

Broadening the Education Experience: Findings from a K–12 and Higher Education Service-Learning Pilot Project¹

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Abstract

This study analyzes data obtained from the initial year of a K–12 and higher education service-learning program. The University of West Florida partnered with a local high school in a service-learning partnership (SLP) that engaged high school and university students in a conflict resolution and peer mediation mentoring program. The SLP attempted to broaden the views of participants by exposing them to a conflict resolution curriculum grounded in empathy and objectivity. This research focuses on the growth in individual, school development, and civic responsibility that can result from a K–12 and higher education partnership. Utilizing qualitative data gathered from participant reflection papers, growth issues related to developing such a partnership are discussed. The inherent social and educational benefits associated with making such a partnership work are also discussed.

Introduction

Florida had the second highest juvenile violent crime rate among all states during the decade of 1985–95 (*FDJJ 1999*). While the overall juvenile crime rate in Florida decreased, from 1995–2000, aggravated assaults and batteries by juveniles have increased by 10 percent (*FDJJ 1999*). Transfers of juveniles to adult court and drug offenses have also increased (*FDJJ 1999*). More specifically, as it relates to this research, during the 1999–2000 school year at the target high school, there were a total of 332 disciplinary actions (*School Liaison 2001*). Of the 332 disciplinary cases, 155 were out-of-school suspensions (*School Liaison 2001*). Violent behavior (e.g., fighting), disruptive behavior,

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and open defiance were the top three reasons for disciplinary action. Female students had the most infractions for fighting (*School Liaison 2001*). Further, female students represented more than half (79/155) of those disciplined with out-of-school suspensions (*School Liaison 2001*).

As a means of redirecting this juvenile aggression and anti-social behavior, a conflict resolution/peer mediation program was established between the University of West Florida and a local high school. The program was a service-learning partnership (SLP) between high school and university students and served as the basis for beginning a school-wide peer mediation program at the high school.

The goals of the UWF/HS conflict resolution pilot program included (1) engaging college students in a service-learning project in collaboration with students from a local high school, (2) training and certifying college student volunteers in mediation, (3) utilizing these college student volunteers as mentors and teachers of conflict resolution/mediation programming, and (4) developing the collaboration to serve as a delinquency prevention and intervention strategy for high school students. Further, the project served as a violence and delinquency prevention strategy; that is, this project integrated dispute resolution into a high school curriculum by teaching anger management and alternative dispute resolution skills.

Alternative Dispute Resolution (ADR)

The idea of teaching youth methods of resolving their disputes and constructively managing conflict was developed in school curriculums in the 1980s (*Maxwell 1989*). Today, educators and collaborative initiatives continue to develop conflict resolution and alternative dispute resolution programs in schools (*Girard and Koch 1996*). Such programs seek to teach youth alternative methods for dispute resolution (e.g., conflict resolution and peer mediation), as well as encourage broad student participation.

Effective dispute resolution programs should focus on improving communication, listening, critical thinking, and problem solving among participants and beneficiaries; promoting confidence and personal change among participants and beneficiaries; and encouraging students to get involved in service (*Davis and Porter 1985; Maxwell 1989*). By incorporating these goals, programs emphasize individual student growth and civic responsibility (*Battisoni 1997; Keith 1994; Maxwell 1989*). For example,

individual student growth might be achieved by increasing awareness of diversity and encouraging objectivity and impartiality. Most important, programs that are grounded in a school's curriculum provide all students the opportunity to learn about and benefit from dispute resolution practices.

Based on most general data, schools that have implemented ADR programs record a decrease in suspensions, an increase in attendance, and a better learning environment (*Araki 1988; Davis 1986, 293; Koch and Miller 1987, 2; Lindsay 1998; Stichter 1986*). Moreover, research suggests that students have utilized learned dispute resolution skills in resolving conflicts in non-school settings (*Johnson and Johnson 1996; Johnson, Johnson, and Dudley 1992*). Types of alternative dispute resolution programs include peer mediation and conflict resolution. Maxwell suggests mediation "provides a structured forum for the resolution of interpersonal disputes" and "emphasizes a fair settlement" (1989, 149–150). Burrell and Vogl suggest mediation "will be a popular method of dispute resolution in the 1990s because of its utility in a variety of contexts" (1990, 237). However, some researchers suggest that for mediation to be successful, it must be integrated into a school's curriculum (*Davis and Porter 1985*). One method of implementing mediation into the curriculum is through service-learning.

"[T]his project integrated dispute resolution into a high school curriculum by teaching anger management and alternative dispute resolution skills."

Service-Learning

Service-learning is described as both a philosophy of education and an instruction method (*Anderson 2001*):

As a philosophy of education, service-learning reflects the belief that education should develop social responsibility and prepare students to be involved citizens in democratic life. As an instructional method, service-learning involves a blending of service activities with the academic curriculum in order to address real community needs while students learn through active engagement.

Involvement in service-learning projects enhances students' capacity to learn because they have the opportunity to learn through experience rather than in a classroom environment alone (Cohen and Kinsey 1994; Swanson, King, and Wolbert 1997; Wilkins 1996). More important, service-learning benefits both students and faculty directly involved in the project, as well as the community at large (Swanson, King, and Wolbert 1997).

Raskoff and Sundeen (2000) present the following rationales for integrating service-learning in the school curriculum: school development; personal and moral development; vocational development; academic achievement; political development; and citizenship or civic participation. These rationales complement the goals of dispute resolution. Consider, for example, that both dispute resolution and service-learning focus on growth of the individual, the school, and the community.

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Thus, in evaluating the impact or efficacy of such programs, it is important to assess participant perceptions of each (see Raskoff and Sundeen 2000).

Reflection is an integral component in assessing the impact of service-learning initiatives. Raskoff and Sundeen (2000, 84) suggest that reflection is a “key component in shaping” activities because it “encourages students to reflect (either through written assignments, discussion, or artistic expression) upon their service experience in relation to their academic work, personal values and beliefs, social responsibilities, and career interests.” However, researchers suggest that students are not given valid opportunities to reflect on their service-learning experience, and therefore might not complete critical analyses or provide evaluative insights (Kahne and Westheimer 1996).

Methodology

Students enrolled in the Division of Criminal Justice and Legal Studies at the University of West Florida served as the pool of eligible “mentors” for this service-learning project. During the 2000–2001 academic year, 232 criminal justice majors and 128 legal studies majors were enrolled. The target high school had a

student enrollment of 1,542. It had the smallest student enrollment of any public high school in the local school district. However, the student population was 48 percent minority and the school is located in a neighborhood rapidly moving toward commercialization. Students enrolled in the high school's Academy of Law and Public Service (Law Academy) as well as the Early Childhood Education (ECE) tech-prep program were the target participants. The collaboration was grounded in service-learning, and is an example of the new trend of using a school-based mediation program to help curb juvenile delinquency and behavior problems (Stichter 1986).

During 2000–2001, the Law Academy served approximately eighty students in grades nine through eleven. The Law Academy population was 69 percent female and 50 percent minority (School Liaison 2001). Further, 60 percent of the Law Academy students were children in single-parent households (School Liaison 2001), widely considered an at-risk category. Additional at-risk factors of the student population include learning disabilities such as Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, and deficiencies in reading and math comprehension (School Liaison 2001). The ECE program served approximately eighty-five students of which all were female, 50 percent were minority, and 80 percent were at-risk (School Liaison 2001).

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University of West Florida participants in this project were selected by a self-drop method. Self-drop sampling means that any student interested in participating is accepted after completing an application and a statement about why he or she wanted to participate in the program. Although self-drop samples are not probability samples and therefore are not usually generalizable to a population, UWF students participating in this project were representative or a demographic match of the Division of Criminal Justice and Legal Studies' student population. The high school student participants were chosen based on their enrollment in a selected class. The high school liaison selected four classes for

inclusion in the program’s initial semester and three classes in the second semester; all students enrolled in these classes participated.

Although it remains too early to evaluate the success of the UWF program in terms of violence and delinquency prevention, this study focuses on mentor participant growth after one year of participation. Discussion is presented on whether higher education (i.e., mentoring) participants realize the benefits of service-learning (e.g., increased self-confidence) in the initial stages of a K–12 and higher education collaboration. Because this evaluation focuses only on growth of student mentors in a service-learning partnership, findings are limited to participant reflection papers. Reflection papers are considered an integral component in assessing the impact of service-learning initiatives (*Raskoff and Sundeen 2000*). Furthermore, when students are given valid opportunities to reflect on their service experiences, the reflection papers present

Figure 1. Individual Growth Measurement Model

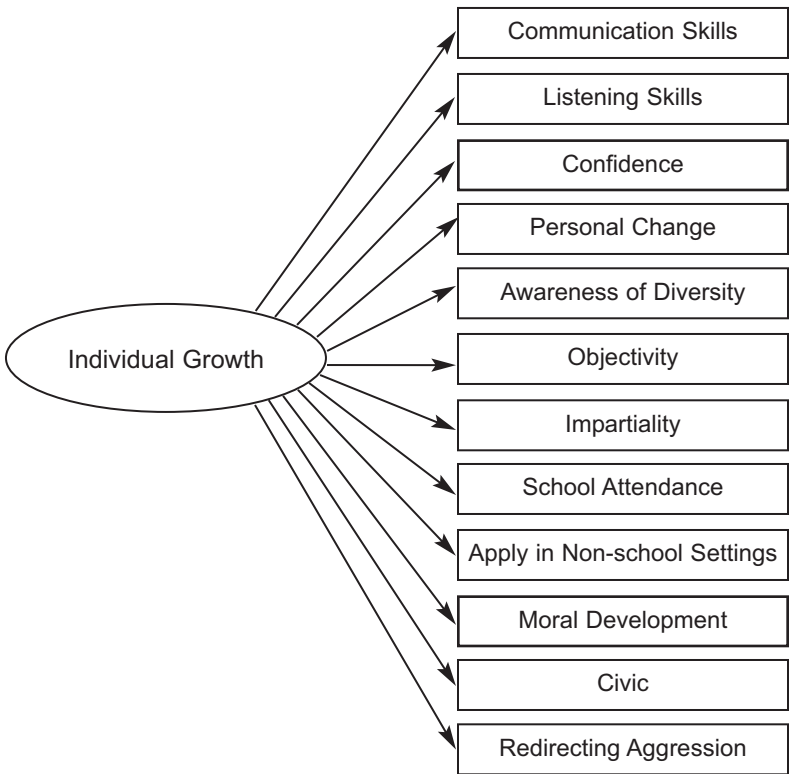
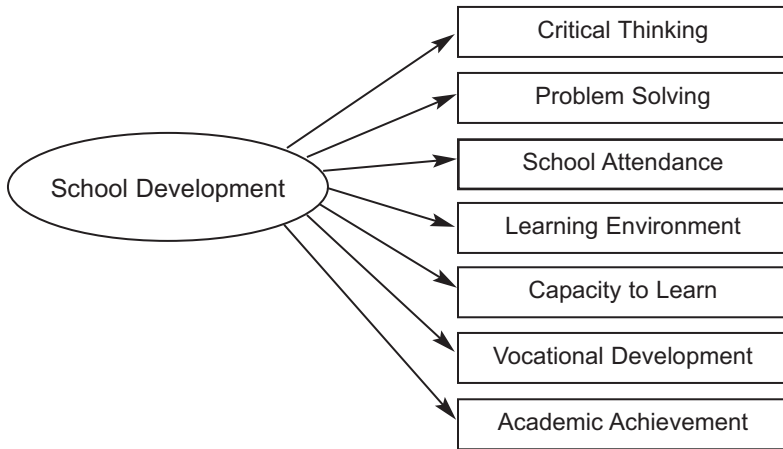


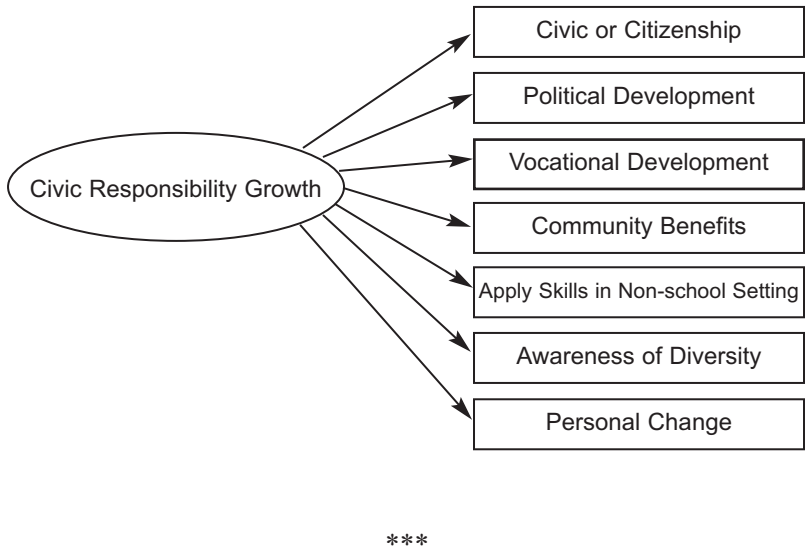
Figure 2. School Development Growth Measurement Model

individual critical analyses and provide evaluative insights about a program (*Kahne and Westheimer 1996*).

The evaluation model in this research is strengthened by grounding the measurement model in Raskoff and Sundeen's (2000) rationales for integrating service-learning in school curriculum. Defining models using concepts grounded in service-learning research and theory, as done here, is also important in validating the use of reflection papers. For example, in this study the models were developed to measure concepts of individual growth, school development growth, and civic responsibility growth. The concepts and factors in the measurement models are formulated independent of the reflection papers. This is important in standardizing the analysis. Using content analysis, reflection papers are analyzed to determine how well student experiences fit the concepts and factors. Because the models are grounded in theory and prior research, the evaluation process somewhat validates the use of the reflection papers in addition to measuring the impact of the program among mentoring participants. The measurement models are presented in Figures 1, 2, and 3.

Quantitative and qualitative data were gathered from the higher education student participants' reflection papers ($n = 26$). Reflection papers were collected from UWF student participants at the end of the fall and spring semesters of year one of the

Figure 3. Civic Responsibility Growth Measurement Model



partnership. Educational and developmental impacts identified by the participants were analyzed via content analysis methods presented by Weber (1990). Specifically, participant reflection papers were analyzed to assess whether individual growth, school development growth, and civic responsibility growth were perceived during the implementation stage of the conflict resolution service-learning partnership utilizing the constructs presented in the measurement models. Finally, quotations that best represented the views of the respondents were compiled for each concept.

Findings and Discussion

Prior to program implementation, service-learning activities were established for each participant meeting and criteria were established for the reflection paper. Several programming and curriculum items were also completed (e.g., curriculum development for the service-learning course and training of initial UWF participants). Although the program administrators were satisfied with these planning accomplishments, several programming and planning issues were problematic in the initial stages of implementing the pilot project. These issues related to program implementation are noted due to their (negative) influence on the measurement outcomes.

Individual Growth

Effective dispute resolution and service-learning programs focus on developing educational, personal, and interpersonal skills among participants and beneficiaries. Individual growth skills identified by researchers include improved communication, listening, self-confidence, and personal change (*Davis and Porter 1985; Raskoff and Sundeen 2000*). UWF participants realized individual growth in these skill areas, in addition to many others. Individual growth areas are identified in Table 1.

UWF students reflected on their individual growth as an outcome of their participation in the conflict resolution service-learning program. When asked about the benefits the service-learning program offers, students reflected on their individual growth:

I learned more about myself as a person, what my flaws were and what affects my objectivity.

My own potential to reach out to students has increased and I feel more confident to speak to a large group.

I learned that sometimes I can be too assertive—that sometimes it is good to step back and gently give the reins to someone else for awhile. I was reminded how very much I love being a leader myself, how capable and confident I can be when I want to be so.

I truly believe that all of my goals and self-achievements were not only met but surpassed. Not only did I become involved this semester but also I became one of the leaders.

I also learned something about my learning style that I never knew. If a project does not have the structure that I need, I am easily discouraged. There were several days that I did not want to attend the school sessions because I felt like we were not making any progress but I now realize that in some situations you must develop your own structure or method of operation to complete the task.

Students also identified their perceptions of individual growth among the high school students they mentored:

The [high school] students really surprised me. . . . In the beginning, the kids were aloof, wanting to be cool. When we presented activities requiring some thinking outside the box, they really tried to out-do one another—they got

Table 1. Individual Growth Skills

Individual Growth	Number of Respondents	Percentage
Increased Communication Skills	13	50.0
Increased Listening Skills	11	42.3
Increased Self-Confidence	8	30.8
Acknowledgment of Personal Change	12	46.2
Increased Awareness of Diversity	11	42.3
Increased Objectivity	11	42.3
Impartiality	3	11.5
School Attendance	1	3.8
Apply (Dispute Resolution) in Non-school Settings	16	61.5
Increased Moral Development	0	0.0
Acknowledgment of Civic Responsibility	8	46.2
Redirecting Aggression	5	19.2

creative. Through these activities, I feel the kids opened up wonderfully.

Giving the students the opportunity to help resolve problems empowered them. In so many ways this gives the students a sense of responsibility and they really respond well to this. I overheard so many students anticipating their role as a peer mediator at [the] high school. They also asked for information about possible career opportunities as mediators.

[The high school teacher] encountered me to share how [his high school students] were speaking of mediation during their lesson on civil law and that our [peer-mentoring] program helped relate. [This teacher] would also get involved and ask questions concerning the information and the students would involve him in the activities. This helped [the high school students] to better get motivated.

As of the last class meeting, the students displayed the ability to grasp the concepts of peer mediation and apply them in an effective manner. They were also able

to identify areas of improvement amongst themselves, as well as, amongst each other.

Increased involvement of the high school students was recognized by the majority of the UWF participants (61%). The UWF students also perceived growth in appreciation for them as mentors and an appreciation and interest in mediation. For example, UWF students reflected on the increased participation of the high school students:

Many students who avoided interaction in the activities . . . have changed and found interest and had brilliant input.

Students that were reserved in the beginning shined in the end. . . . The biggest change came from several problem students who were continuously disruptive and rude. These students became active participants that were self-controlled.

The UWF students suggested that their participation in the conflict resolution service-learning program was integral in developing their mediation skills, in addition to increasing their awareness of diversity. For example, students reflected on their development of communication skills (50%), increased listening skills (42%), and increased self-confidence (31%). This is really the impetus for utilizing service-learning as a complement to an academic curriculum. Consider the following student reflections that highlight the utility of service-learning:

I had classes in mediation before but putting the information in practice helped me get a better understanding of the process.

The skills that they learn today are what they can take with them to build a better and stronger tomorrow.

Service-learning often takes learning to another level. You must have patience as we did in this semester. Though, you will obtain a level of learning that is well out of the box of the standard classroom setting of learning through an experience like this one. Teaching yourself and teaching others as you reach out in the community gives you learning beyond the norm and opens many doors of opportunity and experience.

This semester really challenged me to do something I really did not know if I could do. I have such a good level of confidence after this experience. I got to mingle with a whole new generation and found that while we have many differences, we are all the same. The skills I refined and learned will be invaluable to me in the future.

The experience of teaching these techniques has truly been rewarding. Instructing the students has had a reciprocal effect, in the sense that they have actually taught me many things. I am grateful to have had such an experience. I am also grateful for the opportunity to operate in a truly diverse environment. The wonderful thing about teaching and mentoring, is what you learn each step of the way.

“Student collaboration in this service-learning program presented individual growth opportunities for all the students, in addition to presenting strong role models for the high school participants.”

Student collaboration in this service-learning program presented individual growth opportunities for all the students, in addition to presenting strong role models for the high school participants. Goals included building self-confidence and self-esteem among all participants. The majority (11/12 or 92%) of individual growth skills outlined in the measurement model were realized by the UWF students as discussed in their reflection papers.

School Development Growth

Dispute resolution and service-learning programs should also focus on developing educational skills among participants and beneficiaries. In this research, school development growth includes both individual educational growth (e.g., critical thinking and problem-solving skills) and aggregate educational growth (e.g., improved learning environment and capacity to learn). The school development growth findings are identified in Table 2.

Table 2 shows what UWF students learned concerning their school development growth through their participation in the service-learning program. Although some students recognized their

Table 2. School Development Growth Skills

School Development Growth	Number of Respondents	Percentage
Improved Critical Thinking Skills	1	3.8
Improved Problem Solving	4	15.3
School Attendance	0	0.0
Learning Environment	8	30.8
Capacity to Learn	11	42.3
Vocational Development	10	38.5
Academic Achievement	5	19.2

individual educational growth in improved problem solving (15%) and academic achievement (19%), very few reflected on individual growth related to increased school attendance or improved critical thinking skills (0% and 4% respectively). However, some students noted improvement in the learning environment (31%) and individuals' capacity to learn (43%)—inherent benefits of service-learning. For example:

There are alternatives to the standard approach for solving problems. Mediation attempts to approach a problem from the inside out. This means that mediation focuses on the people as much as it focuses on what the occurrence was.

Using a variety of teaching styles contributes to the versatility of the classroom setting, and is important in capturing the attention of the audience. Our ability to demonstrate leadership, while maintaining respect among one another, demonstrates a dynamic to the [high school] students in a manner that would inspire them to learn from us.

Service learning is a teaching methodology that focuses on both service and learning at the same time allowing students to learn and apply academic, social and personal skills to improve the community. Service learning also encourages integration, while it provides students structured time to reflect on their service experience.

Vocational development was also included in the school development growth skills measurement model. The greatest number of UWF students (39%) reflected on how this service-learning program affected their vocational development. One student suggested, "Taking the class has helped me in my personal life, in my other college courses, and to change my career goals." A second student discussed his realization that a different vocation might evolve from his participation in the service-learning partnership: "This has opened another door, as far as careers go, to go towards teaching because I see how much it matters."

Some students (23%) also discussed their growth as leaders and development of leadership skills through their participation in the program. Moreover, students (19%) discussed the need for teamwork within their UWF group and how their ability to work as a team was often indispensable in making the service-learning partnership work. Although "leadership" and "teamwork" were not included in any of the growth measurement models, the student reflections included below suggest that these concepts be included in future participant growth measurement models:

"[S]tudents discussed the need for teamwork within their . . . group and how their ability to work as a team was often indispensable in making the service-learning partnership work."

We made a dynamic team. Each of our strengths and weaknesses were revealed as we taught. Where one would falter with patience or ideas, another would excel.

I also enjoyed working beside my colleagues. Between them and the students, made this whole experience worthwhile. They taught me the meaning of "team" because if it were not for us then this program would have never made it; we are the ones who made the program what it was, together.

Each group member should take advantage of their opportunity to perform in a leadership role, to include the support of other students' opportunities to exhibit leadership.

A true leader exhibits the ability to allow other students the opportunity to perform in a leadership role. Another

important aspect that I have learned is tolerance. Being tolerant of others is being respectful of them. Tolerance has taught me how to manage my perception of the differences among other members in the group to which I belong.

Not only have the UWF students become mentors to these students through this program, these students once starting the program can become mentors for their fellow classmates and younger programs.

Civic Responsibility Growth

The service-learning program also focused on encouraging the students to participate in community service and volunteer opportunities. A secondary goal of the service-learning partnership was encouraging these students to be lifelong volunteers in their community. This is grounded in the Law Academy's primary objective of teaching civic responsibility and providing students with occasions for proactive response to community needs. Thus, the service-learning project was expected to help student participants model the behavior of service to their classmates, teachers, school, and community.

Interestingly, about half (46%) of the students reflected on their individual civic growth. However, only 4 percent noted the civic-related benefits of implementing service-learning programs. Table 3 highlights the civic responsibility growth responses among UWF participants. However, students recognized the benefit of

Table 3. Civic Responsibility Growth Skills

Civic Responsibility Growth	Number of Respondents	Percentage
Increased Understanding of Civics or Citizenship	1	3.8
Political Development	0	0.0
Vocational Development	10	38.5
Community Benefits	3	11.5
Apply Skills in Nonschool Settings	16	61.5
Awareness to Diversity	11	42.3
Personal Change	3	11.5

using mediation in non-school settings (62%), and approximately 42 percent noted an increased awareness of diversity and objectivity.

One student response highlighted the underlying need for this service-learning partnership:

The biggest reason to teach mediation to a family dynamics class is that the family is one of the most fertile grounds for conflict. I had the distinct impression from what some of these students told me that their family foundations were either nonexistent or full of cracks. There is little doubt in my mind that what their families may not be teaching them about conflict and self, we as mediation trainers and mentors could teach them. And if the lessons taught were not thorough, at least they helped build a foundation or fill in some of the cracks. Speaking of cracks, what we taught these kids may someday help prevent some of them from falling into the cracks—cracks which they did not create. Surely if even one is helped then we have succeeded in part of our goal.

Student reflections also included increased awareness of diversity:

The final but most essential benefit I felt this program provided was the integration of the students. In the beginning of the program, when the students were separated into groups, they would normally pair up with persons who were like themselves. . . . As time progressed, and more mock mediations occurred, black and white students started coming together into groups, working together, to try and resolve disputes.

The mediation program not only helped the students but also was an eye-opening experience for myself. I have spent all my life in a small town and tend to think that everyone thinks alike. During the first visit I was introduced to new ideas and different ways to look at situations.

I also learned not to look at someone and try to interpret how they are by how they look. Every one of these students had something special and some of them are very talented. One would never guess some of the attributes these students have. From the looks at some of them, I was definitely biased on how I thought they were. However, when they started talking, I learned otherwise.

Because of that experience, I am learning now that the looks of a person don't define who they are.

Increased awareness of diversity is an important benefit of service-learning. One might argue that this benefit “umbrellas” each measurement model, in that it shows individual, educational, and civic growth.

Lessons Learned

It is important to document participant reflections in an attempt to evaluate the impact or efficacy of service-learning on the higher education student “mentor” participants. Moreover, use of student reflection papers is an integral component in assessing the impact of service-learning initiatives (Raskoff and

Sundeen 2000). This research suggests that higher education participants realize individual, school development, and civic responsibility growth benefits in the initial stages of a K–12 and higher education service-learning collaboration. Ideally, all higher education student participants would develop or realize all benefits identified in the measurement models presented in Figures 1, 2, and 3; however, this is not the case. This section identifies the inherent social and educational benefits of developing service-

“Increased awareness of diversity is an important benefit . . . [that] ‘umbrellas’ each measurement model, in that it shows individual, educational, and civic growth.”

learning partnerships and proposes guidelines for institutions interested in establishing such partnerships.

The main benefit of an effective service-learning project is to promote the participation of youth in service-learning, whereby youth participants learn and develop through active participation in a service experience. The peer mediation program in this study gave higher education students an opportunity to collaborate with high school students to establish a peer mediation program at their high school. This was an opportunity for the higher education students to mentor the high school students, as well as enhance their learning of mediation and conflict resolution. Thus, the service-learning partnership directly benefits all student participants socially (e.g., high school students are mentored) and educationally (e.g.,

high school students are introduced to conflict resolution and develop a schoolwide peer mediation program). Further, this service-learning partnership indirectly benefits the community by fostering student participants' development of civic responsibility (e.g., volunteering and serving as mentors) and by meeting actual community needs (e.g., teaching students techniques of alternative dispute resolution). Student participant and community benefits are realized through the establishment of components of effective service-learning partnerships, including preparation, action, and reflection.

Preparation is really the key for building an effective and productive service-learning partnership. In the peer mediation pilot project, lack of preparation inhibited some possible outcomes. For example, preparation for a higher education/K–12 partnership should include the need for service, site visit procedures, mentoring timelines, and evaluation methods; and, the preparation should take place at all levels in the partnership, including higher education and K–12 program administrators, administration, higher education and K–12 students, and participating teachers and staff.

Although the peer mediation program was prepared with the details in general, not all levels of participants were prepared. For example, in the first semester of implementation higher education student participants were not prepared with classroom management techniques to be used when training a class of high school students. Further, the groups of four college students were expected to go into the classroom with minimal lesson plans and instruct sophomore- through senior-level students for one class period. Lack of planning was also evident in coordinating university and K–12 school schedules to accommodate differences in holidays, spring breaks, and even school picture day.

There were several problems identified both by the students and the program administrators that led to lack of preparation. These problems were reconciled in the second semester using the following strategies:

1. *Journal entries*: Students were responsible for electronically posting weekly journal entries. This enabled students to communicate concerns and gave administration a means of addressing them.
2. *Weekly seminars*: Students met with professors weekly, (instead of biweekly) to role-play and do mock presentations of material prior to presenting the material to the high school students.

3. *Formal lesson plans:* Formal plans were prepared for students to use in presenting lessons to the high school students.
4. *Enhance communication:* Lack of communication between students and professors and higher education and K–12 sites was a major problem in the first semester of the pilot program. Program administrators from higher education visited the high school site with students and made a concerted effort to discuss programmatic issues with the K–12 students, teachers, and administrators.
5. *Establish/gain support:* It is imperative to both stimulate K–12 teacher interest and support, and to arouse student interest and enthusiasm in the project. Both K–12 and higher education students applied for and attended a state leadership conference with a K–12 teacher. Further, higher education students were encouraged to present findings from their experience at local and regional professional conferences.

Extensive preparation is really the key to promoting a successful service-learning partnership that fosters personal, academic, and civic growth. Moreover, it is important to include all participant levels in the preparation stages. With proper preparation, the addition of a service-learning partnership offers both higher education and K–12 students the opportunity to apply and complement traditional course learning, in addition to reflecting upon and their service-learning experience and applying what they have learned in non-school settings.

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