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The purpose of this study was to investigate the perceived cognitive and affective growth among university students in a service learning class. In addition, the study also examined the perceived facilitators and the challenges and barriers to the service learning and mentoring process.

Participants were students enrolled in ESS 519 during the spring semester of 2003. During the first class meeting for ESS 519, all students completed a demographic questionnaire which included information regarding the student's service experience (e.g. community service, other service learning experiences), their class year and contact information. Students who met the following three criteria were invited to participate in the current study. The three criteria are: (a) no prior enrollment in ESS 519, (b) less than one month of any type of service experience, and (c) low self-reported scores on the pre-course knowledge questionnaire. The pre-course knowledge questionnaire was designed by the researcher to establish a baseline of knowledge for each participant about the five main curriculum areas taught in ESS 519. The five main curriculum areas were: (a) underserved and at-risk youth, (b) developing cross-cultural competences, (c) poverty and the impact on schooling and learning, (d) resiliency among youth, and (e) goal setting. Four students in ESS 519 met the study criteria. All four participated in the study.

Data were collected from the participants throughout the course of the semester. There were five data sources for this study. The five data sources were: (a) pre and post-course knowledge questionnaires, (b) mentor journal sheets, (c) in-class reflections, (d)

individual interviews, and (e) a focus group interview. Each participant reported an increase in their cognitive growth in all five curriculum areas. Perceptions of cognitive were deductively analyzed based on the five main curriculum detailed above. Each participant report differing levels of affective growth based on several factors. Each participant's perceptions of their affective growth were inductively analyzed based on emerging themes from raw data. In addition, the participants were able to identify the perceived facilitators and barriers and challenges to their service learning and mentoring experience. These were also inductively analyzed based on emerging themes.

The cross-case analyses results supported the perceived growth reported by the participants as a result of their service learning experience. This growth was consistent among all of the participants.

PERCEIVED COGNITIVE AND AFFECTIVE
GROWTH AMONG UNIVERSITY
STUDENTS IN A SERVICE
LEARNING CLASS

by

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CHAPTER I

INTRODUCTION

Recently, service learning has seen tremendous growth on university and college campuses throughout the United States (Gray, Ondaatje, Fricker, & Geschwind, 2000). A recent report issued from the “Learning in Deed” foundation concluded that between the years 1984 through 1997 service learning programs rose from 900,000 to 12.6 million on college and university campuses. In addition, a study conducted in 2001 by Campus Compact, the national clearinghouse for service learning housed at Brown University in Providence, Rhode Island examined the trends in community service among 349 colleges and universities in the United States. The results of the survey suggested that: (a) 712,000 students had participated in some form of service as a part of a higher education course; (b) 12.2% of faculty offered service learning courses; (c) 6,727 service learning courses were taught; and (d) 9% required service learning courses for graduation.

What is Service Learning?

Service learning is an educational pedagogy that combines service work that meets a community need, with course work that has been deliberately planned to study particular issues and/or a population. The definitions, which characterize service learning, are numerous and may vary based on the goals and objectives as defined by the institution performing the service, the students, the faculty, and the community it is serving. Thomas Ehrlich (1996) suggested that, “Service learning are the various

pedagogies that link community service and academic study so that each strengthen each other. Students learn best not by reading great books in a closed room, but by opening the doors and windows of experience” (as cited in Jacoby, 1996).

For many community agencies, service learning students provide a needed service that may fill a gap for the community service agency and may help to provide services that might not otherwise be available. For students, service learning provides an opportunity to put theory into practice while providing a meaningful service, which embodies the notion of civic and democratic action (Campus Compact, 1996). The Minnesota Campus Compact organization *From Charity To Change*, claims that service learning is a process by which students engage in community service work that significantly contributes to positive change and increased academic understanding, civic engagement, and a greater understanding of social issues (Astin & Sax, 1998; Astin, Sax, & Avalos, 1999; Driscoll, Holland, Gelmon, & Kerrigan, 1996; Markus, Howard, & King, 1993; Miller, 1994; Wang, 2000; Ward, 2000).

Generally, service learning experiences have common characteristics. First, service learning is a real, positive, and meaningful experience for the student. Second, service learning involves cooperation and teamwork. Third, service learning allows students to recognize and eventually act on complex social issues, rather than simply discuss the issues in a classroom. Fourth, service learning promotes a deeper understanding because there are not any correct answers. Through reflection, students are encouraged to contemplate their experience and how it affects them, the program participants, and the larger community (Eyler & Giles, 1999).

Ward's (2000) case study on four undergraduate students enrolled in a service learning course at the University of California at Los Angeles suggests three developmental outcomes for students engaged in service learning. Through self-reported data (journals, interviews) students reported that a service learning experience: (a) increased their content knowledge, (b) gained a stronger sense of self-empowerment, and (c) a desire to find purpose and meaning personally and in the community. Further, Fenzel and Leary's (1997) study used a blend of qualitative (interviews) and quantitative methods (self-reported surveys, Social and Personal Responsibility Scale) to examine the impact of service learning on cognitive gains and moral development. Twenty-eight students in an introductory philosophy class that uses service learning were compared to 28 students in a different section of the same introductory philosophy class that did not use a service learning component. The results indicated that students in the service section (a) felt more compassion towards disadvantaged populations, (b) were more committed to the idea of future service work, and (c) held a greater sense that they could make a difference.

Ernest Boyer, an educational scholar, believes that combining service and academic work may help students become an active, invested community member, while promoting social change. "The problems of our schools are inextricably tied to this larger problem-the feeling on the part of many youth that they are isolated, unconnected to the larger world outside their classrooms" (Boyer, 1990, p. 99). Boyer contends that all student experiences eventually define an academic experience and impacts the overall impression that students leave school with as learners and as citizens. Consequently, if

students feel unconnected and isolated from the community, they are less likely to engage in service work. Based on Boyer's thoughts, the following question was posed to the service learning community, "What can be done to ensure that service learning realizes its potential as one way to reconnect young people to their communities and make the curriculum come alive?" (Schine, 1996, p. 4). The answer to this question lies at the heart of service learning. Using course material to draw direct parallels with a student's service experiences to their course work helps them understand their experiences and makes them feel connected to the community. Service learning helps "reconnect young people to their communities and make the curriculum come alive" (Boyer, 1990, p. 99).

Academic scholars and practitioners suggest that service learning has many benefits in a curriculum (Batchelder & Root, 1994; Eyler, 2000; Hollis, 2002; Steinke & Buresh, 2002). Evidence suggests that service learning not only helps students understand course material better, but it also encourages students to foster their affective development. This is accomplished by increasing their understanding of different cultures and developing an empathy for those in need (Batchelder & Root, 1994; Eyler, 2000; Hollis, 2002; Steinke & Buresh, 2002). Beyond academic learning, evidence suggests that the benefits of service learning include: (a) an increase in the relevance of the "real world" for students engaged in service, (b) an increase in university-community collaborations and partnerships, (c) encouragement for faculty to be creative and reflective with their approach to teaching, and (d) empowerment to the students as learners, teachers, and leaders (Eyler, 2000; Gray, Heneghan, Ondaatje, Fricker, & Geschwind, 2000; Steinke & Buresh, 2002).

Eyler, Giles, and Braxton (1997) conducted a study to examine the impact of service learning on students overall academic experience. The researchers gathered data from over 1,500 students at 20 colleges and universities throughout the United States. Students were categorized as service learning or non service learning. Using a pre-test/post-test method, students in the two groups were compared at the beginning and the end of the semester. Results indicated that students who participated in service learning demonstrated (a) higher levels of self-efficacy, (b) a better understanding of social issues, and (c) higher tolerance for others.

The notion of service is explicit within the mission at the University of North Carolina at Greensboro. “The University of North Carolina at Greensboro is a student-centered university, linking the Piedmont Triad to the world through learning, discovery, and service” (Undergraduate Bulletin, 2007-2008, p. 9). At the University of North Carolina, Greensboro, a two-credit class called *Mentoring in Community Youth Development Programs (ESS 519)* aims to carry out the university’s mission of service by placing university students into Guilford County public schools where they are provided with the opportunity to mentor elementary schools students who is connected to a larger after-school program called Project Effort. *ESS 519* is offered in the spring and fall semesters of each academic school year by the Department of Exercise and Sport Science, which employs a service learning model to help university students better understand course material. A more detailed description of *ESS 519, Mentoring in Community Youth Development Programs* class is located in Chapter III.

Project Effort is an after-school program housed in the Department of Exercise and Sport Science at the University of North Carolina, which uses sport and physical activity to foster personal and social responsibility through Hellison’s (1985) Personal and Social Responsibility Model (see Table 1) with elementary school students. Under the direction of Dr. Tom Martinek, Project Effort utilizes graduate and undergraduate students in the Department of Exercise and Sport Science to assist with the daily planning and operation of the after-school programs. Graduate students who work in Project Effort are usually on an assistantship, which supports their academic endeavors through teaching and/or research in the area of Exercise and Sport Science.

Table 1

Hellison’s Personal and Social Responsibility Model

Level	Description
Level 1	Self-control and respect for the rights and feelings of others.
Level 2	Effort-trying your best and not giving up when challenged.
Level 3	Self-Direction-being able to work on your own.
Level 4	Caring and compassion-empathy.
Level 5	Take it outside the gym.

Throughout the course of the semester, the mentors are asked to focus on the 5th level of Hellison’s Model, “Take it outside the gym” with the Project Effort club member they are matched to work with. Mentors are seen as the bridge that connects what the

club members are learning in the gym, personal and social responsibility through sport and physical activity to school. Mentors are provided with strategies and methods through class lectures and readings in ESS 519, which assist them in helping their Project Effort club member, make the connection and “take it outside the gym.” Mentors are then asked to reflect on their mentoring experience using various reflection methods, directly linking their mentoring experience to their course content while they are engaged in their service work.

Through the reflective process, students are provided with an opportunity to make sense of specific mentoring experiences while linking them to appropriate and relevant course material. Overall, reflection allows students to better understand their service learning experience based on their own perceptions. Students’ individual understanding of what they learned and how they grew based on their service learning experience is critical information to examine. Students’ perceptions can greatly inform an instructor’s teaching methods. Therefore, asking students what they think they learned and how they learned it has the potential to provide rich feedback for instructor’s to undertake service learning endeavors and to make pedagogical adjustments when necessary. Further, students’ perceptions of what they learned and how they grew may assist in answering concerns or questions regarding their professional undertakings.

Purpose of Study

The purpose of this study was to investigate student perceptions of cognitive and affective growth through a service learning course. Four overarching questions guided this study:

1. How do students perceive their cognitive growth in a service learning course?
2. How do students perceive their affective growth in a service learning course?
3. What are the facilitators to the service learning and mentoring process?
4. What are the challenges and barriers to the service learning and mentoring process?

Limitations

There are several limitations to this proposed study. First, the participants for this study were purposively selected based on certain demographic criteria. This may limit the generalizability of the study. Second, the researcher has a relationship with the mentors and the mentees. Since I was the instructor for ESS 519 and in a position to administer grades for the participants in my study, an outside interviewer will conduct all interviews. Finally, all data collected are self-reported. Therefore, allowances for potential social desirability on behalf of the participants may have to be accounted for.

Assumptions

It is assumed that participants are completing the required class reading assignments, which supplement the course material for ESS 519. It is imperative that students complete their reading assignments based on the fact that one of the fundamental premises of service learning is that students are able to connect course theory, which may be in their readings, to their practical experiences. Also, it is assumed that participants will complete the required assignments (e.g. mentor journal sheets, semi-structured reflection papers) for ESS 519. These assignments, the mentor journal sheets and structured reflection papers are part of the data collection process.

Significance

This present study is significant for theoretical, as well as practical reasons. The results of this study have the potential to:

1. Add to the already existing body of literature on service learning regarding cognitive and affective gains through service experiences as a part of course work in a university setting.
2. Add new perspective to the mentoring literature. To date, little has been documented about combining the process of mentoring with service learning. Given that, recommendations for changes to ESS 519 using a service learning framework maybe possible.
3. Transference of the research findings to other mentoring or service learning programs, which involve university students working with youngsters.

Marshall and Rossman (1999) promote the idea of transferability rather than generalizing findings. Transferability allows people to examine the findings and relate commonalities between specific program characteristics and unique program needs.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to provide an overview of service learning as well as an overview of a school based mentoring program that acts as a bridge to connect an after-school sports program that uses physical activity to foster personal and social responsibility to the classroom. The following sections will highlight the chapter: (a) a general introduction to service learning, (b) exploring the roots of service learning in theory and in practice, (c) the current status of service learning in higher education in the United States (d) service learning as a pedagogical method, (e) possible problems and methodological concerns with service learning, (f) the research surrounding service learning, (g) service learning and a call to Exercise and Sport Science, (h) mentoring and mentor characteristics, (i) school-based vs. community-based mentoring, and (j) the research surrounding mentoring.

Introduction to Service Learning

Service learning has become the “pedagogy of the 1990’s” across many university and college campuses (Hironimus-Wendt & Lovell-Troy, 1999, p. 360). This pedagogical method places students in field experiences, which enables them to link classroom theory, thoughts, and ideas with practical experiences through purposeful reflection. The Corporation on National and Community Service defines service learning as a “method through which citizenship, academic subjects, skills, and values are taught. It involves

active learning-drawing lessons from the experience of performing service work.”

Campus Compact, the national service learning clearinghouse, located at Brown University in Providence, Rhode Island expanded the service learning definition to include critical thinking. “Service learning is a teaching method which combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility.”

Service learning programs involve students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community. Service learning objectives can be defined differently, based on the goals of the curriculum, student interests, university agenda and community needs. However, the spirit of service learning maintains specific, fundamental characteristics regardless of the goals of the curriculum, student interests, and community needs. Service learning is the integration of course content that meets a community need through civic action and engagement. Further, students are encouraged to develop their affective learning skills through various forms of reflection.

The Roots of Service Learning

The research surrounding the effectiveness of service learning has begun to surface over the past 10 years (Batchelder & Root, 1994; Billig, 2000; Carin & Carin, 1999; Collier & Morgan, 2002; Conrad & Hedin, 1991; Dodd & Lilly, 2000; Dundon, 2000; Eyler, 2000; Giles & Eyler, 1994; Hironimus-Wendt & Lovell-Troy, 1999; Hollis, 2002; Steinke & Buresh, 2002). However, the notion of service learning and the implications for learning through service can be found in the early works of Aristotle

(MacNichol, 1998). Aristotle proposed that, while some things are “best learned through formal instruction, there are others, like the habits of the heart that require doing” (MacNichol, 1998, p. 9).

Academic scholars suggest that service learning is also deeply rooted in John Dewey’s ideas regarding experience and education (Giles & Eyler, 1994). The fundamental characteristic of Dewey’s educational philosophy is the “connection between education and personal experience” (Dewey, 1938, pp. 25). Dewey theorized that education begins with a concrete experience that is processed by the learner, resulting in useable knowledge (Dewey, 1938). Dewey never combined the words “service and learning” to describe what he believed constituted a reflective and purposeful education. Instead, Dewey spoke and wrote of experience and education that benefits the learners and the people being served. Dewey believed that all genuine education is the result of the integration of experience and education, which lead him to develop and eventually define two educational principles that explain how experience and education can interact with and impact each other (Dewey, 1938, p. 25). Dewey’s two educational principles are called, “The Principle of Continuity” and “The Principle of Interaction” (Giles, 1990, p. 258).

The Principle of Continuity asks educators to look beyond the current state of the educational experience that the student is engaged in and helps the student anticipate how the experience may affect future “growth and development” (Giles, 1990, p. 58). Service learning scholars and practitioners support Dewey’s idea of future growth suggesting that academic service learning engagement leads to a better understanding of course material

with a higher retention rate, a desire to continue service work in the future, and a better understanding of community needs (Chapin, 1998; Collier & Morgan, 2002; Driscoll & Holland, 1996; Gray et al., 2000).

Dewey's second principle, "The Principle of Interaction," provides criterion by which the quality of an experience can be assessed (Giles, 1990). Within this principle, educators are asked to balance the internal (student's experience) with the external (the learning site). "Application of this principle interprets the educational value of an experience by considering both elements of experience and by demanding that there be a goodness of fit or a transaction between the two" (Giles, 1990, p. 259). Dewey contends that because the second principle, "The Principle of Interaction," involves a social relationship, it is the most dynamic of the two principles. "Above all," Dewey wrote, "educators should know how to use the surroundings, physical and social, that exist so as to extract from them all that they have to contribute to building up experiences that are worthwhile" (Dewey, 1938, p. 35). Considering Dewey's two educational principles and his thoughts on experience, the ultimate goal of education for Dewey was "active participation in the classroom, community, and in democracy to create a more ethical society based upon pragmatic, humanistic principles" (Wurr, 2001, p. 32).

Although Dewey was the early, prevalent presence in education who believed in the integration of practical, hands-on experience and curricular work, there were other efforts, which stem from and were supported by other educational and political entities. These efforts helped to promote and sustain Dewey's service and academic beliefs and paved the way for service learning and its current state. Table 2 details a historical

timeline modified from the National Service Learning Clearinghouse, which included important historical dates and efforts that contributed to the development of service learning.

Table 2

Service Learning Historical Timeline

Date	Event
Circa 1905	John Dewey developed the intellectual philosophies for service learning.
1944	The GI Bill links service and education.
1961	JKF establishes the Peace Corp.
1966-1976	“Service learning” phrase used to describe the TVA funded project in Tennessee, which linked students and faculty with tributary, are development organizations.
1971	White House Conference on Youth report full of calls for linking service and learning.
1971	The National Center for Public Service Internships was established.
1978	The National Society for Internships and Experiential Education is formed.
1979	“Three Principles of Service Learning” published in “The Synergist.”
1985	Campus Compact, the national service learning clearinghouse is established.
1989	Wingspread Principles of Good Practice in Service Learning submitted.
1990	The National Community Service Act is passed and signed by congress.
1993	Association of Supervision and Curriculum Development recognizes and endorses the importance of service and learning.
Sept 1993	President Clinton signs the National Community Trust Act.
1993	President Clinton introduces AmeriCorps and the Corporation for National Service.
1994	Congress passes the Service Act of 1994.

The Current Status of Service Learning in Higher Education in the United States

According to the National Service Learning Clearinghouse (1998), there are more than 6.7 million students in public and private 4-year higher education institutions in the United States. Of that 6.7 million, 30% reported participating in a course where service learning was part of the course's infrastructure (Astin, Vogelgesang, Ikeda, & Yee, 2000). A breakdown of the 30% indicated that 1.5 million students participated in service learning at private institutions and 350,000 students participated in service learning at public institutions.

In 1993, Congress passed the National and Community Service Trust Act, which established the Corporation for National Service (CNS) and AmeriCorps. At that time educational policy makers began to make distinctions between what defined community service work, volunteerism, and internships from service learning (Gray et al., 2000; Hollis, 2002). Table 3 summarizes the different characteristics of the different types of service work.

Questions began to arise from faculty members and administrators in higher education who were being asked to fund, promote, and support the service learning movement on their campus, about how service learning was different from community service work, volunteerism, and internships.

Community service is generally viewed as "service performed by individuals for the benefit of others, for an organization, and/or the community" (Hollis, 2002).

Table 3*Distinctions between Service Learning, Internships, and Community Service/Volunteering*

	Needed Service Determined by Community	Course	Reflection	Focus/Emphasis/Objectives
Service learning courses	Yes In most cases not done in “for-profit” companies	Yes	Yes	<ul style="list-style-type: none"> • Civic Learning • Responsible Citizenship • Course material is presented in the classroom and experienced within community setting
Internships	Yes For-profit and Non-profit Employers	No Usually a culminating experience which is not tied to one class	Yes	<ul style="list-style-type: none"> • Theory to professional practice • Career preparation • Career exploration • Universal job skills
Volunteering/Community Service	Yes	No	No	<ul style="list-style-type: none"> • Personal/organizational interests

Volunteerism is a self-generated, civic engagement that the student seeks out which provides a service for the community that the student is interested in. Internships supplement curricular material and possibly curricular material from numerous courses. An internship is typically the culminating experience for a student’s educational experience. Internships differ from service learning because internships typically serve as the culminating educational experience which may be the focus of an entire curriculum and professional development, whereas service learning focuses on one class in the curriculum and aims to foster civic engagement; professional development may be a by-

product of the experience. In addition, service learning provides structure time for reflection so that the learner can make connections between the service experience and the course material (Gray et al., 2000; Hironimus-Wendt & Lovell-Troy, 1999; Hollis, 2002).

In response to the question, “How is service learning different from other community service efforts?,” service learning educators in higher education began to define service learning through a set of criteria, which was tied to academic learning objectives. Service learning scholars (Burns, 1998; Eyler & Giles, 1999; Howard, 1998, Rhodes & Howard, 1998; Wade & Saxe, 1996; Weigert, 1998; Wright, 2000) submit that service learning can be distinguished from community service, volunteerism, and internships; based on six key elements:

1. The student provides meaningful service to the community that is useful or helpful and makes a contribution.
2. The service that the student provides meets a community need or a goal of some kind.
3. Members of the community define the need.
4. The service provided flows from course learning objectives.
5. Service is integrated into the course through assignments that include a form of reflection.
6. Assignments must be graded and assessed based on the learning, not the service provided.

According to Gray et al. (2000), Hironimus-Wendt and Lovell-Troy (1999), and Hollis (2002), service learning involves deliberate integration of classroom theories, thoughts, and ideas with practical, organized field experiences. While the service goals between service learning, community service and volunteerism, are similar, the key distinction for service learning is the direct tie to academic course material, critical, reflective practice, and deliberate placement of students in community agencies where they are meeting a community need. In addition, students are likely to encounter issues, concepts, theories, or populations of people they are studying in the classroom. Table 3 provides a summary of the key distinctions between service learning, community service, volunteerism, and internships.

Possible Problems and Methodological Concerns with Service Learning

Conrad and Hedin (1989) suggest that service learning research need to combine qualitative and quantitative research methods. This may allow researchers who support service learning, to develop new instruments, which measure “complex variables” (Conrad & Hedin, 1989, p. 342). Despite the fact that there have been numerous studies that demonstrate the potential, positive effects of service learning outcomes, some critics charge that there are methodological problems with service-based research. Researchers who question service learning as an effective pedagogy, point to the difficulties identifying and defining the “relevant variables, controlling confounds, and finding suitable instruments” (Batchelder & Root, 1994, p. 342). Further, researchers who critique the recent service learning findings suggest that most of the recent research consists of anecdotal evidence (Batchelder & Root, 1994).

In addition to methodological and researcher concerns, there is also some apprehension regarding the practicality of service learning in education. “Some educational policy makers maintain the belief that service programs are exploitive” (Furco, 1994, p. 396). They claim that not only do service learning requirements distract the learner from their academic endeavors, these same service learning requirements are fulfilled with a community agency that “benefit the special interest groups that support and sponsor the program” (Furco, 1994, p. 396).

Tensions not only exist for educational policy makers regarding service learning, but also for the university faculty who engage in service learning. Some faculty members feel that service learning will result in more paper work and will simply disengage the student from the classroom (Furco, 1994; Kezar & Rhoads, 2001). Beyond the academic and classroom concerns, educators who are in a position to teach service learning courses, raise concerns from a community standpoint. For students who are required to participate in service learning, but would rather not, educators claim that these could lead to five potential “pitfalls” (Hironmus-Wendt & Lovell-Troy, 1999, p. 367).

First, “unless properly trained, students engaged in service learning may fall into the trap of ‘blaming the victim’” (Hironmus-Wendt & Lovell-Troy, 1999, p. 367). That is, students may not understand why the people they are serving cannot help themselves. Second, university students are placed with a community agency that deals with specific sociological issues; this environment may continue to reinforce certain stereotypes and biases for university students who are uninformed. Third, students may have a hard time relating to and understanding people who are different from them. “Some students cannot

imagine that they might have the same life chances or possibilities as those less fortunate” (Hironmus-Wendt & Lovell-Troy, 1999, p. 367). Fourth, students may feel as though they need to “fix” the community agency or person with whom they are working. Fifth, students may feel unprepared to enter a service relationship because they may feel as though they don’t have enough classroom theory behind them (Hironmus-Wendt & Lovell-Troy, 1999).

Research Surrounding Service Learning

Research on service learning based outcomes indicates that it has a “generally positive but modest effects on students’ psychological, social, and cognitive development” (Batchelder & Root, 1994, p. 342). Further, numerous service learning scholars submit that students who enroll in service learning classes show greater increases in social and civic responsibility than student who do not enroll in service learning courses (Cognetta & Sprinthall, 1978; Conrad & Hedin, 1982; Newmann & Rutter, 1983). Furco (1994) explained that quantitative and qualitative studies have shown that well designed service learning programs can “enhance student’s academic learning, improve self esteem, increase motivation towards school, and develop leadership and higher order thinking skills” (p . 395).

In an attempt to study service learning and civic outcomes, Mabry (1998) used a pre-test/post-test design, which contained items that related to students’ social values and civic attitudes. The pre and post-questionnaires were administered to 144 students in a service learning course during the fall semester of 1997 at a larger mid-Atlantic university. The intentions of the study was to determine the following: (a) the number of

hours students spent in their service activities and how that number impacted their perceived civic learning, (b) the extent that the community benefited from the number of hours students spent on site, (c) perceived course influence on civic growth, and (d) self-reported academic learning. In addition to the pre and post-questionnaires, in-class and out-of class journaling was used to augment data from the questionnaires. Parker-Gwin and Mabry (1998) identified the independent variables as: (a) number of contact hours, (b) benefits for the people who the service-learners served, (c) frequency of reflection, (d) variety of reflection, and (e) socio-demographic information. Mabry identified the dependent variables as (a) personal and social values and civic attitudes, (b) course impact on civic attitudes, and (c) academic benefits of service learning. Using an ANOVA analyses and partial correlations, Mabry's results revealed that students' pre-course personal and social responsibility and civic attitudes varied by self-reported socio-demographic characteristics. Second, Mabry's results suggested that in order to have a significant impact on personal values and civic attitudes and the people being served, students need to spend at least fifteen to nineteen hours at their service site. Also, frequent contact time with the people being served is necessary in order to impact students' values and attitudes. In addition, the results revealed that significant contact time might also contribute to higher academic achievement in a service learning course. Also, regular reflection is needed in and outside of class, to determine how well students are making connections between course content and their service experience.

Batchelder and Root (1994) conducted a study titled "Effects of an undergraduate program to integrate academic learning and service: cognitive, prosocial cognitive, and

identity outcomes.” The purpose of the investigation was to study the effects of key characteristics of service learning experiences on the cognitive, moral, and ego identity development of undergraduate students. Two hundred twenty-six students were recruited by the researchers from undergraduate classes at a small, mid-western liberal arts college. Using a series of paired t-tests and a multiple regression analysis, the results of the study suggested that participation in service learning at the university level fosters student development in areas that a traditional university curriculum cannot account for. Participants made greater gains than students in traditional classes when it came to thinking about social problems on a complex level, increase autonomy with moral and prosocial decision making, and advanced forms of multidimensional thinking regarding their personal identity issues. Finally, students in service learning scored higher on exams and reflections which contained course content knowledge as connected to their service experiences.

The Executive Summary on service learning from the University of California, Los Angeles reported the results from a study of 22,236 college undergraduates attending a random, national sample of baccalaureate granting colleges and universities from 1994-1998. Thirty-three percent of the students in the study participated in service learning during college, and another 46% participated in other forms of volunteer, community service. Twenty-four percent of the students who participated in the study did not participate in service learning or any other type of service work while at a college or university. The principal findings suggested that service participation shows significant, positive effects on outcome measures, which include, academic performance (GPA,

writing skills, critical thinking), self-efficacy and leadership skills, professional career attainment, and plans to continue service after college.

Because service learning requires the integration of classroom material with real life experiences, the conceptual and experiential framework of service learning is thought to encompass two general learning domains, cognitive and affective. Cognitive learning objectives are seen as an increase in knowledge, new or reinforced, and/or the ability to understand a new theory, while attempting to either implement it or acknowledge it in a practical setting. Affective learning lends itself to an understanding of emotion in a situation and the ability to acknowledge the dynamics of relationships.

Cognitive and Affective Learning Domains

An in-depth and critical look at the service learning literature reveals that the cognitive and affective learning objectives cannot be exclusively separated. Although researchers have attempted to specifically identify distinct cognitive and affective learning objectives from one another, most research suggests that these two learning objectives intertwine with and more importantly, depend on each other.

King and Schuford (1996) argue that there is confusion when attempting to distinguish between cognitive and affective learning domains. “Does, for example, increased cultural understanding reflect an affective outcome, connected to attitudes, or does it reveal cognitive growth, as in more complex thinking about diversity?” (King & Schuford, 1996, p. 36). Giles and Eyler (1994) claim that social responsibility, which tends to affiliate itself with an affective component, needs to be reexamined as a cognitive outcome.

A complex and less individualist view of people's problems and needs are consistent with a commitment to community service. This dimension includes reductions in stereotypes, development of empathetic understanding, and a stronger sense of the social, structural elements of opportunity and achievement. (p. 330)

There have been numerous contributions to the affective outcome literature which suggests that service learning contributes to increases in cross cultural competencies and a more accepting attitude of cultural differences (Coles, 1993; Myers-Lipton, 1996; Rhoads, 1997). Myers-Lipton (1996) used a racism scale to determine student attitudes regarding racism. Using a pre-post course design, Myers-Lipton separated his population into three groups: (a) students with no service learning experience, (b) students with some service learning experience (14 hours or less), and (c) students with extensive service learning experience (2 semesters or more). Myers-Lipton's results suggested that at the pretest stage, all three groups scored similarly on the racism scale. However, at posttest, the group with the most service learning experience showed the largest decrease in self-reported racism. Neither political orientation, gender, or race were predictors of change for racism.

Dunlap (1998) used a case study design and collected semi-structured journal entries from students, which were analyzed for multicultural themes that emerged from a semester-long, service learning course. The journal entries produced three dominant themes that emerged as evidence as an increase in awareness regarding multicultural issues. The three dominant themes were: (a) awareness of personal philosophy regarding racial issues, (b) concerns regarding specific multicultural or race-related incidents, and (c) resources that students relied on to put their experiences into a larger perspective.

Chapin (1998) suggests that service learning should be centered on a “social action perspective” (p. 75). Social reconstruction and a transformative experience are characteristics of service learning goals. Using three measures, Giles and Eyster (1994) examined changes in social and personal responsibility among undergraduate university students as a result of a service learning experience. Outcomes suggest that students feel that they can make a significant difference and that they should be involved with leadership endeavors in their community based on their service learning experiences.

Dodd and Lilly (2000) submit that the benefits of engaged community service learning include “a deeper understanding of self in relation to diverse members of a given community, a broader knowledge of human service agencies, and empowerment” (p. 77). McKenna’s (2000) study suggested that students developed better self-awareness in society and an increase in understanding diverse populations through service learning experiences. Self-confidence, self-esteem, civic-mindedness, and personal efficacy are all evidence that points to increases in the affective domains of the students who participate in service learning (Astin & Sax, 1998; Boss, 1994; Conrad & Hedin, 1982; Eyster & Giles, 1996; Gray et al., 1996; Luchs, 1981).

Cognitive learning objectives “ought to be the cornerstone of service learning” (Kezar & Rhoads, 2001, p. 154). Educational goals that encompass the gaining of new knowledge are supported in the service learning literature. Cooper (1998) pointed out that there is “strong evidence linking service learning to advancing writing skills” (as cited in Kezar & Rhoads, 2001, p. 156). There are several studies, which suggest support for service learning and cognitive outcomes through an increase in course comprehension

(Giles & Eyler, 1994; Hesser, 1995; Hudson, 1996). While the research results on cognitive development through service learning are mixed, some studies reported a strong relationship between service participation and subject matter knowledge (Conrad & Hedin, 1982; Hamilton & Zeldin, 1987; Hursh & Borzak, 1979). Using a blend of qualitative (essays) and quantitative methods (GPA, and grades), Balazadeh (1996) examined the learning process and grade achievement of students in a service learning class as compared to students who weren't in a service learning class. Overall, Belazadeh (1996) reported that the students in service learning earned higher exam grades than their peers who didn't participate in service learning. The service learning students also earned higher final grades than their peers who didn't participate in service learning.

In addition to helping students understand classroom material and content, it is said that service learning may also increase critical thinking skills, while integrating a purposeful, interdisciplinary education (Gray et al., 2000). A study at the University of Michigan suggests that service connected to specific courses might enhance the learning of the course content (Markus, 1993). Eyler and Halterman's (1981) study suggested that college political interns, who provided legal service in a community setting, had a better understanding of the legislative process than their classmates didn't participate in the service experience.

An estimated 23 million people engage in some type of community service work each week, at least 5 hours a week (Stukas, Snyder, & Clary, 1999). Of those 23 million, it is not known how many people are participating in required community service work. Service learning scholars are beginning to examine attitudinal differences among

community service workers whose service work is mandatory versus self-propelled. “Most theories about the undermining interest in an activity suggest that this effect may be strongest for individuals with initial interest in the activity” (Stukas et al., 1999, p. 195). Therefore, it has been proposed by service learning scholars that students who are required to do community service work as a part of their academic curriculum, should be encouraged to choose a community agency site that not only meets course criteria, but also individual interest. There are some students who welcome the service component as a part of their educational experience. However, there are some students who feel that a service component is unnecessary. The intention to continue service work when it is no longer required by the curriculum is an area of service learning that is currently being heavily examined (Astin & Sax, 1998; Driscoll et al., 1996; Eyler & Giles, 1999; Giles & Eyler, 1994; Vogelgesang & Astin, 2000).

Service Learning and the Call to Exercise and Sport Science

Within the past decade, there has been an influx in the literature regarding the “social responsibilities of the university” (Lawson, 1997, p. 8). The emphasis to develop university students as critically thinking, democratic citizens, through service learning experiences on university and college campuses, can be found in many disciplines in a higher education curriculum. One of those calls has been sent to Exercise and Sport Science. Throughout the country, there have been a pleas to experts in exercise and sport science in higher education to use sport and physical activity as a means to foster various character efforts with youth populations with the assistance of university students (Cutforth, 1997; Cutforth & Puckett, 1999; Danish & Nellen, 1997; Hellison, Martinek,

& Cutforth, 1996; Martinek & Hellison, 1997; Miller, Bredemeier, & Shields, 1997; Romance, Weiss, & Bockoven, 1986).

This effort is found typically in the form of campus-based or community-based after-school programs or in-school programs, where university students and their professors conduct programs that use sport and physical activity as a means to meet a community need (Cutforth, 1997; Cutforth & Puckett, 1999; Martinek & Hellison, 1997). This effort is being generated on campuses throughout the U. S. by a group of university scholars, known as the “Urban Youth Partnership” (Hellison, 2000). The “Urban Youth Partnership” consists of six university professors who conduct in-school and after-school programs where university students assist with the programs as a part of a course requirement. Through this partnership, these scholars engage university students in service work that meets a community need through after-school or in-school programming.

One example of this effort can be found at the University of Denver where Dr. Nick Cutforth and his university students operate the “Energizers.” The “Energizers” is an elementary after-school program that serves the youngsters from the northwest section of Denver. A demographic profile of the elementary school students being served by the after-school program reveals that the students are 4th and 5th grade Mexican-American boys and girls who live in a low-socioeconomic status. University students serve as the staff for this club and with the assistance of Dr. Cutforth, an after-school program that uses sport and physical activity to foster personal and social responsibility is offered. Another example of this effort can be found at the University of Illinois at Chicago. With

the help of university students, Dr. Don Hellison, provides an apprentice teacher program to underserved youth from the south side of Chicago. Through this program, Hellison uses his PSRM and characteristics of empowered leadership to help urban youth teach other youth about self direction, effort and personal and social responsibility.

For the purposes of this study, a service learning framework is centered on a school-based mentoring class, which is a part of a larger after-school program called Project Effort. Under the direction of Dr. Tom Martinek, who is a professor in the Department of Exercise and Sport Science at the University of North Carolina, Greensboro, and an Urban Youth Partner, Project Effort integrates sport and physical activity with Hellison's PSRM (1995), as described in Chapter I.

The youngsters who participate in the Project Effort after-school program have been referred to the program by school officials (i.e. classroom teachers, principals) who have identified the youngsters as struggling to make it in the mainstream of school. The criteria by which the students are identified are:

1. Low academic performance
2. High probability for office referrals.
3. Problems making it in the social mainstream of school

Youngsters are first referred to the Project Effort after-school program in the third grade, from one feeder elementary school in Greensboro, North Carolina. After that, each Project Effort club member is guaranteed a spot in one of the many Project Effort after-school programs (see Table 4) as they progress through their academic career. Project Effort offers the following after-school programs:

Table 4***Project Effort Program Outline and Description***

Name of Program	Day and Meeting Time/Place	Purpose of Club
Elementary School Club	Thursdays and Fridays, 3:00-4:15 p.m. Coleman Research Gym, UNCG	To teach the young club members the different levels of personal and social responsibility through sport and physical activity, while encouraging them to make good decisions.
Middle School Clubs	Mondays and Tuesdays, 3:30-5:00 p.m., Coleman Research Gym, UNCG	To continue to teach the club members the different levels of personal and social responsibility through sport and physical activity, while shifting the focus away from the teacher directed model and placing the club's responsibility in their hands.
The Youth Leader Corps (high school students)	Wednesday, 4:00-5:30 p.m., Coleman Research Gym, UNCG	The Youth Leaders are responsible for teaching younger students from various community agencies different sport and physical activity skills while integrating Hellison's (1995) PSRM.

In addition to club membership, Project Effort club members are matched with a mentor. The mentoring component is what makes Project Effort unique from most other sport and physical activity programs. Mentors are viewed as the bridge that joins Hellison's (1995) PSRM between the club setting and the club member's school setting and home environment. Ideally, mentors focus on Hellison's fifth level, "Take it outside the gym," during their mentoring sessions. Mentors encourage their youngster to use

Hellison's first four levels during their mentoring sessions by teaching their youngster how to use the levels at school and at home through goal setting.

Mentoring and Mentor Characteristics

The word mentor originated from a story in Greek mythology. Mentor was a loyal friend and advisor to King Ithaca of Odysseus. When King Ithaca left to fight the Trojan War, he entrusted the development of his son, Telemachus to Mentor. When King Ithaca returned from the war, many years later, he found that a strong bond had formed between Mentor and his son, Telemachus, as a result of Mentor's positive contributions to Telemachus's moral and spiritual growth. Since that time, the term "mentor" has come to mean a "wise and loyal advisor, friend, or coach" (Martinek, 1996).

Current mentoring definitions have been expanded to include specific characteristics that help to define what an effective mentor is. According to the National Mentoring Partnership in Washington, D. C., effective mentors are positive, adult role models who provide youngsters with support, friendship, and positive reinforcement. Effective mentors are also active listeners who care about the youngster and want to build on the youngster's strengths (National Mentoring Partnership, 2007). Effective mentors are able to acknowledge their own value system and how it influences their mentoring relationship. In some instances, mentors are working with youngsters from different cultural, racial, ethnic, and socioeconomic backgrounds. Therefore, effective mentors need to make repeated conscious efforts to keep their value system in check and understand that their values may not coincide with the youngster's. Herrera (1999)

developed a list of characteristics that emerged as “qualities of successful mentors” based on a survey conducted with the National Mentoring Partnership.

1. Have a sincere desire to be involved with a young person
2. Respect young people
3. Listen actively and hear the emotion in a statement
4. Empathize
5. See solutions and opportunities for problem solving
6. Be flexible

School-based Mentoring vs. Community-based Mentoring

According to the National Mentoring Partnership in Washington D.C., in 1997 there were 45,000 children on a waiting list with the Boy’s and Girl’s Clubs of American waiting for community mentors. To increase the number of children who have mentors, several mentoring efforts have been initiated. One of the most popular and rapidly expanding initiations is school based mentoring programs. School-based mentoring programs are different from community based mentoring programs. First, school based mentors help youngsters with academic work as well as social and behavioral components, where as community based mentors largely focused on the social aspects of working with a youngster. School-based mentoring programs take place at the youngster’s school during the school week. Community based mentoring programs take place outside the school setting, in a social setting. Community based mentoring programs focus on the social aspect of the mentoring relationship, whereas a school based

mentoring program combines the social aspects of mentoring with an academic focus. (National Mentoring Partnership, 2000).

Generally, school-based mentoring programs are characterized by the following components:

1. *Lower operating cost than community based programs.* Because school-based mentoring programs are housed at a youngster's school, the operating cost of the mentoring agency is considerably lower. The agency is not responsible for renting and maintaining a meeting space for the mentor and the youngster.
2. *More cross-gender matches.* With community-based mentoring programs, male mentors can only be matched with male youngsters and the same is true for female mentors and female youngsters. The Boy's and Girl's Club of America reported in 1997 that there was a major shortage of community based male mentors. With a school-based mentoring program, male mentors can be matched to work with either male or female youngsters and the same is true for female mentors. Therefore, the number of male youngsters waiting to be mentored may be considerably less in school-based mentoring programs, unlike community-based mentoring programs.
3. *More on site supervision.* In school-based mentoring programs, the mentoring takes place at the youngster's school. For that reason, adults such as other teachers and staff members are prevalent in the school setting, which allows more adult "supervision."

Research Surrounding Mentoring

Recent research shows that providing a youngster with consistent adult support through a well-supervised mentoring program results in positive outcomes (Herrera, 1999; Tierney & Grossman, 1995). Improvements in academic performance, which includes an increase in grades, school attendance and less office referrals are possible positive results. Relationships with family members, as well as other older adults, and the prevention of drug and alcohol initiation, are all positive outcomes of a school-based mentoring relationship (Herrera, 1999; Tierney & Grossman, 1995). Generally speaking, the research conclusions submitted by various mentoring agencies are promising.

In 1995 a study completed by the Big Brothers and Big Sisters organization examined the impact of students who were working with a mentor through self-reported surveys. Forty-six percent of the students were less likely to use illegal drugs, while 27% were less likely to use alcohol. Fifty-three percent of students working with a mentor were less likely to skip school and 33% were less likely to hit someone else.

In 1996, The Center for Intergenerational Learning at Temple University in Philadelphia conducted a survey of students who participated in a school based mentoring program called “Across the Ages” found that students in this mentoring program were less likely to display negative classroom behavior. In addition, students who were being mentored in this program had improved relationships with adults (e.g. teachers) and showed an improvement in attitude with regards to life span and life skill development (National Mentoring Partnership, 2000).

In a 1998 poll by Louis Harris, 73% of the students who worked with a mentor reported that their mentor helped them raise their goals and expectations, while 59% improved their grades. A 1998 study conducted by Proctor and Gamble, investigated the impact of mentors who worked with students in the Cincinnati public school system. The conclusions identified four major themes. Students who were being mentored were (a) more likely to stay in school, (b) attend classes, (c) aspire for better grades, and (d) to go on to college.

Summary

The potential for service learning to impact a student's university experience is clear. University students, faculty members, community agencies, and community members may benefit from service learning when implemented correctly. The call to universities to connect to the community and provide programming that might not otherwise be possible is necessary. Departments of Exercise and Sport Science have the potential to have a major impact on the implementation of service learning with specific discipline based course content. Based on personal experience, students in departments of Exercise and Sport Science tend to be tactical or kinesthetic learners (Gardner, 1983). Students learn best through practical methods and hands-on application of conceptual knowledge, course theory, and discipline specific ideas, which service learning provides opportunities for.

CHAPTER III

METHODOLOGY

The purpose of this study was to describe the perceived cognitive and affective growth of university students in a service learning course. In addition, the study also investigated the challenges and barriers and facilitators of the mentoring and service learning process as perceived by the participants. The following chapter provides an overview of the following: (1) the educational setting and curriculum areas, (2) research design, (3) procedures for participant selection and data collection methods and (4) data analysis and trustworthiness.

The Educational Setting and Curriculum Areas

ESS 519, *Mentoring in Community Youth Development Programs* used service learning as an instructional pedagogy to help university students better understand: (a) the many psychosocial issues that affect the overall elementary learning experience of students from a lower socioeconomic background and (b) strategies for developing a mentoring relationship with an underserved, elementary school student.

ESS 519 met one Saturday each month, from 9:00 a.m.-12:30 p.m. in room 336 of the HHP building, for a total of four classes during the spring semester of 2003. Each class meeting included a lecture(s) that covered one or more of the five curriculum areas that made up the class. The five curriculum areas were: (a) underserved or at-risk youth, (b) developing cross-cultural competencies, (c) socioeconomic status and the impact on

learning, (d) resiliency among youth, and (e) goal setting. In addition, the students were provided with class readings that supplemented the course lectures. Each class meeting also had time reserved for in-class reflection time and small group discussions about course work and service learning experiences.

Learning Objectives

Cognitive and affective learning are the two main learning domains in a service learning model (Balazadeh, 1996; Bringle & Hatcher, 1996; Eyer & Giles, 1999; Markus, Howard & King, 1993). Therefore, the learning objectives in ESS 519 were designed to foster growth in both learning domains:

1. To develop, understand, and practice specific mentoring skills (e.g. goal settings) with an elementary school student.
2. To increase levels of cross cultural competencies through class lectures and readings, and by working with an elementary school student who is different from them racially.
3. To increase understanding of factors that may affect learning and mentoring in a public school setting.
4. To develop a one-on-one mentoring relationship with an elementary school student.
5. To collaborate with classroom teachers and other school administrators to incorporate mentoring strategies to help the student succeed.
6. To examine and understand the challenges and facilitators involved with a school-based mentoring program.

Curriculum content

As stated previously in Chapter I, five main curriculum areas made up the course content for ESS 519. The five main curriculum areas were: (a) underserved or “at-risk” youth, (b) developing cross-cultural competencies, (c) poverty and its impact on learning, (d) resiliency among youth, and (e) goal setting.

Mentoring

Each student in ESS 519 was assigned a mentee who is also a Project Effort member. Each student met with their mentee weekly, throughout the course of the semester (approximately sixteen weeks) in the mentee’s school setting for approximately one hour each week.

Research Design

This study used qualitative case study methodology. The researcher examined the five main qualitative research traditions: (a) biography, (b) ethnography, (c) phenomenology, (d) grounded theory, and (e) case study (Creswell, 1998). After weighing the strengths and weaknesses for each qualitative tradition, the researcher concluded that case study was the most appropriate qualitative approach for this study for the following reasons:

1. Case study allows the researcher to seek out what is common and what is unique about each case (Stake, 1998). This approach allowed the researcher to examine individual experience of each of the four study participants as well as compare their experiences using cross-case analysis.

2. Case study encourages the use of multiple data sources (Stake, 1995). This study presented the opportunity to collect multiple sources of data over different time periods. All together the researcher used eighteen different sources of data for each participant. This data were collected over the entire time frame of the study.
3. Case study is a rich, in-depth analysis that details the individual experience within a particular context (Yin, 2003). As stated above, the eighteen different sources of data collected for each participant provides a wealth of information from which to draw meaningful quotes, themes and words.
4. Case study is the preferred approach to answering the “how” questions (Merriam, 1998). The primary purpose of this study was to understand the participants’ experiences and how their experiences affected their learning in ESS 519.
5. Case study allows flexibility within data collection process. (Yin, 2003). This was an important aspect of case study from a methodological perspective for the researcher. The participants for this study were undergraduate students in a mentoring class that employed service learning as pedagogy. Given the participant population (undergraduate students) and the mentoring setting (an elementary school), the researcher had to be flexible with her data collection methods. For example, if the mentee was absent from school, the mentor could not complete her weekly mentor journal sheet. The negative impact that the loss of a single data source would have on the study’s validity was

minimized by the fact that the researcher had so many data sources for each participant.

Procedures for Participant Selection and Data Collection Methods

Participant Selection

At the beginning of the first mentoring class in the spring of 2003, the researcher explained to the entire class that she was conducting a research study on service learning and mentoring for her dissertation. The researcher explained that she was seeking participants from the class to participate in her study. All students enrolled in ESS 519 completed a demographic questionnaire (Appendix A) at the beginning of the first class, which provided the following information: (a) name, (b) class year, (c) major/minor, (d) a history of university and/or high school classes that combined academic work with service and (e) a history of community service that was not a part of an academic setting (e.g. church mission).

Two data sources assisted the researcher with determining which ESS 519 students met the study criteria. The two data sources were: (a) the demographic questionnaire (Appendix A) and (b) the pre-course knowledge questionnaire (Appendix B). Students who met the following criteria were invited to participate in this research study if they had: (a) no prior enrollment in ESS 519, which was determined based on previous class rosters, (b) low, self reported scores on the pre-course knowledge questionnaire (less than 2 out of 5) and (c) less than 1 year of experience with service in an academic setting, which was determined based on the demographic questionnaire. Of the 21, four female students met the study criteria and were invited to participate.

All four participants accepted the invitation to participate. The researcher arranged a group meeting with all four participants. During the meeting, the researcher conducted an oral presentation that informed of their rights as study participants. Further, the researcher read the short consent form (Appendix C) aloud to all four participants. The participants were asked if they had any questions. None of the participants had any questions. Each participant signed their informed consent and was provided with a copy for their records.

Following the protocol approved by the UNCG Institutional Review Board (IRB), the researcher explained to the students that their grade in the course would not be affected by either their participation or their refusal to participate. The researcher also explained that in addition to the class work required for the study and the class itself, participants would be required to attend two individual interviews on the UNCG campus in the English department with Dr. Adrian Wurr. At the time of this study, Dr. Wurr was an Assistant Professor with experience in teaching and studying service learning. Dr. Wurr received his Ph.D. from the University of Arizona and his dissertation research was on reading, writing theory and service learning. Participants were informed that each individual interview would take approximately one hour and would be scheduled through the researcher. All individual interviews took place in Dr. Wurr's office in the English Department at UNCG and were audio recorded.

Data Collection

Data for each case was collected through a pre and post-course knowledge questionnaire (Appendix B), two individual interviews (Appendixes D and E) and one

focus group interview (Appendix F), in-class reflections and mentor journal sheets (Appendix G). A brief description of each data source and its purpose is presented in Table 5.

Table 5

Data Sources and Purposes

Data Source	Timing of collection	Purpose
Demographic questionnaire	First day of class	Demographic data Study criteria
Pre and post course knowledge questionnaire	Pre-test (first day of class) Post-test (last day of class)	Establish baseline of knowledge across the 5 curriculum areas. Compare changes in student knowledge across the 5 curriculum areas.
Individual interviews	At the beginning and mid-point of the semester	To understand qualitatively the students experiences, challenges, and successes with their mentoring experience and, how ESS 519 prepared them.
Focus group interview	Last day of class	To understand qualitatively the students' perceptions of their overall mentoring experience and to help the students reflect on their overall mentoring experience and make connections to class content.
Mentor journal sheets	Due each Friday, by 5:00 p.m. of each mentoring week	To link a mentoring incident or experience with course material by drawing direct parallels between the incident or experience with course lectures and assigned course readings.
In-class reflections	Beginning of each mentoring class (except the last class)	To link a mentoring incident or experience with course material, specifically assigned course readings.

Demographic Questionnaire

The demographic questionnaire (Appendix A) asked students to provide the following information following: (a) undergraduate status, (b) contact information, and (c) community service experience. Their responses to the questions were used to determine which student met study criteria.

Pre and Post-course Knowledge Questionnaires

The pre and post-questionnaires (Appendix B) were identical in content and formatting. The pre-course knowledge questionnaire was administered on the first day of class and the post-course questionnaire was administered on the last day of class. The pre-course knowledge questionnaire served as a baseline for students to determine their level of knowledge in the five curriculum subject areas. The questionnaire asked students to rank their knowledge in five main curriculum areas from 1 (low) to five (high). In addition, students were asked to explain where they learned about each area and/or to provide a description or an example of their knowledge. In addition to the demographic questionnaire (Appendix A) responses from the pre-course knowledge questionnaire (Appendix B) were also used to determine study eligibility. There were three criteria for study eligibility as described earlier in this chapter. One of the study criteria was that participants had to have low self reported scores on the pre-course knowledge questionnaire. The data from the pre and post-course knowledge questionnaire was compared at the end of the semester to assist in answering research question one.

Individual Interview #1

The first individual interview (Appendix D) consisted of seven questions that specifically related to the course and the anticipated mentoring experience. The data generated in this interview supported the service history information, also on the demographic questionnaire. The questions for the first individual interview addressed the following areas: (a) two questions addressed general service attitudes, (b) one question addressed past service experiences, (c) one question addressed personal reflection habits and attitudes, (d) two questions addressed personal strengths brought to the mentoring process and (e) one question addressed anticipated questions or concerns with the mentoring process.

Individual Interview #2

The second individual interview (Appendix E) took place at the mid-point of the semester. The questions for the second individual interview were also designed based on the pilot study that preceded this study during the 2002-2003 academic year. This interview was intended to monitor the progression of the mentoring relationship and to begin to determine how well the mentors were making connections between their academic work and their service experiences, which is the critical component to service learning. There were 8 interview questions. They addressed the following: (a) one question addressed the progression of the mentoring relationship, (b) three questions addressed relevance of course material to the mentoring experiences, (c) two questions addressed perceived affective growth as a result of the mentoring sessions, (d) one

question addressed the barriers and challenges to the mentoring experience and (e) one question addressed the facilitators to the mentoring experience.

Focus Group Interview

Focus group interviews (Appendix F) have been called the “Socratic model for reflection” (Seeskin, 1987, p. 49). Through shared, multiple views, students can begin to better understand their experiences as well as the experiences of others, which may help individual participants, gain a better sense of their service learning and mentoring experience. The benefit of a cumulative, focus group interview is that it allows the participants to explore their thoughts, ideas and attitudes with others who have experienced similar situations in similar contexts. The four study participants took part in the culminating focus group interview on the last day of the mentoring class.

Sixteen questions made up the focus group guide and addressed the following: (a) four questions addressed personal changes related to the mentoring experience that took place over the ten-week mentoring process, (b) two questions addressed the participants’ attitude towards service work, (c) two questions addressed the issues and concerns that repeatedly surfaced throughout the mentoring process, (d) one question addressed the factors that challenged the service learning and mentoring process, (e) one question addressed the facilitators to the service learning and mentoring process and (f) three questions addressed an increase in perceived cognitive knowledge based on combining service work with class content.

Reflection

Reflection time is a critical component of the service learning experience. The reflection time for ESS 519 included three in-class and ten out-of-class reflection assignments (i.e. mentor journal sheets). These thirteen reflections were deliberately designed to assist the researcher in answering the four research questions listed in chapter one. The three in-class reflections and the ten mentor journal sheets (Appendix A) were designed to help students reflect on their service learning experience, while considering how it related to their course work. The students completed three in-class reflections at the beginning of the first, second, and third class meetings. The three in-class reflections were created specifically for this study based on workshops that the researcher attended at a service learning conference at Vanderbilt University in Nashville, Tennessee during the spring of 2002.

In-class reflections. The three different in-class reflections are described below:

In-class reflection #1 required students to write a letter to a friend or family member and explain and describe the following: (a) why she enrolled in the class, (b) what she expected to learn from the class, (c) how she expected the class to change her, (d) how she expected to impact the student with whom she was working, (e) how she expected the student (she was working with) to impact her and (f) how she expected the mentoring experience to impact her learning process throughout the semester.

In-class reflection #2 required students to draw a “T” on a piece of paper. On the top left hand side of the paper, the participants labeled the column, “Experiences.” On the top right hand side of the paper, the participants labeled the column, “Readings.” The

participants were then asked to detail at least four incidents that they experienced throughout the previous month of their mentoring. Then, the students were asked to link the experience with a quote or thought from the set of readings they were assigned in the previous class.

In-class reflection #3 required that students to write a letter to the student they mentored throughout the semester and to describe the following: (a) why she enrolled in the class, (b) what she learned from the service learning and mentoring experience, (c) how she thought the experience changed her, (d) how she thought she impacted the student she mentored, (e) how the student she mentored impacted her and (f) how the mentoring experience impacted her learning throughout the semester.

Mentor Journal Sheets

After each mentoring session, participants were required to answer eight open-ended questions on a mentor journal sheet (Appendix G) that addressed the following: (a) the progression of the mentoring relationship, (b) goal setting strategies for the youngster being mentored as related to Hellison's (1995) Level 5, "Take it outside of the gym", (c) mentoring experiences that can be linked with or explained through course content and (d) barriers to the service learning and mentoring experience.

Data Analysis

The multiple data sources were combined to answer the four research questions. Table 6 provides a summary of each data source and which research question that data source contributed to.

Table 6***Research Questions and Data Sources***

Data Sources	Research Question
Demographic questionnaire	Study criteria
Pre-course and post-course knowledge questionnaire	Questions 1 & 2
Individual interview	Questions 1, 2, 3, & 4
Mentor journal sheets	Questions 1, 2, 3, & 4
In-class semi structured reflections	Questions 1 & 2
Focus group interview	Questions 1, 2, 3, & 4

Two different approaches were used to analyze the data. The approach used to answer research question 1 employed a deductive strategy. This strategy is 1 that narrows the scope of the analysis to predetermined categories (Ambert, Adler, Adler, & Detzner, 1995; Hatch, 2002; Potter, 1996). In this study, the categories for assessing students' perceived cognitive growth were predetermined based on the course curriculum described earlier in this chapter. In essence, the data were analyzed to find evidence of the extent to which student knowledge increased in the following areas: (a) underserved or at-risk youth, (b) cross-cultural competencies, (c) poverty and its impact on learning, (d) resiliency among youth, and (e) goal setting. This approach limited the findings since it excluded the possibility of identifying areas of cognitive growth that fell outside of the curriculum parameters.

The approach used for answering research questions 2, 3 and 4 employed an inductive strategy (Ambert, Adler, Adler & Detzner, 1995; Hatch, 2002; Potter, 1996). In this approach the categories or themes are not predetermined by the researcher; rather they are allowed to emerge. This approach was appropriate since the researcher had not identified a priori the areas of affective growth (RQ 2), facilitators to mentoring (RQ 3) or barriers to mentoring (RQ 4). Although the researcher did not have predetermined categories for RQ 2, RQ, 3 and RQ4, she was able to anticipate the different categories that may emerge for the participants, based on her previous experience with teaching the course. Therefore, when the researcher read the data, she employed a descriptive approach (Marshall & Rossman, 2006). A descriptive approach allowed the researcher to literally translate the data from its raw form and relate it to the context of the study to assist with answering all four research questions.

Next, a chain of evidence (Yin, 1989) was organized for each participant that ultimately led to the identification of the key themes around affective growth, facilitators and barriers. This involved an interpretive process of data coding, categorization and theme building for each participant by research question. Ultimately, participants' words, phrases, sentences, or whole paragraphs created a "chain of evidence" (Yin, 1989, p. 42). For the cross-case analysis, a similar process was applied to identify the shared and distinctive experiences of the four participants.

When all of the data sources had been received by the researcher, she began to use a data reduction strategy. Data reduction is the process of selecting and focusing the data as it is collected (Miles & Huberman, 1984). Data reduction continued until all of the

data was collected. Eventually, the researcher began to analyze the data, as described above, to create a chain of evidence for each participant by research question. An example of a chain of evidence is presented in Table 7. This example depicts the collection of the data elements that detail the facilitators to mentoring described by Grace. This chain is comprised of nine quotes from Grace that are classified into three categories of facilitators: (a) teacher relationship, (b) school culture, and (c) class design. These quotes were derived from multiple data sources, which included: (a) in-class reflection #3, (b) multiple mentor journal sheets and (c) the focus group.

Trustworthiness of the Data

Trustworthiness is an essential component of qualitative research (Lincoln and Guba, 1985). Two methods were employed to enhance trustworthiness. One strategy that was used to increase the trustworthiness of the findings was member checks (Lincoln & Guba, 1985). After each interview transcription was completed, study participants were asked to review their individual transcripts and complete a member check by verifying the transcript and making any necessary changes in the margin of the transcription. None of the participants made any changes to the transcripts. Once the researcher received each of the transcriptions back from each study participant, the researcher made coding notes in the margin of the transcript. Notes in the margins of the data sources identified passages or quotes within the data that reflected similar phrases, patterns, or themes from class lectures and class readings.

Table 7***Chain of Evidence: Grace's Facilitators to Mentoring***

Facilitators	Example	Source
Teacher Relationship	The teacher is always pleasant and seems to enjoy my involvement with David. The other day he asked her to show me the incubation that they have with the chicken eggs and she got 1 out and showed me with the overhead projector and you can see the baby chick inside!	R3
	I spoke with his teacher today about what he needs to work on. I am glad she knows, because he doesn't.	MJS
	I enjoyed working with his teacher. I know that other mentors didn't like their classroom teachers so I think I was lucky. I didn't have any problems	FG
	The teacher always smiles when I come in. It is nice because I am new to the school so it makes me feel welcome.	MJS
School culture	The secretaries seem to be helpful. 1 of them showed me to the class on the first day because I wasn't sure where I was going.	MJS
	Today David was absent but I didn't know until I got to school. The other kids asked me to stay so I did and worked with a small reading group for about an hour.	MJS
	I like the principal. She seems nice and she told me to call her Donna.	MJS
ESS 519 Class design	Ms. Jeffries came to our first class and that helped. I think I am less nervous about mentoring now and what I can expect.	MJS
	I think the readings were helpful. I understood things better because we talked about them in class and we used the information at their school	FG

Another method used to promote trustworthiness is triangulation of data (Miles & Huberman, 1989). This involves the use of multiple data sources and was a key strategy used in this study. As mentioned, 6 sources of data were obtained for each of the four study participants. The criterion applied in this study was that a main idea (i.e., facilitator

or barrier) needed to be present in at least two different sources of data. For example, as indicated by the chain of evidence depicted in Table 7, one of Grace's facilitators to mentoring was her relationship to the teacher; this idea was present in her in-class reflection #3, mentor journal sheets and in the focus group. A strength of this study is the ability to build a chain of evidence using multiple sources of data.

CHAPTER IV

INDIVIDUAL CASE RESULTS

This chapter will provide individual case results for the four study participants. Each case will include: (a) background information of the mentor and the mentee, (b) perceptions of cognitive growth, (c) perceptions of affective growth, (d) an examination of the facilitators to the service learning and mentoring process, and (e) an examination of the barriers and challenges to the service learning and mentoring process.

Case 1—Jackie

Background Information

Jackie was a senior at UNCG in elementary school education when she enrolled in ESS 519 in the fall of 2003 for the first time. She was an African-American student who was active with the Black Student Union and was also active with the School of Education's Teaching Fellows Program. Jackie's community service was limited due to her academic obligations. However, she was able to complete one day service with Habitat for Humanity as a part of her involvement with a local church in the spring of 2002.

Jan was the elementary school student Jackie was matched to mentor. Jan immigrated from Mexico with her mother, father, and brother in August of 2003. Jan attended school in America for approximately one month before she met her mentor, Jackie. Jan was classified by Guilford County Schools as an ESL (English as a Second

Language) student. Jan's native language was Spanish and she experienced some cultural and communication issues when she arrived in her classroom.

Research Question #1—Perceived Cognitive Growth

Table 8 represents Jackie's perceived cognitive growth based on a quantitative comparison of the pre and post course knowledge questionnaires. Table 8 also includes her mean growth in all five curriculum areas.

Table 8

Jackie's Perceived Cognitive Growth

Course Theme	Average Pre	Average Post	Mean Growth
Underserved or at-risk youth (2)	1.0	3.11	+2.11
Developing cross cultural competencies (3)	1.6	2.6	+1.0
Socioeconomic status and its impact on education and school culture/community	2.0	3.0	+1.0
Resiliency among youth	1.0	3.0	+2.0
Goal setting (strategies, barriers, types)	1.6	3.6	+2.0

Underserved or at-risk youth. Jackie's perceived increase in cognitive growth of underserved and at-risk youth centered on two main themes. The two main themes are: (a) parental involvement, and (b) the influence that television and media may have on a child's at-risk status.

Information was presented in class regarding the role of a parent or significant adult and how their influence can affect the “at-risk” status (Clinton, 2002). In her second individual interview, Jackie reported that as an education major, she is concerned with underserved and at-risk students and the “lack of good role models, especially for young, black children.” This thought process continued for Jackie throughout the semester. During the focus group interview, Jackie commented, “Parents certainly affect their child’s decision making and if parents aren’t there because they are working or whatever, then the kids maybe at-risk.”

Further, during the first class lecture, television and the media were explored, regarding the impact of images of violence children are exposed to and how these images may influence an at-risk status (Hoerrner & Hoerrner, 2003). On her third mentor journal sheet Jackie wrote, “Children who are home alone after school are more likely to watch whatever they want on T.V. and it may not be appropriate. It may put negative thoughts in their heads.” Jackie did not relate this knowledge to her own experience as a mentor, but she was able to reiterate information presented in class in the proper context.

Developing cross-cultural competencies. Jackie demonstrated her ability to connect the information presented in ESS 519 about culture and values to an elementary school classroom, which is important for two reasons: (a) she was mentoring in an elementary school classroom, and (b) she was studying to be an elementary school teacher. During her second individual interview, Jackie said, “Different cultures have different values. Some students will bring those values in to the classroom.” Jackie’s thoughts on classrooms, culture and values was consistent throughout the semester and

were similar to information presented to the students in ESS 519 (McIntosh, 1988; Lynch, 1992; Ogbu, 1992; Viadero, 1996). At the end of the semester, during the focus group interview, she said:

Children bring to school their understanding of reality, which can be grounded in their culture and family values. Teachers need to understand the culture and values of their students so that they can teach them as much as possible, even though they aren't white and middle classed.

Socioeconomic status and its impact on education and the school culture. Two articles (Mead, 1994; Payne, 1995) covered during the semester suggested that reasons why people are poor vary from person to person and situation to situation. Jackie was able to demonstrate this knowledge in her second individual interview. "There are many reasons why people are poor. They cannot be lumped into one category."

Through course lectures and course readings, ESS 519 students were also presented with information about how a low socioeconomic status may impact a child's education. Specifically, it was explained that children who come from families who are classified as "at or below the poverty line" may not start each school day "ready to learn." It was explained by the course instructor that "ready to learn" means that the child comes to school well fed and properly rested. Some children who live at or below the poverty line do not eat breakfast before school and some may not have had an adequate amount of rest the night before, which may hinder the learning process. During the focus group interview, Jackie commented,

Before this class I never thought about students not coming to school ready to learn. I never thought about how the night before or no breakfast can negatively

affect them. When I think about kids in a classroom, I see happy kids, I don't see kids who are tired and hungry and who don't want to do anything because they are so tired.

Resiliency among youth. The term “bouncing back” is common within the resiliency literature and one used often in ESS 519 when we discussed working with children (Martinek & Griffith, 1993; Martinek & Hellison, 1997). In ESS 519, “bouncing back” was explained as “Children are able to persist and not give up even when faced with insurmountable odds.” Jackie referenced that term in her second individual interview, “I guess I will have to just figure it out, when I teach I mean. I mean some kids can bounce back. Others can't and that is when they get in to trouble and sometimes with the police.” Jackie seems to understand the idea of resiliency, persistence and “bouncing back.” However, in the above quote Jackie does not reference her mentoring relationship or a specific obstacle that Jan faced and had to persist to overcome.

Goal setting. The topic of goal setting was broken up into two areas for the purpose of the class. The two areas were: (a) goal setting strategies, and (b) barriers to the goal setting process (Martinek & Hellison, 1998).

Goal setting strategies were discussed at length in class given that the mentors were suppose to teach their mentees how to set appropriate goals, especially those related to the responsibility model (Hellison, 2001) from Project Effort. One strategy the mentees learned from their mentor was to adjust a goal rather than give up on it, especially if something interrupts the goal process. On a mentor journal sheet Jackie wrote, “I need to learn how to help Jan readjust her goals if she doesn't accomplish them. Jan needs to know that just because something got in the way, doesn't mean that you give up.”

Mentors were also taught to anticipate some of the goal barriers that traditionally surface when goal setting with the Project Effort population. On her second in-class reflection Jackie wrote, “School culture, dysfunctional home life, combative values, and fear of making choices can act as barriers.” These barriers are the same barriers that were discussed in class and presented in an assigned class reading (Martinek & Hellison, 1998). Based on Jackie’s quote, she understands what some of the potential barriers are that could interrupt the goal-setting process. Jackie never references any of the barriers to her experience as a mentor. However, in her second individual interview Jackie reported,

Goal barriers were the second topic area covered in class with regards to goal setting. Knowing the different issues that can interrupt the goal process was important. I don’t think about having to take care of siblings when I get home from school, but my mentee does. So if we set a goal to do her math homework right after school and right after school she has to take care of her brother, than the goal process has been interrupted. Then we have to talk about how to adjust the goal.

The above quote provides insight as to how the goal process may have been interrupted for Jan. The quote also demonstrates how Jackie was able to connect the class information from ESS 519 to her experience as a mentor. This connection between classroom information and mentoring is the first glance at Jackie’s growth through service learning in ESS 519. Prior to this example, her quotes from multiple data sources were general; although accurate they never specifically referenced her mentoring experience with Jan.

Research Question #2—Perceptions of Affective Growth or Impact

Two major themes emerged for Jackie regarding affective impact of the service learning and mentoring process. The two themes were: (1) helping others and (2) learning from each other: a reciprocal relationship.

Helping others. The desire or need for one person to help another, maybe a motivator for taking ESS 519 given the goals and structure of the class. The notion of helping others and the word “help” consistently emerged from various data sources for Jackie. On her first in-class reflection, Jackie wrote, “I have this part of me that has a strong desire to help people. Anything I hear that involved helping, especially children, I am very interested in.” Further, on one of her first mentor journal sheets, she wrote, “I have a strong belief in helping people. Today I do not think I really helped Jan, since it was more of a ‘getting-to-know-you’ session, but I am getting a better idea of how we can work together.” The above quotes amply demonstrate Jackie’s desire to help people. However, there was only one quote throughout the many data sources where she provided an example of how she specifically helped Jan.

Helping Jan become more familiar with school in America has been eye opening. I am glad that I was able to help her understand how the school day happens and what her teacher expects from her.

Learning from each other: A reciprocal relationship. Research suggests that mentors learn as much as the mentees from the mentoring relationship, which is commonly referred to as a “reciprocal relationship.” A reciprocal relationship is one

where both participants gain something from their participation in the relationship.

According to the National Mentoring Partnership (2007),

It would be a mistake to assume that mentors stand nothing to gain. In fact, when mentors don't derive benefits, relationships are at greater risk for early termination. One-sided relationships drain mentors of enthusiasm and leave mentees feeling burdened by the imbalance. Alternatively, when mentees see that admired adults find it personally rewarding to spend time with them, they feel a new surge of self-worth and empowerment.

The idea that each person involved in the mentoring relationship benefits from the experience individually, was found in Jackie's data sources. On a mentor journal sheet, Jackie wrote,

I left feeling more positive today about mentoring. When I went in today, I was not sure how the session would go because I couldn't mentor last week because of bad weather. Overall, this mentoring session improved my attitude. I felt like I did something useful and that always make me feel good.

On her third in-class reflection, Jackie wrote,

My experience being your mentor has changed me. As you know, I want to be an elementary school teacher. Before coming to your school, my main focus was on how to help students learn. Through my work with you, now I know that there are other needs that must be met before a student can learn.

Research Question #3—Facilitators to the Service learning and Mentoring Process

Two major themes emerged from the data collected to address the question of facilitators to the mentoring and service learning process: (a) ESS 519 class structure and curriculum, and (b) school culture.

ESS 519 class structure and curriculum. The structure of ESS 519 acted as a facilitator because it allowed Jackie to have access to certain people and processes that assisted and informed her overall service learning and mentoring experience. On the first day of class in ESS 519, the Youth Development Coordinator from the elementary school where the ESS 519 students were mentoring explained the student population, what to expect, who the principal was, the bell schedule, where the mentor sign in sheet in the office was, and many other important details. On a mentor journal sheet, Jackie wrote, “The biggest help came from the last mentoring class. Ms. J came in and talked about the kids and what the school was like. I needed that information today to help me get used to the school and the classroom.”

The class readings were a critical component to the learning process because ESS 519 only met once a month. Class readings supplemented and supported the information presented in course lectures and allowed Jackie to continue to learning and reflecting on the class content even after the class was finished. During the focus group interview, Jackie reported, “I thought that the class readings were helpful. There were times when the same information was covered in class, so I was able to make a connection better and the class information made more sense to me.” Further, during the focus group interview, Jackie reported,

The readings, I thought, they were very helpful. We learned a lot that they don't teach you in the School of Education. They don't have a class that talks about children and poverty and how it affects learning.

School culture. The second theme that emerged when examining factors that facilitated the service learning and mentoring process was school culture. The school culture consists of the people and institutional systems that allow access to the school and the students (ESS 519, course lecture). For Jackie this theme consists of knowing the right people to talk to at the school, recognizing key faculty and staff and connecting with the teacher and the other students. On her second mentor journal sheet Jackie wrote, “When I walked into school, I recognized Ms. J right away and that made me feel better—a familiar face.” Further, Jackie reported that the school “secretary was helpful and always smiled when I arrived. One day she told me Jan [the mentee] was absent even before I got to the classroom so she knew why I was there.”

Research Question #4—Barriers to the Mentoring and Service Learning Process

Barriers to the service learning and mentoring process are issues that surface and often hinder the mentoring process and disrupt the relationship. Two major themes emerged regarding mentoring and service learning for Jackie, (a) communication with Jan, and (b) teacher issues.

Communication with Jan. Communication problems in the developing stages of a mentoring relationship may greatly contribute to an “early termination of the relationship” (The National Mentoring Partnership, 2005). One month before meeting Jackie, Jan immigrated to the United States from Mexico with her family. Upon arriving to her classroom, Jan spoke a limited amount of English. Data suggested that Jackie and Jan struggled with communication throughout their mentoring experience. On her first mentor journal sheet, Jackie wrote, “English isn’t Jan’s first language so communicating

with her is difficult.” At the end of the semester in the focus group interview, Jackie reported, “Sometimes when she talks to me it is half in English and half in Spanish. Sometimes I was able to understand what she was trying to tell me, other times, I didn’t. I would just smile and nod-smile and nod.”

Teacher issues. The ESS 519 mentoring program is a school based mentoring program. Therefore, the role of the classroom teacher is critical. The classroom teacher is the link between the mentor and the student because the classroom teacher relays important information to the mentor about what goals, academic and otherwise, that the mentee needs to work on. Negative interactions between the mentor and the classroom teacher may hinder the mentoring process because important information may not be passed on by the teacher to the mentor. On one of her first mentor journal sheets, Jackie wrote, “I get the feeling that the teacher doesn’t want me there.”

Throughout the course of the semester, Jackie continuously reported that communicating with Jan’s teacher was difficult. On her third mentor journal sheet Jackie referred to the classroom teacher as “uncooperative.” During her second individual interview, Jackie commented that, “Her teacher isn’t helpful. She doesn’t seem to want to tell me what I need to do to help Jan with her work.” Communication with Jan’s teacher was a constant issue for Jackie and her mentoring effort.

Case 2—Grace

Background Information

Grace was a sophomore at UNCG majoring in elementary school education when she enrolled in ESS 519 for the first time. Prior to mentoring with ESS 519, Grace had

completed a month of service work in Mexico as a part of a church mission in the summer of 2001 helping to build houses and waterways for two communities in Mexico. Grace completed this work the summer before she started at UNCG.

David was a fourth grade African-American student when he was matched with Grace as his mentor. David had a male mentor before the academic year before he was matched to work with Grace as a part of the Project Effort program. David's previous mentor did not report any problems, issues or concerns while he was mentoring David.

Research Question #1—Perceptions of Cognitive Growth

Grace reported an increase in cognitive growth in all of the five curriculum content areas. Table 9 summarizes the comparative growth between the pre and post-course knowledge questionnaire that Grace experienced in the five curriculum areas addressed in ESS 519.

Underserved or at-risk youth. A comparison of the pre and post-course knowledge questionnaires revealed a 2.5 increase in her knowledge of underserved or at-risk youth. When provided with the opportunity to demonstrate knowledge in this area on the post course knowledge questionnaire, Grace's thoughts were similar to information presented in ESS 519 (Clinton, 2002):

There are children that do not have the resources to get the kind of education that we feel they should have based on their at-risk status. Resources like, poor parental support, low SES, and lack of school resources.

Analysis of the data suggests that Grace interpreted the idea of being underserved or at-risk from two different perspectives. The first perspective that Grace untangled from

class information included environmental examples the student has no control over (e.g. school resources). The second perspective that Grace untangled from class information in ESS 519 included choices that the student has control over like choosing to engage in sex at an early age. Grace's ability to dissect the information presented through class lectures and class readings regarding underserved or at-risk youth was surprising given that the course instructor member did not teach the students to make distinctions between the multiple factors that contribute to an underserved or at-risk status.

Table 9

Grace's Perceived Cognitive Growth

Course Theme	Average Pre	Average Post	Mean Growth
Underserved or at-risk youth (2)	1.0	3.5	+2.5
Developing cross cultural competencies (3)	2.0	3.5	+1.5
Socioeconomic status and its impact on education and school culture/community	1.0	3.0	+2.0
Resiliency among youth	2.0	4.0	+2.0
Goal setting (strategies, barriers, types)	1.0	3.0	+2.0

Choices over which the student has control. The examples that Grace provides on her first in-class reflection address behaviors that the underserved or at-risk student can choose to participate in, which may lead to an increase of his/her at-risk status. On her first in-class reflection, Grace wrote, "Participating in at-risk behavior like failing

classes, drinking, and being sexually active at a young age, all contribute to an at-risk status.” Choosing to engage in risky behavior may cause a student to engage in other risky behaviors which increases their at-risk status.

Environmental examples over which the student has no control. During her second, individual interview Grace commented on the school and the classroom and how it contributes to the school’s underserved and at-risk status. Grace said:

The school is lacking resources. Their books were old and their desks were old. The school is underserved. The learning environment is awful. The classroom is one giant room that is divided by bookshelves. It is just distracting and I don’t see how you can get the best learning environment with everything going on. That is at-risk; at-risk of not learning anything at all.

The idea of the school being underserved or at-risk remained an issue for Grace throughout the semester. In the focus group interview, she provides another example of the school’s lack of resources and how it contributes to the underserved status of the school.

The school seems underserved. When I was in elementary school, our playground had swings and slides and a merry-go-round. They have like a basketball court and it looked run down. They had one soccer net and nothing else. I know that recess isn’t the most important thing but it kind of is and what is on the playground is a tell tale sign of what they are lacking.

Grace was able to make distinctions between the factors that contribute to an underserved or at-risk status from the course content. The course instructor member found these distinctions interesting given that the course instructor didn’t teach the students in ESS 519 how to make these distinctions.

Developing cross-cultural competencies. A comparison of the pre and post-course knowledge questionnaires indicated that that Grace experienced a 1.5 increase in the curriculum area of developing cross-cultural competencies. On the post-course knowledge questionnaire, Grace was able to demonstrate her knowledge in this area and wrote, “I learned a lot about the hidden rules of school and how cultures can affect learning. I learned that schooling is based on white, middle class values and sometimes it is hard to learn if you are not white and middle classed.”

Data supports the growth suggested by the comparison of the pre and post-course knowledge questionnaires and reflect class reading material. Eleanor Lynch’s article (1992) *Developing Cross-Cultural Competence*, is evident throughout Grace’s data sources. Lynch’s (1992) article embodied messages of cultural specific issues that dealt with communication within and across cultures and expectations of cultures based on the social norms of the culture. Grace cited the Lynch’s article on a mentor journal sheet entry,

One of the articles that we read in class, ‘Developing Cross Cultural Competence,’ gave me insight into his [David’s] culture. African Americans relate to and communicate with each other differently than they do with me.

Socioeconomic status and its impact on education and the school culture. A comparison of the pre and post-course knowledge questionnaires indicated that Grace experienced a 2-point growth in the curriculum area of socioeconomic status and its impact on education and the school culture. When provided with an opportunity to demonstrate her knowledge in this area on the post-course knowledge questionnaire,

Grace wrote, “Poor families often are made up of single parent homes in which the one parent works a lot and has little time and resources to help the child with their school work when they come get home from school.”

Based on the information presented through two class readings, Mead’s (1994) article, *Poverty: How Little We Know*, and Payne’s (1999) article, *Understanding and Working with Students and Adults from Poverty*, the quote below from Grace’s second individual interview represents a reflection of integrated information from both articles. Mead’s (1994) article addresses issues surrounding the different levels of poverty and Payne’s (1999) article discusses the issues surrounding single parent homes and how kids are often left to care for themselves as one parent works constantly to the family out of situational poverty, which is poverty caused by circumstance (Payne, 1999).

I learned different levels of poverty through our lectures and the readings. I got to see how he was affected by poverty every day, mostly at school. I do know that he came from a single parent home and that his mother worked two jobs to support him and his brothers and sisters. Once he told me that he had not seen his mother in 3 days. This concerned me so I asked why and he said that she is always working. His sister gets him ready for school in the morning.

Resiliency among youth. A comparison the pre and post-course knowledge questionnaires indicated a 2.5 increase in cognitive growth in the curriculum area of resiliency among youth. On the post-course knowledge questionnaire when provided with an opportunity to demonstrate her knowledge in this area, Grace wrote, “Bouncing back and getting up when things aren’t looking so good.”

Data sources somewhat supported Grace’s growth in this area, but provided little evidence regarding content knowledge growth. In the focus group interview, Grace

commented that “Strong community support and fostering a sense of self are important in regards to strategies for resilient youth.” Grace’s quote embodies the spirit of what it means to be resilient and a few of the support mechanisms necessary to be resilient as present through a course lecture and a course reading (Martinek & Hellison, 1998). However, Grace does not refer to her mentee as resilient nor does she refer to any specific strategies that she used in her mentoring efforts with Devin to help him become more resilient. Therefore, it is not possible to determine if she learned the information in ESS 519 due to the lack of corroborating data.

Goal setting. A comparison of the pre and post-course knowledge questionnaires indicated a 2 point increase in this topic area. When provided with the opportunity to demonstrate her knowledge in this area on the post-course knowledge questionnaire Grace wrote, “The mentor and the mentee may not be goal setters. Also, not being able to readjust and not setting realistic goals can cause problems.”

Data sources supported the growth in the curriculum area of goal setting. Goal setting was a priority area in ESS 519. The focus of the class was to have mentors use goal-setting strategies to help their mentee transfer the responsibility goals (Hellison, 2001) from the gym (Project Effort) to the classroom. A majority of the information for goal setting came from the course lecture and Martinek and Hellison’s (1998) article, *Values and Goal-Setting with Underserved Youth*. The two quotes below, from two mentor journal sheets entries, indicate that Grace and David experienced difficulty with goal setting through the mentoring process. The first quote was taken from Grace’s second mentor journal sheet, which was written within the first three weeks of the

mentoring process. The second quote was from the focus group interview, which was the conducted on the last day of class. Based on the time between the two quotes, Grace and David experienced goal setting issues throughout the entire mentoring process.

I asked him where we should start with goal setting to try and understand what he needed to work on in class. He said he didn't know. So we are going to start small. I think the hardest part is going to be making the goals measurable and keep them realistic.

The goal setting thing didn't really work from Project Effort to the classroom. In the last mentoring class I learned all about what they do in Project Effort. That was useful for me to be able to ask him questions about Project Effort and school and goals. The problem was he didn't really remember the goals from Project Effort-just the basketball stuff. He remembered the lay-ups. When I asked him about teamwork, he seemed to remember and then moved on in the conversation.

Research Question #2—Perceptions of Affective Growth or Impact

Two major themes emerged for Grace regarding affective impact of the service learning and mentoring process. The two major themes were: (a) personal reward and (b) flexibility.

Personal reward. Personal reward is the intrinsic feeling the mentor experiences as a part of the service learning and mentoring process. An investigation by DuBois and Neville (1997) that examined the perceived benefits of youth mentoring indicated that a person's desire to continue to mentor is positively associated with the personal reward that they experience as a part of the mentoring process. Grace experienced personal reward as a part of her service learning and mentoring experience. On her first mentor journal sheet Grace wrote, "It makes my day to go and see my little buddy." Later on in the semester, on another mentor journal sheet, Grace wrote, "It makes me feel great to

know that I am (hopefully) making a difference.” On the third in-class reflection Grace wrote,

The rewards are much greater than the challenges. When I come into the class, if I don't see David right away, he calls me and waved so that I can find him. The last time I was there, as I was leaving, he hugged me and that felt great!

Flexibility. Flexibility is the mentor's ability to “go with the flow”, while discarding their own agenda while letting the mentee's needs guide the relationship. On occasion, mentors may let their objectives overtake the mentoring relationship while forgetting to include the mentee. This may cause the mentee's voice to be lost in the relationship and indirectly may cause the mentors voice to be the only one heard (Bailey & Cervero, 2005). Data sources indicated that Grace struggled with the idea of being flexible but eventually she came to the conclusion that she was there to mentor David and that his needs came first in their relationship.

On her fifth mentor journal sheet, which was written approximately half way through the semester, Grace wrote, “I have learned to take things as they come. It was easy at first to get disappointed when I just had to sit in David's class with him because that is where he wanted to be.” Then at the end of the semester, in the focus group interview, Grace explains, “I had to learn very quickly that this wasn't about me. I was there for someone else.” Based on the two quotes, data supports affective growth in the area of flexibility for Grace. The time lapse between the two quotes, mid semester to the end of the semester, suggests that Grace was able to let go of her “disappointment” and understand that her mentoring relationship included another person.

Research Question #3—Facilitators to the Service Learning and Mentoring Process

Two major themes emerged for Grace regarding facilitators to the service learning and mentoring process. The two major themes were: (a) teacher relationship, and (b) school culture.

Teacher relationship. The relationship between the classroom teacher and the mentor is a critical component of the mentoring experience and building that relationship is a necessary step to a successful service learning and mentoring experience. Grace's mentoring experience started with an advantage. Because this was a mentoring program connected to Project Effort, most of the classroom teachers who refer students to the Project Effort program were aware that the student would receive a mentor. Data sources suggested that the classroom teacher included Grace as often as she could when Grace was in David's classroom. On one of her first mentor journal sheets, Grace wrote,

The teacher is always pleasant and seems to enjoy my involvement with David. The other day he asked her to show me the incubation that they have with the chicken eggs and she got one out and showed me with the overhead projector and you can see the baby chick inside!

Grace's experience with her classroom teacher was positive and proved to influence her service learning and mentoring experience. During the focus group interview, Grace commented, "I enjoyed working with his teacher. I know that other mentors didn't like their classroom teachers so I think I was lucky. I didn't have any problems with her."

School culture. As with Jackie, the school culture seemed to impact Grace's overall mentoring and service learning experience. Based on multiple data sources, Grace

indicated that there were particular people who assisted with her mentoring and service learning experience. During our first class meeting, Ms. J, the Youth Development Coordinator from the elementary school where the mentoring took place, came to the ESS 519 class to talk to the mentors about the school, the students, the faculty and staff. On her first mentor journal sheet, Grace wrote, “Ms. J came to our first class and that helped. I think I am less nervous about mentoring now and what I can expect.” Ms. Janice calmed Grace’s nervousness with her ESS 519 classroom visit, but Grace also encountered other staff members at the school who made her feel welcomed. During her second individual interview, Grace commented, “The secretaries seem to be helpful. One of them showed me to the class on the first day because I wasn’t sure where I was going.”

Research Question #4—Barriers to the Service Learning and Mentoring Process

Barriers to the mentoring process are obstacles that surface that can hinder or obstruct the mentoring process. For Grace, the set-up of David’s classroom proved to be the main barrier to the service learning and mentoring process.

David’s classroom set-up acted as a barrier to Grace’s service learning mentoring process based for several reasons. David’s classroom was divided between his class and another class with a shower curtain and a rod. This classroom structure proved to be a barrier to the mentoring process because of the noise level in the classroom. On a mentor journal sheet, Grace wrote, “The classroom is so noisy. Sometimes we can’t hear each other when we are right next to each other.” Further, other students in David’s classroom were always curious about his mentor and Grace felt like they were being “bombarded

with other students” while she was trying to mentor. This barrier remained constant throughout the semester. During the focus group interview, Grace commented,

The only real problem I had this semester was mentoring in the classroom. I know some of the other mentors went to the library with their students and the teacher wanted me to stay in the classroom with him. The classroom was so noisy sometimes I couldn’t even hear him.

Case 3—Kim

Background Information

Kim was a sophomore at UNCG at the time of this study, majoring in exercise and sport science. Prior to her enrollment in ESS 519, Kim reported on her demographic questionnaire that she had never done any type of service work with the exception of a one day experience with an aunt and cousin at a soup kitchen in Madison Wisconsin, when she was visiting them over Thanksgiving.

Charlie was a third grade African American student who had recently transferred to Hamilton Elementary School from another elementary school in Greensboro. Charlie was sent to live with this aunt, three cousins and his grandmother, after his mother and father separated. Charlie had two sisters who were sent to live with other relatives, and Charlie didn’t see his sisters as much as he had hoped.

Research Question #1—Perceptions of Cognitive Growth

Table 10 represents Kim’s perceived cognitive growth based on a quantitative comparison of the pre and post course knowledge questionnaires. Table 10 also includes her mean growth in all five curriculum areas.

Table 10***Kim's Perceived Cognitive Growth***

Course Theme	Average Pre	Average Post	Mean Growth
Underserved or at-risk youth (2)	2.0	4.0	+2.0
Developing cross cultural competencies (3)	1.0	3.5	+2.5
Socioeconomic status and its impact on education and school culture/community	2.0	4.12	+2.12
Resiliency among youth	1.0	2.0	+1.0
Goal setting (strategies, barriers, types)	2.0	3.0	+1.0

Underserved or at-risk youth. A comparison of the pre and post-course knowledge questionnaires indicated that Kim experienced a 2 point growth in the area of underserved and at-risk youth. When provided with the opportunity to express her knowledge in this area on the post-course knowledge questionnaire, Kim wrote, “There are many types of characteristics of underserved youth. Some may include: poor school work, being unfocused, low self esteem.”

In Adler’s (1994) article, *Kids Growing up Scared*, Kim was presented with information which suggested that the number of single parent homes has doubled over the past twenty years and consequently parents are less likely to be involved in their kids’ lives. Comments from her second in-class reflection, suggest that Kim questioned the idea of parental involvement as it related to Charlie’s academic success. “It makes me

wonder, if his parents were more involved, would he do better in school?” In a class lecture, Kim also learned that a lack of parental involvement may lead to risky behavior. During the focus group Kim commented that “I do think it makes a difference whether or not the parents are involved. Parents can help their kids make better choices.”

Developing cross-cultural competencies. Comparison of the pre and post-course knowledge questionnaires indicated that Kim experienced 2.5 increase in knowledge in the topic area of developing cross cultural competencies. When provided with the opportunity to demonstrate her knowledge on the post-course knowledge questionnaire, Kim wrote, “There are norms for every culture. Be genuine and make sure not to impose your beliefs on others.”

Data from other sources suggested that Kim’s increase knowledge in this area specifically spoke to the notion of language and communication within and among cultures (Lynch, 1992; Viadero, 1996). Throughout her data sources, Kim never references her mentoring relationship and language or communication issues she and her mentee experienced. However, Kim was able to reiterate and summarize information gained through class lectures and class readings. On a mentor journal sheet, Kim wrote, “I think it is important to realize that just because people speak the same language, that their beliefs may be different.” Kim never explains why she thinks it is important to understand that fact that although people speak the same language their beliefs may be different. The vagueness continued for Kim throughout the semester regarding language, communication and culture. During the focus group interview, Kim commented,

Characteristics and beliefs that are common among Mexican Americans may be different from those of Puerto Ricans or Cubans immigrants even though all three groups speak the same language. So, it is important to know and learn about other people's cultures so that you don't offend anyone's beliefs.

Socioeconomic status and its impact on learning. A comparison of the pre and post-course knowledge questionnaires indicated that Kim experienced a 2.5 increase in knowledge in this content area. On the post-course knowledge questionnaire, Kim wrote, "I have seen how poverty can play a role in schooling. What I have seen has been negative. Poverty can affect so many aspects of learning." While Kim never directly makes the connection between poverty and school and her mentoring experience, her thought is similar to information presented in class which suggested that poverty can affect the school performance children (Ogbu, 1992).

Kim gravitated towards the course content that spoke to the notion of the different levels and forms of poverty and how poverty can impact education. On a mentor journal sheet Kim wrote,

In class we learned that there are many different types of poverty: financial, emotional, etc. I know that he goes to a 'poor' school and I have seen how it affects the resources in the school. Some of the kids have old text books and some kids have to share or they wouldn't have one at all.

Mead's (1994) article, *Poverty: How Little We Know*, addressed the psychological barriers of sustaining and maintaining an income. On her third in-class reflection Kim commented that "I had never thought of this before. I didn't realize that poverty could be caused by a psychological problem and not laziness."

Resiliency among youth. A comparison of the pre and post-course knowledge questionnaires indicated that Kim experienced a 1 point increase in the topic area of resiliency among youth. On the post-course knowledge questionnaire, Kim wrote, “I know very little. I guess encouragement and support would be key factors.” Kim’s comment of “I know very little” on the post-course knowledge questionnaire helps the researcher understand why there was not a lot of evidence in this area from the multiple data sources.

There was only one quote from a mentor journal sheet that seemed to relate to the topic area of resiliency among youth.

I arrived at school today to find the teacher yelling at Chris. He saw me standing in the door and seemed embarrassed. We left for the library and I asked him what the problem was. He said he didn’t want to talk about it and seemed to forget about it once we got to the library.

Goal setting. A comparison of the pre and post-course knowledge questionnaires indicated that Kim experienced a 1 point increase in the curriculum area of goal setting. On the post-course knowledge questionnaire Kim wrote, “Some barriers could be: a lack of time, or support or goals could be set too high or the person may not have enough resources.” These thoughts are similar to ideas presented in Martinek and Hellison (1998). She also wrote, “The best thing to do is set a SMART PIC.” The SMART PIC acronym was modified from Steve Danish’s (1998) goal setting strategies. Danish’s work suggested that goals should be SMART (specific, measureable, adjustable, realistic, and time-line). The course instructor added PIC (personal, ink-it, and challenging) to the end of the SMART acronym. PIC seemed appropriate given that the students being mentored

were in Project Effort and we used basketball as a means to teach Hellison's (2003) personal and social responsibility model and in the sport of basketball players will set a "pick" on an opposing player.

Data sources suggest that goal setting was a part of Kim and Charlie's mentoring relationship. However, the goal-setting process doesn't appear to have been successful. At the beginning of the lecture on goal setting in ESS 519, the students were told that there are many barriers to the goal-setting process. One of those barriers may be that the mentee simply does not like goal setting or he is not a goal setter. On a mentor journal sheet, Kim wrote, "In the last class we learned that not all people are goal setters, so it made me feel better after not actually being able to set goals with my student." Also, in the focus group Kim commented,

I had a really hard time setting goals with my student. I think throughout the whole semester we set one goal. I found out that Charlie did not tell me what he needed help with. I found out about a paper he had due through other students in the class. But goal setting was hard. We weren't successful at it.

Research Question #2—Perceptions of Affective Growth or Impact

The two major themes that emerged regarding affective growth for Kim based on multiple data sources were in the area of affective growth. The two themes are: (a) rethinking career goals, and (b) friendship and trust.

Rethinking career goals. The idea of changing a major or course of study because of a service learning experience is consistent within the service learning literature (Astin et al., 2000; Bringle & Hatcher, 1996; Hatcher & Bringle, 1997; Markus, Howard, & King, 1993). Research suggests that some students who engaged in service learning

courses reported the desire to change their major or course of study based on their service experience. On her third in-class reflection, Kim commented that, “After going and seeing you at school time after time, I thought long and hard about my education. I seriously thought about changing my major so I work with kids like you for the rest of my life.” Further, during the focus group, Kim commented, “I think that I could do this kind of work for the rest of my life. I know that I could make a difference in the lives of many children. Thanks for this year and thanks for taking me back to the 5th grade.” Although data sources didn’t reveal that Kim was thinking about changing her major earlier in the semester, data sources towards the latter end of the semester, suggested that she was seriously considering it.

Friendship and trust. Friendship and trust are the two main components of a successful working, mentoring relationship (Bailey & Cervero, 2004). Based on data from multiple sources the idea that, Kim and Charlie worked to establish a friendship throughout mentoring that was based on trust was evident. On her second mentor journal sheet Kim wrote, “We are working on opening up and gaining trust more as a goal. I know that he has to trust me before we can be friends.” Also, Kim’s third in-class reflection suggested further that trust is a critical component of mentoring. “Learning that trust needs to be developed has helped me mentor. It has made me really put forth the effort to let my student know that I do like spending time with him and I not just there for the class, but that I do like spending time with him and that he can trust me as a friend.”

Research Question #3—Facilitators to the Service Learning and Mentoring Process

The two main themes that emerged as facilitators to the service learning and mentoring process for Kim. The two main themes were: (a) a positive teacher relationship, and (b) relationships with other students in Charlie's class.

Positive teacher relationship. We define teacher relationships as the positive connections and communication between the mentee's teacher and mentor. The classroom teacher plays a critical role in the mentoring relationship. The classroom teacher is the gatekeeper of information that the mentor needs in order to work within her role as a school-based mentor. The classroom teacher communicates to the mentor what the student needs to complete for his/her in-class assignments. The classroom teacher also helps the mentor and the student determine what goals the mentee needs to set for the week.

On her third mentor journal sheet, Kim wrote, "The teacher is always willing to help me. She seems to have work ready for me to do with Charlie before I arrive." Also, during her first individual interview Kim commented that,

The teacher seems to understand the goals we need to set which helps me. She said that she had been to training with Project Effort before and that Donna and Tom taught her how to set goals and how to set goals for the Project Effort students in her class. This was helpful because she has helped me understand goal setting better and now I know what to do.

The classroom teacher's willingness to help Kim was a consistent theme throughout the semester. On her ninth mentor journal sheet she wrote, "The teacher

always seems to know what Charlie needs to do, which helps me. I am glad she knows, because he doesn't."

Other students in Charlie's class. For years, the course instructor heard stories from Project Effort club members about the other students at the school who wanted to be in Project Effort and have a mentor. During mentoring visit these students would often gravitate towards the mentor and claim the mentor as their own. Throughout the course history of ESS 519, mentors have anecdotally reported that this is a great motivator for them to want to continue to mentor. This held true for Kim. On a mentor journal sheet she wrote, "The kids in Charlie's class invited me to their concert this Friday." Further on another mentor journal sheet Kim wrote, "I like it when I am in Charlie's class and the other kids want my attention. They all want to be in Project Effort and want mentors too. I will try to help as many of them as I can. I think I would go to his class even if he wasn't there."

Research Question #4—Barriers and Challenges to the Service Learning and Mentoring Process

Two major themes emerged for Kim regarding barriers and challenges to the service learning and mentoring process. The two themes were: (a) the notion of progress, and (b) Charlie's absenteeism.

The notion of progress. Throughout the course history of ESS 519, course instructors experienced times when a mentor begins to question her efforts and effectiveness as a mentor. For Kim, this problem was further compounded when she began to integrate the idea of progress into her mentoring relationship. On a mentor

journal sheet, Kim wrote, “I am learning to keep my head up during this process. Our relationship is not progressing like I had hoped.” Further, during her second individual interview Kim commented, “I wish we were able to set more goals. Our relationship doesn’t seem to be progressing and sometimes, I don’t know what I am doing there. I don’t feel like I am doing anything right with him.”

Kim’s anxiety about progress turned to frustration on another mentor journal sheet towards the end of the semester. “The ice storms really have me down because now I can’t go to school and help him with his project. We won’t make the progress that the teacher expected us to.” Kim’s frustration also surfaced during the focus group interview. “I felt like we weren’t keeping up with the other mentors and their students. In class, when we talked in small groups, it seemed like other mentors were setting goals and I wasn’t.”

Charlie’s absenteeism. When a student isn’t present in school, it is difficult to progress with the mentoring relationship. A student’s absenteeism may act as a barrier to the mentoring process. For Kim, Charlie’s absenteeism impacted their mentoring relationship and Kim’s desire to continue with the relationship. On a mentor journal sheet Kim wrote, “He is absent from school a lot and it is affecting our relationship. I know that he has missed a lot of Project Effort too.” Further during her second individual interview, Kim commented that “I am thinking about asking for a new student to work with. Or maybe I could work with two students [Charlie] and someone else. Charlie is absent too much.” Kim never offered any reasoning as to why Charlie was absent so often. The course instructor and the mentor were aware that Charlie’s living situation had

changed and that he was no longer living with his mother. There is some research that suggests that minority students who live in unstable home environments experience school attendance issues because where they are sleeping one night to the next may change, which may cause significant transportation issues for them (Adger & Locke, 2000).

Case 4—Alison

Background Information

Alison was an elementary school major enrolled in ESS 519 for the first time in the spring of 2003. Alison was involved with the UNCG's Teaching Fellows Program and completed one month of service with Big Sister's program in Greensboro, NC before she had to quit the program because she had to get a job.

Aaron was an African-American student in the third grade at Hamilton Elementary School. The course instructor worked with Aaron in Project Effort and found that he was shy and timid and didn't seem to connect well with his peers.

Research Question #1—Perceptions of Cognitive Growth

Table 11 represents Alison's perceived cognitive growth based on a quantitative comparison of the pre and post course knowledge questionnaires. Table 11 also includes her mean growth in all five curriculum areas.

Underserved or at-risk youth. A comparison of the quantitative data between the pre and post-course knowledge questionnaires indicated that Alison experienced a 3-point increase in knowledge regarding underserved or at-risk youth. Her growth is also supported by multiple data sources. Like Jackie, Alison's perceptions of the at-risk or

underserved status reflect the information presented in the first class lecture about how a lack of parental involvement and watching inappropriate television, may lead to an increase in at-risk behaviors. During her second individual reflection, Alison said, “Aaron seems to watch a lot of TV after school. We learned in class that inappropriate TV can lead to engaging in risky behavior especially if what they are watching isn’t appropriate.” Further, she was also able to make the link between parental involvement or a lack thereof, and how it may impact a child’s at-risk status.

I think it is important to recognize the potential signs of at risk youth while you are working with them. If there is one think I learned it is that their situation constantly changes. One week he was with his mother, the next with his aunt. Not having a parent involved all the time doesn’t help his situation. A lack of a stable positive role model can add to his at-risk behavior so it is important to pay attention all the time especially when there is a change.

Table 11

Alison’s Perceived Cognitive Growth

Course Theme	Average Pre	Average Post	Mean Growth
Underserved or at-risk youth (2)	1.0	4.0	+3.0
Developing cross cultural competencies (3)	2.0	4.0	+2.0
Socioeconomic status and its impact on education and school culture/community	1.0	3.0	+2.0
Resiliency among youth	2.0	4.0	+2.0
Goal setting (strategies, barriers, types)	1.0	3.0	+2.0

Developing cross-cultural competencies. A comparison of the data from the pre and post course knowledge questionnaires indicated that Alison experienced a 2-point increase in knowledge growth regarding developing cross cultural competencies. This growth is also supported by multiple data sources. Communication among cultures is the dominate theme for Alison in the area of developing cross-cultural competencies, which is consistent with information presented in Lynch's (1992) article that identified general principles of effective cross-cultural communication and the commonalities and uniqueness's of communicating within and among cultures. On a mentor journal sheet Alison wrote, "I never realized that there are so many cultural considerations when in communicating with people from other races and cultures."

Further, during the focus group interview Alison reported,

I must say that I have learned a lot about the African American culture. My mentoring relationship with Aaron has taught me about communication across cultures and how it is different. I would like to teach at risk kids and learning how to communicate with them better based on cultural values is important.

Socioeconomic status and its impact on learning. A comparison of the data from the pre and post-course knowledge questionnaires indicated that Alison experienced a 2-point increase in knowledge growth regarding socioeconomic status and its impact on education and the school culture. Class lectures and assigned readings for ESS 519 suggested that if children are hungry during the school day it is much more difficult for them to concentrate. Throughout the semester, data sources suggested that Alison made a connection between hunger and how it affected learning. On her sixth mentor journal

sheet, Alison wrote, “Aaron is on free lunch. I don’t think his parents could pay for his lunch every day because I don’t think that they work. So free lunch is good for him that way he is full and can concentrate.” Alison never explained why she thought Aaron’s parents didn’t work. The idea of hunger and learning continued to be an issue throughout the semester for Alison, during her second individual interview, Alison explained,

Kids who have to worry being hungry in school and where their next meal is coming from . . . well . . . it doesn’t help them focus. If they are hungry in school they are less likely to concentrate and learn.

Resiliency among youth. A comparison of the pre and post-course knowledge questionnaires revealed a 2-point increase in the content area of resiliency among youth. Data sources did not support the growth indicated by Alison in this area. In fact, only one quote could be extracted from the focus group interview, which suggested that she picked up on some of the information presented in class about resiliency and youth. The students in ESS 519 were presented with information that suggested that resilient kids are able to get through most situations using an arsenal of coping skills that they have developed over time. Alison interpreted Aaron smile as a coping skill, which made him appear to be more resilient.

Aaron is always smiling. I know that there are times when he is sad because he tells me that he is. He is missing his dad or something or wants to go home to see his mother when he is at his aunt’s house. But somehow is always smiling. He has one of those contagious smiles, you know ear to ear. When I see him smiling it actually makes me laugh.

Goal setting. A comparison of the pre and post-course knowledge questionnaires revealed a 1.5-point increase in the curriculum area of goal setting. Qualitative data sources appeared to support the increase. Goal setting barriers were a problem for Alison and Aaron throughout the semester.

For Alison and Aaron, barriers to the goal setting process included not understanding how to set goals related to Aaron's school work because he was unfocused in the classroom, Aaron also lacked motivation to set goals. On her fourth mentor journal sheet Alison wrote, "I know that we are suppose to set goals but Aaron never seems to know what to be doing with his school work so it is impossible for us to set a goal." Further, it didn't help that Aaron did not like and wasn't interested in goal setting. During her second individual interview, Alison reported, "Aaron didn't like setting goals, even though he really needed to. I guess he did respond better to the other types of goals that we set like getting him organized but we never accomplished them."

Alison's goal setting frustration carried on throughout the semester. During the focus group interview, Alison expressed further frustration when she explained,

The goal setting thing was tough for us. We never really got the hang of it. In class, Donna gave us the idea of setting up a goal notebook to keep track of the goals. So we did and he lost it and we never made another one so we never were able to keep track of the goals and what he was suppose to be working on. So I just gave up.

Research Question #2—Perceptions of Affective Growth or Impact

Three major themes emerged for Alison regarding affective impact of the service learning and mentoring process. The three themes were: (a) trust, (b) reciprocal relationship, and (c) persistence.

Trust. Trust was a dominate theme for Alison throughout her mentoring experience. On a mentor journal sheet, Alison wrote, “Gaining trust is so important. I hope that he can trust me soon.” On another mentor journal sheet, she wrote, “Today made me realize that this student really needs someone to be there for him. He needs someone he can trust and someone he can count on.” Alison never explained what happened that made her “realize that this student really needs someone to be there for him.” Alison’s thought below provides a summary of how trust can impact a relationship.

Trust is the first thing I would say that is important. I know that trust is important in all relationships but I guess I just assumed that it would already be there because he is a kid. I thought he would just be happy that I was there and I assumed that because I was older, he would just trust me, just because. But after my first mentoring session, I realized that I was wrong. He didn’t know me, didn’t really know why I was there and trust is something I had to work very hard for. May be adults come and go in his life and he doesn’t trust anyone. I don’t know. But I know that for any mentoring relationship trust is the basis for the relationship. Donna told us in class, that you can’t have relationship if you are second guessing each other all the time. So it is important to keep your word and show up when you say that you are going to.

Learning from each other: Reciprocal relationship. Mentors stand to gain as much as the mentees from the mentoring relationship. A reciprocal relationship is one where both participants gain something from their relationship. Like Jackie, Alison gained as much from the mentoring relationship as she gave. During her second

individual interview, Alison commented, “Mentoring has taught me a lot about myself. I will not only gain the experience of mentoring by being involved with a child, but I will gain valuable experience as a person.” Alison continued to demonstrate her growth throughout the semester. During the focus group interview, Alison said,

I believe that during this experience I have grown as a person. I am a completely different person that I was two months ago. I have grown a lot just by listening to an 11 year old once a week. I have learned that not everyone is not as privileged as I am to live the way that I do. I never realized how lucky I was until this past semester and have taught me a lot about who I am.

Persistence. Persistence is a mentor’s desire not to give up on the mentoring relationship, even when things appear to be failing. In ESS 519, the idea of persistence was presented in a course lecture when the topic of resiliency was discussed. On the first in-class reflection Alison wrote,

I will not give up on our relationship. I will work hard for this relationship to successful. I have other friends who are mentors with this class and when they arrive at school, their students are balls of energy with a lot on their mind. Aaron is timid and shy and gives me one word answers and sometimes doesn’t answer. But I know that this is important work and I will not give up-even though this is the most frustrating thing I have ever done.

The idea of persistence surfaced again at the semester for Alison. During the focus group interview when addressing the challenges of mentoring, coupled with persistence, Alison reported,

One of the biggest challenges for me this semester was showing up at the beginning of the semester. The beginning of mentoring for me was tough. It was not easy and I really had to follow through.

Research Question #3—Facilitators to the Service Learning and Mentoring Process

Two major themes emerged from that data that addressed the facilitators to the mentoring and service learning process for Alison. The two major themes were: (a) ESS 519 class structure and curriculum, and (b) the elementary school culture.

ESS 519 class structure. As mentioned earlier, the class structure of ESS 519 included class readings, class lectures, and the service component of the course. Based on the data sources below, Alison reveals that the structure of ESS 519 was an effective tool in and of itself, to facilitate the mentoring and service learning process. On her second in-class reflection, Alison wrote,

The topics from the class lecture as well as the readings helped me during the times I spent with Aaron. They helped me to understand the type of environment he was coming from and how I could relate to some of those issues. Poverty, culture, values, etc. all contribute to our weekly discussions. Values were a very important topic that I not only helped in our mentoring sessions but also during my everyday life. I found that the topics discussed in class emphasized my mentoring and helped me to associate what I was dealing with.

Further, during the focus group interview Alison reported,

I would have to say that everything we have learned this semester has helped me with my mentoring sessions. The topics such as poverty, values, goal setting, violence, diversity and culture all assisted me in my experiences with Aaron. I enjoyed all of these topics and they caught my attention, as they are important topics that relate to everyday living.

Elementary school culture. Generally, the school culture consists of many things that made up the bigger picture of the elementary school. Alison's experience with the elementary school culture consisted of certain people who impacted her mentoring

experience like the classroom teacher and other faculty and staff members. On her first mentor journal sheet Alison wrote,

When I arrived at the school, Ms. J handed me a map of the school and some other information, such as the hours of the school and some important phone numbers to call. By the end of my session, I definitely knew where I was going and didn't get lost—Okay, maybe once!

Staff members “who act as ambassadors for the school” can help in making the mentor feel like a part of the school’s community. On a mentor journal sheet, Alison wrote, “Today, I went to lunch with Aaron, the school lunch lady remembered me from the last time I was there and gave me a free ice cream to take with me.” For Alison, staff members continuously impacted her mentoring experience in a positive way. During the focus group interview, Alison commented that, “I think that getting to know that people at the school the teachers and the kids was helpful. I just made going there easier and it wasn't so stressful.”

Research Question #4—Barriers to the Mentoring and Service Learning Process

Two major themes emerged for Alison regarding barriers to the mentoring and service learning process, (a) Aaron’s personality, and (b) a lack of teacher communication. Interestingly, the first theme, seemed to subside towards the end of the mentoring experience, but was a major problem in the beginning and middle stages of the mentoring experience.

Aaron’s personality. Aaron’s personality acted as a barrier to the mentoring and service learning process. The course instructor got to know Aaron when he first arrived at Project Effort. Aaron was shy and quiet while at Project Effort, which could have been

one of the reasons why his teacher referred him to the Project Effort mentoring program. As previously stated in Chapter III, the students who were referred to Project Effort weren't making it in the main stream of school. Aaron's quietness inside and outside of the classroom may have led his classroom teacher to believe that being in Project Effort would allow him to come out of his shell and speak up.

On a mentor journal sheet Alison wrote, "I can't seem to get him to open up. This makes mentoring really tough. Honestly, there are times when we are together and it is complete silence. It is a little awkward at times. I have never known a kid to have nothing to say." Interestingly, one of Alison's affective growth themes was categorized as "persistence." While the quote below contextually reflects the Alison's frustration with Aaron's quietness, the notion of Alison's persistence is evident as well. On a mentor journal sheet, Alison wrote,

I know that I can't give up but I would like to. After everything I have heard and read about establishing trust and it being the most important thing in a mentoring relationship, well I guess we don't really have one because he will not talk to me.

However, at the end of the semester, during the focus group interview, Alison commented that,

The biggest challenge for me was getting Aaron to open up to me. He was shy and it took a long time to get him to talk to me. But towards the end, it got easier and we actually had a few conversations.

Lack of teacher communication. A lack of teacher communication can hinder the mentoring process. Further, the problem may be compounded by the fact that the teacher

isn't familiar with Project Effort and the mentoring program. Through Alison's experiences with Aaron's classroom teacher, we learn that she isn't familiar with Project Effort, its staff or its goals. The classroom teacher viewed Alison as a hindrance rather than a helper. On a mentor journal sheet, Alison wrote,

The teacher isn't helpful. She doesn't seem to know why I am there which is frustrating. She treats me like a burden and I don't feel comfortable in her classroom. My friend who is also taking the class and mentoring is lucky because her classroom teacher is glad that she is there to help.

Throughout the semester, the relationship between Aaron's classroom teacher and Alison didn't seem to improve. During the focus group interview, Alison commented,

I don't think his teacher knew why I was there. She never talked to me and she seemed annoyed with me at times when I asked about his school work. I tried to talk to her but she didn't like me so we didn't get much done with his school work or setting goals.

CHAPTER V

CROSS-CASE ANALYSIS AND DISCUSSION

The purpose of this study was to describe to the perceived cognitive and affective growth among university students in a service learning class (ESS 519), with an examination of the challenges and barriers and facilitators to the service learning and mentoring process. The four research questions that guided this study were: (a) How do students perceive their cognitive growth in a service learning course?; (b) How do students perceive their affective growth in a service learning course?; (c) What are the facilitators to the service learning and mentoring process?; and (d) What are the challenges and barriers to the service learning and mentoring process?

Research Question #1—Perceptions of Cognitive Growth

The first research question was, “How do students perceived their cognitive growth in a service learning course? The results of the pre and post-course knowledge questionnaire suggest that all four study participants experienced cognitive growth in all five of the curriculum areas, which were: (a) underserved or at-risk youth characteristics (AT), (b) developing cross cultural competencies (CROSS), (c) poverty and its impact on learning and the school community (POV), (d) resiliency (RESL) among youth, and (e) goal setting (GOAL). Table 12 summarizes the individual growth of each participant.

Table 12***Cross-case Analysis of Perceived Cognitive Growth***

Topic	Jackie		Kim		Grace		Alison	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
AT	1.0	3.11	2.0	4.0	1.0	4.0	1.0	3.5
CROSS	1.6	2.6	1.0	3.5	2.0	3.5	2.0	3.5
POV	2.0	3.0	2.0	4.12	1.0	3.0	1.0	3.0
RESL	1.0	3.0	1.0	2.0	2.0	4.0	2.0	4.0
GOAL	1.6	3.6	2.0	3.0	1.0	3.0	1.0	3.0

Underserved or At-risk Youth

Three themes emerged based on a comparison of the data among the four participants regarding underserved or-at-risk youth. The three themes are: (a) a lack of parental involvement and support, (b) engaging in sexual behavior at an early age, and (c) how the elementary school contributes to an underserved or “at-risk” status.

A lack of parental support and involvement. Throughout various data sources, all of the participants reported that a lack of parental involvement and support as the major contributor to an underserved or at-risk status. These ideas are consistent with the literature surrounding underserved and at-risk youth. Callahan, Rademacher, and Hildreth (2005) examined the role of the parent for students who were labeled “at-risk” and how parental involvement or a lack there of, increases the child’s “at-risk” status. The

researchers concluded that a parental involvement in a child's life and taking an active role with the decision making that affects their child reduces a child's "at-risk" status. On her second in-class reflection, Kim wrote, "Some factors that may affect the at-risk status are a lack of family support and parental involvement." Like Kim, Jackie's second in-class reflection pointed to a lack of parental involvement as a factor that contributes to an underserved or at-risk status. On her second in-class reflection Jackie wrote, "Lack of parental support contributes to an at-risk status." Jackie's thoughts on her second in-class reflection are also consistent with the research that suggests that parental involvement is a critical component of reducing a child's at-risk status (Callahan et al., 2005).

On the second in-class reflection, Grace wrote, "In class we have talked about the need for family support in children's lives. If the student has a lack of parental support, it puts them at risk." Like Grace and Jackie, Kim also understood how a lack of parental involvement may contribute to an at-risk status. Hawkins et al. (2000) found that low levels of parental involvement was a strong predictor to an at-risk status. Further, Hawkins et al. (2000) also found that poor family bonding among parents and their children may lead to an at-risk status meaning that the kids are more likely to engage in risky types of behavior than kids who have a strong parental influence in their lives.

Engaging in sexual behavior at an early age. Students were presented information through a class lecture that explained that adolescents who choose to engage in sex at an early age put themselves at-risk of not only contracting a sexually transmitted disease, but also of becoming pregnant. A study by Romer et al. (1994) concluded that the early onset of sexual activity may lead to an at-risk status.

The participants in this study were able to demonstrate through multiple data sources, that they understood that engaging in sex at an early age increases a youth's at-risk status. However, none of the participants in this study reported dealing with sexual activity at an early age as a part of their mentoring experience. On her third mentor journal sheet, Grace wrote, "Participating in at-risk behavior like being sexually active at a young age contributes to an at-risk status." Alison also expressed concern in this area. In her second interview, Alison reported "Children who choose to be sexually active at a young age are engaging risky behavior. I hope I don't have to deal with this as a mentor."

How the elementary school contributes to an underserved or "at-risk" status.

For Grace, Jackie, and Kim, the responsibilities of being underserved or at-risk was not solely placed on children and what they should do and what they shouldn't do to increase their at-risk status. Instead, these three mentors assessed how the elementary school that their mentees were attending contributed to their underserved or "at-risk" status. This perspective also allowed the mentors to specifically reflect on the school that they were working in and determine the at-risk status of the school, not the children in the school.

On the first in-class reflection, Grace wrote,

The school seems underserved. When I was in elementary school, our playground had swings and slides and a merry-go-round. They have like a basketball court and it looked run down. They had one soccer net and nothing else. I know that recess isn't the most important thing but it kinda is and what is on the playground is a tell tale sign of what they are lacking.

On her third mentor journal sheet, Jackie wrote, “The school is lacking resources. Their books were old and their desks were old. The school is underserved. The learning environment is awful. The classroom is one giant room that is divided by bookshelves.”

Kim also felt that the school that the mentees attended was at-risk. On her third mentor journal sheet, Kim explained that “I have seen some of the effects of what it means to be underserved in the classrooms at the school. Some of these kids don’t have a textbook.”

Developing Cross-cultural Competencies

Two major themes emerged in this content area regarding cognitive growth for all four participants regarding developing cross cultural competencies. The two themes are: (a) understanding cultural differences, including stereotypes, and (b) communication across cultures.

Understanding cultural differences, including stereotypes. Several studies (Astin & Sax, 1998; Astin, Sax & Avalos, 1999; Boyle-Baise, 1998; Greene & Diehm, 1995; Ostrow, 1995) suggest that service learning has a positive effect on reducing stereotypes and facilitating cultural and racial understanding. As stated in Chapter IV, Jackie and her mentee Jan, experienced a significant language and communication barrier throughout the mentoring relationship. Jan was an ESOL student from Mexico who had moved to America six months before Jackie began mentoring her. Examining Jackie’s early quotes helped the researcher to understand that Jackie was dealing with some stereotyping issues. However, through her work with Jan, she was able to reverse that stereotype and form new conclusions about Jan and the Mexican culture.

On her second in-class reflection Jackie wrote, “Many times people accept stereotypes of cultures because that is the way it is.” Further, Jackie reported in her sixth mentor journal sheet “My image of Mexicans from when I was younger was they ride in pack vans and live with all of their relatives. I have learned through my mentoring work that this is not true.” For Jackie, the learning process was influenced by coupling class material with service work and consequently she was able to reverse a stereotype after a semester of mentoring and reflection. On the post-course knowledge questionnaire, Jackie wrote, “Stereotypes are not necessarily true and should not be substituted for getting to know a person as they really are. I am glad that we got to know each other better.”

In addition, Erin dealt with some of her own stereotyping issues. On her final in-class reflection, Erin wrote, “I guess I was wrong about you [her mentee]. I had certain assumptions about who you were and what you were like based on the fact that you are black and poor. Boy, did he prove me wrong.” Erin never explained what her assumptions were about her mentee based on his race and socioeconomic class. Mentoring literature (Johnson-Bailey & Cervero, 2005) suggests that mentors initially make assumptions about their mentee and what their mentoring relationship will consist of based on the information provided to them by the mentoring agency. In this case, the mentoring agency was ESS 519. Then, as the mentoring relationship progresses, the initial assumptions are tested and the mentor is forced to confront their own biases and stereotypes. Jackie and Erin examined their biases and stereotypes as a result of their mentoring experience and were able to reverse them.

Communication across Cultural Lines

The study participants experienced different issues around communication within their mentoring relationship. On her first mentor journal sheet Kim wrote, “A good way to communicate with people from other cultures is to ask questions and listen.” Kim’s comments about communication didn’t reflect an individualized perspective about her mentoring relationship. Instead, she made general comments that could be applied to any mentoring relationship. However, it appears that she understands the role of communication within the mentoring relationship. What remains unclear is how communication specifically affected her mentoring relationship.

The idea of speaking slowly was introduced in Lynch’s (1992) article that was assigned on the first day of class. Because Jan didn’t speak English as her first language, it was immediately clear to Jackie that she had a significant barrier to her mentoring relationship. On Jackie’s first second mentor journal sheet, she wrote, “The mentoring process has not been easy. My protégé and I immediately had a language barrier. To accommodate for this, I have to listen more closely and I have speak more slowly.” By the end, however, communication appeared to improve. On her fourth in-class reflection Jackie wrote, “The more time I talk with her, the easier it is for us to understand each other.” Bollin (1996) and Rubinstein-Reich (1999) found that pre-service teachers who mentored children of immigrants reported having to learn to communicate with the child, as well as having a better understanding of the social and cultural factors that influenced a child’s behavior and their success in school. Communication was a prevalent factor for Jackie that impacted her mentoring relationship.

On her third in-class reflection, Grace wrote, “My best lesson in communicating across cultures has been not to judge or put expectations on others.” On her last mentor journal sheet, Grace wrote, “One of the articles (Willis, 1994) that we read in class gave me insight into Devin’s culture. African Americans relate to and communicate with each other differently than they do with me.” In a study by Curran (1996) research suggested that experiences with service learning that explicitly dealt with cross cultural issues and communication helped students better understand and appreciate cultural norms and expectations. This appeared to be the case with Grace.

On her third-class reflection Grace described something that she learned in ESS 519. “Being your mentor has taught me that there is a lot to know about communicating with people from other cultures kind of like the article (Lynch, 1992) we read about becoming cross culturally aware.”

Socioeconomic status and its impact on education and the school culture. Data suggested an increase in cognitive growth among all of the study participants in the content area of socioeconomic status and its impact on education and the school culture. Two major themes emerged in this content area: (a) the hidden rules of a middle class value system, and (b) poverty and its impact on learning and the school community.

Despite growing diversity in the classroom, the classroom culture and curriculum is based on a white, middle class value system (Phelan, Davidson, & Yu, 1993). Considering that, white students have an advantage over non-white students in the classroom and policies and procedures that govern the school itself (Payne, 2002). In the

focus group interview, Grace said, “I learned that schooling is based on white, middle class values and sometimes it is hard to learn if you are not white and middle classed.”

Payne’s (2002) article “*Understanding and working with adults and students in poverty*,” explained that kids from different cultural backgrounds and value systems have different ways of interpreting information and processing information. Kim was able to reflect on her life and how being white may have impacted her overall educational experience. In the focus group interview, Kim explained, “I guess there was a lot that I took for granted attending a white in school. I never thought that minority kids had harder time learning, I guess now I understand that the system may not be set up for them to learn.”

Rong (1996) concluded that a lack of cultural understanding may distort the teacher’s efforts in the classroom, which can hinder students learning. On the fifth in-class reflection Kim addressed cultures and schooling, “Different cultures have different values that could make a difference in how a child understands subject in class or deals with a conflict in school.” On her sixth mentor journal sheet Alison tackled the idea of cultural understanding and values conflict between the teacher and the student and how it may impact learning. “Different cultures have different values. Some students will bring those values into the classroom. The teacher may have a different set of values and maybe a different culture than the student and that can affect the student’s ability to learn.”

Course content in ESS 519 addressed various issues surrounding learning and low socioeconomic status. Students were introduced to the idea that a low socioeconomic

status has a negative effect on learning and school resources (Mead, 1994; Payne, 2002). On the post-course knowledge questionnaire, Kim was able to demonstrate her knowledge in this area. She wrote, “I have seen how poverty can play a role in schooling. What I have seen has been negative. Poverty can affect so many aspects of learning.” Grace also addressed the issues of low socioeconomic status and learning. On her second mentor journal sheet, she wrote, “Children who learn in poverty just don’t have all the resources necessary to learn.” Jackie echoed Grace’s sentiments regarding a lack of resources and learning. On the post-course knowledge questionnaire, Jackie wrote, “Children who have a lack of resources because they are poor are already behind other children who come to school ready to learn.”

Resiliency among Youth

In qualitative research, the validity of self-reported data can be called into question (Johnson, 1997). In this current study, the researcher questioned the validity of increase of the self-reported scores for all of the participants between the pre and post-course knowledge questionnaire in the curriculum area of resiliency among youth. Although a comparison of the pre and post-course knowledge questionnaire for each participant suggested an increase in knowledge in the curriculum area of resiliency among youth, there was a lack of anecdotal evidence throughout multiple data sources to support this growth for each participant. Therefore, there isn’t one major theme that emerged in this curriculum area. At most, one or two quotes were extracted from multiple data sources for two participants that addressed or alluded to the idea of resilience among youth based on the language used in ESS 519 to teach the students about resilience.

On the second, in-class reflection Jackie wrote, “The class readings (Martinek & Griffith, 1993) opened my eyes to the way kids bounce back under stress and how kids are able to deal with a stressful environment.” On her third in-class reflection, Erin questioned the idea of resiliency and what happens if a student is unable to “bounce back.” “What happens when a student is not able to ‘bounce back’ even if the conditions are right? What happens then? The idea of resiliency was presented in this nice and neat little package in class, but I just don’t understand how it works in real life.” Based on a lack of evidence from all four participants it is clear that the course faculty did not spend enough time on the notion of resiliency.

Goal Setting

Three major themes emerged for all participants in the curriculum area of goal setting. The three themes are: (a) strategies, (b) barriers and challenges, and (c) types of goals that can be set.

Strategies. Goal setting strategies are plans or tactics that mentors and mentees develop to achieve a certain task. Goal setting strategies are usually individualized based on the circumstances and needs of the person setting the goal. Danish’s (2000) approach to goal setting has been widely accepted as goal strategy because it can be tailored to fit the needs of the goal setter. Danish suggests that the goal setter should adhere to the acronym SMART. The SMART acronym stands for: specific, measurable, adjustable, realistic and timeline. Course faculty added the acronym “PIC” after “SMART” to include the concepts: make it personal, ink it, and make it challenging.

On the post-course knowledge questionnaire, Jackie wrote, “Kids should set a SMART PIC when they set any kind of goal.” On the third in-class reflection, Kim also wrote, “The best thing to do is set a SMART PIC.” The acronym, “SMART PIC” was specifically taught as a goal setting strategy to help teach kids how to set goals.

Barriers and challenges. Barriers and challenges to goal setting are obstacles that surface for the goal setter that obstructs the goal process. The students in ESS 519 were provided with examples of barriers and challenges that they may face with goal setting the population of elementary school students that they were mentoring based on information from an article by Martinek and Hellison (1998), which suggested that a fear of making choices, combative values and the fact that the mentee may not like setting goals, may all obstruct the goal process.

Erin used some of the same language she read in Martinek and Hellison’s (1998) article on her second in-class reflection. “The mentor and the mentee may not be goal setters. Also, the student may not feel the need to set a goal. He or she may be afraid to fail.” Erin’s thoughts on why a student may not want to set a goal is consistent with information provided by Martinek and Hellion’s (1998) article *Values and goal setting with underserved youth*.

On the third, in-class reflection, Grace wrote, “The challenge is that we are suppose to talk about setting goals, but it is very hard to get this type of conversation going with Devin. He just doesn’t want to do it.” Devin’s refusal to set goals proved to be a goal obstacle and a source of frustration for Grace. During the focus group interview, she commented,

Goals setting for me and Devin was a big struggle. I mean our class lectures it gave me good foundation, a good way to start with Devin. Some things we talked about in class made it seem more attainable, less mysterious but it just didn't work with him. I found the whole thing frustrating.

Kim was able to cite some of the goal setting literature regarding barriers from Martinek and Hellison (1998) on her post-course knowledge questionnaire. However, she wasn't able to provide examples of barriers through multiple data sources as they pertained to her mentoring experience. On the post-course knowledge questionnaire, Kim wrote, "Some barriers could be: a lack of time, or support or goals could be set too high or the person may not have enough resources." On her sixth mentor journal sheet, Kim wrote, "Well, we actually set a goal. It was for Chris to finish his vocabulary words on time and hand them in. We'll see." In Kim's eighth mentor journal sheet, she wrote, "He didn't do it. He still has not turned in his vocab words. I don't know what to do. Two weeks later and still Chris has not finished his work." Kim explains on her mentor journal sheets that Chris didn't meet his goal, but doesn't explain why. Therefore, it is not possible to determine what goal barrier obstructed the process.

On the post-course knowledge questionnaire, Jackie wrote, "School culture, dysfunctional home life, combative values, and fear of making choices can act as goal barriers." The specific terms quoted the previous sentence are identical to a list of terms discussed in class as goal barriers from Martinek and Hellison (1998) article. However, through multiple data sources over the course of the semester, Jackie never refers to any barriers that she and Jan experienced through the mentoring process.

Types of goals. Students in ESS 519 were told that there were two types of goals that they may set with their mentee. The goals they may help their mentees set could be academic or behavioral. It was explained that goals set with mentees may consist of “Memorizing their spelling list by the end of the week” (academic) or “Not being sent to the office that week” (behavioral). When provided with the opportunity to demonstrate her knowledge in this area on the post-course knowledge questionnaire, Kim wrote, “There are many different types of goals. You can set academic and personal goals.” Jackie was also able to demonstrate her knowledge of the types of goals that could be set on the post-course knowledge questionnaire, “Personal goals, academic goals are types of goals that can be set.” Evidence suggests that Kim and Jackie understood the types of goals that could be set.

Alison shared Jackie and Kim’s thoughts and referred to the types of goals that could be set on her third in-class reflection. On her second in-class reflection Alison wrote, “In the last class I learned a lot about goal setting which helped me with mentoring. I was glad to learn that we could set other goals besides academic ones.” Also, on her sixth mentor journal sheet, Alison wrote, “It was helpful to know that we did not have to just set academic goals because he does okay in school so we try to set a goal to help him be less shy so I guess it was a personal goal.” On the data sources that followed Alison’s sixth mentor journal sheet, she did not follow up on Aaron’s goal to be less shy nor did she report on the strategies employed to accomplish the goal. Therefore, based on multiple data sources it is unclear if the goal setting process was successful for Alison and Aaron.

Research Question #2—Perceptions of Affective Growth

Two major themes emerged for Jackie, Grace and Alison, as a result of the cross case analysis of the participants' perceived affective growth: The two major themes were: (a) learning from each other: reciprocal relationship, and (b) friendship and trust.

Learning from Each Other: Reciprocal Relationship

Often a mentoring relationship can be characterized as a “reciprocal relationship” (Schmidt, Marks, & Derrico, 2007). That is, each person involved in the relationship benefits in some way from participation in the relationship. Schmidt, Marks, and Derrico (2006) explained that student participation in mentoring can serve as an excellent service learning activity not only because the student who is being mentored benefits, but it also provides important experiences for the mentor.

Jackie benefitted from her mentoring experience as much as Jan. During the focus group interview, Jackie commented, “I think I went into it [mentoring] thinking that I was going to help her more academically but the main thing I saw that I did was I was like an older friend for her to talk to about what was going on in her life and I felt like we both learned a lot from each other.” While Jackie doesn't specifically explain what she learned from Jan, her quote suggests that Jackie benefitted from the mentoring relationship when she explains, “. . . I felt like we both learned a lot from each other.” McKenna and Rizzo (1999) found that in addition to students gaining an understanding of others, they also reported a greater understanding of themselves as a result of their service work.

For Grace, the reward of a mentoring relationship was during the latter part of her mentoring experience. On her third in-class reflection she wrote, “The rewards are much

greater than the challenges. When I come into the class, if I don't see David right away, he always waves and calls me over. I know I am there to help him set goals, but it makes me feel good that he wants me there." When Grace enters David's classroom and he calls her over and that in turn, makes her feel good about being there, data suggests that Grace and David are happy to see each other and enjoy their mentoring relationship.

Alison's reciprocal experience with Aaron, stirred up some of her own elementary school emotions. On a mentor journal sheet, Alison wrote, "Today Aaron and I discussed feelings. He told me that sometimes other students in his class pick on him and call him names. We talked about how this made him feel. We also talked about what he could do about it. I felt bad that he was feeling so bad. When I left school, I started thinking about how I was picked on in elementary school and it made me think about how bad I felt some days in elementary school." Terry (1999) suggested that through mentoring university students were able to gain a greater understanding of themselves as well as the issues that faced children today. While Alison's quote from her mentor journal sheet doesn't identify a "benefit" from their relationship, Aaron's experience with being picked on and called names affected Alison and brought back some memories of her own bad experiences in the 3rd grade.

Friendship and trust. Friendship and trust went hand-in-hand within the context of this study. Most of the quotes that contained the word "friendship" also contained the word "trust" for each of the four participants. Therefore, the researcher didn't feel like these two words/thoughts could act as mutually exclusive themes. It was necessary to keep them together and determine how each affected each other within the mentoring

relationship. Fresko and Wertheim (2006) suggest that a mutual mentoring relationship that results in a friendship that is built on trust and understanding is an authentic result of a mentoring relationship.

Jackie alluded to the idea of friendship and trust on one of her second mentor journal sheets. “I helped Jan with Math today. Things went well and we were able to get her homework done. She seems to be opening up to me more and trusting me. I hope we are becoming friends.” While Jackie doesn’t provide an example of how Jan trusts her more, the idea of trust and friendship building on each other is evident.

Grace also experienced the combination of friendship and trust throughout the semester. On a mentor journal sheet, Grace wrote, “I realize that he has to trust me before we can be friends and set goals and I think that is happening slowly.” During the focus group interview, Grace also commented, “I know that I was a friend for him. Maybe we didn’t set as many goals as we should have but he trusted me enough to tell me things that I don’t think he told his teacher.” Grace doesn’t explain what David told her so it was difficult to understand how he trusted her. However, she may have held back on disclosing the “things” that David told her due to issues of confidentiality.

Kim’s experience with friendship and trust was similar to Jackie and Grace with regards to trust and friendship. Through the focus group interview Kim explained that she earned Chris’s trust and friendship throughout the course of the semester. Multiple data sources suggest that Kim and Chris had a hard time initially connecting, but throughout the course of the semester both established a solid relationship. In the focus group interview, Kim commented,

Chris and I didn't seem to click at the beginning of the semester. I know I had to take things slower with him and towards the end of the semester we really developed a friendship and I think he trusted me with personal stuff. The last time I mentored he told me about a problem between his mom and sister.

The trust factor between Alison and Aaron also impacted their mentoring relationship. Aaron was slow to trust adults, which caused the progress of the relationship to suffer and overtime their friendship didn't blossom as Alison had hoped. On her first in-class reflection Alison wrote, "I realize very quickly that he didn't trust me which is why he was so timid and shy." The question of trust was also brought up in the focus group interview. Alison commented, "I know it was hard for him to trust me and it seems like we didn't become friends like some of the other mentors in the class did with their student. It was hard for me that he didn't trust me because there was a lot of silence when I worked with him." Bouquillon, Sosik, and Lee (2005) in a qualitative study of mentoring and trust, concluded that mentoring takes place four stages. The second stage is where trust begins to develop between the mentor and the mentee. Further, they also concluded that it is possible for a mentoring relationship to stay in stage one, the introductory phase, and never enter into stage 2. This suggests that trust never becomes a part of the mentoring process and therefore, the mentoring relationship doesn't progress. It seems that Alison and Aaron remained in the first stage of mentoring, the introductory phase, for the entire semester.

Research Question #3—Facilitators to the Service Learning and Mentoring Process

Two major themes emerged regarding the facilitators of the mentoring and service learning process for the study participants. The first theme was the class design of ESS

519, which included in-class reflection time and class readings. The second theme was the elementary school culture, which included knowing the right people, relationships with the classroom teachers and the other kids in the class.

ESS 519 Class Design

The design of ESS 519 was a facilitator to the mentoring and service learning process for the study participants. The class design included: (a) in-class reflection time, and (b) the class readings.

In-class reflection time. One of the main components of service learning is reflection (Bringle & Hatcher, 1999). Research suggests that the amount of time students engage in thoughtful and well designed reflection, influences how they make sense of their service learning experience (Mabry, 1998). Verbal and written reflection time with classmates who are experiencing similar issues and servicing similar populations are popular approaches among service learning faculty to help their students make sense of their service learning experience. Shumer and Belbas (1996) concluded that the most effective reflective practices are intentional designed by instructors of service learning to help students think critically about their service experience. In ESS 519, in-class reflection was provided regularly during each class meeting in both written and oral forms. There were two purposes of each in-class reflection: (a) to obtain data from the study participants and (b) to help students make sense of their mentoring experience.

Jackie used the in-class reflection time to connect with other mentors and share stories. In the focus group interview Jackie commented that, “I think it was helpful that we had reflection time in class. There are other people doing the same thing so it was

helpful to have them to talk to and know that they might be experiencing the same thing I am.” Alison thought that the in-class reflection time helped her better understand the mentoring experience. On her third in-class reflection she wrote, “In class sometimes I talk about you [Aaron] to my other classmates. Sometimes when we are talking in small groups another mentor will tell us about something their student did and sometimes it reminds me of what we did.”

Class readings. Because ESS 519 only met once a month for four hours on a Saturday morning each month of the semester, it was critical that the course faculty choose assigned readings for the students that supported the class lectures and connected to their mentoring experiences. Assigned readings were chosen for students based on the five core curriculum areas that made up ESS 519. Based on multiple data sources, it was clear that the participants were able to connect with the class readings and make sense of them through their mentoring experiences. For example, Jackie learned about the “hidden curriculum in school.” She mentioned this during the focus group interview: “The readings from the class helped me. We had this whole set of readings on the hidden rules of school and why some children from poverty don’t come to ready to learn” (Payne, 2002). So that set of readings helped me explain why some kids are behind even before the 1st day of school.” Kim also felt that the class readings helped her make sense of her mentoring experience. On her third in-class reflection, she wrote, “After reading the article (Lynch, 1992) on becoming cross-culturally competent, I learned about stereotypes and how they can impact you. Understanding stereotypes helped me understand my own biases better and how it can impact mentoring.” In the focus group

interview, Alison commented that the article on values and goal setting helped her understand how values can act as barriers with goal setting. “I never realized that someone might not set a goal because they don’t value goal setting. I think it is important for me to understand that he [Aaron] may not think goal setting was important.” Grace summed up the importance of class readings in the focus group: “I think the readings were helpful they helped me understand things better because we talked about them in class and we used the information while we were mentoring.”

The Elementary School Culture

The elementary school setting where the mentoring took place acted as a facilitator for the mentors in three ways: (a) knowing the right people, (b) relationships with classroom teachers, and (c) the other kids in the class.

Knowing the right people. As with any new situation, knowing the right people allows faster access and entry, better information and makes the mentor feel more comfortable in their new environment. Jackie explained that the school secretary and the librarian make her feel comfortable in the elementary school setting. On a mentor journal sheet she wrote, “There is one school secretary that is always helpful and the librarian always seems friendly so I would rather be in there.” On another journal entry Jackie wrote, “Being at a new school, it is helpful to know that I have a contact person [Ms. J] in case I have questions and I am sure that I will.” Ms. J was the Youth Development Coordinator at the elementary school and the liaison for Project Effort. She was identified as the school’s contact person by the researcher. For Jackie, Ms. J was a familiar face in

an unfamiliar environment that made her feel less anxious about her initial mentoring efforts.

Grace also experienced the helpfulness of the front office staff at the elementary school. On a mentor journal sheet she explained how the principal made her feel “at home.” “The secretaries seem to be helpful. One of them showed me to the classroom on the first day because I wasn’t sure where I was going.” In another journal entry Grace wrote, “I like the principal. She told me to call her D.”

Alison also felt like there was support from others at the elementary school to the mentoring process. Alison identified the school lunch lady’s role in her mentoring experience. “Today I went to lunch with Aaron. The school lunch lady remembered me from the last time I was there and gave me a free ice cream!” During the focus group interview, Alison summarized the notion of “knowing the right people” the best. She said, “I think that getting to know the people at the school and the kids was helpful. It just made going there easier and it wasn’t so stressful.”

Relationships with classroom teachers. Classroom teachers act as the “gatekeepers” for the students begin mentored. In addition, the teacher knows what class content that the student needs to work on, which may become a part of the goal setting process for the mentor and the student. Interestingly, for Jackie and Alison, their relationship with the classroom teacher was a barrier to their mentoring and service learning experience. However, Grace and Kim reported that the teacher was a facilitator to their mentoring and service learning experience. Grace and Kim reported in the focus group interview that without the classroom teacher, the mentoring process would have

been impossible given the characteristics (e.g. unorganized and forgetful) students that they were mentoring. On a mentor journal sheet, Grace wrote, "I was able to spend time with his teacher today to talk about what he needs to work on. I am glad she knows because he doesn't." Further, on the focus group interview, Grace reported, "I enjoyed working with his teacher. I know that other mentors didn't like their classroom teachers so I think I was lucky. I didn't have any problems." Kim echoed that thought also during the focus group interview with, "I liked working with his classroom teacher. She was helpful and usually had some activities planned for us to do. She usually asked about what goals and she told me at the beginning that she had gone to training with Donna about Project Effort a while ago."

The other kids in the class. Through the years of being involved with Project Effort and the mentoring program, course faculty heard countless requests from ESS 519 students about students in the classroom that they were mentoring in who also wanted a mentor from Project Effort. The other kids in the class play a role in the mentoring experience for the mentors. This explicitly reinforced through Kim's mentoring experience. On her second in-class reflection, Kim wrote, "The kids in his class really seem to like me. They all want to have a Project Effort mentor and always ask me if a UNCG student can come and see them." The mentoring experience allows the elementary school student to have individualized attention during the school day in a classroom that may be over crowded with the teacher focusing on her whole class rather than an individual student needs. Jackie further reinforced the other kids in the class's desire for a mentor. On a mentor journal sheet Jackie wrote, "The other kids in her class

always make me feel welcomed. They want me to be their mentor too.” Grace was also able to connect with the other kids in the classroom that she was mentoring in, which impacted her overall mentoring experience. On a mentor journal sheet, Grace wrote, “Today David was absent but I didn’t know it until I got to his classroom. The other kids asked me to stay so I did and worked with a small reading group for about an hour. It felt good that the other kids wanted me to stay and that they knew who I was.”

Research Question #4—Barriers to the Service Learning and Mentoring Process

Barriers to the mentoring and service learning process are the people or the systems that obstruct the mentoring and/or service learning process. Two themes emerged in the cross-case analysis of barriers that impacted the mentoring and/or service learning process: (a) teacher issues, and (b) the noise level in the classroom.

Teacher Issues

Unlike Grace and Kim, Jackie and Alison experienced negative classroom teacher interactions that hindered their mentoring and service learning experience. During the second, individual interview, which took place at the mid-point in the semester, Jackie reported, “Her teacher isn’t helpful. She doesn’t seem to want to tell me what I need to do to help Jan with her work. Talking to her is impossible.” In addition, she wrote on a mentor journal sheet, “I don’t like the teacher and she doesn’t seem to want me there.”

Alison also experienced negative interaction with the classroom teacher which impacted her mentoring and service learning experience. During the second individual interview, Alison reported, “Aaron’s teacher doesn’t seem to know about goal setting and Project Effort. I don’t know what she knows but I do that she isn’t making this any easier.

I am having a hard time communicating with Aaron but I don't feel like I can ask her for help." Further, during the focus group interview, Alison reported, "I didn't like working with his teacher. She wasn't helpful and I never felt like I could talk to her. She always seemed like she was in a bad mood." Generally speaking, elementary school teachers are under a tremendous amount of pressure to increase test scores and meet the standards of the "No Child Left behind Act (2002)." Jones, Jones, Hardin, Chapman, Yarbrough, & Davis (1999) surveyed teachers in North Carolina and discovered that 80% of teachers reported spending more than 20% of their instructional time practicing for tests and that the pressure associated with the test affected their overall mood.

Jackie and Alison didn't have positive experiences with the classroom teachers they worked with during their mentoring and service learning experience. The lack of communication between the mentors and the classroom teachers acted as a barrier to the mentoring and service learning experience. The classroom teachers' unwillingness to participate in the mentoring process caused Jackie and Alison to be uninformed about what the student's they were mentoring needed to work on and may have hindered their service learning experience.

Noise Level in the Classroom

According to Ms. J, the Youth Development Coordinator, the school was over crowded. Many of the classrooms were shared between two classes, split with shower curtains and some partitions and bookcases. If a mentor had to work with their student in the classroom, it was difficult due to the noise level in the classroom area. On a mentor journal sheet Grace wrote, "The classroom is so noisy. Sometimes we can't hear each

other when we are right next to each other.” On another mentor journal sheet, Grace wrote, “Because of the way the class is set up, it is hard for us [David and Grace] to talk and we can’t hear each other. Sometimes we are bombarded with other students who curious about what we are doing and that makes it hard to work together.” Grace’s thoughts suggest that the physical structure of the class and the noise level in the class hindered the mentoring process.

Jackie also experienced some barriers that impacted her mentoring relationship that were a part of the school culture. Like Grace, Jackie mentored in the classroom which proved to be an issue for her too. On a mentor journal sheet, Jackie wrote, “The classroom is so noisy and the kids seem out of control. There are kids everywhere. It is hard to get Jan to focus when kids are running around and distracting and interrupting us.” Jackie’s quote suggests that it was hard to work in the classroom consistently with Jan due to the noise level.

In summary, the participants perceived an increase in cognitive knowledge gained as a result of their service learning experience. However, the topic of resiliency among youth, was not adequately covered by the course faculty. This conclusion was based on a lack of anecdotal evidence to support the participants reported increase in the curriculum area of resiliency among youth. The participants reported an increase in perceived affective growth and were able to identify the facilitators as well as the barriers and challenges to their individual service learning experience.

CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

Ideally, service learning allows students to make connections between academic topics and the population they are serving while developing a better, deeper understanding of the cultural and social implications of their service work and how each transfers to the bigger world (Eyler, 2000). The following conclusions were determined based on an analysis of each case and a cross-case analysis of the participants in this study. Given the specificity of some of the data, it is likely that some of the knowledge gained through the study could not be transferred to a similar service learning setting.

Conclusions

1. Participants increased their perceived cognitive growth in all five content areas that made up the core topic areas for ESS 519. However, it is not possible to explain how each participant interpreted and numerically ranked their individual growth based on Likert scale responses from the pre and post-course knowledge questionnaire. Because the study investigated the participant's perceived cognitive growth, it would have been more telling for the researcher to provide the students with their completed pre-course knowledge questionnaire right after they completed the post-course knowledge questionnaire and then ask each participant to compare their scores and to provide some insight as to why their scores increased in each of the

curriculum areas. For example, the researcher would have benefitted from asking the participants, “Please explain why you think your score increased in the content areas of ESS 519 from the beginning to the end of the semester.”

2. In general, participants demonstrated signs of affective growth through various data sources. Generally, the participants reported perceptions of affective growth in the following areas: the desire to help others, which includes perceived benefits from participating in a reciprocal relationship (mentoring), and a deeper understanding of the cultural issues, like communication across and among cultures, that affected their mentoring relationship.
3. Participants were able to identify challenges and barriers to their mentoring and service learning experience. However, the perceived barriers for each case were specific to that case, with as few shared characteristics found between cases with the cross-case analysis. Interestingly, what was perceived as a barriers for two of the participants, acted a facilitators for the other two participants. For example, the classroom teacher. Two mentors found that the classroom teacher acted as challenge or a barrier to their service learning and mentoring process because the teacher didn't understand the purpose of the mentoring program and wasn't able to connect it to the larger picture, Project Effort. While the other two mentors found that the classroom teacher was the key to a successful service learning and mentoring experience. In addition, these two mentors also reported that these classroom teachers were familiar

with the mentoring program and Project Effort. Other reported challenges or barriers were related to the culture of the school (e.g. noise level in the classroom) and the mentee (e.g. communication issues and absenteeism).

4. Participants were able to identify facilitators to their mentoring and service learning experience. However, it is important to note that the facilitators for most of the participants were case specific, with some shared characteristics found through the cross-case analysis. Generally the main theme that emerged from this category was the idea of “knowing the right people.” Each participant reported an incident that occurred at some point during their service learning and mentoring experience with a staff member or a faculty member from the elementary school that influenced their overall experience. For example, one participant reported that the school librarian was a helpful resource for her, while another participant seemed to develop a relationship with the lunch lady because she usually went and ate lunch with her mentee. While some of the school staff and faculty members helped the mentors with specific issues (e.g. finding a book in the library), other mentors reported that their interaction with a staff or faculty member at the elementary school made them “feel good.” The idea of “feeling good” may have helped the mentors feel more connected to the service learning and mentoring process.
5. In general, the topic of resiliency was not well covered by the course instructor as evidenced by a lack of data in this area for all participants. While all participants reported a numerical increase in knowledge between the pre

and post-course knowledge questionnaire with regards to resiliency among youth, the researcher wasn't able to find much supporting data to justify the reported knowledge increase for each participant. In fact, the research was only able to find approximately one quote for each participant that related to the topic area of resiliency among youth. It is likely that the researcher did a poor job structuring and designing the data sources to really address the idea of resiliency among youth. Further, the course instructor (the researcher) didn't not spend as much time in course lectures covering the topic area of resiliency among youth and the course instructor only assigned one class reading that concentrated on resiliency and youth, compared to multiple lectures and multiple course readings on the other four core topic areas. Therefore, the research has concluded that the participant's numerical increase in knowledge in this topic area was self-inflated.

6. There is some evidence that suggests that service learning helped students make connections between the cognitive information presented in ESS 519 and their mentoring experience. However, not all data from the participants could be directly tied to their service learning and mentoring experience. Rather, some of the data were generally stated and not presented in the context of their mentoring experience. It was simply reiterated using the same language presented through course lectures and course readings.
7. Based on the data provided from each participant in this study, goal setting seemed to be a challenge for each of the participants and their mentees. One

participant reported just giving up on goal setting with her mentee.

Considering that the participants (the mentors) are primarily suppose to help their mentees bridge the gap between the goals of Project Effort (e.g. the levels of Hellison's PSRM) to the classroom, it concerned the researcher that the participants experienced such difficulty helping their mentees set goals.

The researcher has concluded that the Project Effort instructor needs to spend time talking about goal setting and transferring the "levels" to the classroom with the mentees during the Project Effort after-school sessions. This will ensure that the mentees are hearing about goal setting in the context of Project Effort so that when the topic of goal setting is discussed with the mentor in the school setting, the concept will seem less mysterious. Further, this will allow the mentee to have a better understanding of how their mentor is connected to Project Effort and the goals of Project Effort.

Implications for Evaluating Service Learning in ESS 519

Based on this research study, the following implications can be provided for evaluating service learning in ESS 519. Generally speaking, the implications are related to the development of appropriate data sources that directly connect ESS 519 course content with the mentoring and service learning experience.

1. Data sources need to be better designed so that participants are able to link their own mentoring and service learning experiences to the information presented in class. Throughout the study participants were able to reiterate the information presented in class through readings and lectures, however, in

some instances they were not able to link the information directly back to their mentoring experience. In order to effectively evaluate service learning in ESS 519, data sources need to be more deliberate and less general, with regards to directly linking class content the service learning and mentoring experience.

2. Data sources need to be better designed so that faculty can see the progress of the mentoring relationship based on information presented from one data source to another.

Implications for Future Research in ESS 519

Based on this research study, the following suggestions are implications for future research in ESS 519.

1. More research needs to be conducted that examines the relationship between the classroom teacher and the mentor to determine how significant the classroom teacher role is in the mentoring process.
2. More research needs to be conducted that examines the effectiveness of goal setting in the context of this mentoring program.
3. More research needs to be conducted to determine extent to which the barriers and challenges and facilitators impact the mentoring and service learning experience. Based on current research, some mentors characterized certain people or school systems as barriers, while others characterized them as facilitators. Future research needs to examine why some things worked for some mentors and not for others.

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Appendix A
Demographic Questionnaire

Demographic Questionnaire
 ESS 519
 Mentoring in Community Youth Development Programs
 Spring 2003

Demographic Information

Name _____

Email _____

Phone _____

Are you an (please circle one): Undergraduate Graduate

If you are an undergraduate, what year are you?

Freshman Sophomore Junior Senior

Have you ever taken a class at the university/college level or in high school that used a service component as a part of the class requirement?

YES NO

If yes, please provide the following information:

Name of the class	Dates of participation	Was the service component optional or required?	What were the service requirements for the class?

Have you ever participated in a service activity that was not a part of a class requirement? (e.g. an activity that you did as a part of an organization or on your own).

YES NO

If yes, please complete the following information

Where did the service take place?	Length of service	Why did you stop?

If you have never provided a service for others, please list some factors that prohibited you.

Appendix B

Pre-Course and Post-Course Knowledge Questionnaire

Pre-Course/Post-Course Knowledge Questionnaire

Name _____

Please choose a number between 1 (low) and 5 (high) that best describes your knowledge of the following topics. Also, please include an explanation of where you learned about these topics or issues (e.g. in class, at a workshop). Please be as specific as possible.

Topic or issue	1-5	Where did you learn about this topic/issue?	Briefly describe your knowledge of the topic/issue or give an example that demonstrates your knowledge.
Characteristics of underserved or at-risk youth			
Factors that contribute to an underserved or at-risk status			
Ways to communicate across and within cultures			

Topic or issue	1-5	Where did you learn about this topic/issue?	Briefly describe your knowledge of the topic/issue or give an example that demonstrates your knowledge.
Social norms and stereotypes of people from different cultures			
Values and attitudes associated with different cultures			
Types of poverty			
How poverty affects schooling or learning			
Strategies for fostering resiliency among youth			
Characteristics of resilient students or youth			
Factors that affect the school culture			
Goal setting strategies			

Topic or issue	1-5	Where did you learn about this topic/issue?	Briefly describe your knowledge of the topic/issue or give an example that demonstrates your knowledge.
Barriers to goal setting			
Types of goals			

Appendix C
Informed Consent Form

Informed Consent Form

ESS 519 Mentoring Children and Youth Spring 2003

Short form with Oral Presentation

Purpose

The purpose of this research is to gather data on the impact of a specific service learning framework with a mentoring class. Service learning is the integration of classroom content, concepts and theories, with a fieldwork experience that requires time for critical reflection.

Benefits

Generally speaking, the researcher plans to contribute to the growing body of research literature that surrounds service learning and mentoring. Further, the researcher plans to answer the call from the professional field to increase the creative methodological methods by which service learning and mentoring is researched.

Risks

I do not foresee any physical risks within the context of this study.

Opportunity to Withdraw Without Penalty

Because the research participants are enrolled ESS 519 for the spring semester of 2003, all university rules regarding adding and dropping apply.

Opportunity to Ask Questions

Students are encouraged to ask questions regarding their mentoring effort and are actually provided with two different venues to do so. Students fill out weekly journal sheets that includes a section for personal questioning and students are provided with structured class time to ask questions.

The Amount of Time Required of the Subjects

Focus group interviews will take approximately two hour. The time it takes to complete the mentor journal sheets (10 total) and the in-class reflections (3 total) will depend on the individual student, as these data sources are completed at the student's own pace.

Confidentiality of Data and Final Disposition of Data

Confidentiality will be maintained at all times. Further, the data collected through this study will be held for 1 years and then shredded.

Phone Number and Name for Questions on Research

Donna Duffy-275-3502

Phone Number and Name to Ask About the Rights of Research Subjects

Same as above.

Appendix D
Individual Interview #1

Individual Interview #1

To be conducted at the beginning of the semester, after the first class, but before mentoring.

Introduction of setting and expectations of the interview

“Thanks for coming today. The purpose of this interview is to learn some things about you and about your past community service experiences. If you have any questions or need something clarified, please feel free to interrupt me during the interview and I will be happy to stop until you are ready to move on. Do you have any questions before we begin?” If the participant responds “No” the interview will begin. If the participant responds “Yes” the question(s) will be addressed and then the interview will begin.

Interview Questions

1. If you weren't mentoring this semester, would you be providing a community service in another capacity?
2. (Tell me what attracted you to the mentoring class. Why did you register for the course?
 - a. Do you have any friends who have taken the class?
 - b. What did they say about the class?
3. Have you ever taken a course on the university or high school level that integrated a community service component?
 - a. If yes, tell me about the course.
 - i. How many hours of service were required?
 - ii. Tell me about the assignments which were linked to your community service work.
4. Do you currently keep a personal journal or diary?
 - a. If yes, how often do you make an entry?
 - b. Describe what an entry may look like
5. What personal strengths do you bring to the mentoring experience?
6. What do you hope to gain from this experience?
7. How do you hope to affect the student that you are working with?

*Question may be addressed multiple times, if the participant has been engaged in previous multiple community service experiences.

Appendix E
Individual Interview #2

Individual Interview #2

To be conducted at the mid-point of the semester

Introduction of setting and interview expectations

“It is nice to see you again. Thanks for taking time out of your schedule to be here today. Last time we spoke, we talked a lot about your previous community service work and your attitudes towards service work. Is there anything you would like to add or clarify from the last interview?” If the participant responds, “No,” the interviewer will continue with his/her explanation of the description of the mid-point interview. If the participant responds, “Yes,” the participants thoughts will be added as an amendment to the first interview during the transcription phase, and then the interviewer will finish the description of the expectations for the mid-point interview. “Today, we are going to talk about your mentoring relationship and the different dynamics surrounding it. In addition, we will talk more about community service work.” Do you have any questions before we begin?” If the participant responds, “No,” the interview will begin. If the participant responds, “Yes,” the question (s) will be addressed and then the interview will begin.

Interview Questions

1. Talk about how your mentoring relationship is progressing.
2. Have there been any issues or concerns that have come up consistently during your mentoring sessions?
 - a. Can you link them with any course content?
3. What has challenged you during your mentoring efforts?
4. Describe a successful experience that you may have had during your mentoring sessions.
5. Talk about how community service fits into your life.
6. Do you think everyone should be involved in community service work? Why or why not?
7. How are the course material and class readings preparing you for your mentoring efforts?
 - a. Give a specific example of something helpful and/or something not helpful.
8. Have you been in any other situations (e.g. with friends, family, other classes) where issues similar to the ones address in the mentoring course have come up?
 - a. How comfortable were you in sharing your knowledge with others?
 - b. Did you feel supported in the situations by others around you, or were you making an individual stand?
 - c. Did you offer any advice in the situation based on course material you learned in mentoring course?
 - i. If yes, what was your advice?

Appendix F
Focus Group Interview

Focus Group Interview

Final focus group interview will be administered at the end of the last mentoring class
from 11:00 a.m.-12:30 p.m.

Introduction of the setting and interview expectations

“Thanks for coming back for your final, individual interview. At our mid-point interview, we talked about how community service fits into your life and your attitudes towards community service. Is there anything you would like to add to that interview?” If the participant answers “No,” the interviewer will continue on with his/her description of the interview process. If the participant answers “Yes,” I will make the addition during the transcription process. “Today we are going to talk specifically about the mentoring program and your experience with it. Do you have any questions before we begin?” If the participant answers “No,” the interview will begin. If the participant answers “Yes” the question (s) will be addressed and then the interview will begin.

Interview Questions

1. How would you describe your overall mentoring experience?
2. How did the course material and class readings prepare you for your mentoring experience?
 - a. What topic (s) specifically helped?
 - b. What topic (s) could have been covered better?
 - c. Were there any topic (s) that needed to be covered and weren't?
3. What course material (including class readings) came up most often during your mentoring experience?
4. What factors helped you be a better mentor?
5. What factors prevented you from accomplishing what you wanted to with the mentoring process?
 - a. Do you feel that your mentoring experience raised your awareness on social issues?
6. What did you gain from your mentoring experience?
7. What, if any, impact did you have on the student you mentored?
8. If you could, would you enroll in the mentoring course again?
 - a. Why or why not?
9. Do you see yourself continuing service work in some capacity next year?
 - a. What about consistently over time?
10. What area of community service work do you think you will continue with?
11. Has this course enhanced your desire to continue service work?
 - a. Please explain.

12. Do you foresee your professional career leaning towards a helping profession (e.g. nursing, social work)?
 - a. If yes, what is it and why?
 - b. If no, why not?
13. What have you learned or what has been reinforced for you about kids through this experience?
 - a. Can you link it to course content?
14. What have you learned or what has been reinforced for you about education through this experience?
 - a. Can you link it to course content?
15. Were the in-class reflections helpful in your ability to better understand course content or your service experience?
16. Do you have any additional comments?

Appendix G
Mentor Journal Sheet

