

Annotated Bibliography

Project Based Learning Articles

1. Bonwell, C. C., & Eison, J. A. (1991). *Active Learning: Creating Excitement in the Classroom*. ERIC Digest ASHE-ERIC Higher Education Reports, The George Washington University. Retrieved February 11, 2006.
<http://faculty.shc.edu/facdev/Files%5CIssuesTeach%20Links%5CActiveLearningintheClassroom.pdf>

The goal of active learning is to move students beyond passive reception of information by encouraging students to connect with the material and create links between existing and new knowledge. Project based learning (PBL) and service learning are grounded in active learning. This report reviews the literature on the importance of using active learning teaching techniques in the classroom, describes what active learning is, discusses how this technique can be incorporated into the classroom and identifies barriers to the use of this approach.

2. Brigid, J.S., Barron, D.L., Schwartz, Vye, N.J., Moore, A., Petrosino, A., Zech, L., Bransford, J.D., The Cognition and Technology Group at Vanderbilt (1998). Doing with understanding: Lessons from research on problem- and project-based learning. *Journal of the Learning Sciences*, 7(3/4).

This article identifies four design principles that are important to PBL. These principles are: defining learning-appropriate goals that lead to deep understanding; providing scaffolds such as "embedded teaching," "teaching tools," sets of "contrasting cases," and beginning with problem based learning activities before initiating projects; ensuring multiple opportunities for formative self-assessment and revision; and developing social structures that promote participation and a sense of agency. Additionally the article discusses the positive effects that PBL has on learning.

3. Thomas, J.D. (2000). A review of research on project based learning. Accessed February 11, 2006. http://www.bobpearlman.org/BestPractices/PBL_Research.pdf

This article is a literature review of PBL research. The author finds that researchers who write about PBL often do so using varying criteria. The author synthesizes articles and proposes a framework for identifying PBL. The author proposes five criteria that encompass PBL. These are: PBL projects are central not peripheral to the curriculum, PBL projects are focused on questions or problems that "drive" students to encounter (and struggle with) the central concepts and principles of a discipline, projects involve students in a constructive investigation, projects are student-driven to some significant degree, and projects are realistic, not school-like.

4. Turner, R. M. (2002). A pragmatic approach to educating: Connecting problem-based learning to service learning. *Dissertation Abstracts*. ERIC # ED471964.

While problem based learning is a legitimate pedagogy, it failed to sustain student and teacher interests in a small group communications class. This study integrates both project based learning and service learning pedagogies in order to determine if this combined approach increases student and teacher motivation. The study follows a small group communications class in which student identified campus issues which become service projects by which course curriculum goals are achieved. The study finds that student and teacher motivation increases when both pedagogies are combined.

Service Learning Articles

1. Bender, S. (2005). Measuring the impact of service learning at MCC: Designing and implementing and assessment approach. *The Journal for Civic Commitment, Issue 6*. Accessed February 11, 2006. <http://www.mc.maricopa.edu/other/engagement/Journal/Issue6/Bender.pdf>.

This article reports the findings of a research study conducted at Monroe Community College in which 16 service learning sections of 10 different courses were offered. Researchers designed the study to measure whether service learning students displayed the following attributes: increased awareness of community resources; investment in community involvement; increased commitment to hands-on learning; enhanced understanding of career goals; positive impact on citizenship; and a greater investment in academics. Findings of the study indicate that service learning students were more likely to self-report an increased awareness of the needs and problems of their community.

2. Flannery Quinn, S. (2006). Facilitating service learning for the first time with advanced graduate students: a mentoring perspective. *Mentoring and Tutoring* 14(1).

This article is directed toward faculty who are considering implementing service learning in graduate level courses. Using a self-reflective case study approach, this paper provides a general description of the course goals and activities as well as a detailed description of how service learning was implemented during the course from a mentoring perspective. This research explores both the challenges and the accomplishments of the course work in relation to the service learning component of the course, and posits a theoretical model for mentoring that arose from the experience of facilitating service learning.

3. Honnet, E.P., and S.J. Poulen. (1989). *Principles of Good Practice for Combining Service and Learning: A Wingspread Special Report*. Racine, WI: The Johnson Foundation, Inc. Accessed February 11, 2006. http://servicelearning.org/resources/online_documents/service-learning_standards/principles_of_good_practice_for_combining_service_and_learning_a_wingspread_special_report/

This publication is the product of a two-year process by whereby seasoned practitioners developed a list of ten best practices for service learning based on their experiences. These best practices represent the collaborative effort of more than seventy-five national and regional organizations committed to community service and experiential education

4. Alliance for Service-Learning in Education Reform. (March 1995). *Standards of Quality for School-Based and Community-Based Service Learning*. Alexandria, VA: ASLEF.

Service learning and community service are not synonymous. Service learning must incorporate service experiences that are correlated to both the needs of the community and educational goals. Additionally, students must also have opportunities to reflect on these experiences. This article defines service learning by setting standards for service learning and identifying essential characteristics.

Web Resources

Service Learning & PBL

Buck Institute for Education

<http://www.bie.org/pbl/pblhandbook/intro.php#history>

This site offers standards for effective projects for PBL and gives an explanation and history of project based learning.

Corporation for National and Community Service

<http://www.nationalservice.org/>

In 1993, President Bill Clinton signed legislation creating the Corporation for National and Community Service, bringing a full range of domestic community service programs its umbrella.

Learn and Serve America

<http://www.learnandserve.org/>

Formerly Serve America, this service learning program is overseen by the Corporation for National and Community Service.

National Service Learning Clearinghouse

<http://www.servicelearning.org/>

The Learn and Serve America National Service Learning Clearinghouse (NSLC) is a product of the Learn and Serve America Program. The NSLC supports the service learning community in higher education, kindergarten through grade twelve, community-based initiatives and tribal programs, as well as all others interested in strengthening schools and communities using service learning techniques and methodologies.

Higher Education Service Learning Listserv

http://www.servicelearning.org/welcome_to_service-learning/service-learning_listservs_and_newsletters/index.php

This is a listserv for higher education professionals interested in service learning. It is a product of the National Service Learning Clearinghouse.

International Partnership for Service-Learning and Leadership

www.ipsl.org

Funded by the Ford Foundation, its mission is to offer programs uniting academic study and volunteer service to the community in international/intercultural settings that are models for the practice of service learning, and promote the theory and practice of service learning through research, publications conferences, and training.

Campus Compact

<http://www.compact.org/>

Campus Compact advances the public purposes of colleges and universities by deepening their ability to improve community life and to educate students for civic and social responsibility.

Sample Service Learning Syllabi

This resource includes 300 exemplary higher education service learning syllabi across several disciplines. <http://www.compact.org/syllabi/syllabi-index.php>

Online Journals

The Michigan Journal of Community Service Learning

<http://www.umich.edu/~mjcs/>

The MJCSL is a national, peer-reviewed journal for college and university faculty and administrators. The Michigan Journal provides a venue to intellectually stimulate educators around the issues pertinent to academic service learning in higher education, as well as a venue to publish scholarly articles specifically for a service learning audience.

The Journal for Civic Commitment

<http://www.mc.maricopa.edu/other/engagement/Journal/index.jsp>

This journal is a publication of the Community College National Center for Community Engagement. It is dedicated to growing and strengthening the discussion around service learning, which connects the academic curriculum to service and civic engagement in communities, offers research and theories, strategies, and tips and techniques to readers. It is dedicated to disseminating research-based and practical information to service learning practitioners, coordinators, and administrators.

Service Learning Books

Introduction to Service-Learning Toolkit: Readings and Resources for Faculty (2nd Edition)

This new revised edition book brings together the best, most up-to-date writing and resources on service learning, from learning theory and pedagogy to practical guidance on how to implement service learning in the classroom. The *Introduction to Service-Learning Toolkit* is an essential resource for faculty and administrators who wish to be part of the growing movement toward civic engagement in higher education.

http://www.compact.org/publications/detail.php?best_seller=1

Fundamentals of Service-Learning Course Construction

A hands-on resource with practical guidance to assist faculty in designing, developing, and constructing service-learning courses. This information-packed guide offers six models for service-learning courses, components of an effective syllabus, and a catalogued sample of service-learning assignments. http://www.compact.org/publications/detail.php?best_seller=1

Engaged Department Toolkit

This handbook is designed to help departments develop strategies for including community-based work in their teaching and scholarship, making community-based experiences a standard expectation for majors, and encouraging civic engagement and progressive change at the departmental level. It acts as both a resource and a curriculum, assisting others in replicating the Engaged Department Institutes offered nationwide by Campus Compact. The toolkit comes with a CD-ROM with key information from the text as well as PowerPoint slides and sample documents that can be adapted to meet the needs of individual departments. Authors:

Battistoni, R., Gelmon, S., Saltmarsh, J., & Werg, J. 2003.

http://www.compact.org/publications/detail.php?best_seller=1

Civic Engagement Across the Curriculum: A Resource Book for Service-Learning Faculty in All Disciplines

This book offers faculty in all disciplines rationales and resources for connecting their service learning efforts to the broader goals of civic engagement. This volume provides concrete examples of course materials, exercises, and assignments that can be used in service learning courses to develop students civic capacities regardless of disciplinary area. Author: Battistoni, R. 2001. http://www.compact.org/publications/detail.php?best_seller=1

Assessing Service-Learning and Civic Engagement: Principles and Techniques

This definitive volume offers a broad overview of issues related to assessment in higher education, with specific application for measuring the impact of service learning and civic engagement initiatives on students, faculty, the institution, and the community. Authors: Gelmon, S., Holland, B.A., Driscoll, A. 2001. http://www.compact.org/publications/detail.php?best_seller=1