SERVICE LEARNING:
The Value for Students at Risk of Failure
By
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Table of Contents

Abstract ........................................................................................................................................4

Chapter I: Introduction

Statement of Problem ..................................................................................................................6

Research Questions(s) ..................................................................................................................6

Definition of Terms ....................................................................................................................7

Chapter II: Review of Literature ..............................................................................................8

Service Learning and Self Esteem ............................................................................................8

Service Learning: Connecting citizenship with the classroom ..............................................8

Rosenberg’s Self Esteem Scale .................................................................................................9

Volunteerism .............................................................................................................................11

Background ................................................................................................................................11

Demographic information ..........................................................................................................12

Definition ...................................................................................................................................12

Service Learning .......................................................................................................................13

Characteristics of Effective Service Learning .....................................................................14

Disadvantaged Youth ...............................................................................................................14

Social Emotional Behaviors ......................................................................................................15

Character Education ................................................................................................................16

Background ................................................................................................................................17

Characteristics ..........................................................................................................................18

Definition ...................................................................................................................................18

Chapter III: Results and Analysis Relative to The Problem .....................................................19
Abstract

The purpose of this research study is to review the impact of service learning projects incorporated into middle school elective and core curriculum classes. Through this research I sought to determine the extent to which implementing service learning into the middle school curriculum impacted the self-esteem of at-risk students.

I examined the following secondary questions: What is real service learning? What is the importance of service learning in the global workplace? How do you measure self-esteem? Can you measure if self-esteem has improved for students involved in service learning? The research demonstrated that service learning results in positive opportunities for personal growth in middle school students. When teachers and administrators involve service learning directly in connection with curriculum it has the potential to create long-term effects on school climate and the local community.
Chapter I: Introduction

The purpose of this research study is to review the impact of service learning projects incorporated into middle school elective and core curriculum classes on the self-esteem of at-risk students. The study is important because all classes that are not core curriculum classes are being evaluated for elimination. Due to budget cuts, there is the potential for encore career classes to be eliminated, unless it can be verified that encore classes are a valuable asset to the curriculum.

The Sault Area Middle School curriculum provides students with a variety of encore elective classes, including art, child care, study skills, computers, drafting, multi-media, and video productions. The classes are designed to help students develop an interest in career awareness and to improve their independent living skills. The district’s curriculum team develops the goals for the Sault Area Middle School’s encore classes. The goals of encore classes are to enhance the following student attributes:

- Enhance personal pride in one’s work
- Enhance personal self-esteem
- Enhance community involvement
- Enhance fine motor and gross motor skills
- Enhance daily living skills: cooking, sewing, gardening, etc.
- Enhance transition to the High School and the world of work

The programs are tailored to meet the changing needs of each student.

Most encore classes incorporate service-learning projects into the daily curriculum. The students participate in service learning projects that include the following:
• Making blankets for “Project Linus”—a program that provides the comfort of a homemade blanket to displaced children.
• Making wooden animals for the nursery at War Memorial Hospital
• Filling Easter baskets for the local Women’s Shelter
• Participating in can food drives for local churches
• Celebrating the Cinco de Mayo Holiday with presentations to the local preschool program
• Visiting and singing at the various nursing homes

There is some researcher bias regarding service learning. I believe that all students want to do well in school. All students enjoy helping others. All schools need to provide opportunities within the curriculum for students to excel socially and academically. Self-esteem is a factor that directly impacts a student’s ability to succeed. When students are provided service-learning opportunities, something positive will occur, even if we are not planning for it to happen.

Statement of the Problem

The educational system in the State of Michigan is undergoing rapid restructuring. State and federal government mandates are requiring all schools to evaluate the curriculum at every grade level. An emphasis is being placed on curriculum improvement and preparing students for the global workplace. The focus is on core academics: Reading, Math, Science, and English. Career Technology programs are often the first programs eliminated due to budget restraints. Service learning and career education typically exist in tandem. Students need social skills and an awareness of social issues to be prepared for the global workplace. It is critical to study service learning and self esteem, because such a study can offer insight into the workforce skills
schools must seek to develop. It is necessary to examine the impact service learning could have on student growth and development in preparing for tomorrow’s workplace.

*Research Question*

Through this research I seek to determine the extent to which implementing service learning into the middle school curriculum impacts the self-esteem of at risk students. I will also examine the following secondary questions: What is real service learning? What is the importance of service learning in the global workplace?

How do you measure self-esteem? Can you measure if self-esteem has improved for students involved in service learning? Are there studies that relate self-esteem to service learning? The challenge is to determine what research is available and to what extent it can assist answering questions regarding student self esteem.

*Definition of Terms*

**Service Learning:**

1. The Learn And Serve America Program defines service learning as a method whereby participants learn and develop though active participation in thoughtfully organized service experiences that are coordinated through collaboration between the school and the community (Follman, 1998).

2. Service Learning is a research-based, best-practice teaching strategy in which classroom learning is deepened through service to others (Biligs 2002).

3. **Service Learning:** A teaching method that involves students performing community service in order to learn knowledge and skills connected to curricular objectives. (Biligs, 2002).
4. **Volunteer**: Person that is unpaid, intentional, willing, conscious, deliberate (Webster’s Dictionary 2005).

5. **Volunteerism**: Contributing one’s time or talents for charity, political, or other worthwhile purposes, usually in one’s community, freely and without compensation. (US History Encyclopedia 2007).

6. **Character Education**: Teaching values such as self-discipline, responsibility, accountability, leadership, loyalty, respect, fairness, wisdom, courage, citizenship, and honesty. (Character Counts 2005).
Chapter II: Review of Literature

*Service Learning and Self-Esteem*

An initial review of research uncovered two journal articles that offer insight into the relationship between service learning and self-esteem. Each article had a portion of research devoted to the assessment of self-esteem and its connection to service learning.

Fertman (1994) described service learning as “Service learning involves previous experiences to meet real community needs” (p. 8). Promised or hoped for benefits to service learning participants include increased civic participation, academic learning, volunteerism, and responsibility as well as more relevant community focused learning experiences and increased student self-esteem, belonging and moral reasoning skills (Brandell & Hinck, 1997).

Fertman reviewed a total of 320 high school students over their four-year high school career. The goal of the research was to assess self-esteem and to provide a unifying focus for a fragmented student population through community service learning programs. The research goal was to unify the students and develop school pride. Fertman developed a survey consisting of a school-belonging scale, self-esteem scale, and questions regarding student willingness to help others through volunteering with a belief that they could personally, and as a school, make a difference in the community. The survey consisted of 84 questions that each student completed at the end of their service learning projects.

The results of this study were positive, but inconclusive. The differences between the treatment groups and the control group demonstrated that the community service learning groups reported a greater feeling of school belonging, improved self-esteem, and more willingness to contribute to the community. No matter how positive the results, the researcher felt that in a school setting there are so many variables that it is impossible at this time to credit their program
Service Learning

with the positive changes. Fertman (1994) determined that further studies would be necessary to determine the full impact of service learning on self-esteem.

A tremendous amount of information was collected, yet it is still not sure if the credit should go to the program and its impact. The survey seemed extremely long and cumbersome, as there were 84 questions included. The researcher also encountered difficulty due to all of the outside variables, such as home environment, work schedules, etc. that impacted the students who were involved in the study. The problems that the researcher incurred may have been due to the length of the surveys. It is important to have enough questions to get the information you need to assist in your research.

The Rosenberg Self-Esteem Scale (see Appendix B) was developed to assess self-esteem among adolescents. This is a 10-item self-report measure of self-esteem. The scale consists of ten statements related to overall feelings of self-worth or self-acceptance. The items are answered on a four-point scale ranging from strongly agree to strongly disagree. Scoring ranges from 10 to 40, with higher scores indicating higher self-esteem. Students who score less than 20 points on the scale, would be considered to have low self-esteem and in need of intervention. An ideal score for a middle school student would be 30 or above. The scale can also be administered in an interview format. The scale is available in English, French and Norwegian. Rosenberg (1965) reported good reliability and validity across a large number of sample groups. It has also been administered to substance abusers, as well as other clinical groups, and is regularly used in treatment outcome studies.

The Rosenberg Scale Survey is easy to score and administer and could be used easily in most school settings. There is no training required to administer the scale. The quantitative format is a user-friendly format to use to collect data information. It has credibility in a clinical setting
and has been used in various cultures. The verbal option is valuable when working with special education students who have learning disabilities in the area of reading and writing.

Purkey and Schmidt (1996) provided further information on self-esteem. They determined that self-esteem can be modified and learned and can be impacted by experiences, thoughts, and perception. They also determined that high self-esteem is found in children that live in well-structured environments with strong parental role models. Leary, Tambor, Terdal and Down (1995) stated, “we believe that, in behaving in ways that promote self-esteem, people are striving to enhance their inclusionary status rather than to be evaluated positively per se” (p.528). These authors suggested that we alter our interactions with others based on our own perceptions of how the outside world views us.

Volunteerism

In the past month volunteerism was brought to the forefront by the news media in response to the need in Haiti after the recent earthquake. Americans came forward with a helping hand and an open wallet. It was amazing and heartwarming to see the response from people of all ages giving of themselves to support Haiti. Schools across the country are using this situation as a valuable learning tool for students of all ages. Student volunteers are not just collecting money but also food, clothing, medical, and a variety of other necessities for Haiti. How is this different from the usual can drive or coin drive that schools do on a regular basis? Is it because we can see the impact and the need through the media, with the increase in instant feedback? The amazing use of cell phones to transmit pictures and raise money instantly was truly remarkable. Do we do this because it is so instant or do we really want to give from our hearts to those in need? Is this about our own self-esteem, more than helping others? What is real service learning? The recent
world events demonstrate the need to answer a pivotal question: How do we define what is real
service learning versus volunteering?

Fisher and Schafer (1993) suggested that women volunteer more frequently than men. People between the ages of 35 and 44 are the most likely age group to volunteer. The people who are most likely to volunteer are also usually the busiest – those who are balancing careers with raising a family. The website indicated that people volunteer for a variety of reasons. Each person’s motivation for volunteering may be different. The following are a few reasons why people volunteer:

- To support the community and others - the intrinsic desire to help others in need
- To increase personal self-esteem - creating good personal feelings
- To help friends or people in need that are personally significant
- To make new friends – an opportunity to meet new people who have similar interests
- To build one’s personal resume, develop skills, or try out a new job
- To enjoy something beloved such as animals, the outdoors, etc.

Volunteers of every age, race, religion and ethnic group contribute their time and talents in their own communities. Many volunteer for a specific cause, political purposes, or to provide relief for people in extreme need. Volunteering is a part of the fabric of America. The average hour of traditional volunteering is valued by the independent sector at between $18.00-$20.00 an hour.

Service Learning

In 1989 President George Bush initiated the “Thousand Points of Light” program. He signed a bill that funded the National and Community Service Act. This act provided service learning opportunities for students in grades K-12. This initial bill has continued with additional
funding from President Clinton in 1993 with money being distributed through grants through the
Learn and Serve America Program. Service learning has specific characteristics that are evident
across service learning experiences regardless of the nature of the experience (Eyler & Giles,
1999). It does not matter if it is a food drive, planting trees, or visiting a nursing home; the
following characteristics are important for true service learning to occur:

- The experience needs to be positive and real to the participant.
- The experience involves cooperation, not competition.
- The experience should promoting teamwork, community involvement and citizenship.
- The experiences provide opportunities for problem solving to occur in a natural setting,
  relating to a specific problem or social issue.
- The experience develops deeper learning occurring from personal meaningful
  experiences, generating an emotional response.
- The experience develops and challenges values and ideas, supporting learning and
development.

According to the service learning model created by Eyler and Giles (1999), experience
enhances understanding and understanding leads to more effective action. In education this
means, the more a student is involved in the service learning process, the more personal learning
and cognitive development will occur.

In addition, service learning is not just an episodic volunteer program, such as a one-time
situation like a canned food drive or hat day to raise money. It should also not be an add-on to
other existing programs. Service learning should not be one sided. It should benefit both the
student and the community in some aspect. Service Learning should never be a form of
punishment, or a requirement to graduate as is often the tendency in schools. Although it is a
forced situation, there can be some benefits to mandatory involvement. The requirement may expose students to experiences that can be valuable, allowing them to learn more about themselves in regards to attitude and service thus moving them in the direction of service.

In the late 1990’s the National Center for Education Statistics did random samples of 24 middle schools across the United States of public school administrators that had service learning in their schools. The sampling discovered several reasons why school administrators choose to utilize service learning. The reasoning is described in Table 1.

<table>
<thead>
<tr>
<th><strong>Rational for Service Learning</strong></th>
<th><strong>Percentage of Respondents</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist students in becoming more active members in the community</td>
<td>53%</td>
</tr>
<tr>
<td>Assist students in understanding their community and obtain knowledge of the community</td>
<td>51%</td>
</tr>
<tr>
<td>Assist the community in meeting real community needs.</td>
<td>48%</td>
</tr>
<tr>
<td>Assist the school in fostering relationships between the school and the community.</td>
<td>46%</td>
</tr>
<tr>
<td>Assist and develop student altruism and caring for others with real experiences.</td>
<td>46%</td>
</tr>
<tr>
<td>Assist and improve student personal and social development.</td>
<td>26%</td>
</tr>
<tr>
<td>Assist in developing career awareness.</td>
<td>20%</td>
</tr>
<tr>
<td>Assist in the development of critical thinking skills.</td>
<td>20%</td>
</tr>
<tr>
<td>Assist in improving student achievement in core curriculum subject areas and reduce student involvement in at risk behaviors.</td>
<td>15%</td>
</tr>
</tbody>
</table>
For disadvantaged youth, service learning can be an important tool for providing adult role models. Students that are involved may show more commitment to better school attendance and increase their academic performance. Everyone should feel a sense of community. When youth experience community involvement they often feel like someone really cares. As a consequence, students are often more receptive about caring for themselves and others. A change in attitude can often make the difference in individual student motivation to improve their lives (Eyler & Giles, 1999).

Disadvantaged youth have the potential for mistrust because of past experiences, so it is important to provide an environment where students feel safe. It is necessary to set clear expectations and boundaries for behavior. It is important for students to be actively involved in identifying the issues or concerns that are being addressed in the service learning activity. It is important for students to use their talents and abilities, and to give responsibility freely to develop pride and confidence in their work. Role models can play an important role in developing disadvantaged youth to their full potential.

Service learning can be an excellent strategy for developing social emotional behaviors Fredrick (2003) determined that students need to develop self and social awareness, self-management, relationship skills, and responsible decision making skills. Service learning can be a valuable tool in providing opportunities to develop these skills. Other areas showing improvement were respect for diversity, personal confidence, and avoidance of at risk behaviors, improved attendance and a positive school culture.

Character Education and Service Learning

Character education is an underlying theme in service learning research. Research conducted by RMC Research Corporation (2005) discovered that when service learning and
character education were combined middle school students in Philadelphia reported an increase in community involvement, social skills, and decision-making skills. In a similar study, Berkowitz and Bier (2005) reviewed 33 character education programs. They determined when service learning is combined with character education; there was a common thread through all 33 programs:

- Increased positive social behaviors
- Increased personal awareness
- Increased interest in career development
- Increased school citizenship
- Increased community involvement

Research conducted by Blozis, Scalise, Waterman, and Wells (2002) on middle school students in middle class communities in northern Illinois indicated that student participation in character education increased involvement in school activities and community activities. Service learning, multicultural competency, and character education were effective intervention strategies that deterred behavior problems in school and assisted students in developing a sense of community.

In 1994 South Carolina was one of the leading states to develop learning service programs. The Irmo Middle School in Columbia, South Carolina implemented a program that was developed by teachers and counselors. The school utilized a $12,000 grant through the Learn and Serve America Program. The school developed a council that consisted of teachers and students from all academic areas and encore class areas. All students were invited to participate including students with special needs. Students and parents were valuable participants in the decision-making process and in the implementation of the service learning projects. During the
first year 1,427 students in grades 6-8 participated (50% males, 50% females). Students were between the ages of 10 and 14. The following groups were represented: White 77%, African American 19%, Native American, Asian-Pacific Islanders and Hispanics 4%.

The school sponsored tutoring, working with the elderly in nursing home settings, Senior Olympics with Parks and Recreation, drug prevention programming, recycling, and services with the local humane society. This program was evaluated by the Dept. of Education in 1996. They surveyed 40 students involved in the program. A large component of the survey was based on attitudes toward the program. The students responded with if they strongly agreed or agreed with specific statements in regard to their service learning experiences. The results were:

1. Teaches me about careers (88%)
2. Introduces me to new people and places (97%)
3. Makes me feel good about and believe in myself (91%)
4. Teaches me new skills, helps me acquire new skill, interests and knowledge (97%)
5. Builds school spirit (67%)
6. Helps me see how what I study is connected to my life outside in the community (85%)
7. Let’s me be creative and use my ideas (94%)
8. Makes learning more interesting (91%)
9. Teaches me how to work better with my classmates and how to work better in a team. (94%)
10. Should be part of all my classes (80%)

When asked what they liked most the students concluded that number one opportunity that they liked the most was the hands on experiences, and number two was working in their community.
These studies suggest that character education and service learning do go together naturally. The goals of character education and service learning can be enhanced and obtained when the two are combined. From an administrative perspective, school principals would likely see positive results if there were to incorporate service learning and character education into their curriculum in some capacity. The benefits that will likely occur will improve the school climate and develop a better sense of community. Administrators may choose not to use service learning because teachers are overwhelmed with the current state requirements and it would be “one more thing” that would be expected of them to do in their classrooms. Service learning would also require additional training and that makes it a time and money issue as well. In the South Carolina program the counselors and teachers shared that they invested at least an additional 15-20 hours of extra work per week to get the program started. They also had to develop formats for council meeting, teacher/student training, and parent training. It was necessary to learn how to grant write and raise funds to continue to develop the program.

Character education and service learning involves values such as self-discipline, responsibility, accountability, leadership, loyalty, respect, fairness, wisdom, courage, citizenship, and honesty. There are a myriad of companies currently marketing character education programs to local school districts. Given the complex nature of today’s society, school districts are seeking to implement programs that enhance student decision-making and responsibility. In conclusion schools can only benefit from incorporating character education and service learning into the school environment.
Chapter III: Results and Analysis Relative to the Problem

*The Use of Student Surveys*

My analysis of literature revealed that most of the studies were or should be classified as quantitative case studies. The majority of data information was pulled from a student survey format. The drawback to using student surveys is that the survey measures only a perceived impact. It is difficult to determine the actual impact. It is common for researchers to overestimate or underestimate the impact on student participation. There are no clear numbers for measuring personal growth or an increase in self-esteem from being involved in service learning. Reviewing participant perspectives of service learning showed positive personal growth. I did not encounter any data or literature that suggested there was harm brought to students who participated in service learning activities. It was apparent that the more students were directly involved in the planning and preparation stages the more growth they experienced. Students that experienced service learning heightened the potential for future community involvement or personal awareness.

*Research Limitation*

The reviewed studies indicated that there are benefits, which outweigh any of the pitfalls that administrators may occur in developing and implementing service learning into the curriculum. However, Bilig (2002) suggested that research on service learning should be read with some caution. She claimed that most of the research information was pulled from program evaluation surveys rather than “pure” research which would limit the validity of the findings. Bilig was concerned that very few studies utilized control groups and none used random assignment of participants. Bilig’s cautions are the only concerns the researcher discovered during the review of literature. The majority of the evidence available shows only positive results.
for schools. Even if the impact varies, it appears there is a definite impact for improvement in student behavior and academic achievement.

*Pilot Study*

Throughout the research, the simplicity and effective use of Rosenberg’s Self Esteem Scale was prevalent. Rosenberg’s work appeared to meet all of the criteria outlined for effective evaluation of a service-learning program. To test the theory, the researcher conducted a small pilot study. For the brief research study, I used four (two boys and two girls) students from summer school as the pilot group. Data collection involved teacher survey/interviews, parent survey/interviews, and student Rosenberg Self-Esteem Scale interviews.

Each student participant received a survey to complete, in addition to an interview with the teacher and the researcher. The interview was the second form of data collection. All students were willing to complete the rating scale and give feedback on how their improvement perceptions during the encore class and how the class effected their personal self-esteem. Students shared in their interview questions that they enjoyed helping others. One of the students continues to be a volunteer on a regular basis at the Humane Society. The teachers and parents shared in their interviews surveys that they felt that the students improved in their overall self-esteem. The students were happier at home and in the school environment. The students enjoyed helping others. They developed an increased sense of self-worth. Interviews and observations showed that the students began to take pride in their work to make sure that whatever they were making (blankets, toys, etc) were well done and worthy of a being a gift for someone. They enjoyed being the mentor/teacher with the preschoolers. All students expressed that they liked being able to read stories, and play games with them as part of the Cinco de Mayo Celebration.
Self-Esteem cannot be measured in numbers; each individual can only express how they feel and how their personal feelings have changed for the better or worse about themselves over a period of time. In addition, the researcher discovered that there are many variables that make specific conclusions difficult to determine. More research is necessary to determine the service learning effect on personal student self-esteem. One thing is certain, anytime we can bring our head and heart together to do something good for others something positive will occur, even if we are not planning for it to happen. Children of all ages like to do well and help others a viable school curriculum should offer opportunities for children to do be a part of the bigger community.
Chapter IV: Recommendations and Conclusion

Recommendation

There is a common theme that runs through all service learning research. The theme is student involvement. All studies suggested that service learning was more beneficial when the students were involved in all stages of the service learning process. The researcher recommends that service-learning experiences should include all of the following stages: investigation, planning and preparation, action, reflection, and celebration.

In the investigation stage, the students will explore the needs of their communities. Administrators will guide the students to ask questions, collect information and determine specific community needs. From the brainstormed list, the students will narrow down the focus to the one or two most pressing needs that they would like to address with service learning.

In the planning and preparation stage, the students will work collaboratively to make decisions and determine how to address identified need. The administrator assists the students with developing a plan that is in collaboration with community partners and teachers. The plan should establish goals for the service learning experience. Students would need to identify relevant resources and a set timeline for the service learning experience.

The third stage is where the action takes place. The students work in conjunction with other stakeholders to implement the service-learning plan. The plan should include meaningful outcomes for everyone involved. The opportunity will allow students to learn new skills and practice skills that have already been acquired. The service-learning environment should be a safe environment, offering the opportunity to make mistakes with guided support.

In the reflection stage, the administrator or team leader guides student reflection regarding the entire experience. Reflection at this stage can include group discussion or journal
writing. The goal of reflection is to encourage students to look at the process and the outcomes; answering the question, “Did we accomplish the set goals?”

In stage five, the students celebrate the process and outcomes of the service learning experience. A celebration could include a group party or recognition, certificates of appreciation and involvement, sharing of data and information learned, or demonstration of new skills acquired. Teacher can incorporate the celebration process on a weekly/monthly basis into the program. They can share the data with the students so their success is experienced and recognized. It is important to incorporate service learning into the daily and weekly student lesson plans and classroom curriculum. If it is not incorporated then it becomes an “add on” to teacher responsibilities and may be lost in the shuffle of information that is required to be covered in student curriculum.

Areas of Further Research

To learn more about this topic, one might begin with the following research question: To what extent does implementing service learning into the middle school curriculum impact the self-esteem of at risk students? A comprehensive research study would include 90 middle school students. The research participants would be students who are enrolled in 6th, 7th, and 8th grade Study Skills classes at the Sault Area Middle School. The classes currently incorporate service learning as part of their curriculum. The classes were designed to address the needs of our at risk students that are failing in two or more of the core academic areas. Service learning and student mentoring are components that are being utilized to enhance and increase the academic progress of these students. The students are enrolled for the semester and can advance out of the class when they show substantial improvement in their grades.
The development of a research plan would involve the creating of a data team. The team would assist in the review of the data. The data team would include the following members:

- Study Skills Teachers (3)
- Students from each grade level (3)
- Parents from each grade level (3)
- Building Principal (1)
- School Counselor (2)
- Researcher (1)

Everyone on the data team would assist in the research process. The first task would be to develop a general plan for research by determining what information should be gathered. The focus would be on determining what data would demonstrate the impact of service learning on the high-risk middle school students. The team would answer the following questions: What do we want to know about the impact of service learning? How are we going to measure it? What will we do with the information we have learned?

Data collection would involve gathering the following:

- Teacher survey/interviews
- Parent survey/interviews
- Student Survey: Rosenberg Self-Esteem Scale Interviews
- Community survey/interview that would obtain community input on service learning and the effects that they witness on student self-esteem could also be of assistance.
- Video-tape pre and post student responses to activities.
The researcher, teachers, and all students involved would also have the opportunity to utilize cameras to photograph, or videotape project preparation and implementation of the service learning activities when they occur.

Each student participant would receive a survey to complete at the beginning and at the end of the semester. The students would complete the Rosenberg Self-Esteem Scale (see Appendix B). This is a ten item self-report measure of self-esteem. Each of the ten statements are related to overall feelings of self-worth or self-acceptance. The items are answered on a four-point scale ranging from strongly agree to strongly disagree. Scoring ranges from 10 to 40, with higher scores indicating higher self-esteem. The scale can be administered independently or in an interview format. The verbal option is extremely valuable when working with at risk students who may have difficulty in the areas of reading and writing. Upon completion of the semester, the students would complete the scale again, in addition to an interview with the teacher and the researcher. The data team would then sort the data to determine the impact of the service learning projects.

Throughout the semester the researcher would also conduct classroom student observations (see Appendix A). Observations and videotaping would provide the opportunity to observe student interactions with the teachers in preparation for each individual service-learning project and the implementation of that project. The written classroom observation tool would consist of 4 general questions that could be answered by anyone conducting the observation, including students. In addition to the observation tool a member of the data team would videotape each service learning activity. The data team would have the opportunity to assess all groups through videotape in the event that they were not in attendance at the various service
learning events. The videotape would be an unbiased source of research. The data team would meet monthly to collect data and adjust programming to meet the needs of the students involved.

At the conclusion of each event the students would have the opportunity for reflection. Reflection might involve the journal writing, group discussions with peers, or celebration activities celebrating the success of the service-learning experience. Upon reflection students could also review the videotapes of the actual service-learning event.

Conclusion

When all of these stages are addresses, everyone involved has the opportunity for personal growth and development. The impact on self-esteem may be difficult to measure, but action is always better than choosing to do nothing at all. Service learning can offer valuable growth and learning opportunities that can take place out of the traditional classroom setting. It allows for students to become active members in the community. Service learning can teach skills that can be carried over to the global workforce of tomorrow. Students have the opportunity to explore careers, help others and develop their own personal skills. If we as educators are developing a global workforce, service learning can be a tool to achieve that goal.
References


from ProQuest (Document ID: 32723576) Web site:

http://proquest.umi.com/pqdweb?did=32723576&Fmt=4&clientId=74379&RQT=309&VName=PQD


Appendix A

CLASSROOM OBSERVATION TOOL

DATE:

Describe Service Learning Activity:

1. What are the skills that are being learned by students involved in the activity?

2. How would this activity connect to a career?

3. What is the need and how are students impacting the community, or world in which they live?

4. What is the emotional impact on the student? (Positives and negatives)
### Rosenberg's Self-Esteem Scale

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I feel that I am a person of worth, at least on an equal plane with others.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. I feel that I have a number of good qualities.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. All in all, I am inclined to feel that I am a failure.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. I am able to do things as well as most other people.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. I feel I do not have much to be proud of.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. I take a positive attitude toward myself.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7. On the whole, I am satisfied with myself.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>8. I wish I could have more respect for myself.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>9. I certainly feel useless at times.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>10. At times I think I am no good at all.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Your score on the Rosenberg self-esteem scale is: ☐.

Scores are calculated as follows:

- For items 1, 2, 4, 6, and 7:
  - Strongly agree = 3
  - Agree = 2
  - Disagree = 1
  - Strongly disagree = 0

- For items 3, 5, 8, 9, and 10 (which are reversed in valence):
  - Strongly agree = 0
  - Agree = 1
  - Disagree = 2
  - Strongly disagree = 3