A RESEARCH AGENDA FOR
ADVANCING SERVICE-LEARNING IN TEACHER EDUCATION

Developed by the
Service-Learning in Teacher Education International Research Affinity Group

October 14, 2006

A meeting of the Service-Learning in Teacher Education International Research Affinity Group was held at the International Conference on Service-Learning Research in Portland, Oregon on October 14, 2006. At this meeting, the members in attendance (see attached list) discussed the formulation of a research agenda to advance the study and practice of service-learning in teacher education.

The members agreed that future research activities in the field should deepen understanding of the impacts, implementation, and institutionalization of service-learning in teacher education. In addition, they identified a set of action steps to guide the next set of research activities in the field. As part of this action planning, the group prioritized some of the key actions steps and several members of the group volunteered to begin to explore opportunities to advance research agenda.

The Research Agenda is framed by a set of research questions that the members defined as being key to advancing the practice and study of service-learning in teacher education

Impact Research

Impact on Recipients of Service and External Entities

➢ What are the impacts of teacher education service-learning on K-12 and community partners? (What is the impact on service recipients?)

➢ Does service-learning in pre-service teacher education impact student teachers' teaching ability?

➢ What impacts do service-learning recipients (pre-service teachers) ultimately have on schools and community (after they engage in a service-learning experience)?

Impact on Service-Learners (Service-Learning Participants)

➢ How does service-learning impact the development of cross cultural competence and diversity? To what extent does service-learning affect teacher educators' ability to teach better, understand more cross cultural competency?

Implementation Research

- ➢ What are best practices (both conventional and unconventional) for advancing high quality service-learning in teacher education?

- ➢ What are the characteristics that define the ideal role for community partners in teacher education service-learning partnerships?

- ➢ What are effective strategies for building an asset-focused service-learning program (rather than one focused on needs, problems, etc.)?

- ➢ What are the implications for Hamlin's model of community building and citizenship development for building high quality service-learning in teacher education?

- ➢ How does service-learning change the way we train future teachers?

- ➢ What are the some of the international models for advancing service-learning in teacher education?

- ➢ What are the key cultural and contextual implications for service-learning practice in teacher education?

- ➢ What are the faculty motivators and deterrents for service-learning engagement? Are there institutional differences in faculty motivation (e.g. faith-based vs. secular institutions, urban vs. rural, etc.)?

- ➢ What are the campus administrator (deans, etc.) motivators and deterrents for service-learning in teacher education?

- ➢ What are the key purposes for service-learning in teacher education? What are the key civic purposes for service-learning in teacher education (e.g. charity, social justice, public work, etc.)?

- ➢ What would a developmental model of service-learning in teacher education look like? (e.g., what first year preservice teachers need to know, in service teachers, etc.).

- ➢ What are the elements for building a high quality educator service-learning program focused on non-teaching professional (e.g. counselors, administrators, etc.)?

Institutionalization Research

- ➢ What are the key elements for institutionalizing service-learning in teacher education?

- ➢ To what extent do the key elements for institutionalizing service-learning in teacher education differ from institutionalization elements for higher education in general?

- ➢ Are there distinctions in advancing and institutionalizing service-learning in teacher education at the graduate and undergraduate levels?

- ➢ What kinds of standards for service-learning development are being developed across the globe?

Theoretical Frameworks

- ➢ What are the key theoretical backgrounds and perspectives that inform the practice and study of service-learning in teacher education?

Methodological Issues

- ➢ Conduct more experimental studies to assess impacts on participants, communities, and institutions

- ➢ Conduct in depth case studies and historiographies that capture the stories and contexts within service-learning experiences as way to better understand implementation and institutionalization issues.

- ➢ Conduct comparative, transnational studies to explore commonalities and distinctions in impacts, implementation, and institutionalization of service-learning in teacher education.

- ➢ Used mixed methods approaches to allow for both depth of analysis and generalization breadth.

- ➢ Identify instruments and measures that can be applied universally to allow for aggregation of data across programs and studies.

Action Steps

Primary Steps

1)* Conduct an updated review of the research on service-learning in teacher education and assess the quality of the research.

2)* Identify funding and establish opportunities for teacher educators to conduct studies on their own program.

3)* Continue to network the scholars who conduct research on service-learning in teacher education by building a list-serve and website for service-learning research on teacher education.

4)* Develop a set of universally applicable questions that can been added to instruments as a means to collect data that can be aggregated across sites for cross site analyses. Identify a series of questions on community impact and then invite people to add questions to supervisor surveys; scoring work samples, etc. Then convene persons to compare responses.

5) Collect and share instruments that are available as a means to strengthen the quality of measurement in teacher education service-learning.

6) Develop a set of key measures that can be applied to service-learning in a global context to allow for cross-cultural and trans-national comparisons.

7) Conduct an analysis of the kinds of data that are currently being studied in the areas of student development (e.g., asset development, values development, social and personal outcomes, etc.) and apply those analyses to the study of service-learning in teacher education.

8) Explore samples of work completed by service-learning students and develop a rubric that can be used to assess the quality of work.

9) Develop and test indicators of high quality practice of service-learning in teacher education. For example, test 10 principles of good practices of service-learning in teacher education and empirically validate the principles.

10) Develop a transformational model of how participants (different participants) change through their service-learning experiences.

* Denotes priority step

Potential Venues for Further Work and Collaboration

AACTE Special Study group on service-learning in February, 2007 in NYC (Terri Davis).

AERA Teacher Educators and Service-Learning SIG in April, 2007 in Chicago.

International Conference on Service-Learning and Teacher Education in July 2007 in Brussels.

Preliminary Tasks and Work Teams

The meeting ended with the identification of three key tasks to jumpstart the Research Agenda activities.

Task #1: To explore the development of common questions that can be applied universally

> *Team*: Jeffrey Anderson, Jean Strait, Sue Root, Kari Knutson-Miller, Anne Sliwka, Lorinda Anderson, Rita Gonsalves, Lois Brewer

Task #2: To identify and explore potential approaches to and sources for funding research

> *Team*: Jean Strait, Sue Root, Andy Furco, Lois Brewer

Task #3: To disseminate the research agenda to other interested scholars for feedback and input.

> *Team*: Andy Furco

Service-Learning In Teacher Education Research Affinity Group

Meeting Participants, October 14, 2006

1) MARA ADELMAN, Seattle University
2) JEFFREY ANDERSON, Seattle University
3) LORINDA ANDERSON, Central Washington University
4) LOIS BREWER, Service-Learning Seattle – Seattle Schools
5) MIN CHO, Virginia Commonwealth University
6) ANDY FURCO, University of California, Berkeley
7) RITA GONSALVES, East Carolina University
8) AILEEN HALE, Boise State University
9) HAROLD KELLER, University of South Florida
10) KARI KNUTSON MILLER, California State University, Fullerton
11) CHIHIRO NAKAGAWA, Portland State University
12) SUE ROOT, RMC Research Corporation
13) ANNE SLIWKA, Trier University
14) MAGGIE STEVENS, Northern Kentucky University
15) TRAE STEWART, University of Central Florida
16) JEAN STRAIT, Hamline University