Serve InDEED

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FLAGGING DOWN KINDNESS

Kate Tanner, University School of Nashville

Remember that teacher who believed in you even when you didn't believe in yourself? Or that friend who has never let you down? Have these people ever inspired you to spread kindness? This workshop, presented by a high school student leader, will give you the tools to translate your passion for others into a service-oriented mentoring program. Learn how and why constant, positive forces in children's lives are so valuable, and what you can do as a leader to affect change in your community. You will leave this interactive workshop with a personal flag that contains all the information you need to start spreading kindness among the people around you!

DREAM, INVEST, & ACHIEVE:

A 360° VIEW OF A SERVICE-LEARNING CLASS PROJECT WITH REFLECTIONS & LESSONS LEARNED FROM COMMUNITY PARTNERS, STUDENTS, & FACULTY

Nicole Martin, Lipscomb University
Christin Shatzer, Lipscomb University
Jordan Howes, Lipscomb University
Patti Platt, Lipscomb University
Belita Howard, Christian Community Services, Inc.

Attendees at this workshop will hear from students at Lipscomb University and their community partner on a service-learning class partnership from fall 2014. In an 8-week course, 12 students created a volunteer recruitment strategy for Christian Community Services, Inc. (CCSI). This interactive panel presentation will include discussion of lessons learned from a service-learning course, and recommendations for project planning and collaboration with community partners.

Come participate in this interactive discussion to hear reflections from students and community partners on how to create the greatest impact on student learning and contribution to the community, even in a condensed timeframe. Workshop attendees will also participate in small group discussion to identify ways they can apply promising practices in planning and partnership to their own community engagement work.

BALANCING TOP-DOWN MODELS & COMMUNITY PARTICIPATION

Elias Attea, Pellissippi State Community College's "Good Food For All!" Initiative
Caley Hyatt, Pellissippi State Community College's "Good Food For All!" Initiative
Jennifer Hurst, Pellissippi State Community College's "Good Food For All!" Initiative
Nicole Lewis, Pellissippi State Community College's "Good Food For All!" Initiative

It's not uncommon for service agencies to compile strategies that lack sustainable impact. Although the traditional top-down approach is well-intended, projects can come across alienating and insensitive to community members because of exclusion, distrust, and lack of cooperation. This workshop examines how community service programs can better engage, incorporate, and serve communities by transforming operational structure and ethos to balance top-down and bottom-up approaches. Audience members will participate during this interactive presentation and can contribute stories and ideas openly throughout the workshop. Presented by AmeriCorps VISTA members of the Pellissippi State Community College Good Food For All! Initiative.

GET TO KNOW IPARDE:

INTRODUCTION TO THE PROCESS OF REFLECTIVE SERVICE-LEARNING

Erika Larson, Vanderbilt University
Elizabeth Rose, Vanderbilt University

This workshop provides an interactive, informative training on the IPARDE service-learning process with an emphasis on the investigation stage. It is ideal for practitioners and service-learning beginners who want ideas to facilitate the IPARDE process for K-12 students. The tools in this workshop are adaptable for both K-12 curriculum and community-based projects. Presenters will provide tools that encourage students to investigate community needs while refining their research and analytical skills. The investigation stage is important for student empowerment, building the confidence and ownership needed for a sustainable service-learning project.

MAKING COMMUNITY SERVICE COUNT:

UNIVERSITY VOLUNTEERISM THAT BENEFITS BOTH THE CAMPUS & THE COMMUNITY

Kate Kennedy, University of Tennessee, Knoxville
MaryAnn Gibney, University of Tennessee, Knoxville

The University of Tennessee Knoxville (UTK) has a unique way of connecting student volunteers to the Knoxville community. UTK strives to achieve a mutually beneficial relationship between campus and community by hosting an online "sign up to serve" volunteer opportunity calendar, and training student leaders to lead service opportunities. This session will summarize how we work with community partners, provide an outlet to market their volunteer opportunities, and pair student leaders and volunteers with the community to fulfill the community partner's needs.

LEARNING TO BE A VOLUNTEER IN THE VOLUNTEER STATE

Hayley Lewis, Miss Tennessee 2014

Although youth volunteerism rates are higher than ever, we still need to ask questions such as: What motivates youth to volunteer? What are successful models that engage youth as volunteers? What barriers exist for youth who want to give back to their communities? How can youth effectively share their volunteer service experiences with others? What are the long term benefits of community service? Join Miss Tennessee 2014, Hayley Lewis, as she leads an interactive discussion about implementing and inspiring volunteerism among our youth.

MAKING IT BETTER:

LGBTQ INCLUSION IN SERVICE

Alyssa Chrisman, BRIDGES USA, Inc.

This participant-focused workshop will concentrate on developing inclusion for Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) individuals in service organizations.

Through numerous activities, discussions, and personal reflections, participants will gain an understanding of important LGBTQ terminology, empathy for LGBTQ individuals and the challenges they may face, and strategies to create meaningful service experiences for LGBTQ individuals within programs.

LET'S GET DIGITAL:

REFLECTION AS A TOOL FOR ASSESSMENT

Erika Larson, Vanderbilt University
Elizabeth Rose, Vanderbilt University

This workshop will help practitioners use reflection as a tool for assessment with fun and easy to implement contemporary methods. It is ideal for practitioners and service-learning beginners who want a brief overview of the IPARDE process and tangible reflection tools for the 21st century learner. Progress monitoring has been noted as one of the Eight K-12 Standards of Quality Service-Learning Practice, and attendees will learn how these innovative reflection tools can be used as mechanisms for progress monitoring.

BLURRING GEOGRAPHICAL BOUNDARIES:

A LOOK AT AN ONLINE NATIONAL SERVICE-LEARNING CAMPAIGN

Christina Hicks-Goldston, Austin Peay State University

This interactive, narrative presentation discusses online Service-Learning as a new option for students and faculty, allowing today's "digital" generations to apply technology to a service project. Participants will discuss problems and solutions involved in online service via the case study of an online service project completed by Austin Peay State University students with a national community partner. Each step in the students' process includes open-floor discussion of the service objective, the educational goal, and the actual outcome of that process. Points of analysis and discussion include redefining "community," Computer-Mediated Communication, and an understanding of 21st century technology in students' education.

CREATING AN IMPACT IN YOUR COMMUNITY:

THE INFANT MORTALITY PUBLIC AWARENESS CAMPAIGN FOR TENNESSEE AND ITS EFFECT ON INFANT MORTALITY RATES IN HAMILTON COUNTY

Kaitlin DeFoor, Girls Inc. of Chattanooga
Maya Thirkill, Girls Inc. of Chattanooga

Tennessee has the nation's 4th highest infant mortality rate, with Hamilton County having the 3rd highest infant mortality rate in the state. Come learn about a group of motivated teen girls who have committed to their community to create real, tangible change. IMPACT (The Infant Mortality Public Awareness Campaign for Tennessee) was created by the Governor's Office of Child Care Coordination and transferred to non-profits. Since 2009, Girls Inc. of Chattanooga has helped the program reach more than 3,000 students. The county's infant mortality rate has declined and the program has been recognized by BlueCross BlueShield of Tennessee as a state best practice model.

Health organizations across the country have met with the IMPACT members, including the Centers for Disease Control and Prevention in Atlanta, GA.

INVOLVING YOUTH IN SOCIAL ENTERPRISE CAUSES & LEADERSHIP

Tiffany Leeper, The Gentlemen's Posse
Chloe Mastro, The Gentlemen's Posse

A huge benefit to Tennessee social enterprises and nonprofits is to align the talents of young people in the community with opportunities to volunteer with nonprofits. Hear from our 15 year old Chief Fashion Illustrator, how she utilizes her artistic talent to help women in need worldwide, and the opportunities this experience has given her to expand her network, résumé, and obtain leadership skills. Chief Liberation Officer, Tiffany Leeper, will explain The Gentlemen's Posse strategy in helping young people use their talents in a social enterprise structure.

A PLACE TO CALL HOME:

WHERE SHOULD CIVIC ENGAGEMENT BE INCORPORATED WITHIN HIGHER EDUCATION?

Alyson Farzad, Vanderbilt University

As colleges and universities strive to promote civic engagement within their ivory towers, leaders in higher education must also determine where civic engagement programs and offices will find institutional support and resources. Should we incorporate service-learning and civic engagement into the classroom exclusively? Are student affairs professionals responsible for engaging students in service and citizenship? Or should civic engagement be nestled somewhere in between? This workshop will weigh the pros and cons of the different options for institutional support of civic engagement in an interactive session led by a Vanderbilt University Higher Education Administration student.

SERVICE-LEARNING BRINGS SOCIAL & EMOTIONAL LEARNING TO LIFE

Chip Harris, Tennessee State University
Terry Silver, The University of Tennessee at Martin

In this day of strong accountability and high stakes testing, many educators neglect the personal growth, respect, and sense of community that is vital to the maturation of students. Social and Emotional Learning (SEL) opens the door for students to grow and succeed as responsible adults. Research shows that students who understand and show respect, build a sense of community among themselves, the teacher, and with the larger community are more successful students at test time. A proven, successful way to bring SEL to life is through Service-Learning. This interactive workshop will build the relationship between SEL and Service-Learning. Participants will design a Service-Learning project and relate it to the components of SEL. Come to this workshop if you want to dig into a Service-Learning activity and grow it into a significant learning experience for students while serving the greater good.

PAVING A TWO-WAY STREET

Betty White, University School of Nashville
Sydney Robbins, University School of Nashville

Are you ready to plunge into a service experience but don't know exactly how to proceed? Do you have great ideas, but you don't know how to approach an organization? Or maybe you participate in service-learning activities, but you aren't able to make the connections or build the relationships you feel are important? This workshop will move you into a new arena of developing and strengthening genuine community partnerships while demonstrating ways of empowering students to affect change. You will gain practical application skills and learn from the experience of a student who is chairing the Centennial Initiative Committee at University School of Nashville. In one brief year, the progress has been truly amazing. Learn how you can make change and pave a two-way street.

IDENTIFYING, DEVELOPING, & NETWORKING COMMUNITY ADVOCATES

William Lamb, Lee University

In an era where communities are failing and falling apart at the core, hope seems to fade. Apparent indicators of this loss of hope can include crime, economic downfall, lack of vision, natural disasters, limited opportunities, elitism, socioeconomic and cultural differences - all of which can hinder and prevent people from advancing. Since 1988, William Lamb has served in Cleveland, TN to help develop community advocates and care providers who will launch models of care. His work has been the foundation of several organizations and championed by hundreds of volunteers serving on a daily basis to make a difference. His call is to identify deficiencies and close the gap. In this interactive workshop, William will share the processes of community transformation that he uses, while inspiring and equipping others to do the same in their respective communities.

SERVICE-LEARNING IMMERSION:

HOW DO WE KNOW WHAT WORKS?

Kelly Jamerson, Vanderbilt University
Clive Mentzel, Vanderbilt University

This workshop will facilitate a discussion around principles, learning outcomes and assessment when it comes to international service-learning immersion programs. We will share an example of an international service-learning program developed by the Office of Active Citizenship and Service at Vanderbilt University. We plan to share best practices for strategic program development, including creating guiding principles, providing context through an academic setting, using reflection as a tool for student development and assessing the impact of a project. We will encourage attendees to reflect on the ethics of international service-learning and develop meaningful ways to incorporate reflection and assessment into service-learning programs.

PUTTING SPARK IN WHAT YOU DO

Susan Ragsdale, Author & Youth Development Specialist

Can you name that "thing" that gets you out of bed in the morning? The fire inside that propels you to action and makes you come alive? It's your spark. And research tells us that each of us has one. Sparks give purpose. Sparks add value and meaning to service experiences. Sparks make life make sense.

The trick is figuring out what your spark is. This workshop will highlight activities from the book Groups, Troops, Clubs & Classrooms: The Essential Handbook for Working with Youth that you can use to help your volunteers figure out their passions and add spark to your program. Once you ignite their fires, stand back and watch how they change the world!

STRENGTHENING YOUTH VOICE IN SERVICE-LEARNING ENVIRONMENTS

Nikki Pearson, BRIDGES USA, Inc.
Emmanuel Spence, BRIDGES USA, Inc.

This workshop will explore proven techniques in strengthening and sustaining youth voice by way of service-learning environments. Participants will discuss how to further develop their service-learning programming through partner relations, social media, evaluation, and applying experiential learning methods to create an engaging and effective program.

TRANSFORMING HOMELESSNESS THROUGH CREATIVITY & COMMUNITY

Nicole Brandt, Poverty & the Arts
Clare Fernandez, Poverty & the Arts

Poverty & the Arts is a local nonprofit organization whose mission is to empower homeless and formerly homeless individuals as artists and creatives, by helping them to form community relationships, generate income through their art, gain confidence, and bring purpose to their lives.

This workshop will discuss the history of Poverty & the Arts, programs that we offer, and ways to get involved with our organization. We will facilitate open and honest discussion on Nashville's homeless community, as well as how the arts are a transformative mechanism for change. The workshop will begin with a collaborative art project that is meant to demonstrate how to facilitate discussion within the community. This session is beneficial for community professionals, K-12 educators, university administrators, and anyone with a vested interest in arts and social justice.

SIGNIFICANT SERVICE:

DISCOVERING MEANING IN ACTS OF SERVICE

Tyler Shores, Lee University
Jennifer Dills, Lee University

Jennifer Dills and Tyler Shores serve on staff at Lee University, where they build partnerships for students to serve the community. With over fifty non-profit agencies from the local community, Lee students are able to find service opportunities that connect with their educational interests as well as their personal gifts and strengths. Because of Tyler and Jennifer's leadership, on-campus service organizations have noted increases in both volunteer recruitment and retention in the last few years. This is largely due to students being able to serve in meaningful projects. One key proponent of the success includes providing students with projects that have high service impact as well as those that are less romantic but equally as meaningful.

This workshop will provide action steps to equip students and leaders to find value in their acts of service.

SERVICE ENTERPRISE

- SERIOUSLY EFFECTIVE VOLUNTEER ENGAGEMENT

Kaitlin Long, Points of Light
Lori Jean Mantooth, Points of Light

Have you ever thought about what your organization could look like if you were able to engage volunteers to their fullest potential? Organizations that leverage volunteers and their skills across all leadership levels to successfully deliver their social missions are known as Service Enterprises. Grounded in research by TCC Group, Algorhythm, and the RGK Center at the University of Texas Austin, it is proven that Service Enterprises are more efficient, better managed, and operate at almost half the median budget. Come learn about the Service Enterprise Initiative, and how your organization can get involved!

EXL SCHOLARS PROGRAM:

SERVICE-LEARNING AND STUDENT ACHIEVEMENT

Carol Swayze, Middle Tennessee State University
Lori Kissinger, Middle Tennessee State University

Participants will learn how Middle Tennessee State University (MTSU) has infused service-learning into academic courses to create a national model that is both sustainable and replicable. This presentation will explore how the program has been institutionalized and how students earn the honor of the EXL Scholar Designation upon graduation. Presenters will describe the award winning Experiential Learning Program at MTSU by sharing an overview of program development, faculty involvement, student interest, and several assignments unique to the EXL Scholars Program. Each assignment successfully incorporates strategies which promote community partnerships, civic engagement and global learning. Assessment indicates such assignments contribute dramatically to student engagement and retention. The program is unique since it is a comprehensive, campus-wide academic initiative which includes courses in six colleges and 26 academic departments.

YOUTH LEADERS FOR SOCIAL JUSTICE:

CREATING SAFE SCHOOLS FOR ALL!

Justin Sweatman-Weaver,
GLSEN Middle Tennessee
GLSEN Middle Tennessee Jump-Start Student Leadership Team

According to the 2013 National School Climate Survey conducted by the Gay, Lesbian, and Straight Education Network (GLSEN), 9 out of 10 LGBTQ students have reported being bullied in schools. Although we know that students deserve to learn within a safe environment, many LGBTQ students feel excluded and struggle to make it through each day at school. An important aspect of safe schools advocacy is leadership development and engaging students to promote social change within their own school communities. This workshop will presented by student leaders from the GLSEN Middle Tennessee Jump-Start Student Leadership Team and will present an overview of their role in advocating for social justice. This will include interactive activities and discussion related to awareness of power and privilege, examining our own intersecting identities, and principles for social justice work in creating supportive schools for all.

HOW TO IGNITE

Abas Pauti, BRIDGES USA, Inc.
Mary Allen, BRIDGES USA, Inc.

This workshop will educate participants on the importance of youth voice in making positive change in their communities. It will also demonstrate several ways to promote adult/youth collaboration within their communities. The highlight will be a demonstration of the exciting "ignite" model, which generates and showcases youth solutions to community problems. Our workshop will involve panel discussions, hands-on activities and sample exercises. Participants should expect intense training, discussion of youth voice, and new methods of adult/youth collaboration to create change, including a blueprint for introducing the "ignite" model in their own communities.

THE CONJUNCTION OF SERVICE-LEARNING & SOCIAL ENTREPRENEURSHIP

Mani Hull, Tennessee Campus Compact

Service-learning has been a recognized, high impact educational practice for close to 30 years. In the past decade, social entrepreneurship is gaining momentum as a high impact practice as well. This interactive session will explore the similarities and differences between service-learning and social entrepreneurship and assess the benefits of the conjunction for student learning outcomes.

GETTING IT, TOGETHER:

A TUTORING PARTNERSHIP THAT WORKS FOR COLLEGE STUDENTS & THE COMMUNITY

Sammy Swor, Belmont University
Tim Stewart, Belmont University
Wendy Kurland, Homework Hotline

When Homework Hotline, a free telephone tutoring program, was overwhelmed with demand, Belmont University stepped up to meet the need, and has continued to do so for the past three years. This partnership demonstrates that everyone benefits: K-12 students, Homework Hotline, Belmont University, and Belmont students. This presentation will provide lessons learned and guidance in establishing a community/university partnership.

This panel discussion will discuss how they did it and provide an opportunity for participants to explore how other groups can apply their experiences to your campuses and communities. Dr. Sammy Swor is Director of Belmont's Homework Hotline. Tim Stewart is the Director of Service-Learning at Belmont University where he has worked in service-learning and volunteerism for 18 years. Wendy Kurland has been the Executive Director of Homework Hotline for over 20 years.

SERVING:

THAT IS WHAT WE THE FACULTY, STUDENTS, & COMMUNITY ARE ALL CALLED TO DO!

LaNise Rosemond, Tennessee Technological University
Christy Killman, Tennessee Technological University

According to Hoffman (2005), as the baby boomer generation continues to age, demands for more therapeutic services will continue to grow. This presentation will share the importance of developing a strong relationship between students and the elderly population within nursing homes. The presenters will share valuable resources on how to incorporate the correct course book, group in-class project, and nursing visitations into your courses that can enhance students' awareness of the importance of serving. Participants will play a variety of games that are used to assist the elderly population. Furthermore, conversational starters for the elderly population will be shared along with role-play activities during the workshop.

HOW DOES SERVICE-LEARNING & NATIONAL SERVICE FIT TOGETHER?

Robin Corindo, Corporation for National & Community Service
Mark Gage, Corporation for National & Community Service
Jaynese Waddell, United Way of Bradley County
Cindy Lawson, United Way of Bradley County

What do you know about the various AmeriCorps programs and service opportunities your students can get involved in after graduation? Do you know about the different AmeriCorps opportunities that exist for young people who want to continue their civic engagement after high school or college? Have you ever wondered how your organization could host an AmeriCorps program? Do you know the difference between the various AmeriCorps programs?

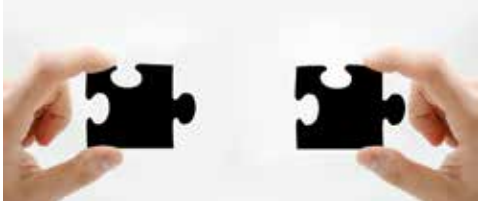
This workshop will explore the national service opportunities available for high school and college graduates as well as look at how organizations can sponsor an AmeriCorps program. Participants will come away from the workshop with a better understanding of the application processes and the benefits associated with AmeriCorps service. Participants will also learn about the impact AmeriCorps programs can have on their own organization's mission as they lead community change.

REFLECTING THROUGH THE SERVICE-LEARNING EXPERIENCE

Penny Willis, Lions Quest

The R in IPARDE, reflection is the intersection between thinking, self-awareness, social awareness and action. Reflection throughout each stage typically takes the form of summarizing service activities and individual feelings about the service experience.

Participants will be provided a brief summary of research and theory on the value of reflection. This interactive workshop will engage participants in activities that can be conducted at each stage of the service experience.



WHY CAN'T WE ALL JUST WORK TOGETHER?

Justin Crowe, University of Tennessee Extension

Why can't we all just work together? Adults find themselves asking this question when it comes to working with youth, and vice versa. Join the Tennessee 4-H State Council for some hands-on activities and thought provoking discussion around how to effectively work together to accomplish more.

LEVERAGING ONLINE TECHNOLOGY TO FOSTER YOUTH EMPOWERMENT & INNOVATION

Julie A. Dunlap, Joseph A. Adeola & Timothy D. Guinn

Online technologies like social networking and crowdsourcing exemplify the potential of online tools that connect and empower users. Today's market is saturatedwith these technologies, but while youth and particularly millennials represent the primary contributors driving the success of these tools, advertisers and large corporations disproportionately benefit from the contributions of online communities. These tools should be leveraged to better connect necessary resources that help communities capture and benefit from the value of their creative capital. Furthermore, these tools should be used to facilitate collective actions for the quality improvement of communities, which will ultimately empower members to be proactive agents of social change. This paper further explores social networking and crowdsourcing and the potential implications on the youth and a sustainable future. We will further discuss Fathom's philosophy as a social enterprise focused on youth empowerment and offer recommendations on how to leverage online technologies for service-learning, creative problem-solving and civic engagement amongst the youth.

BACKGROUND:

WEB 2.0 AND THE RISE OF SOCIAL NETWORKING AND CROWDSOURCING

The rise and spread of the Internet and other Information Technologies are dramatically reshaping human communications, information consumption and dissemination, and collaborative efforts amongst an interconnected global community. Web 2.0, "the second generation of the web, wherein interoperable, user-centered web applications and services promote social connectedness, media and information sharing, user-centered content and collaboration among individuals and organizations" (Wilson, Lin, Longstreet and Sarker, 2011, p. 2), encompasses a new wave of online tools that empower users as content creators, curators and consumers. The widespread use of social media and the growing implementation of online crowdsourcing practices shine as champion examples of Web 2.0 technologies with the potential to foster connectedness, collaboration and collective action amongst global communities. This paper will delve deeper into the topics of social networking and crowdsourcing and the discussion following will critically analyze the possible implications of these technologies for the youth and their communities.

SOCIAL NETWORKING

Social Media "a group of internet-based applications that build on the ideological and technological foundations of Web 2.0 that allow the creation and exchange of user-generated content" (Kaplan & Haenlein, 2010, p. 61). Beginning in 1996 with the first Social Networking Site (SNS), SixDegrees, and growing rapidly in the early 2000s with platforms like Friendster, MySpace, Facebook, LinkedIn and Twitter (boyd and Ellison, 2008), SNSs have expanded rapidly to become embedded in the everyday routine of global society, and particularly amongst the youth. The social media platforms we know today have evolved

through the compilation of various fragments of interactive Web 2.0 features for connecting with friends through online niche communities, computer-mediated communications (CMC), and the unique allowance of users to "construct a public or semi-public profile within a bounded system" which allows one to "type oneself into being" (boyd and Ellison, 2008, p. 211).

Reported social media use is high across the globe, with platforms like Facebook boasting 1.2 billion members in 2014 (Montgomery, 2015). According to recent Pew research surveying 5,112 Internet users 18 years and over, the adoption of social media expanded rapidly amongst 18-29 year olds, jumping from 9% usage in 2005 to 49% usage in 2006 (Social Networking Fact Sheet, 2015). In 2014, amongst the 95% of U.S. youth ages 12-17 who are online, more than 80% reported using social media compared to 72% of all users (Lenhart, April 9, 2015; Montgomery, 2015). Furthermore, while conventional digital media conduits like the television continue to consume the greatest amount of the American youths' time, daily frequent use of social media and other online media is rapidly growing. For example, Pew Research found that among Facebook users, 70% report visiting the site daily, with 45% visiting the site several times a day. This trend is lower for other sites, with daily visits for 49% of Instagram users (32% several times a day) and 36% of Twitter users (22% several times a day) (Duggan et al, January 9 2015). For teens, the growing access of smartphones has contributed to significant increases in Internet usage, with 91% of teens reporting accessing Internet from their mobile devices and 24% of them reporting being online "almost constantly" (Lenhart, April 9 2015).

CROWDSOURCING

The term crowdsourcing was first coined by John Howe in a 2006 edition of Wired Magazine, recognizing a phenomenon of companies "taking job[s] traditionally performed by a designated agent and outsourcing to an undefined, large group of people, generally in the form of an open call" (Digout, Azoun, Decaudin and Rochard, 2013, p. 7). While the practice of modern crowdsourcing predates the Internet and the term, with multiple historical examples of open calls to solve institutional problems (including the Longitude Prize, a 1714 open-call for an accurate, portable device to track longitude for sailors, the contribution of 800 volunteers for the Oxford Dictionary in the 1800s and the 1957 design of the Sydney Opera House) (Dawson, 2012), the interactive foundation of Web 2.0 and its growing market of SNSs, provided an ideal stage for companies to begin using the Internet to capitalize on crowd contributions to lower research and development costs and drive innovation in the mid-2000s (Digout, Azoun, Decaudin and Rochard, 2013; Howe, 2006). As examples of crowdsourcing continued to spread, the definition of crowdsourcing was loosely interpreted and inclusive of a large array of activities. In 2012, a comprehensive definition of crowdsourcing based on a systematic review of the literature was introduced by Estelles-Arolas and Gonzalez-Lardron-de-Guevara (2012):

Crowdsourcing is a type of participative online activity in which an individual, an institution, a non-profit organization, or company proposes to a group of individuals of varying knowledge, heterogeneity, and number, via a flexible open call, the voluntary undertaking of a task. The undertaking of the task, of variable complexity and modularity, and in which the crowd should participate bringing their work, money, knowledge, and/or experience, always entails mutual benefit. The user will receive the satisfaction of a given type of need, be it economic, social recognition, self-esteem, or the development of individual skills, while the crowdsourcer will obtain and utilize to their advantage what the user has brought to the venture, whose form will depend on the type of activity undertaken (p. 197).

Today, crowdsourcing practices are widespread, with major corporations like Apple, Google, Facebook, IMB and many more owing much of their success to crowd contributed innovation (Lakhani, April 2013). Furthermore, the demand for crowdsourcing has led to the emergence of several platforms revolving solely around the practices of crowdsourcing, including Kaggle, InnoCentive, Samasource and Amazon's Mechanical Turk. Lakhani (April 2013) recognized and described four distinct categories of crowdsourcing that employ the crowd as an innovation partner, each best suited to specific needs and problems:

1. Contests in which the contest sponsor proposes an invitation to submit solutions to a defined problem in exchange for some reward. Lakhani (April 2013) notes that contests are most useful for design problems, problems with multiple possible solutions and complex problems requiring novel solutions. Contests offer some of the most common examples of crowdsourcing, with brands like Lays and their "Do Us a Flavor Campaign" and Netflix's challenge for the submission of algorithms to predict users' film preferences (Bell, Koren and Volinsky, 2007). Furthermore, several online sites like including Tongal, HYVE, Quirky, and DesignCrowd exist as crowd contest platforms helping companies with design and product development innovation (Lakhani, April 2013).

2. Collaborative Communities organize the efforts of multiple contributors and aggregate their output to a value-creating whole. Lakhani (April 2013) notes that collaborative communities work best when participants can "accumulate and recombine ideas, sharing information freely." These are described as similar to company teams, but in these communities the collaborators are not employees. Wikipedia is an example of this type of crowdsourcing, in which multiple members contribute to the sites content. Facebook also relied on its collaborative community to translate its website to multiple languages (Lakhani, April 2013). Crowdfunding sites like Kickstarter would also fall under this category, as multiple funders contribute to support the creation of proposed projects.

3. Complementors "enable a market for goods or services to be built on your core product or technology, effectively transforming that product into a platform that generates complementary innovation" (Lakhani, April 2013). Apple's iTunes is an example of using crowd complementors, mobile applications developed by outside contributors that ultimately makes Apple's core products, iPhones and iPads, more useful and valuable.

4. Labor Markets seek to "match buyers and sellers of services," essentially allowing for the outsourcing of short-term tasks to skilled laborers within labor markets that have usually taken some steps to qualify the laborers for tasks. Freelance markets like oDesk, Elance, and CloudCrowd are examples of this form of crowdsourcing (Lakhani, April 2013). These labor markets fragment the work of companies and get small tasks completed for very low cost.

DISCUSSION

As technology continues to become more and more ingrained in our daily lives, we must address what it means to be a youth in the Digital Age. John Smart, on the topic of the Kuznets curve for the evolution of technology, noted that the first-generation usually has "net negative" social effects, the second-generation having "net neutral" effects, and the potential for third-generation technologies to have a "net positive" effect through innovation and smart interfaces. He further explains, however, that there remains the risk for significant drawbacks, with the next generation beginning to be "seriously intelligently augmented by the Internet" leading to negative impacts on personal-development with difficulties motivating people to be "more self-actualized, productive and civic than their parents" and the youth being "more willing than ever to relax and remain distracted by entertainments amid accelerating technical productivity" (Anderson and Rainie, February 29, 2012). We must recognize the paradox of living in a constantly connected, virtual network that may, in turn, negatively impact the connectedness and very fabric of communities. Furthermore, the interactivity of crowdsourcing may result in a "net negative" impact that displaces jobs and economically disempowers the youth. In this section, we will analyze what it means to be a youth in the Digital Age and how the widespread use of social networking and crowdsourcing may ultimately affect and be effected by the youth.

SOCIAL NETWORKING:

YOUTH IN THE DIGITAL AGE

The trends in social media have prompted a great number of researchers to critically analyze the impact of SNSs on the youth. Social media has its obvious benefits such as "reduc[ing] the cost of maintaining social networks" and "extend[ing] communication possibilities by crossing time and geography limits, breaking threshold of social status and enabling people with different backgrounds and shared interests to gather together in the virtual world" (Zhong, 2014, p. 265). However, there is a slippery slope of excessive time spent online and on social media that may contribute to egoism, materialism, shallow relationships requiring little reciprocal maintenance, and expectations for instant gratification amongst the youth.

Several researchers have suggested that SNS may contribute to increased access to some forms of social capital, "the resources embedded in individuals' social ties" among college students (Zhong, 2014, p. 263; Ellison, Steinfield and Lampe, 2007; Valenzuela, Park and Kee, 2009; Shah et al., 2002; Steinfield, Ellison and Lampe, 2008). It is argued that individuals, as brokers of social capital access "resources available to actors as a function of their location in the structure of their social relations" (Adler and Kwon, 2002, p. 18). With this, it seems logical that an online network structured around social connections would offer some benefits to fostering social capital for SNS users. However, a more thorough analysis points to several mediating factors that may differentially contribute to these observed benefits, including users' personality types (self-esteem levels, social capabilities, high versus low social anxiety, overall life satisfaction, loneliness) (Burke, Kraut and Marlow, 2011; Ellison, Steinfield and Lampe, 2007; Pierce, 2009; Steinfield, Ellison and Lampe, 2008; Indian and Grieve, 2014; Bohn, Christian, Hornik and Mair, 2014; Kim, LaRose and Peng, 2009), users' place in existing social structure (access to social capital in real-world) (Bohn, Christian, Hornik and Mair, 2014), users' intentions for using SNS (increase connectedness or avoid isolation) (Ahn and Shin, 2013) and user' engagement with SNS features (friending, communication types, posting frequency, entertainment or networking) (Burke, Kraut and Marlow, 2011; Ellison, Steinfield and Lampe, 2011; Bohn et al, 2014). Additionally, one study of Chinese college students found that while online bonding social capital positively related to online civic engagement, online social capital did not extend influence on civic engagement in the real-world (Zhong, 2014). In this, we must address the shortcomings of social media and other computer-mediated communications (CMC) and their effectiveness to foster the necessary trust, sense of belonging and face-to-face interactions that

translate social capital into collective action (Sacco and Ismail, 2014).

On the topic of social activism and collective action, social media platforms like Facebook, Twitter and YouTube have played an instrumental role in social movements over the past decade. Primarily driven by the educated youth, social media has been used for social activism purposes to disseminate information, garner local and global support for social issues and organize people for protests and social movements across the globe. Social media was a major contributor to the Arab Spring in countries like Egypt, Iran, Tunisia and Syria, as well as across social movements in Ukraine, Spain and the US (Sandoval and Gil-Garcia, 2014). However, it should be noted that in these examples, social media was used as a tool for social activists to prompt collective action to affect societal change. In the West, where SNS users primarily use social media for entertainment (Ellison, Steinfield and Lampe, 2011), some have coined the new culture of online activism as "slacktivism" that "can bring a million people to a Facebook page but fail to mobilize a thousand people in the street to actually effect change" (Gladwell, October 2010). Morozov (2011) further warns of this culture of perceived low cost and high gain online participation that leads to a "net delusion" of cyber-Utopianism, particularly in the West where excessive time spent on social media may replace valuable face-to-face interactions (Morozov, 2011; Obar, Zube and Lampe, 2012; Ghobadi and Clegg, 2015). As stated by Lim (2003), "No revolution can happen without involving society on a wider scale. Even efforts within cyberspace are fruitless unless they can be extended into real social, political and economic spaces" (p.274).

Another huge issue to be addressed regarding the youth's use of SNSs revolves around privacy and monetization concerns associated with many social media platforms like Facebook. Some studies have raised concern regarding the youth's awareness around the public nature of the Internet and online behaviors that may put their privacy at risk. Montgomery (2015) expounds on SNS like Facebook in which the "driving force behind growth of social media is a complex set of data collection, tracking and targeting systems that monitor and monetize individual users' behaviors as well as interactions with friends" (p. 1). Furthermore, in recognition of an estimated $211 billion purchasing power of 8-24 year olds, Montgomery (2015) explains that Facebook and its digital marketers aggressively target the youth to intertwine "Facebook's commercial platform and the adolescent experience" with all features and functionalities serving dual social and marketing purposes (p. 4). Facebook's privacy concerns regarding the youth led to a major settlement in California courts in 2014 which found Facebook's "Sponsored Stories" advertising platform in violation of California's Civil Code against using the information of the youth for commercial purposes without permission of the parents. In response, Facebook updated its Statement of Rights and Responsibilities and Data Use Policy to grant Facebook "permission to use your name, profile picture, content, and information in connection with commercial, sponsored or related content served or enhanced by us" (Montgomery, 2015, p.2) as well as a clause for minors which implied by signing, a parent or guardian had also agreed to the terms, thus also granting them permission to use the listed personal information of minors (Montgomery, 2015). While they later retracted the controversial clause towards minors, the overall amendment stands, giving Facebook the right to claim, mine and monetize all user data shared on their platform. Additionally, Napoli (2015) also addresses privacy and surveillance issues associated with Facebook, including their 2013 study in which they manipulated the news feeds of over half a million of their users to determine how "positive" and "negative" posts would affect the emotional responses of their own statuses (McNeal, June 30, 2014). Furthermore, Napoli (2015) also points out the use of news feed algorithms in Facebook as being politically partisan (Abbruzzese, July 13, 2014). It is further addressed that large stories like the 2014 social unrest taking place in Fergusson, Missouri over the killing of an unarmed black teen by a white police officer, was largely absent from Facebooks news algorithms compared to other social media sites like Twitter which do not use algorithms to shape their users' news feeds (Hulcomb, August 25 2014; Napoli, 2015). The exploitive monetization of the youth's data by large corporations like Facebook and their digital advertisers as well manipulative practices surrounding the filtering of news and information, makes the youth vulnerable to other online threats to their private information and security.

CROWDSOURCING:

EXPLOITATION OF THE OVEREDUCATED YOUTH?

The millennial generation represents one-third of the United States population, making 18-34 year olds the largest and most diverse demographic in the US (The Council of Economic Advisers, October 2014). Recent data released from The Council of Economic Advisers report on millennial economics, reported that millennials have more degrees than any other generation, with 47% of 25-34 year olds holding a postsecondary degree. Additionally, millennials reported high college enrollment, trending degrees in the social sciences and applied sciences of business and STEM and report valuing community, family and creativity in their work (The Council of Economic Advisers, October 2014). However, other data suggests that the state of employment and economic well-being for educated millennials and coming generations may be dwindling. For example, a report on unemployment among recent college grads in the US

were mostly underemployed, with 48% working in jobs requiring less than a 4 year education, equating to 5 million overqualified graduates in positions requiring no more than a high school diploma (Vedder, Denhard and Robe, January 2013). Additionally, the report noted that school of attendance and degree impacted their financial stability, with those from elite schools making substantially more money than graduates from state schools and engineer and economic graduates earning almost twice as much as social service and education majors in the middle of their career. They also note that the projected growth of college enrollment is expected to exceed the growth of high-skilled jobs, potentially leading to more highly educated graduates unable to pursue a career in their field (Vedder, Denhard and Robe, January 2013). In combination with the high rates of student loans in the United States, surpassing $1 trillion in 2014 (The Council of Economic Advisers, 2014), a greater proportion of youth may opt out of attending college due to rising costs and declining perceived economic benefits (Vedder, Denhard and Robe, January 2013). These trends are further exacerbated in countries with an excess of educated youth like India where one in three graduates up to age 29 are unemployed and in China where around 1-2.3 million recent graduates are facing unemployment (Sharma, July 1 2014). These factors contribute to the vulnerability of the global educated youth to be exploited in growing markets that utilize crowdsourcing to optimize cheap labor from high-skilled contributors.

The use of online crowdsourcing by major companies is predicted to continue to rise, with researchers forecasting that by 2017 more than half of consumer goods manufacturers will obtain 75% of their innovation and R&D from crowdsourcing solutions (Riviera, October 8 2013). Identified as the "labor reduction effect of digitalization" (Riviera, October 8 2013), crowd contributors do not necessarily stand to equally benefit from these practices. Ethical concerns have been raised regarding crowd labor market use of companies that have begun outsourcing traditional long-term jobs for short-term work to non-employees, typically for below minimum wage (Ford, Richard and Ciuchta, 2015). Additionally, Faw (October 22 2012) warns that these corporate practices may potentially contribute to eliminating entry-level positions that are needed for Millennials and recent graduates to pursue a career in their desired fields. Furthermore, crowdsourcing may lead to the exploitation of the skills and creativity possessed within the global ecosystem of the educated youth.

Busarovs (2013) identifies traits characterizing an exploitative relationship existing between the crowdsourcer (company) and the crowd (platform contributors). As noted, one party benefits at the expense of the other party, with contributors not being lawfully compensated for their time. Furthermore, violations against the moral norms of protecting vulnerable groups persist as crowdsourcing can be thought of as employing people for tasks "without social safe guards or paying social and income taxes" (Busarovs, 2013). Additionally, crowdsourcing walks the line of exploitation by one party benefiting by turning some characteristics of the other party to their own advantage (Busarovs, 2013). However, the background and intentions of the crowdworkers of these platforms greatly determines the exploitive nature of this relationship. For example, Amazon's Mechanical Turk crowdsourcing platform has drawn sufficient attention regarding ethical issues of exploitation. Additionally, data shows that the average crowdsourced job on the platform pays workers on average less than half of US minimum wage (Busarovs, 2013), allowing companies to outsource small tasks and compensate laborers for a fraction of what they would pay an employee. Another study by Ross et al (2010) surveying 400,000 registered laborers on the MTurk platform found that 36% of crowdworkers were Indian, with 65% holding at least a Bachelor's degree. It is further explained that the growth of Indian crowdworkers on the platfrom from 8% to 36% coincided with a change from an annually average income of contributors around $40,000 in 2008 to less than $10,000 annually in 2009 (Ross et al, 2010). The changing demographics of crowd contributors who were relying on the MTurk platform for full-time employment, drove down the cost of labor due to a highly competitive crowd labor market prevalent in a society with an excess of well-educated and unemployed youth. The demographics of other labor market platforms vary; for example, Microworkers has its largest labor pool in Indonesia and Bangladesh, but nearly a third of employers coming from the US (Hirth, Hoffel and Train-Gia, February 2011). iStockphoto, on the other hand, reported its largest contributions from white, upper-to-middle class women with high paying jobs (Brahbam, 2008). In discussing the impact of crowdsourcing platform demographics, it is also important to understand the intentions behind why individuals contribute to crowdsourcing

efforts. Kauffman, Schulze and Viet (2011), for example, recognized that while many crowdsourcing jobs pay very low, many skilled, full-time workers continue to contribute to crowdsourcing and proposed a set of intrinsic (enjoyment-based and community-based) and extrinsic (immediate payoffs, delayed payoffs and social motivations) contribute to individual's motivations to contribute to crowdsourcing. They also noted other individual determinants shaping these intentions, with students and full-time workers being less likely to report using crowdsourcing for human capital development compared to part-tine workers (Kauffman, Schulze and Viet, 2011). Furthermore, Brabham (2012) combats the "myth of amateur crowds" who contribute solely as hobbyists and supports claims that crowds are, in fact, self-selected, high-skilled professionals who opt into crowdsourcing.

Some commenters on crowdsourcing have alluded that the idea of a crowd working together is an illusion in itself. In one Forbes article, for example, the author notes that "There is no crowd in crowdsourcing. There are only virtuosos, usually uniquely talented, highly trained people who have worked for decades in a field" (Woods, September 29 2009). These claims are somewhat supported by examples of crowd contests, in which, while corporations may give the perception of partnering with the crowd for innovation, these contests often results in a corporation virtually purchasing the intellectual property of highly-skilled individuals and groups. The company then continues to reap the continued benefits of the "crowd contribution" and the initial investment pays itself back ten-fold. Examples of this include logo and product design competitions, such as Local Motors Sports Car Platform Design Challenge, which paid its finalists $10,000 a piece, but stand to see substantially greater profits from their alleged world's first 3D printed car (Robarts, September 17 2014). Additionally, some crowd complementors, such as Google's YouTube operate completely around the idea of capitalizing off of users' creative content. For example, Anderson and Rainie (February 29 2012) reported that YouTube users had uploaded more than 60 hours of video per minute, resulting in 1 trillion playbacks in 2011. While the users upload their content for free, Google brought in over $1 billion in revenue from its video-sharing platform in 2011 (Schonfeld, March 21 2011). In essence, these practices may be viewed as exploiting the intellectual property and creative capital of crowd contributors without adequately compensating or empowering them by failing to invest in long-term human capital development. These trends are suggested to possibly further contribute to an ever-growing digital world in which Millennials may be "Crowdsourcing themselves out of jobs" (Faw, October 2012). Furthermore, in the sake of fostering innovative problem-solving and sustainability for the youth, we must further consider how the capturing of user-generated content, both through crowdsourcing and social media use, may be further disempowering an already underemployed, overeducated and debt-ridden generation.

RECOMMENDATIONS

As a social enterprise with the mission to leverage technology for youth empowerment and civic engagement, Fathom seeks to provide a platform for students, creatives and community partners to connect and collaborate on creative projects addressing societal needs. We recognize the potential of interactive web technologies such as social networking and crowdsourcing to be tools to empower the youth as agents of social change and communities as conduits for collective action. However, based on the data presented in this paper, it does not appear that these technologies are being ethically implemented to allow primary contributors, the Millennials, to benefit from their user-generated data and creative works. We propose recommendations based on our philosophies towards leveraging these tools to maximize and capture the potential impacts of service-learning, social entrepreneurial problem-solving, community partnerships and civic engagement for the youth and their communities, both online and offline. We believe that through these ideologies and practices, the next wave of the Internet, Web 3.0, can manifest into a true public good that is equally accessed and mutually beneficial to all users by complementing and not replacing real-world social capital and collective action.

SERVICE-LEARNING

Service-learning provides ideal opportunities to engage the youth in hands-on learning through service-based partnerships with the community. Furthermore, these experiences shape students into civically engaged and socially conscious agents who will be more likely to impact social change.

In best impacting students through service-learning, we recommend that faculty and universities meet students where they are, by taking advantage of social networking service features that are already familiar to the youth to foster improved communications between faculty, students and, even community partners. Online communities surrounding service-learning can provide a virtual space for managing networks and projects, hosting open discussions and tracking of student's progress, features that Fathom are developing to offer to faculty and students on our platform. Furthermore, in parallel to crowd complementor strategies, be sure to draw on the youth as complementors who are empowered to provide their valuable input to help shape the service-learning curriculum and their experiences.

SOCIAL ENTREPRENEURIAL PROBLEM-SOLVING

Fathom implements social entrepreneurial strategies to empower the youth to engage in innovative problem-solving for a sustainable future. Social enterprises operate in a hybrid realm of profit for purpose, by

adopting a triple bottom line to mutually benefit society, the environment and the economy, the Three Pillars of Sustainability. As millennials, we no longer live in an era motivated to work for nothing more than an income; rather, we seek to pursue our passions, make an impact in society, reap the fruits of our labor and enjoy our livelihoods. As stated by Davis (July 31 2002), "Work is not only a means of survival and meeting basic livelihood requirements. It is also a means of self-expression, self-actualization and a vehicle for meaningful engagement in one's community" (p. 9).

Entrepreneurship, and particularly social entrepreneurship, demands hands-on experiences for the youth that require them to confront their assumptions, ignite their passions and challenge their limitations. We therefore recommend blending social entrepreneurial strategies into service-learning initiatives to foster greater autonomy and self-actualization for students and community partners. Fathom seeks to empower students by blending strategies from these fields to provide valuable learning experiences that invoke innovative thought, a broadened understanding of social issues and an accountability to address community problems.

Additionally, we recommend leveraging both social networking services and features and crowdsourcing strategies to positively impact social entrepreneurial problem-solving amongst the youth. We encourage institutions and community partners to invert the corporate practices of crowdsourcing by empowering the youth to use these strategies to garner support for their own creative ideas, allowing them to continuously reap the benefits of their creative works. Furthermore, encourage the youth to use social networking as a tool to spread their ideas and draw from the innovation of crowds of their peers for collaborative problem-solving. In turn, the inversion of these technologies will economically empower millennials as career creators, resulting in net positive effects, signaling the emergence of Web 3.0.

COMMUNITY PARTNERSHIPS

Only by partnering with community organizations, like small and local businesses, non-profits and other stakeholders who are largely vested in community's societal, environmental and economic well-being, can we effectively foster high-impact, collaborative efforts between students, community members and educational institutions. Towards service-learning, social entrepreneurship and civic engagement, we recommend efforts towards improving social ties with community members and partners. We believe utilizing social networking services can improve open communication between students, institutions and community partners to ensure the community needs are fully recognized. Furthermore, as with students and millennials, we also recommend drawing on community stakeholders as innovation partners to improve the quality of outreach projects for the community and particularly the youth.

CIVIC ENGAGEMENT

We recognize that civic engagement at the local level, through participation in community associations, volunteerism and other collaborative efforts, are vital in promoting a community's quality of life and overall access to resources. These experiences, particularly for the youth, are critical in shaping the norms and values of civically responsible young adults. Furthermore, a sustainable community requires a certain degree of connectivity, interdependence and shared accountability that can only be developed through active face-to-face participation in one's community.

Towards civic engagement, the data shows that the millennial generation possess a high willingness and need to serve their community and make an impact in society. In recognition of these traits, we encourage mentors and institutional leaders to readily provide the youth with ample opportunities to fulfill these social obligations. Furthermore, students, creatives, institutions and other communities are encouraged to utilize the discussed tools (social networking services and crowdsourcing) and strategies (service-learning, social entrepreneurship and community partnerships) to maximize on the opportunities for collective action to invoke social change. We additionally recommend utilizing the capabilities of social networking services to disseminate accurate information on social issues to the youth and their communities. Additionally, use these virtual tools to organize the youth for civic engagement in the real world.

CONCLUSION:

Millennials are the largest and most diverse demographic, who represent one of the most overeducated, underemployed and under-resourced groups in the global community. Interactive Web 2.0 technologies may compound these issues by enabling a culture of virtual hyper-connectivity that ultimately exploits and monetizes

the youth's personal data, online relationships, skilled labor and creative capital. While the benefits and potential of social networking to foster connectedness, disseminate information and organize the youth around social issues cannot be denied, a more critical analysis of how these tools may simultaneously lead the youth and future generations to be disillusioned by the required maintenance of relationships, cost of social involvement and depth of information outside of blogs and social media sites. Furthermore, while crowdsourcing has its benefits in fostering innovation through perceived collaborative efforts, the realities of these practices displacing jobs, lowering the value of skilled labor and exploiting creative capital must be recognized as further economically disempowering the youth. In efforts towards a sustainable and secure future for our youth, we recommend inverting these technologies as empowerment tools for the youth. We encourage students, millennials, educators, institutions and other community partners vested in the future of the youth, to leverage social networking and crowdsourcing features and strategies to maximize the impact of efforts towards service-learning, social entrepreneurial problem-solving, community partnerships and civic engagement. We propose that through these tools and strategies, together we can equip the youth to collectively pursue their passions and capitalize on their creative worth, ultimately empowering them as proactive agents of change.

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SERVING: THIS IS WHAT WE - THE FACULTY, STUDENTS AND COMMUNITY ARE ALL CALLED TO DO!

LANISE ROSEMOND & CHRISTY KILLMAN

According to Hoffman (2005) as the baby boomer generation continues to age, demands for more therapeutic services will continue to grow. This article will share the importance of developing a strong relationship between students and the elderly population within nursing homes. This article includes valuable resources on how to incorporate the correct course book, group in-class project, and nursing home visitations into your courses to enhance students' awareness of the importance of serving.

Service learning has many benefits that can enhance the learning of students at colleges, universities, and people who are actively involved in their communities. Colleges and universities benefit from service learning by creating new areas for research and scholarship, as well as extending campus resources into the community and building partnerships with local communities. Furthermore, service learning has the ability to support a college or universities' mission statement in practical way.
Colleges and universities are able to benefit from service learning by fostering a culture using innovative teaching and learning concepts that is mission oriented. One of the goals of pedagogy, "the art of teaching," is to enhance the students' critical thinking skills or their ability to critically analyze information that is taught in the classroom. There are many teaching strategies, which can be used in the classroom, and each instructor has various ways to help students learn. Three main learning styles have been identified in each classroom. For example, each classroom has visual, audio, and kinesthetic learners. In most Exercise Science or Therapeutic Recreation programs, the students are usually given opportunities to demonstrate their evaluated outcomes through kinesthetic practices. Meaning, the student has the opportunity to listen, watch and then put to practice what they have learned. This is vitally important for the future exercise science major who will focus primarily on therapeutic recreation as either an occupational or physical therapist.

The good news is that, according to Hoffman (2005) as the baby boomer generation continues to age, demands for more therapeutic services will continue to grow. With this in mind, it is imperative that future professionals seeking career opportunities in therapeutic services receive the necessary skills and training. According to Robertson & Long (2008) therapeutic recreation is the purposeful utilization or enhancement of leisure as a way to maximize a person's overall health, well-being, or quality of life (p. 4). In most settings, therapeutic recreation's focus is on the client's ability to gain back mobility as it relates to their health. However, this report will focus on one key element as it relates to service-learning and that is well-being.

In the Department of Exercise Science, Physical Education & Wellness at Tennessee Tech University, there are six concentrations: teacher licensure, fitness and wellness, recreational and leisure, coaching and sport management, pre-physical therapy, and pre-occupational therapy.

In the freshman exercise science course titled, "EXPW 1021 – Connections to Exercise Science," students are encouraged from day one to embrace the whole concept of service. All six areas of the Exercise Science major involve some sort of service to the clients, patients, students, or student athletes. Students have been using Berg and Mann's book The Go-Giver that promotes and encourages people to get their minds off themselves and focus on things that they can do to make someone else's world much better.

About midway through the semester, students are required to write a three to four page summary and reflection report of chapters one through seven. At the end of the semester, students are to complete chapters eight through fourteen. It is very interesting to hear how the course work and book pull together the students mindset toward service.

At the beginning of the semester, students are usually more focused on what the world has to offer them, however, towards the middle of the semester, there is a paradigm shift that takes place. Students begin to see a vivid picture of what it means to work in the exercise science field. They begin to embrace the concept of giving through servicing others.

The professors that teach these courses incorporated a life-skills training component in 2008. This life skill training is designed to create opportunities for conversations about issues that students deal with while they are in college. The professors have each student to list as many issues or concerns that he or she is encountering, or see others encountering on the college campus or in their personal lives. Then the information is gathered into five top reoccurring issues. Once those issues are identified, the professors then incorporate life-skills topics that bring awareness and effective problem-solving for each student. During the first month of the course, students work toward getting to know one another. There are wide varieties of activities that are designed for team building and one-on-one relationship building that take place during this time. The next big project that is incorporated is the visits to the nursing home.

The visits to the nursing home not only assist the clients, however, it assists the community as a whole. Service learning can benefit the community through incorporating opportunities to engage students with nursing home clients. For many of the students, this is their first time to ever set foot into a nursing home. The visits to the nursing home then allow for college students to contribute to meeting some critical community needs. It is said that the elderly population sometimes feel left behind and forgotten. Most of the residents in Master's Nursing Home, in Algood, TN, are elderly. There are, however, a few who become residents due to loss of family support, major traumatic brain injuries, or early onset of Alzheimer's and/or dementia. Out of all of the activities that are incorporated into the course, the students enjoy the regular visits to the nursing home the most. The early incorporation of the nursing home concept goes along with Stumbo and Peterson (2004) suggestions on selecting several activities that can address clients' goals.

The goal of the nursing home visit is to assist in the overall well-being of the resident. The residents truly enjoy dialoging with the students and sharing some of their pass successes and failures. According to the administration at the nursing home, the clients love seeing the students the most. As a matter of fact, in 2011, the EXPW 1021 class was recognized as the "Masters Nursing Home's Volunteer Group of the Year." This recognition has garnered favorable publicity in several local and state newspapers. This high standard has set the bar for future students that will take the EXPW course. At the very end of the semester, students have to write a one page report of what they took away from the nursing home. Below are a few statements that students have mentioned through some of their reports about their nursing home visits.

- I have not been around old people very much. I get along with my grandparent and am comfortable talking with the elderly at my church. All of that changed with the connections class.

- One of the biggest revelations that I received was that social interaction is important at any age.

- I would not trade my experience at the nursing home for anything. I learned a lot there and it gave me a lot to think about.

- While they got the benefit of our company, we got the benefit of learning their past and hearing the wisdom they had passed down.

"Every single time we have gone it has a pretty good impact on me!"

Other benefits of service learning with regards to the community and educational settings are that it fosters an ethics of service and civic participation, provides substantial human resources, and creates potential for additional partnerships and collaboration.

However, the most valuable asset to any college or institution is the students. Service learning benefits the students and their overall understanding and ability to give back to society. Students are enriched through the course materials as it relates to service. Furthermore, service learning engages students in active learning which is excellent for resume building. Service learning can also increases awareness of current societal issues in the classroom for students. In the EXPW 1021 Connection course, students are to develop and present a service learning project that is geared to improving societal issues in the area of their field of study or concentration in EXPW. Over the course of years, students have developed well over one hundred different topics. These topics have all been about creative ways to incorporate organizations or provide services that will assist disadvantaged populations.

For example, students are placed into groups of either two to three depending on the class size. Groups are determined by the six areas of concentrations listed in the department. Once they are place in groups, students are to create an acronym that symbolizes what their organization or services will provide. For instance, one of the fitness and wellness groups came

up with the acronym "LIFT." LIFT stands for Learn Intelligent Fitness Techniques. This group developed an organization that goes into the schools and teaches middle and high school students the proper techniques of lifting and weight training. The students came up with a mission statement, goal, and three areas of services or programming that they would offer the students. Another group of coaching and sport management students came up with the acronym "FASTER." FASTER stands for Future Athletes Striving to Excel Regularly. This group of students developed the FASTER organization that assisted underrepresented groups of student athletes in less advantaged areas. They wanted to assist students in such areas: leadership, public presentations, educating the parents about how to help their children get into college, and the importance of a good grade point average and qualifying exam scores for admission to college. Sending Love to Patients (SLP) was another student developed acronym. The SLP group developed a program that will go into the hospitals and provide laughing therapy and gift baskets for cancer and other seriously ill patients. The SLP group were all pre-physical therapy and pre-occupational therapy students. Moreover, some students groups got very creative with their acronym. One group called themselves, RUN DMC, which stands for Reaching UP N Dynamic Multiple Connections. This group informed the class that they felt it was important to incorporate the word connections in their presentation while poking sly fun at the course name "Connections." The RUN DMC group was a pre-physical therapy group that assisted patients that do not have insurance coverage. This group of pre-physical therapy students identified a need and had a desire to find financial support and equipment that will improve their client's over-all health.

The primary goal of the EXPW 1021 course is to guide students from self-centered to self-confident. This is a very interesting observation for the professors to evaluate. It is heartening to see students transform from being very introverted, quiet, and self-centered, into outgoing young adults who love to engage in active learning, and embrace relationships. The students have become less focused on themselves and more focused on what they can do for someone else.

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we are all *related*

Service-Learning

Civic Engagement

Connectedness

SERVICE LEARNING AND THE COMMON CORE: PRACTICES & PERCEPTIONS OF NEW JERSEY TEACHERS

BY MAUREEN CONNOLLY, ALISON BUSKE & BRIAN GARSH

This research seeks to draw connections between service learning and the Common Core State Standards for Literacy (CCSS). Researchers surveyed 182 secondary teachers in New Jersey regarding their current use of service learning, their perceptions of the efficacy of service learning as a methodology for helping students meet the CCSS, and what supports would help teachers implement quality service learning effectively. Based on their findings, the researchers made recommendations for strengthening teachers' use of service learning in order to help students develop as literate individuals.

Teachers and students are facing mandated assessments for the Common Core State Standards for Literacy in the Content Areas (CCSS) as well as local measures to determine student growth. The level of importance placed on these assessments leads to concern about teaching to the test in order to ensure student promotion and teacher retention. According to Neill (2003), humans learn best through active thinking. 'Learning' while not thinking is like remembering lists of phone numbers one will never call. Memorization of facts and procedures has its place, but deep learning must engage the brain and spur thinking. Teaching to the test rarely accomplishes either. (p.43)

Rather than moving toward a model of teaching that leads students to believe that the purpose of school is to pass tests, service learning provides a means for developing the long-term skills and knowledge represented in the CCSS by engaging students in meaningful learning that connects classroom content and skills with real-world needs. According to Ryan and Guilfoile (2013),

Service-learning is one of several "deeper learning" strategies that states, districts, schools, and teachers may use to help students gain a deeper understanding of core academic content and simultaneously build deeper learning skills through the integration of content knowledge with application. (p. 3)

The concept of application or "transfer" has been promoted by Wiggins and McTighe (2011): "Transfer is about intelligently and effectively drawing from their [students'] repertoire, independently to handle new contexts on their own" (65). Students must use strategic thinking to decide how apply their knowledge and skills in new situations. This concept is not new. Dewey promoted the idea of transfer in order to support students' development into effective citizens, applying their learning to the greater good (Giles, 1994).

The purpose of this research is to gather information regarding New Jersey teachers' use of service learning as a teaching methodology and their perceptions of the efficacy of service learning for helping students meet the CCSS. The researchers also sought information on supports that teachers believe would aide them in implementing service learning.

The following research questions guided this inquiry:

1. What successful service learning practices do New Jersey teachers already have in place?

2. What are New Jersey teachers' perceptions regarding how service learning supports students' abilities to meet the Common Core State Standards for Literacy?

3. What resources would best support New Jersey teachers in implementing service learning as a teaching methodology?

While many of the benefits of service learning are clear when students engage with communities to make improvements (trees are planted, food distributed, houses built, etc.), the academic benefits can be more difficult to measure. Through this study, the researchers sought to ascertain how well teachers link the process of service learning to the CCSS and to consider possible ways to better support the use of this methodology.

LITERATURE REVIEW
BACKWARD DESIGN AND COMMON CORE STATE STANDARDS FOR LITERACY

According to Grant Wiggins and Jay McTighe (2011), "Effective curriculum is planned backward from long-term, desired results through a three-stage design process (Desired Results, Evidence, and Learning Plan)" (p. 1). They state that it is important to ask questions about the goals of education before implementing a specific set of lessons and evaluations. Wiggins and McTighe urge educators to establish what the end result(s) should be in the grand scheme of the students' education. The Common Core State Standards for Literacy in the Content Areas (CCSS) help provide a framework for said end results that ensures that students are prepared for college and work.

Drawing upon Wiggins and McTighe's (2011) theoretical approach, a list of Desired Results is the first step in the creation of an "effective" educational experience. Some of these Desired Results may be based on the CCSS, which aim to "promote the literacy skills and concepts required for college and career readiness in multiple disciplines" (NGA Center/CCSO, 2010, p. 1). The CCSS list seven Capacities for the Literate Individual. According to this list, the literate individual is able to

1. Demonstrate independence with complex text by asking questions and clarifying information.

2. Build strong content knowledge through purposeful reading, viewing, listening, and research.

3. Respond to varying demands of audience, task, purpose and discipline by shifting tone and selecting convincing evidence.

4. Comprehend as well as critique by analyzing the content and bias of sources.

5. Value evidence in arguments they hear, read, or develop.

6. Use technology strategically and capably by integrating sources and using tools to support their intentions.

7. Come to understand other perspectives and cultures through evaluation of their own perspectives and those of others. (NGA Center/CCSO, 2010, p. 7)

Curriculum planning to help students develop the capacities above is based on the anchor and grade-level standards. Anchor standards (Appendix A) establish the reading and writing skills that students should have by graduation. Grade-level standards

provide a suggested progression for students toward meeting the standards by graduation.

FALLING BELOW THE BAR:
COLLEGE AND CAREER READINESS

In order to be successful in meeting the demands of the CCSS, students need a firm basis in basic literacy skills, including the ability to effectively interpret text, connect text to "real world" issues, and effectively communicate with varied audiences. According to data from The National Center for Education Statistics (NAEP), the 54% of New Jersey eighth grade students are either at "basic" (indicated by NAEP as "partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade") reading level while 15% are at a "below proficient" reading level. At the twelfth grade level, 37% of students are categorized as meeting the "basic" standards of reading, while 25% are cited as falling below the basic proficiency line. This shows little progress since 2009, when 36% of students demonstrated "basic" competency in reading, while 26% were considered "below basic" (NAEP, 2013, P. 7). These daunting statistics point to a need for educational reform, specifically targeting the ways in which students are engaged with text.

SERVICE LEARNING & THE COMMON CORE STATE STANDARDS FOR LITERACY

Service learning provides a meaningful way for students to engage with text. Kaye (2010) asserts, "when students have a sense of purpose and know someone is depending on them for the research, the incentive for grades and meeting basic expectations may be replaced with an intrinsic desire to help a person or cause" (36). Students transfer the knowledge they develop through their reading to action related to a genuine need. According to Guilfoile and Ryan (2013), "Undoubtedly, if students do not have numerous opportunities to use content knowledge to solve interesting problems, grapple with key questions and issues of the discipline, and examine social issues, they will be unlikely to perform well on the common assessments" (p. 3). Service learning provides students with such opportunities to support their knowledge and skills development.

Because schools may still struggle to understand the difference between service learning and community service, it is important to note the indicators of quality service learning that are likely to yield meaningful, deeper learning. To support meaningful, academically linked service learning, NYLC developed the K-12 Service-Learning Standards for Quality Practice (Appendix B) based on "the strongest evidence-based elements of effective practice" (p.1). With these standards in mind, teachers and students engage in the five stages of service leaning. Each of these stages supports the CCSS (note references to reading and writing anchor standards in brackets. R.1 stands for reading anchor standard 1. W.2 stands for writing anchor standard 2, etc.) and thus the CCSS Capacities for the Literate Individual noted above.

INVESTIGATION

During the investigation stage students gather information about their own talents and skills and try to clarify the needs of their community and how best to meet them. Investigation can take the form of interview, survey, research through media or print sources, and observation (Kaye, 2010). Students demonstrate knowledge and understanding of written or oral communications [R.1, R.2. R.3], develop content specific vocabulary [R.4], analyze text [R.3, R.4, R.5], consider the bias of authors [R.6, R.8, R.9], make use of textual evidence found through their research [W.7, W.8, W.9], and use technology strategically [W.6].

PREPARATION

When preparing for action based on the findings of their investigation, students may gather and read resources related to the issue that they are addressing, create new resources for distribution or to aide in their efforts, and work with their school personnel or community organization to be sure that their plan is appropriate and that they are operating within parameters that are acceptable. The skills listed under investigation above continue to apply here. In addition, because students may be developing written work, they may be engaged in the writing process [W.5] and considering the appropriate voice for their intended audience [W.4].

ACTION

Student action can come in the form of direct action, indirect action, advocacy, and/or research. Direct action involves working face-to-face with the community that students are helping. Indirect action is behind-the-scenes work. Advocacy involves raising awareness about an issue. Research is often a part of the three types of service noted above, or it can stand alone if students are conducting research that will help an organization or an individual. Depending on the form of action, any and all of the standards noted above may be met through service learning. When engaged in action, "children and adolescents strive to make sense of their world and their place in it, so they must think about themselves. The beauty in service learning, when implemented with youth initiative, is that kids get to see themselves as people of influence" (Kaye, 2010, 35).

REFLECTION

According to Billig (2011), "Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens" (p. 6). Each of the three types of writing called for by the CCSS—argument [W.1], informative/explanatory [W.2], and narrative [W.3] can be utilized during reflection. The final anchor standard for writing [W.10] directly reference reflection—students will "Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences." Reflection is not singularly linked with writing. Howard Gardner would support

Kaye's (2010) assertion that reflection should appeal to multiple intelligences. In whatever form it takes, "allowing students to assess themselves as part of the process creates a thoughtful, recurring time for them to look at their own growth and set new goals" (Schwartz, 2014, p. 1).

DEMONSTRATION

There are several means by which students may demonstrate their service learning experience and findings. "Depending on the project, students might publish their work online, make presentations at a public event, or pitch their ideas to a panel of judges" (Boss, 2014, p.1). Whether writing an article about their experiences or giving an oral presentation to interested parties in their community, students must consider if the development, organization, and style are appropriate to task, purpose, and audience [W.4]. They work to develop their demonstration based on their own experience and related sources [W.8, W.9]; they revise their work [W.5], and they may opt to use technology to share their findings/experience [W.6]. Larmer (2013) draws the connection between service learning experiences and an opportunity for students to meet the standards in his discussion of project-based learning (PBL), a practice related to service learning, noting, "In PBL, key culminating products are complex in nature and enable students to demonstrate their understanding in a blend of concepts and skills" (2). "Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults."

(NYLC). With service learning, students have a high level of autonomy, allowing them to critically assess as well as creatively approach a situation that is relevant to them. This autonomy and the critical thinking skills called for when students are engaged in service learning support students' development of the Capacities for the Literate Individual. Guilfoile and Ryan (2013) state, "The Common Core is centered on application of knowledge through deeper learning skills…. Students' mastery of such higher learning skills and the ultimate success of the Common Core depend on how well educators translate the [Common Core State] standards into curriculum instruction" (p. 3).

SUPPORT FOR SERVICE LEARNING EDUCATORS

Service learning is more likely to be successful when teachers are "exposed to quality practices, shown how to derive the strongest results, and convinced that the effort is worth their time" (Billig, 2010, p. 28). It is crucial to have teacher support systems in place in order for service learning to truly be utilized as a meaningful and enriching methodology. These support systems may include, professional development opportunities, monetary compensations, planning teams, or educator networks.

PROFESSIONAL DEVELOPMENT

Professional development is an essential component of any educator's continuous improvement. "The key to personalizing education is to invest properly in the professional development of educators" (Robinson, 2013). Guilfoile and Ryan (2013) suggest that districts should "invest in professional development for staff on how to blend the implementation of service-learning and the Common Core." They argue that "high-quality service-learning and the Common Core are complex initiatives on their own; thus, training opportunities on how to blend the two are even more necessary" (p. 5). This type of professional development might include developmental classes and workshops, concrete guides for practical implementation strategies, or coordinating teams that assist in the transition to service learning classrooms.

STIPENDS / FUNDING.

Teachers who are involved in the planning and implementation of service learning spend time establishing strategies, curricula, and collaborations that support effective service learning practices. Some schools offer stipends as a reward for this work. Guilfoile and Ryan (2013) described a situation in which "those [teachers] designated as education leaders [on a service-learning leadership team] receive a stipend for their work" (18). This stipend is not a means of extrinsically motivating teachers to want to become service learning educators, but to reward those service learning educators who already show commitment to furthering this methodology.

COORDINATING SERVICES

Some service learning initiatives might require collaboration with outside services, such as a soup kitchen, a local Office of Parks and Recreation, etc. While it is possible for an educator to coordinate the logistics of a service learning experience, a school or even district has even more resources and connections in the surrounding community. Schools and districts should actively participate in the service learning education process by participating in the coordination of services that make the initiative possible. It is crucial for teachers to have the administrative "support to make the curricular changes necessary to add a service learning component" (Bringle and Hatcher, 1996, p. 6).

METHODS PARTICIPANTS

A total of 182 teachers of grades 6-12 responded to electronic surveys that the researchers developed based on the Common Core State Standards for Literacy (CCSS), the 2005-6 Massachusetts Department of Education Community Service-Learning Teacher Survey, and Guilfoile and Ryan's (2013) teacher interview questions. Of the 182 respondents, 77% indicated that they were from suburban school districts. The researchers believe that this is because of their personal and professional connections with suburban districts from which multiple teachers responded. The teacher respondents ranged in experience--20% had been teaching for 0-5 years; 20% for 6-10 years; 28% for 11-15 years; 13% for 16-20 years; 20% for more than 20 years. The subject areas that they taught also ranged. English Language Arts teachers were the most represented group (19%), followed by family and consumer science (15%). Other subjects represented included science (11%), math (12%), history/social studies (11%), supports such as special education, media, guidance (8%), world languages (6%), fine arts (6%), physical education (5%), technology (4%). After reading a description of service learning that distinguished the methodology from community service, 49% of respondents indicated that they had been engaged in service learning with their students.

INITIAL SURVEY

At the start of the initial survey (Appendix A), the researchers stated the questions that they hoped to answer by gathering responses. Additionally, before the section of the survey that included questions directly relate to service learning, the researchers believed it important to make explicit the difference between community service and service learning by listing the five stages of service learning (Kaye, 2010, p. 15). This clarification was important because it encouraged respondents to consider if they were indeed engaging their students in service learning. Question 10 encouraged further consideration of this difference by asking teachers to note the stages of service learning that they included most often in their endeavors.

Questions 12-14 relate specifically to the CCSS. The first four skills listed in question 12 were derived from the anchor standards for reading. Skills 5-8 were derived from the anchor standards for writing. Question 13 gave respondents an opportunity to share evidence of their views on skills development. Question 14 is significant to the CCSS as well because of the focus on shifting to more expository reading.

The final section of the survey was aimed at gauging the level of support that teachers have for using service learning as a teaching methodology. The researchers posed questions related to school district support and in reference to a website that they planned to develop in response to teacher-feedback.

FOLLOW-UP QUESTIONS

At the end of the initial survey, participants were asked if they would be willing to respond to follow-up questions. Of the 182 participants, 31 indicated that they would respond further. When a follow-up questionnaire was distributed, 9 responses were gathered.
The open-ended, follow-up questions were developed to further assess (a) teachers' perceptions of the relationship between service learning and the CCSS, (b) to what extent teachers incorporate the five stages of service learning into the service learning experience, and (c) the types of support for service learning that teachers currently have or would like to have.

The responses to open-ended questions for both the initial survey and the follow-up questionnaire were independently reviewed by three researchers. Findings were compared and means for coding the data were developed

based on common themes found by all three researchers.

FINDINGS & RECOMMENDATIONS

The researchers' definition of successful service learning was stated within the initial survey. Successful service learning a) is based on the five stages of service learning—investigation of self and community need, preparation, action, reflection, and demonstration; b) links with course content and skills; c) involves higher order thinking. The first two research questions link directly with these elements of service learning. The third research question addresses how best to support teachers as they seek to engage students in high quality service learning.

WHAT SUCCESSFUL SERVICE LEARNING PRACTICES DO NEW JERSEY TEACHERS ALREADY HAVE IN PLACE?

While 85 participants (49%) indicated that they utilize service learning as a teaching methodology, only 69 participants responded to question 10 regarding the five stages of service learning. Of the 69 participants, 87% indicated that they engaged students in preparation, and 90% indicated that they engaged students in action. The

other stages were not as commonly utilized—investigation (74%), reflection (75%), demonstration (71%). This may suggest that community service is being mistaken for service learning. According to Billig (2011), "Sometimes, service-learning is confused with community service. However, "action" is the only component that service-learning and community service typically have in common." (p. 9). To better understand where improvements can be made in terms of engaging in all three stages of service learning, the researchers focused on the results related to the three stages that were not commonly utilized—investigation, reflection, and

DEMONSTRATION INVESTIGATION

In response to Questions 13 on the follow-up questionnaire regarding the investigation of knowledge and skills, strategies mentioned included the use of graphic organizers, self-assessment, teaching local history, and viewing videos. These strategies had more to do with investigating a community need or issue than taking inventory of what the students bring to the service learning experience. Students' investigation of self can be deepened through the use of Kaye's (2010) personal inventory of talents, skills, and experience helping others and receiving help (p. 51).

Motivation for investigating a community need fell into two

categories—personal connection to that need on the part of the students or the teacher (n=6) or research based on news reports (n=2). This element of the investigation stage can be strengthened through varied approaches to gathering information. Kaye (2010) provides guidance for collection of information through media, observation, surveys, and interview (p. 51).

REFLECTION

Three forms of reflection were prominent among the responses to the follow-up questionnaire—written (n=6), discussion (n=4), and video (n=2). The art teacher noted the importance of artistic representations as well. According to Billig (2011), some [forms of reflection] are more effective than others in helping students reach important outcomes. For example, concept mapping is a reflection tool that involves the development of graphic representations of the content to be learned, usually involving students in identifying the main ideas…Concept mapping has a slightly stronger effect on achievement than outlining a topic, and a much larger effect than lecture or discussion alone. (p. 10)

Although the use of written and oral reflection is important for meeting literacy standards, teachers may want to consider balancing these approaches with more graphic representations of student learning. Reflection reinforces and deepens learning, so varied approaches that best meet students' learning styles are important. "It is through a quality service-learning opportunity that students become reflective practitioners whose dispositions are that of caring, sensitive individuals" (Bernadowski, Del Greco and Perry, 2013, 69)

DEMONSTRATION

Regarding demonstration, the respondents to the follow-up questionnaire indicated that the two most prominent means by which students demonstrated their learning/ findings were through newspaper articles (n=4) and community events (n=3). One respondent answered a question about professional development by expressing a desire to learn more about how to write press releases. All of these responses indicate an awareness of the importance of sharing experiences with an authentic audience. Since demonstration can take a form other than written, the words of Levy (2008) apply well in a general sense to the importance of this phase: "When students work on curriculum standards in the context of producing a genuine product for an authentic audience, the result is enhanced achievement in content-area knowledge, literacy, craftsmanship, and character" (p.79). It is imperative that teachers consider how their students can best represent their learning experiences to audiences that matter.

WHAT ARE NEW JERSEY TEACHERS' PERCEPTIONS REGARDING HOW SERVICE LEARNING SUPPORTS STUDENTS' ABILITIES TO MEET THE COMMON CORE STATE STANDARDS FOR LITERACY?

As stated above, two of the criteria for successful service learning are linking with course content and skills and involving higher order thinking. These elements of service learning can be tied to the Common Core State Standards for Literacy (CCSS). The results of the initial survey indicate that of the eight descriptors that the researchers developed to represent the CCSS (Appendix C, Question 12), three stand out as being most impacted by service learning. Eighty-five percent of respondents perceive service learning as influential on students' ability to demonstrate knowledge and understanding; eighty-two percent of respondents perceive service learning as influential on students' ability to develop content specific vocabulary, and seventy-seven percent perceive service learning as influential on students' ability to analyze text.

Given that respondents indicated that the demonstration phase for service

learning was the least utilized in the process, it is not surprising to note that only 60% of respondents perceived writing or presenting to an authentic audience as least impacted by service learning. As noted above, learning more about the five stages of service learning and using them to frame service learning endeavors may strengthen the connection between students' knowledge and skills developed through this methodology and students' ability to meet the CCSS.

On the initial survey, an open-ended question regarding specific content knowledge and/or skills development related to service learning followed the rating scale for the CCSS. In response to the open-ended question, only one participant specifically referenced the CCSS, explaining that students "highlight the Common Core State Standards that they have used during the unit." Four respondents noted that general "reading, writing, and research" skills were developed through the service learning process, and 14 indicated that service learning supported students' mastery of basic skills for the course (i.e., sewing, ceramics skills, writing skills, etc.). Another important finding was in regards to "real-world" skills; two participants noted that because of service learning, students learned how to address an envelope or draft an email. The researchers recommend furthering the development of real-world skills and knowledge through service learning. Tying instruction back to the Capacities for the Literate Individual may serve as a strong guide for doing so, and may enhance teachers' perception of the positive connection between service learning and the CCSS.

A strong indicator of this positive connection is teachers' reporting on expository reading in relation to service learning. Based on the ratings reported for Question 14, 68% of reading for service learning is expository. Students need to gather valid evidence to support their understanding of issues and communities and to plan next steps. Though reading fiction may provide entertainment once students have graduated, in all likelihood, the bulk of their professional and college level reading will be non-fiction. Thus the CCSS shift to 70% non-fiction reading throughout the school day in secondary schools. Service learning can help ensure that students are engaged in this non-fiction reading.

The follow-up questionnaire focused on connections between service learning and the CCSS by asking participants about their academic goals for their students (Question 7), how these goals align with the CCSS (Question 8), and how teachers make the connection between service activities and knowledge/skills development explicit for students (Question 11). The results indicated that academic goals were mainly centered around 21st Century Skills—especially collaboration (n=4) and reading/writing skills (n=3). Regarding how to make the connection between service and knowledge/skills development explicit, teachers indicated that the best methodology is to be explicit with the students. One respondent stated, "I am always transparent with students about their objectives and overall goals." Other respondents indicated using rubrics, mini lessons, as well as knowledge lists to make the connections explicit.

As noted above, only 75% of participants indicated in the initial study that they incorporate reflection into their service endeavors. If teachers engage in service learning that includes ongoing reflection, the teachers and their students are more likely to connect the service activities with content knowledge and skills development. According to Billig (2002) an important element of quality service learning is "teachers playing a strong mediating role in helping students to understand the meaning of their experiences and making explicit connections to curriculum" (p. 188). This will lead to the deeper learning that Guilfoile and Ryan (2013) have noted in connection with service learning.

WHAT RESOURCES WOULD BEST SUPPORT NEW JERSEY TEACHERS IN IMPLEMENTING SERVICE LEARNING AS A TEACHING METHODOLOGY?

When asked, in the initial survey, about supports currently in place for service learning, 31 respondents indicated that they had support in the form of assistance with coordinating their service learning endeavors, 19 indicated that they were provided with transportation, and 6 cited monetary support as helpful. Other forms of support listed include time for planning (n=2) and professional development (n=2).

When asked about what types of additional information regarding service learning would be meaningful for teachers, 96% or more of participants indicated that connections with community organizations, opportunities to network with other teachers who are interested in service learning, and sample service learning endeavors that link to the CCSS were "important" or "very important" to them. Of slightly less interest was information about grant funding (90% indicated as "important" or "very important"). In the follow-up survey, three themes emerged regarding support for service learning implementation—funding (n=4), professional development (n=3), and administrative support (n=2).

These results indicate that teachers need quality professional development to help them better understand the process of service learning and that this professional development must include administrators so they can understand this methodology and support teachers use of it by providing time to collaborate with colleagues and develop ideas and funding. An important outcome of this research is the development of a website that includes a clear overview of service learning, research to support this methodology, sample service learning endeavors, links to community organizations, and a means for networking with other service learning practitioners. The researchers recommend that interested educators view this site at njservice@weebly.com.

LIMITATIONS & FUTURE RESEARCH

The greatest limitation of this research is in the small sample size. The researchers would like to conduct an adapted version of this research with more New Jersey teachers or by opening it up to teachers throughout the United States. In addition, though open-ended format for several of the initial survey questions and for the follow-up questions allowed respondents to share information in their own words, there were several ideas that required clarifying. Using an interview structure and focusing on case studies of successful service learning may better trace the connections between this methodology and the CCSS.

CONCLUSIONS

The most striking finding from this survey is the need to support the implementation of quality service learning in New Jersey schools. When teachers incorporate all five stages of service learning into their practice and make connections with knowledge and skills explicit for students, then, the researchers believe that service learning will be perceived as an ideal methodology to support the CCSS. Professional development and networking with fellow service learning practitioners will support this shift.

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SERVICE-LEARNING BRING SOCIAL EMOTIONAL LEARNING TO LIFE!

By Chip Harris & Terry Silver

Service-Learning Brings Social & Emotional Learning to Life

Since the release of A Nation at Risk (U.S. Department of Education, 1983) and later the SCANS report, (United States, 1991) schools have struggled with identifying and teaching the skills the reports identified. Regardless of whether one calls them "soft skills" "employability skills", "workplace skills" or "21st Century skills, they are the "Necessary Skills" identified by SCANS and others, and are equal or more important than any established curriculum available. Still many educators are at a loss to teach them, incorporate them or otherwise instill them in their students.

The SCANS report identifies the workplace competencies as "foundation skills" and "workplace competencies." The Foundation Skills are classified as Basic Skills including Reading, Writing, Arithmetic, Listening and Speaking; Thinking Skills such as creative thinking, decision making , problem solving and reasoning) and Personal Qualities that include Responsibility, Self-Esteem, Self-Management and Integrity/Honesty. In addition, the Workplace competencies focus on Resources, Interpersonal, Information, Systems and Technology (United States, 1991). These skills and competencies are a challenge to teach. They cannot be taught by doing the exercises on page 27 of the text book. They must be incorporated using active, hands-on curricula. "To find meaningful work, high school graduates need to master certain workplace skills. SCANS calls these essentials 'foundation skills' and 'competencies'" (Whetzel, 1992).

There are many ways to incorporate these skills into class teaching. Service-Learning is one of the strongest. Service-Learning supports and engages the tenets of Social and Emotional Learning (SEL) and Invitational Education. "Social and emotional learning is the capacity to recognize and manage emotions, solve problems effectively and establish positive relationships with others, competencies that clearly are essential for all students" (Zins and Elias, 2006, p.1). "Invitational Education reflects …democratic ethos by emphasizing deliberative dialog, mutual respect and the importance of shared activities. The goal of the inviting approach is to have people work together to construct the ethical character, social practices and educational institutions that promote a fulfilling shared life" (Purkey & Novak, 2008, p. 9). These two concepts can work together though Service-Learning for the growth and development of the student while the greater community is being served as well. "Participation in Service-Learning, as an instructional strategy, creates a connection that offers the community solutions to often un-met needs" (Silver & Harris, 2009, p. 68) leading to a greater good.

Social and Emotional Learning

Social and emotional learning (SEL) involves developing competencies relating to interactions with people (e.g. adults, peers, community members) and regulating and expressing emotions. According to Collaborative for Academic, Social, and Emotional Learning Guide (2015), there are five core SEL competencies. Each is described below:

- Self-Awareness: the ability to recognize one's emotions and values. This includes understanding of strengths and limitations.

- Self-Management: being able to manage emotions with productive behaviors in order to achieve goals.

- Responsible Decision- making ethical, constructive choices about personal and social behavior.

- Relationship Skills – forming positive relationships, working in teams and dealing effectively with conflict.
- Social Awareness – showing understanding and empathy for others.

Research shows that teachers/adults who model the SEL competencies while working with students actually help them learn the competences themselves (Hattie, 2009).

In addition to role modeling the SEL competencies, it is important to teach the competencies in classrooms and community programs. SEL skills and academic success are positivity correlated in several studies (e.g. Blum & Libby, 2004; Hamre & Pianta, 2006; Hawkins, Smith, & Catalano, 2004; Jennings & Greenberg 2009; cited in Durlak, et al., 2011). SEL competencies support caring relationships between the teacher and the student and in student to students' relationships. In addition, there is an 11-percentile point gain on standardized tests in SEL enriched classrooms. Students who have explicit SEL skill instruction in which the skills are integrated into the academic curriculum show improved attitudes about self, others and school. This results in social behavior that is positive, leads to fewer conduct problems, and greater emotional stability and academic success.

SEL is highlighted in many research-based educational programs. Lions Quest and COMP (Classroom Organization and Management Program) have both intentionally threaded SEL competencies throughout their lessons in order to engage students fully in learning and benefit from instruction. New federal legislation has been introduced just this year that would require the NCER to carry out research on SEL impact. Comprehensive centers to provide training, professional development, and technical assistance regarding the use of scientifically valid teaching methods and assessment tools which impart SEL are being established across the nation as SEL research substantiates student gains.

It is clear SEL is taking the forefront in learning communities across the United States. In developing supportive and caring relationships while equipping students with tools to identify and regulate emotional processes, the ideal learning environment is accessible for all students to achievement academic success. SEL core competencies promote social and character development and reduce problem behaviors that impede learning. It is critical to enhance learning with SEL modeling and explicit teaching of the competencies.

Service-Learning

Service-Learning is a method for a hands-on application of SEL and specifically the skills identified by SEL. "Service-Learning is an instructional practice in which students perform service as a way of complementing the knowledge and skills learned in the classroom. Most service-learning activities are planned and implemented by students, based on authentic community needs." (Billig, 2002) Any service idea leading to an engaged activity developed by students can be a Service-Learning project. There are five steps to a strong Service-Learning activity all of which directly relate to SEL and SCANS. The acronym IPARD explains the process.

I is for Investigation (Cote, Zorn, & Liptrot, 2009) ("K-12 Service-Learning Toolkit," 2009). Student discussions centering on a community problem or issue will lead to the identification of a potential project serving a particular community. The community can be in the school or outside serving a community agency or any group. As long as the work being done by the students reinforces an item in the curriculum you have a good project. The investigation step utilizes prior knowledge to explore their community and identify some type of need. The students will ask questions and conduct research about the need and in the process collect data they will use later for evaluation. They will identify resources in their community and work together to identify their individual talents and skills to be used in the service (Cote et al., 2009) ("K-12 Service-Learning Toolkit," 2009).
P is for Planning/Preparation (Cote, Zorn, & Liptrot, 2009) ("K-12 Service-Learning Toolkit," 2009) (Kaye, 2004). As

involvement of the students increases, they will analyze the problem identified earlier to make decisions about a potential project. The decisions are team decisions developing yet, another skill. At this stage the students need to collaborate with school personnel and community partners to identify and deal with different points of view and perspectives. Through this process a plan for the service is developed (Cote et al., 2009) ("K-12 Service-Learning Toolkit," 2009) (Kaye, 2004).

A is for Action (Cote et al., 2009) ("K-12 Service-Learning Toolkit," 2009) (Kaye, 2004). At this stage, students take action through direct service, indirect service or advocacy. The action is meaningful and individually relevant to the students as they developed it and through the collaboration in the Planning stage is valued by those being served. The action steps allow the students to apply the skills learned in the classroom in a real setting that is also a safe environment. As a part of the learning, the students practice, probably make mistakes and correct those mistakes all leading to individual and group success (Cote et al., 2009)("K-12 Service-Learning Toolkit," 2009)(Kaye, 2004).

R is for Reflection (Cote et al., 2009) ("K-12 Service-Learning Toolkit," 2009) (Kaye, 2004). While Reflection is an instructional strategy in itself, it plays a very important role in the Service-Learning process. Multiple methods of reflection can be utilized such as journaling, discussion, art and role-play. When used properly Reflection is conducted before, during and following the service activity. While many

consider the reflection as a means to consider improvements it goes beyond that. Structured reflection considers what was done in the full process, what was accomplished through the activity and what it provided to all stakeholders and finally what will be the next steps in the process. Each participant gives and receives feedback and in the process evaluates the service and the learning experienced (Cote et al., 2009) ("K-12 Service-Learning Toolkit," 2009) (Kaye, 2004).

D is for Demonstration (Cote et al., 2009) ("K-12 Service-Learning Toolkit," 2009) (Kaye, 2004). Once the service experience is over and well reflected upon the students should show to their stakeholders and the general public what happened and the difference it made to the community served. In the process, students can demonstrate the skills learned and used during the previous steps. Finally, demonstrate and celebrate the successes of the full activity (Cote et al., 2009) ("K-12 Service-Learning Toolkit," 2009) (Kaye, 2004).

There are far too many examples of good Service-Learning projects to consider at any one time. True Service-Learning follows the IPARD process and actively engages students from the development of a project to the final evaluation with engaged Reflection at every step. With the help and support of their teacher(s), students identify a problem that is directly related to what they are learning. They plan and execute the project which affords them the opportunity to apply their learning in real world settings. They demonstrate their learning through the activities of the project and celebrate the success with the partners developed throughout. They also evaluate what they did so all understand what could have been done better. Throughout the process, they reflect on their learning, not only in terms of the specific project but the processes they experienced such as decision making, communications, expressing of ideas both verbally and in writing, conflict resolution and many more.

MERGING SEL & SERVICE-LEARNING

As illustrated in Figure 1.1 below, each step of the Service-Learning process allows for explicit instruction for and the development of SEL. While the process of Service-Learning follows a four-step progression (reflection being continuous throughout), the SEL core competences are taught and experienced throughout.

For example, the competency of Self-Awareness includes accurate assessment of one's own strengths and weaknesses. It is very important to understand one's own strengths as the project is planned so that each person can bring his or her strengths into various phases. In addition, students who are able to self-manage are able to motivate oneself toward personal and academic goals. Another example is during the action stage of service-learning. As a result of addressing issues through service-learning projects, students apply knowledge, skills and behaviors that give them a sense of empowerment, confidence, and accomplishment. They also develop stronger academic, social, emotional, ethical and civic skills. Combing SEL with service-learning is win-win for all involved!

CONCLUSION

Service-Learning and Social & Emotional Learning are natural partners. Since people learn best by doing and sharing with others, Service-Learning becomes not only a strong teaching and learning strategy for the specific course standards, it is also a means to experience the skills of SEL. While many educators and subsequent employers struggle to teach the skills of SEL, Service-Learning not only teaches the skills but offers a real-world and standard-based method for the student to not only learn these necessary skills, but to practice and experience what they have learned.

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SAVE THE DATE!

2016 Tennessee Conference on
Volunteerism and Service-Learning

February 28,29 & March 1st in Franklin, TN

We will have a Lions Quest training for on February 29th beginning at 1:00 and ending on March 1st at Noon.

If you would like to register for training, please fill out the form below and send to tsilver@utm.edu.

I am interested in the Lions Quest Training for (check the box for the training you would like to receive)

- ☐ Elementary K-5 (SFG)
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- ☐ High School (SFC)

Name: _____

School/Community Organization: _____

Number to be trained _____

Contact email: _____ Phone Number: _____

A Call for Papers for Serve InDEED Submissions accepted for Spring publication in the following areas:

- Reflective Essays
- Research Based Articles
- Service-Learning Pedagogy
- Community Building Projects
- Best Practices
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We seek to share ideas within all communities of service learning. Submissions are due no later than March 15, 2014

Goals of Serve InDEED, the Tennessee Journal for Service-Learning and Civic

Engagement

1. Share ideas and/or resources in order to bring together all communities under the umbrella of service.

2. Learn from one another regardless of rank or position, non-profit, faith-based, K-12 or Higher Education, volunteerism or service-learning.

3. Include students as important contributors to the body of research in service-learning.

4. Share reflective experiences which foster dynamic change in beliefs, biases, and judgments in order to move us toward a more peaceful society.

5. Contribute to the growing body of academic research in service-learning, civic engagement and volunteerism.

Manuscript Submission Process

The journal publishes two issues per volume (Fall and Spring). The blind review process is outlined below:

Submission of article in APA formatting, Times New Roman, 12 pt. font, double-space, 5-12 pages should be sent to the editors at serveindeed2012@gmail.com. Include in the subject box of the email the Word Submission and the category for which you want to be considered.

The categories are listed below.

Include one page abstract due by September 15 for Fall publication and March 15 for Spring publication.

Submit paper with Title page including author(s) contact information (title, organization, and email address or phone number).

Do not include names in the manuscript. Articles that are under review by another publication should not be submitted.

Place figures, tables and/or graphics at end of text and include where it will be placed in manuscript.

At the end of the manuscript, please include References in APA style.

The manuscript will be sent to the blind reviewers for consideration. Authors will be notified by editors upon submission. The review process will normally take 6-8 weeks. Manuscript responses may include acceptance, acceptance with revisions, acceptance for later publication or not in line with goals of journal.

SUBMISSION GUIDELINES

This journal seeks submissions from any of the following:

- K-12 Service-Learning
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- Community Partnerships in service
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- Non-profit organizations in service
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In the subject line of the email, indicate which type of article you are submitting from the following list:

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