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SERVICE LEARNING IN HIGH SCHOOL CONTEXT: AN
INTERPRETIVE SYNTHESIS

A MASTER'S THESIS

BY

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Hatice Gönül

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Service Learning in High School Context: An Interpretive Synthesis

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December 2020

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum and Instruction.

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ABSTRACT

SERVICE LEARNING IN HIGH SCHOOL CONTEXT: AN INTERPRETIVE SYNTHESIS

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M.A. in Curriculum and Instruction

Supervisor: Asst. Prof. Dr. Necmi Akşit

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Service learning is used increasingly in primary, secondary and higher education contexts. It provides platform for multiple learning pathways from experiential and social-emotional learning to character and values education, and from citizenship education to critical literacy. The main purpose of this study was to explore the concept, and practice, of service learning through an approach to interpretive synthesis. To this end, this study analyzed a number of selected research studies conducted in high school context, noting salient research paradigms utilized. The study also analyzed the second-order interpretations, derived from the studies using some perspectives on service learning as rethought and conceptualized by Butin (2010), with a view to identifying major variables and constructs focused on, and highlighting what other, if any, conceptual categories any potential studies might consider. One of outcomes of this study provides a service-learning framework which could be used in educational contexts. Another outcome of the study puts emphasis on the service learning areas the previously conducted studies primary focused on, and the salient research paradigms and methods used, and the ones not used. The final outcome of the study highlights the service learning areas that could be explored further, and the areas that have not been focused on at all.

Keywords: Service learning, social-emotional learning, citizenship education, character education, values education, technical, cultural, political, post-structural, critical consciousness, experiential learning.

ÖZET

LİSE BAĞLAMINDA SOSYAL SORUMLULUK TEMELLİ ÖĞRENİM: BİR YORUMLAYICI SENTEZ

Hatice Gönül

Yüksek Lisans, Eğitim Programları ve Öğretim

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Sosyal sorumluluk temelli öğrenim, ilk, orta ve yüksek öğretim bağlamlarında giderek daha yaygın olarak kullanılmaktadır. Bu öğrenim yaklaşımı deneyimsel ve sosyal-duygusal öğrenmeden karakter ve değerler eğitime, vatandaşlık eğitiminden eleştirel okuryazarlığa kadar çoklu öğrenme yolları için zemin sağlar. Bu çalışma temel olarak yorumlayıcı sentez yaklaşımıyla sosyal sorumluluk temelli öğrenim kavramını ve uygulamasını keşfetmeyi amaçlamaktadır. Bu amaç doğrultusunda bu çalışmada, kullanılan belirgin araştırma paradigmlarına dikkat çekerek lise bağlamında yürütülen bir dizi seçilmiş araştırma analiz edildi. Çalışma ayrıca, Butin (2010) tarafından yeniden düşünülen ve kavramsallaştırılan sosyal sorumluluk temelli öğrenim üzerine bazı bakış açıları içeren çalışmalardan elde edilen ikinci dereceden yorumları, odaklanan ana değişkenleri ve yapıları belirleme ve eğer varsa, herhangi bir potansiyel çalışmanın göz önünde bulundurabileceği diğer kavramsal kategorileri analiz etti. Bu çalışmanın sonuçlarından biri, eğitim bağlamında kullanılabilecek bir sosyal sorumluluk temelli öğrenim çerçevesi sağlar. Çalışmanın bir başka sonucu ise, daha önce yürütülen çalışmaların öncelikli olarak odaklandığı sosyal sorumluluk temelli öğrenim alanlarına, kullanılan ve kullanılmayanlara araştırma paradigmlarına ve yöntemlerine vurgu yapmaktadır. Çalışmanın nihai sonucu, daha fazla araştırılacak sosyal sorumluluk temelli öğrenim alanlarını ve hiç odaklanılmamış alanları vurgulamaktadır.

Anahtar Kelimeler: Sosyal sorumluluk temelli öğrenim, sosyal-duygusal öğrenme, vatandaşlık eğitimi, karakter eğitimi, değerler eğitimi, teknik, kültürel, politik, yapısal sonrası, eleştirel bilinç, deneyimsel öğrenme

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CHAPTER 1: INTRODUCTION

Introduction

This chapter presents the overview of the study by providing background information related to service learning and by introducing the problem, purpose, research questions and significance of the study. Lastly definitions of related key terms are provided.

Background

“Service learning is an approach to teaching and learning in which students use academic knowledge and skills to address genuine community needs” (National Youth Leadership Council, 2018). This educational approach has been gaining more attention and becoming more common in school programs in all grades. In addition to serving and helping the community, administrators and curriculum developers favor integrating service learning into their schools’ curriculums to achieve lesson aims and objectives through the curriculum-integrated service learning projects in which students create their own learning. The increasing trend of using service learning at schools has resulted in many research studies focusing on service learning in education; these studies investigate the approach from various aspects and use different methods.

Although service learning can be conducted with students of any age from kindergarten to university, it is more common in high school settings (Richards et al., 2013, p. 5). It is primarily used to support students’ academic and personal

developments (Amel, Conway, & Gerwien, 2009) and there are many ways to implement the approach. Even though service learning can be applied as an extra-curricular activity, schools often prefer to make it a part of their curriculum and associate it with their course objectives.

Through service learning activities, students are expected to consider the needs of the societies they live in, and to engage in activities to provide support and help with the collaboration of local authorities and institutions. Bringle & Hatcher (1996) define service learning as an “educational experience” allowing students to engage in activities to meet the needs in the community and acquire insights regarding their experiences, gaining social responsibility, and build connections with their course contents by reflection on their experiences (p. 222). Their service learning projects can have different purposes such as conserving the environment, serving people in need, or building new facilities for local people. However, as Troppe states (1996), “Service learning theory begins with the assumption that experience is the foundation for learning; and various forms of community service are employed as the experiential basis for learning” (p. 3). Therefore, helping the community is not the main aim of service learning; the focus of service learning activities is to encourage students to take initiatives and action to gain experience. For this reason, service learning is linked with the conceptual frameworks such as experiential learning and constructivism. According to Mpofu (2007) through experiential learning, students have a chance to practice what they learn at school and doing self-reflect (p. 46).

Service learning can be implemented in the curriculum through different procedures and methods. This diversity in application provides choices to students and coordinators. These applications may be derived from different aims, student

outcomes and objectives of the activity as well as the distinct characteristics of participants, regional differences, needs of the community, and funding.

Butin (2003) indicates that service learning should not be considered as an extracurricular activity that is conducted as regardless of the lesson objectives, but rather it should be the core of the course contents. This integration of SL activities and course content enable students to reinforce and synthesize learning by engaging with experience. Lastly, when the activity ends students are required to reflect in order to make their experiences more meaningful.

Through its notion, service learning activities have mutuality in terms of the reciprocal benefit it provides to its shareholders. The community is served, and at the same time learning occurs through experience from the students' perspective (National Youth Leadership Council, 2018). However, this learning is not limited with the academic contribution, but also service learning projects help students' personal development by improving their organization skills and inter-personal relationship skills in authentic and real-life situations (Bringle & Hatcher, 1995, p. 112; Kolb, 1984). As also emphasized by Luckenchuk (2009), the components of learning, reflecting, and having responsibility towards society differ service learning from voluntarism and community service (p. 249).

Service learning is also related to the relationships they build with their community and countries. For this reason, service learning contributes to students' improvement on their sense of citizenship (Eyler & Giles, 1994) which is defined as "educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society" (RIF, 2019).

Service learning has also been discussed from the perspective of teacher education programmes as well. Karaman (2014) emphasizes the importance of developing systems thinking in prospective teachers and gain them field experiences. Through his study he sheds light on the opportunities provided by the community service learning activities in this regard. Through participation in the community service learning activities prospective teacher are found to gain the opportunity to reflect on their experiences and inquire their roles in their societies and professional lives leading them looking over their personal and professional developments (p. 496).

With the recognition of the pedagogic value of service learning, some international educational programs, such as the ones offered by the International Baccalaureate (IB), include it as one of their core elements. The IB, which was founded in 1968, is a non-profit international organization that aims to “develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world for through intercultural understating and respect” (IBO, 2020). The programme covers all ranges of education from kindergarten to twelfth grade. There are three programs focusing on different age ranges:

The programme offered for the ages 16-19 is called the Diploma Programme.

The Diploma Programme (IBO, 2020) consists of

- six subject groups, namely Studies in language and literature, Language acquisition, Individuals and societies, Sciences, Mathematics, The arts, and
- three core elements, Theory of knowledge (TOK), The extended essay (EE), and Creativity, Actions Service (CAS).

The CAS (IBO, 2020) requires students “take part in a range of experiences and at least one project”, and “... service projects must be beneficial for the community as well as providing a learning opportunity for the students” One of these three elements. The service activities in CAS are examples of service learning in education. These service activities in CAS should be purposeful and planned projects where students can be challenged and reflect. In service project activities, students are expected to benefit the community they live in, including providing help and meeting needs.

The IB offers another programme aimed at students aged 11 to 16, called the Middle Years Programme (MYP), which also provides a platform for service learning through its MYP projects, and the aims of which include self-directed inquiry, enhancing understanding through in-depth investigation, and demonstrating responsible action (IBO, 2020). The third programme the IB offers is called the Primary Years Programme (PYP), and its aims include focusing on the learning community, and “...build[ing] a sense of community and awareness for the opinions, and values and needs of others” (IBO, 2020).

Problem

It is known that students who engage in service learning develop a wide range of cognitive and interpersonal skills including communication and critical thinking (Cooper, 2013). Service learning is considered as “... educational experience in which students (a) participate in an organized service activity in such a way that meets identified community needs, and (b) reflect on the service activity in such a way to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility” (Bringle & Hatcher, 1995,

p. 112). Service learning activities also not only equip students with valuable skills but also offer provide support to institutions where such activities are organized (Steffes, 2004). As a way of experiential learning, service learning activities are considered as effective ways for experiential learning by enabling students engage in various activities in authentic ways which helps them gain experiences (Kolb, 1984). Service learning is also suggested as an effective way for students' development of social emotional learning. By strengthening SEL students gain higher concentration and ability to focus, to develop problem solving skills, to make good decisions, and to adopt positive classroom environment which eventually brings better academic success at school (Elias, 2003). Lastly, European Commission discusses students should be provided with the opportunities to gain effective citizenship education, therefore with the practical experience that service learning supports the in class education students can engage in authentic contexts which are required to be an effective citizen (European Commission, Directorate-General for Education and Culture, 2017).

While service learning provides many benefits in K-12 contexts, the emphasis given to it in Turkish education is limited. As it is stated in Social Activities Application Guideline of Turkish Ministry of Education that Turkish national curriculum includes service learning among the social activities that can be carried out voluntarily as school based activities, activities based on their residential districts, and students' individual activities (MONE, 2019). As stated in the guideline (MONE, 2019) social activities help students to ensure their personal development, as well as share the knowledge and information they have acquired in a way that is beneficial to their society. Social activities aim students to gain national, spiritual,

moral, human and cultural values, and accordingly it consists of five fields: scientific, cultural, artistic, sports, and community service activities (MONE, 2019). Still, while there is some emphasis on service learning programs in current teacher education program, there are no in-service training opportunities offered to practicing teachers towards this end.

There are 84 IB schools in Turkey offering different IB programmes alongside with the Turkish National Curriculum. IB Primary Years Programme (PYP) is offered by thirty-six schools, Middle Years Programme (MYP) by fourteen schools, and Diploma Programme (DP) by fifty schools (IBO, 2020). In the same way, although there are about many IB schools in Turkey, the CAS and project coordinators have limited experience when they are given the role to conduct creativity, activity, or service activities required. Additionally, there is no specific framework as to how to implement CAS. The IB, for example, requires CAS but it does not explicitly precept how it should be implemented (Belal, 2017).

Even though there have been many studies conducted in the area of service learning at various levels of education, there is a need to explore and use them constructively; and develop a frame of reference to utilize the concept and practice, of service learning. Practitioners would, therefore, benefit from such guidance in terms of what challenges and opportunities service learning practices, including preparation and action processes, pose. There is also a need to identify skills and competencies needed on the part of the students to meet any requirements.

Purpose

The purpose of this study was to explore the concept, and practice, of service learning through interpretive synthesis, utilizing the steps of Noblit and Hare's method of meta-ethnography (1988), and Schütz's (1962) concept of first, second and third order constructs. It focused on analyzing the purposes and results of the selected studies as second order constructs, or interpretations, made by the researchers of the studies. During this process, the study also concentrated on the research paradigms used for informing practice. The study finally used Butin's (2003) conceptualization of service learning to inquire into the second order interpretations for developing third-order interpretations.

Research questions

This study will address the following questions:

1. What main concepts the studies selected focus on to inform the development of a service learning framework?
2. What perspectives on service learning as conceptualized by Butin do the studies emphasize?
3. What research paradigms are used in the studies focusing on service learning?

Significance

There is a growing interest in service learning in Turkey. It has been made of part of teacher education programs, which suggests there will gradually more emphasis on this in K-12 contexts. Also, there are more and more private and public schools in Turkey offering international programs which explicitly require service.

This thesis explores the studies focusing on service learning conducted in high school context between the years of 1985 and 2017. It will provide a service-learning framework that could be used by practitioners, curriculum developers, and policy makers both in Turkey and beyond. It will also offer practical insights into the development, maintenance and benefits of service-learning activities and programs. This thesis will further analyze the studies with a view to identifying the salient research paradigm used. This study also intends to analyze bring to the fore some perspectives on service learning as conceptualized by Butin (2010) and as discussed in the literature alongside with the research designs used for generating knowledge in the field of service learning.

Definition of key terms

According to the definition of International Baccalaureate Organization (2020) International Baccalaureate Diploma Programme (IBDP) is “an academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students” (IBO, 2020).

CAS is a compulsory component of IBDP curriculum which requires students to perform a meaningful and organized Project under one of the sub-categories which are Creativity, Service and Action. As National Service Learning Clearinghouse defines, service learning is “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities” (IBO, 2020).

CHAPTER 2: REVIEW OF RELATED LITERATURE

Introduction

The purpose of this chapter is first to introduce service learning making connections with some related concepts: experiential learning, values education, social emotional learning, character education, citizenship education and critical theory. Then, service learning processes, its standards and service learning pedagogy and concept of service in IB DP are explained. Next, this chapter provides insights related to the effects of service learning and developmental outcomes of service learning. Lastly it provides information about Butin's (2003) conceptual lenses on service learning which are technical perspective, cultural perspective, political perspective, and poststructuralist perspective.

Experiential learning and service learning

The conception of Experiential learning has been first introduced by scholars such as John Dewey, Kurt Lewin and Jean Piaget which are also known as the founders of the approach (Miettinen, 2000). Since its introduction to educational literature, many others have brought different perspectives and definitions to the concept. Hamilton (1980) discusses the definition and purposes of experiential learning together with the effectiveness of experiential learning programs in his article *Experiential Learning Programs for Youth*. The article is significant in terms of the broad definition it brings for the term experiential learning. Hamilton argues that there is a need to produce a working definition for the term. He argues that experiential learning is quite a redundant term since all types of learning, such as reading a book

or hearing a lecture, involves some form of experience. He emphasizes that much learning occurs in daily life, without any planning and sometimes without the conscious intention of the learner. The communication mediums we use to interact with people, which are most of the time informal, enable all unplanned and unintentional experienced based learnings.

However, the article focuses on planned experiential learnings that are outside of the classroom context. Here, participants learn by doing something with or for others with volunteer or paid services for agencies. The point in planned experiential learning is that students conduct their learning through social interactions as part of their educational objectives.

While talking about purposes for experiential learning, Hamilton (1980) focuses on four aspects. The first one is motivation that is needed to direct students back to classroom with an enthusiasm to continue effectively at school. The second is remediation for the things that are not easily learnt in the classroom environment, that is to say, the application of what is learnt in real life contexts. Lastly for complementary purposes to increase the effectiveness of classroom learning.

Lukenbill (1976) presents a case study to bring a better understanding of experiential learning in the context of library education. To conduct the case study with a class of undergraduate students who would become school librarians, he discusses the definition of the term experiential learning. Lukenbill (1976) aims to discuss experiential learning in relation to self-awareness and reflection as a change agent for library teaching strategies. In his definition he uses the terms experiential learning and laboratory learning interchangeably. He defines experiential learning as follows:

One learns by doing; that learning through real experience engages the learner's mind, emotions, and whole being; that no artificial barrier, such as memorization for future actions, interferes with the "here and now" experience; and most importantly that reflection on the experience is necessary for true learning as it allows the learner to generalize and intellectualize about the phenomena which have just been experienced. (Lukenbill, 1976, pp. 195-196)

As specified in the definition, Lukenbill (1976) emphasizes the significance of the self-awareness process one goes through during the service learning experience. During their experiences, learners make use of the content they learn in the interaction with other participants and professionals, and they reflect on their own performances which contribute to their professional developments.

Kolb (1984) highlights and explains experiential learning and the significance of experience by highlighting its ability to foster learning abilities rather than exposing learners to reading or observing. Both experiential learning and service learning allow learners to actively engage in various activities which lead them to recognize different aspects of life by increasing their awareness. Service learning includes the stages of critical thinking in which learners analyze different situations, speculate questions, reflect on their observations in different environments, and eventually have the opportunity to apply what they learn from a particular situation to another (Kolb, 1984). In other words, experiential learning and service learning have a common significant role of focusing the learner on the learning process as the first-hand subject of action that enables learners to gain knowledge and practice it in the real world context.

Values education and service learning

The word values are defined by Halstead and Taylor (2000) as “the principles and fundamental convictions which act as general guides to behavior, the standards by which particular actions are judged as good or desirable” (pp. 169-202). Values education is an attempt to teach values and is defined in the *The Values Education Study Final Report* by Australian Government Department of Education, Science and Training as an education gaining students understanding and interpretation of the values and promoting their skills to demonstrate the certain values as individuals of the community (Curriculum corporation, 2003, p. 150). In order for an effective values education in Australian schools seven guiding principles are set. According to these principles, in effective values education:

- Values are explicitly stated as learning objectives to encourage students to care, respect and appreciate the diversity in the county.
- Values of the community are made clear and expressed explicitly to implement at school constantly.
- Cooperation of the school stakeholders including students, families, and staff to promote students’ resilience is ensured.
- Safe and encouraging school environment is provided for students to explore the values belong to themselves, their school, and their community.
- An appropriate curriculum meeting the needs of individuals is prepared.
- Outcomes are clearly defined, and process is monitored and evaluated.
- Education is given by trained staff using different approaches and methods (Curriculum corporation, 2003, p. 150).

In order to support the effective values education in schools, Australian Government started the initiative of a *National Framework for Values Education* in Australia. Within this framework, schools are required to adopt their own approaches to implement the values education in cooperation with their local communities and parents as long as the approaches are consistent with the nine values defined by *National Framework for Values Education* in Australian Schools. These values are showing care and compassion for self and others, trying to accomplish the best, fairness for everyone, freedom and standing up for individuals' rights, honesty and trustworthiness, integrity in accordance with morals and principles, respect, responsibility and being accountable for one's actions, understanding, tolerance and inclusion (Commonwealth of Australia, 2005).

The Australian Government's *Values Education Good Practice Schools Project* (VEGPSP) has evaluated the values education in the country in multiple settings using a variety of criteria and published the results in VEGPSP Stage and 2 final reports (Lovat, 2010, p. 10-12). According to the Stage 1 report as Lovat describes, values education programs have the potential to create positive change in the whole educational system by contributing the classroom environment, attitudes and behavior of students and attention to academic work. In stage 2, the report he highlights the outcomes of broad values approach which comprises experiential or service learning component as a powerful contributor in values education. In the light of the evidence that VEGPSP demonstrates Lovat sheds light on the impact of values education on classroom climate and developed student behavior and well-being, and improved relationships between students and teachers and the whole school.

Social emotional learning and service learning

Committee for Children (2020) defines social emotional learning as the process in which children and adults develop skills for self-awareness about their emotions, self-control to manage them, and building interpersonal skills to create positive and successful relationships with others through feeling and showing empathy. Social emotional learning gain people with the necessary skills and competencies to manage the challenges in social, academical, and Professional life through the development of various skills such as control of impulse emotions, preserving self-discipline, and effective problem solving (Committee for children, 2020).

The Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020) states that “Social and emotional learning (SEL) enhances students’ capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. In order to promote the development of the mentioned traits, CASEL integrates a framework that can be implemented in different settings and ways which are self-awareness, self- management, social awareness, relationship skills and responsible decision making. Self-awareness addresses to one’s ability to recognize their emotions, thoughts, strengths, and limitations with confidence. Self-management is the ability to successfully regulate and manage these emotions and behaviors in the case of stress, and impulse behavior. Social awareness refers to the feeling of empathy for others including people from different backgrounds and being open to diversity. Relationship skills are related to building healthy relationships with different groups which requires to effective communication, cooperation, conflict resolution, and handling public pressure. Lastly, responsible decision making refers to the ability to make positive choices by identifying and evaluating the

problem and considering the consequences of the action from different perspectives (CASEL, 2020).

Committee for children highlights that well implemented SEL programs enable students to gain stronger focus, to develop problem solving skills, to make good decisions, and to adopt positive classroom environment and increase school attendance which all contribute to their academic success at school. Laying the foundations of SEL at school during childhood and adolescence is not limited with academic success but it has greater effects of the students' work lives in their adulthood. Building relationships, collaboration and taking initiatives that are developed with SEL are found to contribute to adult working life. Furthermore, a happy and healthy everyday life is achieved through children recognizing and managing their emotions, building healthy relationships, showing empathy and affection to others, and developing emotional intelligence. These contributions of SEL shows evidence for its long-lasting effects in life starting from early childhood (Committee for children, 2020).

The skills and competencies that are required for the development of SEL are known to be fostered through service learning. Elias (2003) reveals the close relationship between service learning and SEL highlighting its essential role specially in generating the feel of empathy (p. 17). Service learning is suggested as not only an opportunity to learn and apply new life-skills but also it introduces students with other different ideas and people from different backgrounds which widen their perspectives. As students take part in roles in community to provide help and service, they build connections with the world around them and they show care and empathy for others which strengthen their social awareness (Elias, 2003, pp. 17-18).

Character education and service learning

Alongside experiential learning, the other concept that is quite related with service learning is character education. The concept of character education has been discussed since Socrates; however, it has not been considered scientifically, and there has not been done enough research on the effectiveness of character education in the various education programs and curriculums (Berkowitz & Bier, 2004).

Berkowitz and Bier (2004) investigated the character education by examining its effective practice in school curriculums. They state that there needs to be a clear definition for character and character education to ensure its effectiveness.

Sociomoral competencies influence character. Morals that an individual can have consists a set of psychological characteristics with aspects such as moral action, moral values, moral personality, moral emotions, moral reasoning, moral identity and foundational characteristics. Therefore, character is a complex structure encompassing multifaced, psychological and moral aspects. According to Berkowitz and Bier (2004), service learning could be considered as a form of character education.

Berkowitz and Bier (2007) define character education as an attempt to encourage students' development in multiple areas and underline the how little information is known regarding the impacts of character education in schools. Among the character education programs they analysed for their effectiveness some are found to be effective when certain strategies are followed. Berkowitz and Bier (2007) suggest that "peer interactive pedagogical strategies, direct teaching about character and ethics, and skill training for intra- and interpersonal social/emotional competencies and providing role models or mentors" are the most common strategies for effective

character education (p. 42). For the implementation of the programs they suggest two areas: Content areas and pedagogical strategies. Some pedagogical strategies that are proven successful to implement character education include interactive teaching, modeling or mentoring, and community service and service learning.

Rawana, Franks, Brownlee, Rawana, and Neckoway (2011) explain that the objective of character education programs is for students to have responsibility towards their communities, to have self-discipline, and to be thoughtful and ethical. However, Rawana et al. (2011) also emphasize the importance of students' personal strengths for an effective character education. Rawana et al. (2011), propose a framework for a strength-based approach that consists of two domains for students function in daily basis: Contextual Domains and Personal Developmental Domains. While contextual domains are more related to the students' interpersonal interactions such as relationship and communication with peers, parents, and community, Personal Developmental Domains are related to their individualized functioning such as their personalities, personal care, future goals, and spirituality. By adopting a strength-based character education, students will be able to have a better understanding of the value of a strong character and work on the defined specific character traits when necessary.

According to the Character Education Partnership (2016) a strong character is aware of the ethical values and with all respect it acts accordingly. Therefore, the fundamental aim should be improving these ethical values in order to have good characters. The Character Education Partnership (2016) believes that for students to gain the expected character, it requires some other character traits that foster each another. It is stated that for students to gain core values they need to improve their

empathy skills, set up caring relationships, help the community, exposed to inspiring experiences of others, and lastly reflect on their own experiences. All of these steps align with the stages of service learning.

Character education partnership advises schools to evaluate how their schooling affects students' character development using moral lenses. Obtaining a comprehensive approach in school also enables for students' character development. For this approach consists of the combination of different curriculums such as "hidden curriculum", the relationship of students with other members of school; , academic curriculum, teaching the fundamental subjects; and the extra-curricular programs such as school club, community care and service projects.

The Character Education Partnership argues that there cannot be created one single guide for effective character education; however, some principles set as criteria enable to create and evaluate character education programs (Character Education Program, 2016). Eleven principles suggested by the Program as follows:

- Promoting main ethical values as the basis of good character
- Recognizing thinking, feeling, and behavior as integral parts of defining the character
- Utilizing an inclusive, purposeful, and dynamic approach
- Providing a caring school environment
- Providing students with opportunities to practice moral action
- Providing a suitable and comprehensive curriculum for both character development and academic success
- Caring and contributing to students' motivation

- Requiring school community to share the same values to promote students' character development
- Encouraging leadership to share the responsibilities of long-term character education initiative
- Integrating families and community members as stakeholders of the character education
- Making assessments on the school environment, staff and educators, and students.

By considering the characteristics and essentials of character education and service learning it is clearly seen that both concepts share many similarities. They are both related to fostering students' thinking, caring for themselves and other, providing them opportunities to practice moral action, and engaging with community, fostering their motivation to take part in, and reflect on their experiences for further growth.

Citizenship education and service learning

A citizen is a member of a political society and citizens are given an identity and a legal status called citizenship. As defined by T. H. Marshall (1950) citizenship means the “full membership of a community” (pp. 28-29), and according to Heywood (1994) “Citizenship therefore represents a relationship between the individual and the state, in which the two are bound together by reciprocal rights and obligations” (p. 155). Delanty (1997) states that Citizenship comprises internal social rights, identity and participation given to the citizen as well as the duties and responsibilities for the political community.

Similar to Delanty's definition (1997), *Citizenship Foundation* (2020) expresses that in citizenship people of the community work collaboratively to create positive change in their community which is beneficial for individuals as well as the community. Citizenship foundation emphasizes the significance of citizenship education by highlighting the need for responsible and knowledgeable citizens in the societies. Through citizenship education young people will acquire the necessary skills and knowledge to "challenge and engage with democratic society including politics, the media, civil society, the economy and the law" (Citizenship Foundation, 2020). Citizenship Foundation (2020) highlights the benefits of citizenship education for young people by stating that they could gain a voice in their communities, positively contribute to their society and gain self-confidence by understanding their rights gaining experiences by acting in the society.

European Commission defines citizenship education as a subject area designed for the purpose of mutual development of individuals and communities by enhancing "harmonious coexistence" in students. Citizenship education aims to foster students' being active and informed citizens who can willingly take responsibilities for their communities in the national and international level (European Commission, Directorate-General for Education and Culture, 2007). Across Europe twenty countries dedicate citizenship education at schools mostly at secondary level covering variety of topics such as principles of democracy, issues of societies and the diversity in the society. Even though the topics and objectives vary the overall aim in the education is to foster active citizenship in students to take role in the development and well-being of their society. This education is usually perceived to cover four main aspects which are

- Political literacy
- Critical thinking and analytical skills
- Attitudes and values
- Active participation (European Commission, Directorate-General for Education and Culture, 2007).

There are a few approaches in which citizenship education is delivered as defined by European Commission:

1. Separate subject approach or integrated subject approach
2. Cross-curricular approach

In the first approach which offers either separate subject approach or integrated subject approach, citizenship is taught separately within the scope of one or two or more separate lesson's curricula. On the other hand, in the second cross-curricular approach is combined with other subject areas and related objectives are linked with other course objectives. Latter approach is implemented by all countries at different scales as they all include citizenship related objectives in their national education objectives. Yet, according to the Eurydice Report the combination of these approaches is usually adopted (European Commission, Directorate-General for Education and Culture, 2007).

In order to promote citizenship education, European Commission discusses that in class teaching and approaches mentioned should be supported with the practical experiences to gain through out-of-school and community activities in which students have the opportunity to the address issues in society such as protecting the environment by observing and taking action in the first hand (European Commission,

Directorate-General for Education and Culture, 2017). Engaging in dialogs in an authentic context with the other members of society is required for an effective citizenship education. This dimension of citizenship education reveals how it is closely related to service learning. Chi (2000) points out that service learning contributes to students' attitudes about citizenship, even when it is not stated as objectives of service learning, with the help of genuine dialogs, reasoning and analysis of why the service is significant to do in a society. Accordingly, giving students the safe space to talk about the relevant issues and discuss the important aspects of the related service clearly contributes citizenship education at schools. The researcher highlights that even when teachers do not explicitly mention the word citizenship before or after service learning, it is found that service learning promotes social and active citizenship as shown by students defining themselves as good citizens and since they care about their community and thrive to make it a better place for everybody (Chi, 2000).

Power and service learning

In the research study done by Hernandez (2009), the concept of power in service learning activities is examined. He suggests that service learning is related to Gramsci's view about power. It is previously emphasized the role of relationship and communication in transforming power, in this case Hernandez claims that service learning show similarities with the concept of power since service learning process requires relationships and interactions within society. Apart from this, Hernandez (2009) states that "service-learning practitioners act as moral leaders and gate keepers to institutions that hold access to power within society as they develop relationships with youth while implementing service-learning programs" (pp. 8-9).

Service learning content

Service learning process

There is a sequence followed during the process of service learning. In *the Complete Guide to Service Learning*, Kaye (2014) defines five stages as the essentials for a successful service learning and student effectiveness. Even though they are all connected to one other, each stage should be analysed independently.

As seen in the Figure 1 below, these stages are defined as follows:

1. Investigation
2. Preparation and planning
3. Action
4. Reflection
5. Demonstration

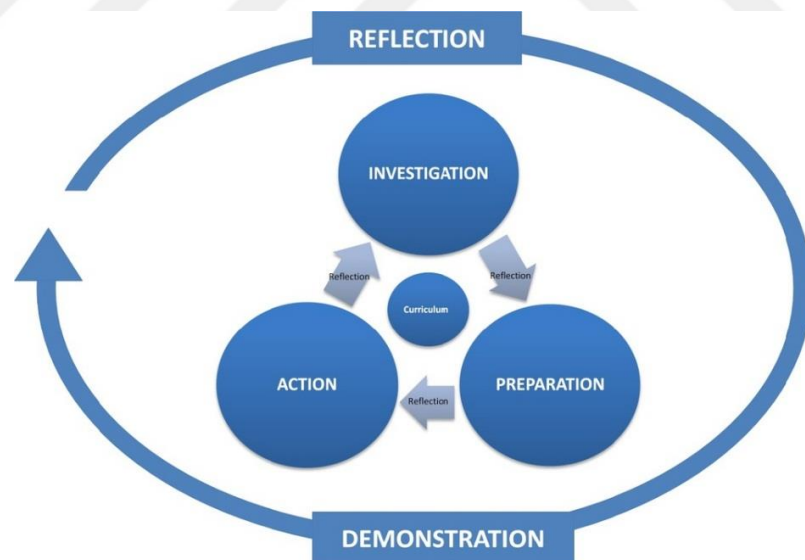


Figure 1. Stages of service learning (Kaye, 2014)

Investigation comes first in all service learning activities, which refers to the investigation of the sources and needs. These are the needs in the community, and the sources that the service learning students have to be initially examined. After the

needs are questioned through multiple methods, an interested need is identified to be assessed. Students conduct this stage themselves through research such as doing interviews or conducting surveys, as well as using media tools. When the extent of the need is determined, the community partner to meet the need together requires to be identified as well.

Preparation and planning include a mixture of activities in which students learn more about themselves and the activity. After the topic and the assessed need is analysed to determine what skills and competencies are required, students recognise their talents and interests and which ones to improve in order for a more effective service learning. At this stage, teachers provide guidance to students' discovery process to shape the details regarding the service to give. While students learn more about the topic of service, they also uncover the problem behind the need.

Careful preparation enables a successful action in which students carry out their plans to serve the community and apply their learning in a safe environment by learning from their mistakes and succeed. During the action, even though the duration depends on the activity, it needs to be in depth enough to fully experience, apply their classroom learning, and develop new skills and competencies. Kaye (2014) states that at this stage students recognise themselves as the members of their community and see the effects of their action on others. By discovering and utilizing their creativities, skills, knowledge and energy they learn how to collaborate with other people and institutions in their community.

The unending and crucial process of reflection enables students to reflect on their experiences and think about how the process, their developed skills and knowledge

relate to their lives as well as their communities. While improving their empathy, students be aware of the impact of their action on others which is a contribution to their awareness and personal growth. Kaye (2014) emphasizes that reflection should not be considered as explaining what is done; it is more than describing the action. Their expectations before starting the action and how they felt afterwards, what they want to learn more about the subject, and what would they change during their service learning process would be among the questions that students can reflect on.

As it is stated earlier, stages are interconnected, and demonstration takes place in each step of the cycle. Students demonstrate their learning, skills, care and empathy in different forms during different activities and stages (Kaye, 2014).

Principles of service learning pedagogy

An effective service learning pedagogy is built on some key principles. These principles are defined by Howard, J. (1993) as follows:

1. Academic Credit is for Learning, Not for Service

Service learning includes assessments just as the traditional courses; however, it differs in terms of what it evaluates. Unlike the traditional courses that assess student learning from only the course content, service learning evaluates both the academic learning and the community service carried out, and the combination of the two.

2. Do Not Compromise Academic Rigor

Howard (1993) highlights the misperception of service learning as an easy way of learning and emphasize the significance of knowing the truth behind it. Contrary to this common belief, service learning poses challenges for students requiring them to

master both academic content and civic learning objectives to combine their learning with community experiences.

3. Establish Learning Objectives

As it is the case for all types of learning, defining aims is the basis of service learning too, and it requires to set its objectives at the beginning. For service learning activities academic content objectives and civic learning objectives must be planned with special care.

4. Establish Criteria for the Selection of Service-Placements

Similar to selecting the most appropriate resources for academic learning it is crucial to find the most relevant service learning activities for students to reach the expected outcomes. To achieve this Howard (1993) suggests determining the range of appropriate service-learning activities for the course content, limiting the activities according to the objectives, arranging the timing of the activity and focusing the needs of society for students to meet through service learning activities.

5. Provide Educationally-Sound Learning Strategies to Harvest Community Learning and Realize Course Learning Objectives

Howard (1993) emphasizes that learning objectives set for both academic and civic learning can be only realized with the integration of appropriate learning strategies and assignments. In order to achieve its role in service learning students should be provided activities to foster their critical reflection and analysis. Howard suggests that journaling, paper assignments, and class discussions and presentations can be considered.

6. Prepare Students for Learning from the Community

In most cases students may not gain the necessary experience to draw meaning from and to combine with other academic and civic course learning strategies. This

situation may lead them to journal without enough supporting and reflecting.

Therefore, Howard suggests having students gain skills from their service context either as a participant or observer skills, and to be introduced with successful journals as models (1993).

7. Minimize the Distinction Between the Students' Community Learning Role and Classroom Learning Role

Students have different roles at school and in community required by the differences in the two contexts. While students are mostly in the passive learners directed by teachers it changes when they are expected to act in the community. In order to remove this challenge for students' traditional school environments should be shaped accordingly so that students get accustomed to being more active in their learning.

8. Rethink the Faculty Instructional Role

Students transforming their role to become more active learners inevitably requires teachers to make alterations in their attitudes and learning strategies. Leaving traditional teaching models and knowledge transmissions take some time and proceed in certain stages, during this period Howard advises teachers to preserve their aim without returning to prior methods.

9. Be Prepared for Variation in, and Some Loss of Control with, Student Learning Outcomes

It is expected for normal classes without service learning integrated to be more homogenous and predictable as all students are provided with the same teacher instruction, reading, lab sessions or lesson strategies. However, student outcomes become more unpredictable and less homogenous. For this reason, Howard advises teachers to be prepared for the heterogeneity in student learning outcomes.

10. Maximize the Community Responsibility Orientation of the Course

Unlike traditional course objectives service learning courses should also include civic learning objectives as well. For this purpose, lessons are required to be integrated with suitable strategies to promote civic learning, and strategies should be transformed to consists of more shared activities and group work rather than instructor oriented individualistic learning.

Standards of service learning

In order to realize a successful service learning, *National Youth Leadership Council* (2018) sets a series of standards. These certain standards determined to reach the goals of service learning are as follows:

- Meaningful service
- Link to curriculum
- Reflection
- Diversity
- Youth voice
- Partnership
- Progress monitoring
- Duration and intensity

It is vital to for service learning activities to be suitable to its participants in terms of their ages and developmental abilities and interests. When all the components are engaging and interesting for students, they strive to learn more about the subject, make the most meaning from their experiences and would like to uncover the

underlying issues beyond the problem. Besides, service learning activities related to a significant issue the service would be appreciated.

Service learning used as an educational strategy and a teaching method requires to be linked with the curriculum that sets the objectives for learning. For this reason, the service needs to be designed in the alliance with the learning outcomes. By this way knowledge is transmitted between classroom and service context enabling students to be more eager to learn and develop the necessary skills and knowledge to apply in the service.

Reflection which is also one of the standards set by Kaye (2014) is a vital standard to promote deeper experiences for students. It can be in various forms; written, verbal or artistic, to express understanding of students and changes in their perspectives. Reflecting can be done at any point of the process and crucial to have participants to recognize their roles in their community, and issues in their society. Reflecting helps them build connections between their service and civic life.

Diversity is an integral part of service learning that encompasses students all through the process. Students are exposed to different viewpoints and perspectives and people from diverse backgrounds. As they communicate with different people in unfamiliar situations, they develop interpersonal and problem solving skills. Through interaction students appreciate the differences and understand the value of diversity.

Service learning is a unique opportunity in terms of giving voice to youth as they are encouraged to share their ideas and express themselves all through the process. In

each stage of service learning from planning to evaluating students take active role and engage in the process closely. They are involved in the decision making, taking initiatives, doing leadership, communicating with interacting with community representors, and creation of a well-qualified service for others. All these opportunities enable students find their voices and identify their value in making changes in the community.

Partnerships in service learning are formed to address community needs. Students share the responsibilities with other stakeholders including educators, service learning providers, families, organizations and institutions or government to work in collaboration for reaching the specified goal of meeting the needs in the community. While learning more about each other, respect and appreciation is gained mutually among the partners. Within this dynamic group of people working together through the help of exchange of information and assistance allows progression in the service. In service learning activities aiming to realise the goals set to provide service to the community, and to reach the learning objectives, its progression is under control and monitored in each stage. Evidence regarding the development and quality of the activity are gathered from different sources. This monitoring and evidence gathering allow to stay in the path and proceed as it is planned at the beginning of the service and find strength and perseverance to progress.

There is not a specified duration for service learning activities but they are suggested to be in the appropriate length to address the need as specified in the planning stage and reach the learning objectives. This adequate duration can consist of multiple blocks across a period of weeks or months. Therefore, the emphasis should be

reaching the aims in an efficient way rather than finishing the service within a specific period of time. Being flexible is necessary against the unexpected incidents and it would require making relevant adjustments to overcome them (National Youth Leadership Council, 2018).

Effects of service learning

Many studies in the field have been interested in the effects of service learning on students, schools, and communities. Yet, students as participants are effected from service learning more than the other stakeholders (Billig, 2000).

For the classification of these effects Billig in his study (2000) identifies four domains that the effects centred around: Academic or cognitive domains, civic domains, personal or social domains, and career exploration skills. In recent years, more researchers have started to examine the impacts of service learning. In order to better examine the effects created by service learning, meta-analysis method is preferred by many researchers to provide broader insights for this phenomenon.

Celio, Durlak, and Dymnicki, (2011) argue that in spite of the growing popularity of service learning, its effect and the outcomes created on students have not been made very clear. In order to demonstrate the change on students' developmental outcomes, they conducted a meta-analysis design using 62 studies involving 11,837 students from elementary grade to post-secondary level. Through their study Celio and colleague's (2011) identified five domains in which SL creates positive change on students' development. These domains are: "attitudes toward self which includes self-esteem, self-efficacy controlling feelings and etc., attitudes toward school which

is related to the students' feeling about school and academic engagement and learning, civic engagement that is oriented to the community, social skills that are essentials for interacting with people and community, and academic performance" (p. 170). Celio, Durlak and Dymnicki (2011) tested their hypothesis that service learning participants have significantly higher effects than those who do not attend. It is possible to say that the domains defined by the researchers go parallel to the Billig's domains (2000). The results of the study show that even though academic achievement creates the highest effect service learning has statistically significant impact on all five domains.

Developmental outcomes of service learning

As another noteworthy meta-analysis example is the study conducted by Conway, Amel, and Gerwien (2009). For the purpose of finding out the change on students' developmental outcomes after participating service-learning programs they analysed 103 studies in which service-learning participation and its effects are evaluated by using quantitative pre- and post-test design. Outcomes are identified as academic, personal, social, and citizenship outcomes which are all evaluated using Cohen's d. All four categories showed statistically significant positive change with different effect sizes, and in line with the study done by Celio and colleagues (2011), academic and learning outcome having the highest effect size which. As a result, this meta-analysis study (Conway et al., 2009) has proved the positive outcomes of service learning on students developmental outcomes.

Academic outcomes

Academic or cognitive domains are related to the learning of students in terms of academic content or higher levels of thinking that they gained through their service-learning participation. In this literature review study Billig (2004) presents the results of many studies completed in few years.

According to *Michigan Learn and Serve Study* conducted by RMC Research school engagement and performance on the state assessment of students from grade two to twelve are examined. As the results show service-learning participants from grade seven to twelve are more engaging in English language and arts classes, and grades two to five make greater significant differences in all aspects of cognitive engagement than their nonparticipating peers.

Billig's (2004) study proves that students participating in service learning activities show higher achievements and increase in different aspects. Students are observed that they are developing their problem-solving skills, complete their school task more regularly, and have higher achievement in reading, writing, mathematics, science, social studies, and other academic areas.

In the study carried out with 313 college students of whom 142 takes part in the service learning projects throughout a semester, researchers Gallini and Moely (2003) have students describe the course they take during that semester with a questionnaire. The results show that students who takes part in the service-learning activities make more positive comment about the course, they are found academically more engaged, studied for longer hours, have lower retention rates and

more likely to continue their university education. Gallini and Moely (2003) discuss that this academic achievement through service learning is linked to the advantages that service learning provides to students such as applying what they learn at school in an authentic real world context.

The impact of service learning has been questioned and researched to find out if it creates the same effect on all students from different demographics including students that could be categorized as at risk (Schmidt, Shumow, & Kackar, 2012).

The *National Household Education Survey* of 1999 done with the students with varying demographical background is analysed, and the results present some positive outcomes of service learning including academic, behavioural, and civic which are consistent among all different student groups including at risk students. It has been observed that service learning is positively associated with GPA, and it also decreases the risk on GPA.

It is highlighted that service does not protect students from being at risk, but rather it compensates what students are missing due to their risky positions. Therefore results suggest that “service learning acts as a compensatory factor with respect to academic, behavioural, and civic outcomes” (Schmidt et al., 2012, p. 932) Another study carried out with educationally at risk students highlights that students are delightful for their service-learning participation. They make positive statements about their service-learning activities and increase in their school participation was evident (Billig, 2004).

Service learning has been found not only contributing to school success and academic achievement, but it also proves that it decreases the retention rate. In their study Bringle, Hatcher, and Muthiah (2010) research the hypothesis that if service-learning participants are more likely to continue their education at college. Through the study done with the 805 first year students filling the questionnaire before each and after fall semesters for two years, it is seen that students who participate service learning programs during the fall semester intend to continue in the next year, and additionally among the students that continue in the second year service learning participants are higher in number (Bringle et al., 2010).

Personal outcomes

In addition to mentioned positive outcomes, students have been observed to have benefitted from service learning by gaining an increase in their personal development and acquiring new skills (Bringle et al., 2010, Eyler & Giles, 1994). Personal development is a broad term that is described as; “Personal outcomes dealing primarily with participants’ thoughts and feelings about themselves, or their motives or values, and their well-being. Examples include self-esteem, self-efficacy, and career development”.

Giles and Eyre (1994) define self-efficacy as the belief that a person has about their own capabilities, and ability to create a change which is quite similar to what Bandura (1995) says “...a belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations” (p. 2).

In order to examine the impact of *College Community Service* on students' personal, social, and cognitive outcomes Giles and Eyre (1994) conduct a study in which 72 undergraduate students are asked to complete three questionnaires before, during, and after their community service participation. Analysis of the results makes it evident that students' belief about being able to make difference and create change, which defined as the self-efficacy, rises significantly.

Service-learning activities can be performed outside of the local region, or even the home country of the participants. Researchers Nickols, Rothenberg, Moshi, and Tetloff claim that international service learning increases global awareness (2013). Along with this, it is stated that international service learning activities positively contribute to students' personal development in areas such as self-confidence, communication, adaptability, tolerance, flexibility, leadership skills, maturity values, appreciation to different cultural values. In order to examine the impacts of international service learning on participants researchers Nickols and colleagues (2013) conduct an international service-learning activity on a remote island in Tanzania with a group of nine female students. The four-week program is conducted for the purpose of supporting girls of Tanzania and contribute their personal development. In order to evaluate participant students' ongoing experiences, personal developments, appreciations, challenges and self-confidence in a different setting away from their familiar culture, language, and comfort zone, their reflection journals are examined. At the end of the service-learning activity, all students state a notable increase in their self-confidence. It has also been noted that students become more tolerant and appreciative to the different cultures and have clarified goals for their own lives. As a result of the study, Nickols and colleagues (2013) emphasize

that international service-learning experience creates an enduring impact on students' personal and professional development.

Civic outcomes

Having students gain social responsibility is among the most common goals of service learning programs. Service learning provides a chance for the students to work in different fields and settings that they haven't experienced before, and gain opportunities to observe the problems in the society. Therefore, students participating service learning programs demonstrate expected outcomes such as changing their civic attitudes and planning to take part in civic activities (Illustre, McFarland, Mercer, Miron, & Moely, 2002).

Giles and Eyler's study (1994), conducted with 72 undergraduate students taking one credit Community Service Laboratory for 13 weeks, aims to help students explore their values about community service and responsibilities towards their community. The study finds a significant increase on students desire to endorse leadership roles, and commit to their society and help those in need is observed. Also, majority of students indicate that their perceptions have changed positively, and they feel more responsible for change in their society. Results of the study indicate that participants have not just improved their sense of responsibility by taking part and committing time, they have taken active role in leadership and encouraging each other to participate.

In another noteworthy meta-analysis study in which student outcomes are analysed in four areas including citizenship outcomes by Conway et al. (2009) it is found that

service learning activities have positively contributed students' citizenship outcomes regarding being personally responsible towards their community such as obeying laws, active involvement in community improvement, and being a justice-oriented citizenship. Even though it has the minimum effect among other categories, Conway et al. (2009) discusses that this effect can easily be increased by designing SL activities more advertantly. They advise that more appropriate age group should be focused while choosing the SL activities such as high school students who are more eligible for citizenship related activities than primary or middle school students who are not developmentally mature enough to achieve the expected outcomes.

Social and interpersonal outcomes

Service learning activities are mostly carried out through the interaction of service learning participants, and people served. Therefore, it creates a perfect environment to facilitate students' communication with other people to understand their needs and carry out the task to meet the requirements of the activity. For this reason, the increase in participants' ability to interact with others, willingness to express themselves, desire to take part in group activities are among the very expected outcomes of service learning activities which also have been observed in different studies (Billig, 2000; Celio et al., 2011).

In Gallini and Moely's study (2003), students are provided with the opportunities to be in different environments than they are used to, interacting with people with different backgrounds, travelling, training, getting orientations with other people, and expressing their thoughts and beliefs freely during the reflection sessions. Gallini and Moely (2003) reveal that through a semester long service learning project enabling

students to interact with others, a significant increase has been found in students' interpersonal engagements and community engagement scales.

Simons and Cleary (2006) conduct an explanatory study using pre and post surveys to evaluate the influence of service learning on 142 graduate psychology students taking part in service learning activities over a course term. The study indicates that this socio-emotional process contributes students' social development as well as academic and personal developments. During the service time students complete at nearby primary and middle school where they provide mentorship which acquires them deeper understanding of social institutions, opportunity to develop relationships with children and administrators of different backgrounds. In their reflections, service learning students state that "They learned to interact with people who are culturally different and discovered commonalities, and developed tolerant attitudes toward cultural differences" (Cleary & Simons, 2006, p. 317).

Critical theory

Critical Theory is an approach that critiques society and analyses social structures in a society to create a whole change by uncovering the dominating factors and their effects on individuals (Cooke & Haugaard, 2010, p. 1). As Fuchs defines, critical theory opposes dominating the society and it adopts the idea that domination should be eliminated. In order for society to create its own potentials it is essential to create domination-free society (2015, pp. 1-7).

Critical Theory developed by Italian Antonio Gramsci in 1920's and later became known through scholars of Frankfurt School in Germany. These Marxist theorists

include Herbert Marcuse, Max Horkheimer, and Theodor W. Adorno. Critical Theory is inspired mostly by Karl Marx (Fuchs, 2015). Critical theory has practical purposes unlike traditional theory therefore it does not only explain the factors that slave society, but also helps to transform them. As Horkhemier (1972) states, critical theory aims to “liberate human beings from the circumstances that enslave them” (p. 244). Critical Theory in its nature intends to decrease domination in the society and provide more freedom to individuals.

According to Horkhemier (1993), there are three criteria for Critical Theory to be adequate, these are; being explanatory, practical and normative. It must carry these criteria all at the same time. is expected to be able to bring an explanation to the current situation in the society and to detect things to be changed and bring applicable norms to create a transformation in the society (p. 21). Horkhemier (1972) believes contemporary capitalism prevents human freedom and enables domination in the society and what needs to be done to overcome this problem is being more democratic where all actions taken by common public consensus (pp. 249-250). Horkhemier (1937) was the first talking about the difference between the traditional theory and critical theory.

Traditional theory considers the world as something that can be analysed and understood through science. In natural sciences, objectivity is the key factor, and the observer is not included what is being observed. In the positivist traditional view, the world is considered as something that can be controlled and separated from subjectivity. Therefore, for traditional theory, a theorist is outside of what s/he studies. According to him, this positivist view considers people in the society as to be

controlled and creates domination over them and this view is harmful for freedom. However, Horkheimer objects this phenomenon and he supports that people should have their own free will and be free from leading. He also supports the idea that in social sciences it is not possible to separate the observer from the society. Researchers are also part of the society they live in and it is not totally possible to reach the objectivity by eliminating the prejudices, ideologies and beliefs. Thus, Horkheimer suggests critical theory to be adopted.

Critical theory and power

Critical theorists such as Giroux (2003), Held (1980), Kellner (1989) view power as a way of obtaining knowledge and an opportunity to create an effect of change on others. Through the interpretation of the definition the relationship between culture and power is revealed. It is seen that power has the ability to create domination on society and it is also that power is created through social agents and again it constructs the knowledge needed. The realization that subjects have their power and certain disposition enables them to realize their freedom (Cooke & Haugaard, 2010, p. 2). Foucault (1977) emphasizes that the power is a living entity that evolves rather than being inactive and static. In order to understand the creation of knowledge it is essential to see that power is occurred through ongoing social interaction among people of society. On the other hand, according to Gramsci's theory (1971), power in society is re-produced and positioned by some societal leaders. These leaders are responsible for positioning power and deciding the dominant cultures, through this notion a dominant truth is formed and placed in the society. Through the interaction with moral leaders of society this truth is replicated. Gramsci (1971) emphasizes the

role of relationship and communication with others in transforming the power and dominant elements in the society.

Butin's conceptual lenses on service learning

Service learning pedagogy transforms students from being passive receivers whom the knowledge is transmitted from their teachers, to active role players in their own learning by combining theory with practice through school-community interactions. Therefore service learning has gained such eminence that makes it a highly preferred educational model in K-16 education and in teacher education programs (Butin, 2003).

Butin agrees that service learning provides numerous positive outcomes for learners to have stronger relationships with their school and community and provides them with opportunities to gain experience in authentic ways. Yet he stresses the ambiguities regarding the aims and basis of service learning that require to be clarified. Therefore, he analyses service-learning practice and theory, and offers a distinct conceptualization for service learning in order to clarify the ambiguities regarding the principles of service learning. He suggests four lenses for better understanding of service learning in both practice and theory: technical, cultural, political, and poststructuralist.

Technical perspective

Technical perspective concerns the outcomes of service learning activities on learners such as personal, social, and cognitive outcomes, and it concerns the relationship with its implementation. Butin highlights that regarding both

implementation process and outcomes some questions related to the “efficacy, quality, efficiency, and sustainability of the innovation” have been raised (Butin, 2003, p. 1679). Related to this perspective, Hargreaves, Earl & Schmidt (2002) suggest that in the sense of educational renewal, the technical perspective relates to alteration in terms of features and components of service learning implementation and its development and presentation as a technology. Thus, this perspective establishes the linkage between service learning implementation and its outcomes on learners. The outcomes are apparent on students’ academic learning, personal, social, and cognitive development, personal efficacy, moral development, social responsibility and civic engagement, as well as transfer of knowledge and critical thinking skills. Butin (2003) acknowledges that alongside with the other aspects, service learning has been shown to improve students’ personal efficacy and personal growth, social involvement and community participation, and academic performance, knowledge sharing and critical thinking skills (p. 1679). In order to achieve this, independent of the academic specialty, the service learning programs rely on some certain common features such as the context, duration and time scheduling of the service together with the expected outcomes; and their engagements with individuals and community groups of diverse backgrounds; and student reflections in terms of frequency and extension (Butin, 2003). Therefore, according to Butin’s technical perspective the best practices and success of service learning depends on the full integration and proper examination of the each and whole cycle, which makes a successful service learning practice achievable.

Cultural perspective

Cultural perspective regards the individuals' meaning making from their own experiences inside and through the context of innovation, rather than dwelling on innovation itself. This meaning making helps individuals to better understand and who they are and place themselves at local and global communities. Butin (2003) approaches cultural perspective in two levels as micro, individual: and macro, societal level through series of questions regarding "acculturation, understanding, and appropriation of the innovation" (p. 1680).

Butin also highlights the advantages of service learning and how strongly it is tied to cultural perspective. In terms of fighting with the individualistic societies service learning is a beneficial way in promoting and expanding civic engagement, promoting democratic transformation and improving the sense of identity and belonging of individuals to something greater than themselves.

From the cultural perspective of service learning, in order to increase participants' self-knowledge and social responsibility diversity at the service site is an important key point. That will be accomplished by encouraging individuals to engage with those that are different from themselves, such as people who are different in race, gender, social status, and sexual identity. Students can come to a greater sense of value and engage with the cultural diversity of our diverse culture.

Such two stages, micro and macro levels, are related to the degree to which we come to learn for ourselves by interacting with people who are different from us which

brings us such greater awareness on what we learn about the world and how to interact with it.

Political perspective

Butin (2003) describes the political perspective as a term that is primarily concerned with the issues of power and its role in expression, questions concerning authority, repressed and liberated views, and objectivity issues (p. 1681). Service learning is innovative by its nature and it alters the classic education model which gives teachers superiority as knowledge sources and transmitters. However, service learning students are no longer passive learners but rather they play active roles to create their own knowledge in collaboration with their teachers. Service learning education is a joint effort between students and instructors, meaning the learning is created by the learners themselves rather than simply found. Therefore, according to this alteration in the relationship between teachers and students is considered as a corruption of teachers' roles and threatening their power and superiority (Freire, 1994; Giroux, 1983; Hooks, 1994, as cited in Butin, 2003).

It is possible to see the effects of the relation between power and service learning. Butin indicates that on the contrary to the common assumption that service learning brings long-term and permanent solutions to the issues in the society addressed with service learning activities, students and teachers providing the service have the power to highlight and asserts a place of privilege for those performing the service. Such service learning involvements foster community self-reliance, which greatly enhances the capacity of students to recognize and engage in our political, educational, and cultural structures, thus increases student civic responsibility.

Nevertheless, on its own service learning is not enough to lead to the growth of democracy. Thus, a political perspective rejects service learning as an active and ameliorative approach, instead it promotes the concept of focusing on how service learning affects power structures within and around diverse individuals, cultures and organizations.

Poststructuralist perspective

Butin (2003) defines poststructuralist perspective on service learning as “it is concerned with how an innovation constructs, reinforces, or disrupts particular unarticulated societal norms of being and thinking”. This perspective inquires service learning’s effect on people’s perception of teacher, students, the server and the served, alongside with students’ own understanding of who they are and how they see others (p. 1683).

Inherently service learning provides learners with occasions to interact with others whom otherwise they may not have come into touch with. Through these interactions, students get the ability to view themselves in a world previously unfamiliar to them. Therefore, Butin (2003) indicates that poststructuralist perspective allows learners to have a valuable chance to make recognizable and to begin to challenge the distinctive essence of these boundaries and meanings (p. 1683).

The poststructuralist perspective on service learning reveals how dependent we are to the boundaries in the society which allows us to position ourselves as service providers, our service, and the beneficiaries of our service. Besides, service learning

is a place of identity formation, degradation and reformation, with significant implications for how we interpret the meanings and limits of the teaching process (Butin, 2003, p. 1683).

Service learning in IB DP context

International Baccalaureate is an international continuum programme that addresses students at different age groups through four distinct programmes. The programme offered to the ages 16-19 is the Diploma Programme that encourages high school students' personal and academic developments (IBO, 2020). Alongside with the six subject groups the Diploma Programme includes three core elements which are: Theory of Knowledge, The Extended Essay, and Creativity, Actions, and Service (CAS). The core elements provide students with challenges to apply their knowledge and skills and contribute their developmental and academic achievements (IBO, 2020).

CAS consists of three strands of creativity, activity and service. Creativity refers to creating an original product or re-interpreting an existing one. Activity refers to physical activities systematically carried out in a specific period of time. Service refers to community engagement to meet an authentic need. Initiating and completing at least one project in any of the strands is compulsory. It is required for the activities to be meaningful, serve for authentic needs, to have significant outcomes, to be challenging for students, to be well planned and reviewed, reported and reflected in terms of outcomes and personal gaining.

In service activities International Baccalaureate requires students to benefit from the activity as a learning opportunity as well as meeting the community need. Kaye's stages for service learning (2014) are adopted in CAS and students are expected to initiate the activity by conducting their investigation to determine their interests and skills; make preparation and planning by considering the resources needed; carry out the activity individually or withing groups in collaboration with community; reflect on their experiences, feelings, and thought during and after the action; and lastly demonstrate their skills and gaining, and accomplishment in their CAS portfolios.

Through these stages service learning is expected to contribute to students' self-awareness, help them determine their goals, engage in new challenges and learn from them, increase their interpersonal communication skills, and gain appropriate and ethical behaviours (IBO, 2020).



CHAPTER 3: METHOD

Introduction

This chapter describes the research design, the method used, and process of data collection and analysis. It also provides information regarding the characteristics of interpretive synthesis and meta-ethnography as research design and data analysis method, and how it is implemented throughout this study to construct third-order interpretation by the researcher.

Research design

This study uses qualitative synthesis in general and interpretive synthesis in particular (Barnett-Page & Thomas, 2009; Campbell et al., 2011). There are different types of interpretive synthesis but one general which exists in all of them is that "the synthesis builds interpretation from original studies by firstly identifying interpretations offered by the original researchers (second order constructs) and, secondly, enabling the development of new interpretations (third-order constructs) that go beyond those offered in individual primary studies. there is one thing that is common in all of them (Campbell et al., 2011, p. 8). This study uses Noblit and Hare's (1988) meta-ethnography as a method of interpretive synthesis mainly because it "involves induction and interpretation... [allowing] translation of studies to one another, which encourages the researcher to understand and transfer ideas, concepts and metaphors across different studies (Britten et al., 2002, p. 209).

Meta-ethnography

Meta-ethnography which is a method of synthesizing qualitative research was first introduced by the ethnographers George W. Noblit and Robert D. Hare in 1988. It is now used in non-ethnographic studies as well. The method is commonly used in health sciences even though it was first used in educational studies. According to Noblit and Hare (1988), meta-ethnography is a method that entails extensive interpretation and a significant amount of immersion in individual studies in order to achieve synthesis. Thus, it creates high demand for the researcher who synthesizes requiring a high degree of qualitative analysis skills.

The process of meta-ethnography consists of seven phases as defined by Noblit and Hare (1988, pp. 26-29):

- Phase 1 – Getting started: It involves determining a field of interest to be analysed through qualitative research.
- Phase 2 – Describing what is relevant to initial interest: It involves an intensive search required to compile the research studies related to the interested topic.
- Phase 3 – Reading the studies: It involves the multiple reading of the selected research studies and noting the repeated metaphors. This phase proceeds as the synthesis progresses.
- Phase 4 – Determining how the studies are related: It involves connecting the selected research studies by forming a list of key phrases, ideas, or concepts and how they are related.
- Phase 5 – Translating studies into one another: It involves the comparison of concepts of studies and their relations with each other.

- Phase 6 – Synthesizing translations: It involves the comparison of translations with each other to see if different translation types occur or if concepts encompass other accounts.
- Phase 7 – Expressing the synthesis: It involves the expression of translations. This expression requires a suitable medium for the intended audience’s own culture and context.

Sampling and data collection

Theses and dissertations

This study uses the theses and dissertations focusing on *service learning* in high school context. The researcher used “service learning” and “high school” mentioned in the abstracts to identify and retrieve relevant studies conducted between 1980 and 2017 to prepare a new database. Initially, 110 studies, conducted internationally and written in English, were identified, and 62 studies were selected after removing the ones focusing [1] on middle school and higher education, [2] on teachers’ perspective only, and [3] on the process rather than the outcomes of service learning. Also, the ones which do not give full access were also not included.

Table 1 shows the number, and types, of the studies found and selected for this study (see Appendix A for the complete list of selected studies).

Table 1
Number of Ph.D. dissertations and MA theses in total as found in ProQuest, and number of selected studies

Resources	Found	Selected
Number of MA theses	18	9
Number of Ph.D. dissertations	92	53
Total	110	62

Research paradigms of the studies

The selected MA theses, and Ph.D. dissertations were also analyzed in terms of the research paradigms and data collection methods they used. Table 2 shows the number of the selected studies using different research paradigms.

Table 2
Research designs of the selected studies

Research design	Number of studies
Qualitative	28
Quantitative	16
Mixed	18

Table 3 demonstrates the methods and tools for data collection adopted in the selected studies. As it is shown in the table interviews, observation and field notes, and survey and scales are the most preferred methods among the selected studies while literature review and content analysis are the least preferred tools.

Table 3
Data collection methods used in the selected studies

Data collection methods	Number of studies
Questionnaire	10
Interview	36
Observation and fieldnotes	26
Survey or scale	27
Student reflections and journals	18
Archival records	3
Documents or student portfolios	9
Content analysis from databases	2

Data analysis procedures

To analyze the collected data, the researcher followed Noblit and Hare's (1988) seven phases as given in Table 4.

Table 4

Data analysis of the study according to the seven phases of meta-ethnography

Seven phases of meta-ethnography defined by Noblit and Hare (1988, p. 26-29)		Data analysis of the study according to the seven phases of meta-ethnography
Phase 1	Getting started	In this initial stage service learning was selected as the field of interest, and then the purpose of the study was stated, and research questions were formulated accordingly.
Phase 2	Describing what is relevant to the initial interest	The key terms and context related to the research questions were determined and based on the ProQuest database, spreadsheets were formed.
Phase 3	Reading the studies	The purposes and results of 84 selected studies and their related chapters were read to highlight the second-order interpretations
Phase 4	Determining how the studies are related	Emerging main concepts in each study were identified to code and categorize initially the second-order interpretations identified (first level of inductive coding).
Phase 5	Translating studies into one another	First level inductive codes and categories were sorted in alphabetical terms to initially identify the common purposes and results in all the studies selected.
Phase 6	Synthesizing translations	Each emerging main concept yielded sub-concepts which were used for sorting and further refining initial coding and categorization (Second level of inductive coding), and for further identifying and refining commonalities. However, the data necessitated third level of inductive coding to help compare and contrast the studies with one another.
Phase 7	Expressing the synthesis:	Third-order constructs were generated using Butin's (2003, 2010) conceptualization of service-learning and to interpret second-order constructs.

The researcher first used a spreadsheet program to store the selected studies considering the key terms (Figure 2).

1	Author	Title	Context	Type	Year
2	Elizabeth Donoghue	Adolescent identity: Improving student self-concept through service-learning	HS	Dissertation	2011
3	Dana L. Lyles	An Examination of the Relationship between Service-Learning, Cognitive Engagement, and Self-Efficacy for High School Students	HS	Dissertation	2015
4	Paul Baron Steward	Catholic schools and civic engagement: A case study of community service - learning and its impact on critical consciousness and social capital	HS	Dissertation	2003
5	Joshua B. Wilkerson	Cultivating Mathematical Affections: Developing a Productive Disposition Through Engagement in Service-Learning	HS	Dissertation	2017

Figure 2. Sample list of selected studies

As the third phase of meta-ethnography, the researcher read the selected studies and organized them with reference to their titles, abstracts and purposes (Figure 3). The same approach was followed when organizing the results of the studies selected, and they were presented under the following columns: title, abstract, and purposes.

1	Title	Abstract	Purposes: Second order interpretations
2	The impact of a service-learning program on the academic and social skills of special needs students at New Jersey's Middle Township High School: A case study	As part of their science curriculum, the special needs students participated in beautification projects with senior citizens at an assisted living facility...	The purpose of this study was to determine the effects a service-learning had on the academic and social skills of self-contained special high school needs students
3	A meta-analysis of service learning research in middle and high schools	This study examines the relationship between service learning innovations and improved academic progress, self-concept, and social or personal growth in middle and high school students...	to examine the relationship between service learning innovations and improved academic progress, self-concept, and social or personal growth
4	A mixed methods study of service learning in a public high school	The ability to provide students with authentic learning opportunities in secondary education is diminishing due to the emphasis on standardized testing...	to assess whether participating in a service-learning experience as part of an economics unit enhances student achievement in economic literacy and civic connections
5	The relationship between service-learning participation and high school students' achievement in math and science education	This study examined a causal relationship between service-learning participation and academic achievement of 9th grade students in math...	The central purpose of the study was to examine the impact of service-learning participation on students' academic outcomes

Figure 3. Sample list of titles, abstract and purposes

In the fourth phase of meta-ethnography, the key concepts that emerged from the studies were highlighted to determine how studies were related to one another, and the second-order interpretations were coded and categorized, called first level of inductive coding, as show in Figure 4. The same approach was followed when organizing the results of the studies selected.

1	Title	Purposes: Second order interpretations	Main concept (1st level codes)
2	The impact of a service-learning program on the academic and social skills of special needs students at New Jersey's Middle Township High School: A case study	to determine the effects a service-learning had on the academic and social skills of self-contained special high school needs students	Academic
3	A meta-analysis of service learning research in middle and high schools	to examine the relationship between service learning innovations and improved academic progress, self-concept, and social or personal growth	Academic
4	The academic impact of service-learning on New Jersey public high schools	to examine the impact of service-learning on academic achievement of New Jersey public high school students.	Academic
5	A mixed methods study of service learning in a public high school	to assess whether participating in a service-learning experience as part of an economics unit enhances student achievement in economic literacy and civic connections	Academic

Figure 4. A sample spreadsheet showing first level coding

As the fifth phase of meta-ethnography, the studies were compared and contrasted to initially identify commonalities, and to observe how they were related to, or different from each other. To achieve this, the researcher sorted the first level inductive codes and categories in alphabetical terms to initially identify the common purposes, and then results, in all the studies selected.

Next, in the sixth phase of this meta-ethnographical study, in order to further synthesize the studies, the researcher further coded and categorized the data developing new sub-concepts emerging from the first level coding; this process was called second level of inductive coding (Figure 5).

	Title	Purposes: Second order interpretations	Main concept (1st level codes)	Related concept (2nd level codes)
1				
2	The impact of a service-learning program on the academic and social skills of special needs students at New Jersey's Middle Township High School: A case study	to determine the effects a service-learning had on the academic and social skills of self-contained special high school needs students	Academic	academic and social skills
3	A meta-analysis of service learning research in middle and high schools	to examine the relationship between service learning innovations and improved academic progress, self-concept, and social or personal growth	Academic	academic achievement
4	The academic impact of service-learning on New Jersey public high schools	to examine the impact of service-learning on academic achievement of New Jersey public high school students.	Academic	academic achievement
5	A mixed methods study of service learning in a public high school	to assess whether participating in a service-learning experience as part of an economics unit enhances student achievement in economic literacy and civic connections	Academic	academic achievement

Figure 5. A sample spreadsheet for second level coding

As part of the sixth phase, after the placements of first and second level of codes, the researcher found it necessary to highlight the key variables /constructs, and therefore a third level of inductive coding process was conducted to help further compare and contrast the studies with one another even further (Figure 6).

Title	Purposes: Second order interpretations	Main concept (first level codes)	Related concept (2nd level codes)	Key variables / constructs (3rd level codes)
The impact of a service-learning program on the academic and social skills of special needs students at New Jersey's Middle Township High School: A case study evaluation	to determine the effects a service-learning had on the academic and social skills of self-contained special high school needs students	Academic	academic and social skills	Effects of SL on the academic and social skills of special needs high school students.
A meta-analysis of service learning research in middle and high schools	to examine the relationship between service learning innovations and improved academic progress, self-concept, and social or personal growth	Academic	academic achievement	The Relationship between SL innovations and improved academic progress
The academic impact of service-learning on New Jersey public high schools	to examine the impact of service-learning on academic achievement of New Jersey public high school students.	Academic	academic achievement	Impact of SL on academic achievement of NJ public school students.
A mixed methods study of service learning in a public high school	to assess whether participating in a service-learning experience as part of an economics unit enhances student achievement in economic literacy and civic connections	Academic	academic achievement	If participation in SL enhances student achievement in economic literacy and civic connection.

Figure 6. A sample spreadsheet for second level coding

Lastly, in the seventh phase of meta-ethnography, a synthesis of translations was expressed by generating third-order constructs using Butin's (2003; 2010) conceptualization of service-learning framework.

Trustworthiness

Although relativists argue that there it is inconceivable to use some external criteria the judge the merit of a qualitative study as there are multiple realities generated by different research paradigms, the research focused on the concept of *credibility* in particular, following Lincoln and Guba's (1985), and Guba and Lincoln's (1989) stance in essence through member validation. She used the variables/constructs in the studies selected as a starting point, and given his experience, the researcher's thesis supervisor mainly served this purpose at each stage of the study, and she made any necessary alterations based on feedback given to her throughout the process. As far as the concepts of *transferability* and *consistency* are concerned, the outcomes of the study are transferable any time to any contexts that intends to incorporate *service learning* into their education system. As regards, *confirmability*, the researcher used second order interpretation as they are, and to come with third order interpretation, she used Butin's (2003; 2010) conceptual framework as lenses to make further meaning out of second order interpretations.

CHAPTER 4: RESULTS

Introduction

This chapter presents the second order interpretations in relation to purposes and results stemming from the studies selected, and how they were analyzed and interpretively synthesized considering the main variable and constructs they aim at. This chapter also some analysis in relation to preferred research paradigms used to inform practice.

Purposes section of the studies selected

The tables below present which related and key variables / constructs that a main concept covers under it, and demonstrate the purposes aimed in the sample studies.

Purposes: Academic

Table 5 presents the related concepts of *academic* as the main concept. Five related concepts; Academic outcomes, academic and social skills, academic achievement, academic engagement, and transformative learning have been identified related to the main academic concept.

Table 5
Academic: Main and related concepts

Main concept	Related concepts
ACADEMIC	1. Academic outcomes
	2. Academic and social skills
	3. Academic achievement
	4. Academic engagement
	5. Transformative learning

Table 6 presents the purposes that constructs the related and key variables / constructs. As seen in the table, the most common related concept among purposes is related to the academic achievement of students. Within this related concept, six out of twelve purposes are directly related to academic achievement of students participating service learning. When the variables derived from the purposes are analysed, it is seen that studies within the *academic* as the main concept aim to find out the role of service learning in students' academic development; the impact it creates; the effects it causes; the benefits of service learning; the relationship between service learning and academic improvement; and if SL participation enhances students' academic achievement.

Table 6
Academic: Purposes and key variables / constructs

ACADEMIC		
Second order interpretations	Key variables / constructs	Related concepts
"to assess the role that an ISL program plays in enhancing developmental outcomes (academic, personal, social, civic, and cultural) for student participants" (Levine, 2015, p. xi)	The role of ISL in enhancing academic developmental outcomes.	Academic Outcomes
"to examine the impact of service-learning participation on students' academic outcomes" (Elliott, 2015, p. v)	Impact on academic outcomes.	
"to explore the impact of service-learning on the affective outcomes of secondary mathematics curricula" (Wilkerson, 2017, p. xiv)	Impact on affective outcomes of secondary mathematics curricula.	
"to determine the effects a service-learning had on the academic and social skills of self-contained special needs high school students" (Salvo, 2005, p. ix)	Effects of SL on the academic and social skills of special needs high school students.	Academic and social skills
"to examine the relationship between service-learning innovations and improved academic progress, self-concept, and social or personal growth" (White, 2001, n.p.)	The Relationship between SL innovations and improved academic progress	Academic achievement
"to examine the impact of service-learning on academic achievement of New Jersey public high school students" (Dinan, 2005, p. 5)	Impact of SL on academic achievement of NJ public school students.	
"to examine the historical perspective, components, and current research regarding the benefits of service-learning to students, the school, and the community. Specifically, the effects of one service-learning program on student grade point average and attendance were examined" (Allison, 2003, n.p.)	The benefits of SL: Effects of one SL program on GPA and attendance.	

Table 6 (cont'd)

Academic: Purposes and key variables / constructs

“to present one solution to these pressing problems service-learning such as lower achievement, increasing discipline problems, personal and emotional struggles and a decline in participation in the community” (Harris, 1995, p. xi)	Presenting solutions for SL related lower achievement problem	
“to assess whether participating in a service-learning experience as part of an economics unit enhances student achievement in economic literacy and civic connections” (Steward, 2013, p. 7)	If participation in SL enhances student achievement in economic literacy and civic connection.	
“to examine how English proficiency and self-efficacy, or the belief that one can make a difference, were impacted for students in a rural, Appalachian community” (Galati, 2004, n.p.)	Impact of SL on English proficiency and self – efficacy (Appalachian community)	
“to explore the impact of service-learning participation on high school students' attitudes toward academic engagement and civic responsibility” (Moss, 2009, p. vi)	Impact of SL on the attitude of high school students toward academic engagement.	Academic engagement
“to examine the learning of 10 college students, through the lens of transformational learning, as they reflect on their experiences as participants in the College Counts program a well-integrated service-learning program. To determine if high school students have the ability to engage in transformative learning in one or more of the following forms: increased cultural inclusiveness, commitment to social justice, and/or shift in personal perspective and choices” (Peacock, 2008, p. iii)	Relationship between SL experiences and students' transformative learning (in cultural inclusiveness, commitment to social justice, and/or shift in personal perspective and choices)	Transformative Learning

At risk students

Table 7 presents the related concepts and key variables/constructs as to the main concept of *at-risk students*. Six related concepts with at risk students are identified: Behavioral problems; social relationships, responsibilities, and attitudes towards community; personal efficacy; learning experiences on hope; attitudes towards school; and attendance, dropouts, and suspension are identified.

Table 7

At risk students: Main and related concepts

Main concept	Related concepts
AT RISK STUDENTS	1. At risk students: behavioral problems 2. At risk students: social relationships, responsibilities, and attitudes towards community 3. At risk students: personal efficacy

Table 7 (cont'd)

At risk students: Main and related concepts

4. At risk students: learning experiences on hope
5. At risk students: attitudes towards school
6. At risk students: attendance, dropout, and suspension

Table 8 presents the purposes that constructs the key variables/constructs in the main concept of *at-risk students*. Within this main concept, the second order interpretations retrieved from the studies are mostly related to the concepts of social relationships, responsibilities and attitudes towards school; and attendance, dropout and suspension. Also, the second order interpretations retrieved from the studies related to the at risk students show that studies mostly aim to find out the impacts and effects of service learning on at risk students as well as the use of service learning on at risk students' behavioral problems, and the relationship between service learning and high school dropout rates.

Table 8

At risk students: Purposes and related concepts

AT RISK STUDENTS		
Second order Interpretations	Key variables / constructs	Related concepts
"to examine the use of service-learning at Hawthorne School, an alternative school that serves mostly students who are considered at-risk for not graduating from high school due to behavioral problems in school" (O'Connor, 2006, p. iii)	Use of SL on managing behavioral problems of at-risk students at school	At risk Students: behavioral Problems
"to learn if engaging in a problem-based service-learning course could improve the demonstration of behaviors reflecting positive character traits in junior and senior high school students who are considered at-risk" (Neiderhouse, 2013, p. iii)	Use of SL to enhance positive character traits of at-risk students	
"to describe the characteristics of service-learning programs that at-risk students and their teachers perceived to be most helpful in making gains in school attendance, sense of connectedness to community, sense of social responsibility, sense of personal efficacy in solving problems, and understanding of watershed stewardship" (Moras, 1999, n.p.)	Impact of SL on at risk students' sense of connectedness to community,	At risk students: social responsibility, community connectedness, and attitudes towards community

Table 8 (cont'd)

At risk students: Purposes and related concepts

“to describe the characteristics of service-learning programs that at-risk students and their teachers perceived to be most helpful in making gains in school attendance, sense of connectedness to community, sense of social responsibility, sense of personal efficacy in solving problems, and understanding of watershed stewardship” (Moras, 1999, n.p.)	Impact of SL on at risk students’ social responsibility	At risk students: personal efficacy
“to inquire the effects and relationships of service -learning experiences on hope, attitudes toward school, and community service self - efficacy among a sample of students at -risk of dropping out of high school” (Schlegell, 2008, p. 31)	Effects and relationships of SL on at risk student’ attitudes towards community	
“to describe the characteristics of service-learning programs that at-risk students and their teachers perceived to be most helpful in making gains in school attendance, sense of connectedness to community, sense of social responsibility, sense of personal efficacy in solving problems, and understanding of watershed stewardship” (Moras, 1999, n.p.)	Impact of SL on at risk students’ personal efficacy in solving problems	
“to inquire the effects and relationships of service -learning experiences on hope, attitudes toward school, and community service self - efficacy among a sample of students at -risk of dropping out of high school” (Schlegell, 2008, p. 31)	Effects and relationships of SL experiences on at risk students’ hope	At risk students: learning experiences on hope
“to inquire the effects and relationships of service -learning experiences on hope, attitudes toward school, and community service self - efficacy among a sample of students at -risk of dropping out of high school” (Schlegell, 2008, p. 31)	Effects and relationships of SL on at risk students’ attitudes toward school	At risk students: attitudes towards school
“to describe the characteristics of service-learning programs that at-risk students and their teachers perceived to be most helpful in making gains in school attendance, sense of connectedness to community, sense of social responsibility, sense of personal efficacy in solving problems, and understanding of watershed stewardship” (Moras, 1999, n.p.)	Impact of SL on at risk students’ school attendance	At risk students: attendance, dropout and suspension
“to examine whether school districts that receive Learn and Serve America grants to support service-learning have statistically different high school dropout rates than do districts that do not” (Trager, 2011, p. iii)	Relationship between SL and high school dropout rates	
“to examine perceptions of the effect of a service-learning program on student suspensions” (Imhof, 2015, p. 2)	Effect of SL on at risk students’ suspension	

Attitudes

Table 9 demonstrates the related concepts constructed around the main concept of *attitudes*. It is seen that four related concepts have been identified: Attitudes towards

political and civic involvement, civic behaviour and responsibility; attitudes toward school and community; attitudes towards mathematics and statistics; and attitudes towards perceived leadership and problem-solving skills.

Table 9
Attitudes: Main and related concepts

Main concept	Related concepts
ATTITUDES	1. Attitudes towards political and civic involvement, civic behavior, and responsibility 2. Attitudes towards school and community 3. Attitudes towards mathematics and statistics 4. Attitudes towards perceived leadership, and problem-solving skills

Table 10 presents the second order interpretations taken from the purposes which are related to student attitudes. As the table presents, three of the purposes aim to find out the relationship and the impacts of service learning on students attitudes towards political involvement, civic behavior and responsibility while the other three studies focus on the impacts of service learning on students' attitudes towards school and community. Other purposes and key variables are presented in the table.

Table 10
Attitude: Purposes and related concepts

ATTITUDES		
Second order Interpretations	Key variables / constructs	Related concepts
“to examine the attitudes of service-learning students in relation to demographic variables, civic responsibility, societal locus of control, and civic behavior” (Drane, 2001, p.1)	Relationship of SL with attitudes towards civic responsibility, societal locus of control, and civic behavior	Attitudes towards political and civic involvement, civic behavior, and responsibility
“to examine attitudes and experiences of secondary students who participated in service learning and a civic responsibility course” (Butler, 2009, n.p.)	Relationship of SL with attitudes towards civic responsibility	
“to assess the influences of that program on student attitudes toward political involvement as perceived by a selected group of participants in the first class to graduate with the requirement” (Davidson, 1995, n.p.)	Impact of SL on attitudes towards political involvement	

Table 10 (cont'd)

Attitude: Purposes and related concepts

“to determine if the service-learning instructional programs have a positive impact on student attitudes towards people in their school and community, attitudes towards civic involvement, self-perceived leadership, and problem-solving skills” (Fradel, 2006, p. ix)	Impact of SL on students’ attitudes towards civic involvement	
“This study was predicated on the null hypothesis that, “There is no difference in the self-esteem and attitudes toward school and community between high school students who are involved in school-sponsored service-learning experiences and those who are not involved in school-sponsored service-learning experiences” (Rossi, 2002, p. 21)	If participating SL affects high school students’ attitudes toward school and community	Attitudes towards school and community
“to determine if the service-learning instructional programs have a positive impact on student attitudes towards people in their school and community, attitudes towards civic involvement, self-perceived leadership, and problem-solving skills” (Fradel, 2006, p. ix)	Impact of SL on students’ attitudes towards people in their school and community	
“to focus on possible impacts of service-learning activities. The researcher met weekly with the teachers and administrators to record their perceptions of change in students' behavior and attitudes toward school, their teachers, and their classmates” (Wieland, 2011, p. 2)	Impact of SL on students’ attitudes and behaviors (teachers’ perception)	
“to investigate the relationship between mathematics-and statistics-related attitudes and beliefs of 11 high school students in an introductory statistics course designed around a 13-week long service-learning project” (Leong, 2006, n.p.)	The relationship between SL and students’ attitudes toward mathematics and statistics	Attitudes towards mathematics and statistics
“to determine if the service-learning instructional programs have a positive impact on student attitudes towards people in their school and community, attitudes towards civic involvement, self-perceived leadership, and problem-solving skills” (Fradel, 2006, p. ix)	If SL has positive impact on student’ self-perceived leadership and problem-solving skills	Attitudes towards perceived leadership, and problem-solving skills

Awareness

Table 11 presents the related concept of awareness. Appreciation of difference and awareness of structural inequality is the only related concept identified.

Table 11

Awareness: Main and related concepts

Main concept	Related concept
AWARENESS	1. Appreciation of difference and awareness of structural inequality

In Table 12, the second order interpretations taken from the purpose of one research study is presented together with the key variable and related concept identified. The study aims to explore the relationship between service learning and students' perception of diversity awareness of structural inequality.

Table 12
Awareness: Purposes and related concept

AWARENESS		
Second order Interpretations	Key variables / constructs	Related concept
"to explore the relationship between students' participation in a one-semester service-learning course and their self-perceptions of diversity, defined as appreciation of difference and awareness of structural inequality" (Wilmarth, 2004, n.p.)	The relationship between SL and students' perception of diversity and awareness of structural inequality	Perception of diversity and awareness of structural inequality

Civic

In Table 13, six related concepts; civic awareness, civic efficacy, civic engagement, civic identity development, civic outcomes, and civic responsibility are presented under the main concept of *civic*.

Table 13
Civic: Main and related concepts

Main concept	Related concepts
CIVIC	1. Civic awareness
	2. Civic efficacy
	3. Civic engagement
	4. Civic identity development
	5. Civic outcomes
	6. Civic Responsibility

Table 14 demonstrates second order interpretations retrieved from purposes that research studies set to examine civic action and service learning. Civic responsibility is the most frequently aimed related concept with three purposes as seen in the table. Majority of the studies aim to analyze the impacts of service learning on students'

civic awareness, efficacy and engagement. Besides two of the studies aim to find out the relationship between service learning and civic efficacy and engagement.

Table 14

Civic: Purposes and related concepts

CIVIC		
Second order interpretations	Key variables / constructs	Related concepts
“to examine the impact of service-learning programs incorporated into high school curriculums on students’ connection to community, civic awareness, and civic efficacy to determine if a service-learning program enabled students to become more effective citizens” (Wack, 2008, n.p.)	Impact of SL on students’ civic awareness	Civic awareness
“to examine the impact of service-learning programs incorporated into high school curriculums on students’ connection to community, civic awareness, and civic efficacy to determine if a service-learning program enabled students to become more effective citizens” (Wack, 2008, n.p.)	Impact of SL on students’ civic efficacy	Civic efficacy
“to analyze the impact of service-learning activities on the civic-efficacy of youth with disabilities are presented” (Miller, 2009, p. viii)	Impact of SL on students’ civic efficacy (young with disabilities)	
“to explore how the community service requirement was perceived by students in meeting its goals of civic engagement, the development of a connection to the community, and the potential for involvement and volunteerism in their community” (Mogle, 2014, n.p.)	If SL meets its goals on civic engagement	Civic engagement
“to examine the relationship between participation in Service-Learning in high school and civic engagement after graduation” (Solmonson, 2006, p. iv)	The relationship between SL and civic engagement after graduation high school	
to illuminate the process of civic identity development through the participants’ lived experiences as they engaged with others in another nation” (Nickolson, 2011, p. vi)	The relationship between SL and students’ civic identity development	Civic identity development
“to assess the role that an ISL program plays in enhancing developmental outcomes (academic, personal, social, civic, and cultural) for student participants” (Levine, 2015, p. xi)	The role of ISL in enhancing civic developmental outcomes.	Civic outcomes
“to measure changes in students’ perceptions on two of the State Board of Education’s student service-learning outcomes; social and civic responsibility and political efficacy” (Ridgell, 1995, n.p.)	Changes in students’ perceptions on SL outcomes; social and civic responsibility	
“to examine the impact and effects of service-learning on high school students’ personal growth, social/interpersonal development, and sense of civic responsibility” (Moran, 2007, p. iii)	Impact and effects of SL on high school students’ sense of civic responsibility	Civic Responsibility
“to examine the effects of a classroom sponsored community service initiative on students’ moral judgment, commitment to civic and social responsibility, and mastery of academic course content” (Leary, 1994, n.p.)	Effects of SL on students’ commitment to civic and social responsibility	

Table 14 (cont'd)

Civic: Purposes and related concepts

“to explore the impact of service-learning participation on high school students' attitudes towards academic engagement and civic responsibility” (Moss, 2009, p. vi)	Impact of SL on high school students' attitudes towards civic responsibility	
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Community

In Table 15 related concepts of community connectedness, community awareness, and community involvement are presented under the main concept of *community*.

Table 15

Community: Main and related concepts

Main concept	Related concepts
COMMUNITY	1. Community connectedness 2. Community awareness 3. Community involvement

In Table 16 it is seen that four out of five studies aim to examine the impacts of service learning on community connectedness and community awareness. There is also one study that aims to find out the effects of service learning on students' community involvement.

Table 16

Community: Purposes and related concepts

COMMUNITY		
Second order Interpretations	Key variables / constructs	Related concepts
“to examine the impact of service-learning programs incorporated into high school curriculums on students' connection to community, civic awareness, and civic efficacy to determine if a service-learning program enabled students to become more effective citizens” (Wack, 2008, n.p.)	Impact of service-learning on students' connection to community	Community connectedness
“to explore how the community service requirement was perceived by students in meeting its goals of civic engagement, the development of a connection to the community, and the potential for involvement and volunteerism in their community” (Mogle, 2014, n.p.)	If SL meets its goals on development of connection to the community	

Table 16 (cont'd)

Community: Purposes and related concepts

to explore how high school students participating in a high-quality service-learning project were affected by their lived experience, determining what specific elements and activities provided the most benefit and meaning for them. Common themes associated with students' high-quality experience included increased student involvement and interaction with peers and community, gaining a sense of teamwork/cooperation/collaboration, feeling of greater community awareness and involvement, a sense of accomplishment and satisfaction and a feeling of making a difference in their community” (Murphy, 2013, p. 2)	Effects of SL on students' community awareness and involvement	Community awareness
“to evaluate the impact of an intensive Border Health Service-Learning Institute (BHSLI) on public health students' ability to locate such forms of violence and identify the role of public health advocacy” (Sabo, 2013, p. 11)	Impact of service-learning on students' community awareness: identifying public health advocacy	
“to explore the extent to which participation in an elective high school service-learning course helped determine decisions regarding post-secondary education, career, and community involvement” (Gary, 2011, n.p.)	Impact of SL on students' decisions regarding community involvement	Community involvement

Critical

Table 17 presents the Critical main concept and two related concepts: *Critical agency*, and *critical thinking and consciousness*.

Table 17

Critical: Main and related concepts

Main concept	Related concepts
CRITICAL	1. Critical agency 2. Critical thinking and consciousness

Table 18 presents the second order interpretations taken from the purposes related to the main concept of *critical*. Two different studies aim to discover the relationship between service learning and critical agency and critical thinking. Studies focus on the possibility of creating a SL projects to foster students' critical agency, and if SL participation motivate adolescents to think critically.

Table 18

Critical: Purposes and related concepts

CRITICAL		
Second order Interpretations	Key variables / constructs	Related concepts
“to explore the possibilities of creating a critical, social justice, asset-oriented service-learning project in a core classroom setting specifically designed to foster students’ critical agency” (Bocci, 2016, n.p.)	Possibility of creating a SL project to foster students’ critical agency	Critical agency
“to discover whether the adolescents’ involvement in these service activities simultaneously empower and motivate them to think critically about their world and to work for social change” (Stewart, 2003, p. xi)	If SL participation motivate adolescents to think critically	Critical thinking and consciousness

Efficacy

In Table 19 related concepts of *efficacy* as the main concept are presented. Political efficacy, and self-efficacy and development are identified as related concepts.

Table 19

Efficacy: Main and related concepts

Main concept	Related concepts
EFFICACY	1. Self-efficacy and development 2. Political efficacy

Table 20 presents the second-interpretive purposes set within the main concept of *efficacy*. Three out of four purposes are directly related to the self-efficacy and efficacy development of students engaged in service learning. The last study aims to examine the change in students’ political efficacy development.

Table 20

Efficacy: Purposes and related concepts

EFFICACY		
Second order Interpretations	Key variables / constructs	Related concepts
“to examine the relationship between service-learning, cognitive engagement, and self-efficacy of high school students” (Lyles, 2015, p. 1)	The relationship between SL and self-efficacy	Self-efficacy and development

Table 20 (cont'd)

Efficacy: Purposes and related concepts

“to examine how English proficiency and self-efficacy, or the belief that one can make a difference, were impacted for students in a rural, Appalachian community” (Galati, 2004, n.p)	Impact of SL on students’ self-efficacy and self-belief (rural Appalachian community)	
to explore how African American high school students from a large Midwestern city make meaning of their service learning experiences within the framework of mandated service-learning participation required for high school graduation, and how their lived experiences inform their self-efficacy development” (Jones, 2016, p. iii)	Students’ meaning making through mandatory SL project: self-efficacy development	
“to measure changes in students' perceptions on two of the State Board of Education's student service-learning outcomes; social and civic responsibility and political efficacy” (Ridgell, 1995, n.p.)	Changes in students’ SL outcomes; political efficacy	Political efficacy

Empathy and Caring

Table 21 shows two related concepts which are *empathy*, and *caring for self and others* identified for the empathy and caring as the main concepts.

Table 21

Empathy and caring: Main and Related concepts

Main concept	Related concepts
EMPATHY AND CARING	1. Empathy 2. Caring for self and others

As shown in Table 22 two different studies set purposes related to empathy and caring. Studies aimed to measure students’ developing empathy and being more caring after engaging in service-learning activities. Studies also analyze the role of service learning on students' development in caring for self and others and if it fosters students’ perception of empathy.

Table 22

Empathy and caring: Purposes and related concepts

EMPATHY AND CARING		
Second order Interpretations	Key variables / constructs	Related concepts
“to describe the perceptions and experiences of these former high school students while enrolled in a service-learning course coupled with the passage of time to reflect upon the experience. The major research questions were: (1) Does service-learning foster in students the perception of a more empathetic nature in their understanding of the recipients of the service work?” (Brown, 2007, n.p.)	If SL fosters students’ perception of empathy	Empathy
“to explore the role of service-learning in the curriculum of high school students with disabilities in a private school setting by looking at the historical foundations, theoretical frameworks, and curricular ramifications of service-learning and its effect on students’ development in caring for self and others” (Powell, 2004, p. 3)	Role of SL in high school curriculum for disabilities, and its effect on students’ development in caring for self and others	Caring for self and others

Sensitivity

Table 23 presents the *sensitivity* as the main concept derived from one study, and its related concept intercultural sensitivity.

Table 23

Sensitivity: Main and related concepts

Main concept	Related concept
SENSITIVITY	1. Intercultural sensitivity

In Table 24 the only purpose related to the intercultural sensitivity related concept is presented. It aims to examine the effect of service learning on students’ levels of intercultural sensitivity.

Table 24

Sensitivity: Purposes and related concepts

SENSITIVITY		
Second order Interpretations	Key variables / constructs	Related concept
“to examine the influence of service-learning on the levels of intercultural sensitivity of high school students at an international school in Hong Kong” (Westrick, 2002, p. i)	Effect of SL on high school students’ levels of intercultural sensitivity	Intercultural sensitivity

Morality

Table 25 shows the related concepts of *morality*. Moral judgement, and moral action and religious identity are identified as related concepts to *morality*.

Table 25

Morality: Main and related concepts

Main concept	Related concepts
MORALITY	1. Moral judgement 2. Moral action and religious identity

Table 26 presents the purposes regarding morality. One study analyses the effect of service learning on students’ moral judgment. Three other purposes aim to focus on understanding and describing service learning activities, and its relationship with students’ moral action and religious identity.

Table 26

Morality: Purposes and related concepts

MORALITY		
Second order Interpretations	Key variables / constructs	Related Concepts
“to examine the effects of a classroom sponsored community service initiative on students’ moral judgment, commitment to civic and social responsibility, and mastery of academic course content” (Leary, 1994, n.p.)	Effects of SL on students’ moral judgment	Moral judgement
“to provide an understanding of the processes through which the socio-cultural tools provided by Catholic high-school service-learning pedagogy, mediate moral action” (Ritchie-Carter, 2012, n.p.)	Provide understanding of the processes	Moral action and religious identity

Table 26 (cont'd)

Morality: Purposes and related concepts

“to explore the experiences of Catholic service-learner exemplars and the processes, tools, language and symbols used to describe their experiences and subsequent moral action” (Ritchie-Carter, 2012, n.p.)	Describing moral action through experiences of Catholic service-learner exemplars	
“to seek the possible connections between moral action and religious identity as it develops within a particular socio-cultural context” (Ritchie-Carter, 2012, n.p.)	Relationship between moral action and religious identity in socio-cultural context	

Participation

As seen in Table 27, school attendance and engagement, and involvement in community initiatives are identified as related concepts to participation.

Table 27

Participation: Main and related concepts

Main concept	Related concepts
PARTICIPATION	1. School attendance and engagement 2. Involvement in community initiatives

In Table 28 purposes of studies related to *participation* are presented. Two purposes of two different studies aimed to examine the impact and effects of service learning on students' school attendance and engagement after participating the service learning programs. The other study aims to determine the impact of service learning on students' involvement in community initiatives.

Table 28

Participation: Purposes and related concepts

PARTICIPATION		
Second order Interpretations	Key variables / constructs	Related concepts
“to examine the historical perspective, components, and current research regarding the benefits of service-learning to students, the school, and the community. Specifically, the effects of one service-learning program on student grade point average and attendance were examined” (Allison, 2003, n.p.)	Effects of SL on school attendance	School attendance and engagement

Table 28 (cont'd)

Participation: Purposes and related concepts

“to examine the impact a service-learning instructional strategy had on senior high school students' engagement in a heterogeneous English class during the spring semester” (Bent, 2014, p. 2)	Impact of SL on students' engagement in heterogeneous English class	
“to determine student views of the influence of the Eco Education Urban Stewards program's impact on their involvement in community environmental initiatives” (Hobert, 2010, p. i)	Impact of SL on students' involvement in community environmental initiatives	Involvement in community initiatives

Personal development

Table 29 presents the related concepts regarding *personal development*. Three related concepts; personal development and growth, teamwork and leadership, and personal emotional struggle are identified as related concepts.

Table 29

Personal development: Main and related concepts

Main concept	Related concepts
PERSONAL DEVELOPMENT	1. Personal development, growth, and identity development
	2. Teamwork and leadership
	3. Personal and emotional struggle

As seen in the Table 30 five out of eight purposes are to examine the impact and the role of SL, and the relationship between SL and students' personal development, growth, and identity development of students attending service-learning activities. Effects of service learning on developments of students on leadership and teamwork are aimed to be examined by two research studies. One study aims to presents solutions to overcome SL related problem personal and emotional struggles.

Table 30

Personal development: Purposes and related concepts

PERSONAL DEVELOPMENT		
Second order Interpretations	Key variables / constructs	Related concepts
“to examine the relationship between service-learning innovations and improved academic progress, self-concept, and social or personal growth” (White, 2001, n.p.)	The relationship between SL innovations and personal growth	Personal development, growth, and identity development
“to examine the impact and effects of service-learning on high school students' personal growth, social/interpersonal development, and sense of civic responsibility” (Moran, 2007, p. iii)	Impact of SL on high school students' personal growth	
“to assess the role that an ISL program plays in enhancing developmental outcomes (academic, personal, social, civic, and cultural) for student participants” (Levine, 2015, p. xi)	The role of ISL in enhancing personal developmental outcomes.	
“to examine the connection between high school students' participation in service requirements as a direct link to the development or enhancement of their character” (Coble, 2014, n.p.)	The relationship between SL and students' character and identity development	
“to address the formation of student identity (servant and civic) as well as how students formed community through experiencing difference in a service-learning classroom” (Swarts, 2017, n.p.)	The relationship between SL and students' formation of student (servant and civic) identity	
“to explore how high school students participating in a high-quality service-learning project were affected by their lived experience, determining what specific elements and activities provided the most benefit and meaning for them. Common themes associated with students' high-quality experience included increased student involvement and interaction with peers and community, gaining a sense of teamwork/cooperation/collaboration, feeling of greater community awareness and involvement, a sense of accomplishment and satisfaction and a feeling of making a difference in their community” (Murphy, 2013, p. 2)	Effects of SL on students' gaining a sense of teamwork and collaboration	Teamwork and leadership
“to compare self-reported perceptions of personal and leadership life skills development of Louisiana high school 4-H leadership activity participants by whether they participate in the 4-H Junior Leader Club (JLC) and/or the CHARACTER COUNTS! (CC) peer teaching program” (Phelps, 2005, p. x)	Comparison of the effects of two SL programs on students' development of personal and leadership life skills	
“to present one solution to these pressing problems--service-learning such as lower achievement, increasing discipline problems, personal and emotional struggles and a decline in participation in the community” (Harris, 1995, p. xi)	Presenting solutions for SL related problem personal and emotional struggles	Personal and emotional struggle

Self-concept

Table 31 presents the related concepts of *self-concept*. Four related concepts, self-realization, self-concept, self-esteem, and self-perception of diversity are identified as related concepts.

Table 31
Self-concept: Main and related concepts

Main concept	Related concepts
SELF-CONCEPT	1. Self-realization
	2. Self-concept
	3. Self-esteem
	4. Self-perceptions of diversity

In Table 32 the purposes related to the self-concept are listed. Four purposes out of ten are set to explore the effect of service learning on students, and if SL contributes students' level of self-esteem. Three purposes aim to examine if SL affects students' self-concept, its impacts and the relationship between SL and students' self-concept. Other purposes and key variables / constructs are shown in the table below.

Table 32
Self-concept: Purposes and related concepts

SELF-CONCEPT		
Second order Interpretations	Key variables / constructs	Concepts
“to articulate the philosophical, pedagogical, and empirical grounding for the author's assertion that wilderness service learning can facilitate self-realization” (Zumeta, 2011, p. v)	If SL facilitates self-realization	Self-realization
“to explore how high school students participating in a high-quality service-learning project were affected by their lived experience, determining what specific elements and activities provided the most benefit and meaning for them. Common themes associated with students' high-quality experience included increased student involvement and interaction with peers and community, gaining a sense of teamwork/cooperation/collaboration, feeling of greater community awareness and involvement, a sense of accomplishment and satisfaction and a feeling of making a difference in their community” (Murphy, 2013, p. 2)	Effects of SL on students' self-realization: sense of accomplishment	

Table 32 (cont'd)

Self-concept: Purposes and related concepts

"to examine the relationship between service-learning innovations and improved academic progress, self-concept, and social or personal growth" (White, 2001, n.p.)	The relationship between SL innovations and self-concept	Self-concept
"to discover in what ways service-learning impacts student self-concept" (Kuhns, 2011, n.p.)	Impacts of SL on students' self-concept	
"to examine whether a student's self-concept will change significantly as a result of participating in a service learning or community service project" (Hostheim, 1995)	If SL affects students' self-concept	
"to assess whether or not involvement in a high school sorority focused on community service-learning activities had any effect on the self-esteem of members of the sorority" (Brown, 1995, n.p.)	If SL affects students' self-esteem of members of the sorority	Self-esteem
"This study was predicated on the null hypothesis that, 'There is no difference in the self-esteem and attitudes toward school and community between high school students who are involved in school-sponsored service-learning experiences and those who are not involved in school-sponsored service-learning experiences'" (Rossi, 2002, p. 21)	If participating SL affects high school students' self-esteem	
"to gain an understanding of the possible impact a school-sponsored service program had on a group of high school students enrolled in one of four service programs for 15 weeks during the fall semester of 1990. The hypothesis that there is no difference in the self-esteem and attitudes toward the school and community between high school students who are involved in a school-sponsored service-learning experience and those who are not involved is rejected" (Krug, 1991, n.p.)	If SL affects students' self-esteem	
"to examine the self-esteem of these adolescents when they participated in service-learning activities offered in their public alternative high school in order to understand how they felt about themselves when completing acts of service" (Grayson, 2002, p. 3)	Effects of SL on self-esteem of adolescents participating in SL activities in public high school	
"to explore the relationship between students' participation in a one-semester service-learning course and their self-perceptions of diversity. Specifically, the study explicated the relationship between each of the two diversity components and race, gender, service hours required, and prior service participation" (Wilmarth, 2004, n.p.)	The relationship between SL and students' self-perceptions of diversity	Self-perceptions of diversity

Social development

Table 33 presents related concepts for *social development*. Four related concepts; social growth and interpersonal development; social justice and responsibility; social skills, social interaction and communication; and lastly social skills of special needs high school students and students with disabilities are identified as related concepts.

Table 33

Social development: Main and related concepts

Main concept	Related concepts
SOCIAL DEVELOPMENT	1. Social growth and interpersonal development
	2. Social justice and responsibility
	3. Social skills, social interaction and communication
	4. Social skills of special needs high school students and students with disabilities

Table 34 shows the purposes within the main concept of *social development*. The majority of the purposes, 5 out of ten are related to the social skills, interaction, and communication. These studies aim to examine the impacts and effects of SL, its relationship between disabled students peer interaction and whether SL contributes to students' social interaction and communication skills. Within the other frequent related concept of social growth and interpersonal development, one study examines the between SL innovations and social growth in middle and high school students, the other study examines the Impact and effects of service-learning on students' interpersonal development, while the other examines the relationship between service-learning innovations and social growth of students. Effects of SL on students' social responsibility, and If SL contributes to students' understanding and commitment to social justice are also examined the research studies within social development concept. Alongside with these purposes to studies focus on the impact and effects of service learning on special need students' development of social skills.

Table 34

Social development: Purposes and related concepts

SOCIAL DEVELOPMENT		
Second order Interpretations	Key variables / constructs	Related concepts
"to examine the relationship between service-learning innovations and improved academic progress, self-concept, and social or personal growth" (White, 2001, n.p.)	The relationship between SL innovations and social growth in middle and high school students	Social growth and interpersonal development

Table 34 (cont'd)

Social development: Purposes and related concepts

“to examine the impact and effects of service-learning on high school students' personal growth, social/interpersonal development, and sense of civic responsibility” (Moran, 2007, p. iii)	Impact and effects of service-learning on high school students' interpersonal development	
“to assess the role that an ISL program plays in enhancing developmental outcomes (academic, personal, social, civic, and cultural) for student participants” (Levine, 2015, p. xi)	The role of ISL in enhancing social developmental outcomes	
“to examine the effects of a classroom sponsored community service initiative on students' moral judgment, commitment to civic and social responsibility, and mastery of academic course content” (Leary, 1994, n.p.)	Effects of SL on students' social responsibility	Social justice and responsibility
“to understand how students' experiences in service-learning contribute to their understanding of and commitment to social justice” (Mitchell, 2005, p. vii)	If SL contributes to students' understanding and commitment to social justice	
“to determine if exposing students to a service-learning project would increase reflective thinking, communication, and social interaction skills” (Hawk, 2010, n.p.)	If SL contributes to students' social interaction and communication skills	Social skills, social Interaction, and communication
“to explore how high school students participating in a high-quality service-learning project were affected by their lived experience, determining what specific elements and activities provided the most benefit and meaning for them. Common themes associated with students' high-quality experience included increased student involvement and interaction with peers and community, gaining a sense of teamwork/cooperation/collaboration, feeling of greater community awareness and involvement, a sense of accomplishment and satisfaction and a feeling of making a difference in their community” (Murphy, 2013, p. 2)	Effects of SL on students' interaction with peers and community	
“to examine how high school students with severe disabilities interact with peers and adults, the relationship between specific contextual factors and peer interactions during inclusive service-learning” (Bonati, 2014, p. ii)	The relationship between inclusive SL participation and peer interaction of students with severe disabilities	
“to evaluate the impact of SL on social interactions of students with and without disabilities in an inclusive high school Word Processing class through observations, questionnaires, reflections, focus group discussions and interviews” (Chun, 2009, p. ii)	Impact of SL on social skills of students with special needs and disabilities	
“to determine the effects a service-learning had on the academic and social skills of self-contained special needs high school students” (Salvo, 2005, p. ix)	Effects of SL on social skills of self-contained special needs high school students	

Thinking

In Table 35, *thinking* as the main concept and its four related concepts which are higher level of thinking, cognitive thinking, decision making, and reflective thinking are presented.

Table 35
Thinking: Main and related concepts

Main concept	Related concepts
THINKING	1. Higher Levels of Thinking 2. Cognitive Engagement 3. Decision making 4. Reflective thinking

Table 36 shows the four purposes set to analyze the service learning in the main concept of thinking. As seen in the table, these studies aim to find out the relationship between SL and high school students' involvement in cognitive engagement, the effect of SL on high school students' decision making, and If SL increases students' reflective thinking.

Table 36
Thinking: Purposes and related concepts

THINKING		
Second order Interpretations	Key variables / constructs	Related concepts
"to examine the relationship between service-learning, cognitive engagement, and self-efficacy of high school students" (Lyles, 2015, p.1)	The relationship between SL and cognitive engagement	Cognitive Engagement
"to explore the extent to which participation in an elective high school service-learning course helped determine decisions regarding post-secondary education, career, and community involvement" (Gary, 2011, n.p.)	Effect of SL on high school students' decision making	Decision making
"to see if exposing students to a service-learning project would increase reflective thinking, communication, and social interaction skills" (Hawk, 2010, n.p.)	If SL increases students' reflective thinking	Reflective thinking

Volunteerism

Table 37 presents the two related concepts of volunteerism. As seen in the table it involves voluntary involvement and willingness, and desire to volunteer in the future.

Table 37

Volunteerism: Main and related concepts

Main concept	Related concepts
VOLUNTEERISM	1. Voluntary involvement and willingness 2. Desire to volunteer in the future

Table 38 demonstrates the purposes related to volunteerism. As presented in the table, within the voluntary involvement and willingness related concept purposes are set to explore the impacts of SL on students' potential for involvement and volunteerism in their community, and desire to participate, and its relationship between student willingness to participate. Other three purposes are set to find out if service learning makes any contribution to students' desire to volunteer in the future.

Table 38

Volunteerism: Purposes and related concepts

VOLUNTEERISM		
Second order Interpretations	Key variables / constructs	Related concepts
“to explore how the community service requirement was perceived by students in meeting its goals of civic engagement, the development of a connection to the community, and the potential for involvement and volunteerism in their community” (Mogle, 2014, n.p.)	Impact of SL on students' potential for involvement and volunteerism in their community	Voluntary involvement and willingness
“to examine the relationships between the programmatic features of service learning and student willingness to participate in and development during a service-learning opportunity in the secondary, Social Studies classroom” (Cranford, 2011, p. iv)	The relationship between SL and student willingness to participate	
“to explore students' perceptions of the benefits they receive from service-learning participation and their desire to participate in service-learning” (Coble, 2014, n.p.)	Impact of SL on students' desire to participate in SL	
to explore how high school service-learning programs could be improved to encourage greater student participation and to motivate continued volunteerism in college” (Tatkin, 2015, n.p.)	If SL programs can be improved to encourage participation and motivate to continue volunteerism	Desire to volunteer in the future
“Are the perceptions of the students as to their desire to perform volunteer work in the future affected by service-learning experiences?” (Brown, 2007, n.p.)	If SL motivates students to perform volunteer work	
“to examine whether specific components of a high-school Service-Learning program appear to influence whether a graduate will continue to serve in some capacity after graduation” (Solmonson, 2006, p. iv)	If SL influences high school graduates continue to serve after graduation	

Results section of the studies selected

Second-order interpretations of the studies that the researchers found out through their research are presented within specific concepts in the tables below.

Academic

Table 39 demonstrates the second-order interpretations of the studies in the main concept of *academic*. As shown in the table below results and identified in three related concepts: Academic outcomes; transformative learning; academic engagement, class participation, motivation, and attitudes towards learning; and academic achievement, progress, and scores concepts which encompasses the majority of results. Four out of six-teen results failed to prove service-learning's positive impact on academic outcome, math attitude scale scores, mastery in academic course content, and academic engagement. The rest of the twelve results, shown in the table proves service learning's positive contribution to students within *academic* as the main concept.

Table 39
Academic: Second order interpretations

ACADEMIC			
Related concepts	Key variables / constructs	Type of the study	Second order Interpretations
Academic outcomes	If SL affects students' academic outcomes	Quan	"There was no significant change in academic or social outcomes of TREK group and those who did not go on Trek and engaged in domestic community service" (Levine 2015, p. 62).
Academic achievement, progress, and scores	If SL contributes to students' academic achievement	Quan	"SL improved academic achievement (18 occurrences). The academic progress category contained only seven outcomes and six of the seven were statistically significant" (White, 2001, p. 45).
	If SL contributes to students' achievement in the Fennema-Sherman Math Attitude Scale scores	Quan	"The service-learning project over the course of the school year failed to produce any statistically significant change in the FSMAS scores" (Wilkerson, 2017, p. 76).

Table 39 (cont'd)

Academic: Second order interpretations

	If there is a relationship between the SL and academic progress	Quan	"The unbiased effect size (.524) constitutes a moderate relationship between the service-learning innovation and academic progress" (White, 2001, p. 44).
	If SL affects students' test scores in national exams	Quan	"A statistically significant difference was found in the verbal and math portion of the HSPA, the verbal and math portion of the SAT, and total SAT scores. In all instances the NJ Leader Schools outscored the Non-Leader Schools" (Dinan, 2005, p. 119).
	If SL affects students' GPAs	Quan	"Service-learning group had significantly greater increases in grade point average than the control group" (Allison, 2003, n.p.).
	If SL contributes to students' mastery in academic course contents	Quan	"Little or no evidence was found to support the assertion that students participating in the service section of the course demonstrated greater gains in their levels of moral judgment, commitment to civic and social responsibility, and mastery of academic course content than did students in the non-service section of the course" (Leary, 1994, p. 147).
	If SL affects students' science test scores	Quan	"In comparing outcome variables of students participating in service-learning and the nonparticipating students, the test scores of service-learning participants were higher than for non-participating students. The results of the ANCOVA showed that after controlling for SES, the impact of service-learning participation on all six dependent variables was still significant" (Elliott, 2015, pp. 64-65).
	If SL affects students' academic achievement in economics	Quan	"The results of this study revealed that students involved in the service-learning project gained as much economic literacy as the control group" (Stewart, 2013, p. ii). "Using parametric tests with the quantitative data received from the 47 student pre and post- examinations disclosed that students do learn a statistically significant amount when service-learning techniques are employed" (Stewart, 2013, p. 105).
	Impacts of SL on students' academic achievement in English	Quan	"The positive impact on English proficiency is demonstrated through higher Georgia High School English/Language Arts Graduation Test scores for students at West High School that participated in service learning than students who did not participate in service learning in two demographically similar counties and also through higher scores than the state average or the regional RESA averages" (Galati, 2004, p. 115).
	Use of SL on teaching planting	Qual	"Beautification projects was beneficial to them in teaching them how to identify, grow, and properly plant the flowers" (Salvo, 2005, p. 66).

Table 39 (cont'd)

Academic: Second order interpretations

Academic engagement, class participation, motivation, and attitudes towards learning	If SL contributes to students' academic engagement	Quan	"The study found no significant difference between the academic engagement and the civic responsibility attitudes of a high school service-learning project group and a high school comparison group with comparable school and similar demographic characteristics" (Moss, 2009, p. vii).
	Effects of SL on students' class participation	Qual	"Interviews of the teachers indicated that the students participated more in class and were more involved in the lesson activities because of their involvement with the service-learning project" (Salvo, 2005, p. 68).
	Effects of SL on students' motivation to attend school	Qual	"Analysis of student attendance data, indicates that the students were more motivated to attend school on the days of the service-learning projects" (Salvo, 2005, p. 69).
	Effects of SL on students' attitude towards learning	Qual	"Learning becomes more concrete, tangible and real. This improves the student's attitude toward learning" (Harris, 1995, p. 253).
Transformative Learning	The relationship between SL and transformative learning outcomes	Qual	"Students reported in their own voices transformative learning in one or more of the following forms: increased cultural inclusiveness, commitment to social justice, and/or shift in personal perspective and choices" (Peacock, 2008, p. iii).

At risk students

In Table 40, second-order interpretations related to the *at-risk students* as the main concept are presented. As seen in the table, all fifteen results are in agreement with that service learning has a positive impact on at risk students in various areas such as: behavioral problems and positive relationships with others; community connectedness and social responsibilities; personal efficacy; learning experiences on hope; attitudes towards school; and attendance, drop-out rates and suspension.

Table 40

At risk students: Second order interpretations

AT RISK STUDENTS			
Related concepts	Key variables / constructs	Type of the study	Second order Interpretations
At risk students: behavioral problems and positive relationships with others	Use of SL on creating and maintain positive relationships with others	Qual	“Service-learning plays a critical role in this school in forming and promoting positive relationships between the members of the community and these students, as well as informing and promoting positive community perceptions about this school and its students” (O’Connor, 2006, p. iv). “The five major categories are as follows: (a) intrinsic reward; (b) physical activity; (c) curriculum development; (d) student engagement; (e)community connections” (O’Connor, 2006, pp. 120-121).
	Use of SL on creating and maintaining positive relationships with others	Qual	“Providing opportunities for positive relationships to be formed between these generally troubled youth and the adults and children who live in this community. Service-learning activities provided an opportunity for student-adult interaction in which the student was given an opportunity to present something of value” (O’Connor, 2006, pp. iii-iv).
	Effects of SL on students’ behavioral incidents, and positive character traits	Quan	“Results of the study indicated that the experimental group of students’ behavioral incidents decreased, and they demonstrated the positive character traits of attitude, empathy, respect, and preparation” (Neiderhouse, 2013, p. iv).
	Effects of SL on students’ character building among others	Qual	“The questionnaire results indicated the majority of respondents believed various forms of community service helped to reduce suspensions, increased attendance, and built character among students” (Imhof, 2015, p. 2).
	If SL affects at-risk students’ relationship with their teachers	Quan	“Changes in attitudes towards school (Reactions to Teachers, and Satisfaction with School) and on the State Hope Scale were found to be highly significant with p-values below .0001. Given these findings, a case can be made for the view that there are benefits associated with high levels of hope, positive relationships with teachers, and satisfaction with school. Larger changes were observed on the State Hope Scale” (Schlegell, 2008, p. 135).
At risk students: community connectedness and social responsibilities	If SL affects at-risk students’ sense of connectedness to the community	Quan	“Teachers and students were most in agreement over the program characteristics that impacted students’; a) sense of connectedness to community” (Moras, 1999, n.p.).
	If SL affects at-risk students’ social responsibility	Quan	“Teachers and students were most in agreement over the program characteristics that impacted students’; d) social responsibility” (Moras, 1999, n.p.).
At risk students: personal efficacy	If SL affects at-risk students’ personal efficacy in solving problems	Quan	“Teachers and students were most in agreement over the program characteristics that impacted students’; b) personal efficacy in problem solving, and understanding of watershed stewardship” (Moras, 1999, n.p.).

Table 40 (cont'd)

At risk students: Second order interpretations

At risk students: learning experiences on hope	If SL affects at-risk students' experiences on hope	Quan	"Changes in attitudes towards school (Reactions to Teachers, and Satisfaction with School) and on the State Hope Scale were found to be highly significant with p-values below .0001. Given these findings, a case can be made for the view that there are benefits associated with high levels of hope, positive relationships with teachers, and satisfaction with school. Larger changes were observed on the State Hope Scale" (Schlegell, 2008, p. 135).
At risk students: attitudes towards school	If SL affects at-risk students' satisfaction with school	Quan	"Changes in attitudes towards school (Reactions to Teachers, and Satisfaction with School) and on the State Hope Scale were found to be highly significant with p-values below .0001. Given these findings, a case can be made for the view that there are benefits associated with high levels of hope, positive relationships with teachers, and satisfaction with school. Larger changes were observed on the State Hope Scale" (Schlegell, 2008, p. 135).
	If SL affects the experiences of at risk students on attitudes toward school	Quan	"Findings indicate that service-learning interventions hold considerable promise to bring about positive changes among students who at-risk of dropping out of high school. (Schlegell, 2008, p. ix). "All three groups of participants (former students, educational staff members, and field supervisors) made positive comments related to enhancements in community service self-efficacy, hope, relationships, and attitudes towards school" (Schlegell, 2008, p. 117).
At risk students: attendance, drop-out rates, and suspension	If SL affects at risk students' school attendance	Quan	"Teachers and students were most in agreement over the program characteristics that impacted students'; c) school attendance" (Moras, 1999, n.p.).
	Effect of SL on at risk students' attendance	Qual	"The questionnaire results indicated the majority of respondents believed various forms of community service helped to reduce suspensions, increased attendance, and built character among students" (Imhof, 2015, p. 2).
	If SL affects the dropout rates	Quan	"The analyses revealed that districts receiving grants for service-learning programs, on average, had lower district-wide dropout rates. However, the difference between grant recipients and non-recipients was not statistically significant" (Trager, 2011, p. iii).
	Effect of SL on at risk students' suspension	Qual	"The questionnaire results indicated the majority of respondents believed various forms of community service helped to reduce suspensions, increased attendance, and built character among students" (Imhof, 2015, p. 2).

Attitudes

Table 41 shows the thirteen second-order interpretations in the main concept of *attitudes*. It is evident in the table that ten results support the idea the service learning has positively contributed to students' attitudes towards different subjects. However, one result within the related concept of attitudes toward school and community shows no significant change on student attitudes towards school. Besides, as three results given in the related concept of attitudes of students according to different demographics, race, and gender, there has been no significant relationship found with the demographic variables and service learning.

Table 41
Attitudes: Second order interpretations

ATTITUDES			
Related concepts	Key variables / constructs	Type of the study	Second order Interpretations
Attitudes towards civic behavior, responsibility involvement, and societal locus of control	If SL contributes to students' attitudes towards civic behavior, civic responsibility, and societal locus of control	Quan	"Hypothesis 1 demonstrated that a statistically significant difference was evident in the civic responsibility, societal locus of control, and civic behavior of students who had participated in service learning when compared with students who had not participated in service learning" (Drane, 2001, p. 68).
	If SL affects students' intention to get involved civic action	Quan	"A small decline in student mean responses was statistically significant in three areas: the value of the work involved in the course, their intent to be involved in civic action in the future, and their sense of how well prepared they are to work with other people and solve problems" (Fradel, 2006, p. 55).
	If there is a relationship between SL and civic responsibility attitude rating.	Quan	"Results indicated a significant relationship between service-learning participation and civic responsibility attitude rating" (Butler, 2009, n.p.). "The results obtained from the chi-square test for independence indicate a significant relationship between service-learning participation and civic responsibility attitude ratings of secondary students" (Butler, 2009, p. 68).
Attitudes toward school and community	If SL affects students' attitudes toward school and community	Quan	"There was no difference in the change of self-esteem and attitudes towards school and community between high school students who were involved in school-sponsored service-learning experiences and those who were not involved in school-sponsored service-learning experiences" (Rossi, 2002, pp. 61-61).

Table 41 (cont'd)

Attitudes: Second order interpretations

	If SL affects student attitudes	Quan	"There was a significant change in student attitudes as measured by the CASQ questionnaire over time" (Fradel, 2006, p. 63).
	If SL affects students' attitudes and behaviors	Quan	"The Wilcox Signed Rank Test was employed to test for normality on the pre- and post-change measures on both the Reactions to Teachers and Satisfaction with School measures. A significant level of change was found on both measures. (Schlegell, 2008, p. 108). In general, all three groups of participants (former students, educational staff members, and field supervisors) made positive comments related to enhancements in community service self-efficacy, hope, relationships, and attitudes towards school" (Schlegell, 2008, p. 117).
	If SL affects students' attitudes and behaviors (Teachers' perceptions)	Quan	"The data collected suggested a trend of agreement that the service-learning projects were having a positive impact on student behavior, attitude, and general outlook towards school" (Wieland, 2011, p. 2). "By the end of the projects, there was an average score of 3.75, or slight general agreement. By the time the projects ended, there seemed to be greater agreement among the teachers and administrators' perceptions that there was change in student behavior as a result of the projects" (Wieland, 2011, p. 70).
	If SL affects students' behavior, attitude, and general outlook towards school (Teachers' perception)	Quan	"The data collected suggested a trend of agreement that the service-learning projects were having a positive impact on student behavior, attitude, and general outlook towards school" (Wieland, 2011, p. 2). "The overall results of the research indicate that the teachers' perceptions of the students had slightly changed" (Wieland, 2011, p. 70).
Attitudes toward mathematics and statistics	Effects SL and students' attitudes toward mathematics and statistics	Qual	"Results indicate that participants' attitudes toward mathematics and statistics tended to converge while participants' beliefs regarding mathematics and statistics tended to diverge. Participants' beliefs regarding statistics were generally more positive than beliefs regarding mathematics. Participants reported greater confidence doing statistics than mathematics and contribute this confidence" (Leong, 2006, n.p.).
Attitudes toward working with people and problem-solving	If SL affects students' sense of working with other people and solve problems	Quan	"A small decline in student mean responses was statistically significant in three areas: the value of the work involved in the course, their intent to be involved in civic action in the future, and their sense of how well prepared they are to work with other people and solve problems" (Fradel, 2006, p. 55).

Table 41 (cont'd)

Attitudes: Second order interpretations

Attitudes of students according to different demographics, race, and gender	If there is a relationship between effects of SL and different demographics	Quan	“Hypothesis 2 demonstrated that a significant relationship did not exist between service-learning students’ civic responsibility and the independent variables of gender, class standing, college major, volunteerism, and current work status” (Drane, 2001, p. 68).
	If race affects the impacts of SL on student attitudes.	Quan	“There was no statistically significant interaction or main effect by race on student attitudes towards people in their school and community, attitudes towards civic involvement, issues awareness, self-perceived leadership, and problem-solving skills” (Fradel, 2006, p. 68-69).
	If gender contributes to the impacts of SL on student attitudes.	Quan	“Gender does not seem to contribute substantially to the impact of service-learning on student attitudes towards people in their school and community, attitudes towards civic involvement, issues awareness, self-perceived leadership, and problem-solving skills as measured by the CASQ” (Fradel, 2006, p. 62).

Awareness

Table 42 shows the second-order interpretation related to students’ awareness of structural inequality. It does not present any positive or negative result as the researcher was not able to conduct the aimed research.

Table 42

Awareness: Second order interpretations

AWARENESS			
Related concept	Key variables /constructs	Type of the study	Second order Interpretations
Appreciation of difference and awareness of structural inequality	Use of SL on students’ appreciation of difference and awareness of structural inequality	Quan	“Analyses for students’ appreciation of difference and awareness of structural inequality based on number of service hours required in the course were not able to be conducted because there was no reported variation in service hours” (Wilmarth, 2004, p. 72).

Civic

In Table 43 demonstrating the second-order interpretations of *civic* as the main concept, it is seen that six out of nine second order interpretations taken from the results find significant relationship between service learning and civic efficacy; civic

engagement, participation, and civic action; civic identity development; and civic responsibility. However, three results out of four under the related concept of civic responsibility find no significant relationship between service learning and students' level of civic responsibility.

Table 43
Civic: Second order interpretations

CIVIC			
Related concepts	Key variables / constructs	Type of the study	Second order Interpretations
Civic efficacy	Use of SL on participants' civic efficacy scores	Mixed	"The findings indicate a significant difference in the civic-efficacy scores of youth who participate in service-learning activities. Qualitative analysis revealed that all the youth participating in the focus groups would like to do more service-learning activities and none of the service-learning sites aligned their projects with the service-learning best practices" (Miller, 2009, p. viii).
Civic engagement, participation, and civic action	The relationship between community and service and the development of sense of civic participation	Qual	"The revealed data developed in the program evaluation showed a clear relationship between community and service and the development of sense of civic participation often follows and increase in volunteerism among high school students. The data demonstrated a sense of connection to the communities where the students reside as a result of early exposure to community service opportunities" (Mogle, 2014, p. 33).
	If high school service activities influence civic engagement as an adult	Quan	"The results of my study indicated that student participation in high school service activities was likely to influence civic engagement as an adult" (Solmonson, 2006, p. iv).
	If SL increases students' civic action	Quan	"Those who did not go on Trek and engaged in domestic community service had a statistically significant greater increase in civic action than those who went on Trek" (Levine, 2015, p. 55).
Civic identity development	The relationship between SL and students' civic identity development	Qual	"Traveling abroad to perform service learning has illuminated the structure and power of cultural context and social interaction, and their relationship with the civic domain and the process of civic identity development" (Nickolson, 2011, p. 133). "Students immersed their selves in a new national culture, and multiple civic domains within that culture for three weeks and redefined their civic selves, their notions of community, and their notions of service" (Nickolson, 2011, p. 114).

Table 43 (cont'd)

Civic: Second order interpretations

Civic Responsibility	If SL affects high school students' civic responsibility	Quan	“Results indicated that service-learning does impact and effects high school students' civic awareness, engagement, responsibility and increased their comfort level and willingness to help other people” (Moran, 2007, p. iv).
	If SL contributes to high school students' civic responsibility	Quan	“Based on the results of the Defining Issues Test, the Social and Personal Responsibility Scale, and the grades on the final essay examination, little or no evidence was found to support the assertion that students participating in the service section of the course demonstrated greater gains in their levels of moral judgment, commitment to civic and social responsibility, and mastery of academic course content than did students in the non-service section of the course” (Leary, 1994, p. 147).
	If SL contributes to high school students' civic responsibility	Quan	“The study found no significant difference between the academic engagement and the civic responsibility attitudes of a high school service-learning project group and a high school comparison group with comparable school and similar demographic characteristics” (Moss, 2009, p. vii).
	If SL affects high school students' civic responsibility	Quan	“Students' perceptions were measured by three scales on the National Learning Through Service Survey developed by Search Institute: (1) attitudes toward personal and social responsibility; (2) intent to serve; (3) locus of control. The study found no statistically significant differences on the three scales. In a comparison of the three high schools, no statistically significant differences between the students' perceptions of service before and after their student service-learning experience were found. There was a modest to strong correlation between the pre-surveys and post-surveys on the three scales” (Ridgell, 1995, n.p.).

Community

Second-order interpretations related to *community* as the main concept are given in Table 44 below. As it indicates, all six results present positive outcomes for service learning and its relationship with community connectedness, community awareness and making difference and involvement in community, and community service choices.

Table 44
Community: Second order interpretations

COMMUNITY			
Related concepts	Key variables / constructs	Type of the study	Second order Interpretations
Community connectedness	Impact of service-learning on students' connection to community	Quan	"As can be gleaned from the research, service learning had a positive impact only on connection to the community" (Wack, 2008, n.p.).
	Use of SL on students' connection to community	Qual	"The data demonstrated a sense of connection to the communities where the students reside as a result of early exposure to community service opportunities" (Mogle, 2014, p. 33).
Community awareness and making difference and involvement in community	Use of SL on students' community awareness and desire to help making difference	Qual	"Regarding their project, students believed that they became good at finding information about their community and its needs, helping to solve the community's problems. Recurring themes that emerged when the students described their high-quality service-learning experience included greater community awareness, listening to and respecting others' ideas and opinions, making a difference in their community, and a sense of accomplishment/satisfaction because of the complexity of their challenges in planning such a large-scale project" (Murphy, 2013, pp. 131-132).
	If SL contributes to public health workforce	Quan	"This study provides evidence for the promising practice of service learning to prepare a public health workforce adept at locating gross and nuanced health impacts of macro-level policies on health. Through BHLSI, student identified 'reframing' the immigration and border enforcement debate as a public health issue. Public health graduate students involved in BHLSI further articulated such examples of everyday violence and injustice" (Sabo, 2013, pp. 64-65).
	If SL affects students' involvement in community environmental initiatives	Quan	"Urban Stewards students demonstrated more awareness of environmental issues, concerns and community projects but not by a significant amount. Students viewed Eco Education's yearlong Urban Stewards program as more positively influencing their ability to identify and address community environmental issues than students who had a more traditional science experience in middle school. small differences showed that Eco Education students were more aware of, and active in environmental community issues" (Hobert, 2010, pp. 69-70).
Community service choices	Use of service-learning on students' community service choices	Mixed	"Both the quantitative and qualitative data support the belief that service-learning through the youth leadership course has definitely had a positive effect on students' post-secondary education, career, and community service choices" (Gary, 2011, p. 102).

Critical

Table 45 presents the second-order interpretations in relation to *critical* as the main concept. Both two results that are related to critical agency, and critical thinking and consciousness are both positive that service-learning made contributions to students on these two areas.

Table 45
Critical: Second order interpretations

CRITICAL			
Related concepts	Key variables / constructs	Type of the study	Second order Interpretations
Critical agency	Effects of SL on students' critical agency	Qual	"The findings of the postcritical ethnography of this course-embedded YPAR guided service-learning project indicate that the project did create a unique space within the school for fostering critical agency" (Bocci, 2016, n.p.)
Critical thinking and consciousness	Effects of SL on students' critical consciousness	Qual	"Four conclusions were drawn from the study: (2) mandatory service informs students' critical awareness by exposing them to different realities, although it is unlikely that students will achieve critical consciousness if substantive reflection activities are limited" (Stewart, 2003, p. xii).

Efficacy

Table 46 shows the second-order interpretations regarding service-learning relationship with students' level of self-efficacy. As seen in the table, while four of the results support the hypothesis that service learning contributed to development of self-efficacy, other two results show no evidence that SL has a positive impact on students' development of self-efficacy and political efficacy.

Table 46

Efficacy: Second order interpretations

EFFICACY			
Related concepts	Key variables / constructs	Type of the study	Second order Interpretations
Self-efficacy and development	If SL affects self-efficacy of respondents	Quan	“The study found there was not a statistically significant relationship between service-learning, cognitive engagement, and self-efficacy among the respondents. However, a statistically significant relationship was found between cognitive engagement and self-efficacy. There were no statistically significant relationships between service-learning, cognitive engagement, and self-efficacy based on these demographics” (Lyles, 2015, p. 1).
	If SL affects self-efficacy	Quan	“Contrary to expectations, students who did not go on an ISL trip (Non-Trek group) and engaged in domestic community service changed significantly more over the course of the study than those who did go on the Trek in the realms of personal (self-efficacy), civic (civic action), and cultural (intercultural competence) outcomes while controlling for grade, state, gender, internal and external resources and other program variables” (Levine 2015, p. 62).
	Use of SL on self-efficacy development of African American high school students	Qual	“The study revealed the evolutionary history of youth civic engagement, presenting the theoretical outline of how a citizen is constructed, and explaining how research reflects Using a CRP lens, notwithstanding the extrinsic motivation of service learning participation through a compulsory graduation requirement, the lack of a culturally relevant curriculum with no connection to the students’ lived experiences or home-community, still yielded African American students who reflected high self-efficacy, high altruism, and displayed intrinsic motivation towards philanthropy” (Jones, 2016, p. iii-iv).
	If SL affects students’ self-efficacy	Quan	“Selected students who had been enrolled in a semester-long participating class and had studied eleventh grade research through service learning were invited to participate in this service-learning research project. The treatment group demonstrated strong levels of self-efficacy. All comparisons for seniors were significant at a .05 level of significance. Six of eight semester comparisons for junior grades were significant at a .05 level” (Galati, 2004, n.p.).
	Effect of SL on students’ self-efficacy development	Qual	“High self-efficacy is demonstrated by the students and its relations with altruism within the study, where altruism accounts for 114 of the 445 self-efficacy relations” (Jones, 2016, p. 154).
Political efficacy	If SL affects students’ perception; political efficacy	Quan	“Students’ perceptions were measured by three scales on the National Learning Through Service Survey developed by Search Institute: (1) attitudes toward personal and social responsibility; (2) intent to serve; (3) locus of control. The study found no statistically significant differences on the three scales. In a comparison of the three high schools, no statistically significant differences between the students’ perceptions of service before and after their student service-learning experience were found. There was a modest to strong correlation between the pre-surveys and post-surveys on the three scales” (Ridgell, 1995, n.p.).

Empathy and caring

Table 47 presents the second-order interpretations concerning *empathy* and *caring* as the main concepts. Results indicate that service learning is beneficial in terms of contributing students feeling of empathy and care, alongside with helping students with disabilities develop caring behavior for others.

Table 47

Empathy and caring: Second order interpretations

EMPATHY AND CARING			
Related concepts	Key variables / constructs	Type of the study	Second order Interpretations
Empathy	Effects of SL on students feeling empathy for others	Qual	“While the effect of the service learning experience on the ability of these students’ to feel empathy for others is measurable only through the words of the participants, these related experiences do seem to support the positive effect of volunteer service on the development in an individual’s capacity to empathize with his fellow humans” (Brown, 2007, p. 86).
Caring (students with disabilities)	Effects of SL on caring behavior of students with disabilities	Qual	“Giving back to others through service-learning does increase, for students with disabilities, quality of life both in and out of school through altruism and caring behavior” (Powell, 2004, p. 3).

Sensitivity

Table 48 shows the only second-order interpretation of intercultural sensitivity.

According to the result it is evident that service-learning participation does not necessarily produce increased intercultural sensitivity.

Table 48

Sensitivity: Second order interpretations

SENSITIVITY			
Related concept	Key variables / constructs	Type of the study	Second order Interpretations
Intercultural sensitivity	If SL affects the levels of intercultural sensitivity of high school students’	Quan	“Participation in service programs does not necessarily produce increased intercultural sensitivity. Students are able to develop intercultural sensitivity through a variety of life experiences of difference” (Westrick, 2002, p. 146).

Morality

Table 49 presents the second-order interpretations with regard to *morality* as the main concept. While one result supports that service-learning contributed students' level of moral action and religious identity, the other results find no significance that shows SL is effective in developing moral judgement.

Table 49
Morality: Second order interpretations

MORALITY			
Related concepts	Key variables / constructs	Type of the study	Second order Interpretations
Moral judgement	If SL affects to students' moral judgement	Quan	"Based on the results of the Defining Issues Test, the Social and Personal Responsibility Scale, and the grades on the final essay examination, little or no evidence was found to support the assertion that students participating in the service section of the course demonstrated greater gains in their levels of moral judgment, commitment to civic and social responsibility, and mastery of academic course content than did students in the non-service section of the course" (Leary, 1994, p. 147).
Moral action and religious identity	Use of Catholic high school service-learning programs on young persons' demonstrating moral identity	Qual	"The findings of my study determined that Catholic high school service-learning programs are a means for forming young persons who are not only committed to service but are committed to living their faith in a way that is consistent with their moral identity. Furthermore, these young people demonstrate a distinctly Catholic moral identity that is consistent with the Catholic socio-cultural context of their high school programs" (Ritchie-Carter, 2012, n.p.).

Participation

In Table 50, two second-order interpretations related to the participation and school attendance presented. One of the results proves that service-learning activities have a positive impact on increasing students' school attendance and engagement, while the other has only limited findings to support the idea that service learning is effective in increasing students' engagement in English class.

Table 50

Participation: Second order interpretations

PARTICIPATION			
Related concept	Key variables / constructs	Type of the study	Second order Interpretations
School attendance and engagement	If SL affects school attendance	Quan	“Data analysis also revealed that both the experimental group and the control group had increases in absences from one year to the next. The experimental (service-learning) group had a significantly greater number of absences than the control group (Allison, 2003, n.p.). Contrary to what one would expect from a survey of literature, the service-learning group experienced more absences than the control group” (Allison, 2003, p. 95).
	Impact of SL on students’ engagement in English class	Quan	“The limited findings suggest that inclusion of a service-learning curriculum in a senior English class does have a positive impact on the engagement in a senior’s final semester of high school” (Bent, 2014, p. 2).

Personal development

Table 51 presents the second-order interpretations regarding *personal development* as the main concept. As shown in the table below, except for the one result, six results are in the agreement that service-learning activities are beneficial for students’ personal development in the fields of personal development, growth, and character development, gaining a sense of teamwork and collaboration, and moral and ego development. However, a single result within finds no evidence that SL contributes to students’ development of personal and leadership life skills.

Table 51

Personal development: Second order interpretations

PERSONAL DEVELOPMENT			
Related concepts	Key variables / constructs	Type of the study	Second order Interpretations
Personal development, growth, and character development	The relationship between SL and personal growth	Mixed	“The data revealed a moderate relationship between service-learning participation and academic progress, self-concept and social or personal growth” (White, 2001, n.p.).

Table 51 (cont'd)

Personal development: Second order interpretations

	If SL affects personal development	Quan	“The analysis of the data revealed statistically significant differences from pre-test to post-test on Personal/Social Development and Civic Awareness Attributed to Service-Learning. It was found that seniors' scores increased on this factor, believing that service-learning was beneficial to their personal and social development” (Moran, 2007, p. 102).
	Effects of SL on character development	Qual	“The research findings revealed that service-learning participation enhanced the development of the study participants' interpersonal skills, leadership, career awareness, academic development, and their moral and performance character” (Coble, 2014, n.p.). “The study participants all agreed that service-learning participation enhanced the development of their performance and moral character” (Coble, 2014, p. 116).
Teamwork and leadership	Use of SL on students' gaining a sense of teamwork and collaboration	Qual	“Students reported in surveys and expressed in their journal entries and focus group discussions that partnerships were the most essential element of their service-learning experience and that teamwork, cooperation, and collaboration were important to the completion and success of the project as they worked toward a common goal” (Murphy, 2013, p. 141).
	If SL affects the development of leadership life skills	Quan	“Results showed no difference existed in the perceived personal and leadership life skills development among the three groups on the LPDI. Membership in 4-H JLC explained a small amount of the variance (2.4%) in the development of personal and leadership life skills after variance in personal and demographic variables were controlled” (Phelps, 2005, p. x).
Moral and ego development	Effects of SL on students moral and ego development	Qual	“Students experience a heightened sense of personal and social responsibility, more positive attitudes toward adults and others, enhanced self-esteem, growth in moral and ego development, and the development of skills which will help them live and work more happily, effectively and successfully” (Harris, 1995, p. xii). “Students feel better about themselves and experience increased self-esteem. Students are more hopeful about the future. They can more easily see a future for themselves” (Harris, 1995, p. 253).

Self-concept

Table 52 presents the second-order interpretations of self-concept. Seven out of ten results support the hypothesis that service-learning creates positive impact on developing students' self-realization, self-concept, self-esteem, and self-perceptions of diversity. However, as shown in the table three results finds no evidence in terms of service learning's contribution to adolescents' self-concept, and positively affecting their self-esteem.

Table 52

Self-concept: Second order interpretations

SELF-CONCEPT			
Related concepts	Key variables / constructs	Type of the study	Second order Interpretations
Self-realization	Use of SL on facilitating self-realization	Qual	“This program significantly facilitated my own ongoing self-realization by cultivating an expanding and intensified identification with the environment in which I lived (the North Cascades) and the social community in which I worked (my students and co-leaders). Based on students’ reflections and the clear maturation I observed in them, I believe that in this process I also accomplished the intrinsically connected goal of facilitating the self-realization of my students in their own unique ways” (Zumeta, 2011, p. 80). “Ultimately, this set of experiences was as much one of self-realization for me as I could hope it was for the students. Through integrating and implementing virtually every key element of my theoretical research on wilderness service learning and adventure education, I was able to reaffirm that this is what I am meant to do” (Zumeta, 2011, p. 128).
	Effects of SL on students’ self-realization: sense of accomplishment	Qual	“Recurring themes that emerged when the students described their high-quality service-learning experience included greater community awareness, listening to and respecting others’ ideas and opinions, making a difference in their community, and a sense of accomplishment/satisfaction. As a result of these interactive experiences, students reported gaining a sense of greater community awareness and feeling of personal accomplishment/satisfaction” (Murphy, 2013, p. 132).
Self-concept	The relationship between SL innovations and self-concept	Quan	“The data revealed a moderate relationship between service-learning participation and academic progress, self-concept and social or personal growth in middle and high school students” (White, 2001, n.p.).
	Impact of SL on adolescents’ self-concept	Mixed	“Mixed-method results indicated that service-learning positively impacted adolescent self-concept in this study. Quantitative results suggest that positive SPPA subscales scores in the areas that could influence a student’s decision to stay in school increased for the service-learning participants. Qualitative data supported the quantitative results and provided additional evidence that self-concept impacts occurred based on curriculum style” (Kuhns, 2011, p. 29).
	If SL affects students’ global self-concept scores	Quan	“It was found there was no statistical difference in the global self-concept scores of students after participating in the service learning or community service project. It can be concluded that the global self-concept of high school age students is not affected by their participation in service learning or community service projects limited to 21 hours of volunteer contact hours within a six-week duration” (Ostheim, 1995, n.p.).

Table 52 (cont'd)

Self-concept: Second order interpretations

Self-esteem	Effects of SL on students' self-esteem	Qual	"The findings from this project are presented in descriptive form and show that there was considerable improvement in the self-esteem of the female participants as measured by multiple administrations of The Coopersmith Self-Esteem Inventory (SEI), through interviews, questionnaires, observations, student journals, agency assessment, and evaluations completed by faculty, parents, and mentors" (Brown, 1995, n.p.).
	If SL affects the self-esteem of high school students	Quan	"There was no difference in the change of self-esteem and attitudes towards school and community between high school students who were involved in school-sponsored service-learning experiences and those who were not involved in school-sponsored service-learning experiences" (Rossi, 2002, p. 61-62).
	If participating SL affects high school students' self-esteem	Quan	"The hypothesis that there is no difference in the self-esteem and attitudes toward the school and community between high school students who are involved in a school-sponsored service-learning experience and those who are not involved is rejected. Results from the measures employed in this study demonstrated that certain experimental service-learning programs did have an impact" (Krug, 1991, n.p.).
	Use of SL on self-esteem of adolescents participating in SL activities	Qual	"Self-esteem for ED adolescents participating in service-learning activities is different for each person based on the person's individual needs. In this study, the subjects appeared to assess their service activities for what they could get from each in order to meet their needs or accomplish their agendas. In this study, ED adolescents appeared to achieve high or higher self-esteem during service seemingly because the subjects were able to meet their needs at least one of the service sites they regularly attended" (Grayson, 2002, pp. 67-68).
Self-perceptions of diversity	If SL affects students' self-perceptions of diversity	Quan	"Students' perceptions of awareness of structural inequality differed significantly by race and gender. Blocked hierarchical regressions revealed that students' prior service experience and high school service requirement predicted a significant but small amount of the variance (6%) in their perceptions of their appreciation of difference and that prior service experience predicted a significant amount of the variance (6%) in their awareness of structural inequality" (Wilmarth, 2004, n.p.).

Social development

In Table 53, twelve second-order interpretations relating to *social development* as the main concept are presented. As shown in the table, all of the results under the related concepts of social justice and responsibility; and social skills of special needs high

school students and students with disabilities present significant relationship between service-learning students' development in these areas. On the other hand, one study related to the social growth, and interpersonal development, and two studies regarding the social skills, social interaction and communication indicate that service-learning activities fail to create any significant change in the mentioned areas.

Table 53
Social development: Second order interpretations

SOCIAL DEVELOPMENT			
Related concepts	Key variables / constructs	Type of the study	Second order Interpretations
Social growth and interpersonal development	If SL affects social behavior	Quan	"There was no significant change in academic or social outcomes for either group. There was not a statistically significant difference between those who went on Trek and those who did not in social behavior" (Levine, 2015, p. 56).
	The relationship between SL and social growth	mixed	"The data revealed a moderate relationship between service-learning participation and academic progress, self-concept and social or personal growth in middle and high school students" (White, 2001, n.p.).
Social justice and responsibility	If SL contributes to students' social responsibility	Mixed	"Based on an analysis of the results of the three primary instruments utilized in this study, little or no evidence was found to suggest that students participating in the service section of the course demonstrated greater gains in their levels of moral judgment, commitment to civic and social responsibility, and mastery of academic course content than did students in the non-service section of the course. However, analysis of the findings of the more secondary, qualitative aspects of this study tended to differ and to somewhat contradict the quantitative findings. Data generated from student interviews, an interview with the course instructor, student reflection papers, and the results of standardized course evaluations and community service questionnaires suggest that some modest, subtle differences did exist between the overall quality of the educational experience for students in the service section and for students in the non-service section of the course" (Leary, 1994, pp. 147-148).

Table 53 (cont'd)

Social development: Second order interpretations

	Use of SL on students' development conceptions of social justice	Qual	"The findings from this research suggest that participants in this study did develop more complex conceptions of social justice. Through the critical service-learning experience provided by the Citizen Scholars Program, students report being able to: develop authentic relationships with community members, question the distribution of power in society, and deepen their commitments to social justice. The study identified six properties of social justice sensemaking that appear to influence students' understanding of and commitment to social justice" (Mitchell, 2005, p. viii).
Social skills, social interaction and communication	Effects of SL on students' social interaction skills	Qual	"The data did not show significant changes to social interaction skills, although many students commented that they enjoyed service-learning and would like to continue working with their organizations" (Hawk, 2010, n.p.).
	If SL affects to students' peer interaction	Mixed	"Observation data showed that social and engaged peer interactions of students with and without disabilities increased during SL. However, pre and post administration of Questionnaire of Social Competence did not find any significant difference" (Chun, 2009, p. ii).
	Effects of SL on students' communication with community and peers	Qual	"Students reported partnerships with peers and community members as the most essential element of their high-quality service-learning experience. Through community interaction students reported developing an understanding of what other people were trying to say and finding out more about the community and how it works" (Murphy, 2013, p. 140).
	Effects of SL on students' gaining communication skills	Qual	"The analysis and interpretation of the data suggests that students involved in a service-learning project do show gains in the consistency of their reflective thinking skills and communication skills" (Hawk, 2010, n.p.).
Social skills of special needs high school students and students with disabilities	Effects of SL on social skills of students with special needs and disabilities	Qual	"Treatment increased social skills" (Salvo, 2005, p. ix).
		Qual	"Treatment increased friendship and peer nominations" (Salvo, 2005, p. ix).
		Qual	"Participants' growing a sense of pride and confidence to become more actively engaged in the classroom" (Salvo, 2005, p. ix).
	If SL affects social skills of students with special needs and disabilities	Quan	"Effective environmental restoration service-learning programs develop and coordinate opportunities for at risk youth to do good, to give back to their community, to be helpful; in short to be truly human. Students valued both the sense of cooperation that existed among students and teachers and the cooperative ventures they participated in with their community as being helpful in developing a greater sense of social responsibility" (Moras, 1999, p. 254).

Thinking

In Table 54 second-order interpretations in connection with *thinking* as the main concept are given. Three out of four results support that service-learning activities have positive effects on developing students' reflective thinking, decision making. The second-interpretive result for cognitive engagement shows no significant relationship between service learning and students' cognitive engagement.

Table 54
Thinking: Second order interpretations

THINKING			
Related concepts	Key variables / constructs	Type of the study	Second order Interpretations
Cognitive Engagement	If there is a relationship between SL and cognitive engagement	Quan	"The study found there was not a statistically significant relationship between service-learning, cognitive engagement, and self-efficacy among the respondents. Separate bivariate correlations and crosstabs analyses were conducted based on race/ethnicity, gender, and grade level. There were no statistically significant relationships between service-learning, cognitive engagement, and self-efficacy based on these demographics" (Lyles, 2015, p. 1).
Decision making	Impact of SL high school students' decision making	mixed	"Results indicated that the service-learning experience had a significant effect on decisions regarding post-secondary education, career, and community involvement" (Gary, 2011, n.p.). "Of the 17 total participants who took part in the focus group interviews, each was able to relay how service-learning had directly impacted his or her decisions about post-secondary education and career choice. Additionally, of the 85 participants who completed the optional comments section of the survey, 55 references were made to indicate that the service-learning experience had impacted post-secondary decisions toward education and career choice" (Gary, 2011, p. 86).
Reflective thinking	Effects of SL on students' reflective thinking	Qual	"The analysis and interpretation of the data suggests that students involved in a service-learning project do show gains in the consistency of their reflective thinking skills and communication skills" (Hawk, 2010, n.p.).

Volunteerism

Second-order interpretations regarding *volunteerism* as the main concept are presented in Table 55 below. All six of the results supports that service-learning

activities created positive impacts on students to involve SL activities voluntarily and to have desire to attend again in the future.

Table 55
Volunteerism: Second order interpretations

VOLUNTEERISM			
Related Concepts	Key variables / constructs	Type of the study	Second order Interpretations
Voluntary involvement to service learning activities	The relationship between community and service, and increase in volunteerism	Qual	“The revealed data developed in the program evaluation showed a clear relationship between community and service and the development of sense of civic participation often follows and increase in volunteerism among high school students” (Mogle, 2014, p. 33).
	The relationship between SL and student willingness to participate	Qual	“In the field for this project students enjoyed their volunteer experiences Service Learning and found them to be personally meaningful. During field observations of the volunteer sites students seemed to be engaged and focused. Student data in the form of journal entries and interviews further indicated their overall satisfaction” (Cranford, 2011, pp. 91-92).
Desire to volunteer to the community and continue serving in the future	Effects of SL on students’ desire to continue providing service to community	Qual	“The majority of the study participants stated they desired the service-learning diploma or award as a type of recognition for doing something good in their community. Research confirms that high school students who volunteered in their community usually continue providing services to their community” (Coble, 2014, p. 134).
	Effect of SL programs on encouraging participation and motivate to continue volunteerism	Qual	“Overall, the participants expressed a desire to be lifelong volunteers even if their present schedules prevented them from being involved at this stage of their lives” (Brown, 2007, p. 83).
	Effect of SL on students’ desire to continue serving in the future	Qual	“Students who participated in this service-learning project indicated that they intended to volunteer again in the future. Without fail, in the 16 student interviews and the 43 guided reflections, students shared general intentions to continue to volunteer on their own in the future” (Cranford, 2011, p. 97).
	Impact of SL on student’s civic engagement as an adult	Quan	“The results of my study indicated that student participation in high school service activities was likely to influence civic engagement as an adult” (Solomonson, 2006, p. iv).

CHAPTER 5: DISCUSSION

Introduction

This chapter starts with the main concepts derived from the studies. They are used as a reference point for facilitating the development of a service learning framework, and for discussion Butin's four perspectives to generate third order interpretations. Next, concepts with respect research paradigms are presented. Finally, the implications for practice and future research, and limitations are presented.

Overall

This study intended to explore the concept, and practice of, service learning through interpretive synthesis, utilizing the steps of Noblit and Hare's method of meta-ethnography (1988), and Schütz's (1962) concept of first, second and third order constructs. It focused on analyzing the purposes and results of the selected studies as second order constructs, or interpretations, made by the researchers of the studies. During this process, the study also concentrated on the research paradigms used for informing practice. The study finally used Butin's (2003) conceptualization of service learning to inquire into the second order interpretations for developing third-order interpretations. To these ends, the study aimed to answer the following research questions:

1. What main concepts the studies selected focus on to inform the development of a service learning framework?
2. What perspectives on service learning as conceptualized by Butin do the studies emphasize?
3. What research paradigms are used in the studies focusing on service learning?

Main concepts: Service learning framework derived from the studies

Eighteen main concepts were derived from the whole sample of research studies that would be used to develop a service learning framework: Academic, at risk students, attitudes, awareness, civic, community, critical, self-efficacy, empathy and caring, sensitivity, morality, participation, personal development, self-concept, social development, thinking, and volunteerism (Figure 7).

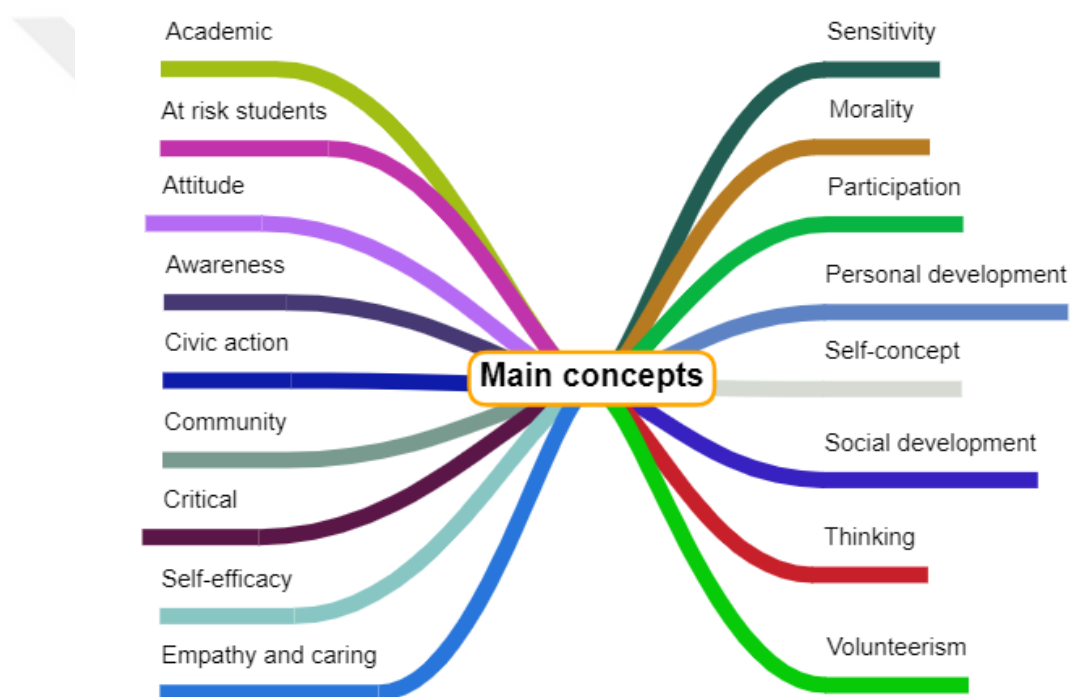


Figure 7. Main concepts

The researcher used these main concepts as a reference point for facilitating the development of a service learning framework, and for discussion Butin's four perspectives. To this end, the research first reiterated the focus of each concept and its sub-concepts, and then briefly discussed each to generate third order interpretations.

The service-learning framework derived and Butin's perspectives as lenses for interpretation

Framework: Academic

The concept *academic* refers to students' learning of content and higher thinking skills acquired through education (Billig, 2004). The main concept of *academic* in this study is emerged from the purposes of the studies aiming to analyze the effect or the relationship of service learning with students' academic developments. The main concept of *academic* comprises more specified related concepts which are academic outcomes, academic and social skills, academic achievement, academic engagement, and transformative learning.

Perspectives: Academic

When Butin's classification for service learning is considered it is possible to discuss this concept mainly from the point of view of the technical perspective which concerns the social, personal, and cognitive outcomes of students. According to Butin's definition (2010) some of the components that form the technical perspective are students' personal, social and cognitive outcomes, students' academic learning, efficiency, efficacy and sustainability of the process and outcome, and the enhancement in personal efficacy and moral development. When the purposes of the studies and their key variables are analyzed it is revealed that they are directly linked to some of these defined components of the technical perspective. The majority of the studies within the main concept of *academic* aim to find out the role, effects and impacts of service learning on areas such as students' developmental, and academic outcomes, academic skills, secondary mathematics curricula, academic achievement,

English proficiency, and academic engagement which are all related to students' personal and cognitive outcomes, together with their academic learning.

Yet, another study within the same concept seeks for the relationship between SL and students' transformative learning in cultural inclusiveness, commitment to social justice, and/or shift in personal perspective and choices, which reflects cultural perspective from different aspects. According to cultural perspective, students "make sense of who they are in respect to local and global communities" (Butin, 2010) therefore, students' changes in their understanding and choices is explained through cultural perspective. Additionally, according to cultural perspective, service learning fosters students' awareness for societal concerns and increase their civic engagement.

Framework: At risk students

At risk students are subject to many studies that it created a main concept in this interpretive synthesis study. The term being at risk is used for the students who are in danger of not graduating from high school due to unacceptable behavioral problems.

At risk students are studied according to different variables that form the related concepts of this study which are behavioral problems, social relationships, responsibilities, and attitudes towards community, personal efficacy, learning experiences on hope, attitudes towards school, and attendance, dropout, and suspension.

Perspectives: At risk students

When Butin's conceptualization for service learning and the four perspectives are considered, it is possible to approach *at risk students* as the main concept from two of these perspectives, mainly from the technical perspective, and cultural perspective.

To start with the technical perspective, it questions the student outcomes, and seeks the best practices for students personal, social, and cognitive outcomes. When the related concepts are analyzed some are found related to this perspective. For instance, at risk students' behavioral problems and learning experiences on hope examine the use of SL on managing behavioral problems, enhancing positive character traits which are closely related to the personal outcomes of students. Similarly, the related concepts of at risk students' attitudes towards community, and school can be considered as personal and social student outcomes. In addition, the impact, effects, and relationship of SL with students' attendance, dropout, and suspension is approached from the technical perspective as they question the efficacy of service learning program on students' behaviors, and student outcomes. Enhancing the personal efficacy of students is another fundamental component defined by Butin to form the technical perspective and it is also evident as a related concept: Personal efficacy in solving problems. Besides, technical perspective supports students' gaining social responsibilities towards community and this is another present related concept linked to the technical perspective.

Alongside with the technical perspective, *at risk students* maintains some aspects of Butin's cultural perspective. This perspective concerns students' meaning making of both themselves and their societies through service learning activities. Therefore, the related concept of Impact of SL on at risk students' sense of connectedness to community is approached from the point of view of the cultural perspective. Thus, the study suggests that the main concept of *at risk students* is explained by using both perspectives of Butin's conceptualization, technical and cultural.

Framework: Attitudes

In *attitudes* as the main concept, student attitudes after participating service learning have been researched by different studies. Research studies focused on the impact of service learning, and its relationship with student attitudes towards different variables such as political and civic involvement, civic behavior, and responsibility, towards school and community, towards mathematics and statistics, and perceived leadership, and problem-solving skills.

Perspectives: Attitudes

When the second order interpretations are analyzed the main concept of *attitudes* is found related to Butin's technical, and cultural perspectives. According to Butin (2010), cultural perspective emphasizes students' civic engagement and social responsibility by enabling them to interact with community and groups. He suggests that in the macro level service learning fosters students' sense of community and belongingness to something greater than themselves. Therefore, the relationship between service learning and students' attitudes towards civic and political involvement, and social responsibility is part of the cultural perspective.

Similarly, students' attitudes towards their school and community can be discussed through the lenses of technical perspective as students' personal and social outcomes are affected through service learning. Alongside with it, two of the related concepts focus on the attitudes of students towards mathematics and statistics, leadership skills and problem solving skills take place in the scope of technical perspective as they are connected with students' academic learning and cognitive outcomes.

Framework: Awareness

The main concept of *awareness* regards the students' awareness and perception, and its relationship with service learning. The study aimed to find out the relationship between service learning and students' perceptions of diversity, defined as appreciation of difference, and awareness of structural inequality.

Perspectives: Awareness

Using Butin's conceptualization, the main concept of *awareness* is explained through cultural perspective. In the cultural perspective Butin suggests that service learning plays a crucial role for having students engage with those with different backgrounds: racial, ethnic, class and sexual orientation and engage in a diverse society with cultural plurality and develop respect and appreciation for all the people of society (Butin, 2010). When this definition of cultural perspective is considered the *awareness* as the main concept is found connected to be approached through cultural lenses.

Framework: Civic

The main concept of *civic* regards students' perception and relation with civic life. Through service learning, students acquire the opportunities to engage with their communities, consider themselves as citizens and acquire the knowledge and skills necessary for becoming to work collaboratively in a civic society (youngcitizens.org, 2020). Related concepts derived from the purposes of studies are as civic awareness, civic efficacy, civic engagement, civic identity development, civic outcomes, and civic responsibility.

Perspectives: Civic

The main concept of *civic* includes two of Butin's perspectives which are technical and cultural perspectives. To start with, the cultural perspective in service learning regards students making sense of their presence as citizens and includes students' becoming aware of social issues. Therefore, they enhance their sense of community and belongingness, start sharing societal concern and have responsibilities and get engaged with community to take action. Considering these components of the cultural perspective, students' civic awareness, civic engagement after graduation, civic and social responsibilities and their perceptions towards these issues are included cultural perspectives.

Aside from the cultural perspective, technical perspective encompasses some related concepts of *civic* as the main concept too. Students' civic efficacy, civic identity development, and civic developmental outcomes is included to the technical perspective because it is related to students' personal, social and cognitive outcomes that are contributed through service learning. In addition to the student outcomes, technical perspective concerns the efficacy, quality, efficiency, and sustainability of both the process and outcome therefore questioning if SL meets its goals on civic engagement is approached with the technical perspective.

Framework: Community

Community as the main concept concerns students' relationship with their communities. The studies in this main concept focused on the impacts of service learning on students' community connectedness, community awareness, and community involvement.

Perspectives: Community

Community as the main concept is mainly included to Butin's cultural perspective because Butin emphasizes the cultural perspective is related to enhancing community belongingness, becoming aware of the issues in the society, and encouragement in volunteerism and civic engagement. However, questioning if SL meets its goals on connection to community is approached with the technical perspective as it is related to the efficacy, quality, efficiency, and sustainability of both the process and outcome of the service learning.

Framework: Critical

Critical as the main concept consists of two related concepts of critical agency and critical thinking and consciousness. The purposes within this main concept question if service learning has any effect on students' motivation to think critically, and the possibility of creating a SL project to foster students' critical agency.

Perspectives: Critical

From Butin's conceptualization this concept is included in the technical perspective as critical thinking skills is one of the main components forming the technical perspective. Butin (2010) highlights that service learning is proven that it contributes students' critical thinking skills within the scope of technical perspective.

Framework: Efficacy

Efficacy as the main concept regards the relationship of service learning with students' self-efficacy. Self-efficacy is defined by Giles and Eyre (1994). as "the belief that a person has about their own capabilities and ability to create a change"

Self-efficacy and development, and political efficacy are the related concepts derived from the second-interpretive purposes of the studies.

Perspectives: Efficacy

The main concept of *efficacy* is considered as part of the main components of technical perspective. Butin states that technical perspective is related to students' personas, social and cognitive outcomes and in parallel with this, Butin also emphasizes that service learning plays a crucial role in fostering students' personal efficacy within the scope of technical perspective. Therefore, the relationship between SL and self-efficacy, impact of SL on students' self-efficacy and self, self-efficacy development, and changes in students' SL outcomes; political efficacy is included in the technical perspective. However, the related concept of Students' meaning making through mandatory SL project: efficacy development is also discussed with cultural perspective. As Butin (2010) stated cultural perspective concerns students' meaning making rather than the service itself. The term meaning making can be understood as individuals making sense of who they are within their communities. For this reason, cultural perspective is also used to approach the *efficacy* as the main concept.

Framework: Empathy and caring

The main concept of *empathy and caring* is related to the relationship between service learning and students' feeling of empathy and being caring. As Elias highlights engaging in service learning activities is essential in encouraging students to be empathetic and caring towards others specially for those who have different backgrounds (2003, p. 17). Within this main concept, second order interpretations in

relation to purposes question if SL fosters students' perception of empathy, and the role of SL in students' development of caring for self and others.

Perspectives: Empathy and caring

This main concept is included in the technical perspective as it contributes to students' personal development for caring self and other as well as students' social outcomes. Apart from this, technical perspective concerns the service learning program characteristics and the perceived impact of the service (Butin, 2010). For this reason, the relationship between SL and fostering the perception of empathy is discussed from the technical perspective.

Framework: Sensitivity

Sensitivity as the main concept regards students' sensitivity for other people or societal and global issues. The study within the concept aim to find out the effect SL on students' level of intercultural sensitivity.

Perspectives: Sensitivity

Sensitivity as the main concept is approached using cultural perspective. As Butin (2010) highlights from cultural perspective service learning fosters individuals' societal concerns, respect for tolerance of diversity as they engage with the cultural plurality and diverse society. From this point of view cultural perspective encompasses *sensitivity* as the main concept.

Framework: Morality

Morality as the main concepts regards service learning students' ability to decide what is right and wrong. The second order interpretations concerning purposes within this concept focuses on service learning's effect on student's moral judgment, and its relationship with students' moral action and religious identity.

Perspectives: Morality

Butin's technical lense encompasses *morality* as the main concept from different perspectives. To start with from the point of view of the technical perspective, service learning enhances students' personal efficacy and moral development, while contributing their personal and social outcomes. Therefore, students' moral judgement, and moral action and religious identity is approached using the technical perspective. Also, the program characteristic, and efficiency of the service learning process is among the major components of service learning. Therefore, the related concept of describing moral action through experiences of Catholic service-learner exemplars, and to provide understanding of the process of Catholic high-school SL are found related to the technical perspective.

Framework: Participation

Participation as the main concept is related to students' school attendance, class participation and participation to community activities. Within this main concept second order interpretations concerning the purposes of the studies focus on the effects of SL on school attendance, impact of SL on students' engagement in heterogeneous English class, and impact of SL on students' involvement in community environmental initiatives.

Perspectives: Participation

Butin's technical perspective is used to approach *participation* as the main concept using different points of views. Initially, students school attendance and class engagement are related to their personal and social outcomes which is one of the main components of the technical perspective. Besides, from the technical perspective Butin highlights that service learning encourages students' civic engagement. Thus, technical perspective encompasses all the related concepts and second order interpretations in relation to purposes that the *participation* as the main concept includes.

Framework: Personal development

Personal development as the main concept is related to the developments service learning students have which covers the improvement on a range of specific characteristic features such as having self-esteem, self-efficacy, communication or leadership skills. Conway et al. (2009). The studies within this main concept focuses on the personal development, growth and identity development; teamwork and leadership; and personal and emotional struggle which are defined as the related concepts.

Perspectives: Personal development

From the perspective of Butin's conceptualization, *personal development* as the main concept is discussed through the technical perspective. As Butin (2010) emphasizes, service learning is tightly linked with student outcomes and it is known as it strongly enhances students personal, social, and cognitive outcomes.

Framework: Self-concept

The main concept of *self-concept* is related to the perceptions and beliefs students hold for themselves. Second order interpretations concerning purposes within this main concept question if service learning has any effect on students' self-realization, self-concept, self-esteem, and focus on the relationship between service learning and students' self-perception of diversity. When Butin's conceptualization is considered, *self-concept* as the main concept is approached from technical and cultural perspectives.

Perspectives: Self-concept

According to cultural perspective, service learning fosters student's meaning making of themselves and their identities in a community by helping them to acquire knowledge about themselves. From this point of view, related concepts of self-realization and self-concept are included in the cultural perspective. Alongside with the individualistic component, cultural perspective also suggests that as students engage in different contexts with people with different backgrounds, they develop respect for diversity which makes the related concept of self-perception of diversity included in the cultural perspective as well.

Apart from this, technical perspective encompasses the self-esteem related concept. Butin (2010) emphasizes the developmental outcomes strengthened through participation in service-learning activities. Therefore, self-esteem as a both personal and social developmental outcome is approached through the technical perspective.

Framework: Social development

Social development as the main concept concerns students' development and growth in social life. Since service learning activities requires students to interact with others it has an inevitable effect on students' interpersonal skills, social development. The related concepts are social growth and interpersonal development; social justice and responsibility; social skills, social interaction and communication; social skills of special needs high school students and students with disabilities.

Perspective: Social development

Social development as the main concept supports two perspectives of Butin's conceptualization for service learning: technical, and cultural. Initially in the technical perspective outcomes of service learning is taken into consideration. The perspective specially concerns the students' developmental outcomes such as personal, social, and cognitive outcomes alongside with the development in students' personal efficacy. Therefore, any impact created by service learning on students' social growth and interpersonal development, and their social skills, social Interaction, and communication is discussed from the point of view of the technical perspective.

Apart from this, cultural perspective is used to approach some aspects of the main concept of *social development*. The related concept of social justice and responsibility is related to the effects of SL on students' social responsibility and their understanding and commitment to justice. This related concept is encompassed by cultural perspective as it mainly discusses that service learning supports students'

civic engagement, enhances their sense of community and belongingness as well as contributing their sense of social responsibility.

Framework: Thinking

The *thinking* as the main concept is related to students' cognitive activities. The related concepts identified are cognitive engagement, decision making, and reflective thinking and how it analyzes if they are affected by service learning activities.

Perspectives: Thinking

These related concepts are directly linked to students' cognitive outcomes which is included in Butin's technical perspective. He emphasizes that technical perspective regards the process and outcome of service learning activities which are related to students' personal, social and cognitive outcomes. Therefore, the main concept of *thinking* is approached through the lenses of technical perspective.

Framework: Volunteerism

Volunteerism as the main concept is related to students' willingness to participate in service learning activities, or community services in their society as well as their willingness to involve in after graduation from high school. Within this main concept, second order interpretations taken from purposes focus on the impact of service learning on students' willingness to participate and question if SL affects students' motivation to continue serving after graduation.

Perspectives: Volunteerism

As Butin (2010) discusses in the cultural perspective, service learning is a crucial mediator in encouraging volunteerism and civic engagement. Through SL activities students gain more societal responsibility by enhancing their sense of community and belongingness. Therefore, since *volunteerism* as the main concept is linked to supporting and extending civic engagement and volunteerism is it approached using Butin's cultural perspective.

Main concepts vis-à-vis Butin's conceptual lenses

On the whole, when Butin's conceptual perspectives were used with reference to the main concepts derived it was found that the technical perspective of service learning was identified as the most common perspective encompassing the largest number of main concepts (Figure 8). Technical perspective regards the implementation of service learning and concerns the outcomes of service learning on student's personal social and cognitive outcomes (Butin, 2003). Majority of the studies was found to be aiming to reveal the effects of service learning on students' academic and developmental outcomes. This indicates that the main focus of studies examining service learning initiatives is to show the effects of service learning on students as well as the general purpose of service learning activities implemented at schools.

Butin's conceptual lenses for service learning (2003)				
Main concepts	Technical perspective	Cultural perspective	Political perspective	Poststructuralist perspective
Academic	●	●		
At risk students	●	●		
Attitudes	●	●		
Awareness		●		
Civic	●	●		
Community		●		
Critical	●			
Efficacy	●	●		
Empathy and caring	●			
Sensitivity		●		
Morality	●			
Participation	●			
Personal development	●			
Self-concept	●	●		
Social development	●	●		
Thinking	●			
Volunteerism		●		

Figure 8. Third order interpretations employing Butin's conceptual lenses for service learning

Cultural perspective was found as the second most common perspective including 11 main concepts. Rather than the academic or developmental outcomes as the technical perspective concerns, cultural perspective regards students' meaning making. While addressing both micro/individual and macro/societal levels it encourages students to discover their identities within the community. Considering this result, it can be inferred that to examine service learning's role in gaining students an individual and cultural awareness is a common objection set by the researchers. Similarly, it is seen that service learning initiators and educators aim students to develop connectedness to community, social responsibility, civic awareness and involvement diversion and equality in society as well as academic improvements.

Unlike the prominent presence of technical and cultural perspectives in the second interpretations in relation to the purposes of studies, there has not been identified any effect of political perspective and post-structuralist perspective. All 84 of the studies used for this research was found to be approached using Butin's technical and cultural perspectives only.

Research paradigms and service-learning

The studies selected used a range of research methods within the framework major research paradigms, and the following part intends to give information about the paradigms used with reference to each main concept identified:

Academic

When the second-order interpretations of the studies within the concept of *academic* are analyzed in terms of research paradigms, one would identify heavy emphasis on quantitative means. Most of the studies focusing on academic outcomes, achievement and progress test hypotheses, and they indicate significant results in relation to the effect of service learning on them. The qualitative ones, though few, are more situational, and they explore participation, attendance, and transformative outcomes, finding varied positive effects created by service learning. The qualitative ones seem to focus more on attitude towards learning or some service learning concepts like cultural inclusive, or commitment to social justice.

At risk students

It has been revealed that the research studies carried out with *at risk students* consist of varied research designs that gather data using both qualitative and quantitative

methods. All of the studies focusing on at risk students, community connectedness and social responsibilities; personal efficacy; experiences on hope; and attitudes towards learning conducted quantitative studies to test their hypotheses, and a result they showed significant relationships arising from service learning activities. When it comes to at risk students' behavioural problems and positive relationships with others, as well as their attendance, drop-out, and suspension rates both qualitative and quantitative studies have been identified. Qualitative studies focusing on the use and effects of service learning reveals positive affects developed through service learning participation.

Attitudes

When the second-order interpretations of the studies within the concept of *attitudes* are analysed in terms of research paradigms, the majority of the studies have been identified as quantitative studies testing the effect of service learning on students' attitudes towards civic behaviour, responsibility, involvement, and societal locus of control; school and community; and working with people and problem-solving. Most of the quantitative studies indicated the positive outcome created by service learning, however one study does not present a significant relationship between students' self-esteem and attitudes towards school and community and service learning participation. Besides, in terms of student attitudes gender and race are not found significant. The only qualitative study focusing on the effects of service learning on students' attitudes towards mathematics and statistics reveals a positive attitude developed on students.

Awareness

The single study that focuses on students' appreciation of difference and awareness of structural inequality has not been conducted.

Civic

The studies within the main concept of *civic* have been analyzed in terms of their research paradigms. The analysis reveals that majority of the studies have been carried out using different methodologies, including a mixed study, but mostly using quantitative methodologies to determine if service learning activities affect students' civic engagement, participation, and civic action, and civic responsibility. The qualitative studies on the other hand, explore the relationship between SL and students' civic identity development, and the development of sense of civic participation. Finally, the mixed study focuses on the use of service learning participants' civic efficacy scores by gathering data through variable methods. While majority of the studies, both quantitative and qualitative, find significant or positive effects, three studies testing the hypotheses for the effect service learning on civic responsibility do not present a significant relationship.

Community

Community as the main concept has been found to consists of studies with different research paradigms including a mixed study. All quantitative studies testing their hypotheses present significant impacts created through service learning activities. Similarly, the qualitative studies which explore the use of service learning on students' community connectedness, and awareness and desire to help make difference discovered positive changes in their observations. The mixed study which

focuses on the use of service learning to students' service choices gathers data in multiple forms indicates and presents a positive effect on students' career and community service choices.

Critical

The studies within the *critical* as the main concept have been found qualitative studies that are exploring the effects of service learning on students' critical agency and critical consciousness. Both observations and student reflections that provided the data for the studies present the positive contributions of service learning.

Efficacy

The analysis on the research paradigm of the *efficacy* as the main concept reveals the heavy emphasis on the quantitative means. The quantitative studies within the concept of efficacy test their specific hypotheses regarding the effects of service learning on students' self-efficacy, and political self-efficacy. Two of the quantitative studies do not present a significant relationship between service learning and self-efficacy and political self-efficacy. On the other hand, the qualitative studies that mostly explore the use and effects of service learning on students' self-efficacy development demonstrates service learning's contribution.

Empathy and caring

The studies within the *empathy and caring* as the main concepts are exploring the effects of service learning on students feeling empathy for others, and caring behaviour of students with disabilities. Both of the studies consist of qualitative

means such as observations and interviews which indicates a positive impact of service learning participation on the related topics.

Sensitivity

The single study within the main concept of *sensitivity* has been analyzed and found as a quantitative study that tests its hypotheses on the effect of service learning on students' levels of intercultural sensitivity. The result of the study indicates that there is not a significant relationship between service learning and students' levels of intercultural sensitivity.

Morality

Morality as the main concept has been found to include both a quantitative and a qualitative study focusing on students' moral identity, moral judgement. Each study used different scientific methods. The quantitative study collecting its data through a scale instrument does not find any evidence supporting the hypothesis on service learning's positive effect on students' moral judgment. On the other hand, the qualitative study suggests that service learning has a contribution to young persons' demonstrating moral identity.

Participation

Participation as the main concept includes two studies that both test their hypotheses using different quantitative means. One of the studies that gathers its data through experimental studies suggest that there is not a significant relationship between service learning participation and students' school attendance. Yet, the other study

which again focuses on the statistical relationship of service learning to students' school attendance suggest a positive relationship between the two.

Personal development

When the second-order interpretations of the studies within the concept of *personal development* are analyzed in terms of research paradigms, quantitative and qualitative means have been identified together with a mixed method study. The quantitative studies that test hypotheses to reveal effect on personal development, and the development of leadership skills, while qualitative studies explore the use and effect of service learning on students' character development, ego and moral development, and gaining a sense of teamwork and collaboration. The mixed method study focuses on the relationship between service learning and personal growth. Result of the studies reveals that one of the quantitative studies find a moderate relationship, while the other study presents no significant development created through service learning participation. On the other hand, the observations, and student reflections in the qualitative studies show positive contribution of service learning on the related topics. Similarly, the collaborative findings of the mixed study generalize a moderate relationship.

Self-concept

As a result of second order interpretations stemming from the results of the studies, *Self-concept* has been found to include each type of studies which are quantitative, qualitative, and a mixed study. The qualitative studies have been found to focus on the use and the effects of service learning on students' self-realization, self-esteem. The data gathered through qualitative means such as the observations, student

reflections and an inventory all suggested that service learning contributes students' self-esteem and self-realization. The quantitative studies test their hypotheses to decide if service learning affects students' global self-concept scores, and self-esteem, if there is a relationship between service-learning innovations and self-concept. While half of the quantitative studies present significant difference and moderate relationship, the other half of the studies there is not a significant difference in the change of students' self-esteem, and global self-concept scores. However, the mixed study which has a multi-lens focus explored the impact of service learning on adolescents' self-concept indicates that both quantitative and qualitative data supported that service learning has a positive impact.

Social development

Social development as the main concept has been analysed in terms of the research paradigms of the studies and it has been found to include studies with different research methods including a mixed study. The qualitative studies which are high in number explores the use of service learning on students' development conceptions of social justice, and effects of service learning on students' interaction skills, and communication skills including the social skills of students with special needs and disabilities. The quantitative studies testing their hypotheses to decide if SL affects social skills of students with special needs and disabilities and students' social behaviour. The mixed studies on the other hand, use collaborative findings to both test their hypotheses, and reveal the relationship between service learning and social growth. While most of the studies present significant differences, and positive outcomes created through service learning activities, three studies from each research

paradigm failed to present a significant change, and a positive effect that caused by service learning participation.

Thinking

When the second order interpretive results of the studies are analyzed one would identify that the main concept of *thinking* include each type of study consisting of one quantitative, one qualitative, and a one mixed method study. The qualitative study that explores the effect of service learning on students' reflective thinking shows that gaining in the reflective thinking. The mixed method study that has multiple lenses focusing on the impact of service learning on students' decision making indicates a significant effect that service learning participation created. However, the quantitative study which tests its hypotheses to see if there is a relationship between service learning and cognitive engagement does not present a statistically significant relationship between the two variables.

Volunteerism

When the second order interpretive results of the studies within the concept of volunteerism are analyzed in terms of research paradigms, one would identify heavy emphasis on qualitative means. All of the studies focusing on voluntary involvement to service learning activities, and most of the studies focusing the desire to volunteer to the community and continue serving in the future explore the effects, and the relationship of service learning find varied positive effects created by service learning. The quantitative one is more situational and test its hypotheses to focuses on the impact of service learning and indicates a positive contribution.

Major concepts vis-à-vis research paradigms

The analysis of the research methods used indicates there is a heavy emphasis on the quantitative means (Figure 9). It was found that the results obtained through quantitative data were prominent in 8 out of 17 main concepts.

Constructs and variables in research paradigms

Main concepts	Quantitative	Qualitative	Mixed Method
Academic	11	5	-
At risk students	10	5	-
Attitudes	12	1	-
Awareness	1	-	-
Civic	6	2	1
Community	3	2	1
Critical	-	2	-
Efficacy	4	2	-
Empathy and caring	-	2	-
Sensitivity	1	-	-
Morality	1	1	-
Participation	2	-	-
Personal development	2	3	1
Self-concept	3	3	1
Social development	2	7	3
Thinking	1	1	1
Volunteerism	1	5	-
Total	60	41	8

Figure 9. Synthesis of research paradigms of key variables and constructs

There are only five main concepts heavily consisting of results with qualitative data: Main concepts of *critical*, *empathy and caring*, *self-concept*, *social development*, and *volunteerism*. Alongside with the quantitative and qualitative means there are eight mixed method results created using multiple lenses. On the whole, these brief analyses suggest researchers may consider qualitative means to explore any variables or constructs within the context of service learning.

Summary of major outcomes of the study

This study analyzed a number of selected research studies conducted in high school context, noting salient research paradigms utilized. The study also analyzed the second-order interpretations, derived from the studies using some perspectives on service learning as rethought and conceptualized by Butin (2010), with a view to identifying major variables and constructs focused on, and highlighting what other, if any, conceptual categories any potential studies might consider. One of the outcomes of this study provided a service-learning framework which could be used in educational contexts. Another outcome of the study put emphasis on the service learning areas the previously conducted studies primary focused on, and the salient research paradigms and methods used, and the ones not used. The final outcome of the study highlighted the service learning areas that could be explored further, and the areas that have not been focused on at all.

Implications for further research

Taking the nature of the meta-ethnographic research into consideration, this study reviews previously written theses and dissertations focusing on service learning. Therefore, there has not been a service learning activity conducted, or observed by the researcher. However, in the field of education there is a need for more studies informing about the practices of service learning. Regarding this demand, an experimental study with first order interpretations can address the gap in the field and provide more in depth insights.

The researchers who would like to adopt the interpretive synthesis design can take it into account that qualitative methodology is not the only mean. This interpretive

study utilizes a qualitative research design including qualitative data only; however, there are other means to conduct the interpretive syntheses by using quantitative methodologies. Therefore, an interpretive synthesis research with both quantitative and qualitative data can further support their results.

This study provides insights regarding the second order interpretations with regard to purposes and results of the previously conducted studies in the field of service learning. Yet, focusing on other aspects of service learning such as the challenges in implementation process and possible solutions would be a useful guideline for the service learning practitioners.

Even though this interpretive study includes 84 international studies focusing on service learning activities in variety of different settings, there is not any from Turkey. Therefore, further investigation can include studies from Turkey as well, with a nationwide investigation including service learning implementation in public schools as well there would be higher possibility generalize findings to the whole country.

Implications for practice

The implications of this study may interest the curriculum developers, educators, and service learning initiators. Initially, this study provides an overview of the second order interpretations stemming from the purposes and results of the studies examining service learning activities which can be helpful to set educational objectives. While setting the goals, and deciding the expected outcomes, curriculum developers and educators consider the areas for improvement of their students, and

skills needed to be obtained; therefore, the second order interpretations from the purposes and results presented in this study together with the conceptual lenses presented, curriculum developers and educators may consider developing and implementing service learning programmes as a means to achieve their objectives.

Limitations

The study examines the second order interpretations in relation to purposes and results, and quantified the research paradigms of the studies selected; however, the process of service, sample service learning activities, or challenges of service learning are not discussed in this study. Case studies would present the whole process of a service learning initiatives and reflect the process from the perspectives of other stakeholders.

The context of the study is limited with the high school setting, thus service learning at primary school, middle school, and university levels has not been explored in this study. A more comprehensive study would inform more about the effects of service learning on different age groups.

Similarly, this study includes the theses and dissertations written in between the years 1985 and 2017 and taken from the ProQuest online database only. The studies compiled are all international studies written in English, however there are not any study conducted in Turkey.

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APPENDIX A: List of Selected Studies Used in the Study

Title	Type	Year	Author
1. Adolescent identity: Improving student self-concept through service-learning	Theses	2011	Jacob E. Kuhns
2. An Examination of the Relationship between Service-Learning, Cognitive Engagement, and Self-Efficacy for High School Students	Dissertation	2015	Dana L. Lyles
3. Catholic schools and civic engagement: A case study of community service -learning and its impact on critical consciousness and social capital	Dissertation	2003	Paul Baron, III Stewart
4. Cultivating Mathematical Affections: Developing a Productive Disposition Through Engagement in Service-Learning	Dissertation	2017	Joshua B. Wilkerson
5. Effects of Service-Learning for High School Students on Their Decisions for Post-Secondary Education, Career, and Community Involvement	Dissertation	2011	Lory Gary
6. Hope through service: A critical inquiry into the effects and relationships of service -learning experiences on hope, attitudes toward school, and community service self -efficacy among a sample of students at -risk of dropping out of high school	Dissertation	2008	Hassan Von Schlegell
7. Making meaning from difference: The influence of participation in service -learning on the intercultural sensitivity of high school students at an international school in Hong Kong	Theses	2002	Jan Marie Westrick
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9. The impact of a service-learning program on the academic and social skills of special needs students at New Jersey's Middle Township High School: A case study evaluation	Dissertation	2005	David J. Salvo
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11. The public health impact of immigration and border enforcement policy and a service-learning approach to counter ethno racial health disparities in the US-Mexico borderlands	Dissertation	2013	Samantha Jane Sabo
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13. A mixed methods study of service learning in a public high school	Dissertation	2013	Ann Stewart

14. Changes in teachers' perceptions of student behaviors and attitudes following student participation in service-learning activities	Theses	2011	Eric K. Wieland
15. Combining service and learning: A comparative study of the relationship between a classroom sponsored service-learning initiative and the moral, civic and intellectual lives of college students	Dissertation	1994	Timothy Patrick Leary
16. Impact of service learning on social interactions of high school students in an inclusive word processing class	Dissertation	2009	Euljung Chun
17. Service learning, civic responsibility, and attitudes of secondary students	Dissertation	2009	Ashley Fisher Butler
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27. Characteristics of environmental restoration, service -learning projects in selected California watersheds, and the perceived gains by participating at-risk, high school students and their teachers	Dissertation	1999	Peter Scott Moras
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45. The influences of mandatory service learning on the attitudes toward political involvement of a selected group of secondary school students	Dissertation	1995	Marjorie Lynn Davidson
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50. Impacts and effects of service -learning on high school students	Theses	2002	Bryan Richard Rossi
51. Service-learning and diversity: The relationship of race, gender, and prior service experience to students' self-perceived appreciation of difference and awareness of structural inequality	Theses	2004	Laura Renee Wilmarth
52. The relationship between service-learning participation and high school students' achievement in math and science education	Dissertation	2015	Eddie Brown Elliott
53. A descriptive study of selected high school service-learning programs in California	Dissertation	1995	Michael Albert Harris
54. Effectiveness of service learning programs of high school students	Dissertation	2008	Nancy Wack
55. Effects of a service -learning curriculum on high school students' English proficiency in a rural, southern Appalachian, public high school	Dissertation	2004	Rhea Nichols Galati
56. Effects of community service and service learning on multidimensional self-concept of secondary school students	Theses	1995	Phillis Quinn Ostheim
57. Enhancing Academic, Personal, Social, Civic and Cultural Developmental Outcomes Among High School Youth: The Role of International Service Learning	Dissertation	2015	Lara Levine
58. Select changes in high school students' self-esteem and attitudes toward their school and community by their participation in service learning activities at a Rocky Mountain high school	Dissertation	1991	James Leonard Krug
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