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The service learning projects: stakeholder benefits and potential class topics

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Abstract

Purpose – The purpose of this paper is to summarize the benefits of including a service learning project in college classes and focusses on benefits to all stakeholders, including students, community, and faculty.
Design/methodology/approach – Using a snowball approach in academic databases as well as a nominal group technique to poll faculty, key topics for service learning across college disciplines are presented.
Findings – Findings include a wide range of service learning projects across disciplines.
Research limitations/implications – Areas for future research are identified to expand the service learning topic list as well as guide studies on the long-term benefit of service learning for each identified stakeholder.
Practical implications – For new faculty or faculty new to service learning, the list of paper ideas is a good first step to identify projects. While not comprehensive, the list serves to stimulate topic ideas and fills a void in the service learning literature.
Social implications – Service learning exists to provide real-world learning for students, but the projects provide benefits for community groups, agencies, and organizations. Societal benefits from the student effort are numerous and there are little or no costs to the agencies who participate.
Originality/value – The abundance of service learning literature has studied learning across disciplines and has quantitatively and qualitatively presented benefits, but no studies have worked to compile project ideas across major college disciplines. This research addresses this issue and provides the key first step to implement the service learning pedagogy: the topic idea.
Keywords Higher education, Service learning, Community partnerships, Topics
Paper type Research paper

Introduction

Higher education today helps support students in developing subject matter proficiencies, or the ability to combine subject matter knowledge and a set of complementary skills in ways that go beyond traditional classroom classic assignments and objective examinations. Developing such a set of proficiencies might reasonably be expected of undergraduate majors in most disciplines by the time of their graduation, helping them to

achieve a successful transition into the workforce. Hansen (1986) proposes five proficiencies required for students entering the workforce including: accessing existing knowledge; displaying command of existing knowledge; interpreting existing knowledge; applying existing knowledge; and creating new knowledge. Incorporating a service learning project into classes allows educators to address these five proficiencies.

Service learning is achieved by assigning students to work on community-based issues (Glenn, 2002; Loesch-Griffin et al., 1995) and is a project-based practical application of knowledge and learning. Students work together solving real problems, applying classroom knowledge while interactively learning in a team project implemented in the local community (Hervani and Helms, 2004; Waldner et al., 2010). Gujarathi and McQuade (2002) stress successful experiences depend on institutions that value service learning, development of community alliances with appropriate agencies, and selection of appropriate assignments.

Service learning involves connecting classrooms to the world beyond campus while creating an ethical base for learning (Coye, 1997; Boyer, 1994) and creating a link between citizenship and service (Staples and Ornatowski, 1997; Barber, 1994; Boyte, 1993). Through the service learning pedagogy, instructors can integrate classroom learning into the community and address complexities of transitioning from education to training and employment, while providing a more substantial impact for students. Students become better prepared to participate in society by engaging in opportunities allowing them to work with community partners. Additionally, by assigning service learning projects, students gain a more comprehensive understanding of real-world issues and attain opportunities to apply classroom theory and knowledge, as they engage in structured reflection of their experiences (Glenn, 2002; Eyler and Giles, 1999; Weigert, 1998; Jacoby, 1996; Kinsley, 1994). Service learning is concerned with performance and results for the common good, students gather the necessary know how along with an opportunity to bridge theory and practice by taking their knowledge and applying it to human affairs (Whitburn, 1984). Service learning also meets the curricular need for additional writing along with applying classroom knowledge to real-world problems by creating partnerships between the worlds of education and work. While there is much research and discussion on service learning in the literature, there is a dearth of papers discussing topics service learning projects that could be incorporated in the curriculum.

This paper summarizes current literature of benefits associated with service learning projects and identifies and presents a number of current, potential topics across a wide range of higher education disciplines and courses to guide faculty in their inclusion of service learning projects in their courses. Suggestions by discipline are offered for paper topics and projects as a starting point for faculty new to service learning projects.

Service learning projects
The success of service learning projects is affected by the degree of integration among the institution and public and private community agencies. With proper integration, both the students and the community receive greater benefits from increased knowledge and joint activities. In learning theory, active involvement is required for higher levels of understanding particularly in the application as well as the use of concepts (Becker et al., 1991). As a pedagogical tool, service learning projects expand teaching and learning beyond classroom activities and students benefit from the practical applications (Giles and Eyler, 1994; Kinsley, 1993) as well as active learning (Becker and Watts, 2001; Watts, 2000; Becker, 1997; Jacoby, 1996). In addition, service learning projects are

appropriate for final written reports, particularly to share with the community agency partner. Service learning overcomes the problems noted in many disciplines that few classes require students to write papers (Salemi *et al.*, 2001; Salemi and Siegfried, 1999; Siegfried and Kennedy, 1995; Becker and Watts, 1996).

Business schools have traditionally been early adopters of service learning pedagogy, given their close community ties. Weldy and Turnipseed (2010) support the use of service learning projects as pedagogical tools for enhancing management and business curricula and suggest student learning is improved with the inclusion of projects. When actual examples are brought into the classroom, it fills gaps created by students' lack of world knowledge or work experience, enhancing motivation to learn (Warner *et al.*, 2012; Bonwell and Eison, 1991). Recent economic downturns have limited student employment and internships, making service learning important as a resume builder as well. Service learning projects have been used in operations management examining students' employers (Fish, 2008); in marketing (Munoz and Huser, 2008; Easterling and Ruddell, 1997); in economics and management (Govekar and Rishi, 2007); in accounting (Hurt, 2007; Tschopp, 2004; Gujarathi and McQuade, 2002); in human resource management (Madsen, 2004); in on-line courses (Hervani *et al.*, 2015) and in information systems (Lee, 2012). Andrews (2007) reports the fields of information systems, management, and marketing report more service learning projects than finance and accounting. However, the service learning projects can be applied in a number of disciplines and inter-disciplinary service learning courses can be developed for learning communities.

Many health professions are using service learning to instigate social appreciation and change among learners. Adegbola (2013) discusses how nurse educators increase their effectiveness by including service learning to create civic-minded health care professionals. Likewise, service learning has been used extensively in teacher education for preschool, elementary, and secondary levels (Swick, 2001). However, service learning programs are relevant for disciplines beyond those which traditionally interact directly with various community groups and can encompass topics such as the peace and justice studies that integrate community service with criminal justice, political science, and legal studies course content. Within social justice, the topics examined can include domestic issues such as inequality, racism, sexism, and economic inequality (Roschelle *et al.*, 2000) within regions and across country borders. Through such involvements, these service learning programs encourage students to become political advocates who promote social justice both nationally and internationally.

Service learning is primarily used in the USA and Western countries, but the use of service learning in higher education is increasing worldwide. For example, Coffey and Wang (2006) developed applications for their MBA course in south China. In South Africa, service learning was used as a capstone project for music programs (Cloete and Erasmus, 2012) and in New Zealand, service learning was incorporated into teacher education programs to mediate the ethnic, cultural, and socioeconomic polarization of students and their teachers (Tatebe, 2013). Additionally, headway has been made with implementing service learning programs in Germany, where the higher education system has traditionally differed significantly from the US model. In their review of the use of service learning in German Universities, Garrett *et al.* (2012) found more than ten higher education institutions offered service learning projects in the disciplines of education and pedagogy, the natural sciences, business and management, social sciences and the humanities.

Additionally, service learning projects have been used in short-term study abroad programs (Le *et al.*, 2013; Sciglimpaglia and Toole, 2009). International service learning

allows students to work with local organizations to serve the community, engage in a cultural exchange, and learn about a daily reality very different from their own. According to Grusky (2000) a huge knowledge gap remains in international development education and suggests that international service learning programs can motivate students and faculty members to address these gaps.

Benefits of service learning

Service learning involves students in a wide array of diverse activities that are beneficial to the agencies involved and uses experience generated to enhance student's learning, to provide the student with a deeper understanding of the course content, and to enhance the student's sense of civic responsibilities and/or civic leadership (Waterman, 1997; Bringle and Hatcher, 1996). Such applied learning offers opportunities for repetition and reinforcement of concepts, thereby increasing the likelihood of retention and transferring learning to social agencies and business or service organizations (McKeachie, 1999; Schamess *et al.*, 2000). Calvert *et al.* (2011) found the service-learning methodology bridges theoretical concepts with experiential learning through projects within the larger community. Service learning offers both opportunities and benefits for all involved participants, including students, faculty, community, and the academic institution (Warner *et al.*, 2012). The following sections outline-specific benefits for each key stakeholder.

Student benefits

When students engage in service learning projects, they are developing important skills helping them function more effectively in the labor market or in graduate school, even though those skills are not always measured by exam scores or course grades (Hansen, 1999). Studies suggest an effective teaching style provides a classroom environment enabling students to apply learning to real-life situations (Elzinga, 2001). When confronted with such problems, students can apply their analytical thinking to better comprehend and more importantly, to resolve them.

Numerous studies have documented the benefits of participating in undergraduate service learning projects (Eyler and Giles, 1999; Rhoads, 1997, 1998; Eyler *et al.*, 1997; Hesser, 1995). Rosenberg (2000) assumes students are not empowered in the traditional classroom; rather, they are actually separated from the means of empowerment. Forman and Wilkinson (1997) suggest traditional education often separates students from participation in public life and does not provide the skills and knowledge for such participation. Henson and Sutliff (1998) argue that integrating service learning into a regular classroom stimulates both teaching and learning.

Wilson (2011) noted service learning assignments fostered the personal development of students through opportunities to interact with those in need. Her finding further noted that students were likely to experience empathy in their personal development from the project. Bamber and Hankin (2011) described students' experiences, seeing a shifting of their world view through service learning. They noted students challenged their existing stereotypes and personal values similar to those who participated in an international study abroad.

Service learning has proved effective too in supporting content mastery and Casile *et al.* (2011) found service learning superior to a traditional research project to support student development, as well as achieve socially valuable outcomes. Simola (2009) finds service learning projects to be as valuable as student internships and result in a greater appreciation of the environment, the community, and ethical concerns. Practical implication of service learning are a clarification of students' vocational interests and

values. Gibson *et al.* (2011) agree student learning occurs due to the time spent reflecting on the service learning project.

By providing opportunities for students to work with community partners, institutions assist students in becoming ideal orators. Quintilian (1972) found this in his seminal research on the topic. Service-learning connects classrooms to the world beyond campus while creating an ethical base for learning (Coye, 1997; Boyer, 1994). Service learning emphasizes implementation or the "how-to" process, and reinforces citizenship and service, an on-going concern in educational systems (Staples and Ornatowski, 1997; Barber, 1994; Boyte, 1993). The student's willingness to participate in classroom activities or to engage in outside activities relevant to the course can enhance learning outcomes. The instructor plays an important role in providing students opportunities to expand their classroom learning into communities. This community integration not only provides students with practical applied experiences but also provides society as a whole benefits by utilizing the student or the human capital developed by academic institutions.

Community benefits
Educational institutions provide the basic skills and collaboration among the parties in service learning; however, there needs to be a significant change in the way that most universities view knowledge and how graduates tend to isolate problems in complex human society (Gronski and Pigg, 2000). Service learning projects benefitting the community can best be achieved through integration among institutions, local organizations, businesses, government, nonprofit services, and local groups (Mathews, 1997). Putnam (1993) suggests state governments experiment with modest subsidies for training programs to achieve this integration.

Integration between the educational institutions and the public agencies is more likely to occur with a public institution. Community colleges, too, have opportunities within the service learning paradigm, since the community college often has a greater commitment or mission to improve the surrounding community (Berson, 1994). In her study of service learning projects with community-based small business, Simola (2009) found benefits to small business owners customized, onsite services, no financial costs as are associated with consultation or training options, an unbiased and well-rounded strategic audit, and receipt of an alternative perspective on the business and opportunities that would not otherwise be available.

The educational institutions must meet the expanding expectation on campus and in the community to integrate student learning and community needs to resolve America's social problems (Jacoby, 1996). One way for the institutions to accomplish such goals is through community service learning and adaptation of the service learning pedagogy (Berson, 1994). The institution's efforts to provide the ease of integration between the classroom and community can encourage faculty to participate in these programs and implement projects that enhance student learning. The institutions should play a greater role in identifying the local and regional needs and the opportunities to work with businesses, agencies, and other members of the external community. Resources devoted to such activities can lead to the accumulated knowledge over time and gradual development of the infrastructure to absorb such integration typically follows.

Working with community resources will encamps a variety of organizations, many who have a relationship with academic institutions. For example, organizations that are working with area challenges, often include homeless shelters, women's' shelters, programs for youth and young adults, planning groups (i.e. County Commissions,

Planning and Zoning Boards, City Councils), or crisis centers and other non-government and not-for-profit organizations in both the public and private sectors. In institutions with an established Service Learning Center or a similar outreach department, the initiative to make contacts with these and other community agencies should be made to identify organization needs and incorporate learning objectives coordinating the service learning projects to the curriculum by introducing the service learning concept and projects in appropriate fields of study. Because service learning is concerned with getting things done for the common good, students gather the necessary "know how" along with an opportunity to bridge theory and practice by taking the knowledge they accumulate and applying it to human affairs (Whitburn, 1984, p. 229). This application benefits the greater community.

As previously mentioned, students participating in service learning projects gain knowledge from the community (Stanton *et al.*, 1999), a sense of responsibility (Jacoby, 1996), and connection between classroom concepts and challenges in society (Wallace, 2000). The service learning experience fosters critical thinking skills, analysis, synthesis, and evaluation (Kinsley, 1994) awareness of social problems and skills in working collaboratively and creatively (Gose, 1997; Jacoby, 1996). This knowledge can be used by students after graduation as they continue to work for non-profits and with other volunteer community agencies. With a better understanding of challenges from the service learning participation, solutions to the problems may be quicker and more innovative.

Faculty benefits
Service learning projects provide faculty member with an opportunity to conduct action research (Harkavy and Benson, 1998) where the faculty uses the constructed theory, applies it, and further tests it for validity and applicability. The action research tends to increase the instructor's understanding of teaching and learning and ultimately leading to improvements in classroom practices (Richards and Platt, 1992). Cooperative learning has been found to increase college faculty instructional productivity (Johnson *et al.*, 1991). Faculty are traditionally encouraged by service learning and often find linkages to the external community that form the basis of teaching cases, journal articles, and research streams in addition to increasing the service component of the instructor's role.

Instructors facilitate solutions by providing students with relevant examples and case studies that make a clear connection between theoretical materials and real situations. The learning goal can be achieved through improvements in the creative and effective aspects of teaching methods. The design of active learning in the classroom can be achieved through several means and the choice is only affected by the resource availability.

Topics for service learning projects
As discussed, service learning has been widely used in business and economics. Service learning has also been applied in a wide variety of disciplines and courses including macroeconomics (Hervani and Helms, 2004), writing and composition (Adler-Kassner *et al.*, 1997), finance (Dahlquist, 1998), engineering (Kvam, 2000), psychology (Wilson, 2003), science and mathematics (Mogk and King, 1995; Duke, 1999), accounting (Cruz, 2001), nursing (Narsavage *et al.*, 2003), sociology (Mooney and Edwards, 2001), Spanish (Plann, 2002), political science (Robbins, 2001), and liberal education (Bloom, 2003; DeVitis *et al.*, 1998; Battistoni, 1995), geography education (Longan, 2005), communication (Bullard *et al.*, 2001), computer technology (Schuler, 2001), urban geography community activism

and planning (Dorsey, 2001), environmental conservation (Ward, 1999), and web-based geography (France and Ribchester, 2004).

Service learning promotes adaptability of course content and stimulation of student learning. Bartels (1998) argues that service learning gives nurse educators a simple tool for linking classroom learning to the community. In fact, studies focussing on internet resources for the health care sector and describe an innovative partnership among academia, community agencies, and service providers to better meet the health care needs of underserved populations (Drevdahl *et al.*, 2001; Callister and Hobbins-Garbett, 2000; Beauchesne and Meservey, 1999; Bellack, 1998).

Service learning often uses students to build web resources or webpages for agency clients. For example, students in an advanced health class might collaborate on a website dedicated to promoting exercise and a healthful diet. A business class might produce a website of resources and links for individuals starting a new businesses in the community. Students in a nutrition class, for example, might collaborate on a glossary of vitamins and minerals to be posted on a health agency's page. Students in skills courses can do this type of service learning as well. Students in a computer science class can design an agency's home page.

Table I includes a list of service learning topics by major disciplines typically offered in undergraduate programs in US colleges and universities. The authors' compiled the list from a comprehensive review of literature in ABInform and ERIC databases and the website www.GoogleScholar, all using the search term "service learning." The list was further augmented using a nominal group technique with colleagues at the authors' various institutions, all incorporating the service learning pedagogy in their teaching. The list, while not meant to be comprehensive, is an important starting place for new faculty as well as for faculty new to the service learning methodology. Partnering external organizations, as well as students, can add to the list by discipline and by adding project topics unique to a local area. Projects may be suitable for written and oral reports and for team projects.

Table I outlines examples of service learning projects that could be assigned in various disciplines.

Assessing service learning projects

Once topics are selected and student teams are assigned to begin work, faculty may want to assess teams at periodic intervals during the semester to ensure all members are participating, and participating somewhat equally in the service learning project. An assessment rubric can be easily created allowing each student to rate their performance as well as their team members' performance on a five-point Likert-type scale. Variables to assess can include dependability, contribution, performance, cooperation, attitudes, and communication. Using an assessment of team members' performance at mid-term is useful to encourage and motivate all members to participate in the project. The same rubric can be used to assess team performance at the end of the course or at the end of the project.

The last phase of the project is the evaluation by the professor following the initial assignment instructions and deliverables, including identification of contributions to the chosen non-profit group or agency. The inclusion of other outside evaluators from the respective faculty and the community is recommended for assessing the project presentation. Such outside evaluation can offer students more feedback and opportunities to interact and network with the larger professional community and may also help with assurance of learning program assessment and accreditation goals.

Discipline	Examples
Humanities and social sciences	
Anthropology	Landfills and how they affect property value
	Lack of city water and sewer issues in undeveloped land
	How economic, kinship, political and religious systems, personality development and cultural change is studied
	Role of minorities/feminism in our community or role of ethnicity in society
	Identify and discuss an international diaspora in our community
	Effect on AIDS/HIV in our region
	Rate of birth control usage in our region
	Burial rituals in our city
	Collective memory of senior citizens on technology, civil rights, or culture
English	Author an essay that conveys a chosen organization or agency's mission, programs, or clients to the community
	Profile area social service agencies examining issues of local and national concern (racism, sexism, homelessness, crime, violence) in a work of short fiction, poetry, the essay, and/or drama
	Author a campus newspaper for the entire university or a particular discipline
	Author public relations submissions for the local newspaper on a topic of local, social interest
	Draft a speech for a local politician
	Write a technical guide for a campus unit to explain a particularly difficult process or procedures
	Work with the marketing class to prepare a brand message and an advertisement for a new product or to assist in branding the college or university on social media
	Develop handouts to use in the library or on-line to assist in information retrieval or referencing
	Volunteer as an editor or judge for high school term papers
Political science	Investigate the use of lobbying to change how schools are funded
	Study ways to improve voter registration or voter turnout
	How to encourage more college students to become involved in local politics
	Develop a public opinion pole and survey on a local topic of interest
	Develop a campus political newspaper
	Job shadow a city planner or city housing administrator and report on their typical day and linked to community issues
	Compare the political views of recent candidates who ran for public office
	Develop civic and leadership skills to empower students to bridge differences and imagine a shared vision for a community
Social work	Managing the unskilled labor pool
	What local communities can do to improve their schools
	Ways to overcoming crowding in schools
	Tutoring elementary school children in reading, math and completion of homework
	Develop a program to help women re-enter the workforce and solicit the donation of professional clothing
	Investigate a social problem and develop solutions (racism/nation origin, sexism, ageism, gender, sexual orientation, homophobia, discrimination)
	Study and rank the social injustices in your community
Sociology and criminal justice	Study how rural communities can better adapt to high number of immigrants
	Research ways to encouraging better school attendance
	Analyze social implications of the proposed projects for the city
	Develop a profile of social stratification and social class in your community
	Discuss and identify local examples of social mobility in your community

Table I.
Service learning
(*continued*) projects by discipline

Discipline	Examples
Languages and communication	Study why people are in prison for drug addiction and poverty-related crimes
	Develop alternatives to incarceration
	Discuss and identify the need for a better public transportation system
	Develop a paper to address the purpose of the criminal justice system?
	Tutoring immigrants to improve language fluency
	Use college students to translate agency program materials
	Pair students with a local immigrant to practice English
	Develop a handbook of the importance of communication in an organization
	How do people interact in a community that is culturally heterogeneous?
	Study ways to advocate for principles of nonviolence in communication
	Define and explain the concepts of communication, language, competence, performance, acquisition, learning, communication climate, or multiculturalism

Math and science

Discipline	Examples
Chemistry	Educate key stakeholders of lead contamination risks
	Prepare a database of experts to serve as speakers to high school chemistry classes and home school associations
	Post experiments on-line for high school chemistry classes
	Videotape the top chemistry demonstrations for a learning website
	Visit several production and manufacturing organizations and develop a paper describing how chemistry is used in local industry and what skills are needed to employment in the various workplaces
Geography and environmental science	Develop strategies and technology for planners to assist community-based organizations in their struggles for environmental and economic justice
	Produce webpages presenting community-defined environmental areas
	Investigate cultural or economic obstacles inhibiting involvement in community environmental action projects
Geology	Ground water contamination
	Research the use and physical and chemical properties of a contaminating chemical of their choice
	Determine if it is possible for leachate from the landfill to contaminate surrounding lakes or body of water
	Study solar domestic hot water systems for low income housing
	Identify the various agencies responsible for water management and show how their decisions are integrated into activities of people within the city or region
	Investigate the geological composition of grave markers in a public cemetery and discuss which types last longest
Health science and health care, nutrition, and nursing	Website dedicated to promoting exercise and a healthful diet
	Develop a database of available area health and information sources
	Develop a glossary of vitamins and minerals for a health agency's page
	Ways of attracting skilled nurses to the area
Biology	Study the ecology of a city park and report findings on a website
	Investigate effects of noise pollution on plants
	Study plant growth in various environments
	Study effects of nicotine on health or the effects of cigarette smoke on plant growth
	Measure population fluctuations in insects
	Study a current topic (effects of acid rain, urban pollution, reducing mold, and bacteria)
	Develop elementary school programs on recycling and reuse issues
Mathematics	Develop classroom teaching practices for tutoring mathematics for K-12 students
	Develop a webpage of hyperlinks to on-line sources of math tutoring and help (i.e. Khan Academy, YouTube videos, etc.)

Table I.

(*continued*)

Discipline	Examples
Optometry	Deliver knowledge on eye health topics to the community
	Develop a webpage of Q&A for vision health
Pharmacy	Develop a patient care brochure for a community health or social service agencies
	Work with clients and professional staff of community partner agencies to identify, analyze, and help resolve medication-related problems
	Experience how a pharmacist in a continuity setting would gather information and counsel patients in a variety of areas
Public health/ prevention	Study the pollution reduction benefits of mass transit
	Investigate areas conducive to mosquito breeding and develop abatement measures
	Study ways to improve litter control and community recycling
	Develop a programs on COPD and common allergens for citizens

Professional and career

Discipline	Examples
Computer science and information technology	Produce a webpage or web resource for individuals starting small businesses in the community or design an agency's webpage
	Develop a program to teach basic computer skills to seniors
	Develop a website of free internet access sites in the community and their hours of operation and availability
	Tutor and mentor to citizens to increase their computer literacy
	Poll students on possible changes to the college website
	Redesign the college or university website for ease of use
Business, accounting, and economics	Research tax incentives to encourage businesses and shoppers to downtown areas
	Gain knowledge about the general population's understanding of the tax laws and the problems they face in complying with its provisions
	Assist groups by preparing federal income tax returns
	Study the pros and cons of high real estate taxes vs new venture creation
	Analyze the potential macro-economic impacts on the community from a given project
	Educate students about leadership opportunities in their schools, communities, and nation
	Offer free consulting to new ventures (partner with the SBDC – Small Business Development Center, SBA – Small Business Association, and local start-up incubators)
	Investigate the need for a business community incubator
	Develop a student chapter of a professional organization on campus (SAM – Society of the Advancement for Management, SHRM – Society for Human Resource Management, APICS – American Production and Inventory Control Society, etc.)
	Prepare a paper on social media and low-cost marketing for entrepreneurs
	Partner with the SBA or SBDC or SCORE to identify a business that needs student assistance on a short-term research project
	Job shadow a business and report the findings to the School of Business Webpage
Education	Solicit campus donations of supplies for area inner-city schools
	Tutor in area elementary or middle schools; teach a junior achievement class
	Study and document ways to improve literacy
	Outline steps to begin a charter or magnet school in a community
	Assist with the administration of early childhood programs
	Investigate ways to improve family-community relations
	Teach methods of vocabulary development, comprehension, and speaking and listening
	Enrich literacy activities by incorporating innovative technology and multimedia activities
	Develop and teach a program for a middle school on the value of a college degree
	Develop activities for elementary/middle school students as they tour the college campus

Table I.

To assess the final project, the professor may develop a rubric to evaluate both the written and oral presentation aspects of the service learning project. The rubric can be customized to emphasize or course content and theories and to fit the particular discipline and level of students. For example, the rubric can include the organization and structure, language, grammar of the written report as well as the presence of key content including the problem definition, linkage to course concepts, agency analysis, supporting evidence and justification for the solution and the appropriateness of alternatives. For the oral presentation, the rubric could consider the use of presentation software, quality of visuals, organization of the presentation, transition between speakers, and handling of questions. Instructors may also consider having classmates should use the rubric to assess and rank other student teams' service learning projects.

Areas for future research
Future research on service learning is needed to expand the topic list and include even more disciplines. Research on the implementation of service learning that includes applications and case studies from a variety of disciplines and that further explores the scoring, pedagogy, structure, conduct, and performance is needed. Ways to use technology are needed, as are studies of student learning, satisfaction, and retention from service learning inclusion.

External stakeholders should be surveyed regarding the benefits of service learning projects and the success of student-proposed solutions. Studies should explore ways to transfer knowledge from students into local communities and economies, otherwise the benefits of the project will not extend far beyond the classroom. There is also a need for research to identify necessary outlets for both institutions and localities through which to integrate and assume a more responsible role in promoting the transfer of knowledge from classrooms to businesses and the local economy.

Studies must address the implementation process of service learning projects within the various college curriculums. Summative evaluations of the benefits from service learning projects is needed by and across disciplines. Teaching-based research should include guidelines for both the implementation and the evaluation of service learning. Still other research should expand the list of service learning topics presented here.

Finally research examining the long-term success of service learning is needed and should focus on students, community organizations, and faculty. Are the effects the same based on discipline and on team vs individual service learning projects? Still other research should focus exclusively on service learning in on-line and hybrid courses, distance learning, international, study abroad, and graduate programs. There is a dearth of literature on this growing field and there are many research applications for study.

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