



*Service-Learning: Implications for  
Research, Publication, and Promotion  
2005*

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## *Key Questions*

**How can service-learning enhance my research agenda and how can my research agenda enhance service-learning ? How can I document this work for tenure and promotion?**

# CREDITS

Howard, J. (Ed.). (2000). Strategic Directions for Service-Learning Research [Special Issue]. *Michigan Journal of Community Service Learning*, 7.

Lima, M. (2004). Playing it smart: promotion and tenure issues. LSU Centers for Excellence in Learning and Teaching Faculty Workshop. Baton Rouge, LA.

Moely, B. and Hironimus-Wendt, R. (2005 March). Writing and research for publication. UNCFSP Learn and Serve Technical Assistance Workshop. New Orleans, LA.

[www.compact.org](http://www.compact.org)

[www.ccell.lsu.edu](http://www.ccell.lsu.edu)> faculty info>resources for faculty> publication opportunities

# *What We Know: Service-Learning Students Develop:*

- Increased learning and motivation to learn
- Deeper understanding of the subject matter
- Deeper understanding of complexity of social issues
- Increased ability to apply content to real problems
- Closer ties to other students and faculty
- Increased leadership skills
- Increased tolerance for diversity
- Increased connection to community
- Greater self knowledge

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## *Why do research?*



- Why might you be interested in doing service-learning research?
- What would you like to know regarding service-learning pedagogy?
- What kinds of discipline-specific traditional research questions could enhance your service-learning?
- How could service-learning enhance some kinds of traditional research?

# *What Do We Need to Know?*

- What discipline-specific intellectual benefits does Service-Learning offer?
- How can measures of those outcomes be embedded into the instructional process?
- Which models of service-learning produce most learning?
- How can service-learning best address diversity issues?
- How does service-learning affect faculty?
- How can faculty be best supported in their work?

*Michigan Journal of Community Service-Learning*

# *What Else Do We Need to Know?*

- What are reactions of students, faculty, community to a specific service-learning experience or program?
- What are important program or course characteristics?
- What are individual differences in service-learners and how can service meet individual needs?
- What changes are manifest over time in students, faculty, or community attitudes or behaviors?
- Others?

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# *What do **YOU** want to know?*

- About traditional research questions related to your students' service?
- About effects on students?
- About effects on faculty?
- About effects on institutions?
- About effects on community partners?

# *The Research Process*



- Formulating your question: What do you want to know?
- Reviewing the existing research literature: What do we already know?
- Identifying your sample: Who will you ask?

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# *The Publication Process*



1. Conceive Study
2. Conduct Study
3. Write Paper
4. Present Paper at Meeting
5. Revise Paper
6. Submit Manuscript to Journal

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# *National Venues for Presenting Research:*

- **National Service-Learning Conference**  
<http://www.nylc.org/>
- **International Conference on Advances in Service-Learning Research**  
<http://outreach.msu.edu/slConference/>
- **American Education Research Association**  
<http://www.aera.net/>
- **National Society of Experiential Education**  
<http://www.nsee.org/>
- **American Association of Colleges and Universities**  
<http://www.aacu.org/>
- **International Conference on Civic Engagement and Service-Learning**  
<http://www.conference.ie/Conferences/index.asp?Conference=15>