

Research On Student Civic Outcomes In Service Learning Conceptual Frameworks And Methods Iupui Series On Service Learning Research

The purpose of this work is to improve service learning research and practice through strengthening its theoretical base. Contributing authors include both well-known and emerging service learning and community engagement scholars, as well as scholars from other fields. The authors bring theoretical perspectives from a wide variety of disciplines to bear as they critically review past research, describe assessment methods and instruments, develop future research agendas, and consider implications of theory-based research for enhanced practice. This volume, 2B, opens with chapters focused on defining the criteria for quality research. It then addresses community development, and the role of

Download File PDF Research On Student Civic Outcomes In Service Learning Conceptual Frameworks And Methods Iupui Series On Service Learning Research

nonprofit organizations in service learning. It focusses on institutions, examining the institutionalization of service learning, engaged departments, and institutional leadership. The final section on partnerships in service learning includes chapters on conceptualizing and measuring the quality of partnerships, inter-organizational partnerships, and student partnerships. This work constitutes a rich resource that suggests new approaches to conceptualizing, understanding, implementing, assessing, and studying service learning. Each chapter offers recommendations for future research. Research on Service Learning: Conceptual Frameworks and Assessment will be of interest to both new and veteran service learning instructors seeking to enhance their practice by integrating what has been learned in terms of teaching, assessment, and research. Staff and faculty who are responsible for promoting and supporting service learning at higher education institutions, evaluating community service programs, and working with faculty to develop research on service learning, will also find this

volume helpful. For scholars and graduate students reviewing and conducting research related to service learning, this book is a comprehensive resource, and a knowledge base about the processes and outcomes of innovative pedagogies, such as service learning, that will enable them to locate their own work in an expanding and deepening arena of inquiry. Volume 2A, sold separately, also opens with chapters focused on defining the criteria for quality research. It then continues with research related to students, comprising chapters that focus on cognitive processes, academic learning, civic learning, personal development, and intercultural competence. The concluding faculty section presents chapters on faculty development, faculty motivation, and faculty learning.

International Service Learning (ISL) borrows from the domains of service learning, study abroad, and international education to create a new pedagogy that adds new and unique value from this combination. It is a high-impact pedagogy with the potential to improve students' academic attainment,

contribute to their personal growth, and develop global civic outcomes. The international service experience provides opportunities for additional learning goals, activities, and relationships that are not available in a domestic service learning course or in a traditional study abroad course. The service experience develops reflection while shedding light on and providing an added dimension to the curricular component of the study abroad course. The international education component further broadens students' perspectives by providing opportunities to compare and contrast North American and international perspectives on course content. This book focuses on conducting research on ISL, which includes developing and evaluating hypotheses about ISL outcomes and measuring its impact on students, faculty, and communities. The book argues that rigorous research is essential to improving the quality of ISL's implementation and delivery, and providing the evidence that will lead to wider support and adoption by the academy, funders, and partners. It is intended for both practitioners

and scholars, providing guidance and commentary on good practice. The volume provides a pioneering analysis of and understanding of why and under what conditions ISL is an effective pedagogy. Individual chapters discuss conceptual frameworks, research design issues, and measurement strategies related to student learning outcomes; the importance of ISL course and program design; the need for faculty development activities to familiarize faculty with the component pedagogical strategies; the need for resources and collaboration across campus units to develop institutional capacity for ISL; and the role that community constituencies should assume as co-creators of the curriculum, co-educators in the delivery of the curriculum, and co-investigators in the evaluation of and study of ISL. The contributors demonstrate sensitivity to ethical implications of ISL, to issues of power and privilege, to the integrity of partnerships, to reflection, reciprocity, and community benefits

What exactly is civic and political participation? What

factors influence young people's participation? How can we encourage youth to actively participate in their own democracies? Youth Civic and Political Engagement takes a multidisciplinary approach to answering these key questions, incorporating research in the fields of psychology, sociology, political science and education to explore the issues affecting youth civic and political engagement. Drawing on evidence that has been obtained in many different national contexts, and through multinational studies, this book provides a theoretical synthesis of this large and diverse body of research, using an integrative multi-level ecological model of youth engagement to do so. It identifies unresolved issues in the field and offers numerous suggestions for future research. Youth Civic and Political Engagement is an invaluable resource for researchers, teachers, youth workers, civil society activists, policymakers and politicians who wish to acquire an up-to-date understanding of the factors and processes that influence young people's civic and political engagement, and

how to promote youth engagement.

The purpose of this series of books is to advance the knowledge in the service-learning research field. More importantly, this research is to be used to transform the field. This transformation will come from realizing both the history of service-learning and trying to imagine what the future may look like. The chapters in this book all demonstrate just how far service-learning research has come. Researchers, practitioners, and students alike have benefited from its dissemination and use the research to improve practice. The research does not simply inform educators how to create a better pedagogy. Rather, it informs a service-learning practice that can transform both individuals and institutions.

Research on Service Learning: Students and faculty

Research on Service Learning: Communities, institutions, and partnerships

Conceptual Frameworks and Assessments: Communities, Institutions, and Partnerships

Developing Latina/o Leaders: Examining Leadership and Civic Outcomes of Latina/o College Students at Four-year Colleges and Universities

Concepts and Practices

Assessing Civic Engagement

Over the past decade, public attention on the importance of the civic development and education of youth has grown. To address these concerns, the East Bay Conservation Corps (EBCC) Charter School opened in 1996 with the explicit mission to prepare and engage students grades K through 12 as caring citizens who are capable and motivated to fully participate in our democracy. While content standards and assessments readily exist to articulate the academic and artistic development of students, youth civic development, especially at the elementary level, has been under-conceptualized. What is needed is a more robust, comprehensive developmental framework for citizenship education that begins with younger ages and addresses civic skills and dispositions to the same degree as civic knowledge. The product from this project is a set of tested, reliable measures of civic knowledge, civic thinking skills, civic participation skills and civic dispositions that are referenced to recent efforts to provide frameworks of competencies in civic education. Two sets of instruments were developed using a comprehensive conceptual framework for civic indicators at the elementary level. The measures include a student survey of student civic knowledge, skills

and attitudes that relate to dispositions, which is the focus of this report; a set of corresponding grade level observation checklists of student skills and behaviors was also developed. Starting at a young age to foster developmental foundations for civic engagement includes a democratic orientation to others and identification with them as fellow members of a community and body politic. This focus is not only developmentally appropriate but also consistent with the goals of many elementary schools to foster prosocial skills and behaviors. In addition, there is a need for greater attention to age-appropriate, instrument identification and development for elementary aged students to document student civic development by focusing on what they can do, an important and often overlooked facet of K-12 civic education research and practice. Addressing this need will also assist other public elementary schools interested in recapturing their civic mission and in creating a K-12 developmental framework for civic development. Appended are: (1) Student Survey Used in National Pilot; (2) Student Observation Checklists for Grades K/1, 2/3 and 4/5; (3) Pearson Correlations between Scales; (4) Tests of Significance for Findings by Gender; (5) Tests of Significance for Findings by White and Non-White Subpopulations; and (6) Descriptive Statistics of Full National Sample. (Contains 3 figures.) [This Working Paper was produced by CIRCLE (The Center for Information and Research on Civic Learning and Engagement). For CIRCLE Working Paper 46, see ED494037.]. The International Civic and Citizenship Education Study (ICCS) investigates the ways in which young people are prepared to undertake their roles as citizens in a

range of countries in the second decade of the 21st century. ICCS 2016 is a continuation of a study initiated in 2009. This document outlines the framework and assessment design for the ICCS 2016. ICCS 2016 will report on student knowledge and understanding of key aspects of civics and citizenship, as well as student attitudes to, and engagement with, civic life. This survey is intended to respond to enduring and emerging challenges of educating young people in a world where contexts of democracy and civic participation continue to change. New developments include the increase in the use of social media as a tool for civic engagement, growing concerns about global threats and sustainable development, as well as recognition of the role of schools in fostering peaceful ways of interaction between young people. iccs 2016 is sponsored by the international association for evaluation of educational achievement (iea). over past 50 years, iea has conducted comparative research studies in a range of domains focusing on policies, practices, and outcomes in many countries around world. prior to iccs 2016, three civic citizenship education, with first survey implemented 1971, second one 1999, third 2009. = p
This book outlines how undergraduate students engage with civic and community projects and how this can be encouraged by their universities. It also explores how universities can build on this involvement and develop undergraduates' civic and democratic capacities, including programmatic strategies and conceptual

frameworks for understanding the students' activities. As higher education across the globe experiences increasing student numbers it is important to understand how students engage with civic and community service.

The power of civic educ. (CE) to elicit positive student outcomes has been documented. However, the field is only now beginning to understand the causal processes that bring about these positive changes in young people. ¿The Civic Mission of Schools¿ lays out 6 ¿promising approaches¿ to CE which emphasize the need for instruction that is relevant to young people, provides opportunities for practice, and moves beyond rote learning praxis. These approaches to CE yield positive, lasting outcomes in students. The goal of this project is to examine the association between activities regularly used in CE courses (e.g., staging a mock election) and their impact on key student outcomes. This will provide evidence supporting best practices in CE. Illus.

Youth Civic and Political Engagement

Handbook of Research in Social Studies Education

Best Practices in Civic Education

From Student to Active Citizen

Relationships Between "best Practices" and Undergraduate Student Outcomes

Practical Wisdom for Conducting Research on Service Learning

This Handbook outlines the current state of research in social studies education – a complex, dynamic, challenging field with competing perspectives about appropriate goals, and on-going conflict over the content

Download File PDF Research On Student Civic Outcomes In Service Learning Conceptual Frameworks And Methods Iupui Series On Service Learning Research

of the curriculum. Equally important, it encourages new research in order to advance the field and foster civic competence; long maintained by advocates for the social studies as a fundamental goal. In considering how to organize the Handbook, the editors searched out definitions of social studies, statements of purpose, and themes that linked (or divided) theory, research, and practices and established criteria for topics to include. Each chapter meets one or more of these criteria: research activity since the last Handbook that warrants a new analysis, topics representing a major emphasis in the NCSS standards, and topics reflecting an emerging or reemerging field within the social studies. The volume is organized around seven themes: Change and Continuity in Social Studies Civic Competence in Pluralist Democracies Social Justice and the Social Studies Assessment and Accountability Teaching and Learning in the Disciplines Information Ecologies: Technology in the Social Studies Teacher Preparation and Development The Handbook of Research in Social Studies is a must-have resource for all beginning and experienced researchers in the field.

At this time of a renewed call for colleges and universities to create campus cultures that support and develop students' understanding and commitment to civic participation, what is known about the design of service learning courses and their effectiveness to achieve this goal? This volume presents

Download File PDF Research On Student Civic Outcomes In Service Learning Conceptual Frameworks And Methods Iupui Series On Service Learning Research

research on--and deepens understanding of--teaching strategies that foster the knowledge, skills and dispositions of college graduates to be actively engaged in their communities as citizens and civic-minded professionals. The first section offers an overview of civic learning and the importance of intentional service learning course design to reach civic outcomes. The next section employs various disciplinary perspectives to identify theories and conceptual frameworks for conducting research on student civic outcomes. The third section focuses on research methods and designs to improve research using quantitative and qualitative approaches, cross-institutional research strategies, longitudinal designs, authentic data, and local and national data sets. Chapters also address implications for practice and future research agendas for scholars.

The purpose of this study was to measure the standard and indicators of meaningful service in select service-learning projects and determine in what way those standards and indicators were related to identified outcomes: civic skills, civic engagement, self-efficacy, academic engagement, and academic grades. Because meaningful service has been identified as the standard with the greatest impact on service-learning curriculum, the hypothesis was that projects that were perceived as highly meaningful by the student would produce more proficient outcomes: civic skills, civic

Download File PDF Research On Student Civic Outcomes In Service Learning Conceptual Frameworks And Methods Iupui Series On Service Learning Research

engagement, self-efficacy, academic engagement, and academic grades, and there would be statistically significant correlations between perceived meaning and those outcomes. It is further hypothesized, based on the research of meaning that males and females will measure meaning differently.

Sponsored by the Association for Education Finance and Policy (AEFP), the second edition of this groundbreaking handbook assembles in one place the existing research-based knowledge in education finance and policy, with particular attention to elementary and secondary education. Chapters from the first edition have been fully updated and revised to reflect current developments, new policies, and recent research. With new chapters on teacher evaluation, alternatives to traditional public schooling, and cost-benefit analysis, this volume provides a readily available current resource for anyone involved in education finance and policy. The Handbook of Research in Education Finance and Policy traces the evolution of the field from its initial focus on school inputs and revenue sources used to finance these inputs, to a focus on educational outcomes and the larger policies used to achieve them. Chapters show how decision making in school finance inevitably interacts with decisions about governance, accountability, equity, privatization, and other areas of education policy. Because a full

Download File PDF Research On Student Civic Outcomes In Service Learning Conceptual Frameworks And Methods Iupui Series On Service Learning Research

Understanding of important contemporary issues requires inputs from a variety of perspectives, the Handbook draws on contributors from a number of disciplines. Although many of the chapters cover complex, state-of-the-art empirical research, the authors explain key concepts in language that non-specialists can understand. This comprehensive, balanced, and accessible resource provides a wealth of factual information, data, and wisdom to help educators improve the quality of education in the United States.

Research on Student Civic Outcomes in Service Learning

Service Learning, Educational Innovation and Social Transformation

A Mixed Methods Study of the Connection Between Meaningful Service and Student Outcome

College Learning & Democracy's Future, a National Call to Action

Pursuing Quality and Purpose

This eighth volume in the Advances in Service-Learning Research series includes eight essays selected from manuscripts submitted by participants in the seventh annual conference of the International Association of Research in Service-Learning and Community Engagement, held in Tampa, Florida, in October, 2007. The volume builds upon the theme of that conference: "Sustainability and Scholarship: Research and the K-20 Continuum," bringing together the work of scholars from K-12 and higher

education to argue for the connection between rigorous and purposeful research and sustainable service-learning and civic engagement. Articles range from models for program-level assessment to examples of significant field-based research projects to approaches to advance discipline-based sustainable impacts to connections between civic education and sustainable communities. Voices of community partners, students, faculty members, administrators, and discipline-based organizations are part of the conversation, and each of the essays raises important challenges for future research that can help to shape, document, and sustain the important impacts of work in this field.

Numerous studies have chronicled students lack of trust in large social institutions, declining interest in politics, and decreasing civic skills. This book is a comprehensive guide to developing high-quality civic engagement experiences for college students. The book defines civic engagement and explains why it is central to a college education. It describes the state of the art of education for civic engagement and provides guidelines for designing programs that encourage desired learning outcomes. In addition, the book guides leaders in organizing their institutions to create a campus-wide culture of civic engagement.

This study examined the relationship between service-learning and civic engagement in the 2- year college and also investigated specific differences between service experiences to determine whether those differences moderated the relationship between service participation and civic engagement outcomes. The study yielded 110 matching pre- and post-Student Civic Engagement surveys from service-learners in five different course subject areas at a large southeastern community college. The findings of the paired-samples t tests suggest that students experienced significant gains in four of the seven dimensions of civic engagement after participating in service. Students in comparable courses in subject matter but without service-components were also surveyed, yielding 117 matching pre- and post-surveys. A comparison of the mean differences between pre- and post-responses of the non-service-learners and service-learners suggests that the service-learners had a higher tendency than the non-service-learners to participate in the majority of assessed civic engagement activities. The data were sorted by subject area to allow for an analysis of the service-learners and the non-service-learners in comparable courses. Those results, however, were inconclusive, and no clear trends emerged. ANOVAs and independent-samples t tests were used to determine the

relationship between gains in civic outcomes and select variables. The findings suggest that the type of service-learning activity, the duration of the service experience, the participant-perceived quality of the service experience, the amount of required student reflection, and the teacher's frequency of use of active and passive instructional strategies significantly moderate the relationship between service participation and a number of measures of civic engagement.

Throughout the 90s and early 2000s, service-learning research was intensely focused on the student outcomes. That body of research has effectively brought service-learning from the fringes into the mainstream of institutionalized pedagogies. In the past decade service-learning research has experienced an infusion of exploration in three distinct ways: first, large-scale quantitative methodologies; second, a proliferation of research that has explored how different sub-groups of students experience the pedagogy differently, thusly resulting in variation among outcomes; and third, a focus on the experiences and outcomes associated for communities and community partners engaged in service-learning. In an effort to support these movements, this volume of the Advances in Service-Learning Research series, Service-Learning to Advance Access & Success:

Bridging Institutional and Community Capacity, focuses on how service-learning can advance access and success. Not simply access and success of students, but the ways that service-learning can advance access and success for all through bridging institutional and community capacity building. The chapters in this volume serve as a testament to the ways in which service-learning research continue to be advanced by thoughtful scholar-practitioners. The 12 chapters included in this volume are organized into three sections. The first section focuses on how institutional and community partnerships can be leveraged to build community capacity. The second section focuses on how institutions might build their own capacity to effect change for the good of society. The third and final section focuses on six studies exploring the relationship service-learning pedagogy has with access and success for students. Of the six studies, three are situated within the context of teacher-preparation programs.

Learning Through Serving

Research Methods and Applications for Student Affairs

New Directions for Institutional Research, Number 162

Meaningful Service-learning

Advancing Knowledge in Service-Learning

Handbook of Research in Education Finance and Policy

The power of civic education to elicit positive student outcomes has been empirically documented. However, the field is only now beginning to understand the causal processes that bring about these positive changes in young people. "The Civic Mission of Schools" report commissioned by the Carnegie Corporation of New York and CIRCLE (2003) lays out six "promising approaches" to civic education. These practices emphasize the need for instruction that is relevant to young people (i.e., links young people's interests to political contexts), provides opportunities for practice, and that moves beyond rote learning praxis. A growing body of evidence suggests that these approaches to civic education yield positive, lasting outcomes in young people. For example, research has found that deliberative classroom discussions are positively associated with interest in politics, political knowledge, and feelings of political efficacy. The goal of this project is to examine the association between activities regularly used in civic education courses (e.g., staging a mock election) and their impact on key student outcomes. By linking classroom praxis to outcomes, the authors intend to provide evidence supporting best practices in civic education. (Contains 5 figures and 7 tables.) [This working paper was produced by the Center for Information & Research on Civic Learning & Engagement.].

Download File PDF Research On Student Civic Outcomes In Service Learning Conceptual Frameworks And Methods Iupui Series On Service Learning Research

The purpose of this set is to improve service learning research and practice through strengthening its theoretical base. Contributing authors include both well-known and emerging service learning and community engagement scholars, as well as scholars from other fields. The authors bring theoretical perspectives from a wide variety of disciplines to bear as they critically review past research, describe assessment methods and instruments, develop future research agendas, and consider implications of theory-based research for enhanced practice. This set constitutes a rich resource that suggests new approaches to conceptualizing, understanding, implementing, assessing, and studying service learning. Each chapter offers recommendations for future research. Research on Service Learning: Conceptual Frameworks and Assessment will be of interest to both new and veteran service learning instructors seeking to enhance their practice by integrating what has been learned in terms of teaching, assessment, and research. Staff and faculty who are responsible for promoting and supporting service learning at higher education institutions, evaluating community service programs, and working with faculty to develop research on service learning, will also find this volume helpful. For scholars and graduate students reviewing and conducting research related to service learning, this book is a comprehensive resource, and a knowledge base about the processes and outcomes of

Download File PDF Research On Student Civic Outcomes In Service Learning Conceptual Frameworks And Methods Iupui Series On Service Learning Research

innovative pedagogies, such as service learning, that will enable them to locate their own work in an expanding and deepening arena of inquiry. Both volumes open with chapters focused on defining the criteria for quality research. Volume 2A, then begins with research related to students, comprising chapters that focus on cognitive processes, academic learning, civic learning, personal development, and intercultural competence. The concluding faculty section presents chapters on faculty development, faculty motivation, and faculty learning. Volume 2B addresses community development, and the role of nonprofit organizations in service learning. It then focusses on institutions, examining the institutionalization of service learning, engaged departments, and institutional leadership. The final section on partnerships in service learning includes chapters on conceptualizing and measuring the quality of partnerships, inter-organizational partnerships, and student partnerships. Both volumes are also available separately.

For scholars seeking to undertake consequential research in service-learning and community engagement (SLCE) at a time when there is widening interest in and increasing acceptance of research in this field as a primary area of scholarship, this book provides accounts by preeminent scholars about the trajectories of their research, their methodologies, lessons learned along the way, as well as their views about the future direction of the field. The contributors to this volume

Download File PDF Research On Student Civic Outcomes In Service Learning Conceptual Frameworks And Methods Iupui Series On Service Learning Research

represent a range of disciplines and fields including education, history, organizational leadership, political science, philanthropic studies, psychology, and public health, as well as both qualitative and quantitative traditions, and offer models of scholarly learning that contribute to a knowledge base that can guide practice and further the broader public purposes of the academy. They articulate how they view their research on SLCE as having broader purposes that matter to them personally as well as professionally and illustrate how the “ why ” and “ to what end ” of their research can evolve as a program of research develops and matures across time. They identify key choices they made in terms of inquiry and methodology, describe both successes and challenges in establishing and navigating a SLCE research agenda across their careers, and share lessons learned from their research journey to advance the field both domestically and abroad. Emerging from these narratives is a theme of practical wisdom that arises through the learning of researchers, students and communities as they engage with complex social contexts.

"In *The Psychology of Citizenship and Civic Engagement*, S. Mark Pancer explores the development of civic engagement, the factors that influence its development, and the impacts of civic involvement on the individual, the community, and society"--

The Psychology of Citizenship and Civic Engagement

Developing Indicators and Measures of Civic Outcomes for Elementary School Students. CIRCLE Working Paper 47

Conceptual Frameworks and Research

The Relationship Between Service-learning and Civic Engagement in the 2-year College

The Rise of Neoactivism on College Campuses

A Student Guidebook for Service-Learning and Civic Engagement Across Academic Disciplines and Cultural Communities

This report from the National Task Force on Civic Learning and Democratic Engagement calls on the nation to reclaim higher education's civic mission. Commissioned by the Department of Education and released at a White House convening in January 2012, the report pushes back against a prevailing national dialogue that limits the mission of higher education to workforce preparation and training while marginalizing disciplines basic to democracy. It calls on educators and public leaders to advance a 21st century vision of college learning for all students, a vision with civic learning and democratic engagement an expected part of every student's college education. The report documents the nation's anemic civic health and includes recommendations for action that address campus culture, general education, and civic inquiry as part of major and career fields as well as hands on civic problem solving across differences. This report was prepared at the invitation of the U.S. Department of Education under the leadership of the Global Perspective Institute, Inc. (GPI) and AAC&U. It was developed with input

Download File PDF Research On Student Civic Outcomes In Service Learning Conceptual Frameworks And Methods Iupui Series On Service Learning Research

from a series of national roundtables involving leaders from all parts of the higher education and civic renewal communities.

The purpose of this work is to improve service learning research and practice through strengthening its theoretical base. Contributing authors include both well-known and emerging service learning and community engagement scholars, as well as scholars from other fields. The authors bring theoretical perspectives from a wide variety of disciplines to bear as they critically review past research, describe assessment methods and instruments, develop future research agendas, and consider implications of theory-based research for enhanced practice. This volume, 2A, opens with chapters focused on defining the criteria for quality research. It then moves on to research related to students, comprising chapters that focus on cognitive processes, academic learning, civic learning, personal development, and intercultural competence. The concluding faculty section presents chapters on faculty development, faculty motivation, and faculty learning. Constituting a rich resource that suggests new approaches to conceptualizing, understanding, implementing, assessing, and studying service learning. Each chapter offers recommendations for future research. Research on Service Learning: Conceptual Frameworks and Assessment will be of interest to both new and veteran service learning instructors seeking to enhance their practice by integrating what has been learned in terms of teaching, assessment, and research. Staff and faculty who are responsible for promoting and supporting service learning at higher education institutions, evaluating community service programs, and working with faculty to develop research on service learning, will also find this volume helpful. For scholars and graduate students reviewing and conducting research related to service learning, this book is a comprehensive resource, and a knowledge base about the processes and outcomes of innovative pedagogies, such as service learning, that will enable them to locate their own work in an expanding and deepening arena of inquiry. Volume 2B, sold

Download File PDF Research On Student Civic Outcomes In Service Learning Conceptual Frameworks And Methods Iupui Series On Service Learning Research

separately, also opens with chapters focused on defining the criteria for quality research. It looks at community development, and the role of nonprofit organizations in service learning. It then focusses on institutions, examining the institutionalization of service learning, engaged departments, and institutional leadership. The final section on partnerships in service learning includes chapters on conceptualizing and measuring the quality of partnerships, inter-organizational partnerships, and student partnerships.

How does one assess community service, civic engagement, and the impact of service learning on a college campus? This volume reviews contemporary research, measurement instruments, and practices in the assessment of civic engagement in higher education, including: meta-analyses of students, faculty, institutions, and higher education systems at-large, targeted case studies of campus-specific practices at individual institutions, efficient and effective ways to gauge the influence of civic engagement on higher education policy, practices, and outcomes, and quantitative and qualitative approaches to measuring the effort, importance of, and impact of students' and institutions' involvement in community service, community engagement, civic engagement, and service learning on a college campus. The research ranges between decisions made either as part of institutional agendas, curricular enhancements, or student life initiatives and student and professor involvement in civic engagement activities and supportive attitudes. This is the 162nd volume of this Jossey-Bass quarterly report series. Timely and comprehensive, *New Directions for Institutional Research* provides planners and administrators in all types of academic institutions with guidelines in such areas as resource coordination, information analysis, program evaluation, and institutional management.

This study compared more than 1,000 high school students who participated in service-learning programs with those who did not participate in schools matched for similar demographics and student achievement profiles. The intention was to estimate the effects of service-learning compared to more

Download File PDF Research On Student Civic Outcomes In Service Learning Conceptual Frameworks And Methods Iupui Series On Service Learning Research

traditional ways of teaching similar subject areas. The outcomes measured ranged from civic knowledge, behaviors, and dispositions to school engagement factors, such as attachment to school and enjoyment of coursework, that generally predict academic success. Students came from sites in the southeast, north central, and western parts of the United States. More than half of the students in the sample were Latino/Hispanic. Although service-learning students scored higher than comparison students on several outcomes, most of the differences were not statistically significant. Service-learning students were significantly more likely to say that they intended to vote and that they enjoyed school. There were substantial differences in outcomes among the various service-learning programs in the study. The study suggests that service-learning is effective when it is implemented well, but it is no more effective than conventional social studies classes when the conditions are not optimal. In particular: (1) Student outcomes improved when service-learning programs lasted longer, although year-long programs often had slightly less benefit than semester-long programs; (2) Teacher characteristics were related to outcomes--Number of years of teaching experience was significantly related to some student outcomes (valuing school, enjoying math and science, civic skills, and civic dispositions). Longer experience using service-learning was associated with higher civic knowledge, civic dispositions, and efficacy scores; (3) The type of service project was related to the outcomes. Students who engaged in direct service (e.g., tutoring or visiting seniors) were most attached to their communities--Students who engaged in indirect service (e.g., fundraising or research) showed the highest levels of academic engagement. Students who engaged in political or civic action (e.g., circulating a petition or organizing a community forum) scored highest on civic knowledge and civic dispositions; and (4) The literature has identified a set of best practices or "Essential Elements" of service-learning. The study found that some of these elements were related to positive student outcomes, but some were not. who did not use service-learning were almost as

Download File PDF Research On Student Civic Outcomes In Service Learning Conceptual Frameworks And Methods Iupui Series On Service Learning Research

likely as those who did to use "active" instructional techniques. Thus, based on this study, it does not appear that service-learning competes against passive, lecture-style classes. Instead, it competes against mixed forms of instruction that include student projects, presentations, debates, and field trips. The study found that the use of active teaching techniques was most beneficial for student outcomes, and service-learning conferred a small additional benefit over other active pedagogies. (Contains 41 exhibits.) [This working paper was produced by the Center for Information & Research on Civic Learning & Engagement (CIRCLE).].

IEA International Civic and Citizenship Education Study 2016 Assessment Framework
Journal of International Students, Vol. 7(2)

The New Student Activists

Bridging Institutional and Community Capacity

Civic Engagement in Higher Education

New Directions for Institutional Research, Number 149

Researchers, institutional leaders, government policy makers, and leading foundations note the significant role an educated Latina/o population plays in the nation, future workforce, and democracy. This longitudinal study examines the experiences in U.S. colleges and universities that prepare Latina/o students for participation in American democracy and roles in communities and across industries. This study controls background characteristics and predispositions to determine the effect of Latina/o college experiences on civic awareness, commitment of becoming a community leader, and leadership development. Guided by Astin's Involvement Theory and Nora, Barlow

and Crisp's Student/Institution Engagement Model, this study employed logistic and multivariate regression analyses on a national sample of 2,164 Latina/o college students who were first-time, full-time freshmen at four-year colleges and universities. The 2004 CIRP Freshmen and 2008 College Senior Surveys were merged with IPEDS institutional data for the study. Findings indicate that college cross racial interactions, attending racial/cultural awareness workshops, and participating in political demonstrations predict Latina/o participation in ethnic/racial student organizations, all of which also predict increases in the personal goal of becoming a community leader. Other predictors of community leadership values are associated with negative cross racial interactions, leadership ability, and performing volunteer work. Civic awareness is fostered by attending a Hispanic Serving Institution, positive cross racial interactions, attending cultural/racial awareness workshops, social agency, and confidence in leadership ability. Latina/os' leadership development (self-ratings change) is associated with voting in student elections, positive cross racial interactions, attending cultural/racial awareness workshops, social agency, and performing volunteer work. In terms of differences among Latina/os, non-native English speakers are more likely to join racial/ethnic organizations, show high civic awareness, and commitment to becoming a community leader. The lower engagement of native English speakers is an area of concern since they have potential for civic leadership. In another area of concern, Latinas are less likely than males to show increases in their leadership ability

self-ratings in college. This suggests challenges remain in terms of increasing Latina leadership. The paradox is Latinas are involved in increasing numbers and capacities in student organizations and leadership roles, yet this does not translate to increase Latina leadership. The study extends previous findings indicating diversity-oriented college activities and experiences have a significant and positive effect on student social and civic outcomes. Implications for research, policy and practice are discussed. Teaching Civic Engagement provides an exploration of key theoretical discussions, innovative ideas, and best practices in educating citizens in the 21st century. The book addresses theoretical debates over the place of civic engagement education in Political Science. It offers pedagogical examples in several sub-fields, including evidence of their effectiveness and models of appropriate assessment. Written by political scientists from a range of institutions and subfields, Teaching Civic Engagement makes the case that civic and political engagement should be a central part of our mission as a discipline.

The Journal of International Students (JIS), an academic, interdisciplinary, and peer-reviewed publication (Print ISSN 2162-3104 & Online ISSN 2166-3750), publishes narrative, theoretical, and empirically-based research articles, student and faculty reflections, study abroad experiences, and book reviews relevant to international students and their cross-cultural experiences and understanding in international education. more at www.ojed.org/jis

Download File PDF Research On Student Civic Outcomes In Service Learning Conceptual Frameworks And Methods Iupui Series On Service Learning Research

Written for anyone interested in better understanding the latest wave of student activism on campuses, *The New Student Activists* raises fascinating implications for developmental theory and higher education policy and practice.

Student Experiences and Educational Outcomes in Community Engagement for the 21st Century

Service-Learning to Advance Access & Success

A Crucible Moment

Conceptual Frameworks and Methods

Conceptual Frameworks and Assessment : Communities, Institutions, and Partnerships

Scholarship for Sustaining Service-Learning and Civic Engagement

Given that students are increasingly arriving on campus with limited civic knowledge, and the fragile state of our democracy, there is an urgent need to incorporate civic learning into courses, programs, systems, and processes throughout our institutions. This book provides administrators, student affairs educators, and faculty with frameworks and examples for developing initiatives and programs to promote students' civic learning and democratic engagement; set sustainable, campus-wide goals; track student learning outcomes; and make data-driven decisions that impact the campus climate for civic engagement. For many campuses, the first step is to assemble a diverse team of faculty, staff, students, and community partners to review existing programs; research national

organizations that offer data, support, and benchmarks for sustainable initiatives; identify examples of practice such as those described in this book; and consider the diversity of the student body and local community, their needs, and the opportunities they offer. Beyond two opening chapters that provide foundational grounding for this work, this volume offers nineteen emerging and promising examples of how a range of institutions--from community colleges and liberal arts universities to state and Research One institutions--are addressing the need for civic learning, promoting civil political discourse, engaging students in voter registration and mobilization, and on how to work with legislators on issues--and how to promote his work on a non-partisan basis. The chapters identify a wide range of resources and organizations that support the work of civic engagement both nationally--such as AAC&U, Campus Compact, NASPA, Institute for Democracy & Higher Education, the National Study of Learning, Voting, and Engagement, and the Center for Information & Research on Civic Learning and Engagement--and at the state level. When designed and executed well, civic learning programs can foster competencies for lifelong citizenship and inspire young people to see themselves as civic actors and problem-solvers, to seek diverse viewpoints and perspectives, and to make change in their communities. This book offers ideas, resources, and frameworks to undertake this vital task. Research on Student Civic Outcomes in Service Learning Conceptual

Today's students face the challenge of finding a career and a passion while facing economic uncertainty. Service learning has the potential to challenge and inspire students as they hone their skills. An increasingly popular subject, service and experiential learning are changing the way education is taught worldwide. Student Experiences and Educational Outcomes in Community Engagement for the 21st Century collects and analyzes students' experiences in diverse service-learning contexts, giving fodder for rethinking strategies and finding optimal pedagogies for successful community engagement. This unique publication is ideal for educators, administrators, policy makers, and students of education. This substantially expanded new edition of this widely-used and acclaimed text maintains the objectives and tenets of the first. It is designed to help students understand and reflect on their community service experiences both as individuals and as citizens of communities in need of their compassionate expertise. It is designed to assist faculty in facilitating student development of compassionate expertise through the context of service in applying disciplinary knowledge to community issues and challenges. In sum, the book is about how to make academic sense of civic service in preparing for roles as future citizen leaders. Each chapter has been developed to be read and reviewed, in sequence, over the term of a service-learning course. Students in a semester course might read just

one chapter each week, while those in a quarter-term course might need to read one to two chapters per week. The chapters are intentionally short, averaging 8 to 14 pages, so they do not interfere with other course content reading. This edition presents four new chapters on Mentoring, Leadership, Becoming a Change Agent, and Short-Term Immersive and Global Service-Learning experiences. The authors have also revised the original chapters to more fully address issues of social justice, privilege/power, diversity, intercultural communication, and technology; have added more disciplinary examples; incorporated additional academic content for understanding service-learning issues (e.g., attribution theory); and cover issues related to students with disabilities, and international students. This text is a student-friendly, self-directed guide to service-learning that:

- Develops the skills needed to succeed**
- Clearly links service-learning to the learning goals of the course**
- Combines self-study and peer-study workbook formats with activities that can be incorporated in class, to give teachers maximum flexibility in structuring their service-learning courses**
- Promotes independent and collaborative learning**
- Equally suitable for courses of a few weeks' or a few months' duration**
- Shows students how to assess progress and communicate end-results**
- Written for students participating in service learning as a class, but also suitable for students working individually on a project.**

Instructor's Manual This Instructor Manual discusses the following six

key areas for aligning your course with use of Learning through Serving, whether you teach a senior-level high school class, freshman studies course, or a college capstone class: 1. Course and syllabus design 2. Community-partner collaboration 3. Creating class community 4. Strategic teaching techniques 5. Developing intercultural competence 6. Impact assessment This Manual is free, and available only in PDF format. Download here.

Civic Engagement and Community Service at Research Universities

Student Choice in Service Learning

Conceptual Frameworks and Assessments

Research to Transform the Field

The Impact of Participation in Service-Learning on High School Students'

Civic Engagement. CIRCLE Working Paper 33

Research on Service Learning and Student Civic Outcomes

One of the greatest challenges in assessing student learning in general education programs is addressing the tension between selecting easy-to-measure learning outcomes that have value or bearing on our institutions' goals and selecting meaningful and substantial learning outcomes that are complex and difficult to assess. Many institutions that have recently replaced their cafeteria-style general education programs with general education programs that address complex student learning outcomes find themselves at a loss in attempting to gather evidence of student achievement of these outcomes for internal improvement and external accountability.

Download File PDF Research On Student Civic Outcomes In Service Learning Conceptual Frameworks And Methods Iupui Series On Service Learning Research

purposes. This volume of *New Directions for Institutional Research* makes a compelling case that institutions can and should be assessing consequential, complex general education learning outcomes. It also gives faculty members and assessment leaders the tools and support to take ownership of this important work. Part One of this volume provides an argument that we should be assessing general education and describes a framework, based on a rigorous psychological research approach, for engaging in assessment. The six chapters in Part Two show how this work can be (and is being) done for six important learning outcomes: critical thinking, quantitative reasoning, teamwork, intercultural competence, civic knowledge and engagement, and integrative learning. The volume closes with recommendations on new innovations in general education assessment and presents a research agenda for future work. Book jacket.

A COMPREHENSIVE RESOURCE FOR UNDERSTANDING AND APPLYING RESEARCH METHODS *Research Methods and Applications for Student Affairs* offers students and professionals in the field an authoritative and accessible guide to help navigate research in student affairs. This comprehensive resource on research methods instruction clearly explains how to interpret the various forms of research, how to be critical as a research consumer, and how to use research to inform practice. Author J. Patrick Biddix—a noted scholar and expert in the field—presents a detailed overview of three qualitative-focused and four quantitative-focused research methods. The text reviews the basics of these qualitative and quantitative approaches and explores how to differentiate the major types of research as well as how to understand

Download File PDF Research On Student Civic Outcomes In Service Learning Conceptual Frameworks And Methods Iupui Series On Service Learning Research

read, evaluate, and apply results. Biddix also includes important information on using methods approaches. The user-friendly text includes insights on key issues, as well as descriptions of the individual sections that comprise research studies. Also included is an overview of ethical considerations that apply specifically to student affairs. Research and Applications for Student Affairs is an essential guide for enhancing research methods and offers direction for applying those skills in actual work situations.

Journal of International Students 2017 Vol 7 Issue 2

Civic Learning, Election Engagement, and Political Action in Higher Education

Engaging Undergraduates for Social Justice, Social Change and Responsible Citizenship

Changes in Students' Civic Outcomes. CIRCLE Working Paper 57

Assessing Complex General Education Student Learning Outcomes

Power to the Polls