

Service Learning & Research

The following is a list of resources compiled by UROP that discuss service learning and research topics. Service learning can be defined as a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities. The resources below are available from the UROP library, GT Library, or on-line. UROP library materials can be checked out by coming to the UROP office. Please contact [UROP](#) for availability.

In addition, Learn and Serve America's [National Service-Learning Clearinghouse website](#) has extensive and relevant resources to support service-learning programs, practitioners, and researchers as well as several resources that explain the basics of service learning, techniques, and methodologies.

- * Best, Aaron A., et al. "**Models of Interdisciplinary Research and Service Learning at Hope College.**" Council on Undergraduate Research Quarterly Vol. 28 Iss. 2 (2007): pp. 18-23.

At Hope College, we are supporting interdisciplinary research and teaching. To give a better sense of these accomplishments and the challenges that interdisciplinary research presents, we present two specific examples of Howard Hughes Medical Institute (HHMI) supported interdisciplinary research teams at Hope College: the Interdisciplinary Research Program in Bioinformatics and Microbial Genomics team and Nursing and Engineering in International Development team.

<http://www.cur.org/Quarterly/dec07/Winter07Hope.pdf>

- * Blauth, James R., and Schrum, David P. "**Service Learning and Field Research at the University of Redlands: Desert Restoration in Joshua Tree National Park.**" Council on Undergraduate Research Quarterly Vol. 26 Iss. 2 (2005): pp. 63-65.

The University of Redlands launched a research project that involves both biological and chemical analyses and that seeks to get students started in research earlier in their college careers. The project has an applied research or service emphasis in that they want to initiate ecological restoration of a disturbed desert wash in Joshua Tree National Park to reverse and limit the effects of ongoing foot traffic. This is a long-term project that offers a number of different ways for students to make contributions to the project while exposing students to field research.

Available From: UROP Office

- * Deegan, Michele Moser, Gambino, Giacomo, and Borick, Christopher P. "**Connecting Students to Their Community: A Public Research Model of Service.**" Council on Undergraduate Research Quarterly Vol. 29 Iss. 4 (2009): pp. 18-22.

The efforts to build public research service projects that link campus and town, as well as students, faculty members, and community and governmental leaders, offer an exciting new prospect for promoting political engagement among students. Anecdotal evidence gathered in informal exit interviews of students participating in the projects suggests that they view their community involvement in more sophisticated ways. As non-profit entities, most colleges and universities do not directly contribute to the tax base that funds local governments. But they may contribute in other ways to the community, especially by providing necessary research expertise to local governments, whose budgets often do not allow them to hire expensive research consultants. The specialized expertise of faculty members and students, applied through research-based community service, can be a very valuable resource for government agencies. While this article provides only a preliminary report on such research-based projects, we hope it encourages others to consider and design discipline-specific research that may provide a service to governments and local non-profits, and thereby stimulate more politically engaged service learning among our students.

<http://www.cur.org/quarterly/jun09/summer09deegan.pdf>

- * Luyben, Paul D. "**Field Studies in Applied Behavior Analysis and Direct Instruction.**" Council on Undergraduate Research Quarterly Vol. 26 Iss. 2 (2005): pp. 66-68.

This article describes several field-based learning opportunities that the author provides to students at SUNY Cortland. The author offers opportunities to conduct community service learning projects with the HotShotReaders program in which college students use Direct Instruction programs in the schools as well as with a field study in applied behavior analysis where students employ behavioral principles and methods to improve the lives of people with disabilities. He recently added two more field experience options: an opportunity for superior students to do an observational study of behavior in the natural environment and for a few students to work intensively with children with autism in an integrated preschool program. The author describes how he organizes and coordinates these.

Available From: UROP Office

- * Wolfson, Jane L., and O'Leary, Mike. "**Undergraduate Research and Civic Engagement: Tale of Two Programs.**" Council on Undergraduate Research Quarterly Vol. 26 Iss. 2 (2005): pp. 70-73.

Projects that engage students with the community can be successfully developed and executed at larger institutions. Students completing our courses consider them wonderful learning opportunities as well as very demanding courses. There are challenges that have to be overcome in providing these courses; clearly there needs to be a good match between the instructor(s) and the class/project. Similarly, the personality dynamics of the class itself can alter the success of a particular project. It is our belief that in spite of these difficulties the courses should be continued and supported. We find that they effectively serve to transition our students from school into a work environment in which they will be responsible for the quality of the work they produce. Our academic undergraduate research activities also involve the students working with the local community in substantial and significant ways; we present two examples here. First is the Applied Mathematics Laboratory, which looks to local companies and government agencies for applied mathematics undergraduate research projects and then selects a team of students to study the problem, usually for a full year. Second is the Senior Seminar, a capstone course in the Environmental Science and Studies program. This is a one-semester, required course, where the entire class works on one project of importance to the local community

<http://www.cur.org/Quarterly/Dec05/Dec05Towson.pdf>