



Strengthening Educational Success through Service-Learning and Community Engagement

Andrew Furco
University of Minnesota

October 27, 2011





State of Student Academic Success in the U.S.

- ***The percentage of students who enter secondary school and who finish and graduate:***

74%

- ***The percentage of students in the inner city who enter secondary school and who finish and graduate? :***

52%

National Center for Educational Statistics (2009)





State of Student Academic Success in the U.S.

- ***Of those who drop out:***
 - 52%** Leave by the 10th grade
 - 50%** Missed 10+ days of school during the year
 - 33%** Suspended from school
 - 30%** Drop out in senior year within six months of graduation
 - 25%** Changed school 2+ times because of moves or disciplinary action
 - 15%** Expelled from school
 - 12%** Ran away from home



State of Youth Academic Success in the U.S.

- ***Reasons cited for dropping out:***

12% Had drug or alcohol problem

12% Got married, pregnant, or became a parent

18% Got a job/had to help support family

21% Didn't feel safe at school

28% Didn't get along with students or teachers

35% Failing in school

38% Too much freedom/not enough rules or structured time

42% Spent time with people not interested in school

43% Missed too many days/unable to keep up

47% Bored w/school and classes/School irrelevant





State of Youth Academic Success in the U.S.

Underachievement of students:

Percentage of students who graduate from high school considered substantially unprepared for college level academic work:


33%

African American h.s. graduates who are substantially unprepared for college level academic work:

80%

Hispanic h.s. graduates who are substantially unprepared for college level academic work:

84%





State of Student Academic Success in the U.S.

Performance of students on national and international tests:

Students who met college readiness benchmark on 2011 ACT
Math Test

45%

Students who met college readiness benchmark on 2011 ACT
Science Test

30%

Ranking of US students on Reading portion of PISA test
(2009), out of 65 countries

24th





Success in the Global Workforce

Success in the global workforce will be marked by one's:

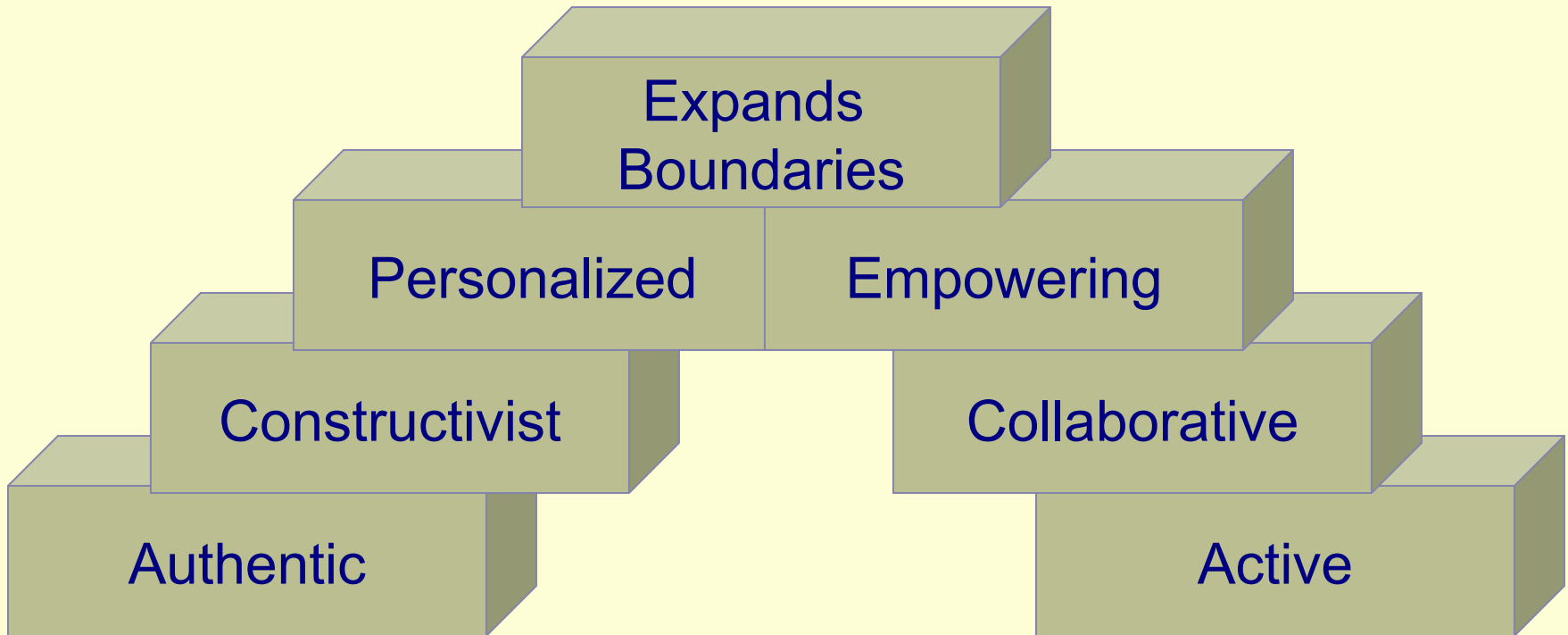
- ability to make connections across the disciplines;
- ability to apply knowledge to address complex situations;
- people skills that allow him/her to work effectively in diverse group settings;
- capacity for higher order thinking in ways that enhance problem solving and analysis;
- knowledge about and facility with the global society (e.g. conversing in different languages, having intercultural competencies, etc.); and
- facility in organizing and utilizing increasing sources of knowledge and information effectively.



Essential Elements for Successful Learning

- In terms of classroom learning, students learn best when the curriculum:
 - emphasizes learning over teaching
 - engages students as active participants in the learning process
 - is student-centered rather than teacher-centered;
 - promotes the development of students' higher order thinking skills;
 - focuses on making connections among the disciplines;
 - connects new knowledge to what student know by having students construct meaning;
 - is meaningful and/or of interest to students;
 - is brain-based;
 - is socially constructed; and
 - is practiced and used


Building Blocks for Effective Teaching



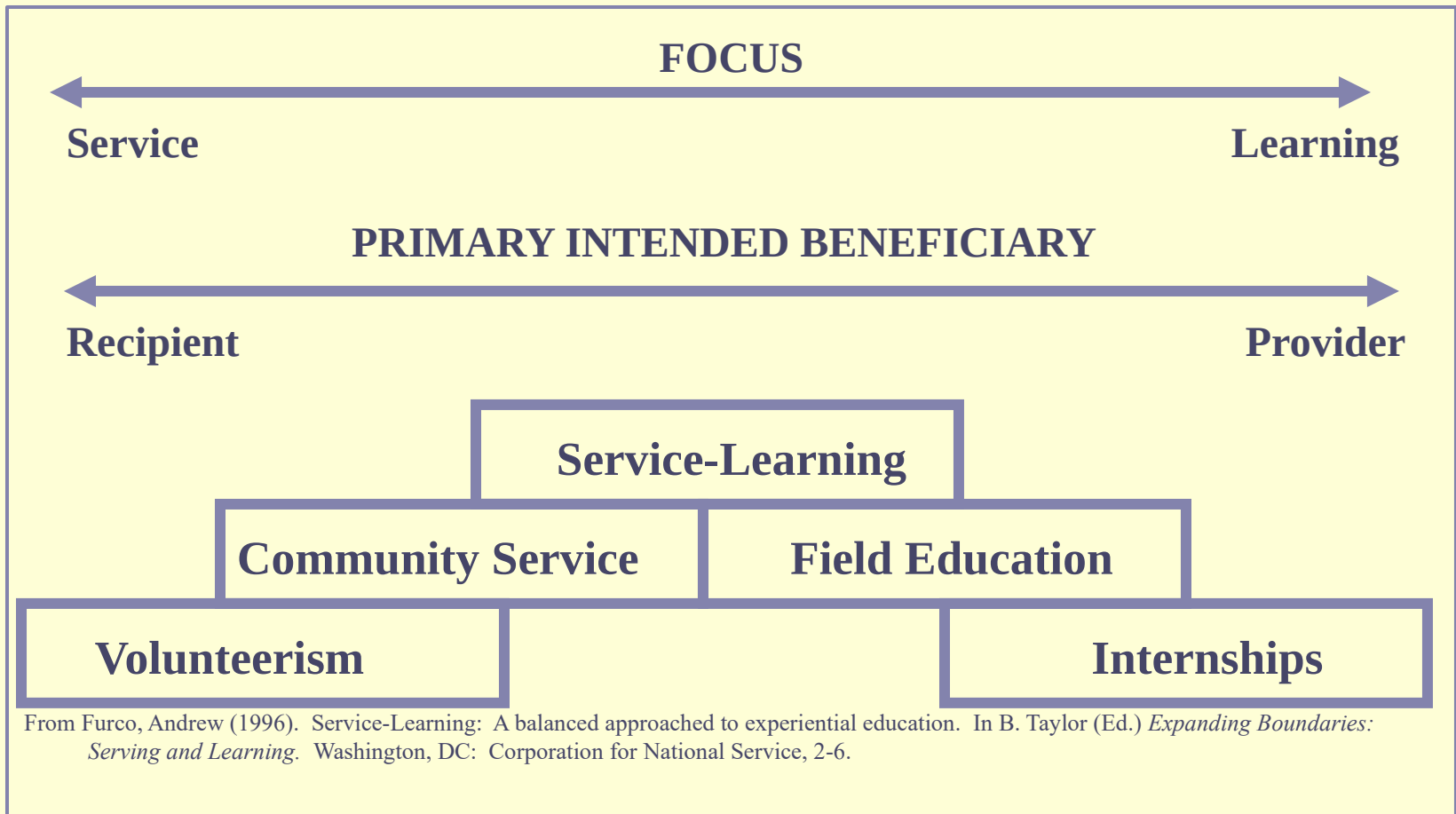


Why Service-learning?

Service-learning encompasses many of the factors that promote:

- effective teaching practice
 - student civic engagement
 - preparation for global workforce
 - development of character and cross-cultural competence
 - development of higher order thinking skills
- 

Service-Learning: A Balanced Approach to Experiential Education



Aspects of Student Learning in Service-Learning

**Civic
Responsibility**

**Academic
Achievement**

*Community-based
Learning
Experiences*

**LEARNING ABOUT
SERVICE**

...Service

*Connecting Learning
and Service
through Reflection*

**LEARNING ABOUT
THE SOCIAL ISSUE**

...Learning


*Classroom-based
Learning
Experiences*

**LEARNING THE
COURSE CONTENT**



Preferences

TYPE	EXAMPLE
Charity	Serve food to the homeless on Saturdays
Empowerment Service	Educate the homeless about social services available to them
Public Work	Facilitate the opening of a homeless shelter
Participatory Democracy	Work to secure legislation and citizen support that will secure rights for persons.
Social Action	Organize a camp out on campus to raise awareness about homeless
Social Change	Work to reduce the number of homeless persons; train homeless persons for jobs
Social Justice	Secure legal assistance for a homeless person who was denied health services





Student Academic Outcomes

- **Increased scores on standardized tests**

- *Billig, 2008; Billig and Klute, 2002; Santmire, Giraud, and Grosskopt, 1999; Weiler et al., 1998; Akujobi and Simmons, 1997*

- **Fostered content knowledge and skills**

- *Eyler, 2004; Kraft and Wheeler, 2003; Klute, 2002; Melchior, 1999*

- **Improved school attendance:**

- *Melchior, 2004; Follman, 1999; Stupik, 1996; Melchior and Orr, 1995*

- **Improved grade point average:**

- *Eccles and Gootman, 2002; Loesch-Griffin, 2001; Follman, 1999; Stupik, 1996*
-




Student Civic Outcomes

- Broadened understanding of government and its procedures:
 - *Levine, 2006; Michelsen et al., 2002; Torney-Purta, 2002*
 - Enhanced citizenship and social responsibility:
 - *Jones, 2009; Melchior, 2004; Kahne and Westheimer, 2002; Covitt, 2002; Ammon et al., 2001*
 - Enhanced awareness and understanding of social issues:
 - *Covitt, 2002; Michelsen et al., 2002, Perry and Katula, 2001; McDevitt and Chaffee, 2000.*
- 




Student Ethical/Moral Outcomes

- Greater exposure to new points of view and perspectives:
 - *Furco, 2002; Melchior, 2000; Weiler et al., 1998*
 - Positive changes in ethical judgment:
 - *Lovat & Toomey, 2008; Leming, 2001; Zeff et al., 2001; Melchior, 2000*
 - Enhanced ability to make independent decisions regarding moral issues:
 - *Furco et al., 2005; Eccles and Barber, 1999; Leming, 2001*
- 



Student Career Outcomes

- Broadened career awareness and options:
 - *Reardon,, 2002; Shumer, 1998*
 - Enhanced understanding of workforce ethics:
 - *Stern, 2003; Melchior 2000; Weiler et al., 1998*
 - Enhanced preparation for the workforce:
 - *Grubb, 2004; Moore, 2001; Stone, 2000*
- 



Personal and Social Outcomes

✓ Self-esteem

Participation in service-learning and community engagement increases students' self-esteem (Shaffer, 1993; Switzer et. al. 1995; Eccles and Barber, 1999; Eccles and Gootman, 2002; Hecht, 2002)

✓ Empowerment and self-efficacy

Participation in service-learning and community engagement enhances students' sense of self-efficacy and empowerment (Shaffer, 1993; Scales & Blyth, 1997; Root, 1997; Zaff et al., 2001; Furco 2003; Jones, 2007)

✓ Prosocial behaviors

Service-learning and community engagement increases students' likelihood to engage in prosocial behaviors and decreases students' likelihood to engage in at-risk behaviors (Batchelder & Root, 1994; Stephens, 1995; LoSciuto et al., 1996; Yates and Youniss, 1996; Allen et al., 1997; Berkas, 1997; Follman, 1998; Eccles & Barber, 1999; Leming, 1998; Melchior, 1999; O'Donnell et al., 1999; Eccles and Gootman, 2002; Billig, 2003; Melchior, 2004; Furco, 2005)





Personal and Social Outcomes

✓ **Motivation**

Service-learning and community engagement has positive effects on students' motivation for learning. (Loesch-Griffin, Petrides, and Pratt 1995; Stephens, 1995; Eccles and Barber, 1999; Eccles and Gootman, 2002; Furco, 2003; Covitt, 2003; Billg 2005)

✓ **Engagement**

Service-learning and community engagement increases students' engagement in three areas:





Personal and Social Outcomes

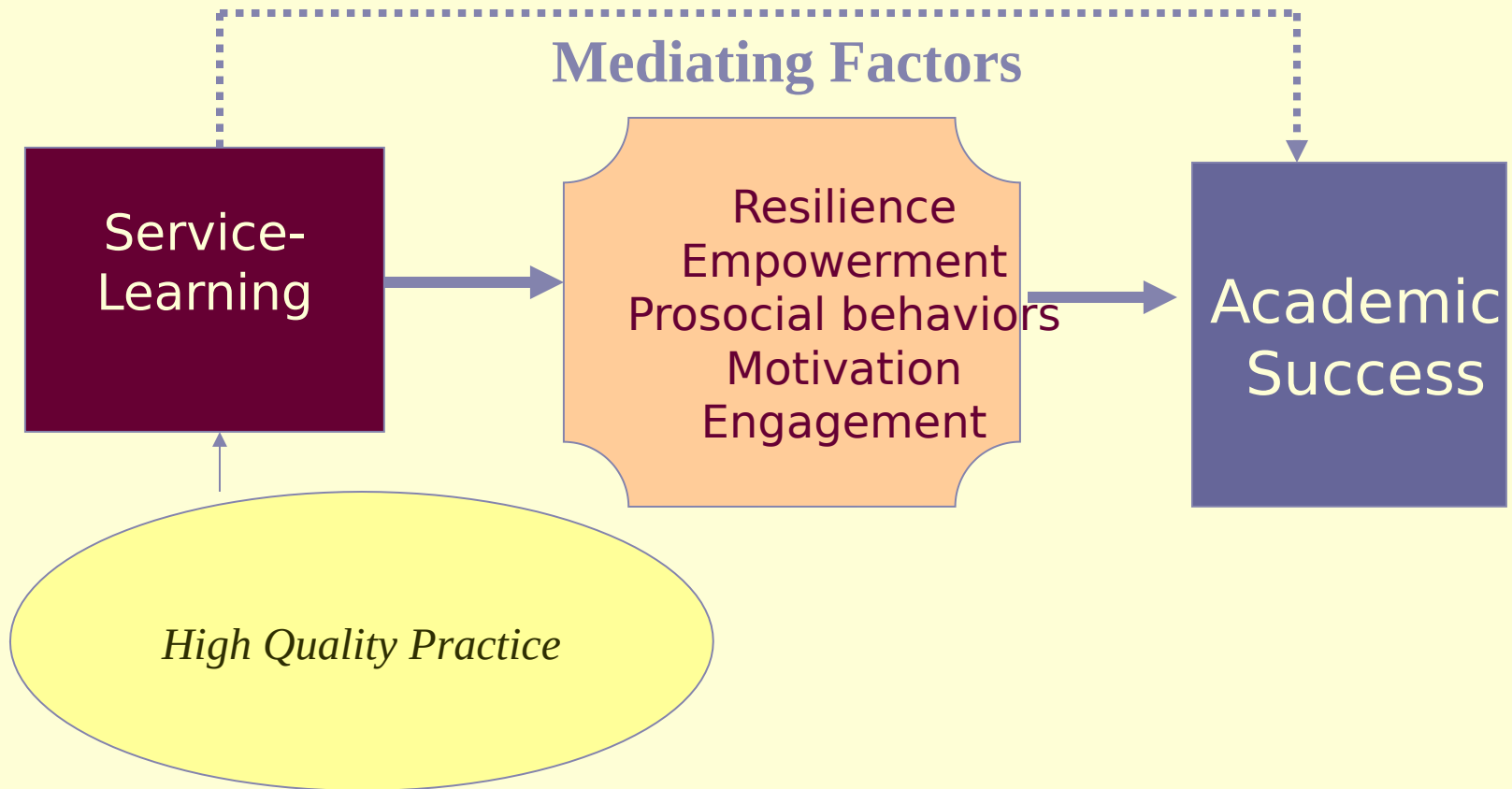
Civic Engagement: *Service-learning and community engagement enhances students' engagement in community and civic affairs.* (Yates and Youniss, 1996; Youniss, McLellan, & Yates, 1997; Melchior, 1997; Berkas, 1997; Melchior, 2002; Kahne, Chi, and Middaugh, 2002; Michelsen, Zaff, and Hair, 2002; Melchior, 2004)

Social Engagement: *Service-learning and community engagement enhances students' engagement with peers and adults* (Conrad and Hedin, 1989; Rutter and Newmann, 1989; Loesch-Griffin, Petrides, and Pratt 1995; Billig, 2002; Furco 2003)

Academic Engagement: *Service-learning and community engagement enhances students' engagement in school and in learning* (Waterman, 1993; Follman & Muldoon, 1997; Weiler et al., 1997; Melchior, 1997; Eccles and Gootman, 2002, Billig, 2003; Billig and Meyer 2005; Jones, 2008)



Impacts of Service-Learning





Elements of High Quality Service-Learning


- **Meaningful Service**
- **Link to Curriculum**
- **Reflection**
- **Diversity**
- **Youth Voice**
- **Mutually Beneficial Partnerships**
- **Progress Monitoring**
- **Duration and Intensity**

•National Youth Leadership Council, 2008





Issues to Consider

- **Teacher efficacy to use service-learning and community engagement strategies**
 - **Balancing academic needs with community needs**
 - **Student preparation for community engagement**
 - **Alignment of challenge and skill**
 - **Matching student preferences for service**
 - **Appropriate assessment approaches**
 - **Respecting community expertise**
 - **Indoctrination vs. education**
 - **From projects to partnerships**
- 



Implementation Tips

- Start Small
 - It's not just about the product
 - Keep learning at the core
 - Mistakes and challenges are part of the learning process
 - Let the students create
 - Preflection, Inflection, Reflection
 - Community partners as co-educators
- 