Evaluation of a Service Learning Program
Recommendations for the TCCBE on the Community Service Learning Initiative in CAST 100

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Executive Summary

In the fall of 2006, the Trent Centre for Community-Based Education partnered with the Canadian Studies department and various community organizations in Peterborough to offer short-term service-learning projects through the Canadian Studies 100 course, *Producing Canada*. This report provides a synopsis of an evaluation of this initiative in its second year, the 2007-2008 academic term. The evaluation was conducted by two Trent University students as part of a course on evaluation and research methodology. The research focus of this evaluation was of a dual nature: it first aims to identify the strengths and weaknesses of the TCCBE's service learning projects, providing recommendations for future years; secondly, it aims to contribute to contemporary debates on service-learning by providing an evaluation of the broader trend as a whole.

The report begins with **Section 1: Background Information**. The section begins with an introduction to this evaluation, its intended objectives and its key research questions. Secondly, this section includes an introduction to service learning, drawing on a literature review, in order to situate the TCCBE service learning initiative within the larger context of service learning across the continent. Such a starting point aims to root the evaluation in an overarching theoretical framework regarding the politics of service learning, volunteerism and activist scholarship. The report then provides background information on the TCCBE, outlining its recent history, its organizational structure and the ways in which the TCCBE service learning initiative fits into this context. Finally, we describe the main dynamics of the TCCBE service learning initiative and the partnerships TCCBE has formed with the Canadian Studies department and the community organizations who hosted the service learning projects in CAST 100.

Section 2 of this report provides an overview of the **research methodology** used for the evaluation and a rationale for the ways in which the research was conducted. It first outlines each step that comprised the evaluation process, detailing the methods used, the people consulted and the questions asked. It then outlines the reasoning behind this approach to research, providing an explanation for particular wording and sequencing within the research. Most notably, this section provides rationale for the dual nature of the evaluation, accounting for a theoretical framework that looks both at the micro dynamics of this particular service learning initiative and the macro dynamics of service learning as a broad trend throughout North America.

Section 3 of the report presents **the findings** of the evaluation. This section is broken down into smaller subsections that outlines and analyzes information obtained from: firstly, the TCCBE staff; secondly, the host organizations; and, lastly, the CAST 100 teaching team. These findings are organized into main themes that arose from the research, including: needs and satisfaction level of each stakeholder; logistics and organization of the service learning projects; university-community integration and the differentiation between activist scholarship, volunteerism and service earning. At the end of each section, we provide an analysis of the findings that includes both suggestions on how this information can be taken up by the TCCBE in future years of the service learning initiative, as well as a discussion of the implications these findings have on the trend of service learning as a whole.

The report concludes with **Section 4**, a synthesis of the main findings from all the key players in the evaluation into a number of **key recommendations** for the TCCBE in its approach to future years of the service learning initiative. These evaluation recommendations are summarized as follows:

- Clearly define the purpose of the service learning projects of CAST 100 as rooted in transformative learning and critical reflection of volunteerism by providing background literature on these concepts for the various stakeholders.
- Investigate the logistical benefits and drawbacks of the timing of the projects in CAST 100, with consideration to offering them later in the year.
- Maintain levels of improvement with logistics and organization through continued focus on communication enhancement through offering an orientation for CAST 100 teaching assistants.
- Investigate opportunities for expansion of the service learning initiative into second year courses, other first year courses or graduate programs.
- Offer more nuanced types of projects for CAST 100 students, with a differentiation between 'beginner' projects and projects requiring student self direction.
- Refine selection criteria for CAST 100 host organizations, giving preference to organizations that are engaged in political activism and explicit social justice work.

Section 1 – Background Information

This section begins with an introduction to this evaluation project and our research questions. It provides background on the recent rise of service learning in North America and debates on the politics of service learning within contemporary academic literature as a way to situate our research and site of analysis within a present broader context. It also outlines the site of our evaluation the service learning projects conducted by the Trent Centre for Community Based Education, providing a description of the initiative, the history and mandate of the TCCBE, and the other key players in the projects: the faculty and students of the Canadian Studies 100 course at Trent University and the various community organizations in Peterborough that hosted the projects. It concludes.

1.1- Introduction to the Project Evaluation

The purpose of this evaluation was to assess the impacts and effects of the CAST 100 service learning projects coordinated by the TCCBE. The authors of this report, Patrick Clark and Sara Swerdlyk, came to this evaluation as two International Development Studies (IDST) students who were to do an evaluation of the service learning projects as a project in our course, IDST 422: *Assessment of Development Projects*. Our objective was to apply the methodologies and tools of project evaluation, which we learned about in the first half of the course, to conduct research through consultation with all of the different groups and individuals involved in the projects. Our ultimate objective was to assess the nature and the impacts of this project on all of the different participants.

The research questions provided by our host organization, the TCCBE, included the following:

- What are the experiences of the 2 faculty, 6 teaching assistants, 9 community hosts and 4 TCCBE staff in the 2007-8 academic year projects?
- What do participants learn from their community-service learning experiences in CAST 100?
- What recommendations can be made to the TCCBE with regard to how the program or process of the program be improved for all parties?
- How can TCCBE support hosts more effectively with regards to this program?

This evaluation was conducted for the TCCBE and the research was thus geared towards soliciting feedback on this initiative specifically for the TCCBE. Thus the questions comprising the interviews, questionnaires and focus group were shaped to dissuade respondents from evaluating the other players involved, such as the CAST 100 teaching team and the curriculum of the course, the host organizations and the students. Findings that commented on the roles played by these players are excluded from this report unless they speak directly to the present or potentially future actions of the TCCBE. For example, this evaluation will not make a recommendation asking host organizations to include students in this way or that way, but it does recommend some criteria that the TCCBE may consider in selecting host organizations. The evaluation will not recommend that the CAST 100 curriculum should include a lecture or reading on a specific topic relating to service learning but it does recommend that the TCCBE should make optional information easily available for TAs and students regarding the politics of service learning. The evaluation will not comment on the communication, organizing or

administrative decisions executed by the CAST 100 teaching team, the host organizations or the students, but it will evaluate the communication, organizing and administrative decisions made by the TCCBE. Hence, the objective throughout the evaluation was consistently aimed at evaluating the past and present actions of the TCCBE and making recommendations for future actions of the TCCBE, with methodology, findings and, most importantly, recommendations geared towards this objective.

One of the research questions provided by the TCCBE centered on determining the experiences and insights gained by the students who participated in these projects. It was very unfortunate that we were unable to consult with the students who participated in the service learning projects. We had prepared surveys that we intended to conduct in the CAST 100 seminars. We also proposed some interactive activities to conduct in the CAST 100 seminars. Due to the rules of the CAST department around course evaluation, as a third party, we were not permitted to consult with students and gather information that may have pertained to CAST 100. In the place of consulting directly with the students we consulted with the teaching team of CAST 100 and from this we were able to gather some of the experiences of the students through second-hand information. It is our hope in the future that there will be some way to consult directly with students. We did further consultation with the community organizations that host the students in their service learning projects. We also consulted with the staff of the TCCBE to get their perspective on the projects as well as gain a background on the service learning projects and how they fit into the TCCBE.

1.2 - Service Learning: Definitions, Debates and Theoretical Frameworks

In situating this evaluation in a broader context it is important to have a grasp on the larger theoretical framework that informs service learning. In their book, "Where's the Learning in Service Learning?", authors Janet Eyler and Dwight Giles state that in their research they have been "impressed by the diversity of what has been labeled service learning", ranging from "an afternoon of community service" to programs where students spend "a year or two in a connected series of courses linked to service projects in the community" (3, 1999). As a result of this growth service learning can serve an array of interests, purposes and ends. Thus, it is crucial to have a clear vision as to what the purpose of service learning is in each particular context that it operates.

Within this array of different constitutions and orientations, Eyler and Giles identify the concept of perspective transformation or transformative learning as one of the potential effects or outcomes of service learning. The purpose of the service learning projects of CAST 100 is compatible with service learning as perspective transformation or transformative learning. Hence, this evaluation holds this up as the ideal to strive for as a program objective.

In their article, "Education for Social Transformation: Chicana/o and Latin American Studies and Community Struggles," Gilda Ochoa and Enrique Ochoa, present a case study of service learning projects out of California State University in Los Angeles and service learning projects connected to Chicano Studies courses. They ultimately argue that without a focus on critical reflection, service learning does not necessarily foster transformative education. As Ochoa and Ochoa state,

> "Voluntary service and internships focus on traditional notions of charity and career enhancement. Paralleling the rhetoric of neoliberalism, volunteer work tends to be disconnected from a critical analysis of history and society and is often based on the perspective that the individuals and groups being "served" are somehow deficient in expertise, knowledge, and skills. Also working within the framework of the status quo, internships offer students academic credit and career training for work with a business or organization" (60, 2004).

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The critique raised by Ochoa and Ochoa has informed the stance of this evaluation to service learning as transformative learning. The CAST 100 service learning projects should provide students with the opportunity to critically analyze the projects they undertake and the social issues addressed by the organizations they work with as well as deconstruct what volunteerism means. According to Ochoa and Ochoa, this is dependent on the will of course instructors: "When coursework provides students with the skills, knowledge, and encouragement to reflect upon the activities and the underlying ideologies at their field site...t hey develop their critical-thinking skills as they become active learners." (67, 2004). The service learning projects of CAST 100 should therefore serve to help make students into better critical thinkers.

Nancy Fraser's work is useful in providing a theoretical framework in which to situate an understanding of service learning as transformative learning, but her thoughts on theory and practice also speak more broadly to the relationship between scholarship and practice. Fraser contends that theory and practice should always be connected to one another, but that in order to have integrity, there must also be a certain degree of distance. As Fraser asserts,

> "We all know of theoretical work that, however brilliant, is so abstract and disengaged that it surrenders the capacity to illuminate political practice. But the reverse is equally problematic; when scholarship is too immediately political, too myopically focused on practical application, it loses the capacity to pose questions about the big picture." (2004, 1116).

For example, it was indicated by one of the hosts that their interaction with the students helped them to see their own work through an "academic lens" and that this lens can contribute to the work they do. As was stated by the host, the students "ask questions about the organization using their academic lens and help us to see dynamics that we would otherwise not be able to see in the work that we do day in, day out." This speaks to Fraser's concern that scholarship should be engaged, but that distance from a political issue or struggle can also serve to illuminate the big picture. In this sense, the service learning projects of CAST 100 should serve to foster the critical thinking of students about the broader context in which their project is situated.

1.3 - Introduction to the TCCBE Service Learning Projects

a) History and Mandate of the TCCBE

The Trent Centre for Community Based Education (TCCBE) is an incorporated not-for-profit organization that connects students and faculty with local organizations to create community-based research, service learning and experiential learning. The TCCBE was established in 1996 as a partnership between the Community Opportunity and Innovation Network (COIN) Inc, the Peterborough Social Planning Council and the Frost Centre at Trent University. The TCCBE operates in the Peterborough County, with its partner, the U-Links Centre for Community Based Research delivering the similar programs in the Haliburton County. The Peterborough location has four staff members, an Executive Director, an Administrator and two program staff.

The TCCBE espouses its program goals as the following: to assist community organizations with community-based research and other services that otherwise might not be completed; to provide students with experience in the fields of study and to enhance future employment prospects; and to increase cooperation and partnership between Trent University and the broader community it serves. The main program the TCCBE offers is the Community-Based Education program, which partners Trent University students with community organizations to complete community-inspired projects for course credit. These projects run for a semester or a full academic year. In addition to this program,

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the TCCBE maintains a resource library for students and community members and organizes various forums, seminars and workshops throughout the year.

In 2005, the TCCBE received a joint-grant from the MacConnell Foundation and Trent University due to a funding proposal that suggested the creation of short-term community-based education projects that would run for 10-20 hours each, as opposed to a full semester or academic year as the long-term projects do. This funding push combined with the Centre's desire to expand the community-based education opportunities it offered to Trent students inspired the creation of the service learning initiative in CAST 100.

b) Information on the Service Learning Initiative in CAST 100

The service learning initiative is the result of a partnership between the TCCBE and the faculty of *CAST 100 - Producing Canada. CAST 100 - Producing Canada* is a course offered through the Canadian Studies department at Trent University. The course provides interdisciplinary approaches to the social, political, economic and cultural production of Canada. It is a required course for undergraduate students pursuing a major or joint-major in Canadian Studies.

The service learning initiative was piloted in the 2006-2007 academic year and involves matching students enrolled in CAST 100 with community organizations for a 10-20 hour project for academic credit. The service learning projects are a noncompulsory component of CAST 100 curriculum; students enrolled in the course have the option of either partaking in a service learning project and writing a short reflection paper on the experience or doing a written assignment.

In the 2007-2008 academic year, the year under evaluation in this report, these projects included:

- Soupfest Event Support with the Peterborough Social Planning Council
- Garden Harvesting with the Trent Vegetable Gardens
- Greening the Festival Recycling Team with the Festival of Trees
- Day of Non-Violence: Presentations and Event Support with Kawartha Ploughshares
- Trick or Eat with Meal Exchange
- Red Ribbon Campaign Support with the Peterborough AIDS Resource Network (PARN)
- Person's Day Breakfast Event Support with the Kawartha World Issues Centre and the Older Women's Network
- Community Meal and Community Building with Food Not Bombs
- Arts Week Event Support with the Peterborough Arts Umbrella

Full descriptions of these projects are included in this report as Appendix B.

The pioneering year of the service learning program in CAST 100 included a nominal internal evaluation which consisted of informal interviews with faculty and formal interviews with community host organizations, which resulted in some modifications to the program's process and timeline.

Section 2 – Methodology

This section outlines each step of the research process that comprised this evaluation, noting the methods used and the order of their usage, the people consulted and the response rate of each research step. The second half of the section explains the rationale for the methodological choices made.

2.1 Research Methods

Research for this evaluation was conducted using four specific research tools: a **literature review** of the scholarship currently available on the theory and practice of service learning, a **focus group session** with all staff members of the TCCBE, a **questionnaire** for representatives from the host organizations, and **individual interviews** with each member of the CAST 100 teaching team.

The research began with the literature review, which involved an overview of academic sources on service learning, including case studies of service learning initiatives at various universities across North America and theoretical debates on the politics of service learning, volunteerism and charity. The focus of this component of the research was to gain an understanding of the broad context within which the TCCBE service learning initiative arose and operates within. The literature review is included in this report as Appendix C.

After the literature review, the evaluators conducted a focus group session with the staff members of the TCCBE, which was approximately one hour in length and included all four staff members of the TCCBE, who were involved with the service learning initiative to varying degrees. The focus of this component of the evaluation was to collect information on how the service learning initiative fits into the history, mandate and future directions of the TCCBE, as well as to gain perspective on how the TCCBE conceptualized the service learning initiative. The outline for this focus group is included in this report as Appendix D.

Around the same time that the focus group session was conducted, host organizations were sent a questionnaire over email to fill out and email back to the evaluators. The questionnaire was designed through rigorous consultation with the TCCBE and had a response rate of eight host organizations out of the total nine host organizations that participated in the service learning initiative in 2007. The focus of this research step was to formulate an understanding of the experiences of the host organizations in participating in the service learning initiative. This questionnaire is included in this report as Appendix E.

The last group consulted with was the teaching team of the CAST 100 course, which consisted of two faculty members and six teaching assistants. The evaluators were able to interview six of the eight members of the CAST 100 teaching team. Interviews were approximately 30 minutes in length and were conducted in private setting, either individually or in groups of two depending on the needs of the interviewees. The focus of this research component was to collect findings on the perspectives of the teaching staff, which thus involved a main preoccupation with how the service learning initiative is conceptualized and practiced within the Academy. Additionally, this group was best suited to provide a perspective on students' experiences, as they were most intimately interactive with them throughout the initiative and the academic year as a whole. The interview questions are included in this report as Appendix F.

When preliminary findings and recommendations were compiled, they were presented to the TCCBE staff at a staff meeting for review and for feedback on any gaps in the research. This also provided an opportunity for the TCCBE staff to offer recommendations for the service learning initiative in light of the insight provided in the evaluation by the literature review, the host organizations and the CAST 100 teaching team. This was an important step in the research process, as a major aim of the evaluation was to ensure that this final report would prove useful to the TCCBE staff.

The evaluation aimed to ensure confidentiality through not revealing the names and organizations of respondents throughout this report. Findings and recommendations are presented with confidentiality in mind in an attempt to remain respectful and sensitive to respondents.

2.2 Rationale for Research Methods

Methodological choices made in this evaluation were informed through the theory presented in the course *IDST 422 - Assessment of Development Projects*. The evaluation was framed from the onset with the critique of social sciences and research presented by Robert Bellah (1981) in mind. Bellah reminds researchers and evaluators of the unavoidably politicized nature of research. It was thus an aim of this evaluation to not only critique the technical and applied aspects of the service learning initiative in CAST 100 - naturally a key aspect of this research, particularly when ensuring that the evaluation may be found useful by the TCCBE - but to also conduct research that engages critically with the theoretical debates regarding service learning as a whole, providing some degree of evaluation and analysis to the meta-issues at play within service learning and contributing responsibly to the present debates on the subject. Bellah's theory thus motivated the literature review, which was understood as as a way of placing the evaluation most appropriately into the political context within which it is operating, allowing the evaluators to fully understand the body of research to which they were adding. The literature review enabled the necessary background research into the context of service learning and thus helped shape the theoretical framework through which to conduct the evaluation. This conceptual work therefore provided a constant backdrop to the ensuing practical steps of the research.

The research tools used, the order of research steps and the wording of each question employed were chosen after careful consideration of primarily the writing on evaluation methodology authored by Michael Patton (1982, 1987, 1990). For example, with the questionnaire, the evaluators aimed to be strategic in the wording of each question and the options available for answers, while incorporating what Patton calls the four types of questions for evaluation research: knowledge, opinion, feeling and behaviour questions. Some questions were close-ended, with options for answers limited to those provided, whereas others were open-ended. Many questions had a follow-up "Please Explain" option, which allowed for respondents to engage in 'story-telling,' providing the anecdotes that the TCCBE values and was interested in receiving from this evaluation. Some questions had a 'middle' option as a potential answer on a scale and some did not; some questions had strongly worded oppositional options, while others asked respondents to answer through a numerical rating scale. This was all intentional, with Patton's methodological theory in mind. For example, questions that asked respondents to either say 'yes' or 'no' with no option to say 'I don't know.' 'I have no opinion' or 'Maybe' were forcing respondents to take a stand on an issue. Questions that asked respondents to state whether or not they were 'very satisfied,' 'satisfied,' 'dissatisfied,' or 'very dissatisfied' without including a middle option - 'Neither satisfied nor dissatisfied' - were similarly shaped to receive responses that indicated one way or the other.

Interviews and the focus group were also developed and conducted through the application of Patton's insight into qualitative research methods. The interviews conducted in this evaluation followed the general interview guide approach. Patton defines three types of approaches to interviews: the informal conversational interview, which entails a free-flowing conversation that allows for flexibility and spontaneity and is usually done in field research; the standardized open-ended interview, where the interviewer conducts each interview uniformly with no deviation of wording or ordering of questions as a way to minimize bias and allow for optimal standardization of finding; and the general interview guide approach, which attempts to strike a balance between the previous two approaches. Thus, the evaluators compiled premeditated questions and prompts prior to the interviews but allowed for flexibility and the pursuance of unforeseen issues that may arise.

Interviews, questionnaires and the focus group were all conducted with consideration of the strategy of triangulation. D. Silverman (1993) explains that triangulation is a research method that aims to answer the same research question through different approaches and methods in order to reveal the varying perspectives on the research object, thus making better sense of the research findings as a whole and ensuring greater validity of findings. Hence, a number of the same questions were asked to each group of respondents as a way to address the situated work of accounts through comparison of the respective perspectives of the TCCBE, the CAST 100 teaching team and the host organizations.

At the basic foundation of the evaluation was a commitment to qualitative research, which was seen as the most appropriate approach for this evaluation due to the TCCBE's desire to uncover the actual words of participants in conveying their experiences with the service learning initiative. Patton explains that qualitative research is most useful for understanding the meaning of a program to its participants and the individualized outcomes of a program. While the questionnaire with host organizations allowed for some quantitative analysis, these findings were primarily used to test validity of the qualitative findings and were analyzed in combination with the anecdotal and open-ended responses after the interviews had been conducted.

Lastly, the order of research methods was arrived at due to a number of deliberations. The literature review initiated the evaluation in order to contextualize the research process. The questionnaire was employed prior to the focus groups and interviews as a way to gauge in a somewhat removed manner and make familiar the issues to be addressed in the interviews. As well, as Patton suggests, qualitative open-ended research methods, such as interviews and focus groups, can be useful after results of more standardized measures, like a questionnaire, are analyzed to gain insight into interesting or unexpected findings. Additionally, determining the specific method to be employed for each group of respondents was left up mainly to the perceived preferences and logical inclinations of each group. For example, the probability of getting the CAST 100 teaching team in a room all at once for a focus group session seemed highly unlikely given their circumstances, whereas a focus group with the TCCBE was appropriate for them due to the Centre's frequent staff meetings.

Section 3 – Findings

This section presents the findings of the evaluation. It is broken down into the three main groups of research respondents: the TCCBE Staff, the Host Organizations and the CAST 100 teaching team. The section concludes with a synthesis of findings, which summarizes and analyzes the findings from the three main groups of research respondents, deriving potential recommendations from the findings. For information on how these findings were collected, please see Section 2: Methodology.

3.1 TCCBE Staff

a) Service Learning Projects and TCCBE Mandate

The TCCBE staff defined service learning as anything which married academic learning requirement with community-defined needs that is ideally of mutual benefit to all of the stakeholders. In 2005, the TCCBE received a joint grant from the McConnell Family Foundation and Trent University. One of the components of the funding proposal was to implement shorter-term volunteer placements as a component of TCCBE programming. The service learning projects in collaboration with CAST 100 are one way in which this component has been fulfilled. There are a variety of benefits to this short-term model. Working with first year students allows for a "seed to be planted" by introducing them to the TCCBE, opening up the potential to work with the TCCBE in their upper years. The short-term projects provide a broader entry point for host organizations to collaborate with the TCCBE and broaden the "deliverables" that the TCCBE is able to offer to the hosts. Another aspect of the relationship with the hosts is to be able to "translate" the needs of the hosts into the context of the TCCBE and coalesce what they need with what is beneficial for students and keep the focus on community based education. The TCCBE endeavors to promote "engaged citizenship" and foster civic participation of students in the community and these projects fit into this as well.

b) University-Community Integration

The four TCCBE staff noted that the TCCBE exists to foster integration between Trent University and the surrounding communities. They emphasized that the central challenge for the TCCBE is to find the best opportunities to help students learn about community development: "the interconnections, the agendas and the management." that are key to community development work. As one staff member put it, "It is the most important thing and it is an ongoing challenge." The staff talked about the importance of remaining true to the mandate of community based education. They identified the lack of recognition of community based education for credit by the university as an impediment to enticing more professors to supervise TCCBE projects and suggested that perhaps there are ways to expand the credits given for the projects. Another idea was to expand into working with graduate students to parallel the growth of graduate studies at Trent. More flexibility would allow the TCCBE to serve a wider variety of hosts needs and ultimately improve university-community integration and the service learning projects in partnership with CAST 100 are one of the ways this diversification is taking place.

c) Logistics and Organization: Strengths and Weaknesses

The TCCBE staff agreed that the greatest testament of the success of the projects is the fact that the CAST 100 staff are still keen to work with them. They also agreed that it was a good sign that there have been many repeat host organizations from the first to the second year. The in-class orientation this past year provided immediate connection between students and hosts. Having students register prior to the in-class orientation improved the efficiency of the process from its first year. More students also chose to do the service learning projects this past year than in its first year and the orientation may have helped contribute to this. It would be good if all of the students were to participate in the projects instead of some choosing to opt out.

The TCCBE identified the need to involve the upper-year students enrolled in CAST 100 in a different capacity, such as a leadership role, since the service learning projects. The staff also indicated that it is important to establish some kind of mechanism to get feedback from students in future years in order to improve the quality of the programming. The TCCBE staff stated that these short-term projects have proved as much work to set up and coordinate as the half or full credit projects. These partnerships were sought after by the TCCBE approached the host organizations to participate in these projects. It is possible that this process will become smoother as the program grows and changes, especially as the number of repeat host organizations increases.

3.2 Host Organizations

a) Needs of Host Organizations

All of the nine host organizations surveyed responded to the questionnaire, though with varying degrees of quality and detail. Follow-up interviews were conducted with six of the nine host organizations. It is clear that the overarching motivating factor for participation in the service learning projects was to make use of the students as volunteer labour to help out on projects or ongoing work that required the labour of volunteers for their completion or operation. Several of the host organizations were running one-time or annual events that required a push of work on behalf of volunteers over one to several days. Since the service learning projects of CAST 100 are so short-term, these short-term projects are a particularly logical fit for both the host organizations and the students.

The host organizations were satisfied with their relationship with the TCCBE. The hosts appreciated that they did not have to fill out a lot of paperwork to participate in the program. One host organization, which is an informal all-volunteer organization mentioned that they really appreciated that the TCCBE recognized their work and contribution to the community as significant and valid. The fact that the TCCBE is flexible about the nature of the host organizations that they work with is appreciated by the host organizations as an attractive aspect of the partnership.

b) Satisfaction of Host Organizations

All of the nine host organizations surveyed indicated that they were either satisfied or very satisfied with their experience with the service learning projects. It was also clear that their experiences working with the students were quite varied. The scope and diversity of host organizations reflected the diversity in the nature of tasks and work which the volunteers had to complete through projects. Students were able to choose with which organization they wished to work from a list of the host organizations and projects. The intent of this is to ensure that students are keen to engage in their

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service learning project. The hosts identified that there was a varied level of enthusiasm amongst students to engage in the projects. In the experience of two of the nine hosts surveyed, they indicated that students were all very keen and self-motivated to engage in the tasks of the projects. In the case of five of the nine host organizations, they indicated that levels of enthusiasm varied but more students were enthusiastic than not. In the experience of one of the host organizations, the organization indicated that students were not self-motivated and that they required a lot of direction and supervision. In the case of that indicated students were not self-directed, the host wanted students to facilitate a workshop for public school kids of non-violence, and the project was thus dependent upon the initiative of students from its inception. The students were not able to take the initiative to facilitate these workshops themselves so the host ended up doing the planning and organization, so the host ended up doing the planning and facilitation of the workshop. In this case, it is clear that students either did not understand that they were expected to plan and facilitate the workshop themselves or they were not able to take on the task. Other than this case, where students were expected to take on a self-directed role, students seemed most comfortable to receive guidance on the work they did and host organizations also seemed comfortable in providing this guidance. Projects which required students to take initiative and act in a self-directed manner were not popular with students and left host organizations unsatisfied with lack of student leadership in the direction of the projects.

c) Mutual Benefits Derived From University-Community Integration

The relationship between the community organizations and CAST-100, representing the academy, should be of mutual benefit and foster integration between the university and the community. Both of these things came out as very important to all of the host organizations through the survey. As identified previously, the greatest need of the host organizations was identified as the volunteer labour that the students provided for their one-time or ongoing projects. The volunteer labour of the students can thus also be seen as the most tangible benefit to the host organization in most cases. There are also other benefits which are not as tangible or direct. These intangible or indirect benefits can be quite significant and in the long-term could even be more important to the hosts and the students than the hours of volunteer work provided by the students. These intangible mutual benefits include the things which the students and the hosts learn from their interactions with each other, the orientation which the experience provides to first-year students new to Peterborough and the ongoing relationships established between the host organizations and students.

Several of the organizations expressed a hope that the student's work with the organization might be of an eye-opening experience through which students would learn more about and critically reflect upon the work which they do through their organizations. This is tied back to

Quantifiable Findings from Questionnaire:

Throughout its duration, our group or organization had a clear understanding of the logistics and schedule of the projects (Options available for response: Always, Usually, Often, Sometimes, Rarely, Never).

Always = 2 respondents
Usually = 2 respondents
Often = 2 respondents
Sometimes = 2 respondents

Throughout the project, communication with the TCCBE was smooth, timely and clear (Options available for response: Always, Usually, Often, Sometimes, Rarely, Never).

Always = 3 respondents
Usually = 3 respondents
Often = 1 respondent
Sometimes = 1 respondent

Agree/Disagree: The in-class orientation was an effective way to orient everyone to the logistics and purpose of the projects (where 1 is Strongly Disagree and 4 is Strongly Agree).

4 = 2 respondents
3 = 3 respondents
2 = 1 respondent
1 = 1 respondent
No answer = 1 respondent

Agree/Disagree: The service learning projects allows classroom theory to be connected to the "real world" of community organizations (where 1 is Strongly Disagree and 4 is Strongly Agree).

4 = 3 respondents
3 = 3 respondents
2 = 1 respondent
1 = 1 respondent

the idea of service learning as transformational learning and validates the emphasis placed on this by the hosts. Several expressed hopes that students would have the opportunity to cultivate a social conscience or to become more aware of the realities of the local community. It is clear that the hosts can learn from their interactions with the students and this idea of critical reflection and transformational learning is certainly not limited to the students. As one of the hosts stated, "Students tend to view the work that we are doing through an academic lens. The questions that they ask using this lens help us to generate new insights. As outsiders, they bring a macro-perspective that can be valuable for those of us working day in and day out in the group." As outsiders, the students can provide new insights and perspectives on the work of the host organizations.

One of the important purposes of the service learning projects that came out through the consultations with all of the stakeholders was the role that the projects play as an orientation for first-year students to the Peterborough community. Since CAST 100 is a first-year course, the majority of the students are first years who are not from Peterborough. For students living on-campus and in-residence on Symons' campus this integration does not happen naturally and initiatives projects which foster this integration and in this case orientation of the students to the community. This integration is one part of improving the overall integration between Trent University and Peterborough as a city. One of the hosts made reference to the Trent Administration's attempts to turn "…Trent into a little factory on the outskirts of town" and suggested that the service learning projects provided one way to address the weakened integration that has come with the attempts centralize Trent at Symon's campus and close the downtown colleges. This integration is always a challenge whether the separation is physical or not. As one host wrote, these projects serve to, "bridge the divide between the students and the townies". Fostering this integration is a key part of the orientation of first-year students to the Peterborough community.

All of the hosts surveyed indicated that an ongoing relationship between themselves and students was important to them. The hosts indicated that this was something which was important to them since they are part of organizations which work all the time with volunteers in different capacities throughout the year. Five out of the eight organizations surveyed indicated that ongoing relationships had been established between the organizations and the students as volunteers. In the case of one of the organizations, two of the students from the first year returned to volunteer for event this past year. In the case of another host organization, two students who participated in the event through the projects in 2006 are taking over as the co-coordinators of the annual event next year. In another case, one of the students found a volunteer opportunity and then a summer job as a result of the initial contact of the service learning project. In the case of two of the organizations, the hosts indicated that about a quarter of the students returned as volunteers with their organizations and even brought their friends in as volunteers as well.

Quantifiable Findings from Questionnaire (Cont. from previous page):

Agree/Disagree: The contribution of the students was equal to or greater than the time and effort required to organize and supervise the students (where 1 is Strongly Disagree and 4 is Strongly Agree).

4 = 3 respondents
3 = 4 respondents
1 = 1 respondents

As a result of the service learning project, an ongoing relationship has been established between the students (as volunteers, etc.) and our organization (Options available for answer: True, False).

True = 6 respondents
False = 1 respondent
No answer = 1 respondent

Is this important to you? (Options available for answer: Yes, No).

Yes = 7 respondents
No answer = 1 respondent

Please rate your level of satisfaction with having participated in the TCCBE service learning projects in Fall 2007 (Options available for answer: Very satisfied, Satisfied, Dissatisfied, Very dissatisfied).

Very Satisfied = 3 respondents
Satisfied = 4 respondents
No answer = 1 respondent

Agree/Disagree: The service learning projects foster integration between the academic community and the Peterborough community (where 1 is Strongly Disagree and 4 is Strongly Agree).

Strongly agree = 6 respondents
Disagree = 1 respondent
No answer = 1 respondent

e) Logistics and Organization

One of the hosts was concerned that they were not granted sufficient time to orient their students during the in class orientation of CAST 100. Several organizations mentioned that there were scheduling issues with the students, which put strain on their own time constraints and limitations. Since the scheduling is organized between the host organizations and the students, it is difficult for the TCCBE to address this head on. One organization suggested that they should have a list of the phone numbers of the students to address scheduling issues in a more effective way. Several of the organizations indicated that they felt the students did not read their emails thoroughly or at all since they had to field questions that had already been answered thoroughly in emails they had sent out. One host organization stated that they would not have been so accommodating to students in letting them set their own hours to fulfill their required hours because it resulted in a greater investment of time on their part than was outlined initially. This host also stated that a certain degree of flexibility is necessary but that there need to be clear parameters. Several of the organizations mentioned that they would have liked it if the students could have been given them more time or that they would have preferred the placements to be later in the fall instead of the end of September.

f) Theory and Practice

Several of the hosts recognized the importance as well as potential of linking the experience of the service learning projects to the coursework of the students in CAST or to a broader theoretical perspective. In the words of one host, "The main function of this project is an educational one, balancing the experiential with the academic. If you have not had the practical experience of growing food, it is difficult to understand it without this experience. It provides students with a whole new appreciation for their food." In this case the work which students do on the micro-level, working in an organic garden, help students to better understand the macro-context, which would be the global food system in this case. One of the hosts expressed the hope that the students had learned more about the issues that they try to address through the work of the organization or that the students might find the experience to be "enlightening" one. Another host talked about the potential of the projects to generate a social conscience among the students participating. These sentiments relate to what indicated by several of the CAST 100 teaching team; that the service learning projects could serve as an introduction of students to the idea of activist scholarship by engaging in a micro-site through hands-on work and then have this experience informed by an accompanying analysis of the superstructures as well academic theory. Since the majority of students in CAST 100 are first years, they are still adjusting to the academy, but just as these projects provide an introduction to many other things, they could also provide an opening for students to engage as activist scholars in future endeavors.

3.3 CAST 100 teaching team

a) Understanding of Service Learning

CAST 100 teaching staff stated a variety of definitions for service learning, understanding it as everything from an active academic engagement that simultaneously benefits the community, a kind of learning that happens outside the traditional confines of the university and a way to "break down the walls between Trent and City", to a trend intimately connected to Mike Harris' mandatory 40 hours of volunteer work for high school students in Ontario. The majority of respondents articulated a tension between service learning as having the potential to be a rich and politically-progressive experience for students and its potential to embody the structural weaknesses of charity and volunteerism as a whole.

As one respondent noted, "The challenge is to make this something different than the clichéd understanding of what volunteerism is."

Three of the nine respondents identified the ideal service learning program as being in the spirit of challenging normative notions of volunteerism, addressing, as one respondent put it, "the lost question of why volunteers exist in the first place. We should interrogate these structures that are compensating for scaled-back state services." Respondents conceptualized service learning as having an explicitly moral imperative to social justice as well as framed through a critical and politicized approach. One respondent stated, "for service learning to be successful, there needs to be a nuanced understanding of both the moral imperative and the problematic complexities of community engagement. The notion of praxis should be brought in through the scholarship but it's tough because first year students do not even have an understanding of what theory is yet."

Some of the CAST 100 teaching staff recalled the efforts of the TCCBE to differentiate between volunteerism and service learning during the Orientation session and stated that they thought this was a key component of the Orientation session. The notion of 'activist scholarship' was raised by three of the respondents, who differentiated service learning from volunteerism due to its academic component and because participants in service learning are simultaneously students and volunteers and not solely one nor the other. One respondent asked, "What is the difference for you as an academic and not just as a volunteer? How is academia involved in this community engagement when it is service learning and not just volunteerism? As an academic, what do you contribute?" Several respondents articulated confusion on their part about the role of academia in the service learning projects and stated that they were unsure whether or not the students identified as Trent students or simply as individuals while participating in the projects.

An indication of this uncertainty around the distinction between acting as a student and acting as a volunteer came out when the CAST 100 teaching team were asked whether they agreed with the statement that service learning connects classroom theory to the real world. Most CAST 100 teaching staff stated that it had the potential to do this and that "there were some [students] who got it but a lot who didn't," as one put it. Another stated, "The link between these two things was not very strong in this case. There needs to be a better job done making this link." A common sentiment that was articulated by all respondents was that the potential for activist scholarship to be fostered requires the hands-on experience to be connected with a macro-context and broader academic theories. Two respondents both believed that the challenge of the service learning projects to connect academic theory with the lived realities of the community was due to the timing of the projects. One noted, "It is just a first year course... A lot of people are just entering academia, they're not thinking that way... It is too early for students to critique the Ivory Tower – they are still becoming aware of, trying to understand the Ivory Tower."

One respondent suggested that students might have "gotten it a little more" if the projects occurred closer to the end of the academic year, while two other respondents suggested that a program such as this one may be very successful in a second year course. Another argued that the initiative should be integrated into every academic program's core first year course as a way to eventually establish a common attitude amongst first year students that connects classroom theory to the community. At the same time, several of the teaching assistants noted that students made references to their service learning experiences throughout the remainder of the academic year when learning new concepts in the course. One respondent commented, "a lot of students weren't really engaged in the politics of it at the time. I think by the end of the school year, they were able in retrospect to critically reflect on their experiences."

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b) University-Community Integration

A key theme that arose from the interviews with the CAST 100 teaching team was the relationship between the Academy and a downtown community in the context of service learning. Four of the teaching team personnel spoke very practically about the role of Trent University students in the Peterborough community, noting that a service learning program such as this particular one is operating in a context where Trent University is becoming increasingly both geographically and ideologically removed from the downtown community. The initiative was conceptualized by these respondents in a positive light as a response to this particular political climate that attempts to maintain this integration despite recent developments at the University that have decreased it.

One theme that arose in interviews with the majority of the CAST 100 teaching team is the way in which the university-community integration enabled through the service learning projects fostering the breaking down of hierarchies between "ivory tower learning" and "community experience." One respondent elaborated that partnerships with organizations such as Food Not Bombs gave these grassroots organizations recognition and credibility within academic structures. All respondents spoke positively of the ways in which they perceived the program as a constructive experience for students who don't learn as easily through traditional forms of teaching that occur within the classroom. It was identified by the majority of respondents that the integration between the University and the community established by the service learning projects fosters interdisciplinary learning, allowing for a wide range of studying experiences. One respondent explained, "It's a valuable experience for most students because they probably won't remember the lectures from first year but they will remember their experiences in the community... It can be a good shock therapy and provide a critical education." One CAST 100 teacher relayed that one of her/his students, when volunteering with PARN, was assumed to be a person with AIDS and the stigmatization s/he experienced had a significant impact on the student's outlook on social and political issues around the illness.

The university-community integration was identified by three of the participants as one of the greatest strengths of the program, particularly in terms of how it offers the opportunity for first year students not from Peterborough to get off campus and become familiar and involved with the community. One respondent stated that the projects "allow students to critically engage with the politics and social issues of Peterborough... It's just a dip in the water, but it's a dip they might not have taken if this program didn't happen." Another respondent explained that "students learn more about what the Peterborough community does... They gain a greater sense of an issue in Peterborough they didn't know about before and begin to understand their civic participation, and in that sense it is very eye opening for them."

c) Choice of Host Organizations and Nature of Projects

One key theme that arose from the interviews with the CAST 100 teaching team was with regard to the type of host organization with which the students are partnered. One participant stated, "the service learning experience really depended on who the students did their projects with... With adequate training, students were able to see the connection between the issue and the work of the community organization." Four of the participants suggested that the TCCBE may want to reconsider some of the organizations it chooses for these projects. One respondent suggested that "the groups should be explicitly political in a macro sense" while another stated that "the TCCBE should be more picky and choose those organizations that are engaging in activist work and inspiring a critical understanding of the issues." One explained that "the host organizations should enable students to interrogate the

structures of subordination and power that necessitate volunteerism." Another respondent believed that the projects should build self esteem and provide skills- and capacity-building experiences.

Organizations suggested for potential future projects included the Community Race Relations Committee (CRRC), the Peterborough Coalition Against Poverty (PCAP), the Peterborough Coaliation for Palestinian Solidarity (PCPS) and local unions, such as the Peterborough Transit union and CUPE 3908 at Trent. Implicit in the suggestion of these particular organizations is a broader evocation that host organizations partnering with CAST 100 have a clear commitment to a politics of social justice.

Discussion also arose around the nature of the projects. One respondent explained that one of the host organizations "expected more student initiative than the students were ready for" whereas another respondent noted that "the fact that students provide free labour to these organization is important but they do need to be treated as more than just free labour." Several of the teaching team staff indicated that the projects which solicited students to take initiative and act in a self directed manner were not popular with students and seemed to leave host organizations unsatisfied with the lack of student leadership in the direction of the projects. Yet, one respondent stated that one student "was left just peeling potatoes and wanted something more than that."

d) Organization and Logistics

The majority of CAST 100 teaching staff identified communication between the teaching assistants and the TCCBE as the major weakness of the service learning projects. Most respondents stated that there was confusion arising from gaps in communication between all the players, particularly the students and the host organizations, and therefore the teaching team as the agents of communication between the TCCBE and the students. Two teaching assistants suggested that the teaching assistants require increased briefing and debriefing on the logistics of the projects, particularly because they are the ones who have the greatest one-on-one contact with students and thus assume the role of fielding students' questions about the projects. One respondent suggested that there should be an information session specific to teaching assistants at the beginning of the year to orient them on how to administer the program to their students. Another suggested that the TCCBE could supply the CAST 100 teaching team with a brief and to-the-point 'check-list' or 'FAQ' document specific to teaching assistants on the logistics of the program.

All teaching personnel who partook in the first year of the service learning projects characterized the second year as more organized and clearly defined than the year before. One respondent stated that "obviously there are a few kinks to be worked out but the initiative is pretty young and it seems to be improving a lot from year to year."

3.4 Synthesis of Observations

a) Strengths and Benefits

i) From the TCCBE
- Sustained interest from the CAST 100 teaching team in the partnership
- Sustained interest from the host organizations in participating in the initiative
- The opportunity for the TCCBE to broaden its mandate and its deliverables to host organizations
- The introduction of students to Trent University to the services of the TCCBE

ii) From the Host Organizations
- Labour power provided by students
- High levels of satisfaction with participating in the program
- Recognition from the TCCBE and Trent University of a host organization's work
- Learning experiences arising from working with students
- Eye-opening and transformational potential for students
- New insights brought to a host organization by students
- Bridging the divide between the university community and the downtown community
- Establishment of an ongoing relationship between students and host organizations
- From the CAST 100 Teaching Team
- Student Introduction to the Peterborough community and its social and political issues
- Bridging the divide between the university community and the downtown community
- Employment opportunities for students arising from the involvement with a host organization due to the service learning initiative
- The fostering of a social consciousness amongst students

iii) From the CAST 100 Teaching Team
- Student reference in seminar to their service learning experiences throughout the remainder of the course duration
- Breaking down of hierarchies of knowledge and recognition of ways of learning and teaching typically excluded from the Academy
- Encouragement of interdisciplinary learning
- Creation of opportunities for students to become familiar and involved with the Peterborough community
- Eye opening experience for students about social and political issues
- Improvement in the program from year to year

b) Areas for Improvement and/or Further Investigation

i) From the TCCBE
- The role of upper year students in the initiative and how to involve and engage them in a more meaningful way
- Mechanism(s) for ongoing internal evaluation processes

ii) From the Host Organizations
- The lack of self-direction and initiative of students in some projects
- The need to lengthen the in-class orientation
- Difficulty in managing communication with students
- Timing of placements potentially too early in the academic year

iii) From the CAST 100 Teaching Team
- Need for better communication between teaching assistants and the TCCBE
- Ensuring a clear distinction between volunteerism and service learning

- Volunteerism should interrogated and critiqued
- The ability of the program to interrogate the 'Ivory Tower' with students new to university
- The lack of a strong connection between academic theory and community issues
- Timing of placements potentially too early in the academic year
- The selection of host organizations should preference organizations explicitly committed to a politics of social justice
- The nature of projects and the tension between the lack initiative on behalf of students and the need to ensure the students' role is more than just providing labour power

c) Suggestions and Recommendations

i) From the TCCBE
- Expand programming to graduate students

ii) From the Host Organizations
- Consider offering projects later in the year

iii) From the CAST 100 Teaching Team
- Interrogate the problematic aspects of volunteerism
- Consider offering projects later in the year
- Consider offering projects in second year courses
- Consider expanding the service learning initiative to other first year courses
- Reconsider selection criteria for host organizations, with a privileging of organizations that are politically-inclined, engaged with activist work, inspiring a critical understanding of the issues and able to provide skills-building experiences for students
- Root projects in scholarship, a moral imperative and politicized approach
- Provide orientation specific to the teaching assistants

d) Evaluator's Analysis

The synthesis of these findings has led the evaluators to make some key recommendations. In analyzing these findings, there are some themes that we have summarized. Firstly, we identify the need to clearly define the purpose of the service learning projects along lines of transformative learning, critical reflection on the nature volunteerism and where it fits into a broader political-economic context. Some practical ways this can be done includes making literature available on the politics of volunteerism for all parties involved. An additional practical element of this to investigate is the timing of the projects; it may be worthwhile to look into the possibility of offering projects later in the year when students are more familiar with the university.

We further identify the need to sharpen the organization and logistics of the program by a continued focus on improving communication with all parties involved. We recognize a relatively high level of satisfaction with those parties involved, particularly the belief that the program has improved substantially in its second year and a general faith amongst respondents that the program will continue

to improve as it grows older. One practical suggestion we have to continue this process of self-improvement arises from the findings of the CAST 100 teaching team, who suggest offering an orientation, either in the form of a meeting or a 'FAQ' sheet, directed specifically at teaching assistants.

We additionally identify an interest amongst parties involved to see the service learning initiative expanded into new arenas, such as second year courses and additional first year courses. We recognize this as a potentially massive undertaking for the TCCBE staff and thus suggest it as an arena to investigate in the coming academic year.

We also identify a tension regarding the nature of projects and whether or not they should rely less or more on student self-direction and initiative. Alongside this finding, we identify the need to consider the role of upper year students enrolled in CAST 100 who may be less interested in more menial forms of volunteer work. Thus, one practical suggestion we have to address both of these concerns is to consider filtering projects such that those that involve self-direction and leadership skills can be explicitly stated as geared towards upper year students or students with volunteer experience under their belt.

Lastly, we identify a concern around the selection of host organizations arising from the CAST 100 teaching team, who have provided some selection criteria to consider in choosing future host organizations. We thus recommend investigating the host organizations suggested by the CAST 100 teaching team for future projects.

Section 4 – Recommendations

Key recommendations arising from evaluation

- Clearly define the purpose of the service learning projects as rooted in transformative learning and critical reflection on volunteerism. A preliminary step would be the provision of literature to all of the stakeholders. Appendix H includes a potential pamphlet designed by the evaluators that could be handed out.

- Investigate the benefits and drawbacks of the timing of the projects, with consideration to offering them later in the year when students are better rooted in the university and the curriculum they are to bring to the projects.

- Maintain levels of improvement with logistics and organization by continued focus on communication enhancement by offering an orientation, either in the form of a meeting or an informational sheet, directed specifically at teaching assistants.

- Investigate opportunities for expansion of the service learning initiative into second year courses, other first year courses or graduate programs.

- Offer two general types of projects for students, with a differentiation between projects for mainly first year students needing to build leadership skills and volunteer experience and projects for those students, mainly upper year students and those students with previous volunteer experience, who can arise to the challenge of self direction.

- Refine selection criteria for host organizations, with a focus on those organizations that are engaged in political activism and explicit social justice work and those organizations suggested in Section 3.3.c.

Section 5 – Conclusion

This report has outlined an evaluation of the TCCBE service learning initiative in CAST 100, identifying the impacts and dynamics produced by the projects during the 2007-2008 academic year. The report began with providing a background into the politics of service learning and the history of the TCCBE and this initiative. The following section of the report presented the research methodology used to conduct this evaluation, explicating each step in the research process and giving an account for the rationale behind these steps. The next and largest section of the report was an outline of the findings of the evaluation, looking at the data obtained through a focus group with the TCCBE, a questionnaire with the host organizations and a series of interviews with the teaching team of CAST 100. This section included a synthesis of these findings. The report concluded with a list of recommendations directed at the TCCBE for how it may conduct most optimally the service learning initiative in future years. These recommendations included: clearly defining the purpose of the projects around activist scholarship and interrogating the politics of volunteerism; investigating the timing of the projects and the potential of expanding the initiative into second year courses and other first year courses; selecting host organizations based on their social justice approach to political work; and improving communication with teaching assistants by offering an orientation specifically directed at them. It is the hope of the evaluators that this evaluation will help to foster transformative and critical learning within the boundaries, strengths and limitations - of the TCCBE's service learning projects.

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Appendix A – Ways to Use this Report

To help with making this report accessible and useful for the TCCBE, here is an outline of different ways the report can be approached, depending on the intentions of reader:

The Executive Summary provides a brief explanation of each section of the report and may be a good place to start to gain an understanding of the evaluation in its entirety.

Section 4 presents the conclusive recommendations of the report and may be a good place to start if interested mainly in future plans of the service learning projects.

Section 3.3 provides a summary and analysis of the findings, which explains the rationale for the recommendations chosen.

Appendix H is a potential pamphlet on the politics of service learning designed by the evaluators that can be photocopied and distributed as seen fit.

Appendix C provides a literature review of academic writing on service learning and charity and may be useful for those looking for resources on these topics.

Appendices D-G are the questionnaire questions, interview questions, focus group questions and research consent form that comprised this evaluation and may be useful for anyone designing an evaluation for the service learning initiative in future years.

Appendix B – Service Learning Projects offered in CAST 100 during the 2007-2008 academic year

Descriptions listed below are the descriptions used for the project proposals that students select the project they want to participate in.

Soupfest Support – Peterborough Social Planning Council
October 25th, 6-8 students

Students participate in the annual *Soupfest for the United Way*. Local restaurants donate soups, desserts, breads and refreshments to this event with all proceeds going to support the local United Way. Students put their skills to work in helping to poster for the event and help to manage the event. An orientation is held during the first week of October. Some of the tasks include assisting with the pick-up of the soup from the local restaurants, set-up, selling tickets at the door, bussing tables and clean-up. Students are given the opportunity to change their activities throughout the day to gain a variety of exposure to the intricate workings of running such an event.

Garden Harvesters – Trent Vegetable Gardens
TBA, 10 students

The on-campus gardens are for food production as well as education. To raise students' awareness of local food issues and the organizations on campus working on these issues, we would like to get some first year students helping with the fall harvest. The students will be helping bring in the harvest that will go to the Seasoned Spoon, an on-campus student-run café and to the Peterborough community through Food Not Bombs. The two main work days will be in mid-September to help pick potatoes and beans and then two to three weeks later to help thresh the beans.

Greening of the Festival Support – Festival of Trees Committee
November 20-25, 10+ students

In partnership with Peterborough Green-Up, this project involves a hands-on recycling project for the participants who would include the setting of up the containers, the removal of contents to exterior containers, the proper placement of the containers within the venue, and the take-down of the recycling containers following the event. The Peterborough Festival of Trees raises funds for Peterborough Health Care by hosting a series of magical events created by the volunteers. Be a part of helping to make this event more environmentally friendly.

Day of Non-Violence Presentations – Kawartha Ploughshares
October 2, 5+ students

The United Nations has declared October 2nd (the birthday of Mahatmas Gandhi), 2007, the first International Day of Non Violence. Kawartha Ploughshares has taken the lead locally to organize a committee to arrange a celebration in Peterborough of this first day of non violence. The Trent students will prepare and deliver an interactive presentation on the theme of non-violence for Grade 6 classes in schools in Peterborough. Each class presentation will be 20-30 minutes. Trent students will develop and do this presentation independently and they can talk about any aspect of non violence that interests them. The project supervisor will meet each presenter and provide a brief orientation. A key message is develop the idea that non violence is not just a goal in itself; non violence is a tool we use to solve problems.

Day of Non Violence Event Support – Kawartha Ploughshares

October 2, 10 students
The United Nations has declared October 2nd (the birthday of Mahatmas Gandhi), 2007, the first International Day of Non Violence. Kawartha Ploughshares has taken the lead locally to organize a committee to arrange a celebration in Peterborough of this first day of non violence. There is a public event in the evening with a variety of activities (currently being developed) starting at 4:00 then the showing of the 1982 film "Gandhi" from 7:00pm – 10:00pm. Some things a student may do include: set up the tables, displays, etc, introduce speakers, facilitating discussions, 'meet and greet' attendees...

Trick or Eat Support – Meal Exchange
October 31, 10+ students
Trick-or-Eat is a national student initiative to collect donations for our local food banks. This event takes place on Halloween. Students dress up in costume and go door-to-door trick-or-treating. Prior to the event, students will be part of promoting the event to fellow students through flyer delivery, postering around campus and staffing a table in front of Wenjack Theatre in the weeks preceding the event.

Red Ribbon Campaign Support – Peterborough AIDS Resource Network
TBA, 10 students
Students will assist with the AIDS awareness and fundraising initiative "red ribbon campaign" in Peterborough. This will involve attending an orientation, making ribbons and organizing volunteer boxes, and taking a shift canvassing. Learn about the range of work done by this organization.

Person's Day Breakfast – Kawartha World Issues Centre
October 17 (Set-up), October 18 (Event), 8-10 students
Students will participate in an orientation and pre-event activities. They will learn about the organization and the history of this event. Pre-event service involves setting up tables for the breakfast. Morning preparations, the day of the event, begin at 6am. Students will help organize and prepare the breakfast items, greet and seat visitors and share newly acquired knowledge of the event with others. In addition, students will assist with clean up after the meal and the entertainment.

Community Meal Support – Food Not Bombs
Sept. 24, October 1, October 8, October 15, October 22, October 29, 25 students in total
Peterborough Food Not Bombs serves a hot meal at city hall every Monday night at 6:oopm. Cost: free! The group reclaims food that is being wasted and promotes awareness of the waste, cooks communally and creates wholesome, healthy vegetarian food for the poor and to serve food directly in public, to raise awareness of the wider issues of poverty. Monday afternoon is dedicated to meal preparation. Show up, pitch in, use your talents, earn some new skills, share your ideas, meet interesting folks, clean up the mess, eat a great meal. The event is what you make it.

Arts Week Event Support – Various local arts organizations
September 26-28 (Promotion), September 29 (Event), 10 students
The 3rd annual celebration of Peterborough arts runs September 21-30, featuring art displays, live music, theatre pieces, original dance, interactive workshops, film screenings and wordsmithing. The event's goal is to introduce as many people as possible to the creative energy that has made Peterborough such a hotbed of culture. Students are needed to help promote the event and to help during the Artsweek Street Festival. During the festival, students will help by setting up tents, tables, chairs, directing people and assisting performers.

Appendix C: Literature Review

Transformative Education and Service Learning: A Bibliography

Fraser, Nancy and Naples, Nancy. (2004). To Interpret the World and to Change It: An Interview with Nancy Fraser. Signs. Vol. 29, Issue 4, pg. 1103-1125. Chicago
This interview with Nancy Fraser provides an excellent overview of the ideas of Nancy Fraser on the postsocialist condition and its ramifications on prospects for a more just world. Her reflections on the relationship between theory and practice in light of the broader theoretical and political-historical context are particularly useful in grounding service learning in a broader socio-political context.

Ochoa, Gilda Laura and Ochoa, Enrique C. (2004). Education for Social Transformation: Chicana/o and Latin American Studies and Community Struggles. Latin American Perspectives. Vol. 31, Issue 134, No. 1, pg. 59-80
This article profiles an excellent example of service learning at as transformative or critical education in Los Angeles, California at California State University. The projects and examples in this article serve as an excellent example of how service learning can foster critical reflection and a commitment to engaged citizenship and social justice.
It was able to accomplish this by exposing students to the socio-political context of the communities surrounding the university and connecting coursework theory to practice.

Incite! Women of Color Against Violence. (2004). The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex. Massachusetts: South End Press.
This anthology is a visionary collection of essays on what the contributors identify as "the non-profit industrial complex" in the United States. The contributors argue that the rise of non-profits and non-governmental organizations in the US has played a critical role in managing dissent and undermining prospects for radical social change. This book serves as a landmark critique of the non-profits and volunteerism and how these things both serve to re-enforce the status quo.

Friere, Paolo. (2007). Pedagogy of the Oppressed. New York: Continuum
This is the foundational book on the theory and practice of popular education. Friere takes the view that education is inherently political and that education is central in social transformation. Central to Friere's argument is a concern for ownership and accessibility over learning and consciousness-raising processes. Friere argues for pedagogy that fosters ownership over learning and critical reflection.

Dickinson, Torry D. (2005). Strengthening Women's Studies Through Applied Activism: Theoretical, Classroom, Regional, and Cross-Border Strategies for Participating in Change. Women's Studies International Forum Volume 28, Issues 2-3, pg.115-126.
Drawing from fieldwork as well as experience from course and curriculum design, Torry Dickson argues that Women's Studies can play an integral role in processes of social change through activist scholarship. She insists on the importance of material and cultural knowledge and addressing the ways that these two are inter-related. Dickson criticizes service learning initiatives which serve to slot students into pre-defined projects that do not foster active participation and insists that democratic learning processes are central to developing students' critical capacities as well as practical skills.

Illitch, Ivan. (1968). To Hell With Good Intentions: Address to the Conference of InterAmerican Student Projects. Accessible via the World Wide Web: http://www.bicyclingfish.com/illich.htm.

This short essay provides a scathing critique of US youth engaging in volunteer/charity work throughout Mexico, serving as a general criticism of volunteerism and development as a whole. Illitch argues for the importance of recognizing the pretentious and condescending nature of North American "do-gooders" and ultimately advocates for the end of imposed benevolence on the peasants and the poor of Mexico.

Hutnyk, John. (1996). The Rumour of Calcutta: Tourism, Charity and the Poverty of Representation. London (UK): Zed Books.
Exploring the discursive construction of Calcutta, India, in thephotography and guidebooks used by 'volunteer' or 'charity' tourists, Hutnyk's main argument in this book is that charity is a necessity within the global regime of capitalism, serving to mask and reinforce the detriments of capitalist economics. Focusing on Western youth volunteering in India, he deconstructs the power dynamics of volunteerism and charity through a lens built by the theory of Marx, Heidegger and Spivak.

Appendix D –Focus Group Questions: TCCBE Staff

Evaluation of the Service Learning Projects, Trent Centre for Community Based Education

TCCBE Staff Focus Group

1. First of all, let us explain the purpose of this evaluation and introduce ourselves. Here is a consent form that we would like you to fill out and please introduce yourself as well; what is your name, your job title and your involvement with this service learning initiative? Do you have any questions for us at this point?

2. How does the TCCBE define "service learning"?
   Prompt: What do these terms mean to the TCCBE: volunteerism, charity, activist scholarship?

3. Do you agree or disagree with the following statement: The service learning projects allow classroom theory to be connected to the "real world" of community organizations.
   Prompt: Why do you agree or disagree?

4. Where did the impetus for the service learning projects come from on the part of the TCCBE?

5. Is it important to the TCCBE for the students who participate in the service learning projects to learn about community-based research and the TCCBE?

6. What were the main differences between the first and second years of the initiative?

7. In your opinion, what were some of the benefits arising out of the projects:
   a) for the students?
   b) for the host organizations?
   c) for the TCCBE?

8. Can you identify any areas of the initiative that can be improved for future years?
   Prompt: Do you have any specific recommendations for how the projects can be organized in coming years?

9. How does this initiative fit into:
   a) the recent history of the TCCBE?
   b) present mandate of the TCCBE?
   c) the future directions of the TCCBE?

10. Do you have any other feedback for us regarding the service learning initiative?

Appendix E – Questionnaire: Host Organizations

Evaluation of the Service Learning Projects, Trent Centre for Community Based Education

Questionnaire for Host Organizations

Thank you for taking the time to participate in an evaluation of the TCCBE service learning projects, an initiative in the Fall of 2007 that linked students from CAST 100 with your organization through 10-hour volunteer projects. The results of this evaluation will be used in a non-identifying way to provide feedback to the TCCBE for future years of this initiative. We will make every attempt to ensure your confidentiality, though there is the unforeseen possibility that someone may be able to identify you as a participant. You are free to withdraw from the survey at any point and you have the right to refuse to answer any of the questions.

1. Why did your respective organization decide to participate in the service-learning project?

_____

_____

_____

2. Throughout its duration, our organization had a clear understanding of the logistics and schedule of the project.

Always   Usually   Often   Sometimes   Rarely   Never

3. Throughout the project, communication with the TCCBE was smooth, timely and clear.

Always   Usually   Often   Sometimes   Rarely   Never

4. The in-class orientation was an effective way to orient all parties involved to the logistics and purpose of the projects.

1   2   3   4
Strongly Disagree   Strongly Agree

5.   a) An ongoing relationship has been established between the students and our organization that has been carried into the present.

True   False

Please explain:

b) Is this important to you?

Yes   No

Please explain:

_____

_____

6. The contribution of the students was equal to or greater than the time and effort required to organize and supervise the students.

1   2   3   4
Strongly Disagree   Strongly Agree

Please explain:

_____

_____

7. What was the most valuable insight or perspective that you gained through your interactions with the students in this program?

_____

_____

8. What was the most positive aspect or outcome of the service learning project for your organization?

_____

_____

9. Are there aspects of the service learning initiative that you feel could be improved?

_____

_____

10. Did your organization participate last year? If yes, do you have any comments to make about your relationship with the TCCBE's service learning projects from year to year?

11. The service learning projects allows classroom theory to be connected to the "real world" of community organizations.

| 1 | 2 | 3 | 4 |
| Strongly Disagree | | | Strongly Agree |

12. The service learning projects foster integration between the academic community and the Peterborough community.

| 1 | 2 | 3 | 4 |
| Strongly Disagree | | | Strongly Agree |

13. What should be the role of university students within the Peterborough community? In your experience has this service learning project exemplified a beneficial relationship between students and organizations?

_____

_____

_____

14. Please rate your overall level of satisfaction with having participated in the TCCBE service learning projects in the Fall of 2007.

Very Satisfied   Satisfied   Dissatisfied   Very Dissatisfied

15. Does your organization want to participate in this initiative next year?

Yes   No

16. If not already indicated, what can be done to enrich this opportunity for your organization?

_____

_____

_____

Appendix F – Interview Questions: CAST 100 Teaching Team

Evaluation of the Service Learning Projects, Trent Centre for Community Based Education

Interview Questions for the CAST 100 Teaching Team

1. First let us tell you about our research and who we are. As well, please introduce yourself and fill out this consent form. Do you have any questions at this point?

2. Please describe your understanding of "service learning."
   Prompt: What do these terms mean to you: volunteerism, charity, activist scholarship?

3. What do you think should be the role of university students within the Peterborough community?

4. Do you agree or disagree with the following statement: The service learning projects allow classroom theory to be connected to the "real world" of community organizations.
   Prompt: Why do you agree or disagree?

5. Throughout its duration, did you receive a clear understanding of the logistics and schedule of the service learning projects from the TCCBE?
   Prompt: Do you have any comments on how communication with the TCCBE was handled during the projects?

6. How did you experience the workload of these projects?

7. Did you find the in-class orientation to be a useful component of this initiative?

8. In your opinion, what were some of the benefits arising out of the projects for the students you instructed? Do you have any good anecdotes?

9. Can you identify any areas of the initiative that can be improved for future years?
   Prompt: Do you have any specific recommendations for how the projects can be organized in coming years?

10. Do you have any suggestions for organizations that TCCBE could include in the service learning projects in following years?

11. Overall, in your experience has this service learning project exemplified a beneficial relationship between students and organizations?

12. Do you have any other feedback for the TCCBE regarding this initiative?

Appendix G – Consent Form

Evaluation of the Service Learning Projects, Trent Centre for Community Based Education

Consent Form

Purpose of Research

To assess the impacts and dynamics produced by the implementation of the service learning project component of Canadian Studies 100 that was implemented the fall of 2007. The service learning projects are a component of the course that intends to bring in a practical dimension of learning to the academic course for all of the actors involved: students, the community organizations and the TCCBE. Our objective is to collect and produce information in order to ultimately make an evaluation of the effects of the initiative and to determine ways to improve the initiative for future years.

If you agree to give consent to my use of the information, you are guaranteed the following rights:

• You may withdraw your participation at any time, or choose not to answer certain questions
• You have the right to confidentiality of personal information and anonymity. Unless you wish otherwise, neither your name nor identifying information will be used in our final report.
• You do not have to answer any questions that you do not feel comfortable answering.
• There is no deception, or risk to yourself or other participants involved in this exercise.

We will destroy the results once we have collected, tabulated and analyzed them. We will conduct interviews in a safe and private place.

I have read the above description of the research in which I have been asked to participate and understand the possible risks and benefits involved. I have also been told that I may withdraw from this project at any time and that the information I provide will remain confidential unless I have also signed Part C.

I voluntarily agree to participate in this project.

Date: _____ Signature: _____

I further agree that information I provide may be cited anonymously (or, an a way that I won't be identified as an individual) in the researcher's/researchers' essay or other class work.

Date: _____ Signature: _____

Appendix H – Sample Pamphlet on Service Learning

Please see attached file.