Lead Your School: Research Bibliography on Philanthropy and Service

Part I: Learning to Give Focused and/or Funded Research

Research tells us that philanthropy instruction and service-learning improve school culture and students exhibit more charitable attitudes, beliefs, and behaviors.

I. From Michigan State University Evaluation of Learning to Give (LTG) in 2005
   “[Students] understood the vocabulary of philanthropy and have learned to think of how they can contribute as philanthropists. They also became more aware of how often they are recipients of other people’s ‘time, talent, and treasure,’ and that they have a responsibility to reciprocate.”

   1. Students demonstrate understanding of the concepts of philanthropy, individual responsibility to the community and tolerance.
   2. Students in LTG classes indicate in their responses to surveys that they are more involved in service-learning, are more committed to giving and serving in the future, and are more willing to speak up in public forums than students responding to various national surveys.
   3. Teachers report that their students respond positively to the LTG lessons, applying the concepts in their interactions with each other and taking responsibility for maintaining a clean and happy classroom community.

II. From “Service-Learning Improves Education” @ Wisconsin Department of Public Instruction
   “[Service-learning] promotes changes in school culture: Service-learning can have a profound effect on the school culture because it creates new relationships between schools and communities. At the same time, the community itself becomes a learning environment that benefits from the schools that its tax dollars support. Service-learning also can create more collaborative relationships among teachers, administrators and other school personnel. When all members of the school community gradually become participants in this new process of learning, they develop a personal and collective stake in making something positive happen beyond the walls of the school.”

   Research shows that philanthropy education and service-learning promote critical thinking and leadership.

   Projects with civic engagement goals expose students to social problems and to public agencies responsible for the amelioration of these problems. For example, instead of organizing a food drive as an end in itself—a traditional form of community service—students might use this activity as a springboard to research and discuss how effectively government agencies at various levels respond to hunger. Older students might decide to lobby lawmakers to create policies that better meet the needs of those who go hungry.
Part II: Published Research on Education, Philanthropy, and Service-Learning

We know that students feel valued and self-efficacy because of their increased sense of responsibility to civic life.

IV. From Caskey, Dr. Faye. A Rationale for Service-Learning: Outcomes for Students, School and Community, 1995. Excerpt from Growing Hope available on the NYLC website

“For young people undergoing the transition from dependence and egocentricity toward maturity, the experience of serving another, of responding freely to human need, pulls them outside themselves and frees them from self-centered awareness. In the process of giving service, a young person encounters dilemmas of personal responsibility, which, with encouragement, support, and reflection, can lead him/her to a fuller understanding and acceptance of responsibility as a member of the community.” (Faye, 1995)

Research tells us that service-learning gives a deeper purpose for learning and provides practice and habits for lifelong philanthropy.

V. From Billig, Dr. Shelley. “Why Service-Learning Is Such a Good Idea.”

“Anderman and Midgley (1998) found that teachers who were most successful in engaging students developed activities that addressed students’ intellectual and psychological needs, including work that gave students a sense of competency and autonomy, encourage self-expression, and allowed them to develop connections with others.”

Strategies to engage students include

- “highlight ways learning can be applied in real-life situations (Lumsden, 1994; Skinner & Belmon, 1991).”
- Students feel schoolwork is significant, valuable, and worth of their efforts (Policy Studies Associates, 1995)

“Service-learning, when done well, has all of the characteristics associated with engaged learning. Service-learning asks students to engage in setting goals to meet community needs, offers students choices and voice; provides many opportunities for teamwork in the planning and provision of service.”

“Consistent with other researchers, service-learning gives young people greater autonomy and control over their learning when they select the need to be met and design and deliver the services to meet the need. They feel a sense of self-efficacy and competence. They engage in challenging tasks.”

“Even better, once students are engaged in service-learning, they most often want to continue to volunteer in the future (Corporation for National and Community Service, 2006).”

VI. From NAEP Civics Framework Education Commission of the States Reform: The New Civics 2013
Research shows that students are motivated to do well in school and life when the work is meaningful and connected to a purpose outside themselves and they achieve mastery.

VII. Notes from Chapter One of *The Penguin and the Leviathan* by Yochai Benkler 2011

Dozens of field studies have identified cooperative systems often more stable and effective than equivalent incentive-based ones. Even in the study of human biology, evolutionary biologists and psychologists are now finding neural and possibly genetic evidence of a human predisposition to cooperate.

Maybe our educational systems are designed with the wrong model of who we are, and why we do what we do. To motivate people, we need systems that rely on engagement, communication, and a sense of common purpose and identity.

Daniel Pink, in *Drive* identifies three motivations for higher-order tasks—it must satisfy the urge to direct oneself (promote autonomy); the task must help them get better at something (mastery); and it must be in the service of something larger than self and they care about the outcome (purpose).

VIII. From National Assessment for Educational Progress—Civics Assessment

The component of civic dispositions, according to the framework, "refers to the traits of private and public character essential to the preservation and improvement of American constitutional democracy." The framework defines five dispositions as follows:

- becoming an independent member of society;
- assuming the personal, political, and economic responsibilities of a citizen;
- respecting individual worth and human dignity;
- participating in civic affairs in an informed, thoughtful, and effective manner; and
- promoting the healthy functioning of American constitutional democracy.
Bibliography


Corporation for National and Community Service “Growing to Greatness: The State of Service-Learning Project”

[www.nycl.org/g2g](http://www.nycl.org/g2g) and [www.nationalservice.gov](http://www.nationalservice.gov)


National Assessment of Educational Progress: Civic Education 2014

[https://nces.ed.gov/nationsreportcard/civics/](https://nces.ed.gov/nationsreportcard/civics/)

[www.learningtogive.org](http://www.learningtogive.org)

www.servicelearning.org/what_is_service-learning/service-learning_is/index.php


Washington, DC: Corporation for National and Community Service.


Wisconsin Department of Public Instruction “Service-Learning Improves Education” https://dpi.wi.gov/service-learning/why

Wisconsin Department of Public Instruction “High Quality Instruction That Transforms”

Why Teach Philanthropy?

- Community sees youth as assets rather than liabilities
- Improves school culture
- Provides practice of different habits of life-long
- Broadens perspectives of career opportunities
- Develops critical thinking and leadership
- Students exhibit more charitable attitudes, beliefs, and behaviors
- Gives deeper purpose for learning
The Science of Giving

86% of the world’s cultures believe volunteering promotes well-being (Konrath, 2016).

Service-learning, when done well, is associated with engaged learning (Billig, 2010).

Giving is Contagious!
People who are the recipients of generosity or see someone else give are inspired to give as well (Konrath, 2016).

94% of Americans donate financial resources. Youth prefer to give time over money.

Giving activates the pleasure center in your brain (The Life You Can Save, 2015).

Developmental Assets
learned through service lead youth to be successful contributing adults (Search Institute, 2006).

Volunteering builds community. 16.7% of volunteers say they gained a network of people they can count on.

60% of adults feel giving makes an impact. Youth feel proud to give.

Giving of your Time, Talent, or Treasure is good for ALL!

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