CLASS PURPOSING: HOW BRINGING A SOCIETAL PURPOSE TO YOUR CLASS CAN ENRICH THE CLASSROOM EXPERIENCE

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Abstract

In this paper, we advocate class purposing as an advanced service-learning opportunity and demonstrate its impact on key positive outcomes in an undergraduate management course. Class purposing applies job purposing to an educational context. It occurs when instructors give their students a purpose beyond classroom requirements and objectives (e.g., learning) that includes the opportunity to serve societal causes. We found that class purposing results in statistically significant improvements in three categories of outcomes compared to traditional pedagogical techniques: class satisfaction, feelings of significance, and meaningfulness. Additionally, compared to traditional pedagogical techniques, class purposing led to more positive classroom cultures as well as higher student engagement, performance, well-being, and student perceptions of making a meaningful contribution. We discuss the implications of the preliminary assessment as well.

Keywords: class purposing, job purposing, service-learning

"The two most important days in your life are the day you are born and the day you find out why." – Mark Twain

"I apply my knowledge of the purpose of my life every day. It's the single most useful thing I've ever learned." – Clayton Christensen

Increasingly, educators, business leaders and experts, psychologists, and spiritualists are promoting the importance of purpose. In fact, purpose has been heralded as a key to exceptional performance, a pathway to greater health and well-being, and essential for navigating the complex world we face today (Craig & Snook, 2014). In one study on the effect of purpose on motivation and performance, Grant and Hofmann (2011) found that when fundraising callers were given a higher-ordered purpose beyond "raising money," such as helping to provide scholarships and opportunities to students in need, success in raising money dramatically increased by almost 300 percent.

With such evidence supporting the importance of purpose, a motivation and engagement technique called job purposing has been developed. Job purposing is the practice of broadening the social mission of jobs by serving societal causes. The central idea is that if a job can be given greater meaning and significance beyond just the tasks associated with that job, the workplace will be enriched, employees will be more engaged, performance and well-being will increase, and societal causes will be benefitted (Boccalandro, 2015). To provide an example of job purposing, consider the job of a retail salesperson. Typically, a retail salesperson's job and purpose is to sell clothes. But, a job-purposed retail salesperson's job would involve not only a higher-ordered purpose, but a contribution to a societal good, such as (1) improving how people look and feel about themselves and (2) partnering with a local homeless shelter such that a certain percentage of the salesperson's sales goes towards providing clothes to those in need. As exhibited in this example, job purposing is an effort to get employees to look beyond the core

element of their jobs (e.g., selling clothes) to a purpose and actions that are more meaningful and significant, which results in the variety of benefits described above.

What if management educators could harness the motivational and engagement power of purpose in their classrooms? The purpose of this paper is to introduce a specific form of service-learning called class purposing and provide quantitative and qualitative evidence of its benefits on a classroom and its students. We apply class purposing as the educational practice of broadening the mission of classroom requirements and objectives to include the opportunity to serve societal causes. The tenets of class purposing suggests that if we can give a class a purpose beyond learning to the benefit of a societal cause, the classroom will be enriched, students will be more engaged, student performance and well-being will increase, and the meaningfulness and significance of the class will be enhanced.

BACKGROUND

Class purposing is a specific form of service-learning that is meant to combine the benefits associated with job purposing and service-learning. It involves giving a class and its students a purpose beyond learning that benefits a societal good. By doing this, we have reason to believe, based upon the our understanding of both job purposing and service-learning, that class purposing will lead to a variety of positive classroom outcomes. As class purposing is essentially a hybrid of both job purposing and service-learning, we discuss each below.

Job purposing is a newly developed motivational and engagement business practice that is rooted in the concepts of job crafting (Berg, Dutton, & Wrzeniewski, 2013) as well as corporate social responsibility and employee volunteering. Job purposing instructs leaders and employees to craft jobs in such a way that at least some tasks associated with the job are designed to, and do, benefit a societal cause, and by doing so increase the motivation and

engagement of the employee. The intended benefits of job purposing include enriching the workplace culture; increasing employee engagement, performance, and wellbeing; and making contributions to societal causes (Boccalandro, 2015).

Service-learning, on the other hand, is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development (Foss, Bonaiuto, Johnson, & Moreland, 2003). Service-learning is a beneficial pedagogy because it allows students to work on novel and practical problems and apply current curriculum to the solution of those problems, which together enhances the learning experience, increases prosocial motivation, and aids in personal development (Kenworthy & Fornaciari, 2010; McCarthy & Tucker, 2002; Snell, Chan, Ma, & Chan, 2015).

Service-learning has a rich history in the educational literature, and we will not elaborate here, other than to discuss the similarities and differences between class purposing and service-learning. In terms of similarities, since class purposing (1) engages students in activities that address human and community needs and (2) provides opportunities to practice, implement, and learn course concepts through participation and observation, it is a form of service-learning. This suggests that any efforts associated with class purposing can also be considered service-learning, but not all forms of service-learning involve class purposing. There are two essential elements of class purposing that extend beyond service-learning pedagogy. First, class purposing involves having a specific purpose for the class that is greater than the learning and development of students. Second, the purpose incorporated in class purposing efforts needs to be attached to a societal cause. A common form of service-learning is to partner different groups of students with different for-profit and non-profit businesses in an effort to learn beyond the classroom and aid

NO!

SL does this: "address human and community needs"

same as "address human and community

the businesses in a variety of ways (as opposed to provide aid to a societal cause). This and similar examples of service-learning would not be classified as class purposing because there is not a clear and unifying purpose for the class that is attached to a societal cause. he just doesn't get it

EXAMPLE OF CLASS PURPOSING

It is hardly novel for professors to have students engage in group projects for the purpose of helping them learn how to work with teams, as that is surely a relevant skill for today's workplace. Historically, most group projects deal with a business case where student groups analyze a case, come up with some recommendations, and provide a presentation. In the case of the lead author, case projects of this type would typically require the average student to put in 10-20 hours on the group's project (depending upon the scope of the case), with hopes that this investment would pay off in enhanced learning of specific topics and how to work with others within a team. But, a frustrating aspect of these projects is that the students ultimately engage in 10-20 hours worth of effort that does not amount to anything more than a personal benefit. So, his hope was to come up with a group project that would involve the same or improved learning results be more meaningful and significant for his students.

Around this time, the professor was introduced to the topics associated with job purposing and service-learning and wanted to come up with a project his student groups could engage in that would give his class a purpose beyond learning and that benefited a societal cause. Fortuitously, he had the opportunity to be introduced to the founder and leaders of a non-profit organization called Operation Underground Railroad (ourrescue.org) whose purpose is to rescue and rehabilitate trafficked children. Operation Underground Railroad works with law enforcement and government officials around the world to rescue and rehabilitate trafficked children and simultaneously arrest traffickers. Operation Underground Railroad has calculated

that it costs them, on average, $2,000 to save a child. Being moved by this cause, the professor inquired whether Operation Underground Railroad would be willing to support him in his efforts to create group projects to raise money and awareness for Operation Underground Railroad, in hopes of being able to save children's lives.

In the first semester, the professor engaged in class purposing with two different senior-level leadership courses. At the beginning of the semester, he informed his class that the purpose of the class was more than learning, but actually to help rescue children that have been trafficked. Additionally, he was able to bring in a representative from Operation Underground Railroad, the Director of Operations and an ex-Navy SEAL, to inform the student of the issue of human trafficking (e.g., 30 million people in slavery today, 2 million of which are children, human trafficking is the second largest criminal enterprise in the world). Then, dividing his students into groups of four to five, he tasked the student groups to plan and carry out an event to raise money and awareness for Operation Underground Railroad. Groups were given near complete autonomy regarding when and how to work together, what events to engage in, and even who they could partner with. Being that this was a leadership class and not a human trafficking class, the professor informed the students that their groups were a setting for them to practice and apply the leadership principles covered in class (e.g., how to motivate, how to engage in positive leader behaviors, how to set clear expectations, how to give feedback). Then, at the end of the semester, each group had to give a group presentation discussing what they did for their event, the results of their event, and what they learned throughout the semester by working with their group that related to the course material.

Across the two classes, the professor's students raised over $15,000 and spread awareness of human trafficking and Operation Underground Railroad to thousands. Events

included partnering with restaurants, holding a BBQ on campus, an organized hike, and having a documentary dealing with human trafficking shown on campus. Being concerned about what his students thought of the semester-long project, he had his students write a paper about their experiences and perceptions. The feedback provided overwhelming support for the project. There were multiple comments stating that they had never been engaged in a school project as rewarding as their project, and they strongly recommended that the professor continue doing the project with future classes. Of 80 students, only five recommended that the professor not have future classes engage in class purposing. Voiced concerns about class purposing were associated with time commitment outside of class and interest in supporting a different non-profit organization.

As can be seen, the lead author's efforts can be classified as class purposing because it involved a purpose greater than learning and development (e.g., saving trafficked children), and tied the purpose to a societal cause (e.g., aiding an underprivileged population). Students were motivated to engage and excel in this project for multiple reasons. First, the group project was worth 25 percent of the student's grades (15 percent was an evaluation of the quality of the groups' efforts and 10 percent was the evaluation of each student's performance by their group members). Second, the students were given complete responsibility and almost full autonomy for quality and success of a real-world project that impacts the lives of others. Third, the entire class was unified with the same purpose, which provided both a consistent theme and some measurable impact for groups.

HYPOTHESES

At the end of the professor's first semester engaging in class purposing, he felt like class purposing was a success. But, the need to test its impact was a new and salient priority. A design

was needed to compare the effects of class purposing with more traditional pedagogical techniques. For the purposes of this preliminary study, we define traditional pedagogical approaches as primarily relying upon a lecture format that does not involve any service-learning-type activities or projects.

As mentioned previously, job purposing is intended to have five different benefits (Boccalandro, 2015). These include: enriching the workplace culture; increasing employee engagement, performance, and wellbeing; and making contributions to societal causes. Because of the similarity between job purposing and class purposing, and because these outcomes can easily fit an educational context, we decided to study corresponding outcomes: positive classroom culture, student engagement, student performance, student well-being, and meaningful contribution.

Theoretically, it is reasonable to believe that having a class purpose attached to a societal cause will result in a more positive classroom culture than classes relying upon traditional pedagogy in at least three ways associated with involvement, cohesion, and class satisfaction, respectively. First, knowing that they can have an impact on a societal cause and that they will be learning how to work with others to provide assistance to the societal cause, students in the class will be more involved in the class. Second, by having a common purpose, students will become more invested in the class and in each other, increasing the cohesiveness of the class. Third, by knowing that their efforts associated with the class will benefit a societal cause, students will have enhanced class satisfaction in the form of looking forward to going to class and participating in it.

Having a class a purpose should also result in higher levels of student engagement. Stemming from the burnout literature, Schaufeli, Salanova, Gonzalez-Roma, and Bakker (2002)

identified three dimensions of engagement: vigor, dedication, and absorption. Vigor is defined as the willingness to invest effort in one's work even in the face of difficulties. Dedication is defined as a sense of enthusiasm for one's work. Absorption is defined as being fully concentrated and engrossed in one's work. We believe that by providing students with a clear and specific purpose that is impactful on a societal cause, students involved in class purposing will be more willing to invest their efforts in the class (vigor), have a greater sense of enthusiasm for their class (dedication), and be more concentrated and engrossed in their class work (absorption) compared to classes that follow a more traditional pedagogy.

Student performance can be defined in a variety of ways. For the purposes of our study, we focused on the work intensity of the students. This form of performance is called physical engagement, and is defined as the energy exerted per unit of time (Rich, Lepine, & Crawford, 2010). By having a class purpose that is related to a societal cause suggests that more is at stake than just the individual students' benefit. Because more than the individual student is at stake in a class purposed class, we believe that students in class purposing classes will be more physically engaged than students in classes that rely upon more traditional pedagogical approaches.

In their article on the importance of purpose in a business context, Craig and Snook (2014) mention that psychologists increasingly believe that purpose is a pathway to greater well-being. This is because possessing a purpose appears to help individuals become more efficient with their time and energy, enhance immune functioning, and increase emotional stability under pressure (McKnight & Kashdan, 2009). Because of this, we believe that possessing a class purpose that benefits a societal cause will serve to increase a student's personal well-being relative to more traditional pedagogical approaches.

Finally, we believe that class purposing will lead to higher levels of students' perceptions of significance and meaningfulness (i.e., meaningful contribution) compared to students that are in a class that relies upon more traditional pedagogical approaches. Both significance and meaningfulness are rooted in the ideas associated with the Job Characteristics Model (Hackman & Oldham, 1975, 1976, 1980). Significance refers to the belief that one's efforts substantially affect other people's work, health, or well-being. Meaningfulness refers to perceptions that one's work has meaning and is therefore intrinsically motivating. Given that traditional pedagogical approaches are not concerned with influencing others' well-being and that class purposing involves benefitting a societal cause, we believe that class purposing will result in higher levels of significance and meaningfulness compared to more traditional pedagogical approaches.

Altogether, we hypothesize the following:

Hypothesis 1: Class purposing will result in significantly higher and more positive levels of (a) classroom culture, (b) student engagement, (c) student performance, (d), well-being, and (e) meaningful contribution compared to classes that rely upon a more traditional pedagogical approach.

not comparing purposing to SL, but purposing to traditional curriculum

METHODS

Participants

To assess the effects of class purposing relative to more traditional approaches, we collected data from four different sections of the same junior-level organizational behavior course at the lead author's state university during the Fall 2015 semester. This course was a required course for all business majors, thus the demographics are similar to those of the institution (57% male; 31% Asian, 27% Hispanic, 25% Caucasian, 7% international, 10% other; and an average age of 22.5). Because there are many sections of this course taught at this

university each semester (15+), there are requirements for consistency across these sections. These requirements include using the same textbook, covering at least 80% of the textbook, three exams, and requirement for the average course grade to be in a specific range. The lead author engaged in class purposing in one of these sections (Class 1). The other three sections were each taught by a different faculty member (Classes 2, 3, & 4).

Measures

To assess the five outcomes of interest, we measured ten different constructs. To assess classroom culture, we relied upon three constructs, all from the College and University Classroom Environment Inventory (CUCEI; Fraser & Treagust, 1986): involvement, cohesion, and class satisfaction. To assess student engagement, we relied upon vigor, dedication, and absorption (Schaufeli et al., 2002). To assess student performance, we relied upon physical engagement (Rich et al., 2010). To assess well-being, we relied upon satisfaction with life (Diener, Emmons, Larsen, & Griffen, 1985). Finally, to assess meaningful contribution, we relied upon significance and meaningfulness (Hackman & Oldham, 1974). All of the items were phrased in a way that they could be answered on a 7-point scale ranging from strongly disagree to strongly agree.

Procedures

Data was collected in these four sections at two time periods: at the beginning of the semester, and at the end of the semester. For time 1, the items were adjusted to reflect the students' typical experience in a college class. The purpose of doing so was to demonstrate that the students across the four sections came into their sections with similar experiences, thus establishing a baseline. For time 2, the items were adjusted to reflect the students' actual experience in their particular section of organizational behavior. This allowed us to assess each

class relative to its baseline level as well as compare outcomes across sections. For class 1, additional qualitative items were added to assess students' opinions regarding how class purposing impacted them personally in variety of ways corresponding to our outcome measures. Also, there was an item added to the survey associated with Class 1 at time two that assessed whether or not the students believed that their class had a distinct purpose beyond learning and attached to a societal cause.

For class 1, there were 48 students enrolled in the class and 45 students completed the survey at time 1, and 46 students completed the survey at time 2. The class purposing efforts in this class were the same as described previously. The class partnered with Operation Underground Railroad and was given the purpose of saving children. The students were tasked with planning and carrying out an event to raise money and awareness for Operation Underground Railroad and human trafficking in groups of four to five. Then at the end of the semester, each group gave a presentation describing their efforts, their results, and what they learned from the projects related to the material covered in the class. Overall, this project was worth 25% of the students' overall grade. The overall teaching style and coverage of the topics associated with the class involved a traditional lecture format similar to the other three classes.

For the other three classes (2, 3, & 4), each of the faculty members engaged in the traditional lecture format, and did not engage in a class purposing or service-learning project. One section (class 2) used a group project involving presenting a 15-minute lesson on a specific topic associated with the course material (worth 20% of overall grade). Another section (class 3) used a group project involving a case analysis that was worth 10% of the overall grade. Class 4 did not engage in a group project. Classes 2, 3, and 4 had 49, 120, and 120 students, respectively.

Of those students, 46, 107, and 76 students completed the survey at time 1, respectively; and 34, 93, and 100 students completed the survey at time 2.

RESULTS

In Class 1, we asked the students the degree to which they thought saving kids from trafficking was a purpose of the class, having them respond on a seven-point scale, ranging from strongly disagree (1) to strongly agree (7). The average response was 5.83, with 35 of 46 (76.1%) respondents responding with agree or strongly agree (6 or 7). This suggested that Class 1 had a clear purpose relating to a societal cause.

Figure 1 presents each class's average score on each of the outcomes at both of the time periods. Using standard ANOVA techniques along with Bonferroni post-hoc comparisons, we first compared each class with the other classes across Time 1 to ensure that each of the classes were similar coming into the semester. Results found that Class 1 sensed a significantly lower degree of meaningfulness in their typical college experience compared to Class 2 (4.08 vs. 4.71). Additionally, Class 3 had significantly higher averages compared to Class 4 across several outcomes, including involvement, cohesion, class satisfaction, and absorption. We are unsure why any of these differences existed, but a reason for the significant differences between Classes 3 and 4 is because of the larger sample sizes, which enhanced our ability to detect differences between classes. No other reason should explain the differences between Classes 3 and 4 because they are of the same size, met in the same room, were both evening classes, but held on different days and only slightly different times.

Insert Figure 1 about here

Figure 1 also allows us to assess each class's improvement over its base rate over the course of the semester. Class 1 increased across all 10 outcomes, with an average increase of .99,

which represents a 22% increase on average across all outcomes. The largest increases were for meaningfulness (1.74), cohesion (1.63), and significance (1.46). Class 2 and Class 4 only increased in cohesion and they both decreased on average across the 10 outcomes, -.19 (-3.78%) and -.17 (-3.83%), respectively. Class 3 increased across 9 outcomes (all except life satisfaction, with an average increase of .32, which represents a 6.68% increase on average across all outcomes. Additionally, Class 1 resulted in the highest levels of outcomes for eight of the 10 outcomes. Class 3 had slightly higher outcomes for absorption and life satisfaction by .03 each, which is minimal. Altogether, these results suggest that regardless of statistical differences (to be assessed next), class purposing definitely had a positive impact on Class 1 across a wide variety of outcomes, with no empirical evidence suggesting that it had a negative impact.

In terms of significance testing, ANOVA analyses revealed that there were significant differences at the .05 level for all 10 outcomes across the four classes. Since our primary interest is associated with whether Class 1 had significantly higher outcomes at Time 2 compared to the other three classes, we engaged in Bonferroni post-hoc comparisons. Table 1 presents the results of these post-hoc comparisons, which demonstrates that class purposing led to significantly larger differences compared to the other three classes in three different outcomes: class satisfaction, significance, and meaningfulness. Additionally, class purposing led to significantly larger differences compared to Classes 2 and 4 across five outcomes: involvement, cohesion, vigor, dedication, and absorption.

Insert Table 1 about here

Based upon the results associated with our empirical and statistical analyses, we are left to conclude partial support for Hypothesis 1. Class purposing appears to lead to significantly higher levels of class satisfaction, significance, and meaningfulness, but not always for the other

seven outcomes. Yet additionally, it is important to consider that class purposing led the highest

increases across the two time periods and resulted in the highest levels in eight of the 10

outcomes. Further, there was no empirical evidence suggesting that class purposing has any

negative effects relative to traditional pedagogical techniques.

While our quantitative results seem to provide positive evidence for the positive impact

of class purposing, it is also important to consider qualitative information. Of the 46 students

from Class 1 that completed the Time 2 survey, all but one responded positively to the question:

"What do you think about the class's purpose of saving children from human trafficking?" The

one negative response was, "This is a management class, not a charity." But, as you can see from

Table 2, many of the comments suggested that class purposing was very impactful, even the

most meaningful and rewarding project that they have ever been a part of in their college career.

Insert Table 2 about here

But, while class purposing had an overall positive impact on the class and the students, it

was not without some negative impact. Table 2 also provides some answers to the question,

"How did having a class purpose of saving children negatively impact your classroom

experience?" These comments reflect a feeling of extra stress and pressure than what might be

otherwise. But, despite some students feeling that the project did have a negative impact on

them, 31 of the 46 (67%) students stated that class purposing had no negative impact on them.

While class purposing had many benefits for the class and its students, perhaps the most

important benefit it had was in the student's contribution to Operation Underground Railroad.

Over the course of the semester, the students in Class 1 raised over $4,000 and spread awareness

of human trafficking and Operation Underground Railroad to thousands. They did this in a

variety of ways including organizing a soccer tournament, selling donuts, hosting a garage sale,

holding a yoga event, and having an ice skating activity. In fact, one group even got Phil

Jackson, the President of the New York Knicks to make a video promoting Operation

Underground Railroad. At the end of the semester, the students of Class 1 felt proud to have been

a part of rescuing and saving children from trafficking.

DISCUSSION

The purpose of this paper has been to introduce a pedagogy called class purposing and

provide evidence of its benefits. Class purposing is the educational practice of broadening the

social mission of classroom requirements and objectives to include the opportunity to serve

societal causes. This practice suggests that if educators give their students a purpose beyond the

classroom on a societal cause, such a purpose would bring an improved classroom culture,

increased student engagement and performance, enhanced well-being, and heightened

perceptions of a meaningful contribution.

Using both quantitative and qualitative data, we have presented a compelling case for the

positive influence of class purposing on a class and on its students. We found class purposing

leads to significantly higher levels of class satisfaction, significance, and meaningfulness.

Additionally, there is evidence suggesting that not only does class purposing not have many

negative impacts on a class and its students, but it actually leads to higher levels of various

aspects of classroom culture, student engagement, and student performance. In fact, students

involved in class purposing commented that being involved in class purposing was the most

meaningful and rewarding experience in their college career.

Recommendations for the Implementation of Class Purposing

In a time when high-impact practices are becoming increasingly valued (Gonyea, Kinzi,

Kuh, & Laird, 2008; Kilgo, Sheets, & Pascarella, 2015; Kuh, 2008), this research indicates class

purposing as a very impactful and beneficial high-impact practice. It allows instructors to cover core curriculum topics, provides students with a setting to practice the curriculum topics, while also allowing their students to contribute to a societal cause.

While the class purposing involved in this study took place in a core organizational behavior class, class purposing could be applied to a variety of other classes both within and outside of a business school. Class purposing allows for a setting where individual students can practice and apply the concepts covered in their class in a group setting and towards a real-world event. Examples of management courses that can likely take advantage of this pedagogy include leadership, teams, cross-cultural management, or entrepreneurial management courses. Classes outside of management that may be able to implement this pedagogy include marketing, communications, and a variety of social and political science courses (e.g., gender studies).

To demonstrate how an instructor can implement class purposing, we recommend the following. First, the instructor needs to identify a purpose for the class that is attached to a societal cause. This necessitates the identifying a particular societal cause. Such a cause can be aligned with the course material, but it does not need to. Societal causes could include local, environmental causes, health causes (e.g., cancer, disease, medical supply causes), poverty-related issues, or political causes (e.g., veteran support), to name a few.

Second, the instructor needs to determine how the students will contribute to the societal cause, and what might be required of the organization attached to the societal cause. Will the students work individually or within a group? Will the students contribute through just volunteering their time, by raising money, and /or raising awareness? ==A common complaint of service-learning is that the organization(s) associated with the service-learning activity may be unreliable, leaving the students and instructor in a bind.== Class purposing can be designed to limit

> **explains steps for building class-purposing curriculum**

> This is a classic Millenial mind-set: self-referential to the exclusion of any pre-existing knowledge bases; assumes that a new approach is necessary and that theirs is the best possible one; and resists interaction with anyone outside their immediate group. Service-learning, by contrast, is designed to expose students to settings outside of their own realms in order to broaden their references and experiences and aid them in becoming citizens of and involved in the larger world.

the influence the partnering organization can have on the students. In the case of the lead

author's example, the class and the students operate independently from Operation Underground

Railroad, with a few opportunities for interaction with the organization's member.

Third, the instructor needs to communicate to the students what the class's purpose is and

what will be required of them throughout the semester to fulfill that purpose. This should be

done both in the class syllabus as well as on the first day of class. The first day of class is an

opportunity to inspire the students with an opportunity to contribute to a societal cause (i.e.,

make a difference in the world). From our experience, they will be a little apprehensive initially.

Thus, it becomes necessary to clearly explain why class purposing is being used in the class, and

how you will be evaluating their efforts and contributions. In the case of the lead author's

example, the lead author does not evaluate groups on money raised or awareness spread. Rather,

he evaluates them on the quality of their event, which involves an assessment of teamwork,

organization, and effort, which is evaluated through the student groups' presentations.

Fourth, as much as possible, tie the material covered in the course to the students efforts.

A vital component of service-learning is the learning that comes through reflection. In the case of

the lead author's example, the lead author has three different formats for reflection throughout

the course of the semester. First, after each subject is covered, he asks, "How does this material

apply to your group projects?" and has the students engage in class and group discussions.

Second, throughout the semester, he has the students write reflection papers, requiring them to

connect their group projects to the course material. Third, at the end of the semester, he requires

that at least a quarter of their group's presentation time be devoted to reflection.

Altogether, implementing class purposing should not be onerous for an instructor. Class

purposing is primarily about giving the class a greater purpose, and connecting that purpose to a

Substance of reflections is only self-referential: students are reflecting on the impact of working as a group on the fundraising project. They are not learning anything about the cause or reflecting on it; to what extent are the reflections revealing deepened knowledge of the course topics and improvement toward learning objectives?

> but he just said students don't have any relationship with the partner organization!!

societal cause. Giving the class a greater purpose likely involves more focused communication, and continued focus throughout the semester. Connecting the purpose and the class to a societal causes involves developing a good relationship with a partner organization, taking some time and effort, but if a single unifying purpose is involved in the class purposing, normally it is only a single partnership. Compared to service-learning, where it is common that multiple partnerships be established, class purposing should be simpler. Beyond the formation of the partnership, class purposing should lead to a more focused approach, but it should not be much more time consuming than traditional group or semester-long projects. Each requires set up and organization, follow-up throughout the semester, time devoted to presentations, and evaluation.

Limitations & Future Research

One limitation of this study is that the researchers were unable to separate the pedagogy from the instructor. While results might be more conclusive had one of the comparison classes (i.e., no class purposing) been taught by the same instructor as the class with class purposing, there is little if any evidence from this research suggesting that class purposing is not an improvement upon traditional pedagogical techniques. Given this limitation, a clear avenue for future research is to set up experiments where a single instructor of multiple versions of the same class uses class purposing in one class and only relies upon traditional pedagogical techniques in another class to more fully assess the impact of class purposing. But, an ethical issue arises with such an option. Given the results of this study, not providing class purposing for one class may inhibit the students of that class from having what could have been a much more positive experience.

As with any pedagogy, there are a number of counter arguments for class purposing. These are likely to include (1) college classes are for learning, (2) some students may not

respond favorably to the cause chosen, and (3) potential for limited actual benefit for the societal cause (e.g., hype over substance). There is surely merit to each of these counter arguments. Thus, we will briefly discuss each, respectively. First, while college class should result in learning, learning can take various forms (e.g., learning class content, learning to be positive contributors to society), and there is increasing support that there is power in purpose, which as demonstrated, can be harnessed in a classroom setting. Second, while not all of the lead author's students have responded favorably to the cause chosen, by sticking to a unifying class purpose, the lead author has been able to demonstrate to those students the power that a unifying purpose has, and how it contributes to culture and engagement. Third, over multiple semesters implementing class purposing, the lead author has found that about two-thirds of the student groups do not contribute substantially to the societal cause, but about one-thirds of the student groups do contribute substantially. This leads to some very valuable teaching and learning opportunities at the end of the semester regarding organization, purpose, and teamwork. In all, as with any pedagogy, its success is contingent upon the effectiveness of its implications.

Conclusion

In this paper, we have introduced class purposing as an innovative pedagogy based on the management practice of job purposing, which can be classified as a specific form of service learning. Class purposing involves giving a class a meaningful purpose beyond the classroom tied to a social cause, which as demonstrated in this research, should lead to significant improvements in class satisfaction, significance, and meaningfulness compared to traditional pedagogical techniques. Additionally, our results indicate that class purposing has a positive impact on a variety of other outcomes dealing with classroom culture, student engagement, and student performance. Yet, even more meaningful than the idea that class purposing can benefit a

class and its students, class purposing provides students with a unique opportunity to contribute and make a difference in the world, which may even result in them having the most meaningful and rewarding experience of their college career.

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TABLE 1

Results of Bonferroni Post-hoc Comparisons with Class 1

Dependent Variable	Comparison Class (J)	Mean Difference (Class 1-J)	Standard Error	Significance	95% Confidence Interval	
					Lower Bound	Upper Bound
Involvement	Class 2	.77	.19	.00	.25	1.28
	Class 3	.39	.15	.07	-.17	.79
	Class 4	1.09	.15	.00	.68	1.50
Cohesion	Class 2	.77	.23	.01	.16	1.39
	Class 3	.00	.18	1.00	-.48	.48
	Class 4	1.65	.18	.00	1.16	2.14
Class Satisfaction	Class 2	1.31	.24	.00	.68	1.94
	Class 3	.78	.19	.00	.29	1.28
	Class 4	1.65	.19	.00	1.15	2.16
Vigor	Class 2	.76	.27	.04	.03	1.49
	Class 3	.01	.22	1.00	-.56	.59
	Class 4	1.03	.22	.00	.44	1.60
Dedication	Class 2	1.04	.26	.00	.36	1.72
	Class 3	.53	.20	.06	-.01	1.07
	Class 4	1.41	.20	.00	.86	1.95
Absorption	Class 2	.84	.26	.01	.14	1.54
	Class 3	-.03	.21	1.00	-.58	.52
	Class 4	.77	.21	.00	.21	1.32
Physical Engagement	Class 2	.64	.25	.07	-.03	1.31
	Class 3	.22	.20	1.00	-.32	.75
	Class 4	1.00	.20	.00	.46	1.54
Life Satisfaction	Class 2	.73	.30	.10	-.08	1.53
	Class 3	-.03	.24	1.00	-.66	.61
	Class 4	.45	.24	.37	-.19	1.10
Significance	Class 2	1.18	.26	.00	.51	1.86
	Class 3	1.11	.20	.00	.58	1.65
	Class 4	1.54	.20	.00	1.00	2.08
Meaningfulness	Class 2	1.18	.26	.00	.48	1.87
	Class 3	.90	.21	.00	.35	1.45
	Class 4	1.67	.21	.00	1.12	2.23

TABLE 2

Examples of Student Comments from Class 1 about Class Purposing

Examples of answers to the question, "What do you think about the class's purpose of saving children from human trafficking?"

"Most meaningful project I've had in school."

"I think that the class's purpose was very touching & emotional, which made class very interesting every day."

"I think it was a great way to teach us how to work as a team, because it actually had significant meaning and purpose."

"While a difficult subject-matter to discuss among class mates early at the start of the semester, I feel our involvement in participating for such a noble cause was the most rewarding thing I've done at [this university]. It's brought philanthropy into my life in the form of me feeling capable of directly helping others."

"I believe it is something that makes people more motivated to attend the class."

"It brings great meaning to the class but also to my individual life and the way I look at things now."

"It was a meaningful way to apply course information into a project that has a specific positive impact."

"At first, I did not like it so much, but after doing the project it gave great purpose and good group practice."

"I think it was a great way to combine class material with a project. The intrinsic values of saving children gave class a meaning I didn't have in any previous class."

Examples of answers to the question, "How did having a class purpose of saving children negatively impact your classroom experience?"

"I had to devote a lot of time."

"Extra pressure to succeed."

"It just made it a little more stressful to get the project done."
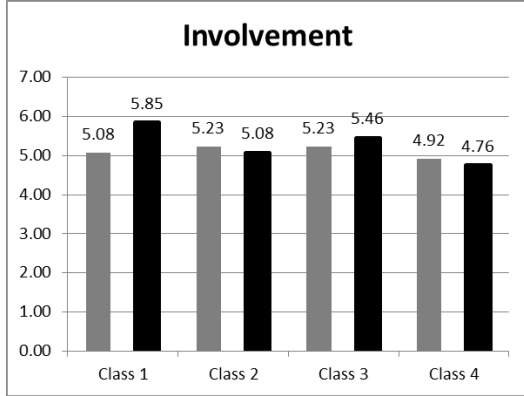
"My group was awful; it ruined my experience."

"You kind of constantly feel pressure to make the most money, or raise enough money, or enough awareness. While it is exciting to save some children, part of you always wishes you could've done more to help."

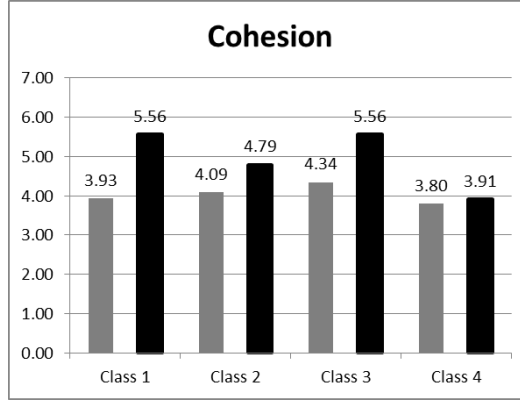"Hours spent for event took time away from studying for other classes."

FIGURE 1

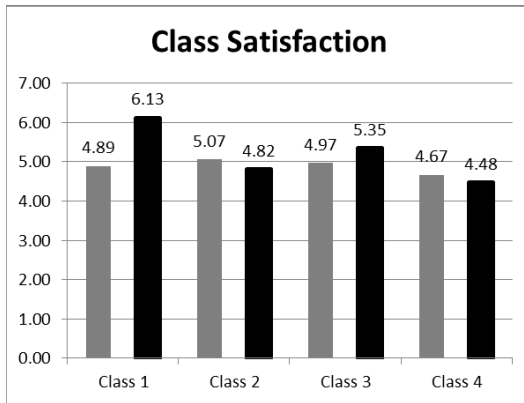**Average Rating of Outcomes across Classes and Time Periods (Grey = Time 1; Black = Time 2)**
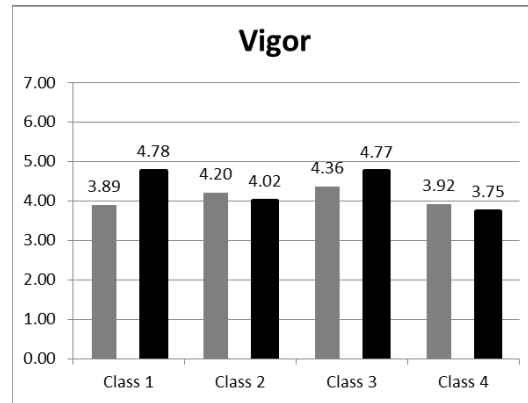
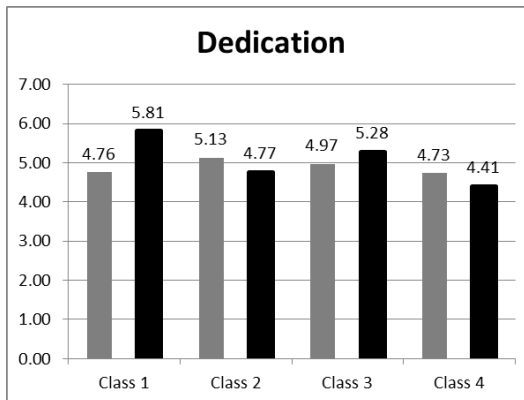(a) Element of classroom culture

Involvement

Class	Time 1	Time 2
Class 1	5.08	5.85
Class 2	5.23	5.08
Class 3	5.23	5.46
Class 4	4.92	4.76

(b) Element of classroom culture

Cohesion

Class	Time 1	Time 2
Class 1	3.93	5.56
Class 2	4.09	4.79
Class 3	4.34	5.56
Class 4	3.80	3.91

(c) Element of classroom culture

Class Satisfaction

Class	Time 1	Time 2
Class 1	4.89	6.13
Class 2	5.07	4.82
Class 3	4.97	5.35
Class 4	4.67	4.48

(d) Element of student engagement

Vigor

Class	Time 1	Time 2
Class 1	3.89	4.78
Class 2	4.20	4.02
Class 3	4.36	4.77
Class 4	3.92	3.75

(e) Element of student engagement

Dedication

Class	Time 1	Time 2
Class 1	4.76	5.81
Class 2	5.13	4.77
Class 3	4.97	5.28
Class 4	4.73	4.41

(f) Element of student engagement

Absorption

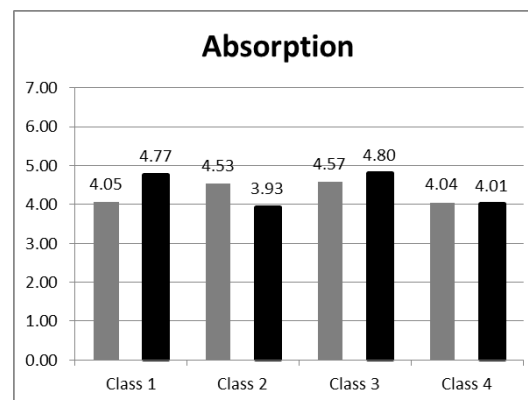| Class	Time 1	Time 2
Class 1	4.05	4.77
Class 2	4.53	3.93
Class 3	4.57	4.80
Class 4	4.04	4.01

FIGURE 1

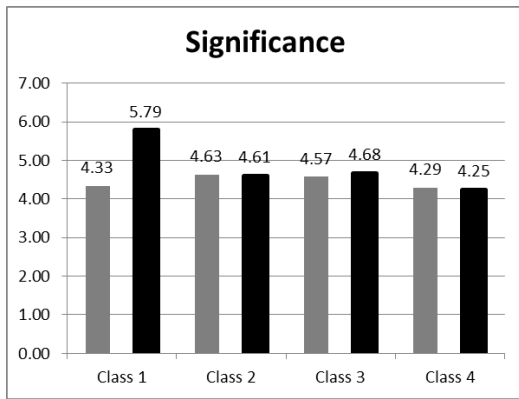**Average Rating of Outcomes across Classes and Time Periods (cont.)**

(g) Student performance

Physical Engagement

	Class 1	Class 2	Class 3	Class 4
Gray	5.21	5.46	5.22	5.13
Black	5.57	4.93	5.35	4.56

(h) Well-being

Life Satisfaction

	Class 1	Class 2	Class 3	Class 4
Gray	4.83	4.60	5.04	4.55
Black	4.90	4.18	4.93	4.45

(i) Element of meaningful contribution

Significance

	Class 1	Class 2	Class 3	Class 4
Gray	4.33	4.63	4.57	4.29
Black	5.79	4.61	4.68	4.25

(j) Element of meaningful contribution

Meaningfulness

	Class 1	Class 2	Class 3	Class 4
Gray	4.08	4.71	4.59	4.37
Black	5.82	4.65	4.93	4.15