SERVICE-LEARNING READER

Reflections and Perspectives on Service

Edited by
Gail Albert
and
the Staff of the Center for Service-Learning
University of Vermont

Service Learning Reader

Daniel L. Stufflebeam,Guili Zhang

Service Learning Reader:

Reaching Out Through Reading Carrie Sorby Duits,Adelle K. Dorman,1998-04-15 Based on 20 popular children s books these service learning projects will help you integrate service learning with your literature curriculum while teaching students new concepts and building valuable life skills More than community service or volunteerism service learning nourishes relationships among students and within the community Lessons are complete with reproducibles and activity bridges for classroom learning Practical strategies and resources for starting a service learning program in your school are also included Grades 4 6 **Service-Learning in Literacy Education** Valerie Kinloch,Peter Smagorinsky,2014-03-01 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 rationale for their initiative the design of the course the outcomes of the experience 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 **The CIPP Evaluation Model** Daniel L. Stufflebeam,Guili Zhang,2017-02-21 The authoritative presentation of a leading evaluation approach this book describes the CIPP Context Input Process and Product Model s origin concepts and procedures Unlike many models CIPP provides for feedback throughout a program Richly illustrated with evaluation cases the book covers methods for engaging stakeholders designing budgeting and contracting evaluations collecting analyzing and reporting information and conducting metaevaluations User friendly features include 26 reproducible checklists and forms and references to relevant computer programs Purchasers get access to a companion website where they can download and print the reproducible tools as well as supplementary materials including the CIPP Evaluation Model Checklist User Friendly Features Introduction boxes providing an overview of each chapter Within chapter recaps of key concepts End of chapter review questions and exercises End of book glossary Appendix listing hundreds of CIPP evaluations across disciplines

Studying Service-Learning Shelley H. Billig,Alan S. Waterman,2014-04-04 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 **Service Learning** Loriene Roy,Kelly Jensen,Alex Hershey Meyers,2009 Roy brings together authors from the top tier schools to outline their programmes and surrounding efforts and provide exmaples of how to incorporate service learning into library and information science education *Service-Learning in the Computer and Information Sciences* Brian A. Nejmeh,2012-06-07 Offering a truly global perspective this book serves as a road map for service learning partnerships between information science and nonprofit organizations It introduces for the first time an essential framework for service learning in CIS addressing both the challenges and opportunities of this approach for all stakeholders involved faculty students and community nonprofit organizations NPOs both domestic and abroad This volume outlines numerous examples of successful programs from around the world presenting practical working models for implementing joint projects between NPOs and academia **Service Learning** Sally Berman,2015-05-26 Service learning offers students the unique opportunity to learn both in the classroom and in the real world This exciting teaching strategy detailed in Berman s second edition of Service Learning motivates students to learn content information processes and skills while making authentic connections to their surrounding community This valuable resource explains the benefits of service learning and provides a step by step guide for using the instructional model It features nine service learning projects that are broken down into basic intermediate and advanced levels Each project features Strategies for aligning service and curricular goals Tips for involving students in decision making Guidelines for managing different phases of the project Activities that foster reflection and self evaluation Tips for differentiating by tapping into multiple intelligences In this single resource teachers will find everything they need to successfully implement service learning projects helping students gain deeper understandings of content while positively impacting their communities **Service-Learning Reader** Gail Albert,1998-06 *Service Learning in Grades K-8* Kate Thomsen,2005-09-16 Teachers and site administrators will find their how and why questions answered in this inspirational and motivational book Neal A Glasgow Educator Author Thomsen s explanations and

examples of service learning show us that students can engage in higher and more complex thinking skills while they serve others address learning standards meet the expectations of the curriculum and oh by the way find out that school can be fun Dr Richard Castallo Chair Department of Educational Leadership Policy Studies California State University Northridge Service Learningin Grades K 8 is a compelling work which addresses a universal need often overlooked in school curricula the need to practice compassion and generosity Kate Thomsen provides educators with a practical handbook for teaching wisdom and empathy along with math language arts social studies and science Lauri Pepe Bousquet MS CAS Professor of Education LeMoyne College Syracuse Improve academic social and citizenship skills in all students Designed to inform and inspire Service Learning in Grades K 8 Experiential Learning That Builds Character and Motivation examines the beneficial effects of service learning explores different types of service learning projects and explains how to start a successful program Author Kate Thomsen offers a comprehensive research base practical and logistical information and descriptions of varied programs in order to help teachers adapt this strategy to their own students needs and interests Thomsen s practical text includes The basics for getting started Examples of both curriculum based and community based programs Key features of quality projects Specific examples of teambuilding and reflection activities Research documenting the benefits of service learning Service learning is a powerful educational tool for all students because it directly connects course content to relevant community issues links to academic standards engages multiple learning styles and develops social emotional attributes *Quick Hits for Service-Learning* M. A. Cooksey,Kimberly T. Olivares,2010-11-15 Service learning the integration of classroom instruction with community service projects is rapidly gaining momentum as a successful teaching and learning strategy that benefits both students and their communities Quick Hits for Service Learning presents more than 80 examples of innovative curricula developed by educators in a wide range of disciplines designed to combine community service with instruction and reflection Seven chapters offer tips for classroom activities that focus on the education of children and youth civic awareness engagement and activism language literature and communication global studies and local outreach to exceptional populations the study of history the social sciences and the arts business industry and the health sciences and the teaching of research and other tools of the trade Brimming with ideas that busy faculty members can easily adapt to their own classrooms this book is a valuable reference for faculty new to the field or seasoned practitioners looking for fresh ideas *Handbook of Prosocial Education* Philip M. Brown,Michael W. Corrigan,Ann Higgins-D'Alessandro,2012-10-12 Handbook of Prosocial Education is the definitive theoretical practical and policy guide to the prosocial side of education the necessary second side of the educational coin Academic teaching and learning are the first side of education however academic success depends upon the structures and support of prosocial educational efforts from promoting positive school climate to fostering student and teacher development to civic literacy and responsible and critical citizenship participation The Handbook of Prosocial Education chapters written by highly respected researchers and

outstanding educators represent the wide range of research based prosocial interventions from pre school through high school The chapters explore and explain how prosocial education helps teachers create effective classroom learning environments to support the development of the whole student principals encourage positive school climate and superintendents work to improve the health and well being of their systems As readers will learn when done well prosocial education develops the capacities and competencies of students teachers and school administrators that lead to a more autonomous positive self concept greater sense of purpose more socially responsible behaviors and increased connections between families schools and communities This book pulls together in one place for the first time the various threads that create the prosocial education tapestry making a compelling case for the necessity of changing national educational policy that continues to be ever more oriented to only the academic side of the educational coin thus jeopardizing the foundational and historic purpose of educating our children for their full human development and participation in our democracy

Service-learning and the Liberal Arts Craig A. Rimmerman,2011-01-01 1 Table of Contents 2 Dedication Chapter 3 Preface Chapter 4 Acknowledgments Chapter 5 Introduction Chapter 6 1 Service Learning in an Ethics Course Chapter 7 2 Service Learning Process and Participation Chapter 8 3 Too Much of a Good Thing When Service Interferes with Learning Chapter 9 4 Teaching the Unteachable Service Learning and Engagement in theTeaching of Genocide and the Holocaust Chapter 10 5 Service Learning and Public Policy Chapter 11 6 Does Skill Count A Reflection on the America Reads Experience Chapter 12 7 Incorporating Service Learning in Quantitative Methods Economics Courses Chapter 13 8 Service Learning in a Bidisciplinary Course A Chronological and Conceptual Journey 1995 2006 Chapter 14 9 Learning about and Helping to Prevent Alcohol and Other Drug Abuse through Service Learning Initiatives Chapter 15 10 The Role of the Public Service Office in Service Learning at Hobart and William Smith Colleges Chapter 16 11 Service Learning Lessons

Innovation in University-Based Intensive English Programs Jason Litzenberg,2023-10-17 This book considers the past present and future directions of innovation in US based Intensive English Programs IEPs which provide international students with an immersion style environment for learning academic English prior to matriculating into a full time college or university degree program IEPs frequently serve as sites for pre service teacher preparation curricular experimentation and research and yet little published work takes a critical look at the advantages and shortcomings of such programs The chapters in this book provide a nuanced view of this microcosm of the English language teaching industry demonstrating the various ways that IEPs have impacted and continue to influence the wider fields of Applied Linguistics and TESOL They emphasize the unique positioning of IEPs within higher education and describe the various ways IEP practitioners can influence their host institutions and beyond   Reflecting on Service-Learning in Higher Education M. Gail Hickey,2016-05-12 Reflecting on Service Learning in Higher Education Contemporary Issues and Perspectives examines forms of pedagogy such as service learning experiential learning and problem based learning in order to determine how

students make connections between and among abstract academic concepts and real life issues This edited collection is divided into three sections Reflecting on Community Partnerships Reflecting on Classroom Practice and Reflecting on Diversity so as to represent interdisciplinary subjects diverse student populations and differing instructional perspectives about service learning in higher education Contributors provide service learning programs and plans that can be replicated or adapted at other institutions of higher education This book is recommended for scholars and practitioners of education

Reconnecting Reading and Writing Alice S. Horning,Elizabeth W. Kraemer,2013-09-06 Reconnecting Reading and Writing explores the ways in which reading can and should have a strong role in the teaching of writing in college Reconnecting Reading and Writing draws on broad perspectives from history and international work to show how and why reading should be reunited with writing in college and high school classrooms It presents an overview of relevant research on reading and how it can best be used to support and enhance writing instruction **Michigan Journal of Community Service Learning** ,1999 **Reading as Collective Action** Nicholas Hengen Fox,2017-10 Reading as Collective Action examines literature s power to reshape our world in very public and very active ways Whether through readers publicly posting poems of Shakespeare and Amiri Baraka to criticize the Bush administration forming a community reading program using Grapes of Wrath to organize support during the recent Great Recession or taking to public transit to talk with strangers about working class literature this book challenges dominant academic modes of reading For adherents of the civic turn it suggests how we can create more politically effective forms of service learning and community engagement grounded in commitment to tactical grassroots actions from back cover **Reconceptualizing Faculty Development in Service-Learning/Community Engagement** Becca Berkey,Emily Eddins Rountree,Patrick M. Green,Cara Meixner,2023-07-03 The role of educational developer in the realm of service learning and community engagement S LCE is multidimensional Given the potentially transformational nature for both faculty and students of the experiences and courses in whose design they may be directly or indirectly involved as well as their responsibility to the communities served by these initiatives they have to be particularly attentive to issues of identity values and roles As both practitioners and facilitators they are often positioned as third space professionals This edited volume provides educational developers and community engagement professionals an analysis of approaches to faculty development around service learning and community engagement Using an openly self reflective approach the contributors to this volume offer an array of examples and models as well as realistic strategies to empower readers to evolve their faculty development efforts in service learning and community engagement on their respective campuses It is also a call for recognition that the practice of S LCE needs to be institutionalized and improved The book further addresses the field s potential contributions to scholarship such as the scholarship of teaching and learning SoTL publicly engaged scholarship and collaborative inquiry among others The case studies provide an outline of program models and promising practices including an authentic analysis of the institutional

context within which they operate the positionality of the practitioner scholars overseeing them the resources required and the evidence related to both successes and challenges of these approaches The contributed chapters are organized under four themes the landscape of faculty development and community engagement models of faculty development in S LCE challenges and opportunities in pedagogy and partnerships and engendering change in educational development *The Bedford Guide for College Writers with Reader, Research Manual, and Handbook* X. J. Kennedy,Dorothy M. Kennedy,Marcia F. Muth,2011-01-06 With its process oriented rhetoric provocative thematic reader up to date research manual and comprehensive handbook The Bedford Guide for College Writers gives your students the tools they need to succeed as writers all in one book Each of the book s four main components has been carefully developed to provide an engaging well coordinated guide for student writers This edition s new more open design and sharper focus on active learning do even more to help students develop transferable skills The Bedford Guide for College Writers prepares students to be the confident resourceful and independent writers they will need to be *The Role of Criticism in Understanding Problem Solving* Samuel Fee,Brian Belland,2012-05-26 In 1991 Denis Hlynka and John Belland released Paradigms Regained a well received reader for graduate students in the field of educational technology The Role of Criticism in Understanding Problem Solving updates some of those ideas initially proposed in Paradigms Regained and extends the conversation into the contemporary discourse regarding problem based learning PBL Paradigms proposed the idea of criticism as a third method for the conduction of educational research the first two being qualitative and qualitative The concept of criticism as a tool for research is not well established in educational technology although it is well established in other educational research traditions such as Curriculum Studies Unfortunately it is not always clear how criticism can be applied This book views criticism as a way to step back and look at an educational intervention within educational technology through a particular critical lens Criticism is viewed as a valuable approach to guiding meta analyses and theoretical studies serving to prevent the proverbial spinning of the wheels that often happens in educational research By indicating new potential research questions and directions criticism approaches can invigorate educational research This book revisits the ideals of criticism in order to establish their usefulness for studying educational technology interventions to support problem based learning First a few foundational chapters set the stage for the conversations on criticism Then the role criticism can play in enhancing analysis and interpretation of the PBL literature is explored Finally case studies addressing the central concepts of the text are presented and dissected This book represents a complete overhaul and rethinking of the use of criticism as a method for understanding and furthering the research area of PBL within the field of Educational technology

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