

# Service-Learning

*Through a Multidisciplinary Lens*



EDITED BY  
SHELLEY H. BILLIG & ANDREW FURCO

A VOLUME IN ADVANCES IN  
SERVICELEARNING RESEARCH



# Servicelearning Through A Multidisciplinary Lens

**Shauna Reilly, Mark Neikirk, Samantha  
Langley-Turnbaugh**



## **Servicelearning Through A Multidisciplinary Lens:**

Service Learning Through a Multidisciplinary Lens Shelley H. Billig, Andrew Furco, 2002-10-01      **New Perspectives in Service Learning** Andrew Furco, Shelley H. Billig, 2006-10-01      **Service-Learning in Occupational Therapy Education** Kathleen Flecky, Lynn Gitlow, 2009-11-13

Service Learning in Occupational Therapy Education Philosophy and Practice explores the use of service learning as a pedagogical tool for educators to enhance occupational therapy students knowledge and skills in the areas of critical thinking and problem solving diversity health promotion community issues social justice and citizenship These areas are representative of core competencies needed by occupational therapy professionals for occupation based practice in the 21st century This text describes philosophical and theoretical principles of service learning in relationship to occupational therapy philosophical and pedagogical traditions Effective service learning educational strategies and experiential applications of occupational therapy in the community are highlighted through the presentation of case studies of service learning initiatives in occupational therapy programs across the United States Examples of how to design implement and assess service learning projects and partnerships are provided along with insights and lessons learned from faculty engaging in service learning Description of the relevance and congruence of philosophical and theoretical traditions of service learning and occupational therapy Links service learning specifically to occupational therapy education faculty and student friendly exercises and reflective activities on practice Samples of how to initiate partnerships develop course objectives and syllabi aligned with Accreditation Council of Occupational Therapy Education ACOTE guidelines readings websites and course support materials as well as project and student assessment tools Description of lessons learned from faculty including the strengths and challenges of service learning based on qualitative and quantitative assessment results and community based research Primary Courses Community Service in Occupational Therapy Service Learning in Occupational Therapy Additional courses could include Occupational Therapy in the Community Community based Occupational Therapy Practice Emerging Areas of Practice in Occupational Therapy Experiential Community Practice in Health Professions 2011 310 pages      Service Learning in Higher Education Phylis Lan Lin, 2009-02-25

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

**Place-Based Service Learning in Higher Education** Shauna Reilly, Mark Neikirk, Samantha Langley-Turnbaugh, 2023-11-20 Place Based Service Learning in Higher Education Building Trust and Opportunities Over Time looks at the intersection of student research and community based learning in a concentrated location over a period of ten years This study examines the use of an urban neighborhood as a place based source for engagement partners and opportunities With a sustained programmatic commitment to the neighborhood Northern Kentucky University sought to build trust over a period of ten years with residents nonprofit agencies serving them and other stakeholders who in turn could generate a steady stream of engagement opportunities valued by the neighborhood and valuable to students learning Analysis found that this commitment indeed built trust with partners and produced mutually beneficial opportunities including lasting relationships impactful work in the community and retention of faculty and students

**Creating Our Identities in Service-Learning and Community Engagement** Shelley H. Billig, Barbara A. Holland, Barbara E. Moely, 2009-11-01 In this volume in the IAP series on Advances in Service Learning Research top researchers present recent work studying aspects of program development student and community outcomes and future research directions in the field of service learning and community engagement These chapters selected through a rigorous peer review process are based on presentations made at the annual meeting of the International Research Conference on Service Learning and Community Engagement held in October 2008 in New Orleans This volume features efforts in research and practice to support and expand service learning and engaged scholarship in both K 12 and higher education Models of effective partnerships between institutions of higher education and their community partners are developed in chapters looking at relationships between campus and community in terms of partnership identity or in terms of shared understanding by campus and community partners Outcomes for K 12 and college students engaged in service learning are the focus of several studies The impact of high quality service learning on K 12 student achievement and school related behaviors is described Racial identity theory provides a useful frame for understanding developing student conceptualizations while another chapter emphasizes aspects of self exploration and relationship building as bases for gains in student attitudes and skills In a final section chapters deal with service learning and community engagement as a coherent research field with a distinct identity reviewing current work and proposing directions for future research

**Advancing Knowledge in Service-Learning** Shelley H. Billig, Georgia Davidson, Karen McKnight Casey, Nicole C. Springer, 2006-10-01 The purpose of this series of books is to advance the knowledge in the service learning research field More importantly this research is to be used to transform the field This transformation will come from realizing both the history of service learning and trying to imagine what the future may look like The chapters in this book all demonstrate just how far service learning research has come Researchers practitioners and students alike have benefited from its dissemination and use the research to improve

practice The research does not simply inform educators how to create a better pedagogy Rather it informs a service learning practice that can transform both individuals and institutions

### **Practice and Service Learning in Occupational Therapy**

Theresa Lorenzo,Madeleine Duncan,Helen Buchanan,Auldeen Alsop,2006-07-11 While this book is based primarily on experiences of occupational therapy practice education in South Africa it aims to have international appeal as key principles of practice and service learning are drawn from the differing scenarios covered Based on qualitative research some of the book s chapters describe issues faced by students in complex practice situations and highlight educational strategies for promoting socially responsive professional development They show how students engage with the personal and professional challenges of working in a multicultural society and how situated learning can enhance their resourcefulness in meeting the needs of individuals groups and communities The book is divided into three sections The first on the practice education agenda establishes the academic rationale for various forms of practice learning within an occupational therapy curriculum The second section examines the learning opportunities offered by different practice contexts and highlights mechanisms for developing the professional identity of students The final section on enhancing potential reviews mechanisms that may be used for supporting students in the field and ends with a look at the future of practice education and how it might develop in response to social and international drivers

### **Scholarship for Sustaining Service-Learning and Civic Engagement**

Shelley H. Billig,Melody A. Bowdon,Barbara A. Holland,2008-11-01 This eighth volume in the Advances in Service Learning Research series includes eight essays selected from manuscripts submitted by participants in the seventh annual conference of the International Association of Research in Service Learning and Community Engagement held in Tampa Florida in October 2007 The volume builds upon the theme of that conference Sustainability and Scholarship Research and the K 20 Continuum bringing together the work of scholars from K 12 and higher education to argue for the connection between rigorous and purposeful research and sustainable service learning and civic engagement Articles range from models for program level assessment to examples of significant field based research projects to approaches to advance discipline based sustainable impacts to connections between civic education and sustainable communities Voices of community partners students faculty members administrators and discipline based organizations are part of the conversation and each of the essays raises important challenges for future research that can help to shape document and sustain the important impacts of work in this field

### **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

Service? Learning to Advance Social Justice in a Time of Radical Inequality Alan S. Tinkler, Barri E. Tinkler, Virginia M. Jagla, Jean R. Strait, 2015-12-01 When considering inequality one goal for educators is to enhance critical engagement to allow learners an opportunity to participate in an inquiry process that advances democracy Service learning pedagogy offers an opportunity to advance engaged learning opportunities within higher education This is particularly important given the power dynamics that are endemic within conversations about education including the conversations around the Common Core charter schools and the privatization of education Critical inquiry is central to the ethos of service learning pedagogy a pedagogy that is built upon community partner participation and active reflection Within higher education service learning offers an important opportunity to enhance practice within the community allowing students to engage stakeholders and youth which is particularly important given the dramatic inequalities that are endemic in today's society

**Civil Society and Social Responsibility in Higher Education** Enakshi Sengupta, Patrick Blessinger, Craig Mahoney, 2020-06-23 This volume explores different angles of sustainability university corporate social responsibility and the role of civil society in the context of education with a focus on curriculum development and teaching

*Creating Experiential Learning Opportunities for Language Learners* Melanie Bloom, Carolyn Gascoigne, 2017-03-08 While much research has been done on experiential learning opportunities in study abroad settings there are fewer publications devoted to experiential learning in the domestic context This volume aims to fill that gap by providing a collection of chapters highlighting research based innovations in experiential learning in domestic settings The book focuses on three experiential learning contexts community engagement experiences professional engagement experiences and other unique experiential contexts such as language camps and houses The collection focuses on the US context but the research projects and curricular innovations described here can serve as models for educators working in other local contexts and will encourage interested practitioners to explore experiential learning opportunities in their local areas It will also provide the reader with a better understanding of this growing field of inquiry and should appeal to graduate students and researchers who are interested in experiential language learning

*Pursuit of Liberation* Emily A. Nemeth, Ashley N. Patterson, 2022-04-01 The authors of this volume collectively demonstrate the importance of critical service learning in this historic moment as we

participate in and witness ongoing struggles for justice around the world The contributors of this volume offer guidance to educators and scholars alike who are interested in designing participating in and studying the potential of alliances formed through critical service learning The volume emphasizes theoretical and historical foundations of critical service learning pressing questions facing the field exploration of outcomes of and ongoing challenges for the pedagogy and design features and larger scale models of critical service learning that can be implemented across the educational landscape of elementary secondary and higher education

**ENDORSEMENTS** This volume in the Advances in Service Learning Research series does not disappoint Emily Nemeth and Ashley Patterson have amassed an amazing team of authors who take readers on a rewarding journey across diverse cultural communities and educational contexts revealing the limitations of traditional service learning approaches in addressing issues of racial injustice Readers of this volume will gain a greater understanding of the rapidly evolving and maturing nature of higher education service learning pedagogy and the need to adopt more critical perspectives in the study and practice of service learning Andrew Furco University of Minnesota Pursuit of Liberation conceived and written during tumultuous times in the United States offers hope for the possibility of social justice and liberation in educational spaces The modern day brutal lynching of George Floyd an African American man by a white police officer and the COVID 19 pandemic revealed the horridness and inhumanity of a country that advertises itself as a beacon of equity and inclusion This volume is a reminder that social justice and liberation require vigilance The editors Professors Nemeth and Patterson persuade us to understand that the work of inclusion and liberation in education is complex multidisciplinary continuous and iterative Most importantly they convincingly assert that communities and educational institutions need to take bold steps toward a more just hopeful and loving world through critical service learning Shirley Mthethwa Sommers University of Mpumalanga

[Transforming Teacher Education through Service-Learning](#) Virginia M. Jagla, Joseph A. Erickson, Alan S. Tinkler, 2013-12-01 Transforming Teacher Education through Service Learning provides a fresh look at educational reform through the lens of teacher preparation It poses the question Why service learning now as it discusses the meaningful ways service learning pedagogy can transform the approaches used to prepare teachers to educate tomorrow's children The pedagogy of service learning has significant implications for teacher education Its transformative aspects have far reaching potential to address teacher candidate dispositions and provide deeper understanding of diversity Knowledge of the pedagogy and how to implement it in candidates future classrooms could alter education to a more powerful experience of democracy in action and enhance the civic mission of schools The current and ongoing research found within this volume is meant to continue support of the notion of educational reform Because the vision we hold becomes the reality we experience it is imperative to consider the question Why service learning now as we adjust teacher preparation programs to promote engaging opportunities for today's youth

**Practical Wisdom for Conducting Research on Service Learning** Julie A. Hatcher, Robert G. Bringle, Thomas W. Hahn, 2023-07-03 For scholars seeking to undertake

consequential research in service learning and community engagement SLCE at a time when there is widening interest in and increasing acceptance of research in this field as a primary area of scholarship this book provides accounts by preeminent scholars about the trajectories of their research their methodologies lessons learned along the way as well as their views about the future direction of the field The contributors to this volume represent a range of disciplines and fields including education history organizational leadership political science philanthropic studies psychology and public health as well as both qualitative and quantitative traditions and offer models of scholarly learning that contribute to a knowledge base that can guide practice and further the broader public purposes of the academy They articulate how they view their research on SLCE as having broader purposes that matter to them personally as well as professionally and illustrate how the why and to what end of their research can evolve as a program of research develops and matures across time They identify key choices they made in terms of inquiry and methodology describe both successes and challenges in establishing and navigating a SLCE research agenda across their careers and share lessons learned from their research journey to advance the field both domestically and abroad Emerging from these narratives is a theme of practical wisdom that arises through the learning of researchers students and communities as they engage with complex social contexts      **Civic Service**

**Worldwide** Amanda Moore McBride, Michael Sherraden, 2016-07-01 This comprehensive collection of the latest research and policy developments in civic service worldwide provides an informed assessment of what works and what doesn't work in the field With contributions from some of the discipline's best known global leaders it presents a conceptualization and operational definition of civic service that allows for variations across nations and cultures Civic Service Worldwide offers a perspective on the history and potential for civic service from its roots in military service It summarizes the effects of national service in diverse countries and identifies important developments in service including service across the lifespan and transnational service The editors and contributors also address key questions and promising theoretical and methodological approaches for advancing knowledge in the field      *Research on Service Learning* Robert G. Bringle, Julie A. Hatcher, Patti H. Clayton, 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

**The Future of Service-Learning** Jean R. Strait, Marybeth Lima, 2023-07-03 As a new generation of practitioners engages with service learning at a time when higher education faces questions about learning outcomes and costs and in the context of such issues as globalization and the environment this book poses important questions about practice institutional sustainability and future directions Among these are What counts as service learning What value does it bring to institutions Is it appropriate for all students How is globalization impacting service learning Divided into three thematic parts this book successively covers institutional and administrative issues service learning as a springboard for research and presents new practices that address emerging challenges and changing student populations The contributors review how different institutional types have structured their service learning activities address the issue of centralization or decentralization propose better ways to form community partnerships consider promotion and tenure implications postulate framing service learning and community engagement as scholarship and examine service learning as a springboard for research Further chapters offer a new blueprint for funding to achieve sustainability examples of international service learning from a European perspective a case study and framework for using on line formats to extend the reach of a program raise the urgent issue of the experiences and contributions of underrepresented students and present the rationale and processes for developing effective student led evaluation of programs

**Putting the Local in Global Education** Neal W. Sobania, 2023-07-03 The position taken in this volume is that domestic off campus study can be just as powerful a transformative learning experience as study overseas and that domestic programs can equally expand students horizons their knowledge of global issues and processes their familiarity and experience with cultural diversity their intercultural skills and sense of citizenship This book presents both the rationale for and examples of study away an inclusive concept that embraces study abroad while advocating for a wide variety of domestic

study programs including community based education programs that employ academic service learning and internships With the growing diversification regionally demographically culturally and socio economically of developed economies such as the US the local is potentially a doorstep to the planet and presents opportunities for global learning Moreover study away programs can address many of the problematic issues associated with study abroad such as access finance participation health and safety and faculty support Between lower costs the potential to increase the participation of student cohorts typically under represented in study abroad the lowering of language barriers and the engagement of faculty whose disciplines focus on domestic issues study at home can greatly expand the reach of global learning The book is organized in five sections the first providing a framework and the rationale for domestic study way programs addressing administrative support for domestic vs study abroad programs exploring program goals organization structure assessment and continuous improvement and considering the distinct pedagogies of experiential and transformative education The second section focuses on Semester Long Faculty Led Programs featuring examples of programs located in a wide variety of locations from investigations into history immigration culture and the environment through localities in the West and the Lowcountry to exploring globalization in L A and New York Section three highlights five Short Term Faculty Led Programs While each includes an intensive immersive study away experience two illustrate how a 7 10 day study away experience can be effectively embedded into a regular course taught on campus The fourth section on Consortium Programs describes programs that are either sponsored by a college that makes its program available to consortium members and non members or is offered by an independent non for profit to which institutions send their students The final section on Community Engagement and Domestic Study Away addresses the place of community based education in global learning and provides examples of academic programs that employ service learning as a tool for collaborative learning focusing on issues of pedagogy faculty development and the building long term reciprocal relationship with community partners to co create knowledge The book is intended for study abroad professionals multicultural educators student affairs professionals alternative spring break directors and higher education administrators concerned about affordably expanding global education opportunities

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