

## Service Learning Papers

Explores the controversies surrounding service-learning practice.

Service-Learning has proved to be a powerful and practical methodology and tool with far-reaching implications. Benefits have included increased civic engagement, enhanced sense of purpose, greater feeling of fulfillment, nurtured creativity, and promotion of problem-solving skills and social responsibility as traditional classrooms have moved to the communities and students have become service providers and learners. The papers in this book span a good part of the globe and cover a wide application spectrum, from health care, business administration, nursing, occupational therapy, and speech and language therapy to gerontology and food service. Extended models and prototypes explored include community engaged learning, long-distance learning, and the bridge between older and younger students. In addition to current perspectives and numerous revealing case studies with local communities and international service-learning projects, thirty chapters and a reflection paper are devoted to documenting lessons learned, assessing service-learning programs, identifying new challenges, and tapping into the emerging paradigms in service-learning.

This book provides everything administrators and teachers need to build service-learning programs that prepare students as engaged citizens committed to equity and justice. Cipolle describes practical strategies for classroom teachers along with the theoretical framework so readers can deftly move beyond the book to a meaningful program for their schools.

Service learning can help students develop a sense of civic responsibility and commitment, often while addressing pressing community needs. One goal of literary studies is to understand the ethical dimensions of the world, and thus service learning, by broadening the environments students consider, is well suited to the literature classroom. Whether through a public literacy project that demonstrates the relevance of literary study or community-based research that brings literary theory to life, student collaboration with community partners brings social awareness to the study of literary texts and helps students and teachers engage literature in their intriuct. In their introduction, the volume editors trace the history of service learning in the United States, including the debate about literature's role, and outline the best practices of the pedagogy. The essays that follow cover American, English, and world literature, creative nonfiction and memoir, literature-based writing, and cross-disciplinary studies. Contributors describe a wide variety of service-learning projects, including a course at the Harlem Renaissance in which students lead a community writing workshop, an English capstone seminar in which seniors design programs for public libraries, and a creative nonfiction course in which first-year students work with elderly community members to craft life narratives. The volume closes with a list of resources for practitioners and researchers in the field.

How and Why It Works

The Service-Learning Educator

Service Learning, Educational Innovation and Social Transformation

Paradigms & Challenges

Concepts and Models for Service-Learning in Accounting

New Perspectives in Service Learning

Soul of a Citizen

**Critical Service Learning Toolkit offers a strengths-based, interdisciplinary approach to promoting social competence while enhancing emotional and academic skill development. Designed as a user-friendly guide to carrying out successful CSL projects, this Toolkit provides practitioners with step-by-step assistance in planning, implementing, and evaluating Critical Service Learning (CSL) projects in elementary and high schools. CSL trains youth to become active and conscientious citizens through engagement and leadership experiences that meet real needs in the community. This approach is unique in that it places the youth/student at the center of the process. Prioritizing social and emotional learning (SEL) and school engagement, CSL changes the role of the school-based, counseling professional into that of a facilitator who encourages skill-building, reflection, and civic engagement. Cultivating self-awareness, social-consciousness, and critical-thinking skills, brainstorming and community web mapping activities serve as the cornerstone of CSL and allow youth to become comfortable articulating concerns about their communities. By extending learning beyond the classroom and into the community, CSL enhances what is taught throughout the school curriculum, at all levels, and fosters a sense of civic responsibility and social agency.**

**International education, service-learning, and community-based global learning programs are robust with potential. They can positively impact communities, grow civil society networks, and have transformative effects for students who become more globally aware and more engaged in global civil society – at home and abroad. Yet such programs are also packed with peril. Clear evidence indicates that poor forms of such programming have negative impacts on vulnerable persons, including medical patients and children, while cementing stereotypes and reinforcing patterns of privilege and exclusion. These dangers can be mitigated, however, through collaborative planning, design, and evaluation that advances mutually beneficial community partnerships, critically reflective practice, thoughtful facilitation, and creative use of resources. Drawing on research and insights from several academic disciplines and community partner perspectives, along with the authors' decades of applied, community-based development and education experience, they present a model of community-based global learning that clearly espouses an equitable balance between learning methodology and a community development philosophy. Emphasizing the key drivers of community-driven learning and service, cultural humility and exchange, seeking global citizenship, continuous and diverse forms of critically reflective practice, and ongoing attention to power and privilege, this book constitutes a guide to course or program design that takes into account the unpredictable and dynamic character of domestic and international community-based global learning experiences, the varying characteristics of destination communities, and a framework through which to integrate any discipline or collaborative project. Readers will appreciate the numerous toolboxes and reflective exercises to help them think through the creation of independent programming or courses that support targeted learning and community-driven development. The book ultimately moves beyond course and program design to explore how to integrate these objectives and values in the wider curriculum and throughout formal and informal community-based learning partnerships.**

**Evaluating the experiences of racially marginalized and underrepresented groups is vital to creating equality in society. Such actions have the potential to provoke an interest in universities to adopt high-impact pedagogical practices that attempt to eliminate institutional injustices.**

**Culturally Engaging Service-Learning With Diverse Communities is a pivotal reference source for the latest scholarly research on service-learning models that recognize how systemic social injustices continue to pervade society. Featuring extensive coverage on a broad range of topics and perspectives such as cultural humility, oral histories, and social ecology, this book is ideally designed for scholars, practitioners, and students interested in engaging in thoughtful and authentic partnerships with diverse groups.**

**This volume is part of a series of 18 monographs on service learning and the academic disciplines. It is designed to (1) develop a theoretical framework for service learning in accounting consistent with the goals identified by accounting educators and the recent efforts toward curriculum reform, and (2) describe specific active learning strategies that are useful and powerful teaching tools. Part 1, "Theoretical Essays on Service-Learning in Accounting," includes: "Service-Learning: An Active-Learning Approach for Accounting Education" (D.V. Rama); "Service-Learning: The Accountants for the Public Interest Perspective" (Wayne G. Bremser); "'What I Do, I Understand': Service-Learning in Accounting Curricula" (William L. Weis); and "Service-Learning in Accounting: A Department Chair's Perspective" (Alfonso R. Oddo). Part 2, "Implementation Approaches," includes: "Service-Learning: A 'Free Enterprise' Model for Accounting Faculty" (Curtis L. DeBeyer); "Expanding the Boundaries of Accounting Education Through Service-Learning" (Lynn M. Pringle); "Service-Learning in Accounting: A Role for VITA Tax Programs" (Janice Carr); "Tax Assistance Program Provides Service-Learning at Notre Dame and St. Mary's College" (Ken Milani); "Volunteer Income Tax Assistance and the Use of Technology" (Nathan Oestreich, Carol Venable, and Martha Doran); "Service-Learning Project in the Accounting Information Systems Course: Implementation without the Benefit of Hindsight" (Alfred R. Michenzi); "Reaching Our Goals Together in Service-Learning: A Multi-Semester Accounting Information Systems Course Implementation" (Margarita Maria Lenk); "Service-Learning in a Capstone Course" (James W. Woolley); "Teaching Professional Accounting Ethics with Service-Learning" (Susan P. Ravenscroft); "Student Consulting Organizations: An Alternative Approach to Service-Learning" (Timothy S. Mech); and "Service-Learning Projects in Accounting: Implementation Strategies" (D.V. Rama). An Afterword by Paul Locatelli is titled: "Service-Learning in Accounting Education." A 37-item annotated bibliography is included. (All papers include references.) (SM)**

Concepts and Models for Service-Learning in Medical Education

Possibilities for Teaching and Learning

Service-Learning in Asia

Research for What?

Transforming Academic and Research Libraries through the Power of Experiential Learning

Enhancing the Growth of New Teachers, Their Students, and Communities

The Future of Community Engagement in Higher Education

As academic service-learning continues to grow rapidly, practitioners are discovering a pressing need for solid empirical research about learning outcomes. Where's the Learning in Service-Learning? helps define learning expectations, presents data about learning, and links program characteristics with learning outcomes. It is the first book to explore the experience of service-learning as a valid learning activity.

**International Service Learning (ISL) borrows from the domains of service learning, study abroad, and international education to create a new pedagogy that adds new and unique value from this combination. It is a high-impact pedagogy with the potential to improve students' academic attainment, contribute to their personal growth, and provide service-learning. The international service experience provides opportunities for additional learning goals, activities, and relationships that are not available in a domestic service learning course or in a traditional study abroad course. The service experience develops reflection while shedding light on and providing an added dimension to the curricular component of the study abroad course. The international education component further broadens students' perspectives by providing opportunities to compare and contrast North American and international perspectives on course content. This book focuses on conducting research on ISL, which includes developing and evaluating hypotheses about ISL outcomes and measuring its impact on students, faculty, and communities. The book argues that rigorous research is essential to improve the quality of ISL's implementation and delivery, and providing the evidence that will lead to wider support and adoption by the academy, funders, and partners. It is intended for both practitioners and scholars, providing guidance and commentary on good practice. The volume provides a pioneering analysis of and understanding of why and under what conditions ISL is an effective pedagogy. Individual chapters discuss conceptual frameworks, research design issues, and measurement strategies related to student learning outcomes; the importance of ISL course and program design; the need for faculty development activities to familiarize faculty with the component pedagogical strategies; the need for resources and collaboration across campus units to develop institutional capacity for ISL; and the role that community constituencies should assume as co-creators of the curriculum, co-educators in the delivery of the curriculum, and co-investigators in the evaluation of and study of ISL. The contributors demonstrate sensitivity to ethical implications of ISL, to issues of power and privilege, to the integrity of**

**the discipline, to reciprocity, and community benefits. The focus of this book is on the ways in which service learning and multicultural education can and should be integrated so that each may be strengthened and consequently have greater effect on educational and social conditions. It offers a significant attempt to forge a dialogue among practitioners of service learning and multicultural education. The overriding theme is that service learning without a focused attention to the complexity of racial and cultural differences can reinforce the dominant cultural ideology, but academic work that seeks to deconstruct these norms without providing a community-based touchstone isolates students and schools from the realities of the larger communities of which they are part. Although the chapter authors provide varied perspectives on the benefits and challenges of integrating multicultural education and service learning, they all are committed to a vision of education that synthesizes both action and reflection. None of the authors pretend to have all the answers to what this integration should look like, nor do they believe that today's social problems are easily ameliorated through education. Rather, they share theories, practices, failures, and triumphs in order to further the conversation about the importance of aligning what educators say about the world and how they act in and on it. These authors share the view that multicultural education is truly transformative for students only when it includes a community action component, and likewise, service learning is truly a catalyst for change only when it is done from a multicultural and socially just perspective. It is their hope that the Ideas**

**explored in this book will further the work of those who share a commitment to the integration of action and reflection. It is clear that service-learning has the potential to yield tremendous benefits to students, communities, and institutions offhiger education. Increased student learning has been well-documented. As communities gain new energy to meet their needs and greater capacity to capitalize on their assets, service-learning enables higher education to fulfill its civic responsibility. Whenservice-learning lives up to its potential to lead colleges and universities to transform themselves into fully engaged citizens of their communities and the world, its ability to bring about positive social change is limitless. To be successful, service-learning must be grounded in a widerange of solid, reciprocal, democratic partnerships. Building Partnerships for Service-Learning assembles leading voices in the field to bring their expertise to bear on this crucial topic. Faculty, administrators, student leaders, and community and corporate leaders will find this volume filled with vital information, exemplary models, and practical tools needed to make service-learning succeed. Comprehensive in scope, Building Partnerships for Service-Learning includes: Fundamentals and frameworks for developing sustainable partnerships Assessment as a partnership-building process The complex dynamics of collaboration between academic affairs and student affairs Partnering with students to enhance service-learning How to create campuswide infrastructure for service-learning Profiles and case studies of outstanding partnerships with neighborhoods, community agencies, and K-12 schools Partnerships for collaborative action research Exploring the challenges and benefits of corporate and institutional partnerships The dynamic relationship between service-learning and the civic renewal of higher education Building Partnerships for Service-Learning is the essential guide to taking service-learning and partnerships to the next level.**

Integrating Service Learning and Multicultural Education in Colleges and Universities

Creating Experiential Learning and Civic Engagement Through Online and Hybrid Courses

Service-learning

Service Learning Initiative

Case Paper

Handbook of Research on Service-Learning Initiatives in Teacher Education Programs

Service-Learning in Higher Education

*Linking research and educational practice for the benefit of both is not a new idea. If practice such as service-learning is a bold departure from the status quo, however, research is not just beneficial, it is critical. If schools are to become laboratories of democracy and entrepreneurship, and if students are to become engaged as partners in renewal of their communities, a research case must be made for service-learning. Does learning take place? Will other kinds of learning suffer? What kinds of practice are most effective? Clearly, solid research is essential if this transforming way of teaching and learning is to be fully integrated into American schooling and youth development institutions. The National Youth Leadership Council (NYLC) took a first step toward joining service-learning practice with research in 1983. In 1991, NYLC created a center which initiated and encouraged program evaluation, formative research that informs and improves practice, and summative studies that measure results. This volume grew out of a National Service-Learning Conference—an annual event convened by the NYLC. A day long research seminar at the conference brought together researchers to discuss the latest developments among themselves and with practitioners. Impressive in their range and rigor, their papers and discussions have become a starting point for the evidence needed to firmly establish service-learning for K-12 age people as a widely accepted way of teaching and learning.*

*Research on service-learning and community engagement has exploded over the past decade. It is a field now characterized by increasing methodological and theoretical sophistication, vast quantitative and qualitative studies, interdisciplinary research, myriad subjects, and the internationalization of scholarship. The papers in this volume were selected from nearly 100 presentations made at the 2009 annual conference of the International Association for Research on Service Learning and Community Engagement held in Ottawa, Canada's national capital. The conference theme, Research for What? emphasized fundamental questions, namely: to what extent is rigorous research uncovering best practices in, and demonstrating the positive results of, service-learning on teaching, learning and building better communities? The papers examine such themes through lenses that include the application of theory to practice, K-12 and university-based service-learning, interdisciplinary initiatives, and international service-learning. The introduction provides an overview of the very recent, but remarkable, growth of service-learning in Canada, and the conclusion, written by the recipient of the Association's annual Distinguished Researcher Award, discusses major developments, and continuing challenges, in service-learning research.*

*This edited collection will stand as the first volume that specifically describes service-learning programs and courses designed as part of teacher education programs in the fields of literacy education, secondary English education, elementary language arts education, and related fields. The contributing authors describe the programs they have developed at their universities and/or in their local communities, providing information about the course and the role of the course, the outcomes of the program, and other matters that will help literacy educators develop similar courses and experiences of their own. Additionally, this edited collection will fill a great gap in the field's knowledge of alternative forms of teacher education. It will provide descriptions of service-learning initiatives that have been field-tested with demonstrable results. Thus far the field has produced widely scattered articles in journals covering a variety of disciplines, but no definitive collection of papers in which service-learning designed to promote literacy instruction is housed in a single volume edited for cross-referencing and thematic categorization. The two editors have developed courses and received grants to support service-learning initiatives at their universities and believe that others might develop similar programs if they had better understandings of their value and design. Their intention with this volume is to promote service-learning more broadly among literacy educators.*

*Service-learning is a form of experiential education that combines academic study with community service. Learning occurs as students work with others through applying their academic knowledge to community needs and at the same time, reflecting on their experience and the real-world relevance of their skills. Service-learning in Asia: Curricular Models and Practices describes the development of service-learning in Asia around three themes: service-learning and indigenous traditions; service-learning and social justice education; and service-learning and multicultural education. The essays in this collection are multi-disciplinary, ranging from the field of social work to business. The discussions are also comprehensive, covering every dimension of service-learning from curricular designs to learning outcome assessment.*

Creating Community-responsive Physicians

Innovations in Education Research Methodology

Studying Service-Learning

Community-Based Global Learning

Service-Learning in Theory and Practice

Combining Service and Learning

Living with Conviction in Challenging Times

Uses an extended case study to guide teachers through evaluation of service-learning outcomes and their relevance to the curriculum. Covers the evaluation process from question formulation to instrumentation, data collection, and application. Current professional practices

are emphasized throughout. Includes a list of state organizations supporting service learning, and some 40 pages of sample checklists and forms. Payne is director of Test Scoring and Reporting Services and professor of educational psychology at the University of Georgia.

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The need for more empathetic and community-focused students must begin with educators, as service-learning has begun to grow in popularity throughout the years. By implementing service and community aspects into the classroom at an early age, educators have a greater chance of influencing students and creating a new generation of service-minded individuals who care about their communities. Teachers must have the necessary skills and current information available to them to provide students with quality service learning and community engagement curricula. The Research Anthology on Service Learning and Community Engagement Teaching Practices provides a thorough investigation of the current trends, best practices, and challenges of teaching practices for service learning and community engagement. Using

innovative research, it outlines the struggles, frameworks, and recommendations necessary for educators to engage students and provide them with a comprehensive education in service learning. Covering topics such as lesson planning, teacher education, and cultural

humility, it is a crucial reference for educators, administrators, universities, lesson planners, researchers, academicians, and students.

The Experiential Library: Transforming Academic and Research Libraries through the Power of Experiential Learning features contributions—in a relatively conversational, practical, and "how-to" format—from various academic libraries across broad educational levels that have

implemented experiential learning programs, services, or resources to enhance the learning and development of both students and library employees. As academic libraries and academic librarians are seeking ways to transform themselves and create collaborative synergies

within and without their institutions, this timely book suggests exciting ways to integrate experiential learning into the library's offerings. Ranging from integrated service learning and Information Literacy instruction that "takes the class out of the classroom," to

unique experiential approaches to programming like Course Exhibits and the Human Library, the book is a one-stop-shop for libraries looking to expand their repertoire. It will also help them create connections between experiential learning and their institutions' missions

and contributions to student success, by grounding these programs and services on a sure methodological footing. Librarians and educators wishing to learn more about the connections between experiential learning/experiential education and academic libraries would benefit

from the advice from authors in this book. Covers experiential learning for academic and research libraries Presents diverse aspects of experiential learning in academic libraries across the spectrum of educational levels Offers a one-stop-shop for librarians keen on

bringing experiential learning to their institutions Adds to current conversations in both LIS and experiential education, enabling further synergies in both disciplines

This book offers a comprehensive rethinking of the theory and practice of service-learning in higher education. Democratic and community engagement are vital aspects of linking colleges and communities, and this book critically engages the best practices and powerful

alternative models in the academy. Drawing on key theoretical insights and empirical studies, Butin details the limits and possibilities of the future of community engagement in developing and sustaining the engaged campus.

Engaging Students in Social Change

A Guide to Including Service in the Public School Curriculum

Service Learning and Literary Studies in English

A Guide to Program Management

The Essence of the Pedagogy

Critical Service Learning Toolkit

Exploring Cultural Dynamics and Tensions Within Service-Learning

*Soul of a Citizen awakens within us the desire and the ability to make our voices heard and our actions count. We can lead lives worthy of our convictions. A book of inspiration and integrity, Soul of a Citizen is an antidote to the twin scourges of modern*

*life—powerlessness and cynicism. In his evocative style, Paul Loeb tells moving stories of ordinary Americans who have found unexpected fulfillment in social involvement. Through their example and Loeb's own wise and powerful lessons, we are compelled to move from*

*passivity to participation. The reward of our action, we learn, is nothing less than a sense of connection and purpose not found in a purely personal life. Soul of a Citizen has become the handbook for budding social activists, veteran organizers, and anybody who wants to*

*make a change—big or small—in the world around them. At this critical historical time , Paul Loeb's completely revised edition—and inspiring message—is more urgently important than ever.*

*This volume is part of a series of 18 monographs on service learning and the academic disciplines. Essays in this volume focus on understanding how service-learning in medical education differs from traditional clinical medical education. After an Introduction by Sarena D. Steifer, Kris Heermann, and Judy Lewis, essays in Part 1, "The Broader Context for Service-Learning in Medical Education," analyze trends in the health-care system and the relevance of community-oriented primary care and continuous quality improvement to service learning.*

*Titles are: "The Changing Health-Care System and Expectations of Physicians" (Edward H. O'Neill); and "Toward Building Communities of Commitment: Integrating Community-Oriented Primary Care and Continuous Quality Improvement into Service-Learning" (Deborah Gardner, Andrew Schames, Doreen Harper, and Denise Cora-Bramble). Chapters in Part 2, "Designing and Implementing Service-Learning in Medical Education," describe model programs and courses that embody different approaches to and respond to different challenges in integrating service-*

*learning into the medical education curriculum; titles include: "Partners in Health Education: Service-Learning by First-Year Medical Students" (Joseph F. Walsh, Jennifer Sage Smith, G. Christian Jernstedt, Virginia A. Reed, and Sara Goodman); "Medical Students Go Back to Kindergarten: Service-Learning and Medical Education in the Public Schools" (Kate Cawley, Elvira Jaballas, and Betty Holton); "Service-Learning in Medical Education: Teaching Psychiatry Residents How To Work with the Homeless Mentally Ill" (Richard C. Christensen); "An*

*Interdisciplinary Service-Learning Community Health Course for Preclinical Health Sciences Students" (Daniel Blumenthal, Meryl S. McNeal, Lorine Spencer, JoAnne Rhone, and Fred Murphy); "Service-Learning Opportunities at The Ohio State University: The Community Medicine Rotation and the Community Project" (Franklin R. Banks and Catherine A. Heaney); "University of Connecticut School of Medicine: An Urban Partnership" (Judy Lewis); "Initiating, Maintaining, and Sustaining Community Partnerships: Developing Community-Based Academic Health*

*Professions Education Systems" (Bruce Bennett, Bruce Behringer, Carol Gregory, Mary Jane Kelley, Paul E. Stanton, Jr., and Wanda Vaghan); "Integrating Teaching, Research, and Service at East Tennessee State University: Action and Accountability in Communities" (Joellen B. Edwards, Joy E. Wachs, Sheila M. Virgin, Bruce A. Goodrow, and James E. Florence); "A Community Partnership in Service to the Homeless: University of Pittsburgh and the City of Pittsburgh" (Thomas P. O'Toole, Joyce Holl, and Paul Freyder); and "Student-Initiated Community*

*Service: The Community Health Advancement Program" (Sharon Dobie, Bonnie Beck, Melinda Tonelli, Charlene Forslund, Connie Huffine, Deborah Kippen, Diane Stahell, and William Hobson). Part 3, "Service-Learning Research and Evaluation," focuses on approaches and strategies*

*that medical schools can use to prepare their graduates for practice in the evolving health-care system; titles include: "The Socialization of Medical Students in a Preventive Health Service-Learning Experience" (JoEllen Tarallo-Falk) and "Evaluating the Impact of Service-*

*Learning: Applications for Medical Education" (Sherril B. Gelmon, Barbara Holland, Beth Morris, and Amy Driscoll). An annotated list of service-learning resources organized by programs and organizations, by website, and by print source and topic is appended. (All papers contain references.) (SM)*

*Provides an extensive compilation of scales for use in studying students in service learning classes. The scales measure a variety of constructs, such as attitudes, moral development, and critical thinking. In addition, the text includes a primer on measurement theory. The authors advocate the use of multiple-item scales, present the rationale for their use, and explain how readers can evaluate them for reliability and validity. This book is a valuable resource for program evaluators and researchers who want to inform the practice of service learning. (PsycINFO Database Record (c) 2005 APA, all rights reserved)*

*This volume represents a breakthrough discussion of the research issues surrounding innovative pedagogies. Using service-learning as its focus, it explores ways in which researchers and evaluators can study a teaching and learning approach that has multiple goals, including both academic and affective development. The chapter authors show how to study a topic that is multilayered, complex, and involves the ways in which individuals make meaning of their experiences. Seven challenges that researchers need to grapple with in studying*

*service-learning are identified and addressed: defining service-learning; basing service-learning research on strong theoretical foundations; refining service-learning research design and methodology; interpreting service-learning results; disseminating service-learning research findings; improving service-learning practice; and building funding to support service-learning research. In addition, practical recommendations are provided for professionals involved in doing research on service-learning and more broadly on any form of*

*experiential education, community service and development, or educational reform. Studying Service-Learning: Innovations in Education Research Methodology is an essential resource for researchers who are interested in studying innovative teaching and learning strategies and for students who are learning about a range of research methodologies.*

International Service Learning

Community Service-Learning

The Theory and Practice of Ethical Engagement at Home and Abroad

National and International Connections

Service-Learning and Social Justice

History, Theory, and Issues

Liberalizing Service Learning and the Rest of Higher Education Civic Engagement

*This book serves as an introduction to using online teaching technologies and hybrid forms of teaching for experiential learning and civic engagement. Service-learning has kept pace neither with the rapid growth in e-learning in all its forms nor with the reality that an increasing number of students are learning online without exposure to the benefits of this powerful pedagogy. Eservice-learning (electronic service-learning) combines service-learning and on-line learning and enables the delivery of the instruction and/or the service to occur partially or fully online. Eservice-learning allows students anywhere, regardless of geography, physical constraints, work schedule, or other access limitations, to experience service-learning. It reciprocally also equips online learning with a powerful tool for engaging students. In service-learning, the core components of*

*service, learning, and reflection may take a different form due to the online medium—for example, reflection often occurs through discussion board interactions, journals, wikis, or blogs in an service-learning course. Moreover, the service, though still community-based, creates a world of opportunities to connect students with communities across the globe—as well as at their very own doorstep. This book introduces the reader to the four emerging types of eservice-learning, from Extreme Eservice-Learning (XE-SL) classes where 100% of the instruction and 100% of the service*

*occur online, to three distinct forms of hybrid where either the service or the instruction are delivered wholly on-line - with students, for instance, providing online products for far-away community partners - or in which both are delivered on-site and online. It considers the instructional potential of common mobile technologies - phones, tablets and mobile reading devices. The authors also address potential limitations, such as technology challenges, difficulties sustaining three-way communication among the instructor, community partner, and students, and added workload. The book includes research studies on effectiveness as well as examples of practice such drafting grants for a community partner, an informational technology class building online communities for an autism group, and an online education class providing virtual mentoring to at-risk students in New*

*Orleans from across the country.*

*Research Anthology on Service Learning and Community Engagement Teaching PracticesInformation Science Reference*

*Service-learning is an exciting pedagogy and field of study, offering insight into how academic study and community engagement blend to create social change. In its most traditional conceptualization, service-learning activities typically manifest within communities where outside individuals address a need. Service learning is purported to have a transforming effect on individual student perspectives by providing students the opportunity to interact with people and enter into situations that allow students to test their predisposition towards others. However, the literature on the impact of service-learning on participants' acceptance of diversity and development of open-mindedness reports mixed outcomes. The purpose of this book is to explore cultural tensions and dynamics within the field of service-learning. It is not meant to be an exhaustive review of the*

*interplay between culture and service learning, but rather a starting point for an ongoing conversation about how this complex topic impacts the field. In 18 chapters, educators, students, and administrators investigate the cultural values of service-learning itself and the tensions created when this is at odds with the values of others within K-12 and higher education in the United States and abroad. Authors include community organization representatives, researchers, directors of offices of community engagement, university administrators, junior and senior faculty, and former service-learning undergraduate students. Submissions reflect a range of genres, including theoretical / conceptual pieces, position papers, case studies, and other traditional academic essays, challenging how students and community members are affected by the cultural tensions within service-*

*learning engagement.*

*The book evaluates service-learning within the context of a liberal arts education from a variety of disciplines. Contributors have written chapters that have practical appeal to other teachers and students interested in developing their own service-learning courses and connecting those*

*courses to broader issues of citizenship and democracy.*

*A Resource Book for Community and Public Service*

Conceptual Frameworks and Research

Social Work Strategies for Promoting Healthy Youth Development

Learning by Doing

Service-Learning in Literacy Education

Service-Learning and the Liberal Arts

The Experiential Library

With contributions from leading experts across disciplinary fields, this book explores best practices from the field's most notable researchers, as well as important historically based and politically focused challenges to a field whose impact has reached an important crossroads. The comprehensive and powerfully critical analysis considers the history of community engagement and service learning, best teaching practices and pedagogies, engagement across disciplines, and current research and policies - and contemplates the future of the field. The book will not only inform faculty, staff, and students on ways to improve their work, but also suggest a bigger social and political focus for programs intended to seriously establish democracy and social justice in their communities and campuses.

Service-Learning Essentials is the resource you need to help you develop high-quality service-learning experiences for college students. Written by one of the field's leading experts and sponsored by Campus Compact, the book is the definitive work on this high-impact educational practice. Service-learning has been identified by the Association of American Colleges and Universities as having been widely tested and beneficial to college students from a wide variety of backgrounds. Organized in an accessible question-and-answer format, the book responds clearly and completely to the most common questions and concerns about service-learning. Each chapter addresses issues related to individual practice as well as to the collective work of starting and developing a service-learning center or program, with

examples drawn from a variety of disciplines, situations, and institutional types. The questions range from basic to advanced and the answers cover both the fundamentals and complexities of service-learning. Topics include: Determining what service-learning opportunities institutions should offer How to engage students in critical reflection in academic courses and in cocurricular experiences Best practices for developing and sustaining mutually beneficial campus-community partnerships Integrating service-learning into the curriculum in all disciplines and at all levels, as well as various areas of student life within the classroom Assessing service-learning programs and outcomes The dilemmas of service-learning in the context of power and privilege The future of service-learning in online and rapidly globalizing environments Service-learning has virtually limitless potential to enable colleges and universities to meet their goals for student learning while making unique contributions to addressing unmet local, national, and global needs. However, in order to realize these benefits, service-learning must be thoughtfully designed and carefully implemented. This easy-to-use volume contains everything faculty, leaders, and

staff members need to know about service-learning to enhance communities, improve higher education institutions, and educate the next generation of citizens, scholars, and leaders.

The Advances in Service-Learning Research book series was established to initiate the publication of a set of comprehensive research volumes that would present and discuss a wide range of issues in this broad field called service-learning. Service-learning is a multifaceted pedagogy that crosses all levels of schooling, has potential relevance to all academic and professional disciplines, is connected to a range of

dynamic social issues, and operates within a broad range of community contexts. In terms of research, there is much terrain to cover before a full understanding of service-learning can be achieved. This volume, the first in the annual book series, explores various themes, issues, and answers that bring us one step closer to understanding the essence of service-learning. The chapters of this volume focus on a broad

range of topics that address a variety of research issues on service-learning in K-12 education, teacher education, and higher education. Through a wide-scope research lens, the volume explores definitional foundations of service-learning, theoretical issues regarding service-learning, the impacts of service-learning, and methodological approaches to studying service-learning. Collectively, the chapters of the

book provide varying and, at times, opposing perspectives on some of the critical issues regarding service-learning research and practice.

This book provides teacher educators, administrators, practicing teachers who work with preservice teachers, policymakers, and researchers with information on the conceptual, research, and application areas of service-learning in preservice teacher education. The collection of papers offers teacher educators' thoughts about ways to enhance the usefulness of service-learning in preservice teacher preparation. The book is grouped into five main parts. Part 1 deals with theories, standards, and principles of practice. Part 2 includes several research studies and reviews as well as a suggested framework for further research and development. Part 3 explicates 11 different approaches to implementing service-learning in teacher education in the form of case studies. Part 4 deals with administrative and organizational arrangements as well as issues surrounding the teaching of service-learning, diversity, and assessment. Part 5 presents thoughts for the future from one of service-learning's long-standing adherents and researchers. It also includes an annotated bibliography. Three appendixes include: standards of quality for school-based and community-based service-learning; tools for teaching the pedagogy of service-learning; and contributing authors. (Papers contain references.) (SM)

Making Engaged Scholarship Matter

Evaluating Service Learning Activities and Programs

Culturally Engaging Service-Learning With Diverse Communities

Research Anthology on Service Learning and Community Engagement Teaching Practices

E-Service-Learning

The Cambridge Handbook of Service Learning and Community Engagement

The Measure of Service Learning

Teacher education programs serve traditional and non-traditional students and develop teachers to enter a range of teaching environments. Approaching teacher education through community involvement and learning objectives helps to effectively prepare teachers to serve local and community needs. The Handbook of Research on Service-Learning Initiatives in Teacher Education Programs provides emerging research on the methods and techniques for educators to strengthen their knowledge regarding the intersection of service learning and field placements. While highlighting topics, such as cultural competency, teacher development, and multicultural education, this book explores the benefits, challenges, and opportunities for employing community service as the driving framework for field experiences. This publication is a vital resource for practitioners, educators, faculty, and administrators seeking current research on the opportunity of field involvement to enhance teacher candidates' experiences and provide a channel for meaningful learning.

Presents a comprehensive resource for those interested in youth involvement in community service as part of the public school curriculum.

This book emerges from the discourse of the Third International Symposium on Service-Learning held at the University of Indianapolis in Athens, Greece, in November 2009 as part of the biennial collection of papers on service-learning. This fourth collection highlights service-learning (SL) theories and methods in higher education, presents selected case studies of local projects that exemplify the theories and methods in action, and points the way toward future possibilities for international partnerships. Part One demonstrates how practitioners have translated SL theory into model programs of best practices. Part Two examines nationally based SL experiences that enrich indigenous local communities, national communities, and teaching institutions. Part Three explores international SL (ISL) programs with their unique reciprocal national relationships, hybrid methodologies, and site-specific challenges. Part Four covers networking national SL settings to international venues while forecasting SL concepts that span academic disciplines and geographic distances. The selected papers in this collection were contributed by educators in twenty-three universities in four countries.

Randy Stoecker has been "practicing" forms of community-engaged scholarship, including service learning, for thirty years now, and he readily admits, "Practice does not make perfect." In his highly personal critique, *Liberating Service Learning and the Rest of Higher Education Civic Engagement*, the author worries about the contradictions, unrealized potential, and unrecognized urgency of the causes as well as the risks and rewards of this work. Here, Stoecker questions the prioritization and theoretical/philosophical underpinnings of the core concepts of service learning: 1. learning, 2. service, 3. community, and 4. change. By "liberating" service learning, he suggests reversing the prioritization of the concepts, starting with change, then community, then service, and then learning. In doing so, he clarifies the benefits and purpose of this work, arguing that it will create greater pedagogical and community impact. *Liberating Service Learning and the Rest of Higher Education Civic Engagement* challenges—and hopefully will change—our thinking about higher education community engagement.

Research to Advance the Field

Service Learning

Service-Learning Essentials

Building Partnerships for Service-Learning

Service-learning in Teacher Education

Curricular Models and Practices