

Promoting Youth Empowerment and Social Change In/Through School Science

SARA TOLBERT

Assistant Professor of Science Education, University of Arizona

NICOLE SNOOK

Science Teacher, Leadership for Empowered Youth¹

COREY KNOX

Doctoral Candidate, Science Education, University of Arizona

INYENE UDOINWANG

Undergraduate Student, Molecular and Cellular Biology, University of Arizona

Corresponding Email: saratolbert@email.arizona.edu

Responses

JASTE is a non-refereed, open-source, journal. We encourage reader feedback on contributions to it. Please send your comments, suggestions, etc. about this paper to Sara Tolbert. Thank!

ABSTRACT

In this article, we discuss work from our collaborative research project, Community Engagement and Youth Leadership, a partnership between university scholars/activists with high school youth and their science teacher. A key goal of this work is to explore opportunities for youth empowerment through justice-oriented school science pedagogy. Equally important is communicating our work through the development/use/sharing of accessible conceptual and curricular frameworks that are grounded within the lived realities of science classrooms. It is our hope to engage with justice-oriented others in critical, loving reflection and dialogue on our (collective) efforts, as we join, connect, and grow global networks of social justice practitioners in science education. We look forward to your feedback.

May 2016

¹ All place names and all student names are pseudonyms.

Service Learning For Youth Empowerment And Social Change Volume5

Chao Zhang



Service Learning For Youth Empowerment And Social Change Volume5:

Service Learning for Youth Empowerment and Social Change Jeff Claus, Curtis Ogden, 1999 Twelve essays present current thinking on the subject of community service learning programs for youth The essays integrate research with descriptions of innovative programs and recommendations for program design advocating an approach that engages youth not only in helping others but in critical reflection Annotation copyrighted by Book News Inc Portland OR **Service Learning** Andrew Furco, Shelley H. Billig, 2002-03-01 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 scoped 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 Resources in Education , 2001-10

Democracy in Higher Education Maximilian T. Schuster, 2025-12-05 This volume explores how colleges and universities can respond to divisive political environments by carefully and intentionally cultivating students civic learning and democratic flourishing Structured in five cohesive sections each chapter offers adaptable frameworks promising practices and tangible strategies for building positive momentum toward civic minded student learning in higher education Chapters explore how dialogue inside and outside the classroom community involvement and student agency can shape inclusive engaged campus environments that directly support students civic learning and development Together the text presents a comprehensive approach that acknowledges the interconnected challenges faced by students faculty and staff and demonstrates how higher education institutions can foster environments that not only educate but also renew their promise to cultivate democratically informed and socially responsible citizens **Active Learning** Patricia Ann Mabrouk, 2007 This symposium series book focuses on the application of active learning methods in teaching analytical science broadly defined at both the undergraduate and graduate levels The volume includes a wide range of examples of how these methods are being applied at public and private community colleges four year colleges and graduate research universities in the United States and abroad **Handbook of Moral and Character Education** Larry Nucci, Tobias Krettenauer, 2014-04-24 There is

widespread agreement that schools should contribute to the moral development and character formation of their students In fact 80% of US states currently have mandates regarding character education However the pervasiveness of the support for moral and character education masks a high degree of controversy surrounding its meaning and methods The purpose of this handbook is to supplant the prevalent ideological rhetoric of the field with a comprehensive research oriented volume that both describes the extensive changes that have occurred over the last fifteen years and points forward to the future Now in its second edition this book includes the latest applications of developmental and cognitive psychology to moral and character education from preschool to college settings and much more

Research on Service Learning Patti H. Clayton, Robert G. Bringle, Julie A. Hatcher, 2023-07-03 The purpose of this set is to improve service learning research and practice through strengthening its theoretical base Contributing authors include both well known and emerging service learning and community engagement scholars as well as scholars from other fields The authors bring theoretical perspectives from a wide variety of disciplines to bear as they critically review past research describe assessment methods and instruments develop future research agendas and consider implications of theory based research for enhanced practice This set constitutes a rich resource that suggests new approaches to conceptualizing understanding implementing assessing and studying service learning Each chapter offers recommendations for future research **Research on Service Learning Conceptual Frameworks and Assessment** will be of interest to both new and veteran service learning instructors seeking to enhance their practice by integrating what has been learned in terms of teaching assessment and research Staff and faculty who are responsible for promoting and supporting service learning at higher education institutions evaluating community service programs and working with faculty to develop research on service learning will also find this volume helpful For scholars and graduate students reviewing and conducting research related to service learning this book is a comprehensive resource and a knowledge base about the processes and outcomes of innovative pedagogies such as service learning that will enable them to locate their own work in an expanding and deepening arena of inquiry Both volumes open with chapters focused on defining the criteria for quality research Volume 2A then begins with research related to students comprising chapters that focus on cognitive processes academic learning civic learning personal development and intercultural competence The concluding faculty section presents chapters on faculty development faculty motivation and faculty learning Volume 2B addresses community development and the role of nonprofit organizations in service learning It then focusses on institutions examining the institutionalization of service learning engaged departments and institutional leadership The final section on partnerships in service learning includes chapters on conceptualizing and measuring the quality of partnerships inter organizational partnerships and student partnerships Both volumes are also available separately

Research in Education ,1974 **Student Development and Social Justice** Tessa Hicks Peterson, 2017-09-28 This book weaves together critical components of student development and community building for social justice to prepare students to engage

effectively in community campus partnerships for social change The author combines diverse theoretical models such as critical pedagogy asset based community development and healing justice with lessons from programs promoting indigenous knowledge decolonization and mindfulness Most importantly this book links theory to practice offering service learning classroom activities course and community partnership criteria learning outcomes and assessment rubrics It speaks to students faculty administrators and community members who are interested in utilizing community engagement as a vehicle for the development of students and communities towards wellbeing and social justice

Social Work and Service Learning
Meryl Nadel, Virginia Majewski, Marilyn Sullivan-Cosetti, 2007

Service learning and social work education comprise an exciting yet underutilized partnership This book represents the first comprehensive overview of this active and empowering approach to learning in social work Both educators and practitioners will discover conceptual and practical guidance for developing productive community based projects Often envisioned as located at the midpoint on a continuum from volunteer work to internship service learning combines the opportunity to serve with the opportunity to learn It offers community agencies a chance to collaborate with academic colleagues to meet identified community needs frequently with an explicit social justice dimension The contributors illustrate how service learning facilitates students understanding and interacting with community members as partners not clients Service learning encourages students to use critical thinking skills to reflect on their work and its implications This combination of study action reflection in conjunction with course content is highly effective The book explores its subject from several perspectives The first section serves as a conceptual and theoretical orientation to service learning in social work The second section offers models that illustrate many ways of implementing service learning across the components of the social work curriculum The final two parts of the book focus on evaluation and service learning in the broader context of civic engagement

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