the point that cognition is engaged more actively. The students begin to understand complexity and ambiguity affiliated with social problems such that they appear prepared for the Sharpe program. This ability to manage multiple perspectives has direct connection with Perry's Scheme. Analysis shows that these students are managing the complexity of considering multiple perspectives, in part, through the developmental sequence of engagement, prior to the service-learning program. Faced with the perception of injustice these students personally reflected on their place in society which challenged their frame of reference. In doing so they reframed existing beliefs with new ideas and entered the Sharpe program with a desire to discuss these ideas that evoked such emotions.

It appears as though these students were involved in a developmental progression from concrete and simple ways of thinking to more abstract and complex ways prior to entering the Sharpe program. Perry reported that developmental growth may occur when students are encouraged to consider solutions to complicated social problems that do not have a simple answer. The students in this study witnessed complicated social problems and they realized that a simple answer does not exist. They approached the Sharpe program from this frame of reference and it appears their cognitive development was impacted. Affective development occurred without the integration of a service-learning program and cognitive development was supported through the service-learning program. In this study exemplars' affective development led to cognitive dissonance. In an effort to resolve the conflict, the exemplars interest in cognitive development was heightened. The Sharpe program provided exemplars with a safe setting in which to work through their cognitive struggles – which in these cases led to cognitive growth as well as a deepening engagement in service. Further research should examine more closely the factors that support affective development so that students may be prepared for service-learning programs that attempt to promote cognitive development.

Appendix A: Letter to Faculty Members Seeking Participants

Dear (Name):

My name is Drew Stelljes and I am a doctoral candidate in the School of Education at The College of William and Mary. I am conducting research for my doctoral dissertation on the experience of a select group of students that have participated in The Sharpe Community Partnership Initiative. This study will examine the experience of a small, select group of students who participated in a service-learning program and have demonstrated an exemplary commitment to service. These students will be defined as service-learning exemplars. For the purpose of this study, the term exemplary is defined as an activity that is the ideal, worthy of imitation, serving as the model for which it is hoped that others will imitate.

I would very much appreciate it if you would send me via email the name(s) of students that you have taught at some point during the 2002-2005 academic year that match the following criteria: Students must exhibit an exceptional commitment to service-learning, an advanced understanding of the concepts, principles, theory and application of service-learning pedagogy, and have continued their service involvement in some capacity after their participation in the service-learning program.

This project [will be] approved by the College of William and Mary Protection of Human Subjects Committee on (date) and expires on (date). If you have any concerns regarding the process or project please contact me at adstel@wm.edu or by phone at 757-565-1806 or Dr. David Leslie, my dissertation advisor at dwlesl@wm.edu.

Thank you for your assistance. I look forward to receiving names of students that meet the above criteria.

Sincerely,

Drew Stelljes
adstel@wm.edu
Primary Researcher, Doctoral Candidate
School of Education

Appendix B: Letter to Potential Participants

Dear (Name):

My name is Drew Stelljes and I am a doctoral candidate in the School of Education at The College of William and Mary. I am conducting research for my doctoral dissertation on the experience of a select group of students that have participated in The Sharpe Community Partnership Initiative. This study will examine the experience of a small, select group of students who participated in a service-learning program and have demonstrated an exemplary commitment to service. Your name was sent to me via email by a faculty member that teaches in the program. I am writing to ask if you would be willing to allow me to interview you to discuss your involvement. Three interviews would take place over a two week period at your convenience.

Your involvement with this project is completely voluntary. I hope you will participate as your input is extremely valuable. If you are interested in participating, please contact me via email at adstel@wm.edu by Friday, February 3. Your identity and participation will remain anonymous.

This project has been approved by the College of William and Mary Protection of Human Subjects Committee on January 13, 2006 and expires on December 31, 2006. If you have any concerns regarding the process or project please contact me at adstel@wm.edu or by phone at 757-565-1806 or Dr. David Leslie, my dissertation advisor at dwlesl@wm.edu.

Thank you for your assistance. I look forward to speaking with you.

Sincerely,

Drew Stelljes
adstel@wm.edu
Primary Researcher, Doctoral Candidate
School of Education

Appendix C: Participant Informed Consent Form

Participant's Copy

I understand that I am being asked to participate in a series of three interviews on my involvement in a service-learning program as part of a study conducted by Drew Stelljes, a doctoral candidate. I further understand that confidentiality will be preserved and that my name will not be associated with any results of this study.

I know that I may refuse to respond to any question asked and that I may discontinue participation at any time without penalty or prejudice. I further understand that my anonymity will be preserved and that my name will not be associated with any results of this study.

This project was found to comply with appropriate ethical standards and was exempted from the need for formal review by The College of William and Mary Protection of Human Subjects Committee on January 13, 2006 and expires on December 31, 2006. I am aware that I may report dissatisfactions with any aspect of this experiment to the Chair of the Protection of Human Subjects Committee, Dr. Michael Deschenes 757-221-2778 or mrdesc@wm.edu. I am aware that I must be at least 18 years of age to participate. My signature below signifies my voluntary participation in this project, and that I have received a copy of this consent form.

_________________________ Date

_________________________ Signature

_________________________ Print Name

PLEASE RETAIN THE TOP COPY AND GIVE THE BOTTOM SIGNED COPY TO THE RESEARCHER

Researcher's Copy

I understand that I am being asked to participate in a series of three interviews on my involvement in a service-learning program as part of a study conducted by Drew Stelljes, a doctoral candidate. I further understand that confidentiality will be preserved and that my name will not be associated with any results of this study.

I know that I may refuse to respond to any question asked and that I may discontinue participation at any time without penalty or prejudice. I further understand that my anonymity will be preserved and that my name will not be associated with any results of this study.

This project was found to comply with appropriate ethical standards and was exempted from the need for formal review by The College of William and Mary Protection of Human Subjects Committee on January 13, 2006 and expires on December 31, 2006. I am aware that I may report dissatisfactions with any aspect of this experiment to the Chair of the Protection of Human Subjects Committee, Dr. Michael Deschenes 757-221-2778 or mrdesc@wm.edu. I am aware that I must be at least 18 years of age to participate. My signature below signifies my voluntary participation in this project, and that I have received a copy of this consent form.

____________________ Date

____________________ Signature

____________________ Print Name

PLEASE RETAIN THE TOP COPY AND GIVE THE BOTTOM SIGNED COPY TO THE RESEARCHER

Appendix D: Interview Guide

First Interview

Characteristics of the Exemplar

1. Tell me about yourself
    a. educational background
    b. hometown (size, location)
    c. family (size, values)
    d. previous service and/or service-learning experience
2. What cause are you most committed to?
3. Where does your personal commitment to service come from?
4. Was there a special moment or an experience in the past that you consider to have been a turning point for that commitment?
5. What would you suggest is the best way to encourage a deeper commitment to service?

Motivation

6. What motivates you to volunteer and/or learn more about the cause you are so committed to?
7. What motivates you to do more, volunteer more, advocate more, research more, etc. when the challenges seem too difficult?
8. Why do you dream, create, and initiate when others do not?

Second Interview

The purpose of the second interview is to learn more from you about service-learning.

Service-Learning

1. What is service-learning?
2. How did you learn about what service-learning is? (how it is different from volunteering)
3. Why do you get it and enjoy it while others do not?

Course Content & Learning

4. How do you learn best? Do you consider yourself a visual learner, auditory learner, etc?
5. Did the role of the professor differ from the role of the professor in other freshman classes? If so, how?
6. Did service-learning increase your interest in course material? If so, how?
7. Did service-learning contribute to a deeper understanding of course content? If so, how?
8. Did service-learning promote your cognitive development? If so, how? What about for others?
9. What do you think of classes that present problems with no good answers? How do you handle it?

10. What do you think is the best way to design service-learning classes? (So that the most students learn about the topics presented in class).
11. Do you seek more information (are you intrinsically motivated to learn) on your own? To what extent, if any, did the service-learning program contribute to that desire, skills, etc.?
12. Will your commitment to service continue after you graduate? If so, how?

Third Interview

Member Check

1. Does the transcribed information seem accurate? Is there anything else you would like to tell me?

Placing Personal Meaning on Service-Learning

2. Let's talk about the meaning you place on your service-learning in light of your personal history. How does service-learning fit into your life now?
3. What has it meant to you personally?
4. How has it affected your life story?
5. Does your commitment to service impact your core values, do your core values motivate you to serve or both?
6. If you were to write the script of your life thus far, where would your commitment fall in that story? How would it be written? How would you like service involvement to fall in your entire life story?

Appendix E: Sharpe Courses and Affiliated Faculty

Academic Year 2004
Course Descriptions and Faculty Profiles

COURSES

GOVT 150W: Race and Inequality in American Politics
Jason Howard, Professor of Government

In this seminar, we will examine ways of addressing racial inequality in the United States through educational and welfare policies. One of our main goals is to identify policies that work well in a technical sense and are capable of generating political support. Thus, we will also analyze public opinion, interest groups, and political parties. In 2003-04, Sharpe students enrolled in this class worked with the minority achievement office of the local school system, and we expect to continue this work in 2004-05. Specific projects may include weekly tutoring sessions with middle and high school students who have been identified as high potential but underachieving.

HISP 150/ MDLL 150: Hispanic Studies in the Latino Community
Jonathan Arries, Associate Professor of Hispanic Studies, Sharpe Professor of Civic Renewal

This course is a freshman seminar in which students provide English language tutoring and arrange interpretation/translation services for schools that serve the children of immigrant communities in Williamsburg. Students learn how to be effective cross-cultural advocates as they study and write about Latino and other immigrant cultures, learn to analyze representations of those cultures, and apply literacy and teaching theory as they write about their work for children and community partners. Knowledge of Spanish is valuable, but not required.

INTR 150W: Perspectives on Citizenship and Community
Joel Schwartz, Dean of Interdisciplinary and Honors Studies, Charles Center Director

In a recent nation-wide survey of college freshmen, fully 80 percent of the respondents reported having engaged in some form of community service during the previous year. (In contrast, of the college freshmen who had been eligible to vote for at least one election, fewer than 20 percent actually voted.) What explains why community service is so popular with college freshmen and how does this trend fit in with the broader patterns in civic engagement in the United States? To what extent is service linked with a duty that we have, as individuals, to meet the most pressing needs of other people? Is community service an effective way to meet these needs? – to build community? – to invigorate democratic habits and institutions? In what ways is service (charity, volunteering) similar or different from other types of civic engagement in a democracy? This is a writing-intensive freshman seminar. In the fall term, all students will begin doing volunteer work at local elementary school. As the term progresses, students will be organized into groups to undertake school-based projects, which will continue into the spring term.

SOCL 150W: Social Perspectives on Community Health

Monica D. Griffin, Sharpe Community Partnership Program Director

What is community well being? What social and cultural factors maintain and distribute public health? How do we identify and respond to cultural, political, and economic causes of community health problems? Students will study sixteen social factors in community health (as developed by the Fordham Institute for Innovation in Social Policy) in order to explore how social communities in the Hampton Roads area create and sustain physical, mental and social well being. In cooperation with community and health agencies, schools and churches in Williamsburg and Norfolk, Virginia, students will develop projects that meaningfully connect social factors to community health. Basic concepts and practices in public health, such as epidemiology, medicine and education, health care access and delivery, and prevention programming are also some of the areas students will examine in this course.

FACULTY PROFILES

Jonathan Arries, *Associate Professor of Modern Languages and Literatures, Sharpe Professor of Civic Renewal*

Jonathan Arries has been at the College since 1995. He received his B.A. from the University of Wisconsin-Eau Claire and his M.A. and Ph.D. from the University of Wisconsin-Madison. In addition to his freshman seminar, *Cultural Perspectives of U.S. Hispanics*, Professor Arries teaches elementary and intermediate Spanish, *Cultural Perspectives: The U.S. and the Spanish-speaking World*; *Sound, Meaning and Identify, Spanish Text Translation*, a graduate seminar for foreign language teachers, and a practicum on interpretation and translations in the health professions. Professor Arries holds a University Chair for Teaching Excellence and as received a Pew National Fellowship for Carnegie Scholars. He has published extensively in the field of service-learning and Hispanic studies as well as teaching Spanish and working effectively with diverse student populations.

Monica D. Griffin, *Director, Sharpe Community Partnership Program*

Monica D. Griffin received her B.A. in English and Sociology from the College of William and Mary ('88), and her M.A. and Ph.D. in Sociology from the University of Virginia. Monica taught in the College's Department of Sociology for six years (1995-2001) as an Assistant Professor, specializing in culture studies, theory, and race-class-gender inequality. She spent the last year coordinating a health program for the Hampton and Peninsula Health Districts and now returns to the College of William and Mary as the Director of the Sharpe Community Partnership Program. She teaches the Sharpe freshman seminar course *Public Health* in the College's Department of Sociology.

Jason Howard, *David D. and Carolyn B. Wakefield Associate Professor of Government*

Professor Christopher Howard graduated summa cum laude from Duke University in 1983 with a B.A. degree in History. He later earned his M.S. (1990) and Ph.D. (1993) degrees in Political Science from MIT. Jason has taught at the College since 1993. His primary interests are in American politics and public policy, particularly social policy. Recent course offerings include Race and American Democracy (freshman seminar) and The American Welfare State. He is the author of The Hidden Welfare State: Tax Expenditures and Social Policy in the United States (Princeton UP, 1997), as well as scholarly articles in The American Political Science Review, Journal of Policy History, Political Research Quarterly, Political Science Quarterly, Public Administration Review, and Studies in American Political Development. He has won a college-wide teaching award from the Society of the Alumni as well as research fellowships from the National Endowment for the Humanities and the American Council of Learned Societies.

Joel Schwartz, *Professor of Government, Charles Center Director*

Joel Schwartz is the Charles Center Director and an Associate Professor in the College's Department of Government where he teaches Political Philosophy. He also directs the Monroe Scholar program and teaches the Interdisciplinary freshman seminar *Perspectives on Citizenship and Community.* The mission of the Charles Center is to strengthen teaching and learning at the College. As the Center's director, Joel has been instrumental in initiating the freshman seminar program; cultivating opportunities for undergraduate research; creating mechanisms for integrating the teaching and research missions of the College; providing co-curricular venues for students intellectual exchange; and supporting a diversity of curriculum development and teaching enhancement programs for faculty.

Academic Year 2005
Course Descriptions and Faculty Profiles

ENG150W Self-Discovery through African American Literature and the Oral Tradition

Prof. Joanne Braxton, Cummings Professor of English

This course is about the dangerous journey of Africans transported to the New World through the Atlantic slave trade over a period of nearly three centuries; it focuses on the recreation of the Middle Passage in the work of writers, artists, musicians and film makers on both sides of the Atlantic. In addition, we explore the importance of the "living" oral tradition by conducting interviews in the local African American community and by writing about these experiences.

GOVT150W Race & Inequality in American Democracy

Prof. Jason Howard, Professor of Government and Sharpe Professor of Civic Renewal and Social Entrepreneurship

In this seminar, we will examine ways of addressing racial inequality in the United States through educational and welfare policies. One of our main goals is to identify policies that work well in a technical sense and are capable of generating political support. Thus, we will also analyze public opinion, interest groups, and political parties. Since 2003, Sharpe students enrolled in this class have tutored students in the local schools and worked on year-long projects with the minority achievement office, and we expect that work to continue.

HISP 150/ MDLL 150: Hispanic Studies in the Latino Community
Jonathan Arries, Associate Professor of Hispanic Studies

This course is a freshman seminar in which students provide English language tutoring and arrange interpretation/translation services for schools that serve the children of immigrant communities in Williamsburg. Students learn how to be effective cross-cultural advocates as they study and write about Latino and other immigrant cultures, learn to analyze representations of those cultures, and apply literacy and teaching theory as they write about their work for children and community partners. Knowledge of Spanish is valuable, but not required.

INTR 150W: Perspectives on Citizenship and Community
Joel Schwartz, Dean of Interdisciplinary and Honors Studies, Charles Center Director

In a recent nation-wide survey of college freshmen, fully 80 percent of the respondents reported having engaged in some form of community service during the previous year. (In contrast, of the college freshmen who had been eligible to vote for at least one election, fewer than 20 percent actually voted.) What explains why community service is so popular with college freshmen and how does this trend fit in with the broader patterns in civic engagement in the United States? To what extent is service linked with a duty that we have, as individuals, to meet the most pressing needs of other people? Is community service an effective way to meet these needs? – to build community? – to invigorate democratic habits and institutions? In what ways is service (charity, volunteering) similar or different from other types of civic engagement in a democracy? This is a writing-intensive freshman seminar. In the fall term, all students will begin doing volunteer work at local elementary school. As the term progresses, students will be organized into groups to undertake school-based projects, which will continue into the spring term.

SOC150W Perspectives on Community Health
Prof. Monica D. Griffin, Sharpe Community Partnership Program Director

What is community well being? What social and cultural factors maintain and distribute public health? How do we identify and respond to cultural, political, and economic causes of community health problems? Students will study sixteen social factors in community health (as developed by the Fordham Institute for Innovation in Social Policy) in order to explore how social communities in the Hampton Roads area create and sustain physical, mental and social well being. In cooperation with community and health agencies, schools and churches in Williamsburg and Norfolk, Virginia, students will develop projects that meaningfully connect social factors to community health. Basic concepts and practices in public health, such as epidemiology, medicine and education, health care access and delivery, and prevention programming are also some of the areas students will examine in this course.

FACULTY PROFILES

Jonathan Arries, *Associate Professor of Modern Languages and Literatures, Sharpe Professor of Civic Renewal*

Jonathan Arries has been at the College since 1995. He received his B.A. from the University of Wisconsin-Eau Claire and his M.A. and Ph.D. from the University of Wisconsin-Madison. In addition to his freshman seminar, *Cultural Perspectives of U.S. Hispanics*, Professor Arries teaches elementary and intermediate Spanish, *Cultural Perspectives: The U.S. and the Spanish-speaking World*; *Sound, Meaning and Identify, Spanish Text Translation*, a graduate seminar for foreign language teachers, and a practicum on interpretation and translations in the health professions. Professor Arries holds a University Chair for Teaching Excellence and as received a Pew National Fellowship for Carnegie Scholars. He has published extensively in the field of service-learning and Hispanic studies as well as teaching Spanish and working effectively with diverse student populations.

Joanne Braxton, *Cummings Professor of English*

In 1986 Braxton received the College's Thomas Jefferson Teaching Award and in 1992, the SCHEV Outstanding Virginia Educator Award. In December 2003, Braxton delivered a paper recounting some of her struggles at a Modern Language Association meeting entitled "Teaching the Poetry of Langston Hughes on the Historically White Campus: My First Quarter Century."

Monica D. Griffin, *Director, Sharpe Community Partnership Program*

Monica D. Griffin received her B.A. in English and Sociology from the College of William and Mary ('88), and her M.A. and Ph.D. in Sociology from the University of Virginia. Monica taught in the College's Department of Sociology for six years (1995-2001) as an Assistant Professor, specializing in culture studies, theory, and race-class-gender inequality. She spent the last year coordinating a health program for the Hampton and Peninsula Health Districts and now returns to the College of William and Mary as the Director of the Sharpe Community Partnership Program. She teaches the Sharpe freshman seminar course *Public Health* in the College's Department of Sociology.

Jason Howard, *David D. and Carolyn B. Wakefield Associate Professor of Government*

Professor Christopher Howard graduated summa cum laude from Duke University in 1983 with a B.A. degree in History. He later earned his M.S. (1990) and Ph.D. (1993) degrees in Political Science from MIT. Jason has taught at the College since 1993. His primary interests are in American politics and public policy, particularly social policy. Recent course offerings include Race and American Democracy (freshman seminar) and The American Welfare State. He is the author of The Hidden Welfare State: Tax Expenditures and Social Policy in the United States (Princeton UP, 1997), as well as scholarly articles in The American Political Science Review, Journal of Policy History, Political Research Quarterly, Political Science Quarterly, Public Administration Review, and Studies in American Political Development. He has won a college-wide teaching award from the Society of the Alumni as well as research fellowships from the National Endowment for the Humanities and the American Council of Learned Societies.

Joel Schwartz, *Professor of Government, Charles Center Director*

Joel Schwartz is the Charles Center Director and an Associate Professor in the College's Department of Government where he teaches Political Philosophy. He also directs the Monroe Scholar program and teaches the Interdisciplinary freshman seminar *Perspectives on Citizenship and Community.* The mission of the Charles Center is to strengthen teaching and learning at the College. As the Center's director, Joel has been instrumental in initiating the freshman seminar program; cultivating opportunities for undergraduate research; creating mechanisms for integrating the teaching and research missions of the College; providing co-curricular venues for students intellectual exchange; and supporting a diversity of curriculum development and teaching enhancement programs for faculty.

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