

Strengthening the Connection between Citizenship and Service-Learning

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Abstract

Although the primary purpose of social studies education is to prepare individuals for citizenship in our society, for teacher candidates, the connection between preparing elementary students to be citizens and preparing elementary students to engage in service-learning may not be apparent or they may have had limited experiences with civic engagement. In this study, 45 undergraduate teacher candidates had the opportunity to teach pre-kindergarten/elementary students about citizenship and service-learning. In collaboration with their pre-kindergarten/elementary students and their co-operating teacher, the teacher candidates implemented a service-learning project. The results showed that the teacher candidates made statistically significant gains in their abilities to teach personally responsible citizenship, participatory citizenship, and justice oriented citizenship via a service-learning project. They also made statistically significant gains in their attitudes about service-learning and their self-efficacy for implementing their own service-learning projects. Instead of leaving the discussion of citizenship and different types of citizenship to chance, this study suggested that the PARC model on service-learning procedures needs to be expanded to include a C or citizenship education component. The C component in CPARC would reinforce for educators the need to discuss the rights and responsibilities of citizens in our society and to explain different ways that citizens can demonstrate citizenship.

Keywords: citizenship education; PARC (preparation, action, reflection, celebration) model; service-learning; self-efficacy; social studies; elementary students; teacher candidates; CPARC model

The primary purpose of schools and social studies education is to prepare individuals for citizenship in our society (Farber, 2011; Herczog, 2013; National Council for the Social Studies, 2010; Reid, 2014; Westheimer, 2015). However, the connection between preparing elementary students to be citizens and preparing students to engage in service-learning may not be apparent (Dinkelman, 2000). Furthermore, teacher candidates may have had limited experiences with different types of citizenship (Author, 2008). A potential solution is to provide elementary teacher candidates with an opportunity to teach their pre-kindergarten/elementary students about different types of citizenship through service-learning. This is accomplished by having the teacher candidates collaborate with their pre-kindergarten/elementary students during an early field experience to implement a service-learning project in a pre-kindergarten/elementary social studies class. For the purposes of

this study, service-learning is a pedagogical approach that combines service to the community and learning in the classroom with an emphasis on reflection and reciprocity (Prasertsang, Nuangchalem, & Pumipuntu, 2013).

Conceptual Framework

For the purpose of this study, citizenship is defined as membership in a political community. The model on civic engagement of Westheimer and Kahne (2004) provides our conceptual framework. The model of Westheimer and Kahne (2004) features three types of citizenship: personally responsible citizenship, participatory citizenship, and justice oriented citizenship. Personally responsible citizens are characterized by their desire to help other people and their willingness to follow major laws. Participatory citizens are characterized by their willingness to organize events such as a food drive. Justice oriented

citizens study injustice and seek to address the root issue behind a justice oriented social issue.

This model grew out of Westheimer and Kahne's research with high school students who participated in a participatory and justice oriented civic engagement project. After participating in the participatory citizenship program, the high school students experienced a statistically significant gain at $p < .01$ on community development, and they noted that being able to make a difference within their community was a powerful experience (Westheimer & Kahne, 2004). In contrast, the participants in the justice oriented civic engagement project did not experience a statistically significant gain on community development, but they increased their interest in critiquing social issues.

Research has also examined attitudes about civic participation with teacher candidates (Martin & Chiodo, 2008; Tinkler, Hannah, Tinkler, & Miller, 2015). For example, Martin & Chiodo, (2008) focused on elementary and middle school/high school social studies teacher candidates' perceptions on what it means to be a good citizen. In response, the candidates discussed their desire help other people and follow laws. They explained that they demonstrated good citizenship by helping people in need. Later in 2015, Tinkler et al. explored the views of teacher candidates who tutored at-risk-youth during a social foundations course. While reflecting on their experiences with the at-risk youth, the teacher candidates discussed the need to help others rather than the need to solve the root cause of poverty (Tinkler et al., 2015).

While the studies we have discussed here took different approaches, the teacher candidates tended to discuss their desire to follow laws and help other individuals. The need to follow local, state, and federal laws/regulations are common within the schools, and as a service profession, it is understandable that teacher educators would desire to provide service to others. In contrast to this previous research, this study explores elementary teacher candidates' views on their ability to teach personally responsible, participatory, and justice oriented citizenship via a service-learning project in an elementary social studies class.

Literature Review

The study examined three aspects of service-learning: citizenship, self-efficacy to implement

a service-learning project, and perceptions about service-learning.

Views about Citizenship

Within the field of social studies education, the National Council for the Social Studies asserts that the main purpose of social studies education is to prepare individuals for active citizenship in our society (National Council for the Social Studies, 2010). To examine a teacher candidate's perspective on the main purpose of social studies education, Dinkelman (2000) conducted a case study of a social studies secondary student teacher. During the social studies methods course, Dinkelman (2000) strongly emphasized democratic citizenship, and during the student teaching semester, the teacher candidate was required to implement a service-learning project. However, at the beginning of student teaching, the teacher candidate had no clear rationale for teaching social studies. He considered the act of preparing high school students for democratic citizenship to be a very abstract concept.

The service-learning project represented collaboration between the teacher candidate, the high school students, and the local community center. The service-learning project sought to increase awareness of issues faced by the elderly, to address stereotypes that teenagers felt about the elderly, and to address stereotypes that the elderly felt about the teenagers. During the project, the high school students conducted research on issues facing the elderly and stereotypes about the elderly. Then, the high school students conducted individual interviews with elderly individuals at the local community center to discuss stereotypes about youth and the elderly. Through this service-learning project, both the high school students and the elderly received benefits because they were able to address stereotypes about each other. When queried about his service-learning experience, the teacher candidate commented that he considered the service-learning project to be a powerful and effective class experience. He noted that during the service-learning project, the high school students increased their interest in service-learning, engaged in extensive critical thinking, and expanded their understanding of their community.

In addition, the service-learning experience changed his identity as an educator. At the beginning of the study, the teacher candidate saw himself as a social studies teacher. However, after implementing

the service-learning project, the teacher candidate noted that he saw himself as a teacher rather than a social studies teacher. Finally, he commented that he was still unclear about the main purpose of social studies education.

Later, Martin (2010) surveyed middle/secondary teacher candidates from math, English, science, and social studies on their views about citizenship. Martin found that 72% of the social studies teacher candidates felt that being in the teacher education program influenced their views on citizenship or citizenship activities. A teacher candidate noted, "It does influence your views on citizenship once you become an educator because it is not just about you anymore" (Martin, 2010, p. 60). Among the social studies teacher candidates, 86% of them felt that citizenship preparation should be the main goal of social studies. Furthermore, 85% of the social studies teacher candidates felt their main role was to prepare their middle school/high school students for citizenship. In these studies (Martin, 2010; Dinkelman, 2000), the participants had different views about civic education. However, having teacher candidates emphasize citizenship during service-learning may help make the connection between citizenship and service-learning more explicit.

Self-Efficacy for Service-Learning and Views on Service-Learning

For the purposes of this study, self-efficacy is defined as the belief that one can complete a task or reach a goal (Bandura, 1986; Bandura, 1997; Ormrod, 2006). Educators with low self-efficacy tend to avoid innovations and tend to shun teaching methods like cooperative learning (Bandura, 1997). If educators do not feel that they can be effective, they may be less inclined to feel a sense of social responsibility and less inclined to participate in future community activities. In response, research has examined teacher candidates' attitudes about their self-efficacy for service-learning and their attitudes on implementing a service-learning project via post testing (Ponder, Veldt, & Lewis-Ferrell, 2011; Wade 1995).

In Wade (1995), the elementary teacher candidates designed and implemented a one semester service-learning project during their social studies methods course. After completing the project, 27% of the teacher candidates had stronger concerns about social issues, and 93% of them stated that if they

received approval from their co-operating teacher, they would implement service-learning in the future. In addition, after completing the service-learning project, 78% of the participants experienced an increase in their overall self-efficacy. With respect to logistical issues, 49% of the teacher candidates were concerned about having sufficient time to complete the project amidst their other commitments, 27% of them discussed concerns about financial issues associated with the service-learning project, and 10% of them discussed the need for additional help with the project.

Next, in 2011, Ponder et al. had 12 practicing elementary teachers in a graduate social studies methods class implement a one semester service-learning project. For the assignment, the participants were only permitted to create a service-learning project that involved participatory citizenship or justice oriented citizenship. After completing the service-learning project, all of the participants noted that if they received approval from their school's administration personnel, they would conduct service-learning in their future classes.

These studies (Ponder et al., 2011; Wade 1995) contributed to our understanding of service-learning. This study builds on this research by using a pre/posttest to determine whether elementary social studies teacher candidates' are able to make statistically significant improvements on their self-efficacy for implementing a service-learning project, their understanding of the needs and problems facing their community, their willingness to participate in future service-learning activities, and the importance of service-learning to them.

Research Questions

The study included three research questions.

1. Does participation in a service-learning project impact teacher candidates' understanding of how to teach social studies content via a service-learning project?
2. Does participation in a service-learning project impact teacher candidates' attitudes about service-learning?
3. Does participation in a service-learning project impact teacher candidates' self-efficacy for implementing a service-learning project?

Methods

The study took place at an urban research university in the southwestern United States and included 45 undergraduate teacher candidates from an early childhood through grade 6 initial teaching certification program. The participants included 44 females and 1 male. Their modal age was 18 to 22 years. In terms of race/ethnicity, 70% of them were Caucasian, 4% of them were Hispanic, 9% of them were African American, 9% of them were Asian/Pacific Islander, and 7% of them were of mixed races/ethnicities.

Survey Instrument

This quasi-experimental quantitative study included pretest and posttest surveys that evaluated teacher candidates on citizenship, their self-efficacy to implement a service-learning project, and their overall views on service-learning. The survey responses were supplemented with quotes from the teacher candidates' service-learning project final reports. The appendix includes the survey items that were used in this study.

To evaluate the teacher candidates on citizenship, Westheimer and Kahne's (2004) definitions for categories of citizenship grounded the citizenship items. In regard to their views about service-learning, the item "I have a good understanding of the needs and problems facing the community in which I live" was from Gottlieb and Robinson (2006, p. 56). The item, "The concept of service-learning is important to me," was based on the work of Gottlieb and Robinson (2006) and Zafran (2009). The item "I am confident that I will participate in service-learning activities in the future" was from Zafran (2009, p. 125). Finally, the item "I have a high level of self-efficacy for implementing a service-learning project on my own. Self-efficacy is the belief that you are capable of doing a task" was based on the work of Zafran (2009). The survey items included a Likert scale that included 1 strongly agree to 5 strongly disagree.

Data Collection

In a literacy course during the spring semester of their junior year, the teacher candidates participated in a 20 hour service-learning project. The university course instructor provided instruction on service-learning, and the university course instructor handled logistical issues such as monitoring the

service-learning project and answering questions that the teacher candidates' might have about service-learning or the service-learning project. During their weekly visits to the community partners, they served as reading tutors for struggling readers. The instructor has been working with these community partners for several years on an ongoing service-learning project partnership that was collaboratively designed by the instructor and the community partners. In this service-learning project, the teacher candidates were able to choose among two service-learning projects, and if the teacher candidate was unable to participate in these two service-learning projects, alternative arrangements were made. This experience provided multiple benefits. Through the teacher candidates' acts of service, the community partners obtained additional reading tutors, the pre-kindergarten/elementary students benefited from the individualized instruction, and the elementary teacher candidates gained experience teaching literacy strategies to their assigned pre-kindergarten/elementary student.

During the fall semester of their senior year, the participants were enrolled in a social studies methods course that included 15 hours of field experience and the implementation of a service-learning project. The semester-long field experience included a placement at a pre-kindergarten through second grade classroom at a public elementary school for one half of the semester and a placement at a third grade through sixth grade classroom at a public elementary school for the other half of the semester. The order of the placements depended on placement availability, but the teacher candidates chose the field experience placement in which they collaborated with their co-operating teacher and the elementary students to implement their service-learning project. Collaborating with a classmate and his/her team was also an option.

To prepare the teacher candidates for the service-learning project, the university course instructor reviewed service-learning, provided the course assignments, and provided them with an electronic resource, "A Service Learning Handbook for Elementary School Teachers" (San Diego Unified School District, 2010). This electronic resource provided the teacher candidates with additional instruction on service-learning and on the PARC (Preparation, Action, Reflection, Celebration) model for implementing a

service-learning project (Duckenfield & Swanson, 1992). The PARC model argues that a service-learning project involves the following steps: preparation, action, reflection, and celebration. Duckenfield and Swanson (1992) stated that the preparation stage involves “Identifying and Analyzing the Problem,” “Selecting and Planning the Project,” and “Training.” (p. 13). They commented that the next stage, action, involves direct service, indirect service, or civic action. Direct service involves providing a service via direct contact such as serving soup in a soup kitchen to homeless individuals. During indirect service, instead of working directly with individuals, an individual provides resources via a canned food drive or a clothing drive. In contrast, during civic action, an individual addresses a social issue that may or may not deal with social justice or inequality and discusses the issue with the public. Duckenfield and Swanson (1992) noted that the next stage, reflection, can involve class discussions, class reading assignment, writing via journal entries, or a presentation on their service-learning project. For the final stage, celebration, they did not provide guidelines.

In order to provide additional resources for the teacher candidates, the university course instructor invited a guest speaker to lecture on citizenship and service-learning. In addition, the university course instructor led their class during a group discussion on service-learning. Also, if the teacher candidates encountered questions about citizenship, service-learning, or their service-learning projects, they had the option of meeting with the university course instructor. To assess their views on citizenship, service-learning, and their self-efficacy for service-learning, during the third week of class, the teacher candidates were invited to complete the pretest survey.

At the end of the semester, the university course instructors required the teacher candidates to submit a final report on their service-learning project. In the report, they discussed and reflected on how they addressed the PARC

model during their weekly visits to the elementary school, and they included reflections on their overall experiences. While the service-learning project involved collaboration, the teacher candidates were responsible for logistical issues such as obtaining permission from the principal to conduct the service-learning project, monitoring the service-learning project, and answering the pre-kindergarten/elementary students’ questions about citizenship and service-learning. At the end of the course, the teacher candidates were invited to complete the posttest survey.

Data Analysis

A paired sample *t*-test was used to evaluate the survey items. These results were supplemented with quotes from the teacher candidates’ service-learning final report. The findings are listed in Table 1 and 2.

Results

Citizenship

Table 1 illustrates that the teacher candidates experienced growth at *p* < .001 in their ability to teach elementary social studies students to be personally responsible citizens, participatory citizens, and justice oriented citizens via a service-learning project.

Table 1
Mean Differences and Percent Increase for Items on the “Citizenship Education” Sub-Scale

Item	Pretest		Posttest		t	% Increase
	M	SD	M	SD		
A. I understand how to teach elementary students to be helpful citizens via a service-learning project.	3.72	1.04	4.41	0.62	-4.30**	45.50
B. I understand how to teach elementary students to be organizers of events to help other people via a service-learning project.	3.25	1.16	4.20	0.70	-5.88**	65.90
C. I understand how to teach elementary students to solve the root cause of social problems such as poverty via a service-learning project.	3.23	1.16	3.89	0.97	-3.43**	59.10

p* < .05; *p* < .001

In one of the final reports, a teacher candidate commented,

I have learned many things through this service-learning project. Because I did this project with a kindergarten class, I was able to see how even the smallest of actions had a large and powerful lasting effect. Even contributions to a small community such as an elementary school were able to leave a lasting positive effect on not only the community, but on the students involved. I have learned about and identified ways in which citizens can engage in small communities and how this is a great learning experience for young students. Because of this, my thoughts on civic engagement have changed dramatically. I once believed that community service only constituted larger communities and large actions such as donating to charities, or helping out in a homeless shelter, but am now familiar with and have been able to identify and participate in the needs of a smaller community. Like the larger communities, the elementary school had many needs and problems facing it. For the kindergarten students, these problems were of the same magnitude as the problems of a larger community would be for another person. The students were all able to identify with different problems and had a desire to construct a solution for it. In this way, I was able to learn how different citizens can contribute to different communities, and no matter what the scale, there are positive lasting effects that benefit many people.

Another teacher candidate explained,

I have always had a strong and positive attitude towards civic engagement; I just have never been one to be in charge of the students participating in it! But the outcome is absolutely awesome because I know that the students are well aware of what they participated in and that they can share this kind act with others.

In their comments, the teacher candidates described their growth with civic engagement. They saw how they could make a difference and how they could help their students experience civic engagement.

Self-Efficacy for Service-Learning and Views on Service-Learning

The survey evaluated the teacher candidates on their self-efficacy to implement a service-learning project in the future. In addition, the survey evaluated the teacher candidates' overall attitudes about service-learning including their understanding of issues facing the community, whether or not service-learning was important to them, and whether or not they planned to participate in service-learning in the future. These results are displayed on Table 2.

Table 2
Mean Differences and Percent Increase for Items on the Self-Efficacy for Service-Learning Sub-Scale

Item	Pretest		Posttest		T	%
	M	SD	M	SD		
A. I have a good understanding of the needs and problems facing the community in which I live.	3.50	0.76	4.00	0.61	-4.04**	45.50
B. The concept of service-learning is important to me.	3.91	0.74	4.20	0.73	-2.38*	38.60
C. I am confident that I will participate in service-learning activities in the future.	4.02	0.73	4.41	0.76	-3.15*	36.40
D. I have a high level of self-efficacy for implementing a service-learning project on my own. Self-efficacy is the belief that you are capable of doing a task.	3.82	0.89	4.30	0.71	-3.33*	47.70

* $p < .05$; ** $p < .001$

Self-efficacy for service-learning. On the item, "I have a high level of self-efficacy for implementing a service-learning project on my own," there was a significant increase at $p < .05$. In the final report, one participant discussed a service-learning project with a group of fifth grade students. First,

the teacher candidate discussed the PARC model's preparation phase:

I began the conversation with the kids by asking them to explain what they thought a service-learning project was. I was surprised by the answers that I received; the students really put meaningful thought behind their answers. They were able to determine what a service-learning project was and why it is important to give back to the community. The kids are at an older age so they are able to understand the importance behind something like this better than the younger kids would be able to. We talked about how we needed to come up with a project that would benefit the community and those who live in it. Once we determined what type of project we wanted to participate in, we then needed to decide when we wanted to implement it. The students had come up with the idea of making the canned-food drive, a Thanksgiving themed food drive, and so they wanted it to be close to the holiday.

The teacher candidate went on to say,

I was very impressed with this logic coming from a child so young; it melted my heart. Not only were the kids able to think of genuine ways to help others, they were thinking about how rough specific situations can be.

The teacher candidate then discussed the action phase of the PARC model:

I was honestly expecting to have to guide them in a direction of a realistic project, but they totally took charge. I had it in my mind that they might have trouble thinking of specific ways to help others, but they breezed through it. They showed me the compassion and empathy that I wasn't expecting to see in kids this young. It definitely made me proud to witness that.

The teacher candidate went on to explain,

I periodically came into the classroom to check on the progress that the kids were making. They all pointed to the collection of food when they saw me enter the room. You could tell that they were proud of themselves for taking part in something like this. I was cautious to make sure that I didn't

pressure the kids into feeling like they had to contribute to the project by bringing in food items. Every home situation is different, and you never know what someone may be going through. I'm not sure who had more fun with this canned food drive, the kids or me.

The teacher candidate then discussed the reflection phase of the PARC model:

Throughout the week, I would stop by the classroom and make sure to comment on what a great job the kids were doing and how proud I was of them for participating in the project. We also talked about whom this project was going to benefit and how it was going to benefit them. I could tell that the kids were proud to be taking part in a service-learning project that, in the end, was going to benefit a large number of people. I am very happy that this is the project that the kids decided that they wanted to participate in. It was sweet and eye opening to hear them discuss different ways that they could give back to the community.

Finally, the teacher candidate discussed the celebration phase of the PARC model. In the quote, the teacher candidate mentions Hurricane Bucks. Hurricane Bucks are tokens that can be used at the school store to purchase toys, food, or books at the school's store. The school had implemented Hurricane Bucks just before the teacher candidate had started the service-learning project:

We decided that for their reward for participating in the service-learning project they would earn Hurricane Bucks for bringing in canned items. Because the celebration is for the entire class and I didn't want to leave any of the kids who were unable to participate in the project out of the celebration, we also celebrated as an entire group with cupcakes. There are different family and economical situations in the classroom, so I wanted to make sure that all of the kids felt like they were a part of the project even if they couldn't contribute any canned items. During the celebration, we discussed what the kids thought of the project and how they felt about the canned items that were brought in. We also talked about when and where the canned food items would be donated. We

also retouched on who would benefit from our project and how thankful those people will be. They were then asked to write a paragraph detailing what they learned from taking part in this project. I promised the kids that I would make sure and tell the people at the donation center who [had] collected the cans and how happy they were to be able to participate in this project.

The teacher candidate went on to comment:

I also feel like the students learned about the importance of contributing to society no matter how small the gesture is. They seem to have a greater appreciation for those around them and have a different outlook on things. One student even came up to me and was telling me about the different things she plans on doing to help the community in the future. I really loved hearing that from her, it made all of the stress completely worth it.

The assessment included a posttest that had the students match vocabulary terms and definitions that had been discussed during the lesson. The teacher candidate noted,

The post-quiz allowed me to assess how well the students were familiar with their communities. After doing the project, the students informed me that they thought the quiz was easy. I asked the students to work with their groups to make a graphic organizer to display anything new that they learned by participating in this project. A lot of the students didn't know anything about volunteering at the shelter, donation centers, etc. After receiving this feedback from the students, I felt like I was able to provide them with some valuable and helpful information on ways that they could participate with organizations in their community. Lastly, the students were asked to pick three writing prompts to enter into their interactive journals. As the students were finishing their writings, many of them wanted to share with the class.

The teacher candidate observed, "Many students had future plans of ways in which they would give back in their community, and it made me feel good to hear that I had possibly started a trend."

This service-learning project was a win-win situation for the community partner, the co-operating teacher, the teacher candidate, and the elementary students. In this project, the community partner needed canned food supplies, and the service-learning project addressed this need. Through this project, the co-operating teacher received civics enrichment, and the teacher candidate gained experience teaching citizenship via a service-learning project. Finally, the elementary students gained experience addressing a social issue within their community.

Issues facing the community. On the survey item, "I have a good understanding of the needs and problems facing the community in which I lived" had the most significant increase at $p < .001$. In the first example, the teacher candidate discussed a clothing drive in which the fourth grade students donated clothes that they had outgrown. The teacher candidate explained,

As we covered many ways in which to 'give-back' to our community in class, the students were very involved and provided so many personal ideas and thoughts that they felt were creative. I felt that I really got to know a lot about the students that I didn't know prior to this project. I learned a lot about the hardships that these students see every day whether it's within their neighborhood, community, friends, or family. I was very impressed by the letters some of the students included in their clothing donations, as all of them were very touching. I learned that the students in my class were all willing to help others. One of the letters that stuck out was of a student in my class that knew what it was like not being able to afford clothing. She wrote her letter with much love and emotion. She stated that she wanted to donate because she hopes that one day someone will do the same for her. It really touched my heart to read her letter. I felt very appreciative and thankful for the blessings in my life such as a job, car, home, and education. These students really made me open my eyes to the less fortunate families in my community.

A different teacher candidate discussed her experiences working with third grade students. The teacher candidate remarked,

As I said previously, this was originally just a class assignment to me, but it did turn into much more throughout the process. I, at times, have a tendency to put on blinders when it comes to the problems that plague our local community. When I watch the news, I see the problems in our local community, but due to the fact that it doesn't affect me personally, I don't really think about needing to help. When I saw the personal connection that my students had with poverty, it really hit me just how close to home these problems are to me. Many of the students that I spend time with one or two days a week, and will be spending every day with in January, suffer from poverty. Some have suffered from hunger or a lack of proper clothing. Many of them have not had the privilege of receiving new presents for the [winter] holidays.

Future service-learning. The item, "I am confident that I will participate in service-learning activities in the future," was statistically significant at $p < .05$. On the final reports, one of the teacher candidates discussed their use of service-learning in the future.

As a result of this experience of this service learning project, my understanding and attitude towards civic engagement has changed in the aspect that I never really considered being the one that created one. I always knew that participating in outreach programs and volunteer work was good, but I never put much thought into being the person that helped create one. I realize how important it is to teach students about service-learning because I really saw the kids come to life during this project. Everyone was eager to participate, and I think that it had a lot to do with the idea of helping other people. When I am a teacher in my own classroom one day, I will absolutely remember this project, and will do my best to implement this in my own classroom. This has truly been a unique experience, and I hope that the students continue to want to try to make positive changes in their community whether it's in their classroom, school, home, neighborhood, or city. Any type of service learning is enriching,

and hopefully more students and teachers learn and implement this wonderful project.

Another participant commented,

My learning objectives were met for myself because I was able to create a positive classroom environment between the teacher and the student. I wanted to create energy where students and [co-operating] teacher were on the same level as far as helping better our community. Participating in this type of service-learning has allowed me to think bigger. Next year, I could expand from the second grade classroom to two or three more grade levels and then the entire school. This project allowed me to vision the growth of this project. We could one day help so many students in hospitals or shelters gain access to books they can keep through service-learning projects like this.

The importance of service-learning. On the item, "The concept of service-learning is important to me," the result was statistically significant at $p < .05$. In the final report, one teacher candidate remarked,

My attitude towards civic engagement has grown. I'm aware that our community needs future educators to take responsibility of our youth to encourage them to give back. As an educator, we have the responsibility to teach students about the world and how others may not have or experience the things that we do. Participating in activities like this can encourage students to participate in future projects like this. Hopefully, this inspires family members and other students to get involved as well. Our students learn from us. If we teach them the right way then it will continuously pass on. This not only creates a positive classroom environment but community environment as well.

Discussion

To help fulfill school's civic responsibility to prepare youth for citizenship, this study explored the integration of citizenship education and service-learning in the elementary social studies classroom. The study focused on the teacher candidates' ability to teach citizenship, their self-efficacy to implement a service-learning project, and their views

about service-learning.

Citizenship and Service-Learning

The main purpose of schools and social studies education is to prepare youth for citizenship (Westheimer, 2015), and in this study, the teacher candidates made statistically significant gains at $p < .001$ on their ability to teach personally responsible citizenship, participatory citizenship, and justice oriented citizenship via a service-learning project. In contrast, before and after implementing a service-learning project, the teacher candidate in Dinkelmann (2000) was unclear about the purpose of social studies and did not clearly see a connection between social studies citizenship preparation and service-learning. Because the purpose of school and social studies may be unclear for teacher candidates, one option is to have teacher candidates teach pre-kindergarten/elementary students about different types of civic engagement and to give them an opportunity to collaborate with students and their cooperating teacher to collaboratively enact a service-learning project. This action is a first step in helping teacher candidates become more comfortable with different types of citizenship. Next, instead of leaving the citizenship mission to chance, the authors suggest revising the PARC model from PARC to CPARC. Including the first *C* in CPARC can make the connection between citizenship education and service-learning more overt. Instead of leaving discussion of citizenship and different types of citizenship to chance, the *C*, or citizenship, education component in CPARC reinforces for educators the need to discuss the rights and responsibilities of citizens in our society and to explain different ways that citizens can demonstrate citizenship. While this study involved social studies teacher candidates, CPARC can also support individuals who are new to service-learning to see the connection between citizenship and service-learning.

Self-Efficacy for Service-Learning and Attitudes about Service-Learning

In 1995, Wade showed that after teacher candidates participated in a service-learning project, they showed improvements in their overall self-efficacy. Our study built upon Wade (1995) and examined whether elementary teacher candidates could make statistically significant improvements on their self-

efficacy to implement a service-learning project. In our study, the pre-test/posttest results showed statistically significant growth at $p < .05$. In addition, in Wade (1995), after the teacher candidates completed a one semester service-learning project in their social studies course, 27% of them expressed stronger concerns about social issues. In contrast, in our study, the teacher candidates had two semesters worth of experience with service-learning. During the first semester, they participated in a service-learning project that was coordinated by their university instructor. During the second semester, the teacher candidates coordinated a service-learning project with their cooperating teacher and the cooperating teachers' students. Before and after the teacher candidates coordinated the service-learning project with the students and their cooperating teacher, the teacher candidates were given the opportunity to respond to the following survey item: "I have a good understanding of the needs and problems facing the community in which I lived." On this item, the teacher candidates' pre/posttest gain was statistically significant at $p < .001$. This result supports the value of providing teacher candidates with more than one semester of experience with service-learning.

Next, the study evaluated their willingness to participate in future service-learning projects and their views on the importance of service-learning. In Ponder et al. (2011) and Wade's (1995) posttest results, the teacher candidates stated that they planned to participate in future service-learning projects. In our study, in response to the item, "I am confident that I will participate in service-learning activities in the future," the pre/posttest showed a statistically significant improvement at $p < .05$. Furthermore, in response to the survey item, "The concept of service-learning is important to me," the teacher candidates made a statistically significant gain at $p < .05$. These results reinforce the value of combining citizenship and service-learning in the pre-kindergarten/elementary social studies classroom.

Limitations and Future Research

To promote awareness about citizenship, to increase understanding of the different types of citizenship, and to strengthen the connection between service-learning, the authors proposed expanding the PARC model to CPARC. While this study focused on social studies teacher candidates, CPARC has impli-

cations beyond social studies education. Supporters from social studies education and other content areas may welcome the opportunity to use the CPARC model to reinforce the importance of citizenship in service-learning and to promote discussions about the rights/responsibilities of citizenship and the different types of citizenship engagement before embarking on a service-learning project. In contrast, opponents of CPARC may see citizenship as important to service-learning, but they may not wish to view citizenship as a step within the CPARC model.

Although this study faced limitations, it provides a variety of opportunities for future studies. In this study, 70% of the participants were Caucasian. Future research could explore how teacher candidates of other races or ethnicities view citizenship and service-learning. Also, while this study was limited to the United States, additional research could expand this study to other nations to see if racial/ethnic differences exist.

Conclusion

Boyle-Baise (2001) observed that individuals who engage in service-learning often see service as separate from civic engagement. However, changing the PARC model to CPARC can help educators see the connection between citizenship and service-learning. By discussing different forms of civic engagement, pre-kindergarten/elementary students can examine the options open to them, and through collaboration, educators, their students, and their community partner/s can choose the form of civic engagement that best fits their needs.

Through a combination of citizenship and service-learning, the teacher candidates in this study were able to make a difference in their society. For example, in one of the final reports, a teacher candidate commented,

Seeing everything come together at the end gave me a sense of accomplishment. I am glad to have had the opportunity to lead a project with a class I love. Working with this class was a great experience for me and taught me about going beyond volunteerism. I learned that even something small and someone small can make a difference.

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Appendix

Service Learning and Citizenship Survey – Pre/Post Survey

General Instructions: There is neither a right nor wrong answer to any question. Please do your best to provide complete information. However, if you do not want to respond to an item, feel free to leave the response blank. Your identity and responses will be held in strict confidence.

1. Circle the number that indicates the extent to which you agree/disagree with each of the following statements about your views or perspectives in general.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
A. I have a good understanding of the needs and problems facing the community in which I live.	1	2	3	4	5
B. Please explain your answer to A above:					
C. The concept of service-learning is important to me.	1	2	3	4	5
D. Please explain your answer to E above:					
E. I am confident that I will participate in service-learning activities in the future.	1	2	3	4	5
F. Please explain your answer to G above:					
G. I have a high level of self-efficacy for implementing a service-learning project on my own. Self-efficacy is the belief that you are capable of doing a task.	1	2	3	4	5
H. Please explain your answer to I above:					

2. Circle the number that indicates the extent to which you agree/disagree with each of the following statements about your views or perspectives in general.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
A. I understand how to teach elementary students to be helpful citizens via a service-learning project.	1	2	3	4	5
B. Please explain your answer to A above:					
C. I understand how to teach elementary students to be organizers of events to help other people.	1	2	3	4	5
D. Please explain your answer to C above:					
E. I understand how to teach elementary students to solve the root cause of social problems such as poverty via a service-learning project.	1	2	3	4	5
F. Please explain your answer to E above:					