A Librarian's Guide to Service-Learning

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One descriptive annotated bibliography in a short journal article cannot possibly begin to delve into the substantive volume of information written to date about service-learning as a teaching methodology, particularly when there are entire sourcebooks and bibliographies dedicated to this subject. Instead, my goal was to create a useful resource guide for faculty members working in management and leadership disciplines who are interested in service-learning. I include a select group of core monographs, journal articles, book chapters, and websites/listservs that will introduce those interested in service-learning to some of the most cited and current work in the area. In an attempt to make this as useful a guide as possible, I added my reactions and reflections to each resource discussed.

The decision for inclusion in this guide was threefold. First, for general service-learning sources, each source must provide substantial enough information that the document disseminates significant theory, issues, and application of practice within higher education and be accessible either through the web, libraries, or by purchase; however, older materials (1993 and prior) and general education sources were intentionally omitted as most education literature is frequently speckled with John Dewey and retrospective historical information and is, therefore, considered commonly known. Second, for the business and management or leadership specific section of this guide, each source must provide either "best practice," new or innovative concepts, or exemplary examples of application in one or more academic institutions. Third, while there are wonderfully executed programs within the K-12 market, this article is focused almost exclusively on resources for higher education.

GENERAL SERVICE-LEARNING SOURCES

Websites

There are numerous websites that provide service-learning information, definitions, and applications; some of these are useful and some are not. This list includes those sites that I felt were most relevant to academic service-learning.

American Association of Community Colleges

http://www.aacc.nche.edu/Content/Navigation Menu/ResourceCenter/Projects_Partnerships/ Current/HorizonsServiceLearningProject/Horizons ServiceLearningProject.htm

The service-learning section of AACC's webpage provides similar content to other sites, bibliographies, weblinks, conference and events, and grant opportunities. They also have a publications area that includes full text of some of their smaller documents.

American Association of Higher Education Service-Learning Project

http://www.aahe.org/service/models.htm (dead link)

This is the website for the American Association of Higher Education. Although the organization is closing down (announced in March 2005), the webpage will hopefully remain accessible, as it is quite a useful source of information. See the "Models of Good Practice for Service-Learning Programs" page, the "Service-Learning Resources: Links" page, and the "AAHE Series on Service-Learning in the Disciplines" page.

Big Dummy's Guide to Service-Learning

http://www.fiu.edu/~time4chg/Library/bigdummy.html

"Big Dummy" provides practical and pragmatic answers to some of the most frequently asked questions about service-learning. At first appearance the webpage seems rudimentary; its actual content is substantive.

Campus Compact

http://www.compact.org

The largest service-learning organization in the world, Campus Compact, is well known for the wealth of information is provides on its website. This website provides information on grants and scholarships, state-by-state listings of members, and a catalog of books published by Campus Compact. The most useful information here is the link to on-line syllabi found at http://www.compact.org/syllabi.

College of DuPage Service-Learning Resources

http://www.cod.edu/Service1/CECS/SrvLrn/resour.htm

This resource page is one of the most complete individual university service-learning webpages in existence. If you are interested in university webpages devoted to service-learning, this one is a "must see."

National Service-Learning Clearinghouse

http://www.servicelearning.org

Funded in part by ETR Associates, this invaluable resource is a veritable one-stop shop for generalized service-learning information. Included in this website are basic definitions of service-learning, service-learning links, and a link to join their higher education service-learning listserv. Subscribe by sending a blank e-mail to join-he-sl @lists.etr.org. This website even has a library services area that contains bibliographies for specific areas of service-learning. Although you have to be a serve-and-learn grantee for borrowing privileges of their physical collection, they do allow catalog searching.

National Service-Learning Exchange

http://www.nslexchange.org

Hosted by the National Youth Leadership Council, this site is a place to gain information about obtaining a mentor in service-learning through one of their regional centers. The site is easy enough to navigate, but no substance can really be found. The idea of having a mentor may appeal to new faculty, so skip the site and just contact exchange@nylc.org instead. Whatever you do don't click on the "enter the academy" link if you don't have a username and password because you'll have to clean out your cookies before re-entering the site.

Listservs

Service-Learning Listserv

http://www.compact.org/resource/SL-listserv.html (go to this webpage for subscription instructions).

Sponsored by Campus Compact, this new moderated listserv is separate from the listserv that is for all Campus Compact members.

National Service-Learning Clearinghouse

This has a higher education focus; you can subscribe by sending a blank e-mail to join-he-sl@lists.etr.org or go to http://lists.etr.org/read/all_forums/subscribe?name=he-sl

Journals

Michigan Journal of Community Service-Learning

Ann Arbor, MI: University of Michigan. Center for Learning Through Community Service

This journal started in 1994, and 134 libraries own this title in 37 states. This journal is refereed and is deemed a scholarly/academic title and is indexed and abstracted in Current Index to Journals in Education and ERIC. Unfortunately, the journal is not available electronically, except for expensive document delivery services.

General Service-Learning Journal Articles

Bringle, R. G., & Hatcher, J. A. 1996. Implementing service-learning in higher education. *Journal of Higher Education,* 67(2): 221–240.

Bringle's and Hatcher's article is a solid introduction to service-learning that was written when service-learning became a highly visible and integral part of the U.S. national education agenda. This article gives readers a wonderful theoretical overview of the concepts and applications of service-learning; as such, it is one of the most-cited references for service-learning in the literature.

General Service-Learning Books

Billig, S. H., & Waterman, A. S. (Eds.). 2003. *Studying service-learning: Innovations in education research methodology.* Mahwah, NJ: Erlbaum.

Billig and Warterman present a how-to guide for creating your research methodology, designing, and using research tools. Although some of the content is focused on K-12 institutions, there is a practical usage for the higher education researcher as well.

Bringle, R. G., Games, R., & Malloy, E. A. 1999. *Colleges and universities as citizens.* Needham, MA: Allyn & Bacon.

Bringing together chapters from leaders in the service-learning field including Zlotkowski, Astin, Boyer, Glassick and more, this volume covers all areas of creating a useable service-learning curriculum. One chapter of note is "Strategies for Building Infrastructure That Supports the Engaged Campus." It covers an area not usually discussed thoroughly in other publications.

Campus Compact. 1999. *Introduction to service-learning toolkit. Providence, RI: Brown University.*

A great "starter" book for faculty new to the methodology of service-learning. The toolkit provides theories, assessments, program models, and curriculum guides. Sections of the book are available online at: http://www.compact.org/faculty/intro-toolkit.html

Crews, R. 2002. *Higher education service-learning sourcebook.* Westport, CT: Oryx Press.

Crews' sourcebook provides a solid foundation on service-learning definitions, programs, and grants available, as well as lists of conferences to attend. Although the book may appear somewhat general, it encompasses numerous academic programs. For the novice just learning about the wealth of information and connections of service-learning, this is a valuable and current source to start your explorations.

Eyler, J., & Giles, D. 1999. *Where's the learning in service-learning.* San Francisco: Jossey-Bass.

Eyler's highly quoted book provides information about effective service-learning characteristics, learning outcomes, reflective concepts of practice, and survey or interview samples based on two in-depth surveys the authors conducted to determine learning outcomes.

Eyler, J., Giles, D., Stenson, C., & Gray, C. 2001. *At a glance: What we know about the effects of service-learning on college students, faculty, institutions, and communities 1993–2000* [Electronic Version] (3rd ed.) retrieved from http://www.compact.org/resource/aag.pdf

On-line document provides a summary and annotated bibliography of recent service-learning research in higher education including dissertations (one type of document not included in this bibliography).

Gordon, R. (Ed.). 2000. *Problem-based service-learning: A fieldguide for making a difference in higher education.* Education by Design.

This slim volume does what many other books listed does: It presents individual cases involving service-learning as a teaching methodology. One chapter of note is Chapter 8, "Assessment of Learning," as higher education has become extremely focused on outcome-based assessment. Although Gordon's contribution to the literature is one that is more practical and less scholarly, it is useful to those just starting a program.

Jacoby, B., & Associates. 1996. *Service-learning in higher education: Concepts and practices.* San Francisco: Jossey-Bass.

While starting to become dated at 10 years old, this monograph does provide models and examples throughout institutions of higher education as well as the core concepts of service-learning. This Jacoby and Associates title is highly cited in the literature and is considered a "classic" in the field.

Jacoby, B., & Associates 2003. *Building partnerships for service-learning.* San Francisco: Jossey-Bass.

Jacoby's latest book concentrates on the crucial role that partnerships with outside agencies require for successful service-learning projects. Several chapters concentrate on different types of partnerships from international, corporate, civic organizations, and university partnerships. One chapter that may be of particular interest is Chapter 3 on "Assessment as a Means of Building Service-Learning Partnerships."

Kendall, J. C., & Associates. 1990. *Combining service and learning: A resources book for community and public service,* (Vol. 1–3). Raleigh, NC: National Society for Interships and Experiential Education.

Even though this resource is 15 years old, this 3-volume set provides pedagogical and philosophical depth not found as succinctly elsewhere. Ken-

dall actually supplies significant evidence regarding the relevance of her tomes in the year 2000 within the introduction. In volume 1, she discusses the essential principles, theories, policy issues, and perspectives of service-learning at all levels of education. Each section has several chapters focusing on leadership, social and civic responsibility, and intellectual development. Volume 2 could be considered the pragmatic "how-to" guide in creating service-learning programs and involvement of faculty and profiles of several individual programs. Volume 3 contains an extensive bibliography to the experiential learning literature, but is obviously dated at this point except to those looking into retrospective research.

O'Grady, C. R. (Ed.) 2000. *Integrating service-learning and multicultural education in colleges and universities*. Mahaw, NJ: Erlbaum.

O'Grady's contribution to the service-learning literature has not been seen extensively before, so this title may be of interest to those curious about integrating multicultural components into their service-learning projects. The majority of contributors to this monograph are in the field of education, so their additions to this field are unique.

Rhoads, R., & Howard, J. 1998. *Academic service-learning: A pedagogy of action and reflection*. San Francisco: Jossey-Bass.

One in the "A New Directions for Teaching and Learning" series, this volume contains 11 individually written chapters by leaders in the field of service-learning including Janet Eyler and Edward Zlotkowski. Zlotkowski's chapter entitled "A Service-learning Approach to Faculty Development" provides another benefit to practice besides student learning.

Speck, B. W., & Hoppe, S. L. (Eds.) 2004. *Service-learning: History, theory, and issues*. Westport, CT: Praeger.

Speck and Hoppe's monograph published fairly recently gives a comprehensive history of the theory behind service-learning and philanthropic, civic, and communitarian issues. A very useful section is the unannotated bibliography complied by Bruce W. Speck (even though the only organization is by authors' last names). The bibliography also provides an entire listing of the Michigan Journal of Community Service-Learning (through the summer of 2003).

Stanton, T., Giles, D. E., Jr., & Cruz, N. I. 1999. *Service-learning: A movement's pioneers reflect on its origins, practice and future*. San Francisco: Jossey-Bass.

This monograph gives a solid and rich history of service-learning in American education institutions. Although the authors mention secondary education in small pockets, the main focus is on higher education.

Zlotkowski, E. (Ed.). 1998. *Successful service-learning programs*. Bolton, MA: Anker Publishing Company, Inc.

Individual university and community college projects are presented in 11 chapters by professors who were involved in the projects. The most beneficial areas in Zlotkowski's book are the appendices in the back that include administrative forms, educational philosophies, time lines, organizational charts, sample syllabi, and policies and procedures.

SUBJECT-SPECIFIC SOURCES ON BUSINESS, LEADERSHIP, OR MANAGEMENT

Journal Special Issue

Michalos, A., & Poff, D. (Eds.). 1996. Community involvement and service-learning student projects [Special Issue]. *Journal of Business Ethics*, 15(1).

Finding this issue and browsing its contents is suggested (remember full-text databases are a great resource to peruse an entire issue, and this one is available through ABI-Inform for subscribers). The period in which this was written, 1995–1997, were peak years of service-learning publication, and the 13 articles written by several leaders in the field are all presented on the topic of business. I highly recommend reviewing the entire issue (as such, individual articles from this special issue are not listed within this bibliography).

Books

Godfrey, P. C., & Grasso, E. T. (Eds.). 2000. *Working for the common good: Concepts and models for service-learning in management*. Washington, DC: American Association for Higher Education.

One in a series on "service-learning in the disciplines," this book is focused on management education. Although some of these authors have written very similar articles published in the journal literature, if there is one book that is subject specific and worth a glance, it's this one. The book is divided into two parts (1) theoretical and (2) individual courses. There is also an annotated bibliog-

raphy (another source for in-depth research), mostly quoting the special issue of *Journal of Business Ethics* (Vol. 15).

Journal Articles

Brown, K. 2000. Developing project management skills: A service-learning approach. *Project Management Journal,* 31(4): 53–59.

Although the topic of project management may be stretching the realm of management education, it actually is an important component to the management of tasks, and should, therefore be included in this resource guide. Brown gives a clear and concise description of her projects and outcomes. The article is most appropriate for those interested in large service project possibilities.

Godfrey, P. C. 1999. Service-learning and management education: A call to action. *Journal of Management Inquiry,* 8(4): 363–379.

Godfrey's position is interesting enough that any management educator interested in service-learning would benefit greatly from reading this article. The position taken in this article is that management professors are obligated to teach or provide experiences to their students about the "moral market." The author does a fairly in-depth job in analyzing the what, how, and why of service-learning pedagogy as a tool to create a nationwide moral authority.

Kayes, D. C. 2002. Experiential learning and its critics: Preserving the role of experience in management learning and education. *Academy of Management Learning & Education,* 1(2): 137–149.

Kayes provides a largely philosophical and theoretical viewpoint on supporting the need and functions on experiential learning within the university setting and specifically, within the management field.

Kenworthy-U'Ren, A. 1999. Management students as consultants: An alternative perspective on the service-learning "call to action." *Journal of Management Inquiry* 8(4): 379–388.

Kenworthy-U'Ren's article is a counterpoint argument to Godfrey's article (cited above). While Kenworthy-U'Ren refutes several issues raised by Godfrey's article, she does so not maliciously, but with eloquent points of different outlooks toward service-learning.

Lamb, C., Swinth, R. L., Vinton K., & Lee, J. 1998.

Integrating service-learning into a business school curriculum. *Journal of Management Education,* 22(5): 637–654.

Christine Lamb and colleagues discuss their experiences of integrating the business curriculum with service-learning at the College of Business at Montana State University—Bozeman. The article gives more practical application than theory, which actually merits reading for ideas and concepts alone.

McCarthy, A. M., & Tucker, M. L. 2002. Encouraging community service through service-learning. *Journal of Management Education,* 26(6): 629–657.

McCarthy's article discusses the actual intentions of students' involvement in community service after service-learning projects and the role that faculty can take to enhance the likelihood of further volunteerism. Her findings indicate that if professors include lecturing in the curriculum in addition to community service, the likelihood of repeat volunteerism is higher.

Schaffer, R. W. 2004. Learning management in crisis: A service-learning response to September 11, 2001. *Journal of Management Education,* 28(6): 727–742.

September 11th was a life-changing event, and this professor took the opportunity to change a course mid-semester to include a service-learning project to help students cope with the tragedy through service. Schaffer discusses the reasoning, project specifics, the logistics of changing a course mid-term, and the beneficial outcomes of service-learning integration.

Tucker, M. L., McCarthy, A. M., Hoxmeier, J. A., & Lenk, M. M. 1998. Community service-learning increases communication skills across the business curriculum. *Business Communication Quarterly,* 61(2): 88–100.

This article describes one school's project that placed business communication students in real-world situations to let them practice their newly learned communication theories. One area of interest in this article is the discussion of cooperation among three departments: management, computer information systems, and accounting.

Weber, J., & Glyptis, S. 2000. Measuring the impact of a business ethics course and community service experience on students' values and opinions. *Teaching Business Ethics,* 4(4): 341–358.

In this article, the author presents an assessment instrument he used to measure changes in stu-

dents' ethics and values. He measured the opinions of personal values expressed by his students through a survey administered pre- and post-service-learning activity. The survey instrument is attached, and while the survey looks elementary, there could be some practical applications for faculty members teaching ethics courses.

Wittmer, D. P. 2004. Business and community: Integrating service-learning in graduate business education. *Journal of Business Ethics,* **51(4): 359–364.**

Wittmer discusses the use of service-learning at the Daniels Business School's MBA program. Although the article sounds more like a justification to administrators as to the relevance of service-learning, it does provide some possible ideas such as incorporating theories and philosophies of Aristotle and John Dewey within the analysis of the service-learning activities.

CONCLUSION

I hope these resources will provide the interested academic a starting point for emersion in the service-learning literature. Although this bibliography may not include everything written on the subject and may even exclude some of your favorite pieces, it does try and provide a broad range of material with which to ruminate the philosophical and practical application of service-learning as a pedagogical practice. All website addresses were verified as of April 7, 2005.

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