

STATEMENT OF WORK
National Geographic Society
Literature Review of Engagement, Service Learning, and Geographic/Environmental Education
May/June 2018

Introduction

National Geographic Society (NGS) is a 501(c)3 organization that seeks to enhance students' engagement in geography and the study of the natural world through service learning and vibrant classroom resources. Understanding previously conducted research of such topics is important to the ongoing efforts of NGS Education.

NGS is seeking to contract a researcher to compose a literature review of education research. This request requires strong research skills, familiarity with the study of education, and the ability to work independently. The researcher must also be a skilled writer and capable of composing well-organized documents. The work will be performed in coordination with members of the Measurement, Evaluation, and Research (MER) team, as well as NGS Education. The ideal candidate should also be able to maintain a complete record of the works cited. Proficiency in APA formatting style is preferred.

Objectives

The objective of this assignment is to research multiple education topics (detailed in *Deliverables*), and compose a well-written literature review of the findings. This review will be used to guide the development of NGS Education programming.

Deliverables

Literature Review (max 30 pages) including the following:

1. A review of how classroom resources (e.g. videos and print materials), professional development of teachers, and service learning projects impact student engagement. Particular attention should be paid to research regarding middle school (grade 6-8) students and educators.
2. A review of the relationship between student engagement and the acquisition of geographic literacy (i.e. the ability to use and discuss geographic information) and environmental literacy (i.e. awareness of environmental issues and environmentally responsible behaviors), as well as the longitudinal impact of geographic literacy and environmental literacy on students' personal environmental (or sustainability) behaviors.
3. Discussions of the following topics:
 - a. The types of classroom resources most likely to enhance student engagement in geographic and environmental topics.
 - b. How service learning can most effectively enhance students' engagement, as well as their geographic and environmental literacy.

- c. How adults' conservation behaviors influence students' conservation behaviors.
4. A complete bibliography of the works referenced, preferably in APA style

NOTE: For this project, *service learning* is defined as a pedagogical strategy of having students interact with local agencies and create change in the community. *Student engagement* is considered to be the degree to which students are involved in lessons and invest energy in the learning experience.

Minimum Education and Experience Required:

The ideal candidate will be enrolled in, or have completed, a graduate degree in Education or a related field, and have 2+ years of experience conducting qualitative and quantitative research.

Knowledge and Skills Required:

- Past experience conducting literature reviews and a broad understanding of research methodology
- A deep understanding of student engagement and K-12 education research
- An understanding of geographic and environmental education research
- Excellent research and data synthesis skills
- Excellent writing skills

Timeline and Level of Effort Required: This literature review will be completed by early July 2018 and will require 15-20 days of effort.

How to Apply:

Interested candidates should provide CV, references, and a description of relevant experiences to evaluation@ngs.org

The selected candidate will be required to execute a National Geographic Society standard agreement for the assignment outlined above. The National Geographic Society will own the results from the assignment.