

**NURGÜL UZUN**

**COMMUNITY SERVICE LEARNING IN  
INTERNATIONAL CONTEXT: A CROSS-CASE  
ANALYSIS**

**A MASTER'S THESIS**

**BY**

**NURGÜL UZUN**

**THE PROGRAM OF CURRICULUM AND INSTRUCTION  
İHSAN DOĞRAMACI BILKENT UNIVERSITY  
ANKARA**

**2016**

**JUNE 2016**



COMMUNITY SERVICE LEARNING IN INTERNATIONAL CONTEXT: A  
CROSS-CASE ANALYSIS

The Graduate School of Education

of

İhsan Doğramacı Bilkent University

by

Nurgül Uzun

In Partial Fulfillment of the Requirements for the Degree of

Master of Arts

The Program of Curriculum and Instruction

İhsan Doğramacı Bilkent University

Ankara

June, 2016

İHSAN DOĞRAMACI BILKENT UNIVERSITY

GRADUATE SCHOOL OF EDUCATION

Community Service Learning In International Context: A Cross-Case Analysis

Nurgül Uzun

June 2016

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum and Instruction.

-----  
Asst. Prof. Dr. Necmi Akşit (Supervisor)

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum and Instruction.

-----  
Asst. Prof. Dr. Tijen Akşit (Examining Committee Member)

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum and Instruction.

-----  
Assoc. Prof. Dr. Perihan Savaş (Examining Committee Member)

Approval of the Graduate School of Education

-----  
Prof. Dr. Margaret Sands (Director)

## ABSTRACT

### COMMUNITY SERVICE LEARNING IN INTERNATIONAL CONTEXT: A CROSS-CASE ANALYSIS

Nurgül Uzun

M.A. in Curriculum and Instruction

Supervisor: Asst. Prof. Dr. Necmi Akşit

June, 2016

Although there are a number of private-schools that implement service-learning activities within the framework of their international curricula, service-learning is a relatively new concept in public schools in Turkey. The purpose of this study is to use cross-case analysis for exploring and analyzing service-learning initiatives conducted in high school contexts in a variety of countries. To this end, the study aims to identify second-order constructs in selected cases relation to purposes, outcomes, challenges, curriculum integration, effects, opportunities, civic-international mindedness, Creativity, Action, Service (CAS) learning aims and outcomes. The study also intends to use multiple conceptual lenses to interpret the cross-case analyses for informing the practice of service learning. To this end, the researcher primarily utilizes Butin's conceptual model to develop third-order constructs. The researcher also uses the concepts stemming from character education to further inform practice, such as values education, social-emotional learning and citizenship education. Findings provide insights into the content, processes and outcomes of service learning.

Key words:service, service learning, Butin's conceptual model, empowerment theory, character education, citizenship education, social-emotional learning, values education

## ÖZET

### ULUSLARARASI BAĞLAMDA TOPLUM HİZMETİ ÇALIŞMALARI: BİR ÇAPRAZ- DURUM İNCELEMESİ

Nurgül Uzun

Eğitim Programları ve Öğretim Yüksek Lisans Programı

Tez Yöneticisi: Yrd. Doç. Dr. Necmi Akşit

Haziran, 2016

Uluslararası müfredatlarının bir parçası olarak toplumsal hizmet çalışmaları uygulamakta olan bazı özel okullar bulunsa da, toplumsal hizmet çalışmaları Türkiye’deki devlet okullarında nispeten yeni bir kavramdır. Bu çalışmanın amacı çeşitli ülkelerde, liselerde uygulanan toplumsal hizmet çalışmalarını çapraz-durum incelemesi metodu ile araştırmak ve seçilmiş olan toplumsal hizmet çalışmalarının amaçlarını, kazanımlarını, karşılaşılan zorlukları, müfredatla olan bağlantılarını, öğrenciler ve toplum üzerindeki etkilerini, sunduğu fırsatları, toplumsal ve uluslararası zihniyetlilik, Yaratıcılık-Hareket-Toplum Hizmeti kapsamındaki amaç ve sonuçlarını ikincil yorumlar üzerinden analiz etmektir. Çalışma, topluma hizmet çalışmalarının uygulanışı ile ilgili bilgi vermek amacı ile çapraz-durum incelemesinin yorumlanması sırasında birçok farklı kavram kullanmaktadır. Bu amaçla araştırmacı üçüncül yorum süreci için öncelikle Butin’in kavramsal modelinden faydalanmaktadır. Araştırmacı topluma hizmet çalışmalarının uygulanışına ışık tutmak amacı ile karakter eğitiminden yola çıkarak belirlenmiş kavramlar olan değerler eğitimi, sosyal- duygusal öğrenme ve vatandaşlık eğitimi kavramlarından da yararlanmaktadır. Bulgular topluma hizmet çalışmalarının içeriği, uygulama süreci ve sonuçlarına dair bilgi sunmaktadır

Anahtar Kelimeler: hizmet, hizmet ederek öğrenme, Butin’in kavramsal modeli, yetkinleştirme teorisi, karakter eğitimi, yurttaşlık eğitimi, sosyal-duygusal öğrenme, değerler eğitimi

## **ACKNOWLEDGEMENTS**

First of all, I would like to express my appreciation and gratitude to my supervisor, Asst. Prof. Dr. Necmi Akşit for the invaluable comments and encouraging my research. I would like to thank Asst. Prof. Dr. Robin Ann Martin for supporting me during my study. Moreover, I would like to thank each of my dear instructors from Graduate School of Education, especially Prof. Dr. Margaret Sands for they gave me the chance of having such an enlightening education, and experiencing memorable moments.

I would like to express my special thanks to my sweet sister Sinem Maden for always being there for me during the difficult years of preparation, and to my precious colleagues and friends who never left me alone during the process.

Finally, I owe my special thanks to my family for always supporting me in every step I take.

## TABLE OF CONTENTS

ABSTRACT .....	iii
ÖZET.....	iv
ACKNOWLEDGEMENTS .....	v
LIST OF TABLES .....	xv
LIST OF FIGURES .....	xx
CHAPTER 1: INTRODUCTION .....	1
Introduction .....	1
Background .....	1
Problem .....	11
Purpose .....	12
Research questions .....	13
Significance .....	13
Definition of key terms.....	14
CHAPTER 2: REVIEW OF THE LITERATURE .....	17
Introduction .....	17
Service learning in education .....	17
History of service learning.....	17
Constructivism and service learning.....	18
Experiential learning and service learning.....	19
Content of service learning.....	20



Context of service learning projects .....	20
Characteristics of service learning projects .....	21
Benefits of service learning .....	23
Service learning standards .....	26
Character education and service learning .....	27
Citizenship education .....	31
<i>Citizenship education and service learning</i> .....	34
Social emotional learning .....	35
<i>Social emotional learning and service learning</i> .....	36
Values education .....	37
<i>Values education framework</i> .....	37
<i>Values education and service learning</i> .....	39
Empowerment theory .....	41
Conceptual models of service learning .....	43
Technical perspective .....	43
Cultural perspective .....	44
Political perspective .....	45
Post-structuralist perspective .....	46
Elements of service learning .....	47
Preparation .....	47
Action.....	48
Reflection.....	48

Demonstration.....	49
Service learning in Turkey .....	49
Service learning as a part of IBDP curriculum in Turkish private schools .....	49
Service learning as a part of revised Turkish national curriculum .....	50
CHAPTER 3: METHOD .....	51
Introduction .....	51
Research design.....	51
Cross- case analysis .....	51
Data collection procedures .....	52
Data analysis procedures .....	53
CHAPTER 4: RESULTS .....	56
Introduction .....	56
List of selected sources.....	56
Purposes.....	58
Adaptation.....	59
Awareness.....	59
Change .....	63
Communication.....	63
Contribution.....	66
Curriculum.....	69
Environmental awareness .....	71
Motivation.....	73

Outcomes .....	73
Adaptation.....	74
Awareness .....	75
Communication.....	79
Contribution .....	82
Curriculum .....	86
Environmental awareness .....	87
Initiative .....	88
Integration.....	88
Motivation.....	89
Personal development .....	90
Challenges .....	94
Anxiety.....	95
Communication.....	96
Creativity .....	97
Dropouts.....	97
Environment.....	98
Implementation of skills .....	99
Interdisciplinary .....	99
Ongoing changes.....	100
Permissions .....	101
Physical labor conditions .....	101

Resources .....	102
Safety .....	104
Technology .....	104
Time .....	106
Curriculum integration .....	108
Curriculum integration.....	108
Opportunities .....	111
Awareness of differences .....	112
Awareness of real life problems .....	114
Communication.....	116
Continuum .....	118
Developing schools.....	119
Real life implementation.....	123
Self-discovery .....	124
Student voice.....	125
CAS learning aims.....	126
Active participants in sustained and collaborative projects.....	127
Aware of themselves as active members of the communities .....	130
Balanced.....	132
Reflective thinkers .....	134
Willing to accepts new challenges and roles .....	136
CAS learning outcomes.....	139

Awareness.....	140
Challenges.....	142
Collaboration .....	145
Commitment .....	147
Ethics .....	149
Experience .....	150
Global issues .....	151
Initiative.....	152
New skills .....	154
Effects on international-mindedness .....	156
Local and global effects.....	157
World citizens.....	158
Effects on civic-mindedness.....	159
Awareness.....	159
Communication.....	162
Community benefit .....	164
Motivation.....	165
Positive impact.....	166
Responsibility .....	167
Effects on citizenship .....	169
Awareness.....	170
Community-citizen engagement.....	171

Contribution to community.....	173
Realization of self-power.....	175
Responsibility .....	177
Student voice.....	179
Butin’s cultural perspective.....	180
Awareness.....	181
Civic-mindedness.....	183
Constructing knowledge .....	184
Engagement .....	185
Meaning making .....	187
Responsibility .....	189
Self-realization.....	191
Sensitivity .....	191
Information construction.....	192
Butin’s technical perspective.....	194
Decision making .....	194
Initiation.....	195
Planning .....	196
Student voice.....	199
Butin’s political perspective .....	200
Border crossing .....	201
Citizenship .....	202

Equality .....	203
Familiarity with society .....	203
Mutual benefits .....	204
Real life situations .....	205
Responsibility .....	206
Role in society .....	207
Role switching .....	208
Tolerance .....	209
Butin’s post-structural perspective .....	210
Identity .....	210
Role- changes.....	212
Self and otherness .....	213
Self-conception .....	214
CHAPTER 5: DISCUSSION.....	216
Introduction .....	216
Overview of the study .....	216
How does cross-case analysis of service learning initiatives inform practice?....	217
Communities served .....	218
Content areas.....	220
Purposes and outcomes .....	222
<i>International and civic mindedness</i> .....	225
Butin’s conceptualization .....	227

<i>Butin's technical perspective</i> .....	228
<i>Butin's cultural perspective</i> .....	229
<i>Butin's political perspective</i> .....	230
<i>Butin's post-structural perspective</i> .....	231
<i>Butin's perspectives and service learning practice</i> .....	232
Character education .....	235
Citizenship education.....	239
Social- emotional learning .....	241
Values education.....	243
Empowerment.....	245
Challenges.....	247
Opportunities .....	249
Curriculum integration.....	252
Implications for practice.....	255
Implications for further research .....	255
Limitations.....	257
REFERENCES.....	259



## LIST OF TABLES

Table	Page
1 Youth outcomes .....	5
2 Three elements of citizenship.....	31
3 List of cases.....	56
4 Adaptation .....	59
5 Awareness .....	60
6 Change.....	63
7 Communication.....	64
8 Contribution .....	67
9 Curriculum .....	70
10 Environmental awareness.....	71
11 Motivation .....	73
12 Adaptation .....	74
13 Awareness .....	75
14 Communication.....	80
15 Contribution .....	83
16 Curriculum .....	86
17 Environmental awareness.....	87
18 Initiative .....	88
19 Integration .....	89
20 Motivation.....	90
21 Personal development .....	90

22 Anxiety.....	95
23 Communication.....	96
24 Creativity.....	97
25 Dropouts.....	98
26 Environment.....	98
27 Implementation of skills.....	99
28 Interdisciplinary .....	100
29 Ongoing changes.....	100
30 Permissions .....	101
31 Physical labor conditions .....	101
32 Resources .....	102
33 Safety.....	104
34 Technology.....	105
35 Time .....	106
36 Curriculum integration.....	108
37 Awareness of differences .....	113
38 Awareness of real life problems.....	114
39 Communication.....	116
40 Continuum.....	119
41 Developing schools .....	119
42 Real life implementation .....	123
43 Self discovery.....	124
44 Student voice.....	126
45 Active participants in sustained and collaborative projects .....	127
46 Aware of themselves as active members of the communities.....	130

47	Balanced.....	132
48	Reflective thinkers .....	135
49	Willing to accept new challenges and roles .....	137
50	Awareness .....	140
51	Challenges .....	142
52	Collaboration.....	145
53	Commitment.....	147
54	Ethics.....	149
55	Experience.....	150
56	Global issues .....	151
57	Initiative .....	152
58	New skills.....	154
59	Local and global effects .....	157
60	World citizens .....	158
61	Awareness .....	160
62	Communication.....	162
63	Community benefit .....	164
64	Motivation.....	165
65	Positive impact.....	167
66	Responsibility.....	168
67	Awareness .....	170
68	Community citizen engagement.....	172
69	Contribution to community .....	174
70	Realization of self-power .....	175
71	Responsibility.....	177

72 Student voice.....	180
73 Awareness .....	181
74 Civic mindedness .....	183
75 Constructing knowledge.....	184
76 Engagement.....	185
77 Meaning making.....	187
78 Responsibility.....	190
79 Self realization .....	191
80 Sensitivity.....	192
81 Information construction.....	193
82 Decision making.....	195
83 Initiation .....	195
84 Planning .....	196
85 Student voice.....	199
86 Border crossing .....	201
87 Citizenship .....	202
88 Equality .....	203
89 Familiarity with society .....	204
90 Mutual benefits.....	204
91 Real life situations.....	205
92 Responsibility.....	206
93 Role in society.....	208
94 Role switching.....	208
95 Tolerance.....	209
96 Identity .....	211

97 Role changes .....	212
98 Self and otherness .....	213
99 Self conception.....	215
100 Communities served.....	218
101 Content areas .....	220
102 Purposes and outcomes .....	222
103 International- mindedness .....	225
104 Civic- mindedness.....	226
105 Butin's perspectives.....	228
106 Challenges .....	248
107 Opportunities.....	249
108 Curriculum integration.....	253
109 Cas learning aims and outcomes .....	254

## LIST OF FIGURES

Figure	Page
1. Positive impacts of service learning practices .....	24
2. Data analysis procedures.....	54
3. Purposes .....	58
4. Outcomes .....	74
5. Challenges .....	94
6. Curriculum integration.....	108
7. Opportunities.....	112
8. CAS learning aims .....	127
9. CAS learning outcomes .....	139
10. Effects on international mindedness .....	156
11. Effects on civic-mindedness .....	159
12. Effects on citizenship .....	169
13. Butin’s cultural perspective .....	181
14. Butin’s technical perspective .....	194
15. Butin’s political perspective.....	200
16. Butin’s post-structural perspective.....	210

# **CHAPTER 1: INTRODUCTION**

## **Introduction**

This chapter aims to present an overview of the study by explaining its background, the problem, the purpose of the study, research questions, significance and limitations as well as the definitions of the key words.

## **Background**

As a trainee teacher, I had a chance to observe and participate in a variety of service learning activities in different contexts including International Baccalaureate (IB) program in some private schools both in Turkey and UK. In these schools, preparation and implementation of service learning activities as well as their purposes and outcomes varied. Additionally, I observed that service activities conducted in different contexts addressed different areas of growth. During my observation, I also realized that teachers and Creativity, Action, Service (CAS) coordinator had difficulty in finding reliable resources and guides to lead and inspire them in terms of planning and implementing service learning processes effectively. My observations and experience inspired me for a cross-case analysis of varying service learning activities conducted in different contexts to identify and analyze planning and implementation processes of service learning as well their influence of on students.

Using service learning in schools as a bridge between community and students has become more engaging in recent years. When service learning is done well, it is

claimed to reinforce the development of democratic values and engaged citizenship (Denby, 2008). In a broad perspective, the process of service learning draws individuals' attention to civic concerns, and motivates individuals to act for community benefit (Clark, 1999).

As well as its positive influence on democratic values, civic engagement and sense of citizenship, service learning have been considered as an efficient medium of academic improvement by schools and benefited as an instructional tool recently.

Furco (1996) presents service learning as a medium that enables students have more authentic experiences and create more concrete notions of what they learn at school.

Service learning has its roots in a variety of theories and frameworks including experiential learning and constructivism which highlight the necessity of action and reflection in the instructional process (Mpofu, 2007). Both experiential learning and constructivism consider education as a journey of personal and meaningful experiences and discovery of knowledge in real life contexts (Dewey, 1938; Kolb, 2015). Similarly, Hoppe and Speck (2014) highlight the power of service learning as a tool which can provide first hand experiences through purposeful activities.

As a multi-dimensional tool to foster both global and local improvement, service learning is offered as a compulsory component of some educational programs such as International Baccalaureate.



The International Baccalaureate (IB) is an international educational foundation which was founded in Geneva, Switzerland in 1968. The IB offers four educational programmes for children aged between 3 and 19 to “help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world” (IBO, 2013a). Beyond offering an internationally acceptable diploma, the IB aims to “create a better world through education” (IBO, 2013a). As explained in its mission statement:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. (IBO, 2013a)

Although it was started as a single program, IB currently offers four different programs including Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (IBDP) and Career Related Certificate for different age groups. In Turkey, the first IB school was authorized in 1994 and currently there are 36 IB world schools offering PYP, MYP or IBDP in Turkey.

As IB intends to balance students’ academic achievements, and physical, artistic and social development, it offers Creativity, Action, Service (CAS) as a compulsory component of its IBDP curriculum. While creativity refers to activities based on arts, that require creative thinking skills, and action refers to physical practices which aims to foster healthy way of life, service focuses on voluntary work which contributes to students’ overall development (IBO, 2012).

CAS offers students the opportunity of enhancing their intra-personal and interpersonal relationships while experiencing different aspects of life and transmitting their academic knowledge into real life situations. As explained in the Creativity, Action, Service Guide students are expected to have a chance to make a decision in choosing their CAS activities and to apply these activities in local and global levels. It means that if possible students should be able to create their personal CAS programs (IBO, 2012), and they should take part in the activities regularly until they complete 150 hours of service in two years with the guidance of a CAS coordinator (IBO, 2012).

As revealed through the expectations of CAS, service learning combines the curriculum taught at school with real life situations by stimulating their deep-rooted caring and interest for their environment (Kaye, 2004). Pritchard and Whitehead (2004) reveal that when the impacts of service learning activities are taken into consideration, it is not surprising to see many schools including elementary, middle and high schools and universities benefiting from service learning to connect academic achievements of students with the real life situations to make the learning process more meaningful. In this sense, service learning is different from any kind of volunteer work or other types of community work as the improvement of individuals is always at the heart of it (Kaye, 2004).

To Pritchard and Whitehead (2004) service learning is structured on four bases:

- Students offer service learning activities to meet real community needs.
- Service learning activities relate to the knowledge and skills that students learn and enhance in classrooms.

- Students reflect on their activities and performances to self- evaluate their achievements.
- Service learning is organized and implemented collaboratively with the community. Structured on these bases, service learning activities are expected to be purposeful and bring out some positive outcomes which are briefly listed in Table 1 prepared by the Center for Youth Development and Engagement in 1997:

Table 1  
Youth outcomes

<p><b>ASPECTS OF IDENTITY: Young people demonstrate a positive identity when they have a sense of personal well- being, and a sense of connection and commitment to others.</b></p> <ul style="list-style-type: none"> <li>• <b>Safety and Structure:</b>it predicts that individuals have safety in this world and some events can be foreseen.</li> <li>• <b>Self- Worth:</b>it predicts that individuals are good hearted and can make positive contributions</li> <li>• <b>Mastery and Future:</b> it predicts that individuals has potential and they can be successful one day.</li> <li>• <b>Belonging and Membership:</b>it predicts that people should mutually value and appreciate presence of each other</li> <li>• <b>Responsibility:</b>it predicts that individuals can take the responsibility of their own decisions and actions, and they can deal with the consequences</li> <li>• <b>Spirituality and Self- Awareness:</b> it predicts that every single person is unique and special; and has a connection with families, cultural groups, communities, higher deities and/or principles</li> </ul>
--

Table 1 (cont'd)

Youth outcomes

<p style="text-align: center;"><b>AREAS OF ABILITY: Young people demonstrate ability when they gain knowledge, skills, and attitudes that prepare them for adulthood.</b></p> <ul style="list-style-type: none"><li>• <b>Physical Health:</b> the ability and motivation to develop a healthy life style for themselves and others</li><li>• <b>Mental Health:</b> the ability and motivation to manage one's personal emotions and to process and reflect on these emotion to develop a healthy mind</li><li>• <b>Intellectual:</b> the ability and motivation to learn in different context through different experiences;to develop higher level thinking skills such as critical thinking, creative problem- solving and expressive skills; and to develop the capacity of individual study</li><li>• <b>Career:</b> the ability and motivation to obtain the skills necessary for employment and identifying the steps required to achieve goals</li><li>• <b>Civic and Social:</b> the ability and motivation to work with others in cooperation for the well-being of community and to develop effective relationships</li><li>• <b>Cultural:</b> the ability and motivation to respect and tolerate differences in community</li></ul>
--

As illustrated in Table 1, service learning has a variety of impacts on student development. Through service learning, students develop their skills, become prepared for many career options related to their experiences, and notice the significance of civic mindedness and acting cooperatively.

As stated before service learning is a multi- faceted notion which addresses several areas of development. As one of the areas of growth, character is defined as a

psychological construct of individuals (Berkowitz & Bier, 2007), and character education is designed as the process of educating individuals socially, ethically and academically by integrating character development into school culture and curriculum. It aims to foster positive character development which means knowing and caring about ethical values like respect, responsibility, honesty, equality and fairness (Lickona, 1991). Shumer, Lam and Laabs (2012) define an interrelated relationship between character education and service learning and explain that service learning can turn into a medium which assists the process of character education.

As well as character education, service learning has a connection to citizenship education. Citizenship education is a compulsory component of the national curriculum in the UK since 2002, and it aims to promote social and moral responsibility, community involvement, active participation and responsible action in community related issues (Birdwell, Horley, Scott, 2013). Citizenship education aims to foster respect for different ethnicities, religions and identities and it encourages students to actively engage with different perspectives, cultures, identities and values ([www.qca.org.uk/curriculum](http://www.qca.org.uk/curriculum)). When the service activities are designed accordingly, service learning can be benefited as a tool to foster individuals' perception of citizenship (Battisoni, 1997).

Similar to character education and citizenship education, social- emotional learning is another area of growth addressed with service learning. CASEL (2016) defines social- emotional learning as the process of improving the skills of realizing ones' own emotions and managing these emotions under different circumstances as well as

empathizing with others and building positive relations with them. As individuals become aware of their emotions, they can set realistic and achievable goals.

Additionally, Education Commission of the States (2003) claims that service learning and social- emotional learning are complementary to each other in terms of their mutual expectations and achievements. They are in a way interdependent and can be combined to foster positive development of students.

Values education which is also known as moral education or ethics education is another area of growth which has connections with service learning. Values education is a term which refers to any kind of school based activities aiming to increase students' understanding, interpretation and appreciation of universal values such as care and compassion, doing your best, fair go, freedom, honesty and trustworthiness, integrity, respect, responsibility and understanding, tolerance and inclusion (Lovat & Toomey, 2009). The studies reveal that there is a dual relationship between values education and service learning. Service learning process can be assisted with a values- rich curriculum while values education can be transformed into a more concrete and applicable process with the integration of purposeful service learning activities (Commonwealth of Australia, 2008).

Similarly, empowerment is promoted by service learning. Empowerment theory refers to a process through which individuals gain power as a result of purposeful activities (Cattaneo & Chapman, 2010). The term not only refers to well-being of individuals but also to improvement of the community as it addresses individuals, groups and organizations which are powerless. By the end of the empowerment process, individuals, groups and organizations get awareness of the power dynamics

in daily life context, they improve their ability to manage their lives, practice the use of these management skills without violating the rights of others, and they contribute to improvement of others in terms of becoming more powerful (McWhirter, 1998). Service learning can be benefited as a tool for empowerment of individuals. Wade (1997) argues that service learning activities offer students an opportunity of experiencing leadership, decision making, taking action and discover the potential they have. It also fosters the practice of reflection and undertaking different roles. Thus, it results with individuals' gaining power (Wade, 1997).

As service learning addresses civic issues, it is crucial to discuss the notion of civic-mindedness to comprehend the nature of service learning. Civic-mindedness is a term which covers all attempts to foster civic engagement addressing social values, psychological traits such as trust and self-esteem, and competencies such as social and civic skills. All kinds of practices such as giving back to community and volunteering, tendency of social support, political interest and the intention to vote in elections are considered as the indicators of civic-mindedness (Bekkers, 2008). Bekkers (2008) also claims that a majority of the students who participate in any kind of service activities reflect the traits of civic-mindedness into their daily life. It indicates that integration of pre-planned service programs can help schools in terms of fostering civic-mindedness.

Similarly, Metz and Youniss (2003) argue that engaging youngsters with curriculum integrated service practices during their academic life results in volunteering for further civic activities such as taking part in voluntary works, having voice in civic issues and voting in the elections.

Schmidt, Shumow and Kackar (2007) also depict that service learning contributes to improvement of civic efficacy which refers to an individual's realization of his own potential and power to have voice and effect on community related issues; and to improvement of civic knowledge which refers to an individual's awareness of state related issues.

International- mindedness which is another term to be discussed to fully understand service learning practice is at the heart of International Baccalaureate and it is an essential principle of its educational perspective. It refers to students' understanding and interpretation of language and culture, and communication in terms of intercultural relations and global engagement. The purpose of becoming international-mindedness is to gain different perspectives, values and traditions and to establish a sense of global identity (IBO, 2014).

Service learning is offered in different contexts by various types of schools and is applied in a wide variety of ways in terms of content, planning, implementation, evaluation and guidance provided as well as its connection to schools' curriculum (Bekkers, 2008). While there is so much to learn from each initiative, or case, there are also many lessons to be drawn from multiple cases.

Cross-case analysis is "a [qualitative] research method that can mobilize knowledge from individual case studies" (Khan & VanWynsberghe, 2008, p.12). Cross-case analysis of service activities conducted in different contexts with a variety of variables might provide insight into service learning practices in terms of their



contents, purposes, outcomes as well as the opportunities these practices offer and the challenges faced.

Learning through cross-case analysis empowers the learner to access the experience of others and thus, to extend their personal experience. ... Cases represent rich holistic examples of experience, ... [and] can construct and yield meaningful linkages... (Khan & VanWynsberghe, 2008, p.16)

There are many service-learning initiatives, some provided under the umbrella of character education or citizenship education, and some others under social-emotional learning or values education. However, they are labeled they tend to use similar, if not the same, theoretical or conceptual framework. Thus, any service learning initiative, and its impact on students, might be interpreted from the standpoint of the labels attested.

### **Problem**

Service learning is a medium which encourages students to make a difference in the society, enables them to develop their engagement to the community, and discover their potential to contribute by serving to meet community needs. Benefiting from service learning in schools as a meaningful link between community and students has gained significance in recent years. When service learning is organized and implemented in a well-structured way, it is claimed to enhance the development of democratic values and engaged citizenship in students (Denby, 2008). It offers students the opportunity of becoming more familiar with their community and reinforcing their self-perception of citizenship.

Although service learning is widely implemented in America and Europe, it is a recent and hardly known concept in Turkey. Even though it has gained significance

in Turkish education system recently, there have been very few studies in Turkey dealing with procedures, reasons and outcomes of service learning activities on students' improvement (MONE, 2013).

Another problem is the lack of the studies which provide information about the process of service learning. As most of the studies conducted around the world focus on the theoretical framework of service learning rather than its implementation, there is inadequate information to guide students, educators, administrators and CAS coordinators (Kaye, 2004).

Thus, to guide practice there is need to identify and explore multiple studies or cases which examine the preparation and implementation process, the purposes, outcomes and effects of service learning on students' development as well as the curricular links, opportunities and challenges of service learning processes in different contexts. The researcher believes conceptual lenses could be used to provide more insight into service learning initiatives, and to inform practice.

### **Purpose**

This study intends to use cross-case analysis to explore and analyze service-learning initiatives conducted in high school contexts in a variety of countries. To this end, the study aims to identify second-order constructs in selected cases in relation to purposes, outcomes, challenges, curriculum integration, effects, opportunities, CAS learning aims and outcomes.

The study also intends to use multiple conceptual lenses to interpret the cross-case analyses for informing the practice of service learning. To this end, the researcher primarily utilizes Butin's conceptual model to develop third-order constructs. The researcher also uses the concepts stemming from character education to further inform practice.

### **Research questions**

This study intends to answer the following questions to explore, and gain insight into, service learning:

1. How does the cross-case analysis of high school level service-learning initiatives inform practice?
2. How does Butin's service-learning model facilitate the interpretation of the cross-case analysis of service learning initiatives?
  - 2.1. How does technical perspective inform practice?
  - 2.2. How does cultural perspective inform practice?
  - 2.3. How does political perspective inform practice?
  - 2.4. How does post- structural perspective inform practice?
3. How does the concept of character education facilitate the interpretation of the cross-case analysis of high school level service-learning initiatives, and inform practice?

### **Significance**

Although there are a number of private-schools that implement service-learning activities within the framework of their international curricula, service-learning is a relatively new concept in public schools in Turkey. The study will provide

background into the concept of service learning, and various theoretical frameworks that could be used to further explore the concept. It will also analyze many cases conducted within the context of service learning, and provide insights into the content, processes and outcomes of service learning. The study, therefore, be beneficial to teachers, curriculum planners, service-learning coordinators, and school principals when they plan and implement effective service-learning programs and activities.

The study uses the cross-case analysis method, and multiple theoretical lenses, to interpret cases, -service learning initiatives-, and to inform practice in relation to the content, processes and outcomes of service learning. The study will also benefit the researchers in terms of how the cross-case analysis method could be used for identifying second-order constructs, and how theoretical lenses could be instrumental in developing third-order interpretations.

### **Definition of key terms**

International Baccalaureate Organization (2013) defines International Baccalaureate Diploma Programme (IBDP) as “an academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students” (IBO, 2013a). Creativity, Action, Service (CAS) is a compulsory part of the IBDP and it emphasizes the significance of real life experiences which complement the academic studies provided at school with personal and meaningful experiences (IBO, 2012).

Creativity component includes a variety of arts activities and the students' demonstration of their creativity through designing and implementing service projects. Action includes both students' participation in individual and team sports, and joining expeditions, local and international activities. Service includes activities such as helping children who do not have equal chances with others or supporting people with different needs (IBO, 2012).

Empowerment is a medium which combines individuals' skills, expertise and developmental attempts with a larger social reform. It turns personal well-being and growth into a more fostering social and political growth by enabling individuals to gain power (Perkins & Zimmerman, 1995).

Citizenship education is a process which aims to raise individuals and citizens who are active in making decisions about societal issues, are aware of the institutions belong to that society and of the laws that apply to that society (UNESCO, 1998).

Character education is a notion which embraces any purposeful activity teaching individuals about human values such as honesty, equality and freedom; and it aims to raise moral individuals (Berkowitz & Bier, 2007).

Values education which is considered as a supplementary component of schooling is a medium that aims to bring a holistic approach to education by fostering intellectual, physical, moral, spiritual and aesthetic development of individuals (Lovat, 2000).

Civic mindedness is an individual's motivation to engage with any activities or attempts which have concerns in terms of well-being of his/her community or of humanity in a broader sense (Bekkers, 2008).

International mindedness is an umbrella term for multilingualism, multiculturalism and global engagement is a perspective which requires individuals to have a broader vision of the world, and consideration and appreciation of international issues (IBO, 2013b).



## **CHAPTER 2: REVIEW OF THE LITERATURE**

### **Introduction**

This starts with background information about service learning, and it will make connections with service-learning and the following concepts: character education, citizen education, social emotional learning, values education, empowerment theory. It will then provide information about conceptual models, discussing Butin's perspectives. Finally, it will present the elements of service learning.

### **Service learning in education**

#### **History of service learning**

The relationship between education and community service has venerable theoretical roots. Many philosophers dealing with education have claimed that the main aim of education is to raise citizens who are motivated to serve the community (Hoppe & Speck, 2004). Plato and Aristotle envisaged schooling as a means which seeks to raise moral people who are both knowledgeable and willing to profit the knowledge by using it for the common good (Hoppe & Speck, 2004). This argument finds a place in modern philosophies of education as well. The classical liberal thinkers including John Locke, Immanuel Kant, John Stuart Mill and Jean- Jacques Rousseau support the idea of integrating the concept of values and citizenship into education, and educating for accomplished and caring social integration (Hoppe & Speck, 2004). This distinctive perspective to education reinforces the idea that education should not only put emphasis on facts and theories but also acquisition of essential moral principles and the development of citizens who are willing to act on these principles.

However, while these classical theories identify community service as the purpose of education, the idea of service learning as a part of education and its integration into curriculum is rather new and related to John Dewey's theories about experiential learning.

### **Constructivism and service learning**

Although service learning is not claimed to be directly derived from constructivist philosophy, John Dewey's principals of experience, inquiry and reflection are the crucial bases that shape and reinforce service learning activities. Similar to constructivist philosophy, service learning also questions in what ways service learning is educative (Dewey, 1938). Differently from traditional educational theories which focus on the memorization of scientific facts in a classroom disconnected from real world problems, Dewey argues that the main aim of reasoning is to solve the problems around us. He claims that when a person does not encounter with any challenges and feels comfortable about the world around him, that person does not benefit from critical thinking (Dewey, 1938). When a learner who is subjected to experiential learning is compared to a passive learner who only gets second hand information, it is observed that direct experience and in-context action are more valuable and influential in the learning process (Kolb, 2015).

Similarly, for Dewey, the acquisition of the knowledge should occur in concrete, real life situations so that students can obtain the knowledge in the real life contexts and internalize its meaning by observing or experiencing its usefulness. When individuals are given the opportunities of applying the concepts they are taught in accordance with a curriculum, they obtain first hand experiences which enable them to



internalize the concepts and knowledge they are presented, and thus schooling crosses the borders of traditional education and turns into a much more comprehensive and meaningful process (Hoppe & Speck, 2004).

However, Dewey states that although the most effective knowledge comes through experience, it does not mean that all experiences are truly educative. The experiences of students should lead them to critical thinking, analyzing and applying their knowledge into real life situations. The role of the teacher is to offer the students opportunities of experiences which enable them to internalize and apply what they learn in different and more complex situations. As service learning is based on real social problems and expects students to find solutions to problems they face, or fill a gap in their community by benefitting from what they learn at schools, this type of education can be considered as a Deweyan pedagogical method. For Dewey, the students' initiative to find solutions for community problems leads to the gradual development of citizenship as well for students to begin to consider themselves as active and contributing members of their society (Hoppe & Speck, 2004).

### **Experiential learning and service learning**

As a result of their experience-driven nature, experiential learning and service learning are interwoven terms which consider the unique experiences of learners as their primary source and fall into a contrasting side when compared to behavioral learning theories. "The emphasis on the process of learning as opposed to the behavioral outcomes distinguishes experiential learning from the idealist approaches of traditional education and from the behavioral theories of learning created by Watson, Hull, Skinner, and others" (Kolb, 1984, p. 27). The process of experiencing

rather than simply reading, writing or observing is considered to be nurturing learning abilities. Differently from behavioral learning, in both experiential learning and service learning students actively take part in or observe multiple cases and they increase their awareness of different aspects of life. They use the steps of critical thinking; and they analyze different situations, ask questions, reflect on their experiences in different conditions and finally have a chance to transfer what they learn in a certain situation to another situation. Thus it turns into a lifelong learning process (Kolb, 1984).

Briefly, the way both experiential and service learning put the learner in the center of the learning process as the first hand subjects of the actions enables learners to obtain knowledge and practice it in the real world context.

### **Content of service learning**

#### **Context of service learning projects**

Even though service learning is based on the *experience*, research mostly fails in focusing on the meaningful real world experiences. Combining personal, academic and other learning with real world context is the essence of service learning. Yet, to consider an experience as meaningful, it is essential to take the context into consideration in which the experience occurs, and how students obtain knowledge through experience and build on it (Hetch, 2003).

The context of service learning is a broad term which might refer to “where service learning occurs, who participates, the training received, the reflective activities, and a wide range of other features (Hetch, 2003, p. 28). As service learning can take place

in many different places, and can be implemented in a variety of different forms, it is necessary to evaluate and interpret service learning activities within their own, unique contexts.

### **Characteristics of service learning projects**

Service learning is a teaching and learning strategy that combines purposeful service with instruction to diversify and reinforce the learning experience and to teach civic mindedness (McCormick, 2009). Through service-learning, students from kindergarteners to college students have the opportunity to practice what they learn at school to find a solution to authentic problems. In such a setting, they not only learn how to apply their knowledge, but also become actively participating citizens and community members.

Although service learning activities can be conducted in different forms, regardless of the type of the activities, service learning projects share common characteristics (Eyler & Giles, 1999). Most of the well-planned service learning projects (NSLCH, 2013):

- Are cooperative rather than competitive
- Reinforce skills related to teamwork and community involvement and citizenship
- Are motivating, positive and meaningful
- Focus on authentic and complex problems
- Assist students for using their thinking skills and transferring their knowledge in real life situations
- End in social, emotional and cognitive learning and development

Service learning practices contribute to advancement of young people by turning them into active volunteers rather than passive observers of the issues. Thus young people are favored as problems solvers in their society (Canadian Alliance for Community Service Learning, 2016). To enable this transformation, service learning practices are expected to be structured on some key characteristics which can be discussed under three embracing terms including learning, service and critical components which support learning and service.

In terms of learning, all effective service learning activities are supposed to set clear goals which require the application of learned concepts and skills into real life experiences, and thus give students an opportunity of constructing knowledge. Students are also expected to undertake new challenges by engaging in activities which push them cognitively and developmentally. Finally, effective service learning practices benefit from assessment to improve student learning and evaluate students' use of skills and concepts.

In terms of service, students are supposed to participate in service learning activities which meet the needs of community and have positive outcomes for themselves and their environment. As well as the evaluation of student learning, the evaluation of the quality of the service practices is also a must-have in all effective service tasks.

Finally, in terms of critical components which support learning and service, effective service learning gives maximum voice to students in initiating, planning, implementing and evaluating the service tasks. They welcome diversity, and foster communication and interaction with the community. Students are also expected to be

clearly aware of their missions and roles (Canadian Alliance for Community Service Learning, 2016).

### **Benefits of service learning**

As a highly favored experiential pedagogy, service learning is a frequently studied research area especially in Europe. The studies of service learning implementations at schools mostly focus on the following benefits (University of Minnesota's Community Service-Learning Center, 2013);

- Minimizing cultural differences and arousing empathy
- Citizenship awareness and community engagement
- Decreasing school dropout rates
- Increasing school engagement and improving academic success
- Contribution to future career opportunities
- Social- emotional development
- Moral development
- Institutional development and school improvement

Similarly, when the characteristics of positive youth development are taken into consideration, it is observed that they are in accordance service learning. Positive youth development is structured upon the following principles:

- It is a planned and purposeful process which fosters positive development of young people.
- It avoids risky behaviors by drawing youngsters attention to positive actions.
- Every single young person has potential for positive improvement.

- Positive youth development enables young people enjoy their teen years and foster their development for a healthy, balanced and happy life.
- Although positive youth development is organized by teachers, coordinators or other adults, youngsters are the ones who are active in the process.
- Positive youth development supports leadership, yet also appreciate active participation and contribution for positive development.
- Positive youth development requires collaboration with families, schools and other community partners (Youth.gov, 2016).

Roehlkepartain and Scales (2007) illustrate the positive impacts of service learning practices as in the diagram given below:

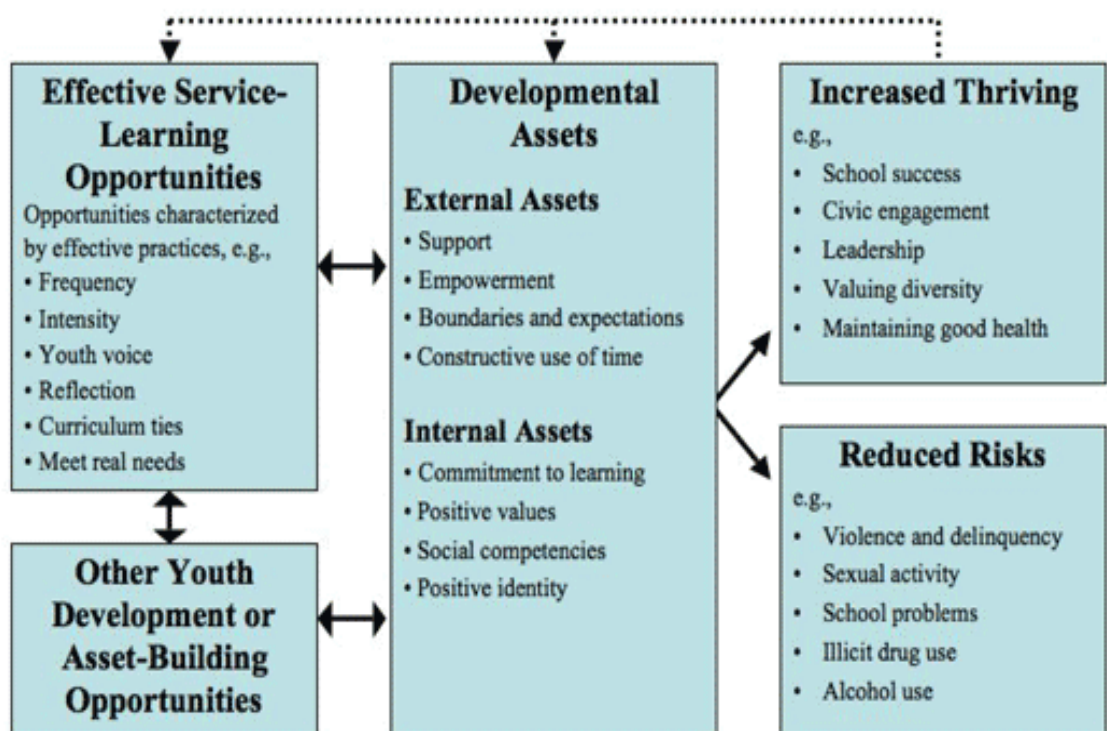


Figure 1. Positive impacts of service learning practices

The figure shows that effective service learning activities can lead to positive outcomes as they foster positive outcomes and reduce the amount of risky behaviors (Roehlkepartain & Scales, 2007). Roehlkepartain and Scales (2007) consider these positive outcomes as opportunities for positive youth development. They claim that by offering youngsters different contexts and letting them take power in terms of making contributions to these contexts, a mutual growth of both individuals and contexts can be triggered. Similarly, by providing a stimulus-rich environment which will bring out the good in them by drawing their attention away from their problems, risky behaviors can be eliminated. To this end, they highlight the significance of community work to offer such an environment (Roehlkepartain & Scales, 2007).

Kaye (2004) describes service learning as an instrument for students, teachers, administrators and community partners which offers meaningful ways to act together with a shared interest and mutual benefits. Students take advantage of service learning projects academically, socially and emotionally. They advance their skills, trace many career options related to their experiences, and begin to appreciate the significance of civic mindedness and actively contributing to their society. On the other hand, service learning does not only offer benefits for students. Teachers may also make connections with the instruction process in schools and the real life situations outside of the school (Kaye, 2004). They can collaboratively work with their colleagues and community partners to plan out effective and engaging curriculum which enables students to learn in a meaningful context. School administrators can observe the improvement of their staff and students as they improve their characters in a positive way in the community.

Finally, community partners can be provided with the help they need by the contribution of the students taking part in service learning activities. Kaye concludes that advocacy of youngsters will both reform the society and enable them to consider themselves as knowledgeable and equipped youngster who can come up with beneficial and creative solutions to community problems (Kaye, 2004).

### **Service learning standards**

Service learning practice should meet some standards to achieve its purposes. The standards for purposeful and transformative service learning activities are grouped and discussed under eight titles by Billig and Weah (2008). The first standard addresses the time spent on the activities and the depth of activities. To meet the expected outcomes both in terms of student development and community improvement, service learning activities should have a continuum and enough time should be spent on the identification of the community needs, preparation, application and reflection processes.

Secondly, service learning practice should have connections with the curriculum to enable the achievement of curricular goals and internalization and application of information and skills.

Cooperation with different collaborators including teachers, families, community organizations and companies is another standard to engage different groups of people in the activities with the same purposes and to enable effective communication among them.



Meaningful service is yet another crucial standard for quality service practices. With meaningfulness Billig and Weah (2008) refer to age-appropriate, personally valued and appreciated activities which also have achievable and observable outcomes.

Next standard is about having voice in the process. This standard requires individuals' active participation in every single step of activities. Thus it improves students' ability in decision making.

The standards also place emphasis on diversity, which necessitates that service learning activities should be planned in a way to broaden students' perspective, foster their respect and empathy for differences among people and cultures.

Another standard requires service learning process to include a variety of reflection tools at different points of the activities to improve students' higher level thinking skills, the quality of the service they offer and to understand the connection between their personal experiences and social transformation. Finally, evaluation of the progress is a crucial standard to achieve the personal and communal goals of service activities and to present visible evidence for the achievements.

### **Character education and service learning**

Berkowitz and Bier (2007) explain character education as a communal act which cherishes ethical, sensitive and decision-making individuals by offering good models and teaching moral character through showing global values. They explain that character is a psychological frame and effective character education results in psychological improvement of students.

To Bier and Berkowitz (2007), character education programs are composed of content and pedagogical elements; and community service and service learning are categorized under pedagogical ones. In their report they depict that when the students are engaged in community work and service learning activities, they show a higher achievement in terms of character improvement as well as higher academic performance. They point out that such high achievements are observed as a result of meaningful and high quality service tasks and nurturing communities which enable effective communication.

Berkowitz (2009) identifies five key components for ideal character education. These components are prioritization of character education, relationships, intrinsic motivation, models of good characters and empowerment of participants. Prioritization character education refers to a school atmosphere which gives significance to character education. Relationships refer to communication of different groups which is supposed to be nurturing for both parties. Intrinsic motivation is related to personal goals and it should be more favored when compared to extrinsic motivation. When it comes to models, they are expected to be positive role models which are aimed to be developed in students. Finally, empowerment refers to the power obtained by individuals during the process by taking responsibility, having voice and decision making.

Effective character education should be built on some key principals. These principals are defined by *Character Education Partnership* (Character Education Partnership, 2016) as the following:

Effective character education;

- fosters main ethical values as the seed of good character
- considers “character” as a broad term which refers to thinking, feeling and behavior
- benefits from an extensive, purposeful, and active approach to character development
- offers a sensitive school environment
- offers students opportunities of moral action
- offers a relevant and challenging curriculum which addresses all kinds of learners, improves their character, and enable them succeed
- seeks to contribute students’ self- motivation
- engages the school staff with the character education and strives to show commitment to the same values
- enhances leadership and long-term support of the character education acts
- engages families and community members in the character education as active participants of the process
- evaluates the school environment, the school staff and the students in terms of character education.

Similar to Character Education Partnership’s principles, Lickona (1991) explains that harvesting good character is a long process which requires time, planning, learning and applying . As character refers to different aspects of an individual’s personality such as psychological, cognitive, emotional and behavioral facets, it should be structured on some principals. To him, service learning programs need to considered as a part of positive character development process.

When the aspects addressed with character education and the principals which character education is structured upon are taken into consideration, there seems to be overlapping sides between character education and service learning such as including thinking, feeling and behavior; providing students with opportunities of moral action, offering students a meaningful and challenging curriculum which welcomes all kinds of learners, striving for student motivation, and engaging community members as partners in the process.

Noddings (2008) explains the integration of thinking, feeling and behavior as stating that underestimating the real life skills and needs such as communication, caring for earth and interpreting the outer world is a detriment to both individuals and society. These skills which are crucial for real life must be valued and appreciated as they contribute to character development (Noddings, 2008). Noddings underline another educational goal which is not only aimed by character education, but also by service learning as democratic citizenship and states that it is necessary to encourage students to appreciate flexibility, desire for lifelong learning, collaboration, the skills of problem solving, honesty and critical thinking as these are the competencies which will provide high quality standards of life (Noddings, 2008).

Another aspect of both character education and service learning is explained by Damon (2008). He reveals that schools are supposed to meet the expectations in terms of preparing students for efficient citizenship, and they must do it in the same standards with their academic expectations. As well as the other areas of learning, grasping the significance and requirements of dedicated citizenship and active participation should be encouraged (Damon, 2008).

Zmuda (2008) highlights another commonality between character education and service learning as stating that by the end of both of these processes students will have learnt how to deal with ambiguity, frustration and leaving off. They will have realized that commitment and faith bring the pleasure, tolerance and unexpected learning outcomes (Zmuda, 2008).

Service learning practices are cooperative and motivating in their nature. They create positive impacts in a meaningful context. Thus they improve students' skills in terms of group work, community involvement, and citizenship drawing students' attention to authentic and complex problems. Similar to character education, service learning process results in social-emotional and cognitive learning and development.

### **Citizenship education**

A *citizen* is a responsible member of a political society, which is identified by a number of rights and obligations. Citizenship also indicates a bond between individual and states as they have mutual rights and obligations (Heywood, 1994). Similarly, Marshall (1950) defines citizenship as a member's full participation in community issues, and he structures citizenship on three elements (Table 2):

Table 2  
Three elements of citizenship

Citizenship	Descriptions	Institutions
Civil rights	Rights crucial for individual freedom – liberty of the person, freedom of speech, thought and faith, the right to own property and to conclude valid contracts, and the right to justice.	Courts of justice

Table 2 (cont'd)  
Three elements of citizenship

Political rights	Right to participate in the exercise of political power, as a member of a body invested with political authority or as an elector of the members of such a body.	Parliament and councils of local government
Social rights	The right to a modicum of economic welfare and security.	Educational system and social services.

EACEA (European Commission Directorate-General for Education and Culture) explains that as societies have transformed recently, so has the idea and act of citizenship (2005). Citizenship is not limited with nationality any more. It has turned into a concept which addresses a more amicable existence in the local, regional, national and international community (European Commission, Directorate-General for Education and Culture, 2005).

Based on the definition, it can be claimed that the term *responsible citizenship* refers to the issues of democracy and human rights, equality, active participation in civic issues, tolerance of diversity and social justice (European Commission, Directorate-General for Education and Culture, 2005) and the practice of citizenship changes according to life styles and to the context of relationship.

Regardless of label used, character education and citizenship education use similar, if not the same methods and theoretical justifications. Citizenship education has been put into practice in Europe since 1998, it has been formally introduced in some countries and of concern in others. "The European Union has advocated active

citizenship and participatory democracy to promote ‘Europeanness’, to counter democratic deficit, and to contribute to multiple and nested identities” (CICE, 2016). European Commission and Directorate-General for Education and Culture (2005) defines *citizenship education* as the education given to students at school in order to improve them as citizens who aim to become active and responsible citizens willing to make a contribution to the enhancement and well-being of the community in which they live (European Commission and Directorate-General for Education and Culture, 2005).

In the Citizenship Programme which is a part of National Curriculum of UK, the significance of *citizenship education* is explained as qualifying individuals with the information, competencies and thinking to take responsibility in civic issues. It is the process of heartening them to engage in communal issues and learning their rights, obligations and freedoms. Individuals learn to actively participate in civic movements related to their communities and they develop their sense of respect for national, religious and ethnical diversities (Rgs.org, 2016).

The EPPI-Centre, which is a specialist center in the UK for developing methods for systematic reviewing and synthesis of research evidence, and developing methods for the study of the use research, has identified three aims for citizenship education: moral and social development of students, political literacy and community involvement (EPPI Centre, 2016).

Moral and social development of students refers to growing realization of and respect for oneself and others, obtaining social and moral responsibility, learning to feel

responsibility for others, developing a sense of solidarity, the construction of values which respect different social perspectives and points of view, developing the skills of listening and resolving conflicts peacefully, contributing to a peaceful environment, and developing more effective strategies against racism and xenophobia.

Political literacy embraces becoming knowledgeable about social, political and civic institutions, also about human rights, living harmoniously together, familiarization with social issues and current social problems, teaching young people about national constitutions in order to prepare them to practice their rights and responsibilities as citizens, appreciation of cultural and historical heritage as well as cultural and linguistic diversity of society.

Lastly, community involvement addresses enabling students to become more active in the community at international, national, local and school levels, giving them opportunities of practical experience of democracy at school, improving their ability to engage with each other, encouraging students to develop projects with other organizations such as community partners, public institutions and international organizations, and projects with other communities (European Commission, Directorate-General for Education and Culture, 2005).

#### *Citizenship education and service learning*

Practicing social and moral responsibility and community engagement is difficult to practice in classroom settings as such settings are mostly useful for theoretical learning. To cross the borders of theoretical learning which is limited with classroom



or school settings, a supplementary element of citizenship is to add to the curriculum to be practiced in different contexts (Birdwell, Horley & Scott, 2013). As experiences are at the heart of service learning and students are engaged with purposeful, real life activities which foster social, emotional, occupational, and academic aims while enhancing communities, it can be practiced in connection with citizenship education in outer contexts (Jerome, 2012). A combination of service learning with citizenship education can result with successful achievement of active citizenship goals fostering a new civic responsibility in younger generations (Birdwell, Horley & Scott, 2013).

### **Social emotional learning**

Social and emotional learning (SEL) is the process of obtaining and applying the knowledge and skills which are required to know one's emotions and to manage them, as well as to set and attain goals, to empathize with others, to build relationships with others and to take responsibilities (BFIS, 2016). Berkowitz and Bier (2007) regard social-emotional learning as a character education program element. Social emotional learning is structured on the perspective of providing supportive relations which promote challenging, engaging and meaningful learning contexts. Social and emotional skills are crucial in becoming knowledgeable individuals and citizens. When students' social emotional skills are reinforced through purposeful activities in and out of the classroom, risky behaviors such as bullying, use of drugs and school dropout are minimized (CASEL, 2016).

The aim of education is not only to raise individuals who are knowledgeable, reflective and willing to adopt the perspective of lifelong learning, but also to raise socially and emotionally well-developed, respectful, open-minded individuals who

can make a contribution to advance their society with their skills, behaviors and ethical values (Elias, Fredericks, Greenberg, O'Brian, Resnik, Weisberg & Zins, 2003).

To develop such traits, Collaborative for Academic, Social, and Emotional Learning (CASEL) has identified five core competencies for social emotional learning which are self-awareness, self-management, social awareness, relationship skills and responsible decision making. Self-awareness refers to an individual's competence in recognizing his/her emotions and thoughts and their effects on his/her behavior. Self-management is related to one's ability in managing his/her feelings such as stress, motivation, concentration, setting and attaining goals. Social awareness refers to the ability of empathizing with others, and being open to diversity in terms of social background, ethnicity, culture and ethics. As a complementary trait, relationship skills are one's competence in establishing good relationships with different individuals and groups which requires effective communication, active listening, collaboration, resisting inappropriate social pressure, negotiation, and seeking and offering help when necessary. Finally, responsible decision making addresses an individual's adequacy in making positive choices about personal and social interactions which are taking ethical standards, safety concerns, communal norms, the objective evaluation of outcomes of various actions, and the wellness of self and others into consideration (Casarino & Weisberg, 2013).

### *Social emotional learning and service learning*

When the competencies that social emotional learning aims to foster are taken into consideration, it can be realized that social and emotional learning and service-

learning have a reciprocal relation with different proponents, research studies and participants. Yet they share a common desire for the good students, schools, and community; their relations and mutual interests are highly noticed (Fredericks, 2003).

Taking the research and experience into consideration, it can be claimed that effective service learning contributes to social emotional learning, and social emotional learning skills enhances students' abilities as active servers. When combined, the effects of service learning and social emotional learning can be more influential and long lasting (Fredericks, 2003).

### **Values education**

In general sense values can be defined as “the principals and fundamental convictions which act as general guides to behavior, the standards by which particular actions are judged as good or desirable” (Halstead& Taylor, 2000, p. 174). However, the concept of values education is not very much different from character education in terms of content coverage, methodology and theoretical framework (Berkowitz & Bier, 2007). For example, they both aim to instill such values as honesty, responsibility and respect for others.

#### *Values education framework*

In 2004 the Australian Government committed funding for a multi-dimensional values education initiative which is designed to support Australian schools in implementing the National Framework for Values Education in Australian Schools - the National Framework. The process of teaching values which is named as *values*

*education* is explained by Australian Government Department of Education, Employment and Workplace Relations as school-originated activities which enhance students' perception and interpretation of values, and which strengthen the abilities and positions of students to encourage them to depict certain values as a part of a wider community (Commonwealth of Australia, 2008).

Supporting the initiative of values education at Australian schools, The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) has identified seven guiding principles (2016). According to these principles, effective values education:

1. has a clear cut purpose of education which fosters care, respect, and collaboration and values the diversity of Australian schools,
2. depicts the values of the school and the society in which it is based and reflects these persistently in the operation of the school,
3. benefits from partnership with the students, families and the school community, as part of a whole school approach to educating students and strengthening their flexibility,
4. is offered in a secure and encouraging atmosphere in which students are heartened to find out their own, their schools' and their communities' values,
5. is offered in accordance with a curriculum which provides the needs of students,
6. points out specifically determined and achievable outcomes,

7. is delivered by knowledgeable and experienced teachers who can benefit from a variety of different techniques and technologies (Curriculum Corporation, 2003).

The National Framework for Values Education in Australian School has also identified nine values which are to be achieved through values education. These are sensitivity, trying to do the best, fairness, freedom, honesty and trustworthiness, integrity, respect, responsibility, and understanding, tolerance and inclusion (Commonwealth of Australia, 2008).

Proponents of values education claim that schools should offer students the opportunity of observing and experiencing these personal and societal values through specifically designed programs (Curriculum Corporation, 2003), and service learning can be an effective tool to observe, obtain and practice these values in different contexts.

#### *Values education and service learning*

When the values such as caring for others, respect and responsibility, understanding and tolerance, and inclusion which are aimed to be taught to students are taken into consideration, service learning can be a supportive method to use in integration with a values-rich curriculum content (Curriculum Corporation, 2003).

Brady (2010, p.216) highlights the parallels between values education and service learning, and draw attention to how they are complementary to each other by comparing these two terms.

- Values education helps students' understanding and application of the values, and service learning challenge students' thinking and perceptions. It encourages them to reconsider their knowledge, skills, pre-conceptions and assumptions.
- While values education points out the values of the school community and implements these values in the school setting, service learning offers the chance of finding out their own values as individual as well as the achieved values, and put these values into practice in different settings.
- Both values education and service learning practices require partnership and are conducted in relationship with students, staff, families, school community and other community partners.
- Values education is delivered in a safe and encouraging learning environment in which students are encouraged to find out their own values as well as their schools' and community's values. Similarly, service learning practices take place in a collaborative, open and trusting environment, and reflection process helps students to realize their own values with the values of their community as well.
- Both values education and service learning activities are designed by professionals to achieve the expected learning outcomes.
- Both values education and service learning processes engage students in meaningful, relevant and age appropriate activities to meet individual needs of the students.
- Finally, both values education and service learning benefit from regular monitoring and assessment of the processes to check the achievement of the pre-set goals.

The commonalities between service learning practice and values education process shed a light to their complementary nature, and point at how they can be used as integrated methods to improve students both personally, socially and academically.

### **Empowerment theory**

Empowerment is a notion which connects individuals' strengths, talents and desire to help others to socially change. Berkowitz (2011) identifies empowerment as an effective practice in character education. It combines individual's well-being with community's well-being (Perkins & Zimmerman, 1995). To Cattaneo and Chapman (2010), empowerment is essential in improving human lives. It highlights the social, political and material resources, and injustice in the community, and draws attention to the power of individuals and communities, and to the improvement of individuals and communities through positive change (Zimmerman, 2000). Perkins and Zimmerman explain that empowerment "compels us to think in terms of wellness versus illness, competence versus deficits, and strength versus weaknesses" (Perkins & Zimmerman, 1995, p. 570- 571).

Cattaneo and Chapman (2010) identify the key concepts of empowerment process as listed below:

- Identifying personally valid and power-oriented goals
- Self- adequacy
- Knowledge
- Expertise
- Action
- Effect

Identifying personally valid goals is necessary because individuals are engaged with and committed to the process as much as they attribute meaning to it. Similarly, they are mostly motivated when they have power-oriented goals which can foster individuals' impact on community engagement including the communication among individuals, between the system and individuals (Cattaneo & Chapman, 2010, p. 652). Self-efficacy which can be defined as an individual's power or capacity is another crucial concept in empowerment process as the process contributes to enhancement of it (Kroecker, 1995). Yet another crucial point in empowerment is knowledge as it helps to "how to" phase of the implementations (Cattaneo & Chapman, 2010, p. 653). Competence as well is equally significant in terms of yielding new perceptions of personal strengths and weaknesses. Finally, action and impact are other outstanding concepts of empowerment. To obtain goals, individuals are supposed to take action. The action is pre-planned, designed through some specific aims and motivated by personal significance of those goals. Additionally, it is put into practice with faith in achieving the goals and with knowledge and skills to act (Cattaneo & Chapman, 2010). Impact of the action is as significant as the action itself as it includes the assessment of the process, and refers to individuals' realization of their personal power on the addressed issues.

#### *Empowerment theory & service learning*

Zimmerman and Perkins (1995) reveal that taking part in community organization for the common good of the society can be an option for individuals and for their empowerment process. Service learning benefits students by inculcating a sense of empowerment (Fox, 1994). Service learning activities can contribute to individuals' improvement of self-efficacy, knowledge, competence, and their ability to set



personally meaningful and power- oriented goals. As empowerment points out collaborative response and links between social institutions at a societal level, there is a reciprocal relationship between them (Perkins& Zimmerman, 1995).

### **Conceptual models of service learning**

It is necessary to identify different perspectives to clarify the hypothesis and inferences of service learning for each perspective which renders service learning in its unique way. In this sense, the theory and practice of service learning can be conceptualized through four lenses as technical, cultural, political and post-structuralist perspectives (Butin, 2003).

#### **Technical perspective**

In educational renewal technical perspective refers to modification in terms of its features and components, and its creation and presentation as a technology (Hargreaves, Earl & Schmidt, 2002). This point of view has a significant place in the field of service learning and focuses on the meaningful links between service learning activities and their outcomes. It is claimed that “service learning has been shown to enhance, among other things, students’ personal efficacy and moral development, social responsibility and civic engagement, and academic learning, transfer of knowledge, and critical thinking skills” (Butin, 2003, p. 1679). Through service learning activities, students learn collaboration and communication (Annette, 2006). The shared beliefs and mutual goals of students in terms of the activities they participate in reinforce their skills of cooperation and interaction and contribute to their characters as responsible and interdependent citizens. Student voice in the organization of the activities and projects also advances their perception of

leadership by offering students opportunity of leading a process which eventually contributes to their community (Clearly & Simons, 2006). To achieve this, service learning programs focus on some collective characteristics regardless of the academic discipline including arrangement of the context, scheduling the time, the extend and frequency of reflection, foreseen effects of the service, and students' engagement with individuals and community groups of different backgrounds (Butin, 2003). When each linkage of the whole process is examined well, the best practice and achievements of service learning is possible.

### **Cultural perspective**

Instead of highlighting innovation, cultural perspective focuses on individuals' own way of meaning making which was termed as constructing "webs of meaning" by Geertz (1973, p. 5). In this meaning making process, students could discover themselves as a part of both local and global groups. "A cultural perspective –at both micro/individual and macro/societal level- is thus concerned with normative questions of acculturation, understanding, and appropriation of the innovation" (Butin, 2003, p. 1680). From micro/individual perspective, service learning contributes to students' development of civic mindedness which refers to individuals' awareness of and sensitivity to community needs and problems, and their competency and motivation to serve the community to fulfill its needs and find a solution to its problems (Chi, 2000). As service learning activities offer students a chance to face with different facets of the community and become aware of many people in need of help and support, from macro perspective, service learning is also an effective tool to enhance the citizen- community engagement by resulting in the promotion of citizens' sense of community and civic engagement, and democratic

reforms. Sense of community is related to individuals' sense of responsibility to community as people who contribute to its improvement. This kind of responsibility motivates individuals to act in a way to contribute to well-being of the community (Chi, 2000). As service learning activities enable students to realize their own potential to contribute to the society, they reinforce the tie between students and community.

Moreover, from micro perspective, service learning activities contribute to the students' self-realization and tolerance of differences. They improve students' perception of morality and increase their awareness of social incidents. In that way service learning can be considered as a certain medium to achieve specific aims and the outcomes of service learning are embedded in the course of service (Butin, 2003).

### **Political perspective**

“A political perspective is most concerned with issues of competing constituencies and how these issues are manifest through power (im)balances, questions of legitimacy, allowed or silenced perspectives, and negotiations over neutrality/objectivity” (Butin, 2003, p. 1681). From a political perspective, education turns into a cooperative endeavor between students and teachers through which information is formulated not found (Butin, 2003). The interaction between two parties offers a chance of “border crossing” by enabling the students, teachers, and community partners to question the ruling powers who draw the lines of access to knowledge and power (Butin, 2003, 1681). As a result, instead of focusing on service learning as a medium to regenerate the society, a political perspective focuses on how service learning influences the monopolizing power among divergent

individuals, groups, and organizations (Butin, 2003), and thus how it enables building better citizens. Serving individuals or community is not only about doing good deeds or about feeling good. It is a vision based on civic responsibility and citizenship (Barber, 1998). When appropriately planned and effectively promoted with the pedagogy, service learning is an ideal medium to enable students to fulfill the needs of community by transferring their knowledge and skills into new situations and reflecting on their experiences throughout these services. By releasing knowledge from the boundaries of classrooms and moving it to a more factual platform, service learning stands as a driving force in deepening student knowledge and enabling them to become more familiar with the community, thus it raises better citizens as it encourages students to answer the question which are directed with a political perspective such as who are active and powerful and who are not, who are the decision makers and which criterion are used to make decisions, who mostly takes advantage of these decisions and who suffers from them. (Chapman& Westat, 1999).

### **Post-structuralist perspective**

A post- structuralist perspective questions to what extent service learning strengthens or weakens communal standards of being and thinking. “A post-structuralist perspective suggests that service learning is a site of identity construction, destruction, and reconstruction with profound consequences of how we view the definitions and boundaries of the teaching process” (Butin, 2003, p. 1684). From this angle, it questions limits of service learning in terms of backing the concepts of teaching, learning; and the perception of self and others. It questions if service activities maintain or destruct the roles of learners- teachers, and served- server.

(Butin, 2003). Students can search the answers to these questions and as a result, they can build a self- concept in time while constructing, destructing, and reconstructing their identity. Additionally, when students actively take part in social activism and conduct their own projects to serve community, such activities shape students' future decisions and attitudes by enabling them to build a better self- concept by realizing their potential to make a difference in their community (Morgan & Streb, 2001). The interaction between students while working on their service learning projects influences their self- concept as more competent and efficacious individuals.

### **Elements of service learning**

The process of service learning consists of four essential steps; preparation, action, reflection, and demonstration (Kaye, 2004). All of these steps are interrelated and contribute to the success and effectiveness of the process.

#### **Preparation**

All kinds of service learning activities require a preparation to some extent. This preparation process includes identifying a problem situation or a need, researching and discussing that problem/ need, and planning how to act in order to find a solution. With the help of their teachers or coordinators, the students focus on a significant yet manageable need of the society. Then, the investigation phase starts and the students read, search and brainstorm about the problem or need to become familiar with its nature. This practice enables students to understand and analyze the problems as it triggers experiential learning and high level thinking skills (Kaye, 2004). This first step sets up a substructure for the second step which is action.

## **Action**

When the preparation phase is completed effectively and purposefully, students can powerfully act to help the community and contribute to a solution of the problem or meeting the identified community needs (Kaye, 2004). The activity or the project in question could be a short term or a long term project, yet it still requires the same sensitivity and care while planning and applying. The students become more actively involved in the action phase. They keep fostering their knowledge as they get in touch with new people and engage with their environment in many ways (Kaye, 2004). In the action phase, the students have an opportunity of experiencing and observing the direct impacts of their attempts and they might feel beneficial to their community as a member of it. Putting their plans into action helps students find out and make use of what is hidden in them: ideas, motivation, skills, information, passion, and caring for others and their environment (Kaye, 2004). The process of action leads to reflection as the next step of service learning. Although, they can be considered as separate components, action and reflection are closely interrelated because without reflection, action does not meet the expected outcomes, and without action reflection is just limited with activism. And reflection without action is just verbalism so they should be used as a combination in the service process (Rhoads, 1997).

## **Reflection**

Service without reflection cannot serve the future, cannot serve the community beyond the present, and in essence it fails as community service. Community service is about improving community for today and tomorrow. This means that service projects should benefit from reflection to push individuals to recognize various forces

that may find solutions to problems such as homelessness, poverty, and economic imbalances (Rhoads, 1997). As an essential part of service learning, reflection increases the students' awareness and personal development as it builds a bridge between learning and experience. Through reflection, the students realize how the knowledge and skills they learn at school can be relevant to real life situations. While the students are in action, they may fail to notice the deeper impacts of the process. Reflection enables students to go back to action process and explore their feelings, thoughts and changing attitudes with an outsider's perspective (Kaye, 2004).

### **Demonstration**

The last step of service learning process is demonstration which is crucial to present evidence for student achievements during the service activities (Kaye, 2004). By presenting what they have accomplished during service learning activities through presentations, the students may find a chance to share their knowledge with others and they can also self-reflect and notice their own achievements. The demonstration part of service learning is also crucial for the appreciation of student initiative and contribution. When the attempts and effort is appreciated, it motivates students to continue the process (Kaye, 2004).

## **Service learning in Turkey**

### **Service learning as a part of IBDP curriculum in Turkish private schools**

The International Baccalaureate Diploma Programme (IBDP) is a curriculum which intends to enhance students' intellectual, social- emotional and physical development by offering Creativity, Action and Service (CAS) as one of the three compulsory components of its core curriculum. As a part of CAS, 30 private schools

implementing IBDP in Turkey organize activities for service learning. IBDP students are expected to complete balanced hours of service in two years with the guidance of a CAS coordinator (IBO, 2012).

### **Service learning as a part of revised Turkish national curriculum**

With some new regulations in 2008, the state schools in Turkey have started to implement service learning as a part of their curriculum. According to the regulations first, second and third grade students have 5 hours of activity; fourth, fifth, sixth, seventh and eighth graders have 10 hours; preparatory class students and ninth, tenth, eleventh and twelfth graders have at least 15 hours of service learning activities in a year. Service activities are defined by a committee at the beginning of the year (MONE, 2013).

Even though service learning has gained significance in the Turkish education system recently, there are limited studies focusing on service-learning in general and procedures, reasons and outcomes of service learning activities in particular.



## **CHAPTER 3: METHOD**

### **Introduction**

This chapter aims to explain the research design, and provides details as to data collection and analysis procedures. It provides background information about cross-case analysis, and explains the purpose of adopting cross-case analysis to analyze and interpret the findings of the study.

### **Research design**

#### **Cross-case analysis**

Miles and Huberman (1994) define the method of comparing and synthesizing at least two cases as cross-case analysis or cross-case synthesis, which necessitate the exploration of patterns, similarities and differences. The method of cross-case analysis focuses on commonalities and differences in the events activities and processes (Khan & VanWynsberghe, 2008). To Khan and VanWynsberghe (2008, p. 12), cross-case analysis is “a [qualitative] research method that can mobilize knowledge from individual case studies”. Flyvbjerg (2006) asserts that case-based research is conducive to generating theory offers as it offers context-dependent in-depth rich data.

Case studies often are considered blunt as they do not present a broad representation of the relevant information. In such cases cross-case analysis is favored as a method which takes out data from different case studies (Khan & VanWynsberghe, 2008).

Cross-case analysis explores real life connections which are too complicated to identify in a single study. Moreover, use of a multiple-case analysis increases the validity and generalizability of the findings (Lee & McGuiggan, 2008). Cross-case analysis tends to provide a broader perspective, explores real life connections which are too complicated to identify in a single study and allows room for new understandings (Lee & McGuiggan, 2008).

Cross-case analysis broadens the researcher's expertise, triggering the researcher's imagination, creating new questions, bringing new dimensions to discussion, offering alternatives, and constructing new perspectives (Lee & McGuiggan, 2008).

Multiple-case analysis gives researchers power to lay out the different compositions of factors which might have influenced the outcomes of the case, dig for or compose an explanation to reveal why one case is different or the same as the others, and to interpret perplexing or unique findings (Khan & VanWynsberghe, 2008).

As a multiple-case or cross-case study strategy shows the random links in real-life situations which are too complicated for a single survey (Yin, 1994), working on multiple cases can offer explanations and test them systematically (Miles & Huberman, 1994).

### **Data collection procedures**

To identify and collect the relevant data focusing on planning and implementation of service learning, and its impacts on students' improvement, the researcher first looked into major databases, such as EBSCOhost, ERIC, ProQuest.

Yet, almost all of the studies focused on the theory of service learning rather than its implementation. Only a few of them explained the planning and implementation processes in primary or middle school contexts.

The researcher decided to explore some journals including cases in high school context, and identified an information rich journal entitled *Community Works Journal*, published by *Community Works Institute*, which offered cases and information regarding steps taken (Community Works Institute, 2013).

As a result, the researcher identified 22 cases on the whole: 5 of these cases were discussed in journal articles, 15 of them were presented as exemplars. The researcher also decided to include 2 cases she was involved at a private IB Diploma school in Turkey.

### **Data analysis procedures**

The researcher first classified and categorized the findings. To create a database, the researcher used Microsoft Excel, categorizing sources around the key concepts of context, served and topic (Figure 2). Keeping these key concepts as the base of the study, the researcher classified each case in terms of purposes, outcomes, challenges, opportunities, curriculum integration, CAS learning aims, CAS learning outcomes, effects on international- mindedness, effects on civic-mindedness, effects on citizenship, Butin's technical perspective, Butin's cultural perspective, Butin's political perspective and Butin's post-structural perspective.

The researcher prepared conceptually ordered cross-case content analytic summary tables (Given, 2008 ). The tables focused on each of the concepts included in the database, allowing the researcher to concentrate on recurring patterns rather than specific cases.

CONTEXT	SERVED	TOPIC	PURPOSES
Nursing Home at Goffstown	Elderly People	The aging process and different mental and physical challenges of old age.	*to socialize with the elders
Nursing Home at Goffstown	Elderly People	The aging process and different mental and physical challenges of old age.	*to play games with them
Nursing Home at Goffstown	Elderly People	The aging process and different mental and physical challenges of old age.	*to observe them
Nursing Home at Goffstown	Elderly People	The aging process and different mental and physical challenges of old age.	*to talk to the nurses about the problems elders have
Nursing Home at Goffstown	Elderly People	The aging process and different mental and physical challenges of old age.	*to give a presentation to the class
The Bolster Reservoir	Local People	Providing water source for the local community	*to take an active role in understanding around the natural environment
The Bolster Reservoir	Local People	Providing water source for the local community	*to document the changes in the ecology and biodiversity of a local landmark
The Bolster Reservoir	Local People	Providing water source for the local community	*to understand the natural environment around
The Bolster Reservoir	Local People	Providing water source for the local community	*to educate the people about the natural resource of the Bolster Reservoir
The Bolster Reservoir	Local People	Providing water source for the local community	*to actively involve teenagers as educators and advocates for the environment
The Bolster Reservoir	Local People	Providing water source for the local community	*to create community and scientific image and informational archive of this historic site and resource.

Figure 2. Data analysis procedures

Next, the researcher derived, what Schutz (1971) calls, second order interpretations from each case to analyze and synthesize their characteristic features. For instance, the purposes of each case are identified and noted as second order interpretations.

Then, the researcher used the models of service learning, and the concept of character education in general as lenses to analyzed the second-order interpretations and to generate third-order constructs in relation to the content, processes and outcomes of service learning initiatives.



## CHAPTER 4: RESULTS

### Introduction

This chapter presents the outcomes of the analysis of the cases, introducing second-order interpretations organized around different aspects of service learning practices.

### List of selected sources

Table 3 presents the list of cases included in the study. There are twenty-two cases on the whole. Twenty of these studies are online resources; one of them is a first-hand observation and one of them is an interview report.

Table 3  
List of cases

Case	Place
Nursing home- Goffstown	United States of America, New Hampshire
Water source for local community- The Bolster Reservoir	United States of America, Vermont
Creating sustainable communities- Harwood Union High School	United States of America, Vermont
Local education- Spaulding High School	United States of America, New York
Community day-IT Academy of Spaulding High School	United States of America, New York
K-buddies-Thetford Academy	United States of America, Vermont

Table 3(cont'd)  
List of cases

Operation Day's work-Thetford Academy	United States of America, Vermont
The aerial classroom- Columbus County	United States of America, North Carolina
Documentary project-Bellow Falls High School	United States of America, Vermont
House building (Habitat for humanity)- Rock Point School	United States of America, Vermont
The YES project- Spaulding High School	United States of America, New York
STEM in action-Juda High School	United States of America, Wisconsin
The Collserola Park environmental project- The Collserola Park, Barcelona	Spain
Sharing to learn-American School of Barcelona	Spain
The Greau project-Mecanita School in La Tabatiere, Lower North Shore of Quebec	Canada
The Montvert Hotel brochures- The Montvert Hotel	France
Rhino conservation-Botswana	Botswana
Collaborative CAS service project- Pathways World School	India
Tutoring- Jakarta	Indonesia
Footy 4 Freedom	Mozambique

Table 3 (cont'd)

List of cases

Rehabilitation-Ankara Medicine and Physical Rehabilitation Hospital	Turkey
Village school project- Bilkent Laboratory and International School	Turkey

### Purposes

Purposes are the main aims of an activity which are aimed to be achieved by the end of the service projects. The researcher identified the following nine aspects of purposes among the twenty-two service cases she analyzed (Figure 3).

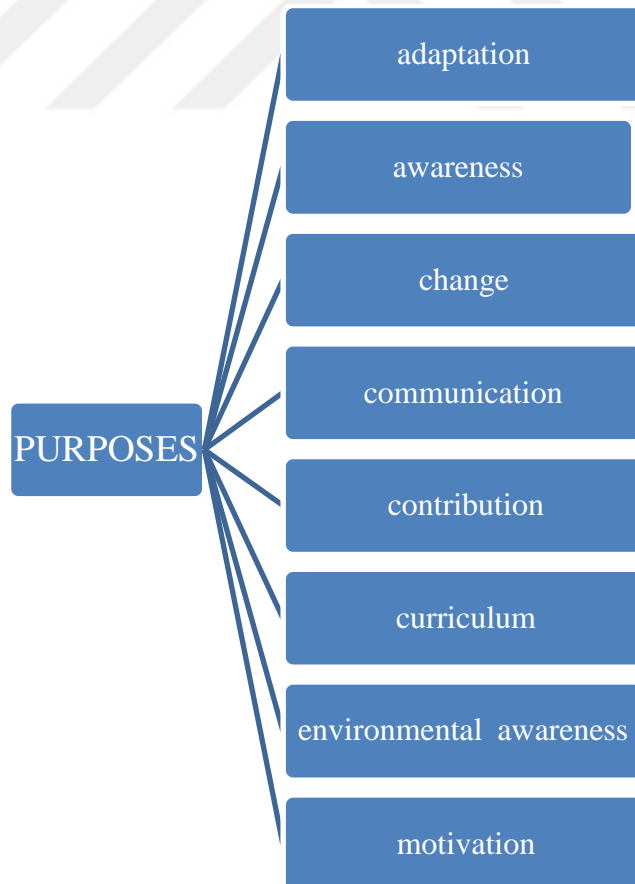


Figure 3. Purposes



## Adaptation

The first aspect of purposes is adaptation which refers to the process of changing to be able to fit in new circumstances. The data about adaptation are given in Table 4.

Table 4  
Adaptation

Case	Communities Served	Service	Purposes
Thetford Academy	Kindergarten Students	Finding fund for the supplies of the kindergarten students	to overcome the struggles of transition
			to make kindergarteners ready to read and write

In Table 4 there is only one context with the same topic of finding funds for kindergarten students in Thetford Academy. While one of the purposes of the activity is to overcome struggles of transition from preschool to primary school, the other is to make kindergarteners ready to read and write through adaptation (Table 4).

## Awareness

Awareness which refers to the state of being knowledgeable about a certain issue is the second aspect of purposes. According to the analysis of the cases that focus on the purposes of the service activities, nine out of twenty-two cases explored the aspect of awareness in their service process (Table 5).

Table 5  
Awareness

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Purposes</b>
Spaulding High School	Local Community	Improving local education	to demonstrate problem solving skills through analysis of survey data
Harwood Union High School		Creating sustainable communities	to increase the awareness of students about community related issues
			to create sustainable communities
			to draw students' attention to various aspects of the local and global community
IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using a computer	to have students realize the extent of their skills and knowledge
Thetford Academy	Kindergarten Students	Finding fund for the supplies of the kindergarten students	to meet the community needs
	Kids in the Rainbow House Orphanage	Fund raising for aid to developing countries	to help kids at Rainbow House Orphanage
			to learn how to help respectfully
			to recognize and affirm the common experiences as human beings

Table 5 (cont'd)  
Awareness

Bellow Falls High School	Community Elders	Preparing a local documentary on the Depression Era	to instill a sense of pride in place and in students
Spaulding High School	Women in Prison	Engaging the youth with women in prison	to help students realize the importance of decision making
The Collserola Park, Barcelona	Urban Park	Raising the students' awareness of their environment	to raise students awareness in terms of the environment
Colombus County, North	Students themselves	Observing the community from a dual, unique perspective (the aerial classroom)	to observe the community from a dual, unique perspective: through interviews, photographic portraits and landscapes completed in small towns and farms near the school
			to develop an appreciation of everyday sight
Botswana	A species endangered	Raising fund and drawing attention to a species which is endangered (rhino conservation)	to create awareness of the importance of rhino conservation
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school	to enable the students realize the life conditions in different parts of Turkey

In table 5, of the ten studies highlighting the awareness aspect of purposes, the case at Spaulding High School creates awareness through demonstrating problem solving skills with the analysis of survey data while they are working to improve local education; the case at Harwood Union High School increases the awareness of students about community related issues, creates sustainable communities and draw students' attention to various aspects of the local and global community. At the IT Academy of Spaulding High School students increase their awareness by realizing the extent of their skills and knowledge in computing. At Thetford Academy students meet the community needs, help kids at an orphanage, and thus they learn how to help respectfully, and recognize and affirm common experiences as human beings. The case at Bellow Falls High School creates awareness as it instills a sense of pride in place and in students. Another case at Spaulding High School creates awareness by helping students realize the importance of decision making while they are working with women in prison. The case at The Collserola Park increases students' awareness in terms of environment. The case at Columbus County creates awareness by enabling students to observe community from a dual, unique perspective and to develop an appreciation of everyday sight. The case in Botswana creates awareness by showing the importance of rhino conservations while raising fund and drawing attention to endangered species; and finally in a village school in the Eastern part of Turkey awareness is created by enabling students realize the life conditions in different parts of Turkey. When the table is taken into consideration, it can be inferred that students' awareness is increased in both personal and societal terms (Table 5).

## Change

The term change refers becoming different after a certain process. According to the analysis of the cases that focus on the purposes of the service activities, one out of twenty-two cases explored the aspect of change in its service process (Table 6).

Table 6 presents the data about change.

Table 6  
Change

Case	Communities Served	Service	Purposes
Thetford Academy	Kids in the Rainbow House Orphanage	Fund raising for aid to developing countries	to gain enough knowledge to educate themselves and others to become global citizens
			to make a difference for themselves and others

In table 6 of the nine studies highlighting the aspect of purposes, only one context which is Thetford Academy is found to be focusing on the notion of change.

Thetford Academy fosters the notion of change by giving the students the purpose of enabling themselves gain enough knowledge to educate themselves and others to become global citizens, and thus making a difference in their community for themselves and others (Table 6).

## Communication

Communication which means the process of sharing mutual information is another aspect of the purposes analyzed. According to the analysis of the cases that focus on the purposes of the service activities, seven out of twenty-two cases explored the

aspect of change in their service process. Table 7 presents the data about communication.

Table 7  
Communication

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Purposes</b>
Nursing Home at Goffstown	Elderly People	The aging process and different mental and physical challenges of old age.	to socialize with the elders
			to play games with them
			to observe them
			to talk to the nurses about the problems elders have
			to give a presentation to the class
Spaulding High School	Local Community	Improving local education	to work and communicate effectively in teams
IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using a computer	to provide the basics of using a computer to community members
			to put 1st year IT Academy students in the role of teacher and mentor
			to bring people together
The Montvert Hotel	The Hotel	Preparing a brochure to introduce the Montvert Hotel	to prepare a brochure to introduce an old hotel to the community
			to improve the communication skills

Table 7 (cont'd)  
Communication

Spaulding High School	Women in Prison	Engaging the youth with women in prison	to engage young students with women prisoners
			to develop students' communication skills
			to improve the ability of empathy
A Cancer Center in Jakarta, Indonesia	Kids with cancer	Teaching kids with cancer and spending time with them	to amuse the kids who stay in the cancer center
			to make the kids socialize
Ankara Physical Medicine and Rehabilitation hospital, Turkey	Disabled children	Serving and amusing disabled kids	to engage students from different backgrounds with disabled kids
			to cross the borders of the students' isolated lives
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school	to enable students communicate with people from different backgrounds
			to develop students' decision making and collaborative working skills

In table 7, of the seven studies highlighting the aspect of purposes, Nursing Home at Goffstown enables communication by giving students the purposes of socializing with elders, playing game, observing them, talking to the nurses about the problems of elders and making presentations to their classes. At Spaulding High School, the students are encouraged to communicate with the purposes of working and communicating effectively in teams, providing the basics of using computer to community elders, engaging young students with women prisoners, developing students' communication skills and improving the ability of empathy. At IT Academy of Spaulding High School, the students are stimulated with the purposes of taking the role of the teacher and mentor to coach community members and bringing people together. At The Montvert Hotel the students prepare brochures to introduce an old hotel to the community and improve their communication skills. At a Cancer Center in Jakarta the students are given the purposes of amusing the kids who stay in the cancer service and making them socialize. At Ankara Physical Medicine and Rehabilitation Hospital the students work with the purpose of engaging with disabled kids from different backgrounds and crossing the borders of their isolated lives. Finally, at a village school in the Eastern part of Turkey students work with the purpose of developing decision making and collaborative working skills. Based on the table it can be claimed that the activities which require more socializing and one to one interaction serve to communication aspect of purposes (Table 7).

### **Contribution**

Contribution means to help for the production or improvement of something or someone. According to the analysis of the cases that focus on the purposes of the



service activities, nine out of twenty-two cases explored the aspect of contribution in their service process (Table 8).Details regarding contributions are given in Table 8.

Table 8  
Contribution

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Purposes</b>
Rock Point School	Elderly People in Tennessee	House building (Habitat for humanity)	to complete the roof of a habitat home under construction
			to meet the needs of a group in the community
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)	to produce green energy to reduce energy cost at school
			to make a contribution to the community
American School of Barcelona	Students Students	Language assistance	to have a positive impact on the society
			to make the world a better place
Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden	to serve the community by establishing an environmentally friendly hydroponic garden
Botswana	A species endangered	Raising fund and drawing attention to a species which is endangered (rhino conservation)	to raising fund for a breeding scheme for the black rhino
			to help the plight of rhino in Botswana and consequently in sub Saharan Africa

Table 8 (cont'd)  
Contribution

Pathway World School in India	A village school and its students in India	Making the environment of village schools conducive for learning	to decrease the school dropout rates of girls by improving the facilities of village schools around
			rebuilding girls' toilets
			repair and paint furniture
			plant saplings
A Cancer Center in Jakarta, Indonesia	Kids with cancer	Teaching kids with cancer and spending time with them	to teach the kids who have limited opportunities
			to improve the kids' academic knowledge
Mozambique	A small school in Mozambique serving AIDS orphans	Fund raising for aid to developing countries	to support a school serving AIDS orphans
			to improve the educational infrastructure of the school in Mozambique
Ankara Physical Medicine and Rehabilitation hospital, Turkey	Disabled children	Serving and amusing disabled kids	to make a change in disabled kids' lives

In Table 8, of the nine cases focusing on the contribution aspect of purposes, Rock Point High School focuses on the purposes of completing the roof of a habitat home under construction and meeting the needs of a group in the community. At Juda High School the students are provided with the purposes of producing green energy to reduce energy cost at their school and making contribution to their community. At American School of Barcelona, the students aim to have a positive impact on the

society and make the world a better place. At Mecanita School in La Tabatiere students have the purposes of serving the community by establishing an environmentally friendly hydroponic garden. In Botswana the students are given the purposes of raising fund for a breeding scheme for the black rhinos and helping the plight of rhino in Botswana and consequently in sub Saharan Africa. At Pathway World School in India students have the purpose of decreasing the school dropout rates of girls by improving the facilities of village schools around, rebuilding girls' toilets, repairing and painting the furniture and planting saplings. At a cancer center in Jakarta, students aim to teach kids who have limited opportunities and to improve the kids' academic knowledge. In Mozambique students are given the purposes of supporting a school serving AIDS orphans and improving the educational infrastructure of the school. As seen in the table supporting individuals or groups develops the contribution aspect of purposes (Table 8).

### **Curriculum**

Curriculum refers to all the subjects studied at a school. According to the analysis of the cases that focus on the purposes of the service activities, three out of twenty-two cases explored the aspect of curriculum in their service process. The data about curriculum are given in Table 9.

Table 9  
Curriculum

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Purposes</b>
Spaulding High School	Local Community	Improving local education	to analyze the data collected through phone interviews with the alumni
			to improve the quality of the ongoing curriculum
			direct application to school improvement
			to have students voice in the curriculum
			to use graduate survey data to improve the education and school environment
			to learn the fundamental concepts of descriptive and inferential statistics
The Collserola Park, Barcelona	Urban Park	Raising the students' awareness of their environment	to carry learning from classroom to a certain place in the outer world
Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden	to apply the skills learnt at school into the real life conditions

In Table 9 of the three cases focusing on the curriculum aspect of purposes, at Spaulding High School the students have the purposes of analyzing the data collected through phone interviews with alumni, improving the quality of the ongoing curriculum, directly contributing to the school improvement, having voice in the

curriculum, using the graduate survey data to improve education and school environment and learning the fundamental concepts of descriptive and inferential statistics. At The Collserola Park the students work with the purpose of carrying learning from classroom to a certain place in the outer world, and at Mecanita High School with the purpose of applying the skills they learn at school into the real life conditions. As only 3 of 22 cases have shown curriculum integration, it can be claimed that curriculum integration is not so common in service activities (Table 9).

### **Environmental awareness**

Environmental awareness refers to an individual's consciousness of environmental needs and problems. According to the analysis of the cases that focus on the purposes of the service activities, three out of twenty-two cases explored the aspect of environmental awareness in their service process. The data about environmental awareness are given in Table 10.

Table 10  
Environmental awareness

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Purposes</b>
The Bolster Reservoir	Local People	Providing water source for the local community	to document the changes in the ecology and biodiversity of a local landmark
			to understand the natural environment around
			to educate the people about the natural resource of the Bolster Reservoir

Table 10 (cont'd)  
Environmental awareness

			to actively involve teenagers as educators and advocates for the environment
			to create community and scientific image and informational archive of this historic site and resource
Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden	to decrease the environmental impact from the transportation of food into the village
Pathway World School in India	A village school and its students in India	Making the environment of village schools conducive for learning	protecting existing trees

In Table 10, of the three cases focusing on the environmental aspect of purposes, at the Bolster Reservoir the students are given the purpose of documenting the changes in the ecology and biodiversity of a local landmark, understanding the natural environment around, educating people about the natural resource of the Bolster Reservoir, actively involving teenagers as educators and advocates for the environment, and creating community and scientific image and informational archive of this historical site and resource. At Mecanita School the students work with the purpose of decreasing the environmental impact from the transportation of food into the village. Finally, At Pathway World School the students aim to protect existing trees (Table 10).

## Motivation

Motivation means the need or urge to do something. According to the analysis of the cases that focus on the purposes of the service activities, two out of twenty-two cases explored the aspect of motivation in their service process. The data about motivation are given in Table 11.

Table 11  
Motivation

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Purposes</b>
Thetford Academy	Kids in the Rainbow House Orphanage	Fund raising for aid to developing countries	to have meaningful work with clear goals
Bellow Falls High School	Community Elders	Preparing a local documentary on the Depression Era	to overcome ageism by connecting high school students and community elders

In Table 11, of the two cases focusing on the motivation aspect of purposes, at Thetford Academy the students are given the purpose of having meaningful work with clear goals, and at Bellow Falls High School the students are encouraged with the purpose of overcoming ageism by creating a connection between themselves and community elders (Table 11).

## Outcomes

Outcomes refer to the expected results of an activity. The researcher identified the following ten aspects of outcomes among the twenty-two service cases she analyzed (Figure 4). Each aspect of outcomes is represented through one table.

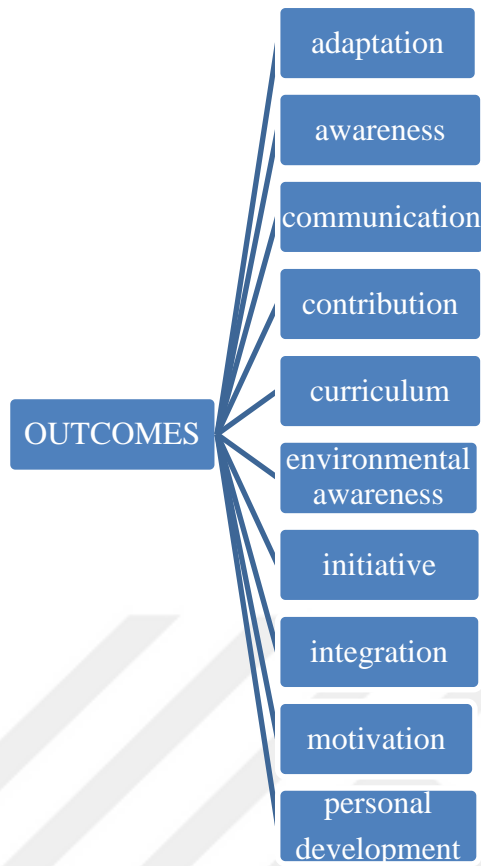


Figure 4. Outcomes

### **Adaptation**

According to the analysis of the cases that focus on the outcomes of the service activities, one out of twenty-two cases explored the aspect of adaptation in their service process. Details regarding adaptation are given in Table 12.

Table 12  
Adaptation

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Outcomes</b>
Thetford Academy	Kindergarten Students	Finding fund for the supplies of the kindergarten students	High risk kindergarteners improved their literacy readiness



In Table 12, at Thetford Academy improvement of the literacy readiness of high risk kindergarteners is observed as the adaptation related outcome of the case (Table 12).

### Awareness

According to the analysis of the cases that focus on the outcomes of the service activities, fifteen out of twenty-two cases explored the aspect of awareness in their service process. The data about awareness are given in Table 13.

Table 13  
Awareness

Case	Communities Served	Topic	Outcomes
Nursing Home at Goffstown	Elderly People	The aging process and different mental and physical challenges of old age.	Students increased the awareness of service learning in the community
The Bolster Reservoir	Local People	Providing water source for the local community	Students became familiar with the biodiversity around their community
			the community saw the potential of this reservoir as an interesting learning site
			The community saw students as potential information resources within the community
Harwood Union High School	Local Community	Creating sustainable communities	Students became aware of with the idea of sustainable community

Table 13 (cont'd)

Awareness

IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using a computer	Students realized their own effect on meeting the community needs
			Students evaluated their own performance in achieving IT lesson aims
			Community members had a chance to see what is done in other departments of the academy
			Students appreciated the skills they have
Bellow Falls High School	Community Elders	Preparing a local documentary on the Depression Era	Youngsters found that they had more in common with the elders: both groups were struggling for independence and respect
		Preparing a local documentary on the Depression Era	Students appreciated what they had when compared to elders
Rock Point School	Elderly People in Tennessee	House building (Habitat to humanity)	Students realized and addressed some significant issues
Spaulding High School	Women in Prison	Engaging the youth with women in prison	Students learnt about 'others' in the society
			Students learnt they could be helpful to adults

Table 13 (cont'd)

Awareness

American School of Barcelona	Students	Language assistance	Students who served realized how they could make a difference in the society and in people's lives
Colombus County, North Carolina	Students themselves	Observing the community from a dual, unique perspective (the aerial classroom)	Students learnt to appreciate the ordinary things in life
Botswana	A species endangered	Raising fund and drawing attention to a species which is endangered (rhino conservation)	Attitude of youth towards conservation changed
Pathway World School in India	A village school and its students in India	Making the environment of village schools conducive for learning	The students from the villages realized their own power to make difference
			Students opened their eyes to various aspects of life
A Cancer Center in Jakarta, Indonesia	Kids with cancer	Teaching kids with cancer and spending time with them	Serving students increased their awareness of other people and their problems
Mozambique	A small school in Mozambique serving AIDS orphans	Fund raising for aid to developing countries	Students realized their own potential
			Students drew other companies' attention to community needs

Table 13 (cont'd)

Awareness

Ankara Physical Medicine and Rehabilitation Hospital	Disabled children	Serving and amusing disabled kids	Students realized the power of volunteer activities
			Students realized the value of what they have
			Students realized the problem people from different backgrounds had
			Students realized their own power on community problems as citizens
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school	Students had a chance to compare east and west parts of Turkey
			Students became familiar with different life styles

In Table 13, of the fifteen cases focusing on the awareness aspect of outcomes, at the Nursing Home at Goffstown the students increase the awareness of service learning in the community. At Bolster Reservoir they become familiar with the biodiversity around their community; they enable the community to see the potential of that reservoir as an interesting learning site, and to see the students as potential information resources within the community as outcomes. At Harwood Union High School, the students become aware of the idea of sustainable community. At the IT Academy of Spaulding High School students realize their own effect on meeting the community needs, they evaluate their own performance in achieving IT lesson aims, they give community members a chance to see what is done in other departments of the academy and they appreciate the skills they have. At Bellow Falls High School

youngsters find out that they have more in common with elders – both groups are struggling for independence and respect- and students also appreciate what they have when compared to elders. At Rock Point School students realize and address some significant social issues. At Spaulding High School students learn about ‘others’ in the society and they realize that they can be helpful to adults. At American School of Barcelona students who serve realize how they can make a difference in the society and in people’s lives. In Colombus County students learn to appreciate ordinary things in life; inBotswanathe attitude of youth towards conservation changes; at Pathway World School in India students from the villages realize their own power to make difference and open their eyes to various aspects of life. At a cancer center in Jakarta serving students increase students’ awareness of other people and their problems. In Mozambique students realize their own potential and they draw other companies’ attention to community needs. At Ankara Physical Medicine and Rehabilitation Hospital students realize the power of volunteer activities, the value of what they have, the problems of people with different background and their own power on community problems as citizens. Finally, in a village school in the Eastern part of Turkey, students have a chance to compare east and west part of Turkey and become familiar with different life styles. The table shows that students have outcomes in both personal and communal levels (Table 13).

### **Communication**

According to the analysis of the cases that focus on the outcomes of the service activities, eight out of twenty-two cases explored the aspect of communication in their service process. Table 14 presents the data about communication.

Table 14  
Communication

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Outcomes</b>
The Bolster Reservoir	Local People	Providing water source for the local community	Students worked collaboratively
Spaulding High School	Local Community	Improving local education	Students' analysis of the telephone survey data provided a unique perspective and it was useful for Action Planning Committee
IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using a computer	Students engaged with the community members
			Students and community members who view with the distrust of stereotypes were brought together and showed each other human faces and understanding
Thetford Academy	Kindergarten Students	Finding fund for the supplies of the kindergarten students	Both sides had mutual joy
	Kids in the Rainbow House Orphanage	Fund raising for aid to developing countries	Students made friends and had positive experiences They overcame the communication barriers caused from cultural differences
Spaulding High School	Women in Prison	Engaging the youth with women in prison	Students met people with different backgrounds

Table 14 (cont'd)  
Communication

Pathway World School in India	A village school and its students in India	Making the environment of village schools conducive for learning	Students learnt working collaboratively with people from different backgrounds and benefitting from their differences to find solutions to the problems they faced
			Students from the city empathized with the students from the village and appreciated what they had
A Cancer Center in Jakarta, Indonesia	Kids with cancer  Kids with cancer	Teaching kids with cancer and spending time with them	Served kids had a chance to relax and stay away from their problems
			They developed their communication, collaboration and organization skills
Ankara Physical Medicine and Rehabilitation hospital, Turkey	Disabled children	Serving and amusing disabled kids	Students improved their cooperative working skills
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school	Students communicated with people from different backgrounds
			Students learnt to work cooperatively

In Table 14, of the eight cases focusing on the communication aspect of outcomes, at The Bolster Reservoir the students work collaboratively; at Spaulding High School they provide a unique perspective which is useful for the Action Planning Committee of the school as outcomes. At IT Academy of Spaulding High School, the students

engage with community members, and two different stereotypes –the students and community members- are brought together and they show each other human faces and understanding. At Thetford Academy both the served and the servers have mutual joy, students make friends and have positive experiences, and they overcome the communication barriers caused by cultural differences. At Spaulding Academy students meet people with different backgrounds. At Pathway World School students learn working collaboratively with people from different backgrounds and benefiting from their differences to find solutions to the problems they face; the students from the city empathize with the students from the village and appreciate what they have. At a cancer center in Jakarta the kids who are served have a chance to relax and stay away from their problems and both sides develop communication, collaboration and organization skills. At Ankara Physical Medicine and Rehabilitation Hospital students improve their cooperative working skills. In a village in the Eastern part of Turkey students communicate with people from different backgrounds and learn to work cooperatively. It can be inferred from the table that students who serve in service activities achieve communication related outcomes as they work with people from different backgrounds and practice collaborative activities (Table 14).

### **Contribution**

According to the analysis of the cases that focus on the outcomes of the service activities, eleven out of twenty-two cases explored the aspect of contribution in their service process. The data about contribution are given in Table 15.



Table 15  
Contribution

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Outcomes</b>
Spaulding High School	Local Community	Improving local education	Students had a chance to contribute to the improvement of their schools education and environment
IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using a computer	Community members learnt the basics of using a computer
			A community need was met
Thetford Academy	Kids in the Rainbow House Orphanage	Fund raising for aid to developing countries	They made a difference in the local and global community
The Montvert Hotel	The Hotel	Preparing a brochure to introduce the Montvert Hotel	The hotel again became well-known by the public
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)	Students produced green energy and reduced the school's energy cost
			They made a contribution to their school community
The Collserola Park, Barcelona	Urban Park	Raising the students' awareness of their environment	Park authorities benefitted from the useful work students did

Table 15 (cont'd)

Contribution

Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden  Establishing an environmentally friendly hydroponic garden	Students contributed to their school and their community
			Students fulfilled an important need of the community
Botswana	A species endangered	Raising fund and drawing attention to a species which is endangered (rhino conservation)	A long lasting difference was created
			Fund was raised for a breeding scheme for the black rhino
Pathway World School in India	A village school and its students in India	Making the environment of village schools conducive for learning	Students had an access to clean, hygienic and lavatory facilities
			Overall environment of the schools became more conducive for learning
A Cancer Center in Jakarta, Indonesia	Kids with cancer	Teaching kids with cancer and spending time with them	Served kids had a chance to get education even though it was limited
Mozambique	A small school in Mozambique serving AIDS orphans	Fund raising for aid to developing countries	The key needs of the school were identified
			The classes were refurbished
			The support and sponsorship of a company was enlisted

Table 15 (cont'd)  
Contribution

			The company funded the project
			Man power was provided by the local community and ASD
			Students lifted the served people out of poverty
			Students fulfilled the community needs

In Table 15, of the eleven cases focusing on the contribution aspect of outcomes, at Spaulding High School students have a chance to contribute to the improvement of their school's education and environment; at IT Academy of Spaulding High School community members are taught the basics of using a computer and a community need is met; at Thetford Academy the students make a difference in the local and global community. At the Montvert Hotel becomes well-known by the public. At Juda High School students produce green energy, reduce the school's energy cost and make a contribution to their school community. At the Collserola Park, park authorities benefit from the useful work students do. At Mecanita High School students contribute to their school and community by fulfilling an important community need. In Botswana students raise fund for a breeding scheme for the black rhino. At Pathway World School students has an access to clean, hygienic and lavatory facilities and overall environment of the schools become more conducive for learning. At a cancer center in Jakarta served kids have a chance to get education even though it is limited. In Mozambique the key needs of the school are identified, the classes are furnished, the support and sponsorship of a company is enlisted, and the company funds the project. Man power is also provided by the local community

and ASD, students lift the served people out of poverty and they fulfill community needs. Table 15 shows that contribution is one of the most common aspects of the outcomes of service cases (Table 15).

## Curriculum

According to the analysis of the cases that focus on the outcomes of the service activities, three out of twenty-two cases explored the aspect of curriculum in their service process. The data about curriculum are given in Table 16.

Table 16  
Curriculum

Case	Communities Served	Service	Outcomes
Harwood Union High School	Local Community	Creating sustainable communities	Students studied different community issues in relation with their pre-planned curriculum
			Students focused on different subject areas
IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using a computer	Students understood the relevance of their study
Thetford Academy	Kids in the Rainbow House Orphanage	Fund raising for aid to developing countries	As there was curriculum integration, students had learning in a meaningful way

In Table 16, of the three cases focusing on the curriculum aspect of outcomes, at Harwood Union High School the students study different community issues in relationship with their pre-planned curriculum and focus on different subject areas; at IT Academy of Spaulding High School they understand the relevance of their study; and at Thetford Academy as there is curriculum integration, the students have a meaningful learning process. Table 16 shows that as curriculum integration is limited in service activities, the outcomes related to curriculum are also very limited (Table 16).

### **Environmental awareness**

According to the analysis of the cases that focus on the outcomes of the service activities, one out of twenty-two cases explored the aspect of environmental awareness in their service process. Table 17 presents the data about environmental awareness.

Table 17  
Environmental awareness

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Outcomes</b>
The Bolster Reservoir	Local People	Providing water source for the local community	The community utilized the materials produced to learn about nature topics

At the Bolster Reservoir the community utilizes the materials produced to learn about nature topics. As seen in Table 15 the environmental awareness related outcomes are not frequently identified in selected service cases (Table 17).

## **Initiative**

Initiative refers to the ability of using personal judgment to make decisions and do things. According to the analysis of the cases that focus on the outcomes of the service activities, one out of twenty-two cases explored the aspect of initiative in their service process. The data about communication are given in Table 18.

Table 18  
Initiative

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Outcomes</b>
Spaulding High School	Local Community	Improving local education	Students had a voice in the process and realized their own power as individuals

At the Spaulding High School, the students have a voice in the process and realize their own power as individuals as the outcome of the process. Table 18 indicates that initiative related outcomes are not frequently seen in selected service cases (Table 18).

## **Integration**

Integration means to become part of a group or community. According to the analysis of the cases that focus on the outcomes of the service activities, two out of twenty-two cases explored the aspect of integration in their service process. Details regarding integration are given in Table 19.

Table 19  
Integration

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Outcomes</b>
Nursing Home at Goffstown	Elderly People	The aging process and different mental and physical challenges of old age	Students integrated the community in the school
Thetford Academy	Kindergarten Students	Finding fund for the supplies of the kindergarten students	The school had better attendance rates from the kids
			High risk teen participants improved their school performance

In Table 19, of the two cases focusing on the integration aspect of outcomes, at the Nursing Home at Goffstown the students integrate the community in the school; at Thetford Academy the school gets better attendance rate from the kids and high risk participants improve their school performance. Table 19 shows that integration aspect of outcomes is observed only in terms of community-school integration and student-school integration (Table 19).

### **Motivation**

According to the analysis of the cases that focus on the outcomes of the service activities, one out of twenty-two cases explored the aspect of motivation in their service process. The data about motivation are given in Table 20.

Table 20  
Motivation

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Outcomes</b>	
The Montvert Hotel	The Hotel	Preparing a brochure to introduce the Montvert Hotel	The society developed a positive view for future projects.	motivation

At The Montvert Hotel the society develops a positive view for future projects (Table 20).

### **Personal development**

Personal development refers an individual's self-improvement process. According to the analysis of the cases that focus on the outcomes of the service activities, thirteen out of twenty-two cases explored the aspect of personal development in their service process. The data about personal development are given in Table 21.

Table 21  
Personal development

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Outcomes</b>
The Bolster Reservoir	Local People	Providing water source for the local community	Students got to become experts in the area of their selected study
Thetford Academy	Kindergarten Students	Finding fund for the supplies of the kindergarten students	Students had greater confidence



Table 21 (cont'd)  
Personal development

	Kids in the Rainbow House Orphanage	Fund raising for aid to developing countries	They broadened their perspective about becoming a global citizen
The Montvert Hotel	The Hotel	Preparing a brochure to introduce the Montvert Hotel	Students gained self-confidence, and they felt proud and satisfied
Rock Point School	Elderly People in Tennessee	House building (Habitat for humanity)	Students developed new skills
Spaulding High School	Women in Prison	Engaging the youth with women in prison	Students realized who they are
			Students improved their reading and writing skills
			Students became more self-confident
			Students learnt tolerance
The Collserola Park, Barcelona	Urban Park	Raising the students' awareness of their environment	Students developed a sense of attachment
			Students developed a more environmentally conscious public
American School of Barcelona		Language assistance	Students who served learnt important life skills
			Students who were served developed a positive attitude towards language learning

Table 21 (cont'd)

## Personal development

Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden	Students mastered what they learnt at school
			They developed their planning skills
Colombus County, North Carolina	Students themselves	Observing the community from a dual, unique perspective (the aerial classroom)	Students learnt to find beauty even when there is none
Pathway World School in India	A village school and its students in India	Making the environment of village schools conducive for learning	Students from the city learn dealing with hard physical labor during the construction process
			Students from the villages learnt taking responsibility of protecting and appreciating what they created
			Students learnt about different ways to conserve energy, dispose waste and various horticulture techniques
A Cancer Center in Jakarta, Indonesia	Kids with cancer	Teaching kids with cancer and spending time with them	Serving students had a chance to empathize with the kids
			Serving students learnt to take responsibility of others
Mozambique	A small school in Mozambique serving AIDS orphans	Fund raising for aid to developing countries	Students improved their personal traits

Table 21 (cont')

Personal development

Ankara Physical Medicine and Rehabilitation hospital, Turkey	Disabled children	Serving and amusing disabled kids	Students learnt to deal with problems and come up with creative and useful solutions to solve these problems
--	-------------------	-----------------------------------	--

In Table 21, of the thirteen cases focusing on the personal development aspect of outcomes, at The Bolster Reservoir the students become experts in the area of their selected study; at Thetford Academy they have greater confidence and broaden their perspective about becoming a global citizen. At the Montwert Hotel, the students gain self- confidence, and feel proud and satisfied. At the Rock Point School, they develop new skills. At Spaulding High School student realize who they are, they become more self-confident and learn tolerance. At Collserola Park they develop a sense of attachment and a more environmentally conscious public. At American School of Barcelona students who serve learn important life skills and students who were served develop a positive attitude towards language learning. At Mecanita School students develop their planning skills. In Columbus County students learn to find beauty even when there is none. At Pathway World School students from the city learn dealing with hard physical labor during the construction process and they learn about different ways to conserve energy, dispose waste and various horticulture techniques. At a cancer center in Jakarta students who serve have a chance to empathize with the kids and they learn to take responsibility of others. In Mozambique students improve their personal traits. Finally, at Ankara Physical Medicine and Rehabilitation Hospital students learn to deal with problems and come up with creative and useful solutions to solve these problems. As it is shown in Table 21, personal development is one of the most fruitful aspects in terms of service learning outcomes (Table 21).

## Challenges

Challenges are the difficulties faced through a process. The researcher identified the following fourteen aspects of challenges among the twenty-two service cases she analyzed (Figure 5).



Figure 5. Challenges

## Anxiety

Anxiety means the feeling of stress in a certain situation. According to the analysis of the cases that focus on the challenges of the service activities, two out of twenty-two cases explored the aspect of anxiety in their service process. The data about anxiety are given in Table 22.

Table 22  
Anxiety

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Challenges</b>
Spaulding High School	Local Community	Improving local education	Presentation anxiety in a community forum
	Women in Prison	Engaging the youth with women in prison	Concerned students
Ankara Physical Medicine and Rehabilitation hospital, Turkey	Disabled children	Serving and amusing disabled kids	University entrance exam stress

In Table 22, of the two cases focusing on the anxiety aspect of challenges, at Spaulding High School the students feel the presentation anxiety in a community forum; and at Ankara Physical Medicine and Rehabilitation Hospital the students are challenged by the university entrance exam stress (Table 22).

## Communication

According to the analysis of the cases that focus on the challenges of the service activities, three out of twenty-two cases explored the aspect of communication in their service process. The data about communication are given in Table 23.

Table 23  
Communication

Case	Communties Served	Service	Challenges
Spaulding High School	Local Community	Improving local education	Arranging student participation in presentations after the course had been completed
IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using a computer	Engagement of young students with old community members
Spaulding High School	Women in Prison	Engaging the youth with women in prison	Collaboration
			Management
			Responsibility of the students
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)	Guarding the students

In Table 23, of the three cases focusing on the communication aspect of challenges, at Spaulding High School, arranging student participation in presentations after course has been completed, and collaboration, management, responsibility of the students are the communication related challenges faced by the students. At IT

Academy of Spaulding High School engagement of young students with old community members is considered as a challenge; and at Juda High School guarding the students is a challenge for the students (Table 23).

### **Creativity**

Creativity refers to the ability of producing new and different ideas. According to the analysis of the cases that focus on the challenges of the service activities, one out of twenty-two cases explored the aspect of creativity in their service process. Table 24 presents the data about creativity.

Table 24  
Creativity

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Challenges</b>
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)	Solving a problem completely new for the students

In Table 24, at Juda High School the students are challenged by solving a problem which is completely new for them. Considering creativity as a challenge only in one aspect indicates that creativity is high fostered by service activities (Table 24).

### **Dropouts**

Dropout refers to not attending school and lessons. According to the analysis of the cases that focus on the challenges of the service activities, one out of twenty-two cases explored the aspect of dropouts in their service process. The data about dropouts are given in Table 25.

Table 25  
Dropouts

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Challenges</b>
Bellow Falls High School	Community Elders	Preparing a local documentary on the Depression Era	Some interviewees left the project before it finished

In Table 25, at Bellow Falls High School drop outs of some of the interviewees is a challenge faced by the students (Table 25).

### **Environment**

Environment refers to the surrounding of people; where they live work and study. According to the analysis of the cases that focus on the challenges of the service activities, one out of twenty-two cases explored the aspect of environment in their service process. The data about environment are given in Table 26.

Table 26  
Environment

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Challenges</b>
The Bolster Reservoir	Local People	Providing water source for the local community	Students didn't often understand and see the biodiversity present in their everyday environment

In Table 26, at The Bolster Reservoir the students don't often understand and see biodiversity present in their everyday environment (Table 26).



## Implementation of skills

Implementation of skills refers to students' implementation what they learn to real life conditions. According to the analysis of the cases that focus on the challenges of the service activities, three out of twenty-two cases explored the aspect of implementation of skills in their service process. Details regarding implementation of skills are given in Table 27.

Table 27  
Implementation of skills

Case	Communities Served	Service	Challenges
The Bolster Reservoir	Local People	Providing water source for the local community	Combination of skills and knowledge
Spaulding High School	Local Community	Improving local education	Effective selection and application of descriptive statistics
			Applying meaningful inferential statistics methods

In Table 27, of the three cases focusing on the communication aspect of challenges, at The Bolster Reservoir combining their skills and knowledge; at Spaulding High School effectively selecting and applying descriptive statistics and meaningful inferential statistics methods are the challenges faced (Table 27).

## Interdisciplinary

Interdisciplinary means involving at least two and more different subject areas. According to the analysis of the cases that focus on the challenges of the service activities, one out of twenty-two cases explored the interdisciplinary aspect of

challenges in their service process. The data about interdisciplinary are given in Table 28.

Table 28  
Interdisciplinary

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Challenges</b>
Harwood Union High School	Local Community	Creating sustainable communities	Requires cooperation between different disciplines

In Table 28, at Spaulding High School the topic handled requires cooperation between different disciplines and it is a challenge for the students (Table 28).

### **Ongoing changes**

Ongoing changes refer to constant changes which are caused by different reasons. According to the analysis of the cases that focus on the challenges of the service activities, one out of twenty-two cases explored the aspect of ongoing changes in their service process. The data about ongoing changes are given in Table 29.

Table 29  
Ongoing changes

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Challenges</b>
The Bolster Reservoir	Local People	Providing water source for the local community	The need of modifying the projects constantly

In Table 29, at The Bolster Reservoir the students need to modify their projects constantly because of the ongoing changes (Table 29).

## Permissions

According to the analysis of the cases that focus on the challenges of the service activities, one out of twenty-two cases explored the permission aspect of their service process. The data about permission are given in Table 30.

Table 30  
Permissions

Case	Communities Served	Service	Challenges
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school	Permissions from MONE and parents

In Table 30, in a village in Eastern part of Turkey the permissions from MONE and from parents are explored as a challenge during the service process (Table 30).

## Physical labor conditions

According to the analysis of the cases that focus on the challenges of the service activities, one out of twenty-two cases explored the physical labor conditions aspect of their service process. Table 31 presents the data about physical labor conditions..

Table 31  
Physical labor conditions

Case	Communities Served	Service	Challenges
Pathway World School in India	A village school and its students in India	Making the environment of village schools conducive for learning	Students weren't accustomed to physical labor
			The heat, working under the sun

In Table 31, at Pathway World School in India the students aren't accustomed to physical labor, and the heat and working under the sun are the challenges explored (Table 31).

## Resources

Resources are the things that people or organizations have and can use when necessary. According to the analysis of the cases that focus on the challenges of the service activities, eight out of twenty-two cases explored the resources aspect of their service process. The data about resources are given in Table 32.

Table 32  
Resources

Case	Communities Served	Service	Challenges
IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using a computer	Resources
Thetford Academy	Kindergarten Students	Finding fund for the supplies of the kindergarten students	Finding fund for supplies
Bellow Falls High School	Community Elders	Preparing a local documentary on the Depression Era	Finding equipment
Rock Point School	Elderly People in Tennessee	House building (Habitat for humanity)	Transportation and accommodation
Spaulding High School	Women in Prison	Engaging the youth with women in prison	Transportation of the prisoners

Table 32(cont'd)  
Resources

Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden	Transportation: there is no access to the community by the road
Botswana	A species endangered	Raising fund and drawing attention to a species which is endangered (rhino conservation)	Getting hold of sponsors
			Transportation
			Food and accommodation
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school	Transportation
			Accommodation
			Funding

In Table 32, of the eight cases focusing on the communication aspect of challenges, at IT Academy of Spaulding High School finding resources; at Thetford Academy, finding fund for supplies; at Bellow Falls High School finding equipment; at Rock Point School transportation and accommodation; at Spaulding High School transportation of the prisoners, and at Mecanita High School access to the community road are the challenges explored. As shown in Table 31, finding resources is one of the most common challenges faced by students during the service projects (Table 32).

## Safety

Safety refers to the situation of being safe. According to the analysis of the cases that focus on the challenges of the service activities, one out of twenty-two cases explored the safety aspect of their service process. The data about safety are given in Table 33.

Table 33  
Safety

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Challenges</b>
Colombus County, North Carolina	Students themselves	Observing the community from a dual, unique perspective (the aerial classroom)	Safety on air

In Table 33, in Columbus County in North Carolina safety on air is a challenge faced by the students (Table 33).

## Technology

Technology refers to all kinds of methods, equipment and information used in scientific processes. According to the analysis of the cases that focus on the challenges of the service activities, five out of twenty-two cases explored the technology aspect of their service process. The data about technology are given in Table 34.

Table 34  
Technology

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Challenges</b>
The Bolster Reservoir	Local People	Providing water source for the local community	Many students were using digital cameras and pot for the first time
The Montvert Hotel	The Hotel	Preparing a brochure to introduce the Montvert Hotel	Dealing with technical issues
Bellow Falls High School	Community Elders	Preparing a local documentary on the Depression Era	Dealing with technical issues
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)	Lack of information
Colombus County, North Carolina	Students themselves	Observing the community from a dual, unique perspective (the aerial classroom)	Using the technology

In Table 34, of the five cases focusing on the technology aspect of challenges, at the Bolster Reservoir many students use digital cameras and power point presentations for the first time. At The Montvert Hotel and Bellow Falls High School dealing with technological issues; at Juda High School lack of information, and at Columbus Count using the technology are the challenges the students face. Table 34 shows that use of technology is another common challenge faced by students during the service projects (Table 34).

## Time

Time is what is measured as minutes, hours, days and so on. According to the analysis of the cases that focus on the challenges of the service activities, six out of twenty-two cases explored the time aspect of their service process. Details regarding time are given in Table 35.

Table 35  
Time

Case	Communities Served	Service	Challenges
Harwood Union High School	Local Community	Creating sustainable communities	Too comprehensive
			Time consuming
IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using a computer	Time: 80 min block periods
Thetford Academy	Kids in the Rainbow House Orphanage	Fund raising for aid to developing countries	Maintaining a small, intensive and manageable scale
Spaulding High School	Women in Prison	Engaging the youth with women in prison	Time
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)	Time consuming in the class



Table 35 (cont'd)  
Time

Ankara Physical Medicine and Rehabilitation hospital, Turkey	Disabled children	Serving and amusing disabled kids	Busy school schedule
			Comprehensive curriculum
			Children stayed in the hospital only for 2-3 weeks so there wasn't a continuum to see the effects of the activities

In Table 35, of the six cases focusing on the time aspect of challenges, at Harwood Union High School the activity is too comprehensive and time consuming; at IT Academy of Spaulding High School it is a challenge to have eighty minute block periods; at Thetford Academy maintaining a small, intensive and manageable scale is difficult; at Spaulding High School arranging the appropriate time period is a challenge; at Juda High School time consumption in class is a problem; and at Ankara Physical Medicine and Rehabilitation Hospital busy school schedule, comprehensive curriculum and the change of children staying in the hospital in 2 or 3 weeks' time which distracts the continuum to see the effects of the activities are the time related challenges the students face. As seen in Table 35, after resources time is the second most commonly faced challenge during the service projects (Table 35).

## Curriculum integration

The researcher identified the following two aspects of curriculum integration among the twenty-two service cases she analyzed (Figure 6).

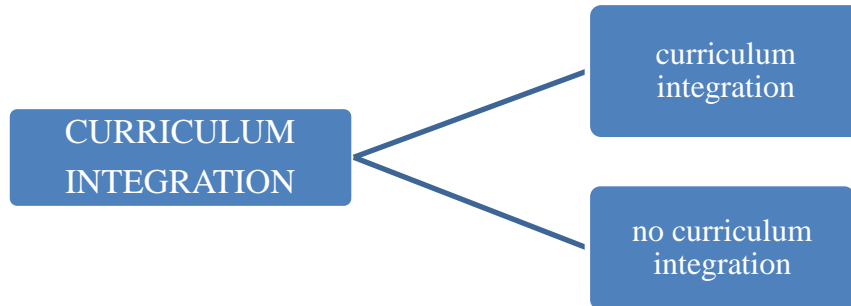


Figure 6. Curriculum integration

### Curriculum integration

Curriculum integration is the process of integrating what is learnt at school in the service learning process. According to the analysis of the cases that focus on the curriculum integration of the service activities, eleven out of twenty-two cases explored curriculum integration in their service process. The data about curriculum integration are given in Table 36.

Table 36  
Curriculum integration

Case	Communities Served	Service	Curriculum Integration
The Bolster Reservoir	Local People	Providing water source for the local community	Environmental Science and Natural History lesson
			Topics related to the local flora and fauna
			Students selected and pursued their own interests related to the reservoir in the climate of prescribed curricula and the guided curriculum

Table 36(cont'd)  
Curriculum integration

Spaulding High School	Local Community	Improving local education	Sociology course
			A project to enhance the content taught to students
			A survey with the alumni
			Students studied survey and data analysis at that unit
			Interdisciplinary
Harwood Union High School		Creating sustainable communities	Civics course
Harwood Union High School			The basic responsibilities of the individual in the community
Harwood Union High School			Children's literature: fables
			Maslow's hierarchy of needs
	Native American perspectives on land use		
			Interdisciplinary
IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using a computer	Based on the 1st year IT lesson curriculum
	Community Members		Application of what was learnt in the class
Thetford Academy	Kindergarten Students	Finding fund for the supplies of the kindergarten students	K- partners now is a full credit elective integrating child development studies, work to meet language, art and service standards

Table 36(cont'd)  
Curriculum integration

	Kids in the Rainbow House Orphanage	Fund raising for aid to developing countries	An interdisciplinary course devoted to the project's implementation Students focused on Haitian folklore and culture, reading, writing, artwork and music
Spaulding High School	Women in Prison	Engaging the youth with women in prison	Integration with English writing class
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)	Integration with Physics class
The Collserola Park, Barcelona	Urban Park	Raising the students' awareness of their environment	Partially curriculum integrated
American School of Barcelona	Students	Language assistance	English lesson
Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden	Science and Technology integration
Colombus County, North Carolina	Students themselves	Observing the community from a dual, unique perspective (the aerial classroom)	Geography and Writing class integration

In Table 36, among the cases chosen for the study eleven of them have curriculum integration. At The Bolster Reservoir Environmental Science and Natural History lesson and topics related to local flora and fauna are integrated into the chosen service activity. The students select and pursue their own interests related to the reservoir in the climate of prescribed curricula and the guided curriculum. At Spaulding High School Sociology course is integrated in the activities and a project is made to enhance the content taught to students. At Harwood Union High School civics course and children's literature is integrated in the service activities. At the IT Academy of Spaulding High School, the skills achieved during 1<sup>st</sup> year IT lessons is applied in the service project. At Thetford Academy students combine child development studies, language and art standards with service standards and they focus on Haitian folklore and culture with reading, writing, art work and music. In another case at Spaulding High School students integrate English Writing lessons in their service projects. At Juda High School Physics class; at the Collserola Park partially the general curriculum is integrated. At American School of Barcelona English lessons; at Mecanita School Science and Technology; and in Columbus County Geography and Writing classes are integrated in the service activities. Based on the table it can be inferred that a variety of lessons can be integrated in service activities with different purposes (Table 36).

### **Opportunities**

Opportunities are the situations in which there are possibilities of serving the community or improving one's self. The researcher identified the following eight aspects of opportunities among the twenty-two service cases she analyzed (Figure 7).

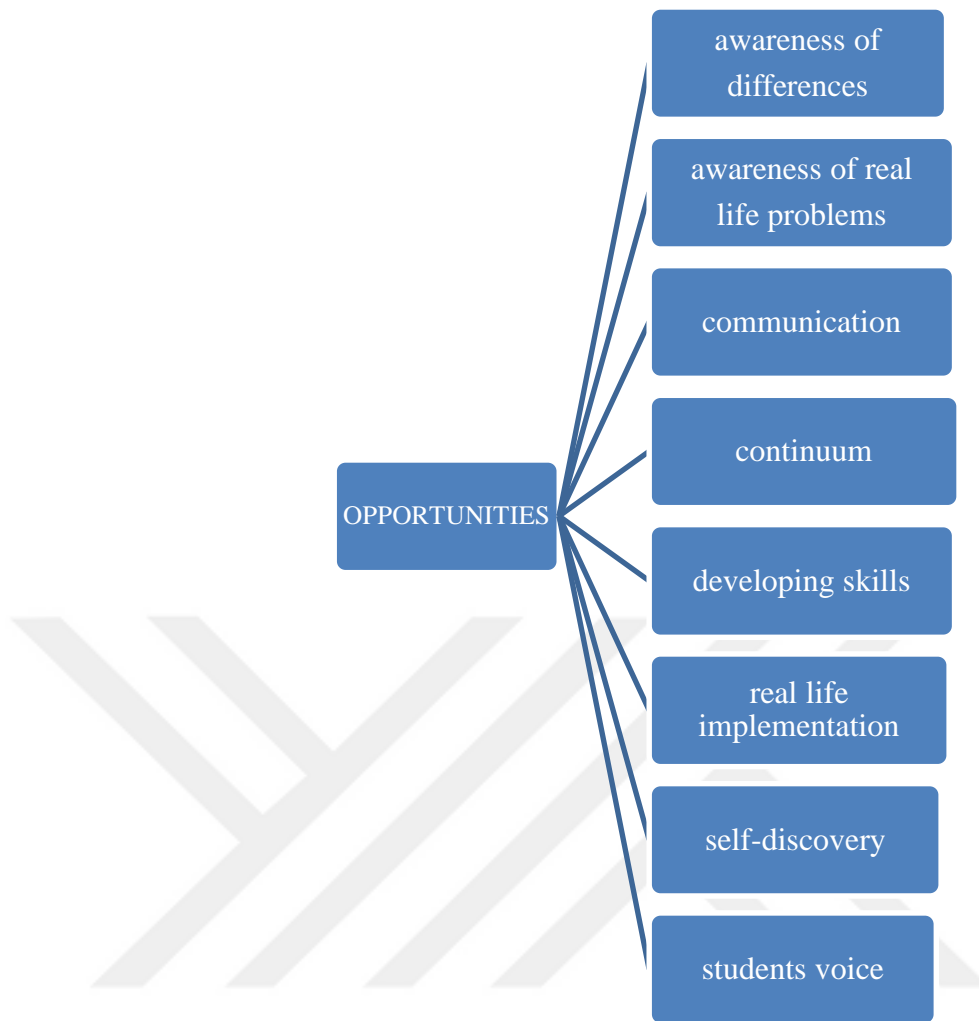


Figure 7. Opportunities

### **Awareness of differences**

Awareness of differences is the state of consciousness about different aspects of life. According to the analysis of the cases that focus on the opportunities aspect of the service activities, four out of twenty-two cases explored awareness of differences in their service process. The data about awareness of differences are given in Table 37.

Table 37  
Awareness of differences

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Opportunities</b>
Spaulding High School	Local Community	Improving local education	Discussing/ valuing differences
			Interacting with a variety of different individuals or groups
			Building knowledge about the community and its resources
The Montvert Hotel	The Hotel	Preparing a brochure to introduce the Montvert Hotel	Tolerating mistakes
Spaulding High School	Women in Prison	Engaging the youth with women in prison	Meeting people from different backgrounds
			Tolerating differences
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school	Seeing a socially and economically different part of Turkey
			Meeting people from different backgrounds

In Table 37, of the four cases focusing on the awareness of differences aspect of opportunities, at Spaulding High School discussing and valuing differences, interacting with a variety of different individuals or groups, building knowledge about the community and its resources; at The Montvert Hotel tolerating mistakes are the opportunities for the students.

In another case at Spaulding High School meeting people from different backgrounds and tolerating mistakes are the opportunities. In a village in the eastern part of Turkey, seeing a socially and economically different part of Turkey and meeting people from different backgrounds are the explored opportunities (Table 37).

### **Awareness of real life problems**

Awareness of real life problems is the state of consciousness about the problems and hardships of life. According to the analysis of the cases that focus on the opportunities aspect of the service activities, six out of twenty-two cases explored awareness of real life problems in their service process. The data about awareness of real life problems are given in Table 38.

Table 38  
Awareness of real life problems

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Opportunities</b>
Rock Point School	Elderly People in Tennessee	House building (Habitat for humanity)	Addressing the issues of homelessness, poverty and aging on local and national level
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)	More exposure to real life problem solving
The Collserola Park, Barcelona	Urban Park	Raising the students' awareness of their environment	Learning about the importance of protecting the environment



Table 38 (cont'd)

Awareness of real life problems

Botswana	A species endangered	Raising fund and drawing attention to a species which is endangered (rhino conservation)	Creating awareness
Ankara Physical Medicine and Rehabilitation hospital, Turkey	Disabled children	Serving and amusing disabled kids	Having a chance to cross the borders of their isolated lives
			Seeing different life conditions
			Becoming familiar with different social problems
			Meeting people from different backgrounds
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school	Realizing the needs of a school

In Table 38, of the six cases focusing on the awareness of real life problems aspect of opportunities, at Rock Point School addressing the issues of homelessness, poverty and ageing on local and national level are the opportunities the students have; at Juda High School the students have more exposure to real life problem solving; at Collserola Park the students have a chance to learn about the importance of protecting the environment; in Botswana creating awareness is the opportunity the students have.

At Ankara Physical Medicine and Rehabilitation Hospital having a chance to cross the borders of their isolated lives, seeing different life conditions, becoming familiar with different social problems and meeting people from different backgrounds are

the opportunities. Finally, in a village in the eastern part of Turkey realizing the needs of a school is the opportunity explored during the service process (Table 38).

### **Communication**

According to the analysis of the cases that focus on the opportunities aspect of the service activities, ten out of twenty-two cases explored communication in their service process. Table 39 presents the data about communication.

Table 39  
Communication

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Opportunities</b>
Spaulding High School	Local Community	Improving local education	Cultivating contacts with community partners and resources
Harwood Union High School		Creating sustainable communities	Group work and cooperation
IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using a computer	Interaction with community members
Thetford Academy	Kindergarten Students	Finding fund for the supplies of the kindergarten students	Engagement of different age groups
			Working cooperatively

Table 39 (cont'd)  
Communication

			Communicating effectively despite cultural differences
The Montvert Hotel	The Hotel	Preparing a brochure to introduce the Montvert Hotel	Becoming comfortable with talking to business people and other adults
			Expressing ideas confidently
Bellow Falls High School	Community Elders	Preparing a local documentary on the Depression Era	Elders developing a positive view about youngsters
Spaulding High School	Women in Prison	Engaging the youth with women in prison	Expressing feelings and opinions effectively
			Engaging in a variety of activities according to their own interests
American School of Barcelona	Students	Language assistance	Development of stronger links between elementary school teachers in the region
Botswana	Endangered species	Raising fund and drawing attention to endangered species (rhino conservation)	Experiencing peer work
Pathway World School in India	A village school and its students in India	Making the environment of village schools conducive for learning	Establishing trust and a sense of unity

In Table 39, of the ten cases focusing on the communication aspect of opportunities, at Spaulding High School students cultivate contacts with community partners and resources; at Harwood Union High School group work and cooperation is practiced; at IT Academy of Spaulding High School students have interaction with community members; at Thetford Academy engagement of different age groups, working cooperatively, becoming friends and communicating effectively despite cultural differences are the opportunities explored. At the Montvert Hotel the students become comfortable with talking to business people and other adults and expressing ideas confidently; at Bellow Falls High School elders' develop a positive view about youngsters; at Spaulding High School students have a chance to express feelings and opinions effectively and to engage in a variety of activities according to their own interests; at American School of Barcelona stronger links are developed between elementary school teachers in the region; in Botswana students experience peer work; and At Pathway World School in India establishing trust and sense of unity are the opportunities explored in terms of communication by the students during the service process. As seen in Table 39, communication is one of the highly observed opportunities in the service projects examined for the study.

### **Continuum**

Continuum is a term which refers to the changes in character in time or in very slight stages without any clear dividing points or interruptions. According to the analysis of the cases that focus on the opportunities aspect of the service activities, only one out of twenty-two cases explored continuum in their service process. The data about continuum are given in Table 40.

Table 40  
Continuum

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Opportunities</b>
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)	There is a continuum each year in terms of students' development of the project

In Table 40, at Juda High School the continuum each year in terms of students' development of the project is an opportunity explored. The table indicates that continuum is not a commonly seen opportunity in the service activities analyzed (Table 40).

### **Developing schools**

Developing schools refers to the improvement of schools. According to the analysis of the cases that focus on the opportunities aspect of the service activities, thirteen out of twenty-two cases explored development of schools in their service process.

The data about development of schools are given in Table 41.

Table 41  
Developing schools

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Opportunities</b>
The Bolster Reservoir	Local People	Providing water source for the local community	Development of planning skills
Spaulding High School	Local Community	Improving local education	Developing research and analysis skills
	Local Community	Improving local education	Developing questioning and problem solving skills

Table 41 (cont'd)  
Developing schools

Harwood Union High School	Local Community	Creating sustainable communities	Planning skills
			Discussion skills (Socratic method)
			Critical thinking skills
IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using a computer	Students had new roles
			Development of communication skills
			Taking new responsibilities
Thetford Academy	Kindergarten Students	Finding fund for the supplies of the kindergarten students	Overcoming the struggles with transition
			Improving communication skills
	Kids in the Rainbow House Orphanage	Fund raising for aid to developing countries	Having positive experiences
The Montvert Hotel	The Hotel	Preparing a brochure to introduce the Montvert Hotel	Learning about the printing process
Bellow Falls High School	Community Elders	Preparing a local documentary on the Depression Era	Developing understanding and respect for the experiences of a different generation
			Developing a sense of history and place
			Learning about taking video tapes

Table 41 (cont'd)  
Developing schools

Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)	Enhancing brain storming and planning skills
			Learning how to deal with failure
American School of Barcelona	Students	Language assistance	Development of important life skills including responsibility, problem solving, leadership and understanding the society
Colombus County, North Carolina	Students themselves	Observing the community from a dual, unique perspective (the aerial classroom)	Students were able to see the things that they couldn't see from the ground
Colombus County, North Carolina	Students themselves	Observing the community from a dual, unique perspective (the aerial classroom)	Students had a better insight on land and agriculture
Pathway World School in India	A village school and its students in India	Making the environment of village schools conducive for learning	Creating a sense of responsibility by engaging the village kids in the process
			Developing new real life skills like lifting sand trolleys
Ankara Physical Medicine and Rehabilitation hospital, Turkey	Disabled children	Serving and amusing disabled kids	Developing communication skills
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school	Planning and acting cooperatively
			Finding creative and practical solutions to problems

In Table 41, of the thirteen cases focusing on the development of schools aspect of opportunities, at the Bolster Reservoir the students develop their planning skills; at Spaulding High School they develop research and analysis skills and questioning and problem solving skills; at Harwood Union High School developing planning skills, discussion skills and critical thinking skills are the opportunities. At IT Academy of Spaulding High School the students undertake new roles, develop communication skills, and take new responsibilities; at Thetford Academy the students have a chance to overcome the struggles with transition, improve their communication skills, and have positive experiences; at the Montvert Hotel they learn about the printing process; at Bellow Falls High School they develop understanding and respect for the experiences of a different generation, develop a sense of history and place and learn about taking video tapes; at Juda High School the students enhance brain storming and planning skills, and learn how to deal with failure; at American School of Barcelona they develop important life skills including responsibility, problem solving, leadership and understanding the society; at in Columbus County they have the chance of seeing things that they can't see from the ground and having a better insight on land and agriculture; at Pathway World School they create a sense of responsibility by engaging the village kids in the process and developing real life skills like lifting sand trolleys; at Ankara Physical Medicine and Rehabilitation Hospital they develop communication skills; and finally in a village in the Eastern part of Turkey planning and acting cooperatively and finding creative and practical solutions to problems are the opportunities explored during the process of service activities. According to the table, it can be claimed that developing skills is one of the most common opportunities of the service learning activities analyzed for the study (Table 41).



## Real life implementation

Real life implementation refers to the idea of implementing the knowledge and skills obtained at school into real life situations. According to the analysis of the cases that focus on the opportunities aspect of the service activities, five out of twenty-two cases explored real life implementations in their service process. Details regarding real life implementation are given in Table 42.

Table 42  
Real life implementation

Case	Communities Served	Service	Opportunities
The Bolster Reservoir	Local People	Providing water source for the local community	Implication and improvement of what they learnt at school
			Curriculum integration
			Real life implementation
IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using a computer	Students applied what they learnt into real life conditions
Thetford Academy	Kids in the Rainbow House Orphanage	Fund raising for aid to developing countries	Making learning more meaningful
Rock Point School	Elderly People in Tennessee	House building (Habitat to humanity)	Using the existing knowledge and developing new skills
Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden	Applying the technology and science concepts learnt at school into real life conditions

In Table 42, of the five cases focusing on real life implementations aspect of opportunities, at The Bolster Reservoir implication and improvement of what is learnt at school, curriculum integration and real life implementation; at IT Academy of Spaulding High School application of what is learnt into real life situations; at Thetford Academy making learning more meaningful; at Rock Point School using the existing knowledge and developing new skills; and at Mecanita School in La Tabatiere applying the technology and science concepts learnt at school into real life conditions are the explored real life implementations during the service activities (Table 42).

### **Self-discovery**

Self-discovery refers to an individual's realization of his/her skills, power and strengths. According to the analysis of the cases that focus on the opportunities aspect of the service activities, four out of twenty-two cases explored self-discovery in their service process. The data about self-discovery are given in Table 43.

Table 43  
Self discovery

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Opportunities</b>
IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using a computer	Students realized the extent of their skills and knowledge
			Experiencing a sense of achievement

Table 43 (cont'd)  
Self- discovery

The Montvert Hotel	The Hotel	Preparing a brochure to introduce the Montvert Hotel	Gaining self-confidence
Ankara Physical Medicine and Rehabilitation hospital, Turkey	Disabled children	Serving and amusing disabled kids	Realizing the value of what they have
			Seeing their own power to make change
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school	Realizing the value of what they have
			Seeing their own power to make change

In Table 43, of the four cases focusing on self-discovery aspect of opportunities, at IT Academy of Spaulding High School students' realization of the extent of their skills and knowledge , and experiencing a sense of achievement; at The Montvert Hotel gaining self-confidence; at Ankara Physical Medicine and Rehabilitation Hospital realizing the value of what they have and seeing their own power to make change; in a village in the eastern part of Turkey realizing the value of what they have and seeing their potential to make change are the explored opportunities which are related to self-discovery (Table 43).

### **Student voice**

Student voice means students' right to declare their ideas and expectations about the service process. According to the analysis of the cases that focus on the

opportunities aspect of the service activities, two out of twenty-two cases explored student voice in their service process. The data about student voice are given in Table 44.

Table 44  
Student voice

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Opportunities</b>
Spaulding High School	Local Community	Improving local education	A motivating activity for students as they contribute to the development of curriculum
			Student voice in the decisions taken about school improvement
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)	Students initiative

In Table 44, of the two cases focusing on student voice aspect of opportunities, at Spaulding High School motivating activity for students as they contribute to the development of curriculum and having voice in the decisions taken about school improvement are the opportunities explored. At Juda High School student initiative is another aspect related to student voice. The table indicates that students voice is not a frequently seen opportunity in service activities (Table 44).

### **CAS learning aims**

CAS learning aims are the purposes set for the students by IBO. IBO has identified 5 learning aims which match with the IB Learner Profile. In this aspect IB aims to raise

learners who are active participants in sustained and collaborative projects, aware of themselves as active members of the communities, balanced, reflective thinkers and willing to accept new challenges and roles (IBO, 2012). The researcher identified the following five aspects of CAS learning aims among the twenty-two service cases she analyzed (Figure 8).

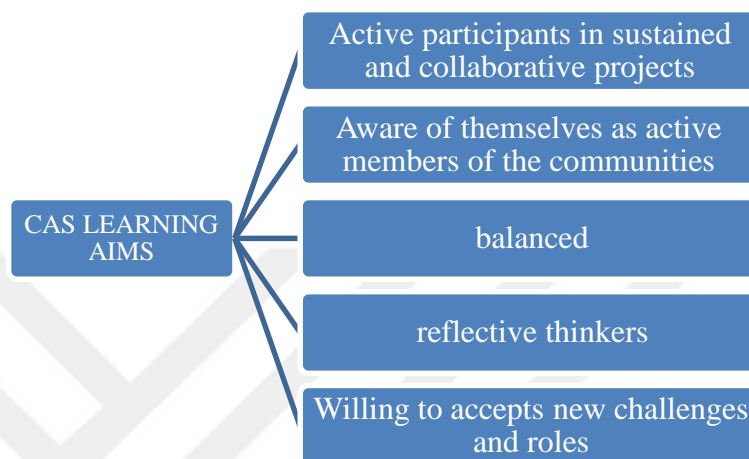


Figure 8. CAS learning aims

### **Active participants in sustained and collaborative projects**

Being active participants in sustained and collaborative projects refers to students' engagement with the service activities which are cooperatively organized and continuing for a certain period. According to the analysis of the cases that focus on the CAS learning aims aspect of the service activities, nineteen out of twenty-two cases explored active participation in sustained and collaborative projects in their service process. The data are given in Table 45.

Table 45

Active participants in sustained and collaborative projects

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>
Nursing Home at Goffstown	Elderly People	The aging process and different mental and physical challenges of old age.

Table 45 (cont'd)

## Active participants in sustained and collaborative projects

The Bolster Reservoir	Local People	Providing water source for the local community
Harwood Union High School	Local Community	Creating sustainable communities
Colombus County, North Carolina	Students themselves	Observing the community from a dual, unique perspective (the aerial classroom)
Spaulding High School	Local Community	Improving local education
IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using a computer
Thetford Academy	Kindergarten Students	Finding fund for the supplies of the kindergarten students
	Kids in the Rainbow House Orphanage	Fund raising for aid to developing countries
The Montvert Hotel	The Hotel	Preparing a brochure to introduce the Montvert Hotel
Bellow Falls High School	Community Elders	Preparing a local documentary on the Depression Era
Rock Point School	Elderly People in Tennessee	House building (Habitat for humanity)
Spaulding High School	Women in Prison	Engaging the youth with women in prison
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)
The Collserola Park, Barcelona	Urban Park	Raising the students' awareness of their environment

Table 45 (cont'd)

## Active participants in sustained and collaborative projects

American School of Barcelona	Students	Language assistance
Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden
Botswana	A species endangered	Raising fund and drawing attention to a species which is endangered (rhino conservation)
Pathway World School in India	A village school and its students in India	Making the environment of village schools conducive for learning
A Cancer Center in Jakarta, Indonesia	Kids with cancer	Teaching kids with cancer and spending time with them
Mozambique	A small school in Mozambique serving AIDS orphans	Fund raising for aid to developing countries
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school

In Table 45, a Nursing Home at Goffstown, The Bolster Reservoir, Harwood Union High School, Columbus County, at Spaulding High School, the IT Academy of Spaulding High School, Thetford Academy, Montvert Hotel, Bellow Falls High School, Rock Point High School and Juda High School, The Collserola Park, American School of Barcelona, Mecanita School, Botswana, Pathway World School, a cancer center in Jakarta, Mozambique, and a village school in the Eastern part of Turkey are the cases which explore active participation in sustained and collaborative projects. The table shows that being active participants in sustained and collaborative projects is a frequently achieved aim of CAS (Table 45).

### **Aware of themselves as active members of the communities**

Aware of themselves as active members of the communities refers to the students' realization of themselves as contributing individuals in their community. According to the analysis of the cases that focus on the CAS learning aims aspect of the service activities, eighteen out of twenty-two cases explored the students' awareness of themselves as active members of the communities in their service process. Details regarding awareness of themselves as active members of the communities are given in Table 46.

Table 46  
Aware of themselves as active members of the communities

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>
Nursing Home at Goffstown	Elderly People	The aging process and different mental and physical challenges of old age.
The Bolster Reservoir	Local People	Providing water source for the local community
Spaulding High School	Local Community	Improving local education
IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using a computer
Thetford Academy	Kindergarten Students	Finding fund for the supplies of the kindergarten students
	Kids in the Rainbow House Orphanage	Fund raising for aid to developing countries
The Montvert Hotel	The Hotel	Preparing a brochure to introduce the Montvert Hotel



Table 46 (cont'd)

Aware of themselves as active members of the communities

Bellow Falls High School	Community Elders	Preparing a local documentary on the Depression Era
Rock Point School	Elderly People in Tennessee	House building (Habitat for humanity)
Spaulding High School	Women in Prison	Engaging the youth with women in prison
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)
The Collserola Park, Barcelona	Urban Park	Raising the students' awareness of their environment
American School of Barcelona	Students	Language assistance
Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden
Botswana	A species endangered	Raising fund and drawing attention to a species which is endangered (rhino conservation)
Pathway World School in India	A village school and its students in India	Making the environment of village schools conducive for learning
A Cancer Center in Jakarta, Indonesia	Kids with cancer	Teaching kids with cancer and spending time with them
Mozambique	A small school in Mozambique serving AIDS orphans	Fund raising for aid to developing countries
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school

In Table 46, a Nursing Home at Goffstown, The Bolster Reservoir, Spaulding High School, IT Academy of Spaulding High School, Thetford Academy, The Montvert Hotel, Bellow Falls High School, Rock Points High School, Juda High School, THE Collserola Park, American School of Barcelona, Mecanita School, Botswana, Pathway World School, a cancer center in Jakarta, Mozambique and a village school in the Eastern part of Turkey are the cases which explore the students' awareness of themselves as active members of the communities in their cases. The table indicates that being aware of themselves as active members of the communities is a frequently achieved aim of CAS (Table 46).

### **Balanced**

Balanced is a term which refers to the students' holistic developments in terms of social, emotional, cognitive, artistic and sportive improvement. According to the analysis of the cases that focus on the CAS learning aims aspect of the service activities, twenty-two out of twenty two cases explored being balanced in their service process. The data are given in Table 47.

Table 47  
Balanced

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>
Nursing Home at Goffstown	Elderly People	The aging process and different mental and physical challenges of old age.
The Bolster Reservoir	Local People	Providing water source for the local community
Spaulding High School	Local Community	Improving local education

Table 47 (cont'd)

Balanced

Harwood Union High School	Local Community	Creating sustainable communities
IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using a computer
Thetford Academy	Kindergarten Students	Finding fund for the supplies of the kindergarten students
	Kids in the Rainbow House Orphanage	Fund raising for aid to developing countries
The Montvert Hotel	The Hotel	Preparing a brochure to introduce the Montvert Hotel
Bellow Falls High School	Community Elders	Preparing a local documentary on the Depression Era
Rock Point School	Elderly People in Tennessee	House building (Habitat for humanity)
Spaulding High School	Women in Prison	Engaging the youth with women in prison
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)
The Collserola Park, Barcelona	Urban Park	Raising the students' awareness of their environment
American School of Barcelona	Students	Language assistance
Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden

Table 47 (cont'd)

Balanced

Colombus County, North Carolina	Students themselves	Observing the community from a dual, unique perspective (the aerial classroom)
Botswana	A species endangered	Raising fund and drawing attention to a species which is endangered (rhino conservation)
Pathway World School in India	A village school and its students in India	Making the environment of village schools conducive for learning
A Cancer Center in Jakarta, Indonesia	Kids with cancer	Teaching kids with cancer and spending time with them
Mozambique	A small school in Mozambique serving AIDS orphans	Fund raising for aid to developing countries
Ankara Physical Medicine and Rehabilitation hospital, Turkey	Disabled children	Serving and amusing disabled kids

As seen in Table 47, all of the twenty-two cases analyzed in the study explore being balanced in their service activities as one of their CAS learning aims (Table 46).

### **Reflective thinkers**

Reflective thinking means thinking carefully and critically on a process to evaluate the value and effects of it. According to the analysis of the cases that focus on the CAS learning aims aspect of the service activities, fifteen out of twenty-two cases explored being reflective thinkers in their service process. Table 48 presents the data about reflective thinkers.

Table 48  
Reflective thinkers

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>
Nursing Home at Goffstown	Elderly People	The aging process and different mental and physical challenges of old age.
The Bolster Reservoir	Local People	Providing water source for the local community
Spaulding High School	Local Community	Improving local education
Harwood Union High School	Local Community	Creating sustainable communities
IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using a computer
Bellow Falls High School	Community Elders	Preparing a local documentary on the Depression Era
Rock Point School	Elderly People in Tennessee	House building (Habitat for humanity)
Spaulding High School	Women in Prison	Engaging the youth with women in prison
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)
American School of Barcelona	Students	Language assistance
Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden
Colombus County, North Carolina	Students themselves	Observing the community from a dual, unique perspective (the aerial classroom)

Table 48 (cont'd)  
Reflective thinkers

A Cancer Center in Jakarta, Indonesia	Kids with cancer	Teaching kids with cancer and spending time with them
Ankara Physical Medicine and Rehabilitation hospital, Turkey	Disabled children	Serving and amusing disabled kids
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school

In Table 48, a Nursing Home at Goffstown, The Bolster Reservoir, Spaulding High School, IT Academy of Spaulding High School, Thetford Academy, The Montvert Hotel, Bellow Falls High School, Rock Points High School, Juda High School, American School of Barcelona, Mecanita School, Columbus County, a cancer center in Jakarta, Ankara Physical Medicine and Rehabilitation Hospital and a village school in the Eastern part of Turkey are the cases which explore being reflective thinkers as an aspect of CAS learning aims in their cases. Table 48 points out that being reflective thinkers is a frequently achieved aim of CAS (Table 48).

### **Willing to accepts new challenges and roles**

Willingness to accept new challenges refers to the students' enthusiasm to face with new challenges and to take new roles as individuals. According to the analysis of the cases that focus on the CAS learning aims aspect of the service activities, twenty-two of twenty two cases explored willingness to accept new challenges and roles in their service process. The data are given in Table 49.

Table 49  
Willing to accept new challenges and roles

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>
Nursing Home at Goffstown	Elderly People	The aging process and different mental and physical challenges of old age.
The Bolster Reservoir	Local People	Providing water source for the local community
Spaulding High School	Local Community	Improving local education
IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using a computer
Thetford Academy	Kindergarten Students	Finding fund for the supplies of the kindergarten students
	Kids in the Rainbow House Orphanage	Fund raising for aid to developing countries
The Montvert Hotel	The Hotel	Preparing a brochure to introduce the Montvert Hotel
Bellow Falls High School	Community Elders	Preparing a local documentary on the Depression Era
Rock Point School	Elderly People in Tennessee	House building (Habitat for humanity)
Spaulding High School	Women in Prison	Engaging the youth with women in prison
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)
The Collserola Park, Barcelona	Urban Park	Raising the students' awareness of their environment

Table 49 (cont'd)

## Willing to accept new challenges and roles

American School of Barcelona	Students	Language assistance
Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden
Colombus County, North Carolina	Students themselves	Observing the community from a dual, unique perspective (the aerial classroom)
Botswana	A species endangered	Raising fund and drawing attention to a species which is endangered (rhino conservation)
Pathway World School in India	A village school and its students in India	Making the environment of village schools conducive for learning
A Cancer Center in Jakarta, Indonesia	Kids with cancer	Teaching kids with cancer and spending time with them
Mozambique	A small school in Mozambique serving AIDS orphans	Fund raising for aid to developing countries
Ankara Physical Medicine and Rehabilitation hospital, Turkey	Disabled children	Serving and amusing disabled kids
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school

As seen in Table 49, twenty of the twenty-two cases analyzed in the study explore willingness to accept new challenges and roles in their service activities as one aspect of their CAS learning aims. The only case which does not explore this aspect is Harwood Union High School. Table 49 shows that being willing to accept new challenges and roles is a highly achieved aim of CAS (Table 49).



## CAS learning outcomes

CAS learning outcomes are the expected results which are observed at the end of the service learning process. The researcher identified the following nine aspects of CAS learning outcomes among the twenty-two service cases she analyzed (Figure 9).

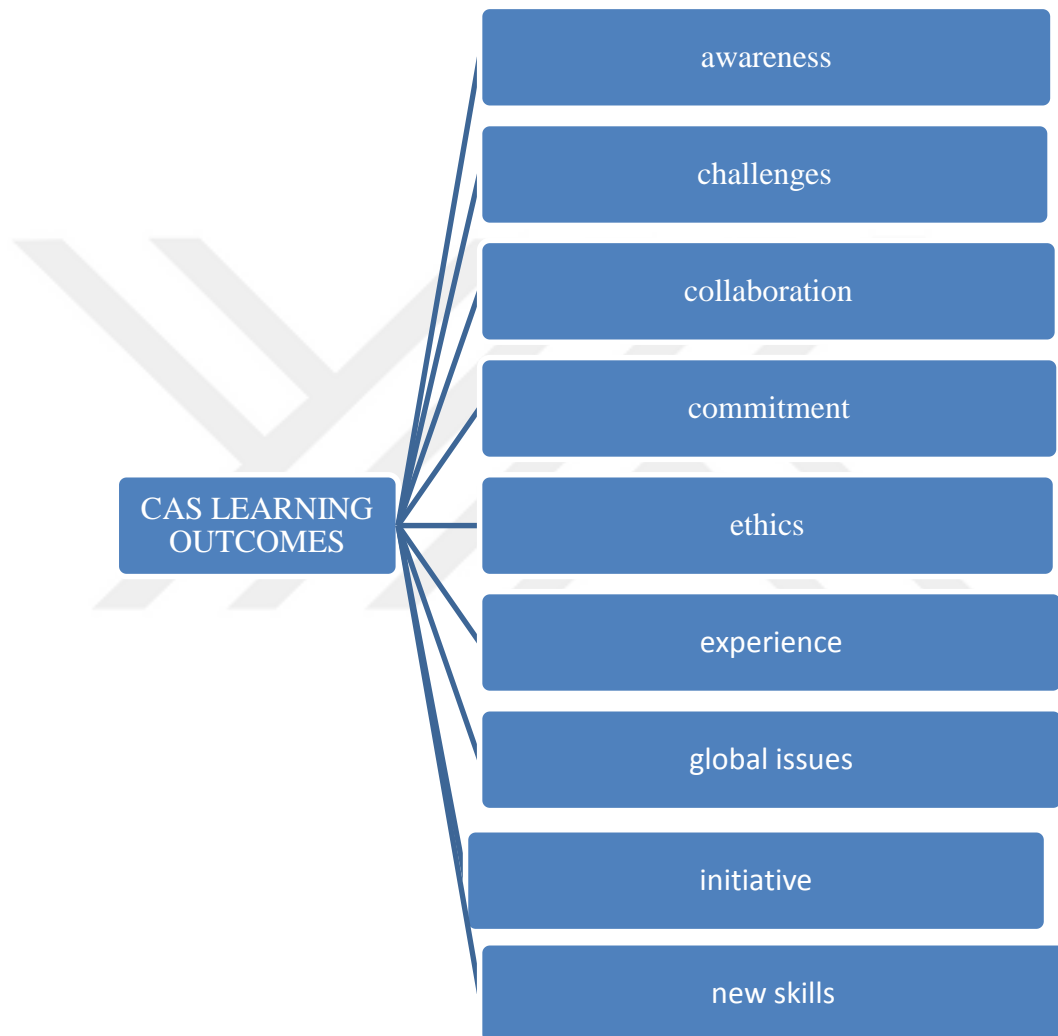


Figure 9. CAS learning outcomes

## Awareness

According to the analysis of the cases that focus on the CAS learning outcomes aspect of the service activities, eighteen out of twenty-two cases explored awareness in their service process. The data about awareness are given in Table 50.

Table 50  
Awareness

Case	Communities Served	Service
Nursing Home at Goffstown	Elderly People	The aging process and different mental and physical challenges of old age.
Spaulding High School	Local Community	Improving local education
IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using a computer
Thetford Academy	Kindergarten Students	Finding fund for the supplies of the kindergarten students
	Kids in the Rainbow House Orphanage	Fund raising for aid to developing countries
The Montvert Hotel	The Hotel	Preparing a brochure to introduce the Montvert Hotel
Bellow Falls High School	Community Elders	Preparing a local documentary on the Depression Era
Rock Point School	Elderly People in Tennessee	House building (Habitat for humanity)
Spaulding High School	Women in Prison	Engaging the youth with women in prison
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)

Table 50 (cont'd)

## Awareness

The Collserola Park, Barcelona	Urban Park	Raising the students' awareness of their environment
American School of Barcelona	Students	Language assistance
Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden
Botswana	A species endangered	Raising fund and drawing attention to a species which is endangered (rhino conservation)
Pathway World School in India	A village school and its students in India	Making the environment of village schools conducive for learning
A Cancer Center in Jakarta, Indonesia	Kids with cancer	Teaching kids with cancer and spending time with them
Mozambique	A small school in Mozambique serving AIDS orphans	Fund raising for aid to developing countries
Ankara Physical Medicine and Rehabilitation hospital, Turkey	Disabled children	Serving and amusing disabled kids
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school

In Table 50, of the eighteen cases focusing on the awareness aspect of CAS learning outcomes, at a Nursing Home at Goffstown, at Spaulding High School, at IT Academy of Spaulding High School, at Thetford Academy, at the Montvert Hotel, at Below Falls High School, at Rock Point High School, at Juda High School, at

Collserola Park, at American School of Barcelona, at Mecanita School, in Botswana, at Pathway World School, at a cancer center in Jakarta, in Mozambique, at Ankara Physical Therapy Medicine and Therapy Hospital and in a village in eastern part of Turkey, the students' awareness of their own strength and areas for development after the service activity is explored as a CAS learning outcome. According to the table it can be inferred that increasing their awareness of their own strengths and areas for development is one of the most common outcomes observed at the end of the service activities (Table 50).

### **Challenges**

According to the analysis of the cases that focus on the CAS learning outcomes aspect of the service activities, nineteen out of twenty-two cases explored undertaking challenges in their service process. The data about undertaking challenges are given in Table 51.

Table 51  
Challenges

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>
Nursing Home at Goffstown	Elderly People	The aging process and different mental and physical challenges of old age.
Spaulding High School	Local Community	Improving local education
IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using a computer

Table 51(cont'd)  
Challenges

Thetford Academy	Kindergarten Students	Finding fund for the supplies of the kindergarten students
	Kids in the Rainbow House Orphanage	Fund raising for aid to developing countries
The Montvert Hotel	The Hotel	Preparing a brochure to introduce the Montvert Hotel
Bellow Falls High School	Community Elders	Preparing a local documentary on the Depression Era
Rock Point School	Elderly People in Tennessee	House building (Habitat for humanity)
Spaulding High School	Women in Prison	Engaging the youth with women in prison
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)
The Collserola Park, Barcelona	Urban Park	Raising the students' awareness of their environment
American School of Barcelona	Students	Language assistance
Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden
Colombus County, North Carolina	Students themselves	Observing the community from a dual, unique perspective (the aerial classroom)
Botswana	A species endangered	Raising fund and drawing attention to a species which is endangered (rhino conservation)

Table 51(cont'd)  
Challenges

Pathway World School in India	A village school and its students in India	Making the environment of village schools conducive for learning
A Cancer Center in Jakarta, Indonesia	Kids with cancer	Teaching kids with cancer and spending time with them
Mozambique	A small school in Mozambique serving AIDS orphans	Fund raising for aid to developing countries
Ankara Physical Medicine and Rehabilitation hospital, Turkey	Disabled children	Serving and amusing disabled kids
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school

In Table 51, of the nineteen cases focusing on the challenges aspect of CAS learning outcomes, at a Nursing Home at Goffstown, at Spaulding High School, at IT Academy of Spaulding High School, at Thetford Academy, at the Montvert Hotel, at Bellow Falls High School, at Rock Point High School, at Juda High School, at Collserola Park, at American School of Barcelona, at Mecanita School, in Columbus County, in Botswana, at Pathway World School, at a cancer center in Jakarta, in Mozambique, at Ankara Physical Therapy Medicine and Therapy Hospital and in a village in eastern part of Turkey, undertaking new challenges is explored as a CAS learning outcome (Table 51).

## Collaboration

Collaboration means working cooperatively as a group. According to the analysis of the cases that focus on the CAS learning outcomes aspect of the service activities, twenty-two out of twenty two cases explored collaboration in their service process. Details regarding collaboration are given in Table 52.

Table 52  
Collaboration

Case	Communities Served	Service
Nursing Home at Goffstown	Elderly People	The aging process and different mental and physical challenges of old age.
The Bolster Reservoir	Local People	Providing water source for the local community
Spaulding High School	Local Community	Improving local education
Harwood Union High School	Local Community	Creating sustainable communities
IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using a computer
Thetford Academy	Kindergarten Students	Finding fund for the supplies of the kindergarten students
	Kids in the Rainbow House Orphanage	Fund raising for aid to developing countries
The Montvert Hotel	The Hotel	Preparing a brochure to introduce the Montvert Hotel
Bellow Falls High School	Community Elders	Preparing a local documentary on the Depression Era
Rock Point School	Elderly People in Tennessee	House building (Habitat for humanity)
Spaulding High School	Women in Prison	Engaging the youth with women in prison

Table 52(cont'd)  
Collaboration

Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)
The Collserola Park, Barcelona	Urban Park	Raising the students' awareness of their environment
American School of Barcelona	Students	Language assistance
Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden
Colombus County, North Carolina	Students themselves	Observing the community from a dual, unique perspective (the aerial classroom)
Botswana	A species endangered	Raising fund and drawing attention to a species which is endangered (rhino conservation)
Pathway World School in India	A village school and its students in India	Making the environment of village schools conducive for learning
A Cancer Center in Jakarta, Indonesia	Kids with cancer	Teaching kids with cancer and spending time with them
Mozambique	A small school in Mozambique serving AIDS orphans	Fund raising for aid to developing countries
Ankara Physical Medicine and Rehabilitation hospital, Turkey	Disabled children	Serving and amusing disabled kids
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school



In Table 52, of the twenty-two cases focusing on the collaboration aspect of CAS learning outcomes, all of the cases explore collaboration as a CAS learning outcome in their activities which shows that working collaboratively with others is obviously the most common outcome achieved at the end of the service process (Table 52).

### **Commitment**

Commitment can be defined as devotion and willingness to give time and energy to something you have faith in. According to the analysis of the cases that focus on the CAS learning outcomes aspect of the service activities, sixteen out of twenty-two cases explored commitment in their service process. The data about commitment are given in Table 53.

Table 53  
Commitment

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>
The Bolster Reservoir	Local People	Providing water source for the local community
Spaulding High School	Local Community	Improving local education
Harwood Union High School	Local Community	Creating sustainable communities
IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using a computer
Thetford Academy	Kindergarten Students	Finding fund for the supplies of the kindergarten students
The Montvert Hotel	The Hotel	Preparing a brochure to introduce the Montvert Hotel

Table 53(cont'd)  
Commitment

Bellow Falls High School	Community Elders	Preparing a local documentary on the Depression Era
Rock Point School	Elderly People in Tennessee	House building (Habitat for humanity)
Spaulding High School	Women in Prison	Engaging the youth with women in prison
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)
Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden
Colombus County, North Carolina	Students themselves	Observing the community from a dual, unique perspective (the aerial classroom)
Botswana	A species endangered	Raising fund and drawing attention to a species which is endangered (rhino conservation)
Pathway World School in India	A village school and its students in India	Making the environment of village schools conducive for learning
A Cancer Center in Jakarta, Indonesia	Kids with cancer	Teaching kids with cancer and spending time with them
Mozambique	A small school in Mozambique serving AIDS orphans	Fund raising for aid to developing countries

In Table 53, of the sixteen cases focusing on the commitment aspect of CAS learning outcomes, at The Bolster Reservoir, at Spaulding High School, at IT Academy of Spaulding High School, at Thetford Academy, at the Montvert Hotel, at Bellow Falls

High School, at Rock Point High School, at Juda High School, at Mecanita School, in Columbus County, in Botswana, at Pathway World School, at a cancer center in Jakarta, and in Mozambique showing perseverance and commitment in activities is explored as a CAS learning outcome (Table 53).

## Ethics

Ethics refer to the morals of behavior and actions. According to the analysis of the cases that focus on the CAS learning outcomes aspect of the service activities, ten out of twenty-two cases explored ethics in their service process. The data about ethics are given in Table 54.

Table 54  
Ethics

Case	Communities Served	Service
Nursing Home at Goffstown	Elderly People	The aging process and different mental and physical challenges of old age.
The Bolster Reservoir	Local People	Providing water source for the local community
Spaulding High School	Local Community	Improving local education
Harwood Union High School	Local Community	Creating sustainable communities
Spaulding High School	Women in Prison	Engaging the youth with women in prison
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)
Columbus County, North Carolina	Students themselves	Observing the community from a dual, unique perspective (the aerial classroom)

Table 54(cont'd)  
Ethics

Mozambique	A small school in Mozambique serving AIDS orphans	Fund raising for aid to developing countries
Ankara Physical Medicine and Rehabilitation hospital, Turkey	Disabled children	Serving and amusing disabled kids
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school

In Table 54, of the ten cases focusing on the ethics aspect of CAS learning outcomes, at a Nursing Home at Goffstown, at The Bolster Reservoir, at Spaulding High School, at Harwood Union High School, at Juda High School, at Columbus County, in Mozambique, at Ankara Physical Medicine and Rehabilitation High School, and in a village in eastern part of Turkey, considering the ethical implications of the students' actions is explored as a CAS learning outcome (Table 54).

### **Experience**

Experience refers to the knowledge that you obtain while doing a job. According to the analysis of the cases that focus on the CAS learning outcomes aspect of the service activities, only one out of twenty-two cases explored experience in their service process. The data about experience are given in Table 55.

Table 55 Experience

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>
The Bolster Reservoir	Local People	Providing water source for the local community

In Table 55, becoming experts in the area of the students' selected study is explored as a CAS learning outcome only at The Bolster Reservoir and it shows that it is a rare outcome achieved by the end of service activities (Table 55).

### Global issues

Global issues refer to the problems which are not only related to the local areas, but also have worldwide effects. According to the analysis of the cases that focus on the CAS learning outcomes aspect of the service activities, four out of twenty-two cases explored global issues in their service process. Table 56 presents the data about global issues.

Table 56  
Global issues

Case	Communities Served	Service
Thetford Academy	Kids in the Rainbow House Orphanage	Fund raising for aid to developing countries
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)
Botswana	A species endangered	Raising fund and drawing attention to a species which is endangered (rhino conservation)
Mozambique	A small school in Mozambique serving AIDS orphans	Fund raising for aid to developing countries

In Table 56, of the four cases focusing on the global issues aspect of CAS learning outcomes, at Thetford Academy, at Juda High School, in Botswana, and in Mozambique engaging with issues of global importance is explored as a CAS learning outcome. It can be inferred from the table that global issues are not as commonly addressed as local issues in the service activities analyzed for the study (Table 56).

### **Initiative**

According to the analysis of the cases that focus on the CAS learning outcomes aspect of the service activities, fourteen out of twenty-two cases explored initiative in their service process. The data about initiative are given in Table 57.

Table 57  
Initiative

<b>Case</b>	<b>Communities Service</b>	<b>Service</b>
Thetford Academy	Kindergarten Students	Finding fund for the supplies of the kindergarten students
	Kids in the Rainbow House Orphanage	Fund raising for aid to developing countries
The Montvert Hotel	The Hotel	Preparing a brochure to introduce the Montvert Hotel
Bellow Falls High School	Community Elders	Preparing a local documentary on the Depression Era
Rock Point School	Elderly People in Tennessee	House building (Habitat for humanity)
Spaulding High School	Women in Prison	Engaging the youth with women in prison
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)

Table 57(cont'd)  
Initiative

Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden
Colombus County, North Carolina	Students themselves	Observing the community from a dual, unique perspective (the aerial classroom)
Botswana	A species endangered	Raising fund and drawing attention to a species which is endangered (rhino conservation)
Pathway World School in India	A village school and its students in India	Making the environment of village schools conducive for learning
A Cancer Center in Jakarta, Indonesia	Kids with cancer	Teaching kids with cancer and spending time with them
Mozambique	A small school in Mozambique serving AIDS orphans	Fund raising for aid to developing countries
Ankara Physical Medicine and Rehabilitation hospital, Turkey	Disabled children	Serving and amusing disabled kids
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school

In Table 57, of the fourteen cases focusing on the initiative aspect of CAS learning outcomes, at Thetford Academy, at the Montvert Hotel, at Bellow Falls High School, at Rock Point High School, at Spaulding High School, at Juda High School, at Mecanita School, in Colombus County, in Botswana, at Pathway World School, at a cancer center in Jakarta, in Mozambique, at Ankara Physical Therapy Medicine and

Therapy Hospital and in a village in eastern part of Turkey, planning and initiating activities is explored as a CAS learning outcome. The table shows that planning and initiating activities is a frequently seen outcome of service learning activities (Table 57).

### **New skills**

New skills refer to the new abilities that students obtain after a certain activity.

According to the analysis of the cases that focus on the CAS learning outcomes aspect of the service activities, seventeen out of twenty-two cases explored new skills in their service process. The data about new skills are given in Table 58.

Table 58  
New skills

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>
Spaulding High School	Local Community	Improving local education
IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using a computer
Thetford Academy	Kindergarten Students	Finding fund for the supplies of the kindergarten students
	Kids in the Rainbow House Orphanage	Fund raising for aid to developing countries
The Montvert Hotel	The Hotel	Preparing a brochure to introduce the Montvert Hotel
Bellow Falls High School	Community Elders	Preparing a local documentary on the Depression Era
Rock Point School	Elderly People in Tennessee	House building (Habitat for humanity)



Table 58(cont'd)  
New skills

Spaulding High School	Women in Prison	Engaging the youth with women in prison
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)
The Collserola Park, Barcelona	Urban Park	Raising the students' awareness of their environment
American School of Barcelona	Students	Language assistance
Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden
Colombus County, North Carolina	Students themselves	Observing the community from a dual, unique perspective (the aerial classroom)
Botswana	A species endangered	Raising fund and drawing attention to a species which is endangered (rhino conservation)
Pathway World School in India	A village school and its students in India	Making the environment of village schools conducive for learning
Mozambique	A small school in Mozambique serving AIDS orphans	Fund raising for aid to developing countries
Ankara Physical Medicine and Rehabilitation hospital, Turkey	Disabled children	Serving and amusing disabled kids
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school

In Table 58, of the seventeen cases focusing on the new skills aspect of CAS learning outcomes, at Spaulding High School, at IT Academy of Spaulding High School, at Thetford Academy, at the Montvert Hotel, at Bellow Falls High School, at Rock Point High School, at Juda High School, at The Collserola Park, at American School of Barcelona, at Mecanita School, in Colombus County, in Botswana, at Pathway World School, in Mozambique, at Ankara Physical Therapy Medicine and Therapy Hospital, and in a village in eastern part of Turkey, developing new skills is explored as a CAS learning outcome. Table 58 shows that in most cases students develop new skills during their service activities (Table 58).

#### **Effects on international-mindedness**

International mindedness is a term which refers to an international perspective, sensitivity and caring towards international issues as well as local ones. The researcher identified the following two aspects of international-mindedness among the twenty-two service cases she analyzed (Figure 10).

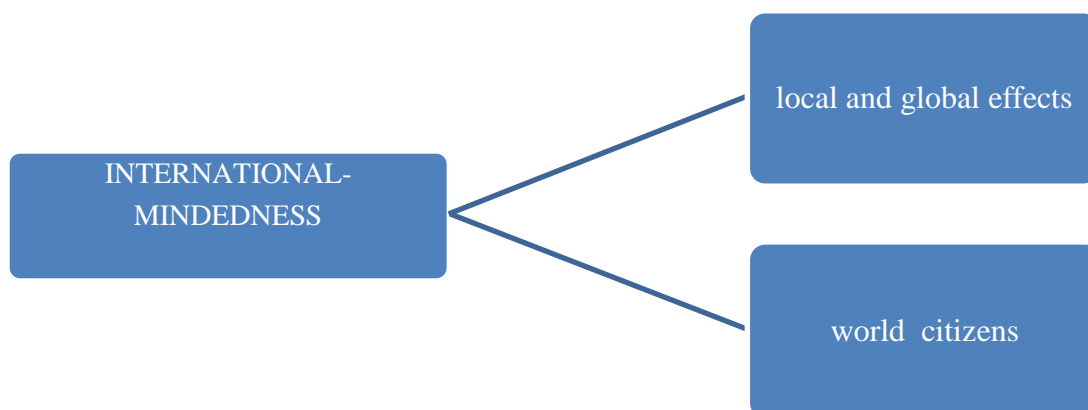


Figure 10. Effects on international mindedness

## Local and global effects

Local and global effects are the visible changes locally and globally observed after certain activities. According to the analysis of the cases that focus on the effects on international mindedness aspect of the service activities, three out of twenty-two cases explored local and global effects in their service process. The data about local and global effects are given in Table 59.

Table 59  
Local and global effects

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Effects on international mindedness</b>
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)	Students connected with schools around the world so the results affected not only the local community but also the global community
Botswana	A species endangered	Raising fund and drawing attention to a species which is endangered (rhino conservation)	Students not only contributed to the local community but also dealt with a global issue as they took care of a species which was endangered
Mozambique	A small school in Mozambique serving AIDS orphans	Fund raising for aid to developing countries	From local to global issues

In Table 59, of the three cases focusing on the local and global effects aspect of effects on international mindedness, at Juda High School the students connect with schools around the world so the results affect not only the local community but also the global community; and in Botswana the students not only contribute to the local

community but also deal with a global issue as they take care of a species which is endangered. Finally, in Mozambique, the students follow a pattern which is from local to global (Table 59).

### **World citizens**

World citizen is a term which refers to the individuals who consider themselves as the members of the whole world rather than a local community. According to the analysis of the cases that focus on the effects on international mindedness aspect of the service activities, two out of twenty-two cases explored world citizens in their service process. The data about world citizens are given in Table 60.

Table 60  
World citizens

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Effects on international mindedness</b>
Harwood Union High School	Local Community	Creating sustainable communities	Analysis of global issues
Thetford Academy	Kids in the Rainbow House Orphanage	Fund raising for aid to developing countries	Educating internationally-minded, global citizens
			Considering themselves as citizens of the world rather than citizens of a single country

In Table 60, of the two cases focusing on the world citizen aspect of effects on international mindedness, at Harwood Union High School an analysis of global issues is conducted. At Thetford Academy educating internationally minded, global citizens, and students considering themselves as citizens of the world rather than citizens of a single country are the explored aspects of effects on international

mindedness. Taking the table into consideration it can be claimed that only a small number of the service activities analyzed for this study address the issue of world citizenship (Table 60).

### **Effects on civic-mindedness**

Effects on civic-mindedness can be explained as the visible influences of the service activities on the students' towards civic issues. The researcher identified the following six aspects of effects of civic-mindedness among the twenty-two service cases she analyzed (Figure 11).

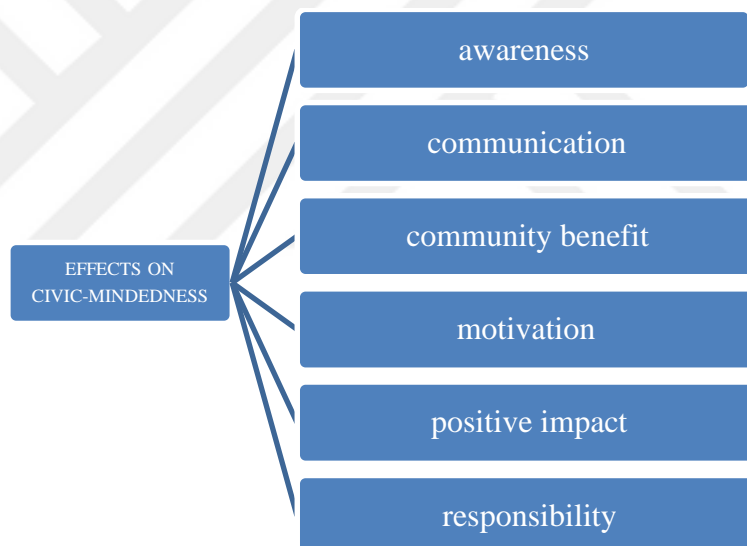


Figure 11. Effects on civic-mindedness

#### **Awareness**

According to the analysis of the cases that focus on the effects on civic-mindedness aspect of the service activities, eleven out of twenty-two cases explored awareness in their service process. Details regarding awareness are given in Table 61.

Table 61  
Awareness

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Effects on civic-mindedness</b>
The Bolster Reservoir	Local People	Providing water source for the local community	Arousing interest for different parts of their community
Thetford Academy	Kids in the Rainbow House Orphanage	Fund raising for aid to developing countries	Becoming aware of civic issues and acting in cooperation with civic organizations
Bellow Falls High School	Community Elders	Preparing a local documentary on the Depression Era	Becoming more familiar with the society and its needs
Rock Point School	Elderly People in Tennessee	House building (Habitat for humanity)	Meeting people with different backgrounds
Spaulding High School	Women in Prison	Engaging the youth with women in prison	Realizing the importance of engagement with the community
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)	Increasing the awareness of and sensitivity to community problems
American School of Barcelona	Students	Language assistance	Becoming aware of the community needs and trying to find solutions to them
Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden	Increasing awareness and sensitivity to community problems

Table 61(cont'd)  
Awareness

Colombus County, North Carolina	Students themselves	Observing the community from a dual, unique perspective (the aerial classroom)	Becoming aware of and engaged with the community
Pathway World School in India	A village school and its students in India	Making the environment of village schools conducive for learning	Becoming familiar with the different needs of different regions of the country
			Becoming familiar with people with different backgrounds and benefitting from experiences and different viewpoints of each other
A Cancer Center in Jakarta, Indonesia	Kids with cancer	Teaching kids with cancer and spending time with them	Becoming familiar with people with different backgrounds and benefitting from experiences and different viewpoints of each other
			Becoming aware of the people with different needs

In Table 61, of the eleven cases focusing on the awareness aspect of the effects on civic-mindedness, at The Bolster Reservoir the students arouse interest for different parts of their community; at Thetford Academy they become aware of civic issues and start to act in cooperation with civic organizations; at Bellow Falls High School they become more familiar with the society and its needs; at Rock Point School they meet people with different backgrounds; and at Spaulding High School they realize the importance of engagement with the community; at Juda High School they

increase their awareness of and sensitivity to community problems, at American School of Barcelona they become aware of the community needs and try to find solutions to them; at Mecanita School they increase the awareness of and sensitivity to community problems; in Columbus County they become aware of and engaged with the different needs of different regions of the country; at Pathway World School they become familiar with people with different backgrounds and benefitting from experiences and different viewpoints of each other; and at a cancer center in Jakarta they become familiar with people with different backgrounds and become aware of people with different needs. These are the aspects explored as the awareness related effects on civic-mindedness. The table shows that awareness is a frequently seen effect on civic-mindedness of students (Table 61).

### **Communication**

According to the analysis of the cases that focus on the effects on civic-mindedness aspect of the service activities, five out of twenty-two cases explored communication in their service process. The data about communication are given in Table 62.

Table 62  
Communication

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Effects on civic-mindedness</b>
Nursing Home at Goffstown	Elderly People	The aging process and different mental and physical challenges of old age.	Getting involved with the people at the nursing home and increasing awareness about their problems



Table 62(cont'd)  
Communication

IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using a computer	Overcoming the prejudice about the stereotypes in the community
			Bringing different groups together
Rock Point School	Elderly People in Tennessee	House building (Habitat for humanity)	Engaging with community groups
Ankara Physical Medicine and Rehabilitation hospital, Turkey	Disabled children	Serving and amusing disabled kids	Building and sustaining caring relationships with others
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school	Engagement with people from a different part of the country

In Table 62, of the five cases focusing on the communication aspect of the effects on civic-mindedness, at a Nursing Home at Goffstown getting involved with the people at the nursing home and increasing awareness about their problems; at IT Academy of Spaulding High School overcoming the prejudice about the stereotypes in the community and bringing different groups together; at Rock Point High School engaging with community groups; at Ankara Physical Medicine and Rehabilitation Hospital building and sustaining caring relationships with others; and in a village in eastern part of Turkey engagement with people from different parts of the country are explored as communication related effects on civic-mindedness (Table 62).

## Community benefit

Community benefit can be explained as common good of a society. According to the analysis of the cases that focus on the effects on civic-mindedness aspect of the service activities, five out of twenty-two cases explored community benefit in their service process. The data about community benefit are given in Table 63.

Table 63  
Community benefit

Case	Communities Served	Service	Effects on civic-mindedness
The Bolster Reservoir	Local People	Providing water source for the local community	Working for community benefit
Spaulding High School	Local Community	Improving local education	Identifying the community needs to be met
	Local Community		Coming up with solutions to meet the needs as members of the community
A Cancer Center in Jakarta, Indonesia	Kids with cancer	Teaching kids with cancer and spending time with them	Working for the benefits of the individuals in a community
			Helping people who have less than them
Mozambique	A small school in Mozambique serving AIDS orphans	Fund raising for aid to developing countries	Acting for community needs
	A small school in Mozambique serving AIDS orphans		Betterment of the society and the individuals
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school	Working actively, effectively and cooperatively for the sake of country

In Table 63, of the five cases focusing on the community benefit aspect of the effects on civic-mindedness, at The Bolster Reservoir working for community benefit; at Spaulding High School identifying the community needs to be met and coming up with solutions to meet the needs as members of the community; at a cancer center in Jakarta helping people who have less than they do; in Mozambique acting for community needs and betterment of the society and individuals; and in a village in eastern part of Turkey working actively, effectively and cooperatively for the sake of the country are explored as the community benefit related effects on civic-mindedness (Table 63).

### **Motivation**

According to the analysis of the cases that focus on the effects on civic-mindedness aspect of the service activities, four out of twenty-two cases explored motivation in their service process. The data about motivation are given in Table 64.

Table 64  
Motivation

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Effects on civic-mindedness</b>
The Collserola Park, Barcelona	Urban Park	Raising the students' awareness of their environment	Increasing students' motivation to identify the community need and to find solutions for them
American School of Barcelona		Language assistance	Increasing students' competency and motivation to serve
Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden	Increasing students' motivation and competency to serve the community

Table 64(cont'd)  
Motivation

Ankara Physical Medicine and Rehabilitation hospital, Turkey	Disabled children	Serving and amusing disabled kids	Developing the ability and motivation to work cooperatively with others for the common good
--	-------------------	-----------------------------------	---

In Table 64, of the four cases focusing on the motivation aspect of the effects on civic-mindedness, at The Collserola Park increasing the students' motivation to identify community needs and to find solutions; at American School of Barcelona and at Mecanita School increasing the students' competency and motivation to serve; and at Ankara Physical Medicine and Rehabilitation Hospital developing the ability and motivation to work cooperatively with others for the common good are explored as motivation related effects on civic-mindedness (Table 64).

### **Positive impact**

Positive impact refers to the advantageous influences of the activities on the students. According to the analysis of the cases that focus on the effects on civic-mindedness aspect of the service activities, three out of twenty-two cases explored positive impact in their service process. Table 65 presents the data about positive impact.

Table 65  
Positive impact

Case	Communities Served	Service	Effects on civic-mindedness
The Montvert Hotel	The Hotel	Preparing a brochure to introduce the Montvert Hotel	Community members develop trust in future youth
			Service learning gives people a positive view about future projects
Bellow Falls High School	Community Elders	Preparing a local documentary on the Depression Era	Realizing the change in the community
Juda High School, Wisconsin	Juda High School	Reducing energy cost	Encouraging the motivation to serve the community

In Table 65, of the three cases focusing on the positive impact aspect of the effects on civic-mindedness, at The Montvert Hotel community members’ developing trust in future youth and giving people a positive view about future projects; at Bellow Falls High School realizing the change in the community; and at Juda High School encouraging the motivation to serve the community are explored as positive impact related effects on civic-mindedness (Table 65).

### **Responsibility**

According to the analysis of the cases that focus on the effects on civic-mindedness aspect of the service activities, five out of twenty-two cases explored responsibility in their service process. The data about responsibility are given in Table 66.

Table 66  
Responsibility

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Effects on civic-mindedness</b>
Harwood Union High School	Local Community	Creating sustainable communities	Responsibility towards the community
Harwood Union High School		Creating sustainable communities	Role and responsibility of the government
Thetford Academy	Kindergarten Students	Finding fund for the supplies of the kindergarten students	Increasing students' personal sense of agency when they are given the right conditions
The Collserola Park, Barcelona	Urban Park	Raising the students' awareness of their environment	Becoming more attached to the local community
Botswana	A species endangered	Raising fund and drawing attention to a species which is endangered (rhino conservation)	Instead of just donating money, actively taking part in the process and becoming aware of the needs of a local community
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school	Having voice in the future of the country

In Table 66, of the five cases focusing on the positive impact aspect of the effects on civic-mindedness, at Harwood Union High School responsibility towards the community and role and responsibility of the government; at Thetford Academy increasing students' personal sense of agency when they are given the right

conditions; at The Collserola Park becoming more attached to the local community; in Botswana instead of just donating money, actively taking part in the process and becoming aware of the needs of a local community; and in a village in eastern part of Turkey having voice in the future of the country are explored as the responsibility related effects on civic-mindedness (Table 66).

### Effects on citizenship

Effects on citizenship can be explained as the positive impacts of service activities on the students' perception of being contributing members of the community they belong as citizens. Although citizenship has commonalities with the idea of civic-mindedness, the reference to belongingness to a certain nation in citizenship is a distinguishing feature. The researcher identified the following six aspects of effects of citizenship among the twenty-two service cases she analyzed (Figure 12).

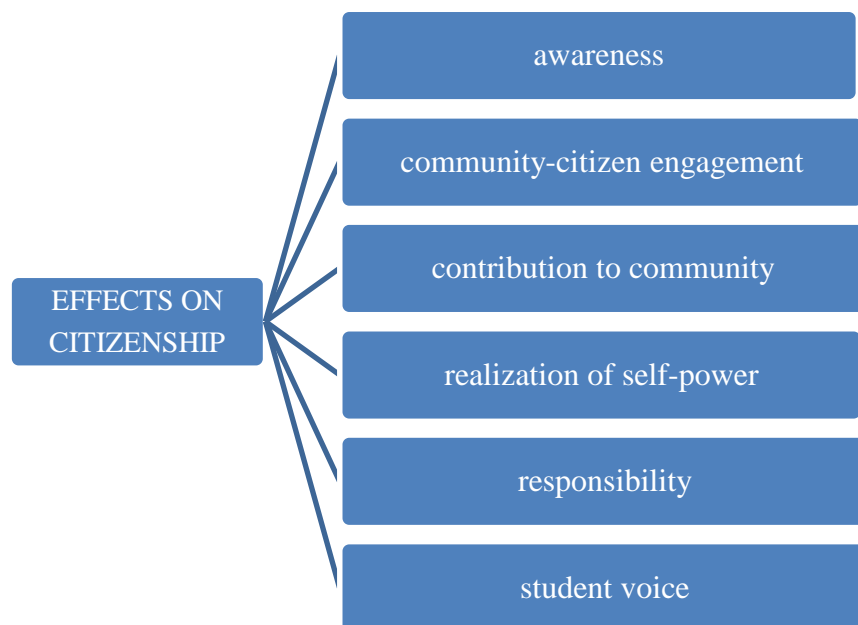


Figure 12. Effects on citizenship

## Awareness

According to the analysis of the cases that focus on the effects on citizenship aspect of the service activities, five out of twenty-two cases explored awareness in their service process. The data about awareness are given in Table 67.

Table 67  
Awareness

Case	Communities Served	Service	Effects on citizenship development
Bellow Falls High School	Community Elders	Preparing a local documentary on the Depression Era	Students become familiar with diff. Aspects of society so their awareness as citizens increase
Rock Point School	Elderly People in Tennessee	House building (Habitat for humanity)	Becoming aware of their effect on the community needs
Spaulding High School	Women in Prison	Engaging the youth with women in prison	Students cross the borders of their own limited life and become aware of people with different background and they become more knowledgeable citizens
Ankara Physical Medicine and Rehabilitation hospital, Turkey	Disabled children	Serving and amusing disabled kids	Realizing the problems faced by people from different backgrounds
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school	Realization of different needs in different parts of the country
			Becoming more aware of the problems and handicaps to solving these problems as citizens of the country



In Table 67, of the five cases focusing on awareness aspect of the effects on citizenship, at Bellow Falls High School the students become familiar with different aspects of their society so their awareness as citizens increase. At Rock Point High School, the students become aware of their effects on the community needs. At Spaulding High School, the students cross the borders of their own limited life and become aware of people with different background, and they become more knowledgeable citizens. At Ankara Physical Medicine and Rehabilitation Hospital realizing the problems faced by the people from different backgrounds; in a village in eastern part of Turkey realization of needs in different parts of the country and becoming more aware of the problems and handicaps of solving these problems as citizens of the country are the citizenship related effects which are explored in the given cases (Table 67).

### **Community-citizen engagement**

Community- citizen engagement refers to the interaction between the society and the citizen. According to the analysis of the cases that focus on the effects on citizenship aspect of the service activities, eight out of twenty-two cases explored community-citizen engagement in their service process. The data about community-citizen engagement are given in Table 68.

Table 68  
Community citizen engagement

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Effects on citizenship development</b>
Spaulding High School	Local Community	Improving local education	Realization of their roles as citizens finding solutions and meeting the needs of their community
Harwood Union High School	Local Community	Creating sustainable communities	Active citizenship for their local and global community
Bellow Falls High School	Community Elders	Preparing a local documentary on the Depression Era	Developing their sense of citizenship as they become more familiar with the society
Spaulding High School	Women in Prison	Engaging the youth with women in prison	Becoming familiar with different facets of their community
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)	Building citizen-community engagement
			Reinforcing the tie between community and students
American School of Barcelona	Students	Language assistance	Finding themselves new roles as contributing citizens
Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden	Getting more engaged with the community as active and productive citizens
Ankara Physical Medicine and Rehabilitation hospital, Turkey	Disabled children	Serving and amusing disabled kids	Develop citizenship awareness through community engagement

In Table 68, of the eight cases focusing on community- citizen engagement aspect of the effects on citizenship, at Spaulding High School the students realize their roles as citizens finding solutions and meeting the needs of their community, and they become familiar with different facets of their community; at Harwood Union High School they turn into active citizens working for their local and global community; at Bellow Falls High School they develop a sense of citizenship as they become familiar with the society; at Spaulding High School they become familiar with different facets of their community; at Juda High School they build citizen-community engagement and reinforce the tie between community and themselves; at American School of Barcelona they find themselves new roles as contributing citizens; at Mecanita School they get more engaged with the community as active and productive citizens; and at Ankara Physical Medicine and Rehabilitation Hospital they develop citizenship awareness through community engagement are among the effects explored during the services. According to the table it can be claimed that community- citizen engagement is a common effect seen as a result of service activities (Table 68).

### **Contribution to community**

Contribution to the community refers to the positive effects of the students' effort on their community. According to the analysis of the cases that focus on the effects on citizenship aspect of the service activities, five out of twenty-two cases explored contribution to community in their service process. The data about contribution to community are given in Table 69.

Table 69  
Contribution to community

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Effects on citizenship development</b>
Nursing Home at Goffstown	Elderly People	The aging process and different mental and physical challenges of old age.	The habit of giving back to the community as better citizens
IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using a computer	Realizing and meeting the community needs
Thetford Academy	Kindergarten Students	Finding fund for the supplies of the kindergarten students	Meeting community needs as citizens who are aware of their responsibilities
A Cancer Center in Jakarta, Indonesia	Kids with cancer	Teaching kids with cancer and spending time with them	The habit of giving back to community
Mozambique	A small school in Mozambique serving AIDS orphans	Fund raising for aid to developing countries	Developing a sense of giving back to the community

In Table 69, of the five cases focusing on community-citizen engagement aspect of the effects on citizenship development, at a Nursing Home at Goffstown and a cancer center in Jakarta the habit of giving back to the community as better citizens; at The IT Academy of Spaulding High School realizing and meeting the community needs;

at Thetford Academy meeting community needs as citizens who are aware of their responsibilities; and in Mozambique developing a sense of giving back to community are explored as the effects (Table 69).

### **Realization of self-power**

Realization of self- power can be explained as an individual’s awareness of his/her own potential and strengths. According to the analysis of the cases that focus on the effects on citizenship aspect of the service activities, nine out of twenty-two cases explored realization of self- power in their service process. Table 70 presents the data about realization of self-power.

Table 70  
Realization of self-power

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Effects on citizenship development</b>
IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using computer	Realizing their own roles as citizens and their own power to make a difference
The Montvert	The Hotel	Preparing a brochure to introduce the Montvert Hotel	Realizing their own power as individuals Getting motivated to become active citizens when their effort is appreciated by the community members
Bellow Falls High School	Community Elders	Preparing a local documentary on the Depression Era	Realizing their own power to make a difference in the community
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM)	Realizing their own power as citizens

Table 70(cont'd)  
Realization of self-power

The Collserola Park, Barcelona	Urban Park	Raising the students' awareness of their environment	Discovering their impact on the community as citizens
Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden	Realizing their own power to initiate activities for the common good
Botswana	A species endangered	Raising fund and drawing attention to a species which is endangered (rhino conservation)	Realizing the power of their initiative and seeing that they could make a contribution to their community as active citizens
Mozambique	A small school in Mozambique serving AIDS orphans	Fund raising for aid to developing countries	Realizing their own power as citizens
Ankara Physical Medicine and Rehabilitation hospital, Turkey	Disabled children	Serving and amusing disabled kids	Realizing the effects of their own power and initiatives to make a change in the community

In Table 70, of the nine cases focusing on realization of self-power aspect of the effects on citizenship development, at The IT Academy of Spaulding High School and at Bellow Falls High School the students realize their own roles as citizens and their power to make a difference; at The Montvert Hotel they realize their own power as individuals and get motivated to become active citizens when their effort is appreciated by the community members; and at Collserola Park they discover their

impact on the community as citizens; at Mecanita School they realize their own power to initiate activities for the common good; in Botswana they realize the power of their initiative and see that they could make a contribution to their community as active citizens; in Mozambique they realize their own power as citizens; and at Ankara Physical Medicine and Rehabilitation Hospital they realize the effects of their own power and initiatives to make a change in the community. These are the effects explored during the services. The table indicates that almost half of the service activities result with realization of self-power (Table 70).

### **Responsibility**

According to the analysis of the cases that focus on the effects on citizenship aspect of the service activities, nine out of twenty-two cases explored responsibility in their service process. The data about responsibility are given in Table 71.

Table 71  
Responsibility

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Effects on citizenship development</b>
The Bolster Reservoir	Local People	Providing water source for the local community	Taking a variety of roles which awaken students' interests as acting citizens with different responsibilities
Harwood Union High School	Local Community	Creating sustainable communities	A focus on citizenship and responsibility towards the resources they have in common including their environment, economy and human rights

Table 71(cont'd)  
Responsibility

Thetford Academy	Kids in the Rainbow House Orphanage	Fund raising for aid to developing countries	Educating themselves to become active citizens who are aware of local and global needs and try to find solutions to meet these needs
Rock Point School	Elderly People in Tennessee	House building (Habitat for humanity)	Becoming sensitive citizens
			Most of the students wanted to continue SL activities as they realized their own power
The Collserola Park, Barcelona	Urban Park	Raising the students' awareness of their environment	Developing sensitivity towards community needs as individuals
Pathway World School in India	A village school and its students in India	Making the environment of village schools conducive for learning	Realizing the importance of initiating creative and productive activities as citizens who are able to fulfill community needs
A Cancer Center in Jakarta, Indonesia	Kids with cancer	Teaching kids with cancer and spending time with them	Developing a sense of responsibility
Mozambique	A small school in Mozambique serving AIDS orphans	Fund raising for aid to developing countries	Taking responsibility as sensitive citizens
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school	Becoming active and powerful citizens who take part in problem-solving process



In Table 71, of the nine cases focusing on responsibility aspect of the effects on citizenship development, at The Bolster Reservoir the students take a variety of roles which awaken their interests as acting citizens with different responsibilities; at Harwood Union they have a focus on citizenship and responsibility towards the resources they have in common including their environment, economy and human rights; at Thetford Academy they educate themselves to become active citizens who are aware of local and global needs and try to find solutions to meet these needs; and at Rock Point High School they become sensitive citizens and develop a desire to continue service learning activities as they realize their own power; at Collserola Park they develop sensitivity towards community needs as individuals; at Pathway High School they realizing the importance of initiating creative and productive activities as citizens who are able to fulfill community needs; at a cancer center in Jakarta they develop a sense of responsibility; in Mozambique they take responsibility as sensitive citizens; and in a village school in Eastern Part of Turkey becoming active and powerful citizens who take part in problem solving process are the explored effects during service activities. The table indicates that almost half of the service activities result with the effect of taking responsibility (Table 71).

### **Student voice**

According to the analysis of the cases that focus on the effects on citizenship aspect of the service activities, two out of twenty-two cases explored student voice in their service process. The data about student voice are given in Table 72.

Table 72  
Student voice

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Effects on citizenship development</b>
The Bolster Reservoir	Local People	Providing Water Source For The Local Community	Students Voice In The Project
Pathway World School In India	A Village School And Its Students In India	Making The Environment Of Village Schools Conducive For Learning	Realizing The Effects Of Their Own Voice And Effort To Make Change

In Table 72, of the two cases focusing on student voice aspect of the effects on citizenship development, at The Bolster Reservoir having student voice in the project and at Pathway World School realizing the effects of their own voice and effort to make change are explored as the effects on citizenship. The table shows that student voice is not a frequently seen aspect of the effects on citizenship (Table 72).

### **Butin's cultural perspective**

Butin's cultural perspective refers to meaning making process in a purposeful context. The researcher identified the following nine aspects of Butin's cultural perspective among the twenty-two service cases she analyzed (Figure 13).

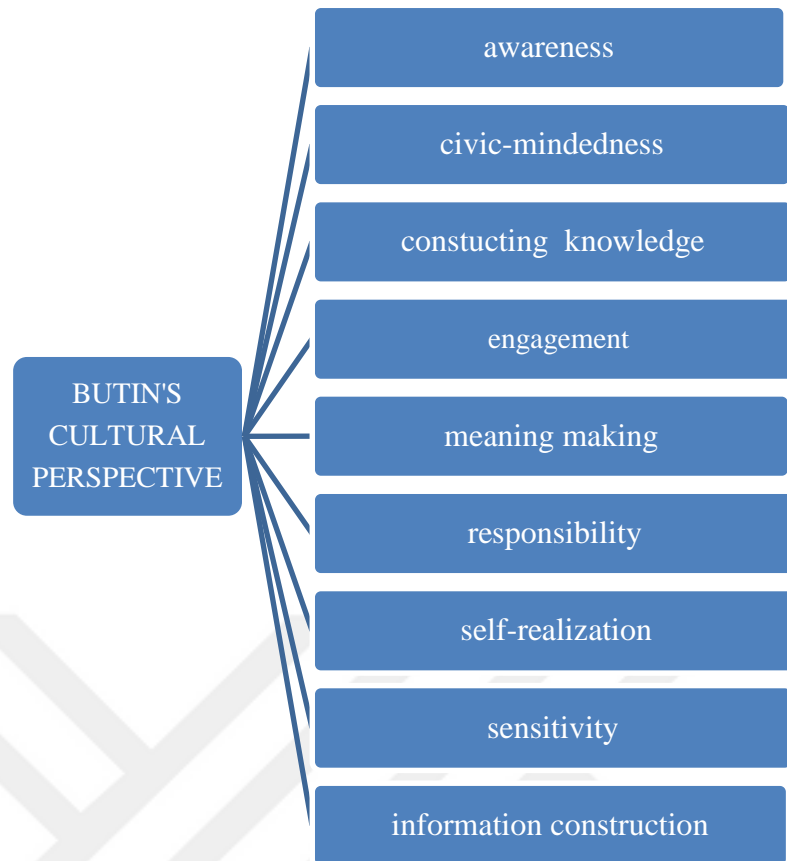


Figure 13. Butin’s cultural perspective

**Awareness**

According to the analysis of the cases that focus on Butin’s cultural perspective aspect of the service activities, six out of twenty-two cases explored awareness in their service process. The data about awareness are given in Table 73.

Table 73  
Awareness

Case	Communities Served	Service	Butin's cultural perspective
Nursing Home at Goffstown	Elderly People	The aging process and different mental and physical challenges of old age	Facing with different facets of the community
			Becoming aware of the people in need of help

Table 73 (cont'd)

## Awareness

Botswana	A species endangered	Raising fund and drawing attention to a species which is endangered (rhino conservation)	Exposing children to the countries beauty and raising their awareness of the community
Pathway World School in India	A village school and its students in India	Making the environment of village schools conducive for learning	Students from the city became aware of the changing needs of their community at different regions
			Becoming aware of people with different backgrounds
			Learning different aspects of life
A Cancer Center in Jakarta, Indonesia	Kids with cancer	Teaching kids with cancer and spending time with them	Gaining a greater awareness of societal concerns
Mozambique	A small school in Mozambique serving AIDS orphans	Fund raising for aid to developing countries	Becoming familiar with community needs
Mozambique	A small school in Mozambique serving AIDS orphans	Fund raising for aid to developing countries	Facing with different aspects of life
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school	Individuals' realization of societal needs and problems

In Table 73, of the six cases focusing on awareness aspect of Butin's cultural perspective, at a Nursing Home at Goffstown facing with different facets of the community and becoming aware of the people in need of help; at Botswana exposing children to the country's beauty and raising their awareness of the community; at Pathway World School becoming aware of the changing needs of their community at different regions, becoming aware of people with different background and learning different aspects of life; at a cancer center in Jakarta gaining a greater awareness of

societal concerns; in Mozambique becoming familiar with community needs and facing different aspects of life; and in a village in the eastern part of Turkey individuals' realization of societal needs and problems are explored in the service activities (Table 73).

### **Civic-mindedness**

Civic-mindedness can be defined as an individual's concerns related to well-being of his/ her community. According to the analysis of the cases that focus on Butin's cultural perspective aspect of the service activities, three out of twenty-two cases explored civic-mindedness in their service process. Details regarding civic-mindedness are given in Table 74.

Table 74  
Civic mindedness

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Butin's cultural perspective</b>
Thetford Academy	Kindergarten Students	Finding fund for the supplies of the kindergarten students	Development of civic-mindedness
Bellow Falls High School	Community Elders	Preparing a local documentary on the Depression Era	Development of civic-mindedness
Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden	Developing civic mindedness

In Table 74, of the three cases focusing on awareness aspect of Butin’s cultural perspective, at Thetford Academy, at Bellow Falls High School and at Mecanita school development of civic-mindedness is explored as one of Butin’s cultural perspectives (Table 74).

### **Constructing knowledge**

Constructing knowledge can be explained as the process of creating information webs. According to the analysis of the cases that focus on Butin’s cultural perspective aspect of the service activities, two out of twenty-two cases explored constructing knowledge in their service process. The data about constructing knowledge are given in Table 75.

Table 75  
Constructing knowledge

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Butin's cultural perspective</b>
IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using a computer	Constructing knowledge
Thetford Academy	Kids in the Rainbow House Orphanage	Fund raising for aid to developing countries	Meaningful information construction

In Table 75, of the two cases focusing on constructing knowledge aspect of Butin’s cultural perspective, at IT Academy of Spaulding High School constructing knowledge; and at Thetford Academy meaningful information construction are the cultural perspectives explored in the services (Table 75).

## Engagement

Engagement refers to getting involved with a community, an activity or with a process. According to the analysis of the cases that focus on Butin's cultural perspective aspect of the service activities, ten out of twenty-two cases explored engagement in their service process. The data about engagement are given in Table 76.

Table 76  
Engagement

Case	Communities Served	Service	Butin's cultural perspective
Nursing Home at Goffstown	Elderly People	The aging process and different mental and physical challenges of old age	Citizen- community engagement
Thetford Academy	Kindergarten Students	Finding fund for the supplies of the kindergarten students	Becoming a part of a local group
Bellow Falls High School	Community Elders	Preparing a local documentary on the Depression Era	Becoming a part of a local group
The Collserola Park, Barcelona	Urban Park	Raising the students' awareness of their environment	Discovering themselves as a part of local community
			Developing a feeling of attachment to the local community
Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden	Enhancing their engagement to the community

Table 76(cont'd)  
Engagement

Colombus County, North Carolina	Students themselves	Observing the community from a dual, unique perspective (the aerial classroom)	Engaging with the community and becoming familiar with different facets of the community
A Cancer Center in Jakarta, Indonesia	Kids with cancer	Teaching kids with cancer and spending time with them	Enhancing students' sense of community and belongingness to something greater than themselves
Mozambique	A small school in Mozambique serving AIDS orphans	Fund raising for aid to developing countries	Becoming familiar with people from different backgrounds
Ankara Physical Medicine and Rehabilitation hospital, Turkey	Disabled children	Serving and amusing disabled kids	A tie between students and community
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school	Enhancing citizen and community engagement
			Realization of tolerance

In Table 76, of the ten cases focusing on engagement aspect of Butin's cultural perspective, at a Nursing Home at Goffstown the students engage with the community as citizens; at Thetford Academy and Bellow High School they become a part of a local group; at The Collserola Park they discover themselves as a part of local community and develop a feeling of attachment to the local community; and at Mecanita School they enhance their engagement to community; in Columbus County they engage with the community and become familiar with different facets of the community; at a cancer center in Jakarta they enhance their sense of community and belongingness to something greater than themselves; in Mozambique they



become familiar with people from different backgrounds; at Ankara Physical Medicine and Rehabilitation Hospital they create a tie between themselves and community; and in a village school in the Eastern part of Turkey enhancing citizen and community engagement and realization of tolerance are explored as engagement related perspectives. According to the table it can be inferred that nearly in half of the cases engagement is observed in terms of Butin's cultural perspective (Table 76).

### Meaning making

Meaning making is a term related to constructing knowledge. It is the process of discovering the use of knowledge. According to the analysis of the cases that focus on Butin's cultural perspective aspect of the service activities, eleven out of twenty-two cases explored meaning making in their service process. The data about meaning making are given in Table 77.

Table 77  
Meaning making

Case	Communities Served	Service	Butin's cultural Perspective
Spaulding High School	Local Community	Improving local education	Creating webs of meaning by applying what they learnt at school in real life conditions
Harwood Union High School	Local Community	Creating sustainable communities	Creating webs of meaning through reading, power point presentations discussions and Socratic method
IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using a computer	Creating webs of meaning by applying what they learnt at school in real life conditions

Table 77(cont'd)  
Meaning making

The Montvert Hotel	The Hotel	Preparing a brochure to introduce the Montvert Hotel	Creating webs of meaning in real life conditions
Rock Point School	Elderly People in Tennessee	House building (Habitat for humanity)	Creating webs of meaning by working in real life conditions
Spaulding High School	Women in Prison	Engaging the youth with women in prison	Creating webs of meaning by applying what they learnt at school in real life conditions and constructing more concrete and meaningful knowledge
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)	Finding their own way of meaning making in the process
American School of Barcelona	Students Students	Language assistance	Ways of creating webs of meaning
			Creating webs of meaning
Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden	Creating their own way of meaning making
A Cancer Center in Jakarta, Indonesia	Kids with cancer	Teaching kids with cancer and spending time with them	Meaning making within the context
Ankara Physical Medicine and Rehabilitation hospital, Turkey	Disabled children	Serving and amusing disabled kids	Creating a way of meaning making in the process

In Table 77, of the eleven cases focusing on meaning making aspect of Butin's cultural perspective, at Spaulding High School and at The IT Academy of Spaulding High School the students create webs of meaning by applying what they learn at school in real life conditions and construct more concrete and meaningful knowledge; at Harwood Union High School they create webs of meaning through reading, power point presentations, discussions and Socratic method; and at The Montvert Hotel and at Rock Point High School they create webs of meaning in real life conditions; at Spaulding High School they create webs of meaning by applying what they learn at school in real life conditions and construct more concrete and meaningful knowledge; at Juda High School they find their own way of meaning making in the process; at American School of Barcelona, Mecanita School, a cancer center in Jakarta, and at Ankara Physical Medicine and Rehabilitation Center creating a way of meaning making in the process are the explored perspectives in service activities. The table shows that in most of the service activities meaning making is an aspect observed during the service activities (Table 77).

### **Responsibility**

According to the analysis of the cases that focus on Butin's cultural perspective aspect of the service activities, six out of twenty-two cases explored responsibility in their service process. Details regarding responsibility are given in Table 78.

Table 78  
Responsibility

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Butin's cultural perspective</b>
Nursing Home at Goffstown	Elderly People	The aging process and different mental and physical challenges of old age	Sense of responsibility to the community needs
Thetford Academy	Kindergarten Students	Finding fund for the supplies of the kindergarten students	Fulfilling community needs
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)	Contributing to their school in micro/individual level and to the world in macro/ global level as they contact with other schools around the world
Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden	Serving to fulfill the community needs
			Working for the common good
			Developing sense of responsibility

In Table 78, of the six cases focusing on responsibility aspect of Butin's cultural perspective, at a Nursing Home at Goffstown the students develop a sense of responsibility to the community needs; at Thetford Academy they fulfill community needs; at Juda High School they contribute to their school in micro/individual and macro/global level as they contact with other schools around the world; at Mecanita High School they serve to fulfill the community needs, work for the common good and develop sense of responsibility; in Botswana they make change in micro/macro levels; and in a village in eastern part of Turkey they develop motivation to serve. These are explored as the cultural perspective related effects in service activities (Table 78).

## Self-realization

According to the analysis of the cases that focus on Butin's cultural perspective aspect of the service activities, only one out of twenty-two cases explored self-realization in the service process. The data about self-realization are given in Table 79.

Table 79  
Self realization

Case	Communities Served	Service	Butin's cultural perspective
Ankara Physical Medicine and Rehabilitation hospital, Turkey	Disabled children	Serving and amusing disabled kids	Self-realization

In Table 79, only in one case at Ankara Physical Medicine and Rehabilitation hospital, Turkey self-realization is explored as cultural perspective related effect. The table shows that self-realization is a rarely observed aspect of service learning activities in terms of Butin's cultural perspective (Table 79).

## Sensitivity

According to the analysis of the cases that focus on Butin's cultural perspective aspect of the service activities, two out of twenty-two cases explored sensitivity in their service process. The data about sensitivity are given in Table 80.

Table 80  
Sensitivity

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Butin's cultural perspective</b>
Nursing Home at Goffstown	Elderly People	The aging process and different mental and physical challenges of old age.	Sensitivity to individuals' needs at micro level
The Collserola Park, Barcelona	Urban park	Raising the students' awareness of their environment	Becoming sensitive to the community needs

In Table 80, of the two cases focusing on sensitivity aspect of Butin's cultural perspective, at a Nursing Home at Goffstown the students develop sensitivity to individuals' needs at micro level; and at The Collserola Park they become sensitive to the community needs. These are aspects explored as cultural perspective related effects in service activities (Table 80).

### **Information construction**

Information construction refers to the process of meaning making and constructing webs of knowledge. According to the analysis of the cases that focus on Butin's political perspective aspect of the service activities, four out of twenty-two cases explored information construction in their service process. The data about information construction are given in Table 81.

Table 81  
Information construction

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Butin's cultural perspective</b>
Nursing Home at Goffstown	Elderly People	The aging process and different mental and physical challenges of old age.	Information is constructed rather than found
Bellow Falls High School	Community Elders	Preparing a local documentary on the Depression Era	Students and teachers constructed knowledge together
Pathway World School in India	A village school and its students in India	Making the environment of village schools conducive for learning	Information is constructed rather than found
			Obtaining some skill just by trying them in the process
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school	Construction of information

In Table 81, of the four cases focusing on information construction aspect of Butin's political perspective, at a Nursing Home at Goffstown information is constructed rather than found; at Bellow Falls High School students' and teachers' construct knowledge together; at Pathway World School information is constructed rather than found and some skills are obtained just by trying them in the process; and at a school in the eastern part of Turkey construction of information are explored during the service process (Table 81).

### **Butin's technical perspective**

Butin's technical perspective refers to the process of initiating, planning and organizing service activities. The researcher identified the following four aspects of Butin's technical perspective among the twenty-two service cases she analyzed (Figure 14).

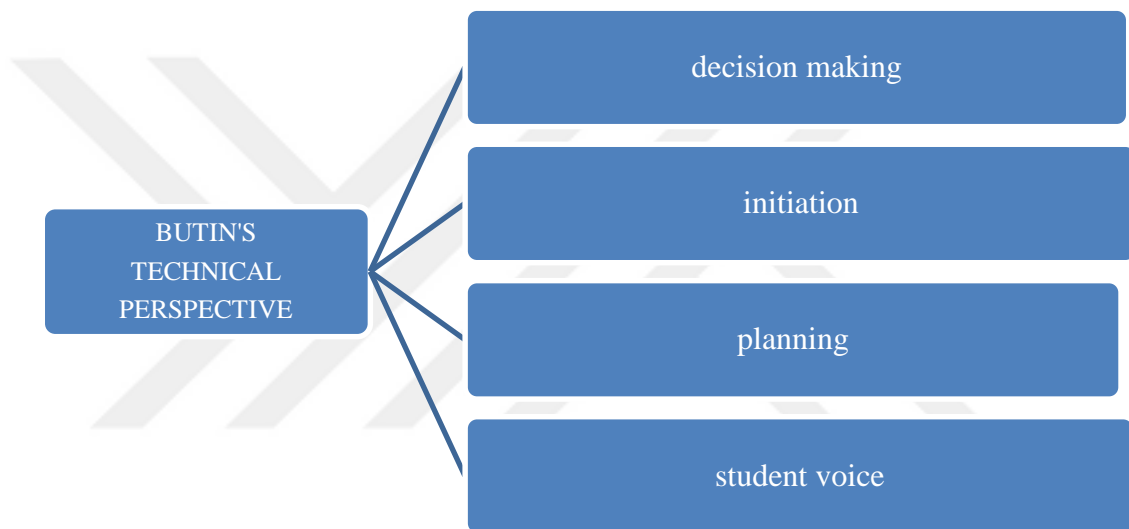


Figure 14. Butin's technical perspective

#### **Decision making**

Decision making is the act of choosing the right options among the possibilities. According to the analysis of the cases that focus on Butin's technical perspective aspect of the service activities, only one out of twenty-two cases explored decision making in their service process. The data about decision making is given in Table 81.



Table 82  
Decision making

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Butin's technical perspective</b>
The Bolster Reservoir	Local People	Providing water source for the local community	Decision making

In Table 82, only in the case of The Bolster Reservoir decision making aspect of Butin's technical perspective is explored. It can be inferred from the table that decision making is not a frequently seen aspect of service activities in terms of Butin's technical perspective (Table 82).

### **Initiation**

According to the analysis of the cases that focus on Butin's technical perspective aspect of the service activities, two out of twenty-two cases explored initiation in their service process. The data about initiation are given in Table 83.

Table 83  
Initiation

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Butin's technical perspective</b>
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)	Students came up with the problems
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school	Student initiative

In Table 83, of the two cases focusing on initiation aspect of Butin's technical perspective, at Juda High School coming up with new problems; and in a village school in the eastern part of Turkey student initiative are explored during the service activities (Table 83).

### **Planning**

Planning refers to the process of organizing service activities. According to the analysis of the cases that focus on Butin's technical perspective aspect of the service activities, fifteen out of twenty-two cases explored planning in their service process. The data about planning are given in Table 84.

Table 84  
Planning

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Butin's technical perspective</b>
The Bolster Reservoir	Local People	Providing water source for the local community	Searching and planning
			Developing the plan
Harwood Union High School	Local Community	Creating sustainable communities	Active in planning and improving their plan
Thetford Academy	Kindergarten Students	Finding fund for the supplies of the kindergarten students	Student responsibility in planning, preparation, implementation and closure of the activities
	Kids in the Rainbow House Orphanage	Fund raising for aid to developing countries	Searching, designing and planning is done by the students
The Montvert Hotel	The Hotel	Preparing a brochure to introduce the Montvert Hotel	Planning and designing activities

Table 84(cont'd)  
Planning

Bellow Falls High School	Community Elders	Preparing a local documentary on the Depression Era	Students planned and initiated the activities
Rock Point School	Elderly People in Tennessee	House building (Habitat for humanity)	Students planned and initiated the activities
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)	Students planned and initiated the activities for solution
Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden	Students planned and initiated the activities
Colombus County, North Carolina	Students themselves	Observing the community from a dual, unique perspective (the aerial classroom)	Students planned the activities
Botswana	A species endangered	Raising fund and drawing attention to a species which is endangered (rhino conservation)	Students planned and initiated the activities
Pathway World School in India	A village school and its students in India	Making the environment of village schools conducive for learning	Students planned and initiated the activities
A Cancer Center in Jakarta, Indonesia	Kids with cancer	Teaching kids with cancer and spending time with them	Students planned and initiated the activities

Table 84(cont'd)  
Planning

Mozambique	A small school in Mozambique serving AIDS orphans	Fund raising for aid to developing countries	Students planned and initiated the activities
Ankara Physical Medicine and Rehabilitation hospital, Turkey	Disabled children	Serving and amusing disabled kids	Planning and implementation of the activities
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school	Planning and organization of the activities

In Table 84, of the fifteen cases focusing on planning aspect of Butin's technical perspective, at The Bolster Reservoir the students search and plan their activities, and they develop their plan; at Harwood Union High School they actively plan activities and improve their plans; at Thetford Academy the students have responsibility in planning, preparation, implementation and closure of the activities, and the students actively participate in searching, designing and planning; at The Montvert Hotel they take the responsibility of planning and designing activities; and at Bellow Falls High School and at Rock Point School they plan and initiate activities; at Juda High School they plan and initiate activities for solution; at Mecanita School, in Columbus County, in Botswana, at Pathway World School, at a cancer center in Jakarta and in Mozambique the students plan and initiate activities; at Ankara Physical Medicine and Rehabilitation Hospital they plan and implement activities; in a village school in the Eastern Part of Turkey the students' planning and organization of the activities are

explored during the service activities. According to the table it can be claimed them in most of the service activities students are active in planning phase (Table 84).

### **Student voice**

According to the analysis of the cases that focus on Butin's technical perspective aspect of the service activities, five out of twenty-two cases explored student voice in their service process. The data about student voice are given in Table 85.

Table 85  
Student voice

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Butin's technical perspective</b>
The Bolster Reservoir	Local People	Providing water source for the local community	Student voice
Pathway World School in India	A village school and its students in India	Making the environment of village schools conducive for learning	Students had a voice in the process
A Cancer Center in Jakarta, Indonesia	Kids with cancer	Teaching kids with cancer and spending time with them	Students had a voice in the process
Mozambique	A small school in Mozambique serving AIDS orphans	Fund raising for aid to developing countries	Students had a voice in the process
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school	Student voice

In Table 85, of the five cases focusing on student voice aspect of Butin’s technical perspective, at the Bolster Reservoir, at Pathway World School, at a cancer center in Jakarta, in Mozambique and at a village school in eastern part of Turkey having voice in the process is explored during the service activities (Table 85).

### **Butin’s political perspective**

Butin’s political perspective refers to the transformative and repressive. The researcher identified the following ten aspects of Butin’s political perspective among the twenty-two service cases she analyzed (Figure 15).

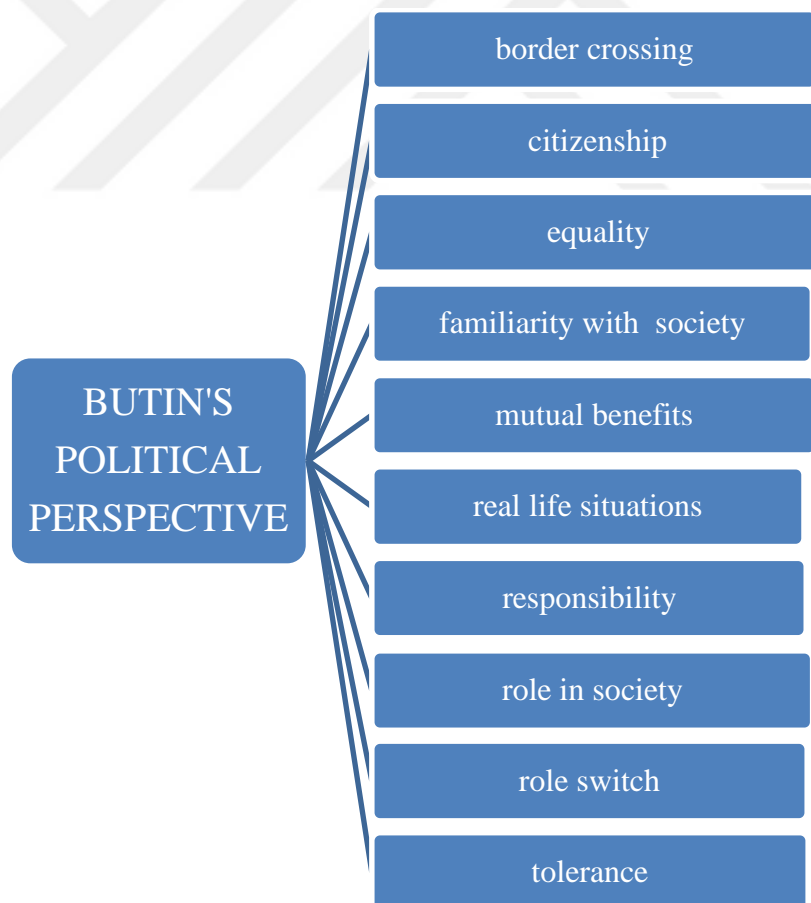


Figure 15. Butin’s political perspective

## Border crossing

Border crossing refers to the act of going one step further and noticing different aspects of roles and implementations. According to the analysis of the cases that focus on Butin's political perspective aspect of the service activities, three out of twenty-two cases explored border crossing in their service process. Table 86 presents the data about border crossing.

Table 86  
Border crossing

Case	Communities Served	Service	Butin's political perspective
Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden	Border crossing
Pathway World School in India	A village school and its students in India	Making the environment of village schools conducive for learning	Border crossing
Mozambique	A small school in Mozambique serving AIDS orphans	Fund raising for aid to developing countries	Border crossing

In Table 86, of the three cases focusing on border crossing aspect of Butin's political perspective, at Mecanita High School, at Pathway World School, and in Mozambique border crossing is explored during service activities (Table 86).

## Citizenship

According to the analysis of the cases that focus on Butin’s political perspective aspect of the service activities, three out of twenty-two cases explored citizenship in their service process. The data about citizenship are given in Table 87.

Table 87  
Citizenship

Case	Community Served	Service	Butin's political perspective
Nursing Home at Goffstown	Elderly People	The aging process and different mental and physical challenges of old age.	Building better citizens
			Social responsibility and citizenship
Pathway World School in India	A village school and its students in India	Making the environment of village schools conducive for learning	Developing a sense of social responsibility and citizenship
Mozambique	A small school in Mozambique serving AIDS orphans	Fund raising for aid to developing countries	Having social responsibility as active citizens

In Table 87, of the three cases focusing on citizenship aspect of Butin’s political perspective, at a Nursing Home at Goffstown the activities build better citizens, and develop social responsibility and citizenship; at Pathway World School the students develop a sense of social responsibility and citizenship; and in Mozambique the students have social responsibility as active citizens. These are the aspects explored during the service activities (Table 87).



## Equality

Equality means having the same opportunities and rights. According to the analysis of the cases that focus on Butin's political perspective aspect of the service activities, only one out of twenty-two case explored equality in their service process. The data about equality are given in Table 88.

Table 88  
Equality

Case	Community Served	Service	Butin's political perspective
Thetford Academy	Kids in the Rainbow House Orphanage	Fund raising for aid to developing countries	Students gave up trying to distinguish between the server and the served

In Table 88, at Thetford Academy students' giving up trying to distinguish between the server and the served is explored as equality related aspect of Butin's political perspective. The table shows that equality is a rarely seen aspect of Butin's political perspective during service activities (Table 88).

## Familiarity with society

Familiarity with society refers to an individual's engagement with the society.

According to the analysis of the cases that focus on Butin's political perspective aspect of the service activities, only one out of twenty-two case explored familiarity with society in their service process. The data about familiarity with society are given in Table 89.

Table 89  
Familiarity with society

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Butin's political perspective</b>
Bellow Falls High School	Community Elders	Preparing a local documentary on the Depression Era	Getting more familiar with the society

In Table 89, only at Bellow Falls High School getting more familiar with the society is explored as familiarity with society aspect of Butin's political perspective. The table shows that familiarity with society is a rarely seen aspect of Butin's political perspective during service activities (Table 89).

### **Mutual benefits**

Mutual benefits refer to common to or shared interests of both or all of two or more parties. According to the analysis of the cases that focus on Butin's political perspective aspect of the service activities, only one out of twenty-two cases explored mutual benefits in their service process. The data about mutual benefits are given in Table 90.

Table 90  
Mutual benefits

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Butin's political perspective</b>
Thetford Academy	Kids in the Rainbow House Orphanage	Fund raising for aid to developing countries	All participants both gave and received benefit

In Table 90, only at Thetford Academy all participants both give and receive benefit during the service process. The table shows that mutual benefits is a rarely seen aspect of Butin's political perspective during service activities (Table 90).

### **Real life situations**

Real life situations are the real life experiences the students have during their services. According to the analysis of the cases that focus on Butin's political perspective aspect of the service activities, four out of twenty-two cases explored real life situations in their service process. Table 91 presents the data about real life situations.

Table 91  
Real life situations

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Butin's political perspective</b>
Nursing Home at Goffstown	Elderly People	The aging process and different mental and physical challenges of old age.	Action in factual platforms
Thetford Academy	Kindergarten Students	Finding fund for the supplies of the kindergarten students	Transferring the knowledge and skill into real life situations
Spaulding High School	Women in Prison	Engaging the youth with women in prison	Getting out of the boundaries of the school environment
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school	Releasing the knowledge from the boundaries of the classroom environment

In Table 91, of the four cases focusing on real life situations aspect of Butin’s political perspective, at a Nursing Home at Goffstown the students take action in factual platforms; at Thetford Academy they transfer their knowledge and skills into real life situations; at Spaulding High School they get out of boundaries of the school environment; in a village in the eastern part of Turkey they release the knowledge from the boundaries of the classroom environment. These are the aspects explored during the service activities (Table 91).

### **Responsibility**

According to the analysis of the cases that focus on Butin’s political perspective aspect of the service activities, five out of twenty-two cases explored responsibility in their service process. Details regarding responsibility are given in Table 92.

Table 92  
Responsibility

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Butin's political perspective</b>
Harwood Union High School	Local Community	Creating sustainable communities	What is the responsibility of an individual and a government?
Spaulding High School	Women in Prison	Engaging the youth with women in prison	Finding a way to social responsibility
Nursing Home at Goffstown	Elderly People	The aging process and different mental and physical challenges of old age.	Social responsibility and citizenship

Table 92(cont'd)  
Responsibility

Botswana	A species endangered	Raising fund and drawing attention to a species which is endangered (rhino conservation)	Fulfilling community need by taking responsibility in making difference and having voice as individuals
Pathway World School in India	A village school and its students in India	Making the environment of village schools conducive for learning	Developing a sense of social responsibility and citizenship

In Table 92, of the five cases focusing on responsibility aspect of Butin’s political perspective, at Harwood Union School the students question the responsibility of an individual and a government; at Spaulding High School they find a way to social responsibility; at a Nursing Home at Goffstown they develop social responsibility and citizenship; in Botswana they fulfill community needs by taking responsibility in making difference and having voice as individuals; and at Pathway High School they develop a sense of social responsibility and citizenship. These are the aspects explored during the service activities (Table 92).

### **Role in society**

Role in society refers to an individual’s responsibilities as a citizen in the society. According to the analysis of the cases that focus on Butin’s political perspective aspect of the service activities, two out of twenty-two cases explored role in society in their service process. The data about role in society are given in Table 93.

Table 93  
Role in society

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Butin's political perspective</b>
Spaulding High School	Local Community	Improving local education	The role of an individual in a community
IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using a computer	The role of an individual in a community

In Table 93, of the two cases focusing on role in society aspect of Butin's political perspective, at Spaulding High School and at The IT Academy of Spaulding High School the role of an individual in a community is explored during service activities. The table shows that role in society is a rarely seen aspect of Butin's political perspective during service activities (Table 93).

### **Role switching**

According to the analysis of the cases that focus on Butin's political perspective aspect of the service activities, two out of twenty-two cases explored role switching in their service process. The data about role switching are given in Table 94.

Table 94  
Role switching

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Butin's political perspective</b>
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school	Border crossing between the teachers and students
Nursing Home at Goffstown	Elderly People	The aging process and different mental and physical challenges	Education venture between the students and teachers

In Table 94, of the two cases focusing on role switching aspect of Butin’s political perspective, in a village in the eastern part of Turkey education venture between the students and teachers; and at a Nursing Home at Goffstown border crossing between the teachers and students are explored during service activities. The table shows that equality is a rarely seen aspect of Butin’s political perspective during service activities (Table 94).

### **Tolerance**

Tolerance means the ability of accepting feelings, habits, or ideas which are different from yours. According to the analysis of the cases that focus on Butin’s political perspective aspect of the service activities, only one out of twenty-two cases explored tolerance in its service process. The data about tolerance are given in Table 95.

Table 95  
Tolerance

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Butin's political perspective</b>
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school	Tolerance of differences

In Table 95, only in a village school in the eastern part of Turkey tolerance of differences is explored as an aspect of Butin’s political perspective during the service activities. The table shows that tolerance is a rarely seen aspect of Butin’s political perspective during service activities (Table 95).

### **Butin's post-structural perspective**

Butin's post-structural perspective refers to the extent of service learning in terms of supporting and undermining students' notions of teaching, learning, self, and otherness. The researcher identified the following four aspects of Butin's post-structural perspective among the twenty-two service cases she analyzed (Figure 16).

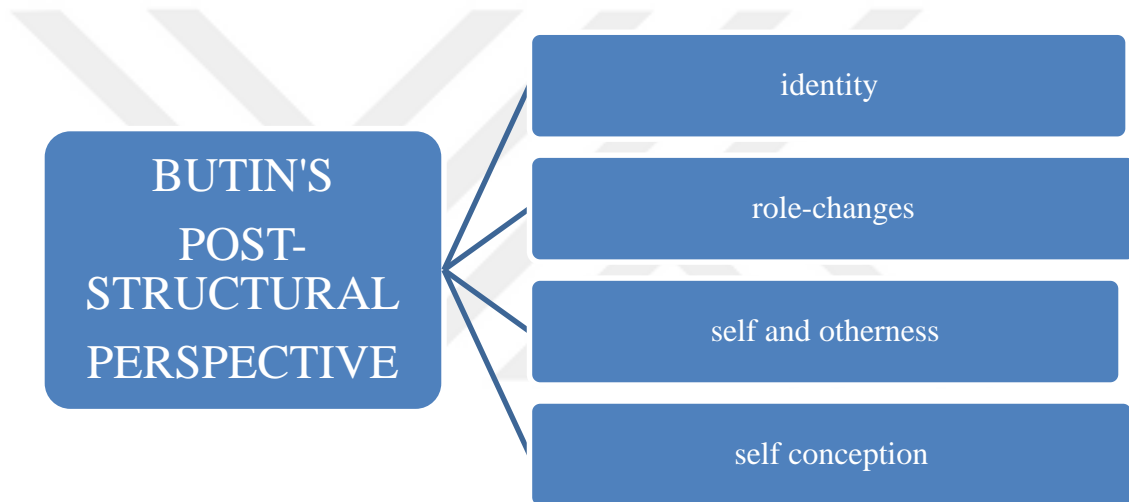


Figure 16. Butin's post-structural perspective

#### **Identity**

Identity refers all the aspects of a person which make him/her different from others.

According to the analysis of the cases that focus on Butin's post-structural perspective aspect of the service activities, five out of twenty-two cases explored identity in their service process. The data about identity are given in Table 96.



Table 96  
Identity

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Butin's post-structural perspective</b>
Thetford Academy	Kids in the Rainbow House Orphanage	Fund raising for aid to developing countries	Identity construction, deconstruction and reconstruction (from local citizens to global citizens)
Spaulding High School	Women in Prison	Engaging the youth with women in prison	Who is the server, who is the served?
Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden	Identity construction as creative and productive citizens
Pathway World School in India	A village school and its students in India	Making the environment of village schools conducive for learning	Who is the server, who is the served?
Mozambique	A small school in Mozambique serving AIDS orphans	Fund raising for aid to developing countries	Who is the server, who is the served?

In Table 96, of the five cases focusing on identity aspect of Butin's post-structural perspective, at Thetford Academy the students construct, deconstruct and reconstruct their identity from local citizens to global citizens; at Spaulding High School, at Pathway World School and in Mozambique they raise the question of the server and the served; and at Mecanita School they construct their identity as creative and productive citizens. These are the aspects explored during the service activities (Table 96).

## Role-changes

Role changes refer to switching roles. According to the analysis of the cases that focus on Butin's post-structural perspective aspect of the service activities, six out of twenty-two cases explored role changes in their service process. The data about role changes are given in Table 97.

Table 97  
Role changes

Case	Communities Served	Service	Butin's post-structural perspective
The Bolster Reservoir	Local People	Providing water source for the local community	The role of the teacher changed from instructor to co-researcher, advisor and facilitator
The Bolster Reservoir	Local People	Providing water source for the local community	A refreshing change for both teachers and students
Spaulding High School	Local Community	Improving local education	Changing roles of students
IT Academy of Spaulding High School	Community Members	Coaching and mentoring 25 members of the community in the basics of using a computer	Changing roles in the society
Spaulding High School	Women in Prison	Engaging the youth with women in prison	Changing roles between the students and teachers, even between the students and the prisoners
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)	Changing roles
American School of Barcelona	Students	Language assistance	New roles as assisting and teaching

In Table 97, of the five cases focusing on identity aspect of Butin’s post-structural perspective, at The Bolster Reservoir the role of teacher changes from instructor to co-researcher, advisor and facilitator and a refreshing change is experienced. At Spaulding High School the students change roles; at The IT Academy of Spaulding High School the roles in society change; again at Spaulding High School the roles between the students and teachers, even between the students and prisoners change; at Juda High School again the roles change; and at American School of Barcelona the students’ attempt to take new roles as assisting and teaching are explored during the service activities (Table 97).

### **Self and otherness**

Self and otherness is a term which refers to an individual’s perception of himself/herself and his/her perception of other people around. According to the analysis of the cases that focus on Butin’s post-structural perspective aspect of the service activities, three out of twenty-two cases explored self and otherness in their service process. Table 98 presents the data about self and otherness.

Table 98  
Self and otherness

<b>Case</b>	<b>Communities Served</b>	<b>Service</b>	<b>Butin's post-structural perspective</b>
Pathway World School in India	A village school and its students in India	Making the environment of village schools conducive for learning	Learning about self and otherness
			Constructing notions of themselves and others as status bound individuals

Table 98 (cont'd)  
Self and otherness

Mozambique	A small school in Mozambique serving AIDS orphans	Fund raising for aid to developing countries	Learning about self and otherness
A Village in the Eastern Part of Turkey	A village school and its students	Providing the needs of a village school	Strengthening the communal standards of thinking and being
			Undermining the notions of teaching, learning, self and otherness

In Table 98, of the three cases focusing on self and otherness aspect of Butin's post-structural perspective, at Pathway World School learning about self and otherness and constructing notions of themselves and others as status bound individuals; in Mozambique leaning about self and otherness; in a village school in the Eastern part of Turkey strengthening the communal standards of thinking and being and undermining the notions of teaching, learning, self and otherness are explored during the service activities (Table 98).

### **Self-conception**

Self-concept refers to an individual's perception of his or her status on a single aspect or on many different dimensions which are based on social or personal norms.

According to the analysis of the cases that focus on Butin's post-structural perspective aspect of the service activities, three out of twenty-two cases explored self-conception in their service process. The data about self-conception are given in Table 99.

Table 99  
Self conception

<b>Case</b>	<b>Communities Served</b>	<b>I. Service</b>	<b>Butin's post-structural perspective</b>
Spaulding High School	Women in Prison	Engaging the youth with women in prison	Building self-conception
Juda High School, Wisconsin	Juda High School	Reducing energy cost (STEM Education)	Improving their self-concept by initiating an activity and making contribution to community
Mecanita School in La Tabatiere, Lower North Shore	The villagers and also the students	Establishing an environmentally friendly hydroponic garden	Building a better self-concept

In Table 99, of the three cases focusing on self-conception aspect of Butin's post-structural perspective, at Spaulding High School the students build self-conception; at Juda High School they improve their self-concept by initiating an activity and making contribution to community; and at Mecanita School they build a better self-concept. These are the aspects explored during the service activities (Table 99).

## **CHAPTER 5: DISCUSSION**

### **Introduction**

This chapter provides an overview of the study and then discusses the major findings (second-order interpretations) within the framework of selected lenses to analyze and explore service learning, and to generate third-order interpretations. It then presents the implications for practice and future research, and limitations of the study.

### **Overview of the study**

The purpose of this study was to explore service-learning cases implemented in high school contexts, and to identify second-order constructs in relation to purposes, outcomes, challenges, curriculum integration, effects, opportunities, CAS learning aims and outcomes. With this purpose, the study aimed to answer the following research questions:

1. How does the cross-case analysis of high school level service-learning initiatives inform the practice of service learning?
2. How does Butin's service-learning model facilitate the interpretation of the cross-case analysis of service learning initiatives?
  - 2.1. How does technical perspective inform practice?
  - 2.2. How does cultural perspective inform practice?
  - 2.3. How does political perspective inform practice?
  - 2.4. How does post- structural perspective inform practice?

3. How does the concept of character education facilitate the interpretation of the cross-case analysis of high school level service-learning initiatives, and inform service learning practice?

Each case was analyzed in terms of purposes, outcomes, challenges, opportunities, curriculum integration, CAS learning aims, CAS learning outcomes, effects on international- mindedness, effects on civic-mindedness, effects on citizenship. The second-order interpretations derived from the process of cross-case analysis were further explored using multiple lenses: Butin's conceptual model and the concepts of empowerment, character education, citizenship education, social-emotional learning, and values education to further inform practice.

#### **How does cross-case analysis of service learning initiatives inform practice?**

Service learning programs are characterized by frequency and intensity of engagement, participant voice, opportunities for reflection on experience and self, opportunities for collaboration, development of thinking skills and knowledge construction, curriculum ties and meeting real needs (Kaye, 2004).

Service learning is an educational medium which transforms individuals, schools and communities in the long term with its potential to combine theory with practice in real life situations (Moore, 2003). As a multi-dimensional and experiential learning practice, service learning can result in different areas of development which can be analyzed and interpreted with different perspectives. This study adopts Butin's perspectives, empowerment theory, character education, citizenship education, social- emotional learning and values education as its lenses to service learning

process to explore the second-order interpretations derived from the cross-case analysis of high school level service-learning initiatives for informing practice.

### **Communities served**

A wide range of communities may benefit from service learning efforts (Table 100).

The communities served by the students in the selected cases vary. In the case of a nursing home at Goffstown a group of elderly people are served. In the cases of the Bolster Reservoir, Spaulding High School, Harwood Union High School and the IT Academy of Spaulding High School local people who live in the neighborhood of the schools are served.

Table 100  
Communities served

1. Elderly people in nursing home (nursing home at Goffston)
2. Providing water source for the local community (the Bolster Reservoir)
3. Improving local education at a high school
4. Women in prison
5. Sustainable community building
6. Coaching and mentoring 25 members of the community (re: using computers)
7. Kindergarten students
8. Orphanage
9. A hotel (The Montvert Hotel)
10. Reducing energy cost of a school (STEM Education)
11. Raising the students' awareness of their environment
12. Language assistance to students
13. Establishing an environmentally friendly hydroponic garden for villagers
14. Observing the community from a dual, unique perspective (the aerial classroom)
15. Raising fund and drawing attention to endangered species (rhino conservation)



Table 100 (cont'd)  
Communities served

16. Making the environment of village schools conducive for learning
17. Kids with cancer (a cancer center in Jakarta)
18. Fund raising for aid to developing countries (Mozambique)
19. Disabled children (Ankara Physical Medicine and Rehabilitation hospital, Turkey)
20. Providing the needs of a village school(Turkey)

In two different cases of Thetford Academy kindergarten students and also kids from Rainbow House Orphanage are served. In the case of The Montvert Hotel, the hotel is served in terms of getting introduced to local people. In the case of Bellow Falls High school community elders, and in another case of Spaulding High School women in prison are served. At Juda High School the students serve their own school community, and at the Collserola Park the students serve both the urban park and the students in their school community in terms of raising their awareness. In the case of American School of Barcelona the students serve and assist other students, and in the case of Mecanita School in La Tabatiere the students and the villagers are both served. In the case of Colombus County the students themselves are served, and in the case of Botswanaan endangered species is served. At Pathway World School in India a village school and its students, and at a cancer center in Jakarta, Indonesia kids with cancer are served. In a small school in Mozambique AIDS orphans are served. Finally, in Turkey, at a Physical Medicine and Rehabilitation hospital in Ankara disabled kids; and in a village in the Eastern part of Turkey a small village school and its students are served.

## Content areas

The cross-case analysis in this study highlights a wide variety of areas a service learning program content may focus on. The data about this are presented in Table 101.

Table 101  
Content areas

1. Aging process: mental and physical challenges of old age
2. Meeting local needs: providing water source
3. Improving local education
4. Creating sustainable communities
5. Teaching the basics of using computer
6. Finding fund for kindergarten students
7. Fund raising for developing countries
8. Preparing a brochure to introduce a hotel
9. Preparing a local documentary on the Depression Era
10. House building
11. Engaging the youth with the women in prison
12. Reducing energy cost (STEM education)
13. Raising the students' awareness of their environment
14. Assisting language
15. Establishing an environmentally friendly hydroponic garden
16. Observing the community from a dual, unique perspective
17. Fundraising for endangered species
18. Making the environment of village schools conducive for learning
19. Teaching kids with cancer and spending time with them
20. Fund raising for developing countries
21. Serving and amusing disabled kids
22. Providing the needs of a village school by restoring it

The topic covered at a nursing home at Gofftown focuses on the areas of the aging process, different mental and physical challenges of old age. The case of The Bolster Reservoir focuses on the area of providing water source for the local community. One of the cases at Spaulding High school focuses on improving local education, while the other case focuses on the area of engaging the youth with the women in prison. At Harwood Union High School, the topic of creating sustainable communities is covered. The case at the IT Academy of Spaulding High School focuses on coaching and mentoring 25 members of the community in the basics of using a computer. While one of the cases at Thetford Academy covers the area of finding fund for kindergarten students, another case at the same school focuses on fund raising for aid to developing countries. The case at The Montvert Hotel covers the topic of preparing a brochure to introduce the Montvert Hotel; and the case at Bellow Falls High School focuses on preparing a local documentary on the Depression Era. House building is a topic addressed in Rock Point School while reducing energy cost is a topic focused on at Juda High School. The case of Collserola park focuses on the area of raising the students' awareness of their environment; and the case of American School of Barcelona covers the area of assisting students. Mecanita School works on the area of establishing an environmentally friendly hydroponic garden while the case in Colombus Count covers the area of observing the community from a dual, unique perspective. Another case which is in Botswana focuses on raising fund for and drawing attention to an endangered species. The case at Pathway World School covers the topic of making the environment of village schools conducive for learning; and the one at cancer center in Jakarta, Indonesia focuses on teaching kids with cancer and spending time with them. In the case of Mozambique fund raising for aid to developing countries is

the topic covered. Finally, in the case of Ankara Physical Medicine and Rehabilitation hospital, serving and amusing disabled kids; and in a village in the Eastern part of Turkey, providing the needs of a village school are areas focused on.

### **Purposes and outcomes**

Service learning activities may aim at a wide-range of ends. The cross-case analysis in this study demonstrates eight different main purposes which could be included in a service learning program as well as ten major outcomes eight of which overlap with the purposes. (Table 102).

**Table 102**  
**Purposes and outcomes**

<ol style="list-style-type: none"> <li>1. Adaptation: to overcome the struggles of transition</li> <li>2. Adaptation: to make kindergarteners ready to read and write</li> <li>3. Awareness: to demonstrate problem solving skills through analysis of survey data</li> <li>4. Awareness: to increase the awareness of students about community related issues</li> <li>5. Awareness: to create sustainable communities</li> <li>6. Awareness: to draw students' attention to various aspects of the local and global community</li> <li>7. Awareness: to have students realize the extent of their skills and knowledge</li> <li>8. Awareness: to meet the community needs</li> <li>9. Awareness: to help kids at Rainbow House Orphanage</li> <li>10. Awareness: to learn how to help respectfully</li> <li>11. Awareness: to recognize and affirm the common experiences as human beings</li> <li>12. Awareness: to instill a sense of pride in place and in students</li> <li>13. Awareness: to help students realize the importance of decision making</li> <li>14. Awareness: to raise students awareness in terms of the environment</li> <li>15. Awareness: to observe the community from a dual, unique perspective: through interviews, photographic portraits and landscapes completed in small towns and farms near the school</li> <li>16. Awareness: to develop an appreciation of everyday sight</li> <li>17. Awareness: to create awareness of the importance of rhino conservation</li> <li>18. Awareness: to enable the students realize the life conditions in different parts of Turkey</li> <li>19. Change: to gain enough knowledge to educate themselves and others to become global citizens</li> <li>20. Change: to make a difference for themselves and others</li> <li>21. Communication: to socialize with the elders and observe them</li> <li>22. Communication: to talk to the nurses about the problems elders have</li> <li>23. Communication: to give a presentation to the class</li> <li>24. Communication: to work and communicate effectively in teams</li> </ol>
---

Table 102 (cont'd)  
Purposes and outcomes

25. Communication: to provide the basics of using a computer to community members
26. Communication: to put 1st year IT Academy students in the role of teacher and mentor
27. Communication: to bring people together
28. Communication: to prepare a brochure to introduce an old hotel to the community
29. Communication: to improve the communication skills
30. Communication: to engage young students with women prisoners
31. Communication: to develop students' communication skills
32. Communication: to improve the ability of empathy
33. Communication: to amuse the kids who stay in the cancer center
34. Communication: to make the kids socialize
35. Communication: to engage students from different backgrounds with disabled kids
36. Communication: to cross the borders of the students' isolated lives
37. Communication: to enable students communicate with people from different backgrounds
38. Communication: to develop students' decision making and collaborative working skills
39. Contribution: to complete the roof of a habitat home under construction
40. Contribution: to meet the needs of a group in the community
41. Contribution: to produce green energy to reduce energy cost at school
42. Contribution: to make a contribution to the community
43. Contribution: to have a positive impact on the society
44. Contribution: to make the world a better place
45. Contribution: to serve the community by establishing an environmentally friendly hydroponic garden
46. Contribution: to raising fund for a breeding scheme for the black rhino
47. Contribution: to help the plight of rhino in Botswana and consequently in sub Saharan Africa
48. Contribution: to decrease the school dropout rates of girls by improving the facilities of village schools
49. Contribution: to rebuild girls' toilets
50. Contribution: to repair and paint furniture
51. Contribution: to plant saplings
52. Contribution: to teach the kids who have limited opportunities
53. Contribution: to improve the kids' academic knowledge
54. Contribution: to support a school serving AIDS orphans
55. Contribution: to improve the educational infrastructure of the school in Mozambique
56. Contribution: to make a change in disabled kids' lives
57. Curriculum: to analyze the data collected through phone interviews with the alumni
58. Curriculum: to improve the quality of the ongoing curriculum
59. Curriculum: to direct application to school improvement
60. Curriculum: to have students voice in the curriculum
61. Curriculum: to use graduate survey data to improve the education and school environment
62. Curriculum: to learn the fundamental concepts of descriptive and inferential statistics
63. Curriculum: to carry learning from classroom to a certain place in the outer world
64. Curriculum: to apply the skills learnt at school into the real life conditions
65. Curriculum: to study different community issues in relation with pre-planned curriculum
66. Curriculum: to focus on different subject areas
67. Curriculum: to understand the relevancy of what they study at school and learn in a meaningful way

Table 102 (cont'd)  
Purposes and outcomes

68.	Environmental awareness: to document the changes in the ecology and biodiversity of a local landmark
69.	Environmental awareness: to understand the natural environment around
70.	Environmental awareness: to educate the people about the natural resource of the Bolster Reservoir
71.	Environmental awareness: to actively involve teenagers as educators and advocates for the environment
72.	Environmental awareness: to create community and scientific image and informational archive of this historic site and resource
73.	Environmental awareness: to decrease the environmental impact from the transportation of food into the village
74.	Environmental awareness: protecting existing trees
75.	Initiative: to plan and initiate a process
76.	Initiative: to have voice in the process and realize their own power as individuals
77.	Integration: to integrate the community in the school
78.	Integration: to have better attendance rates from the kids
79.	Integration: to improve high risk teen participants' school performance
80.	Motivation: to have meaningful work with clear goals
81.	Motivation: to overcome ageism by connecting high school students and community elders
82.	Motivation: to develop a positive view for future projects
83.	Personal development: to become experts in the area of their selected study
84.	Personal development: to have greater confidence
85.	Personal development: to broaden their perspective about becoming a global citizen
86.	Personal development: to gain self-confidence, and to feel proud and satisfied
87.	Personal development: to develop new skills
88.	Personal development: to realize who they are
89.	Personal development: to improve their reading and writing skills
90.	Personal development: to become more self-confident
91.	Personal development: to learn tolerance
92.	Personal development: to develop a sense of attachment
93.	Personal development: to develop a more environmentally conscious public
94.	Personal development: to learn important life skills
95.	Personal development: to develop a positive attitude towards language learning
96.	Personal development: to master what is learnt at school
97.	Personal development: to develop their planning skills
98.	Personal development: to learn to find beauty even when there is none
99.	Personal development: to learn dealing with hard physical labor during the construction process
100.	Personal development: to learn taking responsibility of protecting and appreciating what they create
101.	Personal development: to learn about different ways to conserve energy, dispose waste and various horticulture techniques
102.	Personal development: to empathize with the kids
103.	Personal development: to take responsibility of others
104.	Personal development: to improve their personal traits
105.	Personal development: to deal with problems and come up with creative and useful solutions to solve these problems

Cross-case analysis of the selected cases reveals that the service activities have achieved all the purposes and resulted with the expected outcomes. As well as the foreseen outcomes, the practice of service learning has ended in some unplanned outcomes in terms of initiative, integration and personal development.

### ***International and civic mindedness***

One of the purposes of service-learning is to “gain understanding of multiple perspectives” (Billig & Weah, 2008, p.9). International-mindedness refers to a global perspective adopted by individuals. With regard to international-mindedness, two aspects are identified in the cases (Table 103). These are the local and global effects and the notion of world citizenship. The analysis of the data indicates that there are cases, although few, focusing on international-mindedness through these aspects.

Table 103  
International- mindedness

<ol style="list-style-type: none"><li>1. Reducing energy cost</li><li>2. Drawing attention to endangered species</li><li>3. Fund raising for aid to developing countries</li><li>4. Analyzing global issues</li><li>5. World citizenship</li></ol>
--

Table 103 points out that international- mindedness is an area of interest for service cases although it is not frequently addressed and covered in each case.

The notion of civic-mindedness addresses the concerns related to well-being of the communities (Bekkers, 2008). In terms of civic-mindedness, six aspects are identified. These are awareness, communication, community benefits, motivation, positive impacts and responsibility. The analysis of the data indicates that there are several cases focusing on civic- mindedness through these aspects.

Table 104

Civic- mindedness

1. Arousing interest for different parts of their community
2. Becoming aware of civic issues and acting in cooperation with civic organizations
3. Becoming more familiar with the society and its needs
4. Meeting people with different backgrounds
5. Realizing the importance of engagement with the community
6. Increasing the awareness of and sensitivity to community problems
7. Becoming aware of the community needs and trying to find solutions to them
8. Becoming aware of and engaged with the community
9. Becoming familiar with the different needs of different regions of the country
10. Becoming familiar with people with different backgrounds and benefitting from experiences and different viewpoints of each other
11. Becoming aware of the people with different needs
12. Getting involved with the people at the nursing home and increasing awareness about their problems
13. Overcoming the prejudice about the stereotypes in the community
14. Bringing different groups together
15. Engaging with community groups
16. Building and sustaining caring relationships with others
17. Engagement with people from a different part of the country
18. Working for community benefit
19. Identifying the community needs to be met
20. Coming up with solutions to meet the needs as members of the community
21. Working for the benefits of the individuals in a community
22. Helping people who have less than them
23. Acting for community needs
24. Betterment of the society and the individuals
25. Working actively, effectively and cooperatively for the sake of country
26. Increasing students' motivation to identify the community need and to find solutions for them



Table 104 (cont'd)  
Civic- mindedness

27. Increasing students' competency and motivation to serve
28. Increasing students' motivation and competency to serve the community
29. Developing the ability and motivation to work cooperatively with others for the common good
30. Developing trust in future youth
31. Giving people a positive view about future projects
32. Realizing the change in the community
33. Encouraging the motivation to serve the community
34. Responsibility towards the community
35. Role and responsibility of the government
36. Increasing students' personal sense of agency when they are given the right conditions
37. Becoming more attached to the local community
38. Instead of just donating money, actively taking part in the process and becoming aware of the needs of a local community
39. Having voice in the future of the country

Table 104 indicates that civic-mindedness is fostered in many ways with the opportunities of engaging with civic issues addressing different aspects and needs of the community.

### **Butin's conceptualization**

Butin (2003) suggests that service learning can be understood and planned through multiple lenses: technical, cultural, political and postmodern. Table 105 presents the analysis of the cases using Butin's conceptual lenses. A service learning program could be understood, or planned, using these lenses. The cross-cases analysis through Butin's lenses contextualizes and exemplifies a balanced scope and structure of such program.

Table 105  
Butin's perspectives

<b>Butin's technical perspective</b>	<b>Butin's cultural perspective</b>	<b>Butin's political perspective</b>	<b>Butin's post-structural perspective</b>
-decision making	-awareness	-border crossing	-identity
-initiation	-civic mindedness	-citizenship	-role changes
-planning	-constructing knowledge	-equality	-self and otherness
-student voice	-engagement	-familiarity with society	-self conception
	-meaning making	-mutual benefits	
	-responsibility	-real life situations	
	-self realization	-responsibility	
	-sensitivity	-role in society	
	-information construction	-role switch	
		-tolerance	

*Butin's technical perspective*

Butin's technical perspective focuses on student voice in the service learning process, and it cherishes the idea of student initiatives. It highlights the significance of students' active roles in the planning and organization of service learning practices, and the positive impacts of this active role on the outcomes of service learning process(Butin, 2003).

In terms of Butin's technical perspective, the analysis of the study points out four aspects. These aspects are decision making, initiation, planning and student voice. According to the data, planning is by far the mostly identified aspect of Butin's technical perspective and it reveals that in most of the service cases, the students are

active in the planning phase of service learning practices. While student voice is an occasionally observed aspect of Butin's technical perspective, decision making and initiation are rarely observed which indicates that although students are highly active in planning, they are less determinant in terms of activity choices and initiation.

### *Butin's cultural perspective*

Butin's cultural perspective underlines individuals' ways of meaning making and construction of information. It focuses on participants' discovery of themselves as members of local and global communities (Geertz, 1973). Cultural perspective addresses both micro/individual and macro/societal level and it encourages the enhancement of both (Butin, 2003).

According to the cases analyzed for the study, nine aspects of Butin's cultural perspective are identified. These aspects are awareness, civic-mindedness, constructing knowledge, engagement, meaning making, responsibility, self-realization, sensitivity and information construction. The analysis of the data reveals that awareness, engagement, meaning making, and responsibility are the most frequently observed aspects of Butin's cultural perspective which hints that service learning activities in the selected cases highly contribute to students' awareness of different facets of the community, their engagement with the community, their process of meaning making and desire to take responsibility. On the other hand, civic-mindedness, constructing knowledge, self-realization, sensitivity and information construction are less common aspects of Butin's cultural perspective in terms of the selected cases.

### *Butin's political perspective*

Butin's political perspective addresses different parties and their demonstration of themselves as power holders or expression of themselves as powerless individuals or groups. It draws the attention from individualistic deeds to collaborative acts.

Political perspective encourages the cooperative process of students and teachers in the process of finding knowledge, thus it enables border crossing for students, teachers, community partners and institutions as it allows changing roles in the process of service learning practices (Butin, 2003).

As for Butin's political perspective, ten aspects are identified. These aspects are border crossing, citizenship, equality, familiarity with society, mutual benefits, real life situations, responsibility, role in society, role switch, border crossing and tolerance. The analysis of the data indicates that citizenship, real life situations and responsibility are frequently observed aspects of Butin's political perspective in the selected cases. It shows that students go beyond staying as indifferent individuals and they develop a sense of citizenship by taking responsibility. They find a chance of getting out of the boundaries of their schools and releasing the knowledge by transferring their knowledge into real life situations. On the contrary, the data reveals that equality, familiarity with the society, mutual benefits, role in society and tolerance are rarely pointed out in the cases which indicates that service learning activities in the selected cases do not meet every single expectation of Butin's political perspective during the practice.

### *Butin's post-structural perspective*

Butin's post-structural perspective questions the standards of being and thinking, and it challenges the boundaries of service learning and pushes the limits in terms of learning and teaching. It investigates the impacts of service learning practice on individuals, construction, deconstruction and reconstruction of identity, self-conception and perception of 'others'. Furthermore, post-structural perspective explores the construction and deconstruction of the roles as learner and teacher, and as server and served (Butin, 2003).

With regard to Butin's post-structural perspective, four aspects are identified. These aspects are identity, role changes, self and otherness and self-conception. The analysis of the data reveals that identity, role changes and self and otherness are occasionally explored aspects of Butin's post-structural perspective. It indicates that service learning activities contribute to identity construction of students only to some extent as they encourage them to ask questions about themselves, the community, the server and the served from time to time. It can also be inferred from the data that students experience role changes as long as they have a chance to undertake the role of a teacher, instructor, co-researcher, advisor and facilitator at different points of their services. Additionally, the students construct notions of themselves and others when they obtain more knowledge about themselves and others as status bound individuals. When it comes to self-conception, although it is a less frequently observed aspect in the selected service studies, the analysis of the data points out that the students build self-conception and improve their self-concept as contributing members of the community in a few occasions.

*Butin's perspectives and service learning practice*

Service learning aims to go beyond simply transferring knowledge from instructors to students. Butin considers knowledge transfer as an outstanding medium of instructional practices (Butin, 2003). In the cases analyzed for this study, it is realized that although it is not compulsory to conduct service learning projects in relation with schools' curriculum, in more than half of the selected cases service activities are integrated with a variety of school subjects and study areas which indicates that service learning practices can be conducted in relation with school subjects.

Service learning is regarded to improve the quality of student outcomes, to develop a sense of citizenship, to encourage the engagement of students and the community and to create equality among different groups of people (Butin, 2003). When the findings taken into consideration, it is identified that outcomes of service learning activities in terms of the achievement of awareness, communication, contributing to society and personal development corroborate Butin's cultural perspective of service learning practice. The students increase their awareness of societal problems, their own potential to offer solutions to these problems and to meet the needs, their skills, strengths and weaknesses, various aspects of life, and the existence of different groups in the community. As Butin foresees, service learning projects encourage the students' engagement with the community and improvement of their communication skills with their peers, teachers, community partners and other groups in the community. Service learning process gives the students the chance of making a contribution to community at micro and macro levels and make a difference in the lives of others by eliminating the borders between different sides and offering a more

equal standard. Regarding personal development and creating a sense of citizenship, as Butin states, the students become more confident about their competencies in different areas and they broaden their perspectives about becoming responsible citizens. They realize who they are, and they feel proud and satisfied.

Bringle and Hatcher (1995) reveal that service learning is a curriculum integrated learning experience which meets the needs of the society. It enables students to take part in pre-planned services. These activities should address societal problems and support students to reflect on their learning process and to improve their internalization of the lesson content, acknowledgement of the discipline and responsibilities as citizens while they are planning and implementing their activities. As well as Bringle and Hatcher, Butin (2003) highlights the necessity of students' participation in the initiation and planning of service learning activities. He expects students' active participation in each step of service learning activities, and their engagement with real life problems to use the steps of critical thinking while applying what they learn at schools, which refers to Butin's technical perspective (Butin, 2003).

The analysis of the cases points out that in the majority of the service projects, the students are the ones who are in charge of the steps of searching, designing, planning, implementing and making the closure of the activities. They are also responsible for the improvement and modifications of their plans when necessary. Yet, in contrast with the technical perspective of Butin, the students are not as active as they are supposed to be in terms of initiating the activities which indicates that they are provided with service learning activities to plan and work on them rather than choosing the activities themselves.

Butin claims that service learning is a medium which encourages individuals to question the position of teachers and students, and thus service learning leads the question of who the teacher is and who the student is. Moreover, Butin states that service learning should support the construction of students' notion of themselves and others (Butin, 2003). The analysis of the data indicates that in many cases the students ask the questions of who they are, what their responsibility is as national and global citizens, and as a result they deconstruct and reconstruct their personal identity. Additionally, in a variety of cases they experience role changes from students to teachers, advisors, researchers and facilitators at different points of the cases, and the students also become familiar with the needs, deprivations and perspectives of 'others' in their community while they are working with people who have different backgrounds.

Finally, Butin explains that service learning deals with the process of transformation of individuals and communities, and with the conflict itself rather than the consensus. He reveals that the more service learning process is disruptive in terms of changing the hierarchical orders, the more it is transformative (2003). This aspect of service learning refers to political perspective of Butin. It is also claimed that from the political perspective, service learning is expected to be conducted with the cooperation of students, teachers and community institutions and should result with formulation of information in the process rather than simply finding it. The analysis of the cases shows that in contrast with the expectations of a political perspective to service learning, only in a few cases the notions related to transformation are identified. It is pointed out that in some cases the students find an opportunity to develop a sense of social responsibility and citizenship as they process the questions



of what their responsibility is as individuals and what the state's responsibility is. The students also experience the formulation of knowledge with their teachers and community partners while they are trying, practicing and obtaining some skill just during the service activities.

### **Character education**

Character education intends to raise individuals who have moral characters and are respectful to global values. It aims to equip individuals with global values and morals so that they can improve psychologically, cognitively, emotionally and in terms of their behaviors (Berkowitz & Bier, 2007). The analysis of the cases indicates that as Berkowitz and Bier (2007) claim, the students who take part in the selected service cases show psychological, cognitive, emotional and behavioral improvement as they develop a more sensitive perception of themselves, others and their environment. They learn to identify the needs of other people and the community, and they can show moral actions which result in the improvement of their character in the end. Additionally, the students develop their sense of empathy and tolerance while they are attempting to solve the problems of served people. The service activities they participate in give the students the opportunity of broadening their perspectives and embracing universal morals such as equality, the right of life and education. Observing humans in different conditions and with different struggles improve the students' appreciation of what they have and it also eliminates prejudice towards others.

Berkowitz and Bier (2007) states that effective character education provides a sensitive school atmosphere, engages students, teachers, families and community

members with activities which are organized to foster character improvement. The analysis of the selected cases points out that although there is no indication of the family engagement in the cases, in most of the service activities teachers, students and community partners work cooperatively with the same moral purposes.

Another aspect of effective character education is defined as students' improvement in terms of self- motivation (Berkowitz & Bier, 2007). The findings reveal that in more than half of the cases the students are motivated to take action and serve others, and they develop a desire for further activities as they become aware of local or global problems and their responsibilities as knowledgeable and powerful citizens. The study also draws attention to the needs and expectations of all kinds of learners which is identified as an outstanding principal of character education by Berkowitz and Bier (2007). The findings indicate that selected service activities offer a variety of school subjects' and study of areas' integrated with the activities which address and meet the needs of different kinds of learners. At different points of their service activities, the students are able to find a study area which appeals to them.

As well as the integration of academic curriculum, Noddings (2008) draws attention to the significance of integrating real life skills into character education. The findings show that the cases offer the students the chance of obtaining and applying some real life skills such as restoring buildings, painting walls, communicating with people from different generations and teaching others which are as fundamental as the academic knowledge and skills.

Damon explains that effective character education fosters the sense of citizenship (Damon, 2008). The analysis of the study implies that almost in half of the cases the

students are effectively engaged with community issues and raised their awareness of communal problems and their power in terms of identifying and effectively solving these problems. They develop a positive perception of themselves as individuals who are not only taking from but also giving back to their community.

Cross-case analysis of several service learning initiatives conducted in different contexts has offered plenty of information informing practice. First of all it has uncovered the organization phase of service projects and revealed how service activities are planned and implemented under different circumstances. Cross-cases analysis of the selected projects has highlighted that when the service projects are well-organized and whole-heartedly implemented, they end with positive development of students.

The findings also help realize the variation in the character education. The cases analyzed reveal that the process of character education and academic instruction can be effectively delivered in multiple contexts and could be integrated into curriculum.

As observed in more than half of the cases, the findings show that students tend to demonstrate commitment in their activities, and also volunteer for further chances of giving back to community. This indicates that service learning practices create a long term effect on the students. It is not only considered as a temporary part of their education but it becomes a part of their character and their way of life.

When the students' interaction and communication with their peers, teachers, community partners and the people they served are taken into consideration, the

cross-case analysis of the cases indicates that service learning enables high quality communication among parties and gives the students the opportunity of taking new roles and responsibilities in the community. Beyond the intentional, pre-planned purposes and outcomes, it indirectly and unintentionally contributes to the students' character by offering them positive role models, giving responsibilities and offering challenges to overcome.

The knowledge obtained through cross-case analysis of selected cases can be used as a reference and guidance in planning service learning activities to meet different developmental needs. It could be used for fostering character development. To this end, firstly service learning activities could be planned around some achievable and meaningful purposes which address the enhancement of character traits. Secondly, they could be delivered not only at schools by teachers but also in varying contexts in collaboration with different community partners.

The analysis of the cases uncovers the need for family integration as it points out no family participation in the activities. For better results, families can be engaged with the service learning process along with the community partners. Additionally, the activities can be designed in a way to give students more voice and autonomy at different stages of the service practice and support the sense of leadership. Finally, as long term activities foster the sense of commitment and result in desire for further engagement with community, service learning practice can focus on long term activities rather than short term, single cases.

## **Citizenship education**

Citizenship education aims to raise citizens who are willing to take responsibility for and contribute to enhancement of their communities (European Commission of Directorate-General for Education and Culture, 2005). The main purpose of effective citizenship education is to equip students with the knowledge, skills and thinking processes which are necessary in active and responsible citizenship (Rgs.org, 2016).

The analysis of the cases selected for the study hints that the students who participate in service projects become more knowledgeable about their responsibilities as active citizens as they become aware of civic issues and community problems. They develop their skills of identifying community problems, developing solutions for these problems and applying them into situations. The study shows that service learning encourages students to critically think about, and question, civic issues. This reflection process enables them to work for the benefit of community they are part of, and improves the quality of the service they offer. During the process of their service, the students learn more about their rights and limitations as citizens of the community and they become more familiar with community institutions. They also develop a much more sensitive and respectful perspective towards diverse groups.

The EPPI Centre (2016) focuses on three aims of citizenship education. These aims are fostering moral and social development of students, political awareness and engagement with community (EPPI Centre, 2016). When the analysis of the cases are taken into consideration, it is realized that almost half of the cases serve to these aims in terms of their impacts on the students. The findings indicate that the students increase their personal sense of agency when they have right conditions and they feel

more attached to community as they have voice at some points of the service practice. It is also identified that having voice and realizing their self- power, the students morally and socially improve their sense of citizenship.

In terms of political awareness, the students become familiar with different community institutions as they contact with some of these institutions during their service cases. They also engage with people with different political or social backgrounds and become more empathetic and tolerant in terms of diversity in their community.

Engagement with the community is another finding of the study. The students who participate in service learning practices in the selected cases reinforce the tie between themselves and their community. They undertake new roles for themselves in the community and become more productive. Having voice in their service learning practices, they experience democracy in their micro/school and macro/local community which indicates that service learning can be organized and planned to nurture the sense of citizenship and citizenship related outcomes.

The analysis of the findings shows that service learning can be conducted in integration with citizenship education to contribute to achievement of citizenship education aims. As service learning promotes sense of civic responsibility, societal knowledge and engagement with community, it can be planned and implemented accordingly to foster these aspects in students.

Students can be given more voice in the service process, offered new roles as knowledgeable citizens and brought together with community organizations to foster their sense of responsible citizenship.

### **Social- emotional learning**

Social- emotional learning (SEL) aims to foster individuals' abilities in gaining skills and knowledge and using them effectively to realize their emotions and to manage these emotions under different circumstances (ECS, 2003). Gaining skills and knowledge in terms of social- emotional development is fundamental for setting and achieving realistic goals, understanding others, developing positive relations with people and taking responsibility (CASEL, 2016).

The findings of the study indicate that the students who participate in service learning activities in the selected cases experience a self-discovery. They realize the extent of their knowledge and competencies and gain self- confidence. As a result of the activities, they experience a sense of achievement as well as a sense of appreciation of what they have when compared to their peers. They empathize with others and become more understanding in terms of their needs and struggles. They develop positive and effective relationships with their peers, with the people they serve and with community partners. Realization of their ability to express their feelings and ideas effectively, contribute to their social and emotional well- being. The feeling of proud and satisfaction encourage them to attain more service learning practices and more community engagement in the future, and motivate them to take responsibility.

The study also reveals that the challenges the students face during their service practice contribute to the students' management of their negative feelings. They learn to overcome ambiguity, anxiety, communication barriers and feeling of frustration when there are problems and they show commitment instead of giving up.

As the purpose of education is not only to raise intellectual, life-long learners, social-emotional learning is a complementary component which fosters students in terms of becoming socially and emotionally developed, open-minded and contributing individuals (Elias, Fredericks, Greenberg, O'Brian, Resnik, Weisberg & Zins, 2003). The analysis of the cases reflects that the students contribute their community in an active and productive way in a variety of areas of community needs. They benefit from their knowledge and skills to make a positive change. The results of their actions motivate them for further learning and further contribution to society.

Social-emotional learning is structured upon five main competencies. These competencies can be identified as self-awareness, self-management, social-awareness, relationship skills and effective decision making (CASEL). The analysis of the selected cases points out that most of the service learning activities address these core competencies. Participating in service learning projects, the students become aware of their own potential in enhancing the well-being of the community, and they realize the value of their knowledge and skills. In terms of social-awareness, they open their eyes to different aspects of life and become familiar with different life styles and community groups.



When it comes to social awareness, they become aware of community problems and more knowledgeable about their social and natural environment. As they work with different groups of people and community organizations as well as their peers, they also improve their relationship skills.

When it comes to self- management, the findings reveal that the students take the responsibility of their actions while planning and implementing the practices. They also manage their feelings such as fear of fail, anxiety and making mistakes.

Relationship skills and decision making are also fostered through the service learning projects selected for the study. The findings point out that the students improve their communication in various aspects. They have chance to build relationships and communicate with people from different generations, from diverse political- social backgrounds and with many community institutions which fosters their self- conception and expression of themselves. On the other hand, the findings reveal limited information about the students' decision making which indicates that it is not a highly achieved outcome of service learning practices when compared to others.

### **Values education**

Values are the universal guidelines to individuals' behavior and attitudes towards humans, environment and local/ global issues (Halstead& Taylor, 2000). Values education is a multi-dimensional process which intends to invest global values such as caring for others, attempting to do your best, fairness, freedom, honesty, integrity, respect for others, taking responsibility, empathy, tolerance and inclusion (Department of Education, Employment and Workplace Relations, 2003).

The analysis of the selected cases demonstrate that the service learning activities selected for this study have a magnificent impact on fostering students' construction of sensitivity towards social, environmental and global issues as they give the students the opportunity of becoming aware of problems and needs at different levels. They gain a better awareness of societal, global and environmental concerns. The students put their all effort, make use of their knowledge and skills to bring creative and useful solutions to these problems. Additionally, the analysis of the cases indicate that the service activities result in great student and community integration. As the students keep serving for the society's well-being, they become more engaged in community issues as active participants. They take responsibility, have a share in the growth of their community and become more attached to civic issues. During the service process, they also develop a sense of respect toward others as they learn to tolerate diversity at political, social, economic, educational and national levels. Working with and serving a variety of different groups contributes to the students' sense of empathy and tolerance.

Billig and Weah (2008) highlight eight standards for effective service learning practice. These are time spent for service practice, the content and depth of the activities, cooperation with partners, purposeful and meaningful activities, student voice, diversity, reflection on the service process and evaluation. When the analysis of the selected cases are taken into consideration, it is observed that these standards of high quality service learning practices also contribute to investment of global values. When the students spent enough time and show commitment in meaningful service activities, they improve their sense of caring for others as well as their integrity with the community. When the projects are purposeful and relevant to their

interests, they try to do their best to succeed. Having voice in the process enable them become more responsible and facing with the diverse aspect of their community fosters their sense of respect for others, empathy and tolerance. As long as they reflect on the service process and evaluate the effectiveness and achievements of their actions, they learn honesty in terms of realizing and accepting their mistakes and taking responsibility. Yet, the service learning practices in the selected cases has only a slight impact on the improvement of the sense of fairness and equality. Similarly, the findings indicate no reference to freedom and honesty aspects of the values education.

The analysis of the findings highlights the influence of service learning in cherishing universal values. The findings provide guidance for planning and implementing service learning activities in a way to foster global values. They offer examples of service activities which address investment of values through meaningful, long term service activities. Additionally, they reveals the lack of coverage of fairness and equality in service activities, which shows that there is need to organize service learning practices that set goals and foster outcomes related to fairness and equality.

### **Empowerment**

Cattaneo and Chapman (2010) explain that empowerment is the process of human beings' gaining power, and they argue that empowerment is a crucial force in the improvement of individuals' life. Similarly, Perkins and Zimmerman (1995) define empowerment as human beings' well- being and they combine individuals' well-being with communities' well- being in the end.

Both Cattaneo and Chapman (2010), and Perkins and Zimmerman (1995) consider setting meaningful goals, self-efficacy, knowledge, competence, action and influence as the key components of the empowerment of individuals.

The analysis of the cases indicates that the unique purposes of each service learning activity motivates the students to identify personally valid and meaningful goals to be able to overcome the challenges faced during the activities. Service activities are also influential for they encourage the students to set meaningful goals to meet the community needs and to contribute their society which result with students' achievement of power as they realize their potential.

The realization of the potential refers to another finding related to empowerment which is self-efficacy; and Kroeker describes it as one's potential or capacity (Kroeker, 1995). The findings indicate that in most of the cases the students explore their talents, improve their knowledge and skills, and appreciate their potential to touch the lives of others and make a difference for their community.

The knowledge component of empowerment theory deals with the organization and implementation of the activities which foster the advance of one's knowledge (Cattaneo & Chapman, 2010). The analysis of the data implies that during the service learning activities the students find the opportunity of transferring their prior knowledge into new real life situations and thus they can internalize the theoretical knowledge with practice.

Moreover, in most of the cases the students obtain knowledge through experience and realize that they can become experts of their selected study areas in time which indicates that most of the service cases also cover the expertise component of empowerment theory.

Action and effect which are the last two components of empowerment theory are also identified as the most frequently addressed notions in the service learning practice. Cattaneo and Chapman (2010) state that to achieve their goals, humans are supposed to take action and join in purposeful activities. Additionally, Zimmerman and Perkins (1995) highlight the necessity of participating in community related activities to personally improve and gain power. The analysis of the cases indicates that as the students take action in service learning projects, they are able to set goals, plan the process, implement the activities, reflect on the process and motivate themselves for further engagement with the community. This action also results in positive effects on the students. They broaden their perspectives as they meet new people, they gain self- confidence as they explore themselves as helping hands and they appreciate the value of their knowledge and skills. Briefly, the analysis of the cases justifies the claimed reciprocal relationship (Perkins& Zimmerman, 1995) between empowerment theory and service learning practice.

### **Challenges**

During the service learning practices the students face with a variety of challenges. The cross-case analysis of the cases identifies fourteen aspects of these challenges. The data are presented in Table 106.

Table 106  
Challenges

1. Using digital cameras and power point presentations for the first time
2. Understanding the biodiversity present in every day environment
3. Combining skills and knowledge
4. The need of modifying the projects constantly
5. Finding solutions to community problems
6. Connection with the alumni
7. Effective selection and application of descriptive statistics
8. Applying meaningful inferential statistics methods
9. Presentation anxiety in a community forum
10. Arranging student participation in presentations after the course had been completed
11. Too comprehensive content of activities
12. Time consuming activities
13. Cooperation between different disciplines
14. Time: 80 minute block periods
15. Resources
16. Engagement of young students with old community members
17. Finding fund for supplies
18. Maintaining a small, intensive and managable scale
19. Dealing with technical issues
20. Finding equipment
21. Dealing with technical issues
22. Some interviewees leaving the project before it finishes
23. Transportation, food and accomodation
24. Concerned students
25. Concerned parents
26. Transportation of the prisoners
27. Collaboration
28. Time
29. Management
30. Responsibility of the students

Table 106(cont'd)  
Challenges

<ol style="list-style-type: none"><li>31. Time consuming in the class</li><li>32. Solving a problem completely new for the students</li><li>33. Lack of information</li><li>34. Guarding the students</li><li>35. Transportation: No access to the community by road</li><li>36. Using the technology</li><li>37. Safety on air</li><li>38. Getting hold of sponsors</li><li>39. Physical labor</li><li>40. The heat, working under the sun</li><li>41. Busy school schedule</li><li>42. Comprehensive curriculum</li><li>43. University entrance exam stress</li><li>44. Children stayed in the hospital only for 2-3 weeks so there wasn't a continuum to see the effects of the activities</li><li>45. Permissions from MONE and parents</li></ol>
---

### **Opportunities**

During service learning, students are offered many other opportunities as they are involved in various activities. The data related to opportunities are presented in Table 107.

Table 107  
Opportunities

<ol style="list-style-type: none"><li>1. Development of planning, research and analysis skills</li><li>2. Implication and improvement of what they learnt at school</li><li>3. Curriculum integration</li><li>4. Real life implementation</li></ol>
---

Table 107(cont'd)

Opportunities

5. A motivating activity for students as they contribute to the development of curriculum
6. Student voice in the decisions taken about school improvement
7. Developing questioning and problem solving skills
8. Discussing/valuing differences
9. Interacting with a variety of different individuals or groups
10. Building knowledge about the community and its resources
11. Cultivating contacts with community partners and resources
12. Group work and cooperation
13. Critical thinking skills
14. Having new roles
15. Realizing the extent of their skills and knowledge
16. Applying what is learnt into real life conditions
17. Interaction with community members
18. Development of communication skills
19. Taking new responsibilities
20. Experiencing a sense of achievement
21. Overcoming the struggles with transition
22. Engagement of different age groups
23. Becoming friends
24. Having positive experiences
25. Making learning more meaningful
26. Communicating effectively despite cultural differences
27. Learning about the printing process
28. Becoming comfortable with talking to business people and other adults
29. Expressing ideas confidently
30. Tolerating mistakes
31. Gaining self-confidence
32. Developing understanding and respect for the experiences of a different generation
33. Developing a sense of history and place



Table 107 (cont'd)

Opportunities

34. Elders developing a positive view about youngsters
35. Learning about taking video tapes
36. Addressing the issues of homelessness, poverty and aging on local and national level
37. Using the existing knowledge and developing new skills
38. Meeting people from different backgrounds
39. Tolerating differences
40. Expressing feelings and opinions effectively
41. Engaging in a variety of activities according to their own interests
42. More exposure to real life problem solving
43. Enhancing brain storming and planning skills
44. Learning how to deal with failure
45. Having initiative
46. Continuum each year in terms of students' development of the project
47. Learning about the importance of protecting the environment
48. Development of important life skills including responsibility, problem solving, leadership and understanding the society
49. Development of stronger links between elementary school teachers in the region
50. Applying the technology and science concepts learnt at school into real life conditions
51. Seeing the things that they can't see from the ground
52. To have a better insight on land and agriculture
53. Creating awareness
54. Experiencing peer work
55. Creating a sense of responsibility by engaging the village kids in the process
56. Establishing trust and a sense of unity
57. Developing new real life skills like lifting sand trolleys
58. Having a chance to cross the borders of their isolated lives
59. Seeing different life conditions
60. Becoming familiar with different social problems

Table 107 (cont'd)

Opportunities

- |  |
|--|
| <ol style="list-style-type: none"><li>61. Realizing the value of what they have</li><li>62. Seeing their own power to make change</li><li>63. Seeing a socially and economically different part of Turkey</li><li>64. Meeting people from different backgrounds</li><li>65. Realizing the needs of a school</li><li>66. Planning and acting cooperatively</li><li>67. Finding creative and practical solutions to problems</li></ol> |
|--|

Opportunities refer to the occasions which make it possible for students to obtain knowledge, to achieve their goals or to apply their skills into real life situations. As for the opportunities, eight aspects are identified among the cases. These are awareness of differences, awareness of real life problems, communication, continuum, developing skills, real life implementation, self- discovery and student voice. The analysis of the data reflects that developing skills is by far the most frequently observed aspect of opportunities. While awareness of real life problems and communication are other highly noted aspects, awareness of differences, real life implementation and self- discover are occasionally pointed out. Additionally, the aspects of continuum and student voice in service projects are rarely identified.

### **Curriculum integration**

Although curriculum integration is not compulsory in service learning practices, there are several cases which connects school curriculum with service learning activities. The data about curriculum information are presented in Table 108.

Table 108  
Curriculum integration

1. Environmental Science and Natural History lesson
2. Topics related to the local flora and fauna
3. Students selected and pursued their own interests related to the reservoir in the climate of prescribed curricula and the guided curriculum
4. Sociology course
5. A project to enhance the content taught to students
6. A survey with the alumni
7. Students studied survey and data analysis at that unit
8. Interdisciplinary
9. Civics course
10. The basic responsibilities of the individual in the community
11. Children's literature: fables
12. Native American perspectives on land use
13. Interdisciplinary
14. Based on the 1st year IT lesson curriculum
15. Application of what is learnt in the class
16. Child development studies, work to meet language, art and service standards
17. An interdisciplinary course devoted to the project's implementation
18. Haitian folklore and culture, reading, writing, artwork and music
19. English writing class
20. Physics class
21. English lesson
22. Science and Technology integration
23. Geography and Writing class integration

Curriculum integration refers to incorporation of some school subjects with the service learning projects. The analysis of the data indicates that while ten of the cases studied have no curriculum integration in their service activities, the other twelve cases incorporate a variety of school subjects in their projects. The schools subject incorporated with the service learning practices are Environmental Science and

Natural History, Sociology, Civics Course, Children’s Literature, IT Course, Reading and Writing, Arts and Music, Physics, English, Science and Technology, and Geography. Moreover, there are some other areas of studies integrated in the service activities, yet not covered under the title of a school subject such as the study of local flora and fauna, surveying and data analysis, social responsibility, the study of Native American perspectives on land and Haitian folklore and culture. The analysis of the data implies that there is a wide range of school subjects that can be integrated in the service learning process to both increase the productivity of the service activities and also to enable the internalization of the subjects studied at schools.

### **CAS learning aims and outcomes**

Whether IB or non-IB, the schools set some purposes and achieve some outcomes by the end of service learning efforts. Some of these pre-identified purposes and achieved outcomes in the selected cases also match with IBDP’s CAS learning aims and outcomes. The data about CAS learning aims and outcomes are presented in Table 109.

Table 109  
CAS learning aims and outcomes

CAS learning aims	CAS learning outcomes
<ol style="list-style-type: none"> <li>1. Active participants in sustained and collaborative projects</li> <li>2. Aware of themselves as members of the communities</li> <li>3. Balanced</li> <li>4. Reflective thinkers</li> <li>5. Willing to accept new challenges and roles</li> </ol>	<ol style="list-style-type: none"> <li>1. Awareness</li> <li>2. Challenges</li> <li>3. Collaboration</li> <li>4. Commitment</li> <li>5. Ethics</li> <li>6. Experience</li> <li>7. Global issues</li> <li>8. Initiative</li> <li>9. New skills</li> </ol>

Although the aims and outcomes presented in the table are the specific aims and outcomes identified by IBO for students who study an international curriculum, the findings of the study reveal that most of the aims and outcomes are addressed by non-IB schools during their service learning practices.

### **Implications for practice**

This study has generated a number of implications that would be of interest to teachers, service program coordinators, curriculum developers and school principals. To begin with, it provides information about the range of communities a service learning program may consider. Secondly, the study gives ample content areas such initiatives could include. The study also highlights a range of purposes, and possible outcomes, a service learning initiative is likely to include. Additionally, it presents various challenges faced during service learning activities, and it offers solutions for anticipated problems. Moreover, this study emphasizes the use of conceptual lenses to structure, implement and evaluate service learning programs. Finally, the lenses provide structure for designing service learning programs. Information arising from this study could be used for planning, designing, developing and evaluating service learning programs within the framework of theoretical lenses. It could also be used to anticipate various problems one might encounter during implementation, and to remedy them.

### **Implications for further research**

This study has also generated a number of implications that would be of interest to researchers. To begin with, this study used cross-case analysis method to explore and analyze cases. There are multiple means of conducting cross-case analyses. The

researchers interested in cross-case analysis may make use of other means to conduct a similar study.

The study explored service-learning cases implemented in high school contexts. For future investigation service learning cases can be investigated in primary school and middle school contexts to identify the outcomes of service learning activities on different age groups.

This study used character education, citizenship education, social- emotional learning, values education, empowerment theory and Butin's conceptual models to analyze and interpret the selected cases. More cases could be identified, and the same or additional conceptual lenses such as moral education can be adopted to conduct similar studies.

There are so many service-learning programs implemented in different ways. This study provides conceptual lenses to analyze and gain insights into single, and multiple cases.

The study also benefited from service learning cases which were conducted in different countries. For future investigation, a nation-wide study can be conducted to examine the implementation of service learning activities in Turkish IB and MONE schools.

Finally, a nation-wide study can be conducted to examine the extent of service learning practices in IB and non-IB schools, and to identify what the impact of service learning is on teachers, students and the communities concerned.

### **Limitations**

First of all, as service learning is a new and rarely used strategy in education system, there is a lack of studies which reflect the current situation and practices in different parts of the world.

Secondly, as most of the studies focus on the theory of service learning rather than its implementation, it is a challenge to find sources shedding a light to different phases of service learning activities. As a result, the references are limited with 22 cases only 2 of which were experienced in Turkey and the rest are experienced in a variety of countries.

Additionally, having only 2 cases from Turkey, it is a lower possibility to generalize the findings of the research to the whole country. Yet, it can still lead the way to service learning activities both in Turkish and foreign contexts.

Finally, in some cases no information is identified about the mentioned aspects of service learning activities. In terms of challenges, curriculum integration, effects on international-mindedness, opportunities, effects on citizenship development, Butin's cultural perspective, Butin's technical perspective, Butin's post-structural perspective, some cases present no information. For instance, in the case of a nursing home for elderly people in Goffstown, no information is found about challenges. In

the case of the Montvert Hotel no information is found about curriculum integration. At the Bolster Reservoir there is no reference to international- mindedness and in the case of Mozambique no data is given about opportunities. In terms of citizenship development, the case of Columbus County does not present any data. While the Bolster Reservoir does not provide any information about Butin's cultural perspective, American School of Barcelona gives no information about Butin's technical perspective. Finally, in the case of Rock Point High School no information is found about Butin's political perspective and in the case of Thetford Academy there is no information about Butin's post- structural perspective.



## REFERENCES

- Annette, J. (2006). Education for democratic citizenship and community involvement. Retrieved from <http://www.citized.info>
- Airasian, P., Gay, L. R., & Mills, G. E. (2009). *Educational research: Competencies for analysis and applications*. New Jersey: Pearson.
- Barber, B. R. (1998). The apprenticeship of liberty: Schools for democracy. *The School Administrator*, 55(5), 10-12.
- Battisani, R. M. (1997). Service learning and democratic citizenship. *Community Service Learning*, 36(3), 150-156.
- Bekkers, R. (2008). Service learning and the development of civic-mindedness in the Netherlands. Retrieved from [https://www.coe.int/t/dg4/youth/Source/Resources/Forum21/II\\_Issue\\_No3/II\\_No3\\_Lng\\_prog\\_NL\\_en.pdf](https://www.coe.int/t/dg4/youth/Source/Resources/Forum21/II_Issue_No3/II_No3_Lng_prog_NL_en.pdf)
- Berelson, B. (1952). *Content analysis in communication research*. New York: The Free Press.
- Berkowitz, M. W., & Bier, M. C. (2007). What works in character education: A research-driven guide for educators. *Journal of Research in Character Education*, 5(1), 2007, 29–48.
- BFIS-Benjamin Franklin International School. (2016). Social-emotional learning. Retrieved from <http://www.bfischool.org/?s=social+emotional+learning>
- Billig, S. H., & Weah, W. (2008). Growing to greatness. Retrieved from <http://www.marylandpublicschools.org/NR/rdonlyres/CEFD2869-9129-46A3->

91CE443928D1ED6C/24871/K12\_ServiceLearningStandardsforQualityPractice.pdf

- Birdwell, J., Horley, E., & Scott, R. (2013). Active citizenship, education and servicelearning. *Education, Citizenship, and Social Justice*, 8(2), 185-199.
- Brady, L. (2010). International research handbook on values education and student wellbeing. In Clement, N., Lovat, T. & Toomey, R. (Eds.), *Classroom based instruction in values education* (pp.211-224). Springer: New York.
- Bringle, R., & Hatcher, J. (1995). A service learning curriculum for faculty. *The Michigan Journal of Community Service Learning*, 2, 112-122.
- Butin, W. D. (2003). Of what use is it? Multiple conceptualization of service-learning in education. *Teacher's College Record*, 105(9), 1674-1692.
- Canadian Alliance for Community Service Learning. (2016). What is community service learning? Retrieved from [http://www.communityservicelearning.ca/en/welcome\\_what\\_is.htm](http://www.communityservicelearning.ca/en/welcome_what_is.htm)
- Cascarino, J., & Weisberg, R. P. (2013). Social emotional learning: An overview. *Kappan Magazine*, 95(2), 8-13.
- CASEL. (2016). What is social-emotional learning. Retrieved from <http://www.casel.org/social-and-emotional-learning/>
- Cattaneo, L. B., & Chapman, A. R. (2010). The process of empowerment: A model for use in research and practice. *American Psychological Association*, 65(7), 646-659.
- Character Education Partnership. (2016). Eleven principles of effective character education. Retrieved from <http://character.org/more-resources/11-principles/>
- Chapman, C., & Westat, R. (1999). Service learning and community service in K- 12 public schools. Retrieved from <http://nces.ed.gov/pubs99/1999043.pdf>

- Chi, B. S. (2000). Service learning as citizenship education: The promise and the puzzles. Retrieved from <http://www.nationalservicerresources.org>
- CICE-Children's Identity and Citizenship in Europe. (2016). Aims and objectives. Retrieved from <http://archive.londonmet.ac.uk/cice/about/aims.cfm>
- Clark, P. G. (1999). Service learning education in community-academic partnerships: Implications for interdisciplinary geriatric training in the health professions. *Educational Gerontology*, 25(7), 641-660.
- Clearly, B., & Simons, L. (2006). The influence of service learning on students' personal and social development. *College Teaching*, 54(4), 307-319.
- Commonwealth of Australia. (2008). The values education good practice schools Project – Stage 2 cluster project synopses. Retrieved from [http://www.curriculum.edu.au/verve/\\_resources/VEGPSP2\\_Final\\_Report\\_Edmond\\_Rice\\_Cluster.pdf](http://www.curriculum.edu.au/verve/_resources/VEGPSP2_Final_Report_Edmond_Rice_Cluster.pdf)
- Community Works Institute. (2013). Online magazine for educators. Retrieved from <http://www.communityworksinstitute.org/cwjonline/index.html>
- Creswell, J. (2002). *Research design: Qualitative, quantitative and mixed approaches*. London: Sage.
- Curriculum Corporation. (2003). *Values education study: Final report*. McMillan Printing Group: Carlton South Vic.
- Damon, W. (2008). Expecting excellence: The moral north star. *Educational Leadership*, 66(2), 8-13.
- Denby, R. A. (2008). *The impact of service-learning on students' sense of civic responsibility* (Unpublished master's thesis). The University of Western Ontario: London.

- Department of Education, Employment and Workplace Relations. (2003). National Framework for Values Education in Australian Schools. Retrieved from <http://www.curriculum.edu.au/values/default.asp?id=8757>
- Dewey, J. (1938). *Experience and education*. New York: Collier Books.
- Eckstein, H. (2002). Case study and theory in political science. In R. Gomm, M. Hammersley, & P. Foster (Eds.), *Case study method: Key issues, key texts* (pp. 119-163). London: Sage.
- Education Commission of the States. (2003). Making the case for social and emotional learning and service-learning. Retrieved from <http://files.eric.ed.gov/fulltext/ED505359.pdf>
- Elias, M. J, Fredericks, L., Greenberg, M. T., O'Brian, M. U., Resnik, H., Weisberg, R. P., & Zins, J. E. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist*, 58(6/7), 466- 474.
- EACEA-European Commission, Directorate-General for Education and Culture. (2005). *Citizenship education at school in Europe*. Brussels: Eurydice European Unit.
- EPPI Centre. (2016). A systematic review of the impact of citizenship education on the provision of schooling. Retrieved from <http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=127>
- Eyler, J., & Giles, D. E. (1999). *Where is the learning in service-learning?* Francisco: Jossey- Bass.
- Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative Inquiry*, 12(2), 219- 245.

- Fox, H. (1994). Teaching empowerment. *Michigan Journal of Community Service Learning, 1*(1), 55- 61.
- Furco, A. (1996). Service learning: A balanced approach to experiential education. In B. Taylor (Ed.), *Expanding boundaries: Service and learning* (pp. 2-6). Washington, D.C.: Corporation for National Service.
- Geertz, C. (1973). *The interpretation of cultures*. New York: Basic Books.
- Given, L. M. (2008). *The SAGE encyclopedia of qualitative research methods*. California: Sage Publications, Inc.
- Halstead, J.,& Taylor, M. (2000). Learning and teaching about values: A review of recent research. *Cambridge Journal of Education, 30*(2), 169-202.
- Hargreaves, A., Earl, L.,& Schmidt, M. (2002). Perspectives on alternative assessment reform. *American Educational Journal, 39*(1), 69-100.
- Hetch, D. (2003). *Deconstructing service learning: Research exploring context, participation and impacts*. NC: Information Age Publishing Inc.
- Heywood, A. (1994). *Political ideas and concepts: An introduction*. New York: St. Martin's Press.
- Hoppe, S. L.,& Speck, B. W. (2004). Theoretical roots of service learning: Progressive education and the development of citizenship. *Service learning: History, theory, and issues* (pp.4-9). London: Greenwood Publishing Group, Inc. d
- International Baccalaureate Organization. (2012). *Creativity, activity, service guide: For students graduating in 2010 and thereafter*. Geneva: IB Publishing
- IBO-International Baccalaureate Organization. (2013a). Mission. Retrieved from <http://www.ibo.org/about-the-ib/mission/>
- IBO-International Baccalaureate Organization. (2013b). 21st century international

mindedness: An exploratory study of its conceptualization and assessment.

Retrieved from <http://www.ibo.org/globalassets/publications/ib-research/singhqiibreport27julyfinalversion.pdf>

IBO-International Baccalaureate Organization. (2014). Ten perspectives on international-mindedness.

Retrieved from <http://blogs.ibo.org/blog/2014/12/01/ten-perspectives-on-international-mindedness/>

Jerome, L. (2012). Service learning and active citizenship education in England.

*Education, Citizenship, and Social Justice*, 7(1), 59-70.

Kaye, C. B. (2004). *The complete guide to service learning*. Minneapolis: Free Spirit Publishing Inc.

Khan, S., & VanWynsberghe, R. (2008). Cultivating the under-mined: cross-case analysis as knowledge mobilization. Retrieved from <http://www.qualitative-research.net/index.php/fqs/article/view/334/729#g2>

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. New Jersey: Prentice Hall.

Kroecker, C. J. (1995). Individual, organizational, and societal empowerment: A study of the processes in a Nicaraguan agricultural cooperative. *American Journal of Community Psychology*, 23, 749-764.

Lickona, T. (1991). *Educating for character: How our schools can teach respect and responsibility*. New York: Bantam Books.

Lovat, T. (2000). Ethics and values in schools: Philosophical and curricular considerations. In M. Leicester, C. Mogdil & S. Mogdil (Eds.), *Education, culture, values*, 2, 99-107.

- Miles, M.B., & Huberman, A.M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks: Sage Publications.
- Marshall, T.H. (1950). *Citizenship and social class and other essays*. Cambridge: University of Cambridge Press.
- McCormick, N. V. (2009). Academic service-learning: A handbook for faculty mini-edition. Retrieved from [https://www.delta.edu/files/Coop/ASLHandbookMini\\_Revised.pdf](https://www.delta.edu/files/Coop/ASLHandbookMini_Revised.pdf)
- McGuiggan, R. L., Lee, G., Spanjaard, D., Denize, S. M., & Sharma, N. (2008). Cross-case analysis: An alternative methodology. Retrieved from [http://anzmac.org/conference\\_archive/2008/\\_Proceedings/PDF/S13\\_/McGuiggan%20%26%20Lee%20S7%20S2%20P3%20.pdf](http://anzmac.org/conference_archive/2008/_Proceedings/PDF/S13_/McGuiggan%20%26%20Lee%20S7%20S2%20P3%20.pdf)
- McWhirter, E. H. (1991). Empowerment in counseling. *Journal of Counseling and Development*, 69, 222-227.
- Metz, E., & Youniss, J. (2003). A demonstration that school based required service does not deter -but heightens- volunteerism. *PS Online*, 281-286.
- MONE. (2013). Milli Eğitim Bakanlığı ilköğretim ve orta öğretim kurumları sosyal etkinlikler yönetmeliği. Retrieved from [http://mevzuat.meb.gov.tr/html/25699\\_0.html](http://mevzuat.meb.gov.tr/html/25699_0.html)
- Moore, D. T. (1999). Behind the wizard's curtain: A challenge to the true believer. *NSEE Quarterly*, (25)1, 23- 27.
- Morgan, W., & Streb, M. (2001). Building citizenship: How student voice in service-learning develops civic values. *Social Science Quarterly*, 82(1), 154-169.
- Mpofu, E. (2007). Service learning effects on the academic learning of rehabilitation services students. *Michigan Journal of Community Service Learning*, 46-52.

- Noddings, N. (2008). All our students thinking. *Educational Leadership*, 65(5),92-106.
- NSLCH-National Service Learning Clearing House. (2013). Characteristics of service learning. Retrieved from <https://gsn.nylc.org/clearinghouse>
- Perkins, D. D.,& Zimmerman, M. A. (1995). Empowerment theory, research, and application. *American Journal of Community Psychology*, 23(5), 569- 579.
- Prasad, B. D. (2008).Content analysis: A method in social science research. In D.K. Lal Das &V. Bhaskaran (Eds.), *Research methods for social work*(pp. 173-193). New Delhi: Rawat.
- Pritchard, F. F.,& Whitehead, G. (2004). *Serve and learn: Implementing and evaluating service learning in middle and high schools*. New Jersey: Lawrence Erlbaum Associates, Publishers.
- Rhoads, R. A. (1997). *Community service and higher learning: Explorations of the self*. New York: State University of New York Press.
- Roehlkepartain, E., C.,& Scales, P. C. (2007). *Developmental assets: A framework for enriching service-learning*.Minneapolis:Search Institute.
- Rgs.org. (2016). Citizenship: Programme of study for key stage 3 and attainment target.Retrieved from [http://www.rgs.org/NR/rdonlyres/7E49B094-A092-40C1-BD89-4C1BDAC37BD6/0/FW\\_CitizenshipNC.pdf](http://www.rgs.org/NR/rdonlyres/7E49B094-A092-40C1-BD89-4C1BDAC37BD6/0/FW_CitizenshipNC.pdf)
- Schutz, A. (1971). *Collected papers*. The Hague: Martinus Nijhoff.
- Schmidt, J. A., Shumow, L., & Kackar, H. (2007). Adolescents' participation in service activities and its impact on academic, behavioral, and civic outcomes. *Journal of Youth and Adolescence*, 36(2), 127-140.
- Shumer, R., Lam, C.& Laabs, B. (2012). Ensuring good character and civic education: connecting through service learning. *Asia Pacific Journal of*



- Education*, 32(4),430- 440.UNESCO. (1998). Citizenship education for the 21st century: What is meant by citizenship education? Retrieved from [http://www.unesco.org/education/tlsf/mods/theme\\_b/interact/mod07task03/appendix.htm](http://www.unesco.org/education/tlsf/mods/theme_b/interact/mod07task03/appendix.htm)
- University of Minnesota's Community Service-Learning Center. (2016). Benefits of service learning. Retrieved from <http://www.servicelearning.umn.edu>
- Wade, R. C. (1997). Empowerment in student teaching through community service learning. *Theory into Practice*, 36(3), 184-191.
- Yin, R. (2003). *Case study research, design and methods* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage Publications.
- Yin, R.K. (1994). *Case study research, design and methods*. California: Sage Publications.
- Youth.gov. (2016). Positive youth development: Key principles. Retrieved from <http://youth.gov/youth-topics/positive-youth-development/key-principles-positive-youth-development>
- Zimmerman, M. A. (2000). Empowerment theory: Psychological, organizational, and community levels of analysis. In J. Rapport & E. Seidman (Eds.), *Handbook of community psychology* (pp. 43-63). New York: Kluwer Academic/Plenum.
- Zmuda, A. (2008). Giving students ownership of learning. *Educational Leadership*, 66(3), 38-42.