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Can Community Connection Be Learned? A Case Study

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CAN COMMUNITY CONNECTION BE LEARNED? A CASE STUDY

By

Carrie L. Karvakko

A REPORT

Submitted in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

In Applied Science Education

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This report has been approved in partial fulfillment of the requirements for the Degree of
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Abstract

The purpose of this study was to investigate the extent to which a sample of fifteen Michigan Technological university students who participated in civic engagement research projects enhanced their attachment to a community.

A Likert-scale survey was utilized to assess participants' dispositions toward attachment to a place. Overall the results showed that the students agreed there was an attachment to a place and that they identified with a place. Additional methods, reflection papers and interviews, were used to assess what factors enhanced the participants attachment and the impact of the course. Through these measurements it was determined that place attachment is integral when designing learning experiences to create more community involvement.

Participating in this civic engagement research project enhanced the participants' connections by the desire to volunteer or become more involved with a community's politics or its economic sustainability. Additionally, results suggest there were two other factors to consider when measuring the level of civic engagement within a community. First, was a person's upbringing. If a child was encouraged to participate in volunteering and other events within a community, it is more likely for them to do so as an adult. The second factor is the amount of free time that a person may have available. Other responsibilities such as, family, a career, and schooling would take priority over contributing time to a community.

Chapter 1

Introduction

Educators are in search of ways to improve their teaching and increase the level of achievement of their students. They discuss areas of concern with their departments, participate in professional development, and spend many hours researching their subject(s). Personally, I find myself thinking, “What can I do to motivate learning and increase student success?” For example, as I was teaching about the Industrial Revolution, pertaining to the Michigan curriculum standard 6.1.1, I realized that the students seemed more motivated to learn when they could link the content with their lives, particularly to the area in which they grew up. For example, when I tied technological advances in the American Industrial revolution to the town of Calumet and its history with copper mining, students were more engaged and seemed to have retained that lesson better than others in the unit.

I was interested to see if student motivation increased with other curriculum topics treated in this fashion, so I decided to incorporate more local history with the Michigan curriculum standard, 7.1.3. This standard instructs the educator to explain and evaluate Roosevelt’s New Deal Policies. As a class, we discussed the creation of the Keweenaw Mountain Lodge and its relation with the Public Works Administration. Also, I picked other structures that were around the area and showed their significance to the New Deal Agencies. The students enjoyed hearing about the

New Deal projects that were done around the Copper Country and seemed to remember them when it came to the test. It appeared that if I could have the students focus on the historical content, while integrating knowledge about their community, then I might be able to increase their knowledge of the subject that I was teaching. I began to focus more on implementing local history while developing my lessons, expecting that it would help my students grasp the more difficult concepts.

In 2013, I began taking a graduate course called “Communities and Research.” This class researched the potential opportunities and challenges associated with minewater geothermal energy for Calumet, Michigan. Through this class, I participated in civic engagement. I interacted with the community while conducting research. I learned that after Calumet students get their high school diploma, most will leave the area because it has little to offer. As a native of a small, rural town, I see many people leave and not come back. I have also seen many towns’ population dwindle. This troubled me because youth out migration is probably the most important reason that there are many towns are not sustainable. I felt disheartened and began wondering what could be done to stop this phenomenon. What would make people want to stay and create opportunities for the future, instead of leaving and contributing to its decline?

After taking the Communities and Research course, I realized that a single individual can have a positive impact on an entire community. Civic engagement, within a community, reinvigorated my drive to help my local community and

strengthened my relationship with the Copper Country. Why couldn't civic engagement do the same for other college students? Similar to how linking my students' learning to the local community seemed to increase their motivation to learn and understanding of history, civic engagement could help local college students connect with a community. After participating in a community based project, students may feel more compelled to volunteer for a non-profit organization, register to vote, or even participate in a community activity. They could learn to give back to their community, while improving their overall educational experience.

There has been increased attention to civic engagement (more specifically the community-based aspect of civic engagement) learning in elementary and secondary education. However, little research has been done on the outcomes of this type of learning in regards to the student and their connection to the real world.

The purpose of this study is to investigate whether students' participation in a community-based research project affects students' attachment to their community. Specifically, it addresses the research question, "How does participation in a civic engagement research project affect students' community attachment?" Although this project examines college students' experiences, the results will inform my teaching practice at the high school level. It is important for my high school students to realize the impact that they could have on their community and how they can help by becoming more engaged. This research will help me understand how community engagement impacts students' community attachment, informing my development

and incorporation of more active community projects so students can potentially feel a connection to their community and give back to society.

Chapter 2

Literature Review

Civic engagement is a broad term that has multiple definitions. Depending on the researcher, civic engagement may be viewed as a specific activity or it could be perceived as something involving many activities. Civic engagement may be a form of a community service, collective action, political involvement, or social change (Adler and Goggin, 2005). Broadly defined, civic engagement may refer to informal social activities, such as visiting with friends, or to formal activities that include community and political participation (Putnam, 2000).

According to Diller, “Civic engagement [is] an individual’s duty to embrace the responsibilities of citizenship with the obligation to actively participate, alone or in concert with others, in volunteer service activities that strengthen the local community” (2001). In this case, civic engagement is focused on a participant volunteering alone or with others. However, others define civic engagement as a collective action: “Civic engagement may be defined as the means by which an individual, through collective action, influences the larger civil society” (Van Benschoten, 2001). Civic engagement is actively helping a larger society, “...it is about collaboration, about intense joint activity...pursuing community issues through work in all sectors, not just government” (Hollister, 2002). Yet, others believe that civic engagement means being politically involved: “Civic engagement differs from

an individual ethic of service in that it directs individual efforts toward collective action in solving problems through our political process” (Diller, 2001). If a person is partaking in a political process, they are said to be actively engaged. Lastly, civic engagement can be defined as a social change: “Civic engagement describes how an active citizen participates in the life of the community in order to help shape its future. Ultimately, civic engagement has to include the dimensions of social change” (Ronan, 2004).

Although there are many definitions of civic engagement, Adler and Groggin propose a definition to incorporate all of these ideas: “Civic engagement describes how an active citizen participates in the life of a community in order to improve conditions for others or to help shape the community’s future” (241). In spite of these definitions of civic engagement, there is a main idea that encompasses all of these, which is people becoming actively involved in their community. How does one become actively involved? To become actively involved, a person needs to acquire civic competence.

According to the National Council for the Social Studies, civic competence is,

“The knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. Civic competence rests on this commitment to democratic values, and requires that citizens have the ability to use their knowledge about their community, nation, and world; to apply inquiry processes; and to employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and

improving our democratic way of life, and participating as members of a global community (1994).

Because civic competence is one of the primary goals of social studies (National Council for the Social Studies, 1994), it makes sense to link service-learning and civic engagement to create opportunities for students to solve problems and make meaningful connections in a real world context (Ponder, Vander Veldt, and Lewis-Ferrell, 2011). Civic engagement and service learning projects aid in creating democratic values which are directly linked to the National Council for the Social Studies definition of civic competence.

To help aid in these real world connections, students should be taught ten basic themes: 1) culture; 2) time, continuity and change; 3) people, places, and environment; 4) individual development and identity; 5) individuals, groups, and institutions; 6) power, authority, and governance; 7) production, distribution, and consumption; 8) science, technology, and society; 9) global connections; 10) civic ideals and practices (1994). (Detailed descriptions are in Appendix A). Once a person is taught these themes, their civic engagement increases. Civic engagement will not only help enhance students' attachment to community but it will also help them become more informed and engaged citizens.

To become a more active and informed citizen a person must possess civic identity. A person establishes civic identity throughout their adolescence.

“Participation promotes the inclusion of civic character into the construction of

identity that, in turn, persists and mediates civic engagement into adulthood. The formation of civic identity, then, is the hypothesized developmental link across time and the factor that differentiates adults in the degree of their civic engagement” (Yates &Youniss, 1996; Youniss &Yates, 1997). “Young adults who identify with, have a stake in, and want to contribute to their communities can help to stabilize democratic societies by directing their discontent into constructive channels. They can also be a force for political change, by bringing new perspectives on political issues and offering fresh solutions” (Flanagan and Levine, 2010).

There are three factors in the formation of civic identity: opportunities to act on the issues that plague society; collaboration with other peoples to respond to societal issues; and reflecting on and discussing the relationship between what is actually happening in society and what should be occurring (Youniss and Yates, 1997; Ponder, Vander Veldt and Lewis-Ferrell, 2011). These factors can be strengthened through different levels of involvement within the community, thus strengthening citizenship.

However, young adults today are less likely than young adults in the 1970s were to display nine out of ten fundamental characteristics of citizenship: belonging to at least one group; attending religious services at least monthly; belonging to a union, reading newspapers at least once a week; voting; being contacted by a political party; working on a community project; attending club meetings; and believing that people are trustworthy (Flanagan, Levine, and Settersten, 2009). The only

characteristic of citizenship that adolescents of today do more than their predecessors is volunteering (Flanagan and Levine, 2010). To help increase civic engagement, teachers are utilizing community based research projects, which encourage students to work with their community. As one study indicates,

“The curriculum serves the learner located within their community, to understand who they are, where they have come from, and what future directions might be, as well as celebrating the richness and uniqueness of their places and its cultural traditions. This focus on place within the curriculum will re-empower rural youth to value their local culture, history, and identity” (Bryden and Boylan, 2004).

The theory is that not only do students who are engaged in service learning feel like contributors to their community, but they also become more informed citizens. A byproduct of including civic engagement in education is not only the creation of more informed citizens but also enhancing a students’ attachment to a place. “Place attachment refers to an affective bond formed through direct experience in, or vicarious engagement with, a place. Such bonds vary in intensity as well as duration” (Semken and Freeman, 2008).

Stedman states that, “researchers ought to examine not just how much the place means . . . but what does it mean?” There are two major ways a person becomes attached to place--the physical attributes of an environment and the experiences a person has in a certain environment (Stedman, 2003). He also says that, “...the meanings of a setting are based on its environmental attributes” (Stedman, 2003). This refers to a person’s attachment to the physical features of a place.

Stedman also notes that, “Previous behaviors or experiences in the landscape may create lenses through which humans attribute meanings to landscape” (Stedman, 2003). This refers to a person’s experiences influencing their connections to a place. A person’s connection to a place can strongly influence their desire to become an involved citizen.

It is believed that civic engagement helps students acquire and use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives (Levinson, 2007). Students become more informed and thoughtful, have an appreciation for history, have an understanding and awareness of public and community issues, think critically, enter dialogue with other people who have different perspectives, participate in organizations and contribute, act politically, and have moral and civic virtues (Levinson, 2007). Civic engagement develops relationships amongst the community, educators, and students, while providing an opportunity for students to become actively involved and informed in their community.

Chapter 3

Methodology

A case study was used to seek an understanding of community attachment amongst students who participated in a community-based research project. The intention is to investigate links between a community based research project and to see if it increases a students' level of community attachment by examining aspects of the case in detail (Thomas, 2009).

Participants

The participants were selected amongst fifteen Michigan Technological University students who participated in a community based research project course during the spring 2013 or fall 2013 semesters. These undergraduate and graduate students specialized in a variety of disciplines, including applied science education, anthropology and biological sciences, cognitive and learning sciences, environmental and energy policy, humanities, industrial archaeology, mechanical engineering, and scientific and technical Communications.

The project in spring 2013 was Rural Community Sustainability (SS4390) which focused on "Calumet's Community Capitals: An assessment of First Fridays Art Tours." The fall 2013 student project was Communities and Research (SS4700) which paid particular attention on "Exploring the Social Feasibility of Minewater

Geothermal in Calumet.” Each of these projects were approximately four months long and involved students going to Calumet for their research. The students were to engage with Calumet community members, along with spending twenty five to thirty hours of field trip time there. The ultimate goal for both of these courses were to understand assets and challenges that Calumet faces in order to help Calumet become a more sustainable and rural community.

The students were asked to participate in this study through an email sent out by the professor of the courses in February 2015 (Appendix B). This email asked for permission to view reflection papers written by the students at the end of each course. It also let them know that they may be contacted for a future interview and contained a link to an online survey that would be used for the study. All three of these data sources were crucial components to the research in hopes of showing an enhanced attachment to a place from participating in the civic engaged research project.

If the students gave permission to access their reflection papers, to maintain their confidentiality, the professor removed their names before submitting them to be used for research. The email was sent a second time, during March 2015, in case any student had missed the original.

Eleven of the fifteen students gave consent to access their papers and six students participated in the online survey. Follow up emails were sent in July and August 2015 to the students asking them to take part in an interview. Five students agreed to be interviewed. Depending on the interviewee’s location and availability,

interviews were conducted in person or over the phone. Participants were made aware of their rights as human subject participants and that participation was strictly voluntary (Appendix C). Each interviewee has been assigned a pseudonym--Jack, Kelly, Joyce, Melanie, and Barbara.

Setting

Due to the contextual nature of this study, it is important to provide background about the setting. The place that was partnered for this community based research project was Calumet, Michigan, a small, rural village with a population of 726 people and an estimated median household income of \$16,749 (Michigan Department of Technology, Management, and Budget, 2015). The class projects partnered with a local community organization called Mainstreet Calumet. According to Leah Polzien, Mainstreet Calumet's executive director, the mission of Mainstreet Calumet is, "to guide the revitalization of an exciting and vibrant historic downtown district that is attractive to residents and visitors. In the process the program will forge partnerships, foster development of community leaders, and facilitate the rehabilitation/restoration of its buildings and spaces to be occupied by an economically successful mix of business services and residents (Polzien, 2015).

Data Collection

Data collection techniques for the study include a Likert-scale survey, accounts (reflection papers) and interviews. The sequence of data collection is to have the students complete the Likert-scale survey, read the student reflection papers that were submitted as part of SS4390 or SS4700, and conduct interviews.

The 18-question Likert-scale survey (Appendix D) was given through an online web service called Survey Monkey, during February 2015. It was modeled after and included questions about place attachment from a survey developed by Richard Stedman (2003) (Appendix E) and Williams and Vaske (2003) (Appendix F). These questions were used to gather information about participants' attitude towards any community that they have spent a significant amount of time in. They responded by identifying with various statements about that particular place and ranked their responses from how strongly they agree or disagree. These statements and the participants' answers helped clarify the strength of their connection to their particular setting.

Reflection papers were part of the final examination of the 2013 semester, for the students in the SS 4390 and SS 4700 classes. The reflection paper questions were developed by the instructor of the course to have the students reflect on, document, and analyze their learning associated with participating in a community based research project. Each reflection paper was to contain sections dealing with

conceptual reasoning, civic learning, research skills, and collaboration. More specifically, students were to describe experiences in an objective and detailed manner, examine their experiences in light of specific learning goals, and articulate learning, including goals for future learning. These papers were collected during the months of February and March 2015 and helped create a foundation for how the students felt about this project. I was able to use their responses to elicit some basic feelings on what factors can increase one's connection to a place, which helped me add additional questions regarding their feelings about this project when conducting the interviews.

Individual semi-structured interviews (Appendix G) were conducted with each participant (McMillan, 2012; Mills, 2014; Thomas, 2009) in August 2015. The semi-structured format allowed for more flexibility to ask follow up questions based on the participants' response. The interviews included questions that would demonstrate whether or not the participant felt attachment to a community after the project was completed and why they did or did not experience attachment. The questions asked were to help gain more specific information about the participants' responses, including if there was a place they felt a connection towards, how long they lived there, if it is a place where they can be themselves and if it is a reflection of themselves. Questions also asked to determine whether, after students took part in the community research project, their feelings about the place changed, and how active they are in their community. The interviews were done in person and over the phone

and were audio recorded and transcribed. Field notes were also taken by the researcher.

Data Analysis

Data analysis was completed using the constant comparison method (Thomas, 2009). Using thick description and content analysis, data were collected, reviewed, and analyzed throughout the study. This process was done multiple times and with coding created themes. Themes emerged through examination of relevant literature, particularly Stedman (2003) and Semken & Freeman (2008).

Factors such as the participants' involvement in their community through volunteering, voting, membership in community organizations, and staying educated with a community through the news were also taken into account and analyzed for themes. When data from the Likert-scale questions were analyzed, responses were compared to similar literature on community attachment, to the current study responses, and then to the themes that were produced.

Chapter 4

Results

Connections to a Place-Survey

Responses to each of the statements are shown in Table 1, along with the mean and standard deviation of each response. The mean responses to statements 2, 5, 10, 12, and 15 range from 3.00 to 3.50, indicating that, on average, these students feel an attachment to a place.

Statements 1, 3, 7, and 9 indicate identifying with a place. Again, the mean responses to these statements range from 3.00 to 3.50. Students who showed attachment to a place also identify with it.

Statements 8 and 18 imply that a person does not have an attachment to a particular place. The mean responses to these statements are 1.50 and 2.33 respectively. This reinforces the responses to the statements in the above paragraph; most of these students have an attachment to a place.

Now it is determined that students, as a whole, show an attachment to a place and identify with it. We must now determine which type of attachment they have and if this attachment aids them in creating more community involvement. This will be shown through the interviews and reflection paper artifacts.

Survey: Feelings about Community								
Statements	Responses						Mean	Standard Deviation
	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6		
1. I feel (place name) is a part of me.	2	4	3	4	4	4	3.50	0.76
2. (Place name) is very special to me.	3	4	2	4	4	4	3.50	0.76
3. I identify strongly with (place name).	2	4	2	4	3	4	3.17	0.90
4. I identify strongly with other places as much as I do with (place name).	3	3	3	3	2	2	2.67	0.47
5. I am very attached to (place name).	2	4	2	3	4	4	3.17	0.90
6. I feel happy in many different places, not just in (place name).	4	4	3	4	3	2	3.33	0.75
7. (Place name) means a lot to me.	2	4	2	4	4	4	3.33	0.94
8. I don't feel very attached to any particular place.	1	1	3	2	1	1	1.50	0.76
9. I feel like I can really be myself at (place name).	2	4	2	3	4	3	3.00	0.82
10. I really miss (place name) when I am away too long.	3	3	2	3	4	4	3.17	0.69
11. There are other places that equally mean a lot to me as (place name).	2	4	3	3	3	2	2.83	0.69
12. I feel happiest when I am at (place name).	1	3	3	3	4	4	3.00	1.00
13. (Place name) is the best place do to the things I enjoy.	1	3	2	3	4	4	2.83	1.07
14. Many other places are equally as special to me as (place name).	3	3	3	2	2	2	2.50	0.50
15. (Place name) is my favorite place to be.	1	3	3	3	4	4	3.00	1.00
16. For the things I enjoy the most, no other place can compare to (place name).	1	3	2	2	4	4	2.67	1.11
17. Everything about (place name) is a reflection of me.	1	3	2	2	3	2	2.17	0.69
18. As far as I am concerned, there are better places to be than (place name).	4	1	2	3	2	2	2.33	0.94

Table 1: Survey statements and responses¹

¹ The responses are 1 to 4, I-strongly disagree, 2-disagree, 3-agree, and 4-strongly agree

Themes

Coding was done through a deductive process and based on the literature of Richard Stedman (2003) and Semken & Freeman (2008). Two primary themes emerged throughout the five interviews that were completed. These themes were coded as personal connections and environment, both of which help enhance a person's community attachment. The personal connections category identified the two main aspects of how the participants' felt attached to a place. This category could be further sub-divided into family and friends. The environment category described the participants' attachment through the interactions that they have with the natural environment and by how they interpreted that environmental setting through their own experience. This category was further sub-divided into physical features and experience (Table 2).

Coding Category	Coding Sub Category	Description
Personal Connections	Family	Attachment enhanced because of family or friend relationships that are in that particular place.
	Friends	
Environment	Physical features	Attachment enhanced because of the way that a person appreciates the natural environment in that particular place.
	Experience	Attachment is enhanced by the interaction of that setting through experience.

Table 2: Coding categories and sub categories

Personal Connections

Family and Friends

Analysis of five interviews with master's students in the SS 4390 and SS4700 courses reveals that attachment is enhanced because of family or friend relationships in that particular place. Each interviewee either was born in or has family that lives in the place to which they feel attachment. Additionally, two of the five claim that they also feel attachment because of friendships.

Jack

When asked why he felt a connection to a place, Jack responded, "I was born and raised here. I stay here because it's nice and I have family here." Later he added, "I think the society here is conducive to my personality and the people are nice here."

Melanie

Melanie's comment on place connection was, "Of course I feel a connection to my hometown because I grew up and was born there. My parents and I have a very strong connection. We are usually really attached to our families. We hang out a lot with our families." She also added that she feels attached to another place because, "I have friends here and I have been dating and I have a relationship with someone since two years." She also said that when she lived elsewhere, "I stayed away from my family and my friends for three months but I lived with some relatives."

Kelly

Kelly didn't detail much of a connection to a place through personal connections. However she did mention that a reason she did feel a connection was, "This is where I would go and visit my grandma."

Joyce

When Joyce was asked if she felt a connection to a place, she responded, "Most of my close family is there and all of my really close friends are there and there is more job opportunities and it is a fine town." She also explained that this place was where she really considered herself to come of age as an individual adult.

Barbara

Barbara felt a connection to a place because, "There is no place like 'home' anymore since we have all moved so much throughout my life but this place has a good portion of my family now."

Environmental Connections

Through analyzing the five interviews, it is apparent that attachment is enhanced because of the environment. There are two ways that a person can be attached to an environment. The first is physical features in which a person appreciates the natural environment in that particular place. The second is when attachment is enhanced by the interaction of the setting through experience.

Of the interviewees, all five feel an attachment due to physical features and experience in an environment. This is apparent in their statements which are shown below.

Jack

Jack feels a physical attachment to Oregon because, “it is close to Portland. I can get to the coast, the mountains, and the gorge.” He also felt that it was a reflection of himself because of its physical attributes. He said, “I like to see the landscape, it has water, and mountains, which I like seeing...it’s relaxing here.”

Experience also enhances Jack’s connection, “Basically, I do water sports and winter sports or even just look at the scenery. There is a huge diversity of scenery to look at in Oregon. It is quite a beautiful state.”

Melanie

When asked about a place, Melanie discussed her physical connection. She says, “I really enjoy going to the beach. I like the beach a lot so I miss it a lot...I am referring to the ocean beaches when you can actually smell the salt and feel it in the air. The beaches in my town are really pretty, the sand is white, they are not crowded with tourism yet.” She went on to say, “My area also has rivers and lakes...I guess I feel a strong connection with water maybe cause I was surrounded with water, rivers, the ocean, and beach.”

Melanie also discussed experiences that enhanced her connection. She explained that she was happy about, “the fact that I have really decided to live this experience, not just my PHD, not just the academic part. I am part of student organizations...I like to go to other towns...I kayak and go canoeing.” She also went on to explain that she feels she can be herself in another place that isn’t her home because she found certain attributes of her home state in this place. She said, “I found this group of Latin’s of International students, I have my salsa class...now I am comfortable and I can definitely be myself. I enjoy being here now. It makes me happy when I am here.”

Kelly

Kelly did not feel a physical attachment to her place because she does not enjoy rural communities. However, she feels connected because of her experiences. When asked why she felt a connection to a place she replied, “I like to do more entertainment things because there is nothing to do in my particular small town.” She explained that she would go to Toledo, which is 20-30 minutes from where she lived, “for concerts and things like that...I am not a small town person, I don’t think. I felt more connected to the culture and everything else in Toledo than where I grow up.” She continued to elaborate about Toledo saying that, “It was more of an adventure there...we would go shopping. They have the zoo...there were conventions and concerts or going out to eat when you were older. That was always my destination.”

Joyce

Joyce feels a physical attachment to her place because, “I love that the water is right there, that there are parks right there. It has a really good integrated park system.”

Experience also enhances Joyce’s connection. She talked about the good park city balance and the plays that the town has to offer. She also elaborated on the differences that she sees in the many places that she feels attached to. When I asked her what draws her to a certain place, she replied, “its individuality. I appreciate the differences between each place. I appreciate certain places and antique shops and I try to go for the art.” She even listed off many different places and explained why they were special to her. She said, “When I am in Minneapolis I try to go for the art, parks, and unique shops. So there is that but then also small businesses and being able to talk to those people. Those are the things that make me feel that community.” She talks about Madison, “I go to visit shops and botanical gardens and seeing the connection between Madison and Thailand. They have that Thai pagoda there.” She mentioned Charleston too and said, “They are very touristy and I felt that they didn’t take care of their history well. I went to the museum and it was poorly curated. Although, they have an awesome collection.” She concluded by saying, “so if there is unique things, or history, or nature, or things that because I do like to stop at small

towns and visit the monuments and see what local festivals there are and visit local shops.”

Barbara

Barbara has a strong connection to her place because of the physical characteristics. She explained, “There is a place that I have a huge connection to. It’s a place I always think of when I am down. I love this place. It’s on the Oregon coast and I love the beach, ocean, sound of the waves, the changes when there is a storm.” She also felt that it was a reflection of herself. She explained, “I think it is a reflection of myself, especially to the extent that it has changed, as I have, over the years. It has matured and developed while holding onto traditions like I have in life. Because it is on the ocean, its mood is often unpredictable and related to the weather or situations it finds itself in and I can relate to that.” When speaking of experiences that enhanced her attachment to this place, she mentioned that this place makes her happy, “because I can draw on past memories and experiences and can look forward to making new memories. Plus I love the people and food.”

Enhancing Connections to a Place Through a Civic Engagement Research Project-Self Reflection Papers

During spring and fall, 2013, students in a Rural Community Sustainability course and a Rural Communities and Research course developed student reflection papers. Eleven of these papers were analyzed to determine if participating in these respective civic engagement research projects would increase their connections to place. Students reflected upon the value of community, volunteering, community politics, or economic sustainability. Through student reflection papers, it was determined that participating in these civic engagement research projects can increase one's connection to a place.

Value of a community

Two of the eleven reflection papers explained that they learned the value of a community and had the desire to apply their knowledge to their own place.

“To elaborate further, when I enrolled in SS4390, I had only a superficial definition of community-much in the same way that someone who hasn't taken a social science course might define community as people, places, or buildings. Yet, I found that the community capital concepts helped me move from having only a simplistic and shallow definition of community into a richer and fuller understanding of the complex patterns and structures that help shape the concept of a 'community'.”

“I have taken my experience and learned to apply it to other places and look at the value of community...”

Volunteering

Results suggest that the participant's connections were enhanced by the desire to volunteer. Two of the eleven students mentioned this desire in their paper.

"I discovered that this is what I want to do in my career; I want to work in community development projects and I want to promote community participation too."

"I think my awareness of community involvement and its importance has increased since the Calumet project and I have participated in a few more events than I had in the past."

Community Politics

Through these courses and projects, students realized the political influence that one person can have within a community. This inspired them to become more cognizant of that in their own place.

"In the future, I plan on being more cognizant of who the political players are in my town, and making it more to town meetings."

"The Calumet project revealed to me how much influence one person can have over an entire community."

"After learning about political capital, I will definitely be looking for signs of it in the small town I am originally from."

"It is interesting with government workings. It makes me think more of how it works here."

"I now have an idea of networking of a community. It has improved my realization of power structures."

"I have a much better understanding of why things do or do not happen in a community. I love my community and want to see it thrive."

Economic Sustainability

The last theme that was apparent in the reflection papers was that of economic sustainability. Students came to the realization that rural communities struggle to maintain a population because of lack of industry. Two students chose to be more mindful of the economic state of a place.

“I choose to live in rural environments and this class has contributed to my lifelong learning in a very meaningful way, beyond the scope that I thought it would. It has provided me with the foundation to better understand and put into context what has to happen to ensure that a community can remain vital and actually grow.”

“After this class, I hope to use this framework during my experience as an Outreach Coordinator for a community watershed...”

Student comments in their reflection papers clearly provide evidence that participating in this civic engagement research project increased students’ connection to the place they were studying.

Enhancing Connections to a Place Through a Civic Engagement Research Project-Interviews

The same themes that were present in the self-reflection papers were also evident in an analysis of participants’ responses to a set of interview questions. These themes were the desire to volunteer, a better understanding of community politics, and the need to address economic sustainability in rural communities.

Volunteering

Results suggest that the participants' connections were enhanced by the desire to volunteer. When asked "has your level of activity in your community increased since the community research project?" four of the five students said that their level has increased.

"I am now more involved in campus activities and campus related activities. I also go to more festivals and would like to be more involved in community organizations here."

"I joined a church and found all of these organizations or was invited to volunteer for a bunch of these organizations...I will keep volunteering no matter where I go."

"I now do more local community things as much as I can."

"I do participate in community events and volunteer for annual community fundraisers. I think my awareness of community involvement and its importance has increased since the Calumet project and I have participated in a few more events than I had in the past."

Community Politics

Through these courses and projects, students realized the political influence that one person can have within a community. When asked "have your feelings about place changed? If so, what provoked this change?" three of the five interviewees said that their feelings have changed and that they are more politically aware.

"This course has improved my realization of power structures."

“I have been more curious especially with the minewater for geothermal. It’s interesting with the government workings. It makes me think more of how it works here.”

“I have always been involved but this project it widens my perspective of connections and who is needed to be involved in a project to be successful.”

Economic Sustainability

The last theme that was apparent in the interviews was that of economic sustainability. Students came to the realization that rural communities struggle to maintain population because of lack of industry. Two students chose to be more mindful of the economic state of a place.

“I have taken my experience and learned to apply it to other places and look at the value of community. I just did a presentation of perceived community capitals of Creed, Colorado which is another mining community in Colorado which is also being mined by the Hecla Company. Fun connection. But I ya know, just went through the community capitals. I did a little history and helped organize a conference there.”

“I really do love this community and want to see it survive and thrive.”

When a student has an opportunity to interact because of a civic engagement research project, they enhance their level of attachment to a place. When the level of attachment increases, the student becomes more motivated to learn about a community and becomes more involved. The above quotes from the reflection papers show that after participating in these projects, students felt motivation to become involved in their community through volunteering, local politics, and improving

economic sustainability. Students also mentioned that the projects taught them the value of community.

As was the case with the reflection papers, interviews with five participants indicate that students who participated in these civic engagement research projects increased their connection to the place on which they had been conducting research.

Chapter 5

Discussion and Conclusion

The data suggest that student involvement in a civic engagement research project will enhance connection to a place. The interviews and surveys show that the main aspects involved with a person's attachment to a place are personal and environmental. Personal attachment is created through family and friends. Environmental attachment can be split into two categories--physical features and experiences in an environment. The enhancement of participants' connections is shown to be due to the *experience* of participating in the civic engagement research project.

Participants' enhanced attachment presented itself in multiple ways. The most noticeable change was the desire to become involved with a community's politics. Students also showed interest in volunteering and aiding in a community's economic sustainability.

Further Information on Enhancement

Participants indicated that they would do even more volunteering with a community but they did not have the time. Also, interviewees noted that a part of a person's desire to volunteer comes from his or her upbringing.

“I think a person's personality and their ability to invest time to know their community better is a bigger role in the community itself. It

someone is working 3 part time jobs, how much time do they really have to look at what community events are being hosted this Saturday? If someone has three kids that they are trying to take care of then maybe their kids are more of a priority than to whatever community concert might come around someday.”

“I would love to be more involved but what prevents me is time. My degree demands a lot of my time, my efforts, and resources. That is why I am more active on campus because it is closer to my degree. My goal is my degree so that takes a lot from me.”

“Capitalism keeps us from connecting with our community. You work 60 hours, when do you have time for anything else? Sunday is supposed to be the day for rest.”

Interviewees also noted that a large part of a person’s desire to volunteer comes from his or her upbringing. It seems that a person will follow their family’s lead when it comes to helping a community.

“In my culture, it is very common to help others when they need it. I would help a human being even if I didn’t know who they are.”

“My parents own a business in town so because of that I was active in the community when I was growing up, that is how it always has been.”

Limitations

Even though there were fifteen participants in the original cohort, only five participants were included in the interview part of this case study. In much previous research, the sample sizes were much larger. Had the sample size in this study been

larger, there may have been more evidence showing subjects' connections being enhanced.

A second issue was the duration of this study. Most previous research of this type was conducted over different phases and longer periods of time. This study was conducted over two separate four month periods. If participants had had more time to invest in this civic engagement research project, their level of enhancement might have been more apparent.

This study also relied upon self-reported information being collected through the survey, reflection papers, and interviews. Also, the vague nature of the request on the reference community that subjects were to respond to in the survey made it difficult to interpret the meaning of the survey results. No other means of outside measurement was used. Due to this, the results are only as accurate and reliable as the participants who reported them.

Even though it would still be self-reported information, pre and post course surveys and interviews would provide more data in regards to enhancing place attachment.

Conclusion

If the results of this study are more broadly applicable, then involvement in a civic engagement research project can enhance a student's connection to place. Civic engagement develops relationships amongst the community, educators, and students,

while providing an opportunity for students to become actively involved and informed in their community. If a student becomes more attached to a place, they are more likely to show interest in politics, volunteering, and even help aid in the community's economic sustainability.

A consequence of civic engagement should be enhancement of place attachment. Place attachment can appear in two different ways. One is personal attachment, which is a person's attachment because of a relationship with friends or family. The other is environmental attachment, which is a connection to a place by its landscape or by the experiences one has in a place.

Social Studies educators are faced with the challenge of teaching their students to become better citizens. They must do this while meeting the state's required curriculum. If a civic engagement course can present the curriculum, while also involving students in a community's issues, both standards are accomplished.

Teachers can easily use civic engagement in their classrooms. "Authentic place-based education is experiential and transdisciplinary. It is clearly suited to educational settings and systems that afford plenty of access to the outdoors and the community, and to teaching schedules that allow time for exploration and synthesis of place meanings" (Semken & Butler, 2008). The nature of this civic engagement research project was a bit more extensive, however the main goal of civic engagement is to get students involved in their community. To do this, educators could incorporate guest speakers into their lessons to help discuss a concept they are

teaching, have students partner with community organizations to volunteer a certain amount of time per semester while incorporating journal writes of their experience, or have students tour local community landmarks that could contribute to the lesson that is being taught in accordance to the National Curriculum Content Standards.

The content standards provide insight to what the educator needs to teach in the classroom. A teacher could teach from a textbook or give a worksheet, but by incorporating civic engagement to the lesson being taught, students can become more motivated. A more motivated student could better retain the information being learned. For example, Michigan curriculum standard 6.1.1, discusses Industrialization. A teacher could simply discuss resources in certain local areas by utilizing maps and discussing with the students, or a guest speaker could create a presentation pertaining to the unit. If the teacher has resources available to them they could take this a step further and take their class on a field trip. A field trip to an old mining town, such as Calumet, would be great for an industrialization unit because the students could look at the natural environment and resources that are still in existence. Perhaps the teacher could utilize the Keweenaw National Historical Park Visitor Center and take a tour or complete a scavenger hunt at the different Keweenaw Heritage Sites. This would enable the students to be active, while learning about industrialization and its effects on a local community.

Another way to use civic engagement in the classroom, in accordance with the content standards, is by performing a mini civic engagement project, much like the

one in this study. Since a focus of teaching is to help students gain civic competence, a teacher could require participation in a community involvement activity. A student might be required to complete a certain amount of service hours per quarter for a non-profit organization. The teacher could create a short survey before the students begin their volunteering and at the end of the year give the students the same survey to see if desire to volunteer has increased. The teacher could also have the students do journal entries about their experience.

A more traditional class can educate students about a community's history, culture, and economics. However, a class which allows them to actively participate in a community will both create a greater attachment to that community and give the students confidence to become more involved in any place in which they reside.

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Appendix A

National Curriculum Standards for Social Studies: The Themes of Social Studies

National Curriculum Standards for Social Studies: Chapter 2—The Themes of Social Studies

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CULTURE

Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Human beings create, learn, share, and adapt to culture. The study of culture examines the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artifacts, and foods. Students come to understand that human cultures exhibit both similarities and differences, and they learn to see themselves both as individuals and as members of a particular culture that shares similarities with other cultural groups, but is also distinctive. In a multicultural, democratic society and globally connected world, students need to understand the multiple perspectives that derive from different cultural vantage points.

Cultures are dynamic and change over time. The study of culture prepares students to ask and answer questions such as: What is culture? What roles does culture play in human and societal development? What are the common characteristics across cultures? How is unity developed within and among cultures? What is the role of diversity and how is it maintained within a culture? How do various aspects of culture such as

belief systems, religious faith, or political ideals, influence other parts of a culture such as its institutions or literature, music, and art? How does culture change over time to accommodate different ideas, and beliefs? How does cultural diffusion occur within and across communities, regions, and nations?

Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place. They will acquire knowledge and understanding of culture through multiple modes, including fiction and non-fiction, data analysis, meeting and conversing with peoples of divergent backgrounds, and completing research into the complexity of various cultural systems.

In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum. Young learners can explore concepts of likenesses and differences among cultural groups through school subjects such as language arts, mathematics, science, music, and art. In social studies, learners interact with class members and discover culturally-based likenesses and differences. They begin to identify the cultural basis for some celebrations and ways of life in their community and in examples from across the world. In the middle grades, students begin to explore and ask questions about the nature of various cultures, and the development of cultures across time and place. They learn to analyze specific aspects of culture, such as language and beliefs, and the influence of culture on human behavior. As students progress through high school, they can understand and use complex cultural concepts such as adaptation, assimilation, acculturation, diffusion, and dissonance that are drawn from anthropology, sociology, and other disciplines to explain how culture and cultural systems function.



TIME, CONTINUITY, AND CHANGE

Social studies programs should include experiences that provide for the study of the past and its legacy.

Studying the past makes it possible for us to understand the human story across time. The historical experiences of societies, peoples and nations reveal patterns of continuity and change. Historical analysis enables us to identify continuities over time in core institutions, values, ideals, and traditions, as well as processes that lead to change within societies and institutions, and that result in innovation and the development of new ideas, values and ways of life.

Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place. Study of the past makes us aware of the ways in which human beings have viewed themselves, their societies and the wider world at different periods of time.

Knowing how to read, reconstruct and interpret the past allows us to answer questions such as: How do we learn about the past? How can we evaluate the usefulness and degree of reliability of different historical sources? What are the roots of our social, political and economic systems? What are our personal roots and how can they be viewed as part of human history? Why is the past important to us today? How has the world changed and how might it change in future? How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?

Children in early grades learn to locate themselves in time and space. They gain experience with sequencing to establish a sense of order and time, and begin to understand the historical concepts that give meaning to the events that they study. The use of stories about the past can help children develop their understanding of ethical and moral issues as they learn about important events and developments. Children begin to recognize that stories can be told in different ways, and that individuals may hold divergent views about events in the past. They learn to offer explanations for why views differ, and thus develop the ability to defend interpretations based on evidence from multiple sources. They begin to understand the linkages between human decisions and consequences. The foundation is laid for the further development of historical knowledge, skills, and values in the middle grades.

Through a more formal study of history, students in the middle grades continue to expand their understanding of the past and are increasingly able to apply the research methods associated with historical inquiry. They develop a deeper

understanding and appreciation for differences in perspectives on historical events and developments, recognizing that interpretations are influenced by individual experiences, sources selected, societal values, and cultural traditions. They are increasingly able to use multiple sources to build interpretations of past events and eras. High school students use historical methods of inquiry to engage in the examination of more sophisticated sources. They develop the skills needed to locate and analyze multiple sources, and to evaluate the historical accounts made by others. They build and defend interpretations that reconstruct the past, and draw on their knowledge of history to make informed choices and decisions in the present.

3

PEOPLE, PLACES, AND ENVIRONMENTS

Social studies programs should include experiences that provide for the study of people, places, and environments.

The study of people, places, and environments enables us to understand the relationship between human populations and the physical world. Students learn where people and places are located and why they are there. They examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations. They study the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment. This enables them to acquire a useful basis of knowledge for informed decision-making on issues arising from human-environmental relationships.

During their studies, learners develop an understanding of spatial perspectives, and examine changes in the relationship between peoples, places and environments. They study the communications and transportation networks that link different population centers, the reasons for these networks, and their impact. They identify the key social, economic and cultural characteristics of populations in different locations as they expand their knowledge of diverse peoples and places. Learners develop an understanding of the growth of national and global regions, as well as the technological advances that connect students to the world beyond their personal locations.

Today's social, cultural, economic and civic issues demand that students apply knowledge, skills, and understandings as they address questions such as: Why do people decide to live where they do or move to other places? Why is location important? How do people interact with the environment and what are some of the consequences of those interactions? What physical and other characteristics lead to the creation of regions? How do maps, globes, geographic tools and geospatial technologies contribute to the understanding of people, places, and environments?

In schools, this theme typically appears in units and courses dealing with geography, regional studies, and world cultures. Student experiences will encourage increasingly abstract thought as they use data and apply skills in analyzing human behavior in relation to its physical and cultural environment. In the early grades, young learners draw upon immediate personal experiences in their neighborhoods, towns and cities, and states, as well as peoples and places distant and unfamiliar, to explore geographic concepts and skills. They learn to use maps, globes, and other geographic tools. They also express interest in and concern for the use and misuse of the physical environment. During the middle grades, students explore people, places, and environments in this country and in different regions of the world. They learn to evaluate issues such as population growth and its impact, “push and pull” factors related to migration, and the causes and implications of national and global environmental change. Students in high school are able to apply an understanding of geospatial technologies and other geographic tools and systems to a broad range of themes and topics. As they analyze complex processes of change in the relationship between people, places, and environments, and the resulting issues and challenges, they develop their skills at evaluating and recommending public policies.



INDIVIDUAL DEVELOPMENT AND IDENTITY

Social studies programs should include experiences that provide for the study of individual development and identity.

Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development. Given the nature of

individual development in a social and cultural context, students need to be aware of the processes of learning, growth, and interaction at every level of their own school experiences. The examination of various forms of human behavior enhances an understanding of the relationships between social norms and emerging personal identities, the social processes that influence identity formation, and the ethical principles underlying individual action.

Questions related to identity and development, which are important in psychology, sociology, and anthropology, are central to the understanding of who we are. Such questions include: How do individuals grow and change physically, emotionally and intellectually? Why do individuals behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop over time? How do social, political, and cultural interactions support the development of identity? How are development and identity defined at other times and in other places?

The study of individual development and identity will help students to describe factors important to the development of personal identity. They will explore the influence of peoples, places, and environments on personal development. Students will hone personal skills such as demonstrating self-direction when working towards and accomplishing personal goals, and making an effort to understand others and their beliefs, feelings, and convictions.

In the early grades, young learners develop their personal identities in the context of families, peers, schools, and communities. Central to this development are the exploration, identification, and analysis of how individuals and groups are alike and how they are unique, as well as how they relate to each other in supportive and collaborative ways. In the middle grades, issues of personal identity are refocused as the individual begins to explain his or her unique qualities in relation to others, collaborates with peers and with others, and studies how individuals develop in different societies and cultures. At the high school level, students need to encounter multiple opportunities to examine contemporary patterns of human behavior, using methods from the behavioral sciences to apply core concepts drawn from psychology, sociology, and anthropology as they apply to individuals, societies, and cultures.

5

INDIVIDUALS, GROUPS, AND INSTITUTIONS

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs. Schools, religious institutions, families, government agencies, and the courts all play an integral role in our lives. They are organizational embodiments of the core social values of those who comprise them, and play a variety of important roles in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.

It is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. The study of individuals, groups, and institutions, drawing upon sociology, anthropology, and other disciplines, prepares students to ask and answer questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change?

Students identify those institutions that they encounter. They analyze how the institutions operate and find ways that will help them participate more effectively in their relationships with these institutions. Finally, students examine the foundations of the institutions that affect their lives, and determine how they can contribute to the shared goals and desires of society.

In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history. Young children should be given the opportunity to examine various institutions that affect their lives and influence their thinking. They should be assisted in recognizing the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict—for example, the school board removing playground equipment for safety reasons vs. the same equipment being used in a city park playground (i.e., swings, monkey bars, or sliding boards). They should also have opportunities to explore ways in which institutions

(such as voluntary associations, or organizations like health care networks) are created to respond to changing individual and group needs. Middle school learners will benefit from varied experiences through which they examine the ways in which institutions change over time, promote social conformity, and influence culture. They should be encouraged to use this understanding to suggest ways to work through institutional change for the common good. High school students must understand the paradigms and traditions that undergird social and political institutions. They should be provided opportunities to examine, use, and add to the body of knowledge offered by the behavioral sciences and social theory in relation to the ways people and groups organize themselves around common needs, beliefs, and interests.

6

POWER, AUTHORITY, AND GOVERNANCE

Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world. Learning the basic ideals and values of a constitutional democracy is crucial to understanding our system of government. By examining the purposes and characteristics of various governance systems, learners develop an understanding of how different groups and nations attempt to resolve conflicts and seek to establish order and security.

In exploring this theme, students confront questions such as: What are the purposes and functions of government? Under what circumstances is the exercise of political power legitimate? What are the proper scope and limits of authority? How are individual rights protected and challenged within the context of majority rule? What conflicts exist among fundamental principles and values of constitutional democracy? What are the rights and responsibilities of citizens in a constitutional democracy?

Through study of the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life. By applying concepts and methods of political science and law, students learn how people work to promote positive societal change.

In schools, this theme typically appears in units and courses dealing with government, politics, political science, civics, history, law, and other social sciences. Learners in the early grades explore their natural and developing sense of fairness and order as they experience relationships with others. They develop an increasingly comprehensive awareness of rights and responsibilities in specific contexts. During the middle school years, these rights and responsibilities are applied in more complex contexts with emphasis on new applications. Learners study the various systems that have been developed over the centuries to allocate and employ power and authority in the governing process. High school students develop their abilities to understand and apply abstract principles. At every level, learners should have opportunities to apply their knowledge and skills to participate in the workings of the various levels of power, authority, and governance.



PRODUCTION, DISTRIBUTION, AND CONSUMPTION

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

People have wants that often exceed the limited resources available to them. The unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of the economy, while the role of government in economic policy-making varies over time and from place to place. Increasingly, economic decisions are

global in scope and require systematic study of an interdependent world economy and the role of technology in economic growth. As a result, a variety of ways have been invented to decide upon answers to four fundamental questions: What is to be produced? How is production to be organized? How are goods and services to be distributed and to whom? What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?

In exploring this theme, students confront such questions as: What factors influence decision-making on issues of the production, distribution and consumption of goods? What are the best ways to deal with market failures? How does interdependence brought on by globalization impact local economies and social systems?

Students will gather and analyze data, as well as use critical thinking skills to determine how best to deal with scarcity of resources. The economic way of thinking will also be an important tool for students as they analyze complex aspects of the economy.

In schools, this theme typically appears in units and courses dealing with concepts, principles, and issues drawn from the discipline of economics. Young learners begin by prioritizing their economic wants vs. needs. They explore economic decision-making as they compare their own economic experiences with those of others and consider the wider consequences of those decisions on groups, communities, the nation, and beyond. In the middle grades, learners expand their knowledge of economic concepts and principles, and use economic reasoning processes in addressing issues related to fundamental economic questions. High school students develop economic perspectives and deeper understanding of key economic concepts and processes through systematic study of a range of economic and sociopolitical systems, with particular emphasis on the examination of domestic and global economic policy options related to matters such as trade, resource use, unemployment, and health care.



SCIENCE, TECHNOLOGY, AND SOCIETY

Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world. Scientific advances and technology have influenced life over the centuries, and modern life, as we know it, would be impossible without technology and the science that supports it.

There are many questions about the role that science and technology play in our lives and in our cultures. What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? Is new technology always better than that which it replaces? How can we cope with the ever-increasing pace of change, perhaps even the concern that technology might get out of control? How can we manage technology so that the greatest numbers of people benefit? How can we preserve fundamental values and beliefs in a world that is rapidly becoming one technology-linked village? How do science and technology affect our sense of self and morality? How are disparate cultures, geographically separated but impacted by global events, brought together by the technology that informs us about events, and offered hope by the science that may alleviate global problems (e.g., the spread of AIDS)? How can gaps in access to benefits of science and technology be bridged?

This theme appears in units or courses dealing with history, geography, economics, and civics and government. It draws upon several scholarly fields from the natural and physical sciences, social sciences, and the humanities for specific examples of issues as well as the knowledge base for considering responses to the societal issues related to science and technology.

Young children learn how science and technologies influence beliefs, knowledge, and their daily lives. They study how basic technologies such as telephones, ships, automobiles, and airplanes have evolved and how we have employed technology such as air conditioning, dams, and irrigation to modify our physical environment and contribute to changes in global health and economics. From history (their own and others'), they can construct examples of the effects of technologies such as the wheel, the stirrup, an understanding of DNA, and the Internet. In the middle grades, students begin to explore the complex influence of scientific findings and technology on human values, the growth of knowledge, and behavior. Students examine scientific ideas and technological changes that have surprised people and even challenged their beliefs, as in the case of discoveries about our universe and their technological applications, as well as the genetic basis of life, atomic physics, and other subjects. As they move from the

middle grades to high school, students continue to think analytically about the consequences of change and how we can manage science and technology to increase benefits to all. Students gain the knowledge to analyze issues such as the protection of privacy in the age of the Internet; electronic surveillance; the opportunities and challenges of genetic engineering; test-tube life; and other findings and technologies with implications for beliefs, longevity, and the quality of life and the environment.



GLOBAL CONNECTIONS

Social studies programs should include experiences that provide for the study of global connections and interdependence.

Global connections have intensified and accelerated the changes faced at the local, national, and international levels. The effects are evident in rapidly changing social, economic, and political institutions and systems. World trade has expanded and technology has removed or lowered many barriers, bringing far-flung cultures, institutions, and systems together. Connections among nations and regions of the world provide opportunities as well as uncertainties. The realities of global interdependence require deeper understanding of the increasing and diverse global connections among world societies and regions.

In exploring this theme, students confront questions such as: What are the different types of global connections? What global connections have existed in the past, exist currently, and are likely in the future? How do ideas spread between societies in today's interconnected world? How does this result in change in those societies? What are the other consequences of global connections? What are the benefits from and problems associated with global interdependence? How might people in different parts of the world have different perspectives on these benefits and problems? What influence has increasing global interdependence had on patterns of international migration? How should people and societies balance global connectedness with local needs? What is needed for life to thrive on an ever changing and increasingly interdependent planet?

Analyses of the costs and benefits of increased global connections, and evaluations of the tensions between national interests and global priorities,

contribute to the development of possible solutions to persistent and emerging global issues. By interpreting the patterns and relationships of increased global interdependence, and its implications for different societies, cultures and institutions, students learn to examine policy alternatives that have both national and global implications.

This theme typically appears in units or courses dealing with geography, culture, economics, history, political science, government, and technology but may also draw upon the natural and physical sciences and the humanities, including literature, the arts, and languages. Through exposure to various media and first-hand experiences, young learners become aware of how things that happen in one part of the world impact other parts of the world. Within this context, students in early grades examine and explore various types of global connections as well as basic issues and concerns. They develop responsive action plans, such as becoming e-pals with a class in another part of the world. In the middle years, learners can initiate analyses of the consequences of interactions among states, nations, and world regions as they respond to global events and changes. At the high school level, students are able to think systematically about personal, national, and global decisions, and to analyze policies and actions, and their consequences. They also develop skills in addressing and evaluating critical issues such as peace, conflict, poverty, disease, human rights, trade, and global ecology.



CIVIC IDEALS AND PRACTICES



Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of social studies. All people have a stake in examining civic ideals and practices across time and in different societies. Through an understanding of both ideals and practices, it becomes possible to identify gaps between them, and study efforts to close the gaps in our democratic republic and worldwide.

Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good. Through social studies programs, students acquire a historical and contemporary understanding of the basic freedoms and rights of citizens in a democracy, and learn about the institutions and practices that support and protect these freedoms and rights, as well as the important historical documents that articulate them. Students also need to become familiar with civic ideals and practices in countries other than our democratic republic.

Questions faced by students studying this theme might be: What are the democratic ideals and practices of a constitutional democracy? What is the balance between rights and responsibilities? What is civic participation? How do citizens become involved? What is the role of the citizen in the community and the nation, and as a member of the world community? Students will explore how individuals and institutions interact. They will also recognize and respect different points of view. Students learn by experience how to participate in community service and political activities and how to use democratic processes to influence public policy.

In schools, this theme typically appears in units or courses dealing with civics, history, political science, cultural anthropology, and fields such as global studies and law-related education, while also drawing upon content from the humanities. In the early grades, students are introduced to civic ideals and practices through activities such as helping to set classroom expectations, examining experiences in relation to ideals, participating in mock elections, and determining how to balance the needs of individuals and the group. During these years, children also experience views of citizenship in other times and places through stories and drama. By the middle grades, students expand their knowledge of democratic ideals and practices, along with their ability to analyze and evaluate the relationships between these ideals and practices. They are able to see themselves taking civic roles in their communities. High school students increasingly recognize the rights and responsibilities of citizens in identifying societal needs, setting directions for public policies, and working to support both individual dignity and the common good. They become familiar with methods of analyzing important public issues and evaluating different recommendations for dealing with these issues.

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Appendix B

Participation Email

Hello,

I am an MS student in the Applied Science Education program at Michigan Tech. For my MS thesis project, I am investigating community engaged education practices. I plan to study results of the SS4390 and SS4700 courses that did community based research projects with Calumet in Spring 2013 and Fall 2013. In order to do this, I hope that I could have your permission to review the reflection paper that you completed at the end of the course. Your name would be removed so that it is anonymous, and there would not be any of the grading comments included.

If you would be willing to share your paper, please respond to ____ (who has the papers, at ____), letting her know that you are willing to share your paper. She will then remove names from the entire collection of papers) and pass them on to me. I am also asking you to complete a small survey which will take you a maximum of 5 minutes (the link is below). There is nothing else you need to do. If you have questions, please contact me at ckarvakko@hpts.us or 906-482-0450 Ext 1210

At a later date, you may also be asked to participate in an interview that would take about an hour. If you are willing to do that as well, please state that you would be willing to participate in an interview.

This project is not intended to provoke any physical or emotional discomfort. This study will not bring you specific benefits outside of an opportunity to share your views and opinions. Your participation, however, will be of considerable benefit for educational purposes, including understanding the effects of participating in a community based research project.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of a pseudonym. We will not use your name in any of the information we get from this study or in any research reports. When the study is finished, we will destroy the list that shows which pseudonym goes with your name. Federal IRB regulations require the retention of records for three years after the completion of the final report.

Thanks in advance,

Carrie Karvakko

https://www.surveymonkey.com/s.aspx?sm=XsVMC1CTFjV4LXd6ZBBL4g_3d_3d

Appendix C

IRB Approvals



Michigan Technological University

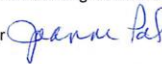
Office of Compliance,
Integrity, and Safety

302 Lakeshore Center
1400 Townsend Drive
Houghton, MI 49931
906.487.2902

MEMO

DATE: January 23, 2015

TO: Bradley Baltensperger, Cognitive and Learning Sciences

FROM: Joanne Polzien, Executive Director 

RE: M1278, [702529-3]

TITLE: Can community connection be learned? A Case Study

SUBMISSION TYPE: Continuing Review/Progress Report

STATUS: New Project, APPROVED

The Institutional Review Board (IRB) has reviewed and approved your research application as compliant with all applicable sections of the federal regulations, Michigan law, and Michigan Tech IRB policies and procedures. All research must be conducted in accordance with this approved submission.

APPROVAL DATE: January 23, 2015
EXPIRATION DATE: January 22, 2016

A pdf of this signed memo and any stamped approved documents, if applicable, have been placed in the review details under "board documents" for this project.

This approval applies only for this project, and only under the conditions and procedures described in the application. If/when changes become necessary but are not limited to: changes in protocol, personnel, study location, participant recruitment, etc., as set forth in this approval, you must follow the INSTRUCTIONS and submit the FORM for Change Request during approval found in the IRBNet Library. You must receive notification of approval PRIOR to implementing the change(s).

Approvals are granted for up to a one year period. You are responsible for submitting requests for continuation in advance of the expiration date for each year of the project. You will need to request a continuation six weeks prior to the end date indicated above. It is very important that the expiration date is not missed. Failure to submit annual review materials on time will result in the termination of this protocol on the expiration date listed above.

Please note the following in order to comply with federal regulations and IRB policy:

1. Please remember that informed consent is a process beginning with a description of the study and assurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the study via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the signed consent document.

2. Individual identification of human subjects in any publication is an invasion of privacy. Before beginning a project involving human subjects, and only if required, the principal investigator must obtain a properly executed informed consent from each subject and/or the person legally responsible for the subject. **If a consent form has been reviewed and approved it has been attached with an official date stamp on it. Only copies of the official date stamped informed consent are to be distributed to participants relating to this project. If any changes or modifications are needed regarding this form, you must first submit the revised document for review and approval prior to use.** The PI must retain informed consent forms on file for at least three years after the end of the project.
3. The approved project will be subject to periodic review. This review will consist of consulting with the PI and examining the appropriate project records. **All required research records must be securely retained in either paper or electronic format for a minimum of three years following the closure of the approved study. This includes signed consent documents from all participants.**
4. **All Unanticipated Problems / Serious Adverse Events to participants or other parties affected by the research** must be reported to this office within two days of the event occurrence. All instances of non-compliance or complaints regarding this study must be reported to this office in a timely manner. Please use the INSTRUCTIONS and FORM: Unanticipated Problem / Serious Adverse Event Form found both on our web site and the IRBNet Library.

If you have any questions, please contact the Compliance, Integrity, and Safety Office at 906.487.2902 or send your message via email through IRBNet using the Send Project Mail feature.

CONSENT TO PARTICIPATE IN RESEARCH

Can community connection be learned? A case study

You are invited to participate in a research study conducted by Carrie Karvako, who is a graduate student from the Department of Cognitive and Learning Sciences at Michigan Technological University. Mrs. Karvako is conducting research on community engaged education practices for her Master's report. Dr. Bradley Baltensperger is her faculty advisor for this project. Your participation in this study is entirely voluntary. Please read the information below and ask questions about anything you do not understand before deciding whether or not to participate.

PURPOSE OF THE STUDY

The purpose of this study is to investigate community engaged education practices. You are being asked to participate because you were a student in Richelle Winkler's SS 4390 or SS 4700 (Communities and Research) course in Spring 2013 or Fall 2013. This study will research the long-term effects of community based projects.

PROCEDURES

If you volunteer to participate in this study, you will be asked to do the following things:

1. Complete an online Likert-scale survey.
2. Allow the researcher access to the reflection paper you wrote as part of SS4390 or SS4700. If you would be willing to share your paper, please respond to Richelle Winkler (who has the papers, at rwinkler@mtu.edu), letting her know that you are willing to share your paper. She will then remove names from the entire collection of papers (including students from both semesters) and pass them on to me. If you have questions, please contact me at ckarvako@hpts.us or 906-370-0481.
3. Possibly be invited to participate in a 30-60 minute audio recorded interview.

POTENTIAL RISKS AND DISCOMFORTS

This project is not intended to provoke any physical or emotional discomfort. However, you may choose to share sensitive information during the interview. All efforts will be made to ensure confidentiality. In the event of physical and/or mental injury resulting from participation in this research project, Michigan Technological University does not provide any medical, hospitalization or other insurance for participants in this research study, nor will Michigan Technological University provide any medical treatment or compensation for any injury sustained as a result of participation in this research study, except as required by law.

Michigan Tech
IRB APPROVAL

Approved on:	01-23-15
Expires on:	01-22-16
Study number:	702529-3, M1278

POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

This study will not bring you specific benefits outside of an opportunity to share your views and opinions and to reflect on your learning from the SS4390 or SS4700 course. Your participation, however, would be of considerable benefit to developing an understanding the long-term effects of community-based projects.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by assigning an ID number. We will not use your name in any of the information we get from this study or in any research reports. Audio recordings of the interviews will not be made available to anyone outside of the study unless you sign a permission form allowing us to use them. All data will be stored in a locked drawer in the researcher's office.

When the study is finished, we will destroy the list that shows which pseudonym goes with your name. Federal IRB regulations require the retention of records for three years after the completion of the final report.

PARTICIPATION AND WITHDRAWAL

You can choose whether or not to be in this study. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind or loss of benefits to which you are otherwise entitled. You may also refuse to answer any questions you do not want to answer.

IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about this research, please contact;

Carrie Karvakko
Co-Investigator/Graduate Student
Department of Cognitive and Learning Sciences
Michigan Technological University
Houghton, MI. 49931
906-482-0450 EXT: 1210
ckarvakko@hpts.us

Dr. Bradley Baltensperger
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Houghton, MI. 49931
906-487-2460
brad@mtu.edu

Michigan Tech
IRB APPROVAL

Approved on:	01-23-15
Expires on:	01-22-16
Study number:	702529-3, M1278

RIGHTS OF RESEARCH SUBJECTS

The Michigan Tech Institutional Review Board has reviewed my request to conduct this project. If you have any concerns about your rights in this study, please contact the Institutional Review Board, Michigan Tech-IRB at 906-487-2902 or email IRB@mtu.edu.

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

Printed Name of Subject

Signature of Subject

Date

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

Printed Name of Subject

Signature of Subject

Date

Michigan Tech
IRB APPROVAL

Approved on:	01-23-15
Expires on:	01-22-16
Study number:	702529-3, M1278

Appendix D Survey

Survey: Feelings about Community

Below is a set of statements about a community. Please think of one particular place that you have spent a substantial amount of time in and indicate your level of agreement or disagreement with each statement.

	Strongly agree	Agree	Disagree	Strongly disagree
I feel (place name) is a part of me.				
(Place name) is very special to me.				
I identify strongly with (place name).				
I identify strongly with other places as much as I do with (place name).				
I am very attached to (place name).				
I feel happy in many different places, not just in (place name).				
(Place name) means a lot to me.				
I don't feel very attached to any particular place.				
I feel like I can really be myself at (place name).				
I really miss (place name) when I am away too long.				
There are other places that equally mean a lot to me as (place name).				
I feel happiest when I am at (place name).				
(Place name) is the best place do to the things I enjoy.				
Many other places are equally as special to me as (place name).				
(Place name) is my favorite place to be.				
For the things I enjoy the most, no other place can compare to (place name).				
Everything about (place name) is a reflection of me.				
As far as I am concerned, there are better places to be than (place name).				

Appendix E

Richard Stedman's Place Attachment Items

I feel that I can really be myself there.

I really miss it when I am away too long.

I feel happiest when I am there.

It is the best place to do the things I enjoy.

It is my favorite place to be.

It reflects the type of person I am.

For the things I enjoy most, no other place can compare.

Everything about it is a reflection of me.

As far as I am concerned, there are better places to be.

Appendix F

Williams and Vaske's Place Attachment Items

I feel "X" is a part of me.

"X" is very special to me.

I identify strongly with "X".

I am very attached to "X".

Visiting "X" says a lot about who I am.

"X" means a lot to me.

"X" is the best place for what I like to do.

No other place can compare to "X".

I get more satisfaction out of visiting "X" than any other.

Doing what I do at "X" is more important to me than doing it in any other place.

I wouldn't substitute any other area for doing the types of things I do at "X".

The things I do at "X" I would enjoy doing just as much at a similar site.

Appendix G

Interview Questions

1. Is there a place you feel a strong connection towards? If yes, why do you feel this connection?

- What do you like about this place?
- What can you tell me about it?
- What kind of place is it?
- How do you feel when you are in this place?

2. How long have you lived at this place?

- If always, why did you stay here?
- If moved in, why did you move here?
- If grew up here then left and came back, why did you come back?

3. Many people report a connection to a place because they feel they can be themselves there. To what extent does this describe your connection to (place)?

4. Would you say that this place makes you happy? If it does, why does it make you happy?

5. Many people feel that a certain place is a reflection of themselves. Would you say that this place a reflection of you? To what extent?

6. Your class project for the Communities and Research class took place in the Calumet community. What can you tell me about Calumet? What kind of place is it?

7. What are some positives and negatives about Calumet?

- What things did you like? What didn't you like?

8. After you took part in the community research project, have your feelings about your place changed? If so, what aspects of the project provoked this change?

9. How active are you in your community?

- Give examples of your community activity.

- Have you always been active at this same level?
- Has your level of activity in your community changed since the community research project?