Information

"Lernen durch Engagement" - Service-learning in German schools

A promising way to get youth involved – in active learning and in civic engagement

Sandra Zentner

About this publication

This paper is a publication of the network "Service-Learning - *Lernen durch Engagement* (abbr.: LdE)".

You may use and copy this paper or parts of it for your work in the field of service-learning. If you do so, please give credit to the author:

About us

The Coordination office of the network "Service-Learning - *Lernen durch Engagement"* is at the Freudenberg Foundation in Weinheim, Germany.

Author of this paper is:

Sandra Zentner
Freudenberg Stiftung

Sandra Zentner (born in 1979) studied psychology at the University of Mannheim, with a focus on pedagogical psychology, research methods and organizational psychology. After completing her studies, she worked as a scientific assistant at the Department of Educational Sciences (University of Trier) and as a research assistant in a project about the social quality of schools (University of Potsdam). Currently, she is working at the Freudenberg Foundation in Weinheim, where she coordinates the nationwide network "learning through civic engagement", consisting of schools and community partners doing service-learning. Parallel to that she is doing her doctorate in Pedagogical Psychology (University of Potsdam) writing her empirically-based thesis about "Effects of service-learning on students".

Weinheim 2011

Contents

1 Introduction: Service-learning basics

1.1 What is service-learning?

In Germany we use the following definition of service-learning: It is a teaching and learning method that combines civic engagement of students with their cognitive learning in school (Seifert & Zentner, 2010). For example: Students learn about immigration, foreign culture and societies and become learning mentors for young immigrant students in a nearby elementary school. Or students study the basic principles of science in their physics class and develop interactive science experiments for children in a kindergarten. Or students of a biology class learn about the eco-system and build an educational nature path in their community.

As the examples show, service-learning always consists of two important components:

1. A **service** for other people or the community itself, where students address real community needs which are researched by the students beforehand.

    Serving the community can be:

    - *Social engagement*, for example: helping the elderly, homeless people, disabled children, engagement in child-care institutions, other schools or kindergartens, doing readings for children in the community library…

    - *Environmental engagement*, for example: improving water quality in a local river, helping out in an animal shelter, reducing waste, recycling, composting, campaigns for endangered species…

    - *Cultural engagement*, for example: preserving historic monuments, painting murals, presenting music or dances to celebrate diversity, developing and designing tourist guides…

    - *Political engagement*, for example: supporting integration, campaigning for democratic culture, organizing public discussions about important community topics…

    AND

2. The **learning** part in school, where students' engagement in the community is connected to appropriate curricular goals in school – this is where "reflection" plays an important role in the learning process. "Learning" in "service-learning" encompasses:

    - *Content of one or several subjects:* What knowledge and which competencies do we need for our civic engagement? How can we use what we learn? For example: If the service is for the elderly, appropriate subjects to connect could be biology (aging processes), ethics or social studies. If the service is reading for little children, this could be connected to German language classes, where children's literature can be analyzed and reading can be trained.

    - *Methodological competencies:* How do we find out, where we can help? Through service-learning students use and enlarge their methodological competencies by researching the best project, interviewing the beneficiaries of their engagement ahead of the project to find out what service they need, making and keeping appointments with a community partner etc.

    - *Civic education:* Also part of the "learning" in "service-learning" is finding out more about the community, about the problem to be addressed by students' engagement, about the roots, causes and consequences of this problem. For

example, in an environmental service-learning project where students would like to build a nature-path as part of their biology class, civic learning questions would be: Who is responsible for this park? Who is responsible for maintenance? Why do we produce so much waste? Why isn't the community able to build this nature path? Why isn't there any public money to do this?

If both parts ("service" and "learning") are in good balance, students are able to enhance their academic competencies as well as their social, personal and civic competencies – and the community on the other side win active youths who help address real needs or solve real problems and learn to acknowledge the benefits of an involvement in community – and society.

1.2 What is special about service-learning - in comparison to other (similar) projects?

The unique feature of service-learning is that serving the community is part of the regular school curriculum. It is integrated in school structurally and with regard to content and learning goals – this has some important advantages:

- **Service-learning reaches all groups of youth**, including those who wouldn't be easily won for participating in a voluntary project in their leisure time. In one of our first evaluations of service-learning (Sliwka, 2001) a student said: *"I would never have volunteered to do this, but now I would do it again at any time"*. With this quote in mind, it is interesting to look at the latest research in the field of engagement rates among youths: Studies say that there are big differences between upper and lower social (and educational) classes with regards to civic engagement. For example: The German national education report 2010 (http://www.bildungsbericht.de) says that nearly every second student (between 14 and 19) of a "Gymnasium", the German form of a high school (i.e. classes 5-12/13 with college preparation), is voluntarily engaged in his or her leisure time. In comparison only around 20% of students visiting a "Hauptschule" (general secondary school, classes 5-9/10) are voluntarily engaged. In short: a lower educational level means a lower likelihood of being actively involved in the community. Service-learning has the potential to reduce this gap in society: service projects tied to regular classes in school can be a starting point for the engagement of youth who can only hardly be reached otherwise. Service-learning offers them the opportunity to show their "hidden" competencies: The students often experience enormous effects on their self-confidence through service-learning. There is a lot of literature about how and why service-learning is especially effective for "youth at risk" (See the following list for further information: http://www.servicelearning.org/instant_info/bibs/cb_bibs/at-risk/).

- **Service and learning benefit from each other**. Through the unique connection between cognitive learning and practical service two additional advantages of service-learning arise: First, service benefits from learning: Students perform their service well prepared and with content knowledge (e.g. about children) and needed competencies (e.g. good reading) in mind. This enhances the quality of service (which is valued by community partners and strengthens the partnerships with them), reduces the chances of making negative experiences in the practical field and leads to empowerment of the students, who feel like "real experts in the field". In our opinion, student empowerment is one of the most valuable goals of engagement. Second, learning benefits from the service: During their engagement projects students can immediately use what they have learned – they can immediately see the "sense" and "usefulness" of classroom learning, which enhances their motivation to learn and their commitment to school. They bring their practical experiences back to school and learn how to relate practice to theory, how to see the "big picture" relating to their single experiences during their engagement – which enhances their ability of "knowledge transfer." The service experiences of students provide a rich "real-life" context for the often more theoretical learning in school – which makes learning more interesting and presents a constructivist way of learning.

2 Service-learning in Germany

2.1 Why and how do we support service-learning?

The Freudenberg Foundation (Weinheim, Germany) has been supporting service-learning for 10 years now because we are convinced – as described above – that this approach strengthens the civic, social and democratic responsibility of students, promotes active participation of youth in their community and at the same time service-learning shows a different, more active and constructivist way of teaching and learning and has the potential to enhance school development. These two major goals reflect the two theoretical roots of service-learning: first the idea of "democracy as a way of life", where everybody has to participate in order to bring democratic values to life (instead of just seeing democracy as a form of government) and second the idea of "learning from experience" or "constructivist learning". Both theoretical ideas are represented in the works of educationalist John Dewey (1916/2000), who is therefore often called "the father of service-learning" even if he never mentioned the term "service-learning" in his works.

This paper will give some insights in the service-learning practice in German schools, the development of the service-learning movement in Germany and the role of the network "learning through civic engagement"[1] which was initiated and is still supported by the Freudenberg Foundation. The network is one of the key factors for success of the service-learning movement in Germany because it gives service-learning pioneers (especially teachers and schools, but also community organizations) the opportunity to exchange ideas and experiences, to receive recognition for their work and to enhance their professional development. This paper will also discuss the challenges we face by bringing service-learning to schools. One of the most important challenges is to develop and sustain **high quality** service-learning projects. Research and practice tell us that the way in which service-learning is implemented is what makes the difference: The quality of implementation is the **key to success** (see Billig, 2007, 2009; Billig, Root & Jesse, 2005; RMC Research Corporation, 2008; RMC Research Corporation & National Youth Leadership Council, 2008; Root & Billig, 2008). That is the reason why we concentrate a lot of our work on teacher trainings (see below).

2.2 Development of the service-learning movement in Germany

10 years ago, in 2001, the first service-learning pilot projects in German schools were initiated by the Freudenberg Foundation. Because of the promising experiences in these projects (Sliwka, 2001), service-learning was integrated into a nationwide educational experiment called "learning and living democracy" by the German government. About 200 schools participated and tested new teaching and learning methods in the field of civic education, which included service-learning. After the end of the experiment, in 2007, we faced the problem that although a lot of schools had adapted the idea of service-learning for their school curriculum, most projects lacked high quality standards and schools had problems with the distinction between community-service and the more specialized service-learning. As we know from research and practice: **Effective service-learning is more than "just getting youth engaged in their community" – high quality service-learning is closely integrated into the curriculum, involves cognitively challenging reflection activities, incorporates students' voices in decision making, fosters diversity, includes monitoring of progress, has a significant duration, develops reciprocal partnerships with community partners, and requires students to participate in meaningful service. → A lot of challenges for the schools to face!**

---

[1] "Learning through civic engagement", in German "Lernen durch Engagement", is how we translated "service-learning" in Germany.

Our experience has shown that support from outside makes it easier for schools to deal with these challenges. That was the reason why we founded the network "learning through civic engagement" in 2007 as a supporting structure for the schools – and to connect practitioners and supporters of the approach nationwide as well as to establish and promote main indicators of high-quality service-learning. This school year, **more than 100 schools are participating in the German service-learning network** – they are all in regular contact with each other to exchange experiences and ideas (for example at a yearly held national conference) and work in depth on the quality of their endeavors. Our main quality indicators are (for more information on the quality indicators see chapter 4 below):

1. Service-learning addresses **real community needs** — and students should have a voice about the issues they want to address **(student voice and participation)**.

2. Service-learning is **structurally integrated into school and has clear connections to curricular content**.

3. **Continuous and deep reflection** is a part of service-learning.

4. **The service of students takes place outside of the school** – and in corporation with a community partner or community partners.

"To reach and maintain these standards the network provides support to local schools wherever feasible", as my colleagues Anna Baltes and Anne Seifert describe (Baltes & Seifert, 2010, S. 33). As part of the network, volunteer agencies and private foundations offer counseling at currently nine regional service-learning centers in Germany (e.g. in Hamburg, Berlin, Cologne or Saxony-Anhalt). In some federal states and counties, due to the efforts of the network partners, service-learning has meanwhile become part of the official teacher education and training programs or is sponsored by the ministry of education. The network is coordinated and administered by the Freudenberg Foundation in Weinheim (a small town in southern Germany). Our team works intensively with schools to explore how service-learning can work within the German school system, and we advance research and develop training materials that are shared online at www.service-learning.de. We also advocate for service-learning and find new partners and schools to establish regional networks. On the national level, the network represents the idea of service-learning in (political) debates concerning the advancement of civic engagement among youth (Baltes & Seifert, 2010).

3 School examples: Service-learning takes many forms

The schools in the network represent all types of German schools, from grades 1 to 12. Here are some examples of the variety of projects:

- At one vocational school students brought relaxation and cosmetic treatments and fun to senior citizens: Students visited a retirement home and interviewed the senior citizens to find out what kind of wellness-related services would be welcome and needed. Students had prepared these interviews in class. As a result of the interviews, many residents asked for manicures or head massages, so the students proceeded to work out a schedule for four afternoons in the institution, on which they went to the retirement home and offered "wellness treatments" for the seniors. The project was closely tied to the curriculum: As part of the vocational training the school offers, students learned about cosmetic products, treatments, and customer-orientation (see also Baltes & Seifert, 2010, S. 33). In science class, students studied the biological and biochemical aging processes. In politics, students reflected and discussed about if and how elderly people living in a retirement home are still fully integrated in our democratic society, including election processes. All in all, seven teachers collaborated and closely connected their lessons with the service. After the scheduled four afternoons of wellness in the retirement home, the elderly had become friends with the students and thanked them with a big celebration party.

- Another vocational school did a service-learning project that focused on traffic safety: "Students learned how to create portraits and caricatures in art class and designed pictures of playing children. These were transferred onto weatherproof wooden surfaces and, in cooperation with the local community, displayed at dangerous street corners to discourage speeding" (Baltes & Seifert, 2010, S. 34).

- A high school engages students of different age groups and subjects in a shared project protecting the architectural heritage of the medieval city centre: "A music class prepared a concert with Renaissance pieces to commemorate the 800th birthday of Saint Elizabeth and to raise funds for the restoration of the pipe organ inside the Saint Elizabeth church. A German language class interviewed residents in the historic quarter and made a book of the interviews. Currently, an economics class is working out a marketing plan for the book, so that it, too, can be sold to raise funds for the organ" (Baltes & Seifert, S. 34).

- Another high school exemplifies how becoming an all-day school (a transformation process many schools in Germany are currently facing) holds great potential for service-learning. In the past, grade 8 students took time (one or two weeks) off school to complete mandatory community service. Now, this short social internship has been turned into a year-long service-learning project. This is made possible by the additional time for lessons in the afternoon. In the first term, the students prepare their service in class. Topics covered are personal development (strength and weaknesses, self-esteem, communication skills), community exploration and project planning, job orientation and social professions. Then, in the second half of the year, students go out regularly once a week to their individual service sites while reflecting their experiences in school and connecting them to different subject contents.

- Apart from high schools and vocational schools, service-learning also takes place in elementary schools. In one school, 3rd graders of a German language class planned a service-project for preschoolers. They researched and explored literature for young kids, learned a lot about fairytales, practiced to be

good readers and organized several "fairytale-afternoons" with readings in a nearby kindergarten.

- At another elementary school even 1st graders showed their potential for civic engagement: Supported by their teachers and some older students the 1st graders planned and arranged an exciting "forest exploration day" for preschoolers who live in an urban city center and have little contact to nature in their everyday life. The day in the forest included observations of animals (like little ants, birds or beetles), some adventure games and a big picnic – everything was planned ahead in detail by the 1st graders.

As the examples show, service-learning is not limited to any age group or cognitive capability of students – it is a very flexible teaching and learning method which can be adapted for every group of students. The variety of schools embracing service-learning and the array of projects they are undertaking suggest a strong future for the idea of learning through civic engagement, but service-learning is still at the pioneer stage in Germany – as we have about 40.000 schools in the country. However, we know from only about 100 to 200 schools doing service-learning or at least similar projects. The good news is: In addition to the very encouraging attempts from schools so far (see the examples), there is a political factor in its favor: The question how more (young) people can be won for civic engagement is currently widely discussed in the political field in Germany. One of our strategic goals for service-learning in Germany is now to persuade decision makers that by using service-learning, schools can promote learning and play a crucial role in engaging youth in their communities" (Baltes & Seifert, 2010, S. 34). Due to the network's efforts we see a first positive result: Service-learning is an integral part of the recommended actions in the "National Strategy to Advance Civic Engagement" (2010), a law which has just been passed by the German government.

4 Keys to success and biggest challenges for service-learning in Germany

4.1 At a pedagogical level

Regarding the pedagogy of service-learning the biggest challenge – as mentioned above – is the quality of the projects. "Quality" is the key to success and the "Achilles heel" of the projects at the same time – if quality is not established, the learning effects for students in most cases are low. As research tells us, only high-quality service-learning has the potential to produce the effects on students that we expect (see e.g. RMC Research Corporation, 2008). But how can we establish more high-quality projects that promote students' personal, social, cognitive and civic competencies? Our answer is provide a lot of teacher training and counseling, because professional development of teachers in the field of service-learning is a promising approach to establish the following standards of high-quality practice:

4.1.1 Students do meaningful service addressing real needs and they have a voice in planning this service

What is important? It is essential that service-learning actively engages students in meaningful and personally relevant service activities; students work on a real life issue and actually improve their community; students have a strong voice in planning and implementing their projects.

How can it be accomplished? Students research the community to find a project in which they can offer meaningful service. Goals are: Finding out which service project makes sense and which doesn't, setting the foundation for good cooperation with partners, developing ownership of the project, building research skills. Possible methods are: Interviews, observations, community mapping, taking on different perspectives in role-plays, collecting newspaper articles, discussions in class.

Example 1: Let the general project idea be that students of a science class prepare interactive experiments for small children. In this case researching community needs encompasses interviews with the kindergarten teachers, observing the children and their behavior and interests in kindergarten, reading and analyzing the kindergarten science curriculum. As results of this research students can make sure that their service (their interactive experiments) actually closely fits the needs of those being served (the children and the kindergarten) and students are actively engaged in planning "their own" project, they feel a sense of ownership from the beginning. This is an important condition for service-learning to produce the intended effects on students' personal, social and civic development.

Example 2: Let the general project idea be: Students in an elective subject called "living democracy in our town" explore their community, learn about social institutions and the German welfare system and plan individual service projects that they will carry out through the whole school year. In this case researching community needs is much broader than in the first example. Service-learning begins with students as "community detectives", who use different methods on special worksheets to find out where their help is needed. They do interviews (e.g. with the mayor), survey citizens of their community, visit different local institutions, perform a picture safari through their town to document positive and negative things in their community, etc. After the research they proceed with analyzing their results, discussing them with possible community partners and begin to plan their service projects. As in example 1 the two most important goals are: **service fits real needs and students develop a sense of ownership and internal motivation for their projects**. Service-learning research results emphasize this second goal, too. Furco (2002) found that service-learning-students who were engaged in meaningful service activities that challenged them,

interested them, or gave them the highest levels of responsibility had the strongest outcomes.

4.1.2 Link to Curriculum

What is important? Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards. It is not an extracurricular activity.

How can it be accomplished? First, teachers have to plan the structural integration of service-learning into the school curriculum, a time frame for the "learning" and the "service" has to be set and it has to be decided which lessons and subjects (or elective courses) are to be used for implementing service-learning. Second, teachers have to articulate the explicit learning goals and contents that have to be mastered via service-learning. Research shows that linkage of students' civic engagement to content standards and curricular objectives is one of the best predictors of academic student outcomes (Billig, Root & Jesse, 2005; Ammon, Furco, Chi & Middaugh, 2002) – especially important are clear academic goals and the support through focused reflection (see below). If teachers are able to establish a clear connection between the service and the (learning) curriculum, students will gain more knowledge and skills than through "regular instruction" (Kirkham, 2001), grades improve, absenteeism decreases. As already mentioned, reflection plays a crucial role to achieve this.

4.1.3 Reflection

What is important? Challenging reflection activities, guided by adults, take place before, during, and after the service experience of the students. Reflection activities are purposely planned and happen in especially reserved time frames in school (and sometimes additionally at the service sites).

How can it be accomplished? It is important that reflection takes place continuously throughout the service-learning process. *Before* students' practical experiences reflective questions can be: What are your expectations? What do you fear regarding your engagement? What are the things you look forward to? Why shall we do something in the community? What is service? What are my strengths, weaknesses, interests? What can students do to change things in communities? How do I feel about politics? What are my preconceptions about the partners or "target groups" of my service? What do I think of little children, homeless people or the disabled? *During* service activities the role of reflection is in explicitly connecting learning (theory) and service (practice) and in steadily improving the project (What is going well in our project? What is not working? What can we improve?). *After* the students' service reflection looks back and asks: What have we learned? What have we accomplished? What has changed? What did not work out as we expected? How did I change as a result of my engagement? Reflection in the end of service-learning also looks forward, e.g.: What do the results of service-learning mean for my future life or for future engagement projects?

As these examples of reflection questions show, there are different topics to reflect on:

- emotions, personal development, attitudes, preconceptions
- process of the project
- community issues (civics)
- connection between practical experiences and class content, respectively academic learning goals
- own success and accomplishments

Finally, there is another important rule of thumb with regards to reflection in service-learning: *Students are different – so should reflection be!* Reflection works best if teachers use a variety of different written, oral and non-verbal methods like picture-

association, role-plays, letters to self, silent discussions, journal writing, class discussions etc. The literature on service-learning is full of toolkits, handbooks and practical guides for good reflection (see e.g. Eyler, Giles & Schmiede, 1996; RMC Research Corporation, 2003; Toole & Toole, 1995).

4.1.4 Working with partners in the community; doing service outside the school

What is important and why? Schools cooperate with partners in the community; students do their service outside the school building. Service-learning partnerships are mutually beneficial. We highly recommend doing service outside the familiar school life, because important goals of service-learning for students are to prove their competencies and show their talents in community settings and to be confronted with new and complex situations and problems that have "relevance" for students and lead to real consequences in the lives of the persons concerned. According to John Dewey (1916/2000), dealing with those "real problems and challenges" is the most effective way to deep understanding and learning. Furthermore, leaving school also means getting in contact with people that students do not meet in their every day school life. In this regard, service-learning has the potential to produce so-called "bridging" effects (Putnam, 2000) between different groups of society (in terms of religious, age or ethnic groups, for example): Students – and community partners – can learn to value diversity and tolerance.

> **In summary, all indicators of quality contribute to the success of service-learning. The more quality practices are implemented, the more students can learn how to change things, can use what they have learned, can show that their talents and resources are needed in our society and can practice civic engagement – which also results in more benefits for the schools, communities and the society as a whole.**

4.2 At an organizational level

Besides pedagogical implementation challenges in the schools, there are three big challenges we, as an NGO, face when trying to bring an approach like service-learning to German schools.

1. Infrastructure for service-learning training and sustainability of implementation

- We need more trained partner organizations to multiply the idea in the country.

- Other NGOs and foundations have started to fund service-learning without a common understanding of the approach. Here we need more cooperation.

- How can we establish more training of local school development agencies so that these can assist teachers and schools by implementing service-learning?

2. Evaluation and research

- We need more evaluation and research in Germany: there is a lot of research on service-learning in the USA, but research in Europe is still in its infancy.

- First step: Research and thesis by Sandra Zentner (work in progress).

3. Reaching policy level

- We need more cooperation with educational departments in the federal states.

- Service-learning must be better integrated in teacher education at universities.

5   Literature

Ammon, M. S., Furco, A., Chi, B. & Middaugh, E. (2002). *Service-learning in California: A profile of the Cal Serve service-learning partnerships (1997-2000).* Berkeley, CA: Service-Learning Research and Development Center, University of California, Berkeley.

Baltes, A. M., & Seifert, A. (2010). Germany: Service learning in its infancy. *Phi Delta Kappan, 91*(5), 33–34.

Billig, S. H. (2007). Unpacking what works in service-learning: Promising research-based practices to improve student outcomes. In J. C. Kielsmeier, M. Neal & N. Schultz (eds.), *Growing to greatness 2007: The state of service-learning* (pp. 18-28). Saint Paul, MN: National Youth Leadership Council (NYLC).

Billig, S. H. (2009). Does quality really matter: Testing the new K-12 service-learning standards for quality practice. In B. E. Moely, S. H. Billig & B. A. Holland (eds.), *Creating our identities in service-learning and community engagement* (pp. 131-157). Charlotte, NC: Information Age Publishing.

Billig, S. H., Root, S. C. & Jesse, D. (2005). The relationship between the quality indicators of service-learning and student outcomes: Testing professional wisdom. In S. C. Root, J. Callahan & S. H. Billig (eds.), *Improving service-learning practice: Research on models to enhance impact.* Greenwich, CT: Information Age Publishing.

Dewey, J. (1916/2000). *Demokratie und Erziehung: Eine Einleitung in die philosophische Pädagogik* (3. ed.). Weinheim und Basel: Beltz.

Eyler, J., Giles Jr., D. E. & Schmiede, A. (1996). *A practitioner's guide to reflection in service-learning: Student voices and reflection.* Nashville, TN: Vanderbilt University.

Furco, A. (2002). Is Service-learning really better than community service? A study of high school service program outcomes. In A. Furco & S. H. Billig (eds.), *Service-learning: The essence of the pedagogy* (pp. 23-50). Greenwich, CT Information Age Publishing.

Kirkham, M. (2001). *Sustaining service-learning in Wisconsin: What principals, teachers, and students say about service-learning, 2000–2001.* Madison: Wisconsin Department of Public Instruction.

Putnam, R. D. (2000). *Bowling Alone: The collapse and revival of American community.* New York: Simon and Schuster.

RMC Research Corporation. (2003). *Connecting thinking and action: Ideas for service-learning reflection.* Denver, CO: RMC Research Corporation. [Online]. Retrieved from: http://www.rmcdenver.com/adx/aspx/adxGetMedia.aspx?DocID=103 [02.09.2010].

RMC Research Corporation. (2008). *Standards and indicators for effective service-learning practice.* Scotts Valley, CA: National Service-Learning Clearinghouse. [Online]. Retrieved from: http://www.servicelearning.org/filemanager/download/standards-and-indicators.pdf [02.09.2010].

RMC Research Corporation & National Youth Leadership Council. (2008). *K-12 service-learning standards for quality practice: An annotated bibliography.* [Online]. Retrieved from: http://www.nylc.org/objects/publications/StandardsResearch.pdf [02.09.2010].

Root, S. & Billig, S. H. (2008). *Service-learning as a promising approach to high school civic engagement.* In J. S. Bixby & J. L. Pace (eds.), Educating democratic citizens in troubled times: Qualitative studies of current efforts. (pp. 107-127). New York: State University of New York Press.

Seifert, A. & Zentner, S. (2010). *Service-Learning – Lernen durch Engagement: Methode, Qualität, Beispiele und ausgewählte Schwerpunkte. A publication of the network "learning through civic engagement".* Weinheim: Freudenberg Foundation.

Sliwka, A. (2001). *Service Learning an Schulen in Deutschland. Bericht über den Pilotversuch Verantwortung lernen – Service Learning der Freudenberg Stiftung.* Weinheim: Freudenberg Foundation.

Toole, P. & Toole, J. (1995). Reflection as a tool for turning service experiences into learning experiences. In C. W. Kinsley and K. McPherson (eds.), *Enriching the curriculum through service learning.* Alexandria, VA: Association for Supervision and Curriculum Development.