

A VOLUME IN  
ADVANCES IN SERVICE-LEARNING RESEARCH

# SERVICE- LEARNING PEDAGOGY

HOW DOES IT MEASURE UP?

edited by  
Virginia M. Jagla  
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**Servicelearning Through A Multidisciplinary Lens**  
**Advances In Servicelearning Research V 2 Paperback**

**GK Hall**



## **Servicelearning Through A Multidisciplinary Lens Advances In Servicelearning Research V 2 Paperback:**

Service Learning Through a Multidisciplinary Lens Shelley H. Billig, Andrew Furco, 2002-10-01      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      **Liberating Service Learning and the Rest of Higher Education Civic Engagement** Randy Stoecker, 2016-05-23 This book 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 the author suggests reversing the prioritization of the concepts starting with change then community then service and then learning In doing so the author clarifies the benefits and purpose of this work arguing that it will create greater pedagogical and community impact This book challenges and hopefully will change our thinking about higher education community engagement      **New Perspectives in Service Learning** Andrew Furco, Shelley H. Billig, 2006-10-01      **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      *Service-Learning Essentials* Barbara Jacoby, 2014-11-03 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 shown to be 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 outside 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

**Teacher Education Yearbook XXVI Building upon Inspirations and Aspirations with Hope, Courage, and Strength** Nancy P. Gallavan, LeAnn G. Putney, 2018-12-28 The Association of Teacher Educators ATE Teacher Education Yearbook XXVI is a second volume dedicated to building upon inspirations and aspirations with hope courage and strength relative to teacher educators commitment to today's teachers and tomorrow's leaders While the first volume Yearbook XXV presented chapters focused on teacher candidates and educator preparation programs this second volume is focused on educational leadership in classrooms and schools These chapters take us beyond the university classroom that involves teacher and administrator candidates and moves us into preK 12 classrooms and schools to see educational theory taken into practice

**Subject Guide to Books in Print**, 1991 **Civic Engagement in Global Contexts** Jim Bowman, Jennifer deWinter, 2021-12-01 This volume examines the role of writing rhetoric and literacy programs and approaches in the practice of civic engagement in global contexts Writing programs have experience in civic engagement and service learning projects in their local communities and their work is central to developing students literacy practices Further writing programs compel student writers to attend to audience needs and rhetorical exigencies as well as reflect on their own subject positions Thus they are particularly situated to partner with other units on college campuses engaged in

global partnerships Civic Engagement in Global Contexts provides examples and evidence of the critical self reflection and iteration with community partners that make these projects important and valuable Throughout its thirteen chapters this collection provides practical pedagogical and administrative approaches for writing studies faculty engaging with global learning projects as well as nuanced insight into how to navigate contact zones from the planning stages of projects to the hard work of self reflection and change Partnerships and projects across national borders compel the field of rhetoric and composition to think through the ethics of writing studies program design and teaching practices Doing this difficult work can disrupt presumptive notions of ownership that faculty and administrators hold concerning the fields involved in these projects and can even lead to decentering rhetoric composition and other assumptions held by US based institutions of higher education Civic Engagement in GlobalContexts will be useful to instructors advisors and project managers of students in faculty led project learning in overseas settings international service learning through foreign study programs and foreign study itself and to faculty members introducing civic engagement and community based learning projects with foreign students in overseas institutions Contributors Olga Aksakalova James Austin Maria de Lourdes Caudillo Zambrano Rebecca Charry Roje Patricia M Dyer Tara E Friedman Bruce Horner Kathryn Johnson Gindlesparger Adela C Licon Ian Mauer Joyce Meier Susan V Meyers Sadia Mir Stephen T Russell      **Michigan Journal of Community Service Learning** ,2005

**Bibliographic Guide to Education 2003** GK Hall,2004-10 The Bibliographic Guide to Education lists recent publications cataloged during the past year by Teachers College Columbia University supplemented by publications in the field of education cataloged by The Research Libraries of The New York Public Library selected on the basis of subject headings Non book materials including theses are included in this Guide with the exception of serials All aspects and levels of education are represented in this Guide including such areas as American elementary and secondary education higher and adult education early childhood education history and philosophy of education applied pedagogy international and comparative education educational administration education of the culturally disadvantaged and physically handicapped nursing education and education of minorities and women Also well covered are the administrative reports of departments of education for various countries and for U S states and large cities The Teachers College collection covers over 200 distinct educational systems Works in all languages are included The Bibliographic Guide to Education serves in part as an annual supplement to the Dictionary Catalog of the Teachers College Library Columbia University G K Hall Second Supplement 1973 Third Supplement 1977      **American Book Publishing Record** ,2003      **Service-learning Through a Multidisciplinary Lens** Shelley Billig,Andrew Furco,2002 A multidisciplinary investigation of service learning The papers are divided into sections on dimensions of service learning research theoretical perspectives on service learning service learning and the disciplines the impacts on service learning participants and future directions      Books in Print Supplement ,2002      Improving Service-Learning Practice Susan Root,Jane Callahan,Shelley H. Billig,2005-11-01 This fifth book in the

Advances in Service Learning Research series continues to expand the discussion of service learning research and practice. The chapters were selected through a refereed blind review process from papers presented at the 4th Annual International K-12 Service Learning Research Conference held October 2004 in Greenville, South Carolina. The chapters focus on topics that address a variety of issues in higher education and teacher education and are organized into four sections.

**Deconstructing Service-Learning** Janet Eyler, Shelley H. Billig, 2003-09-01 This work looks at service learning. It covers such topics as challenges for service learning research, enhancing theory-based research on service learning dilemmas of service learning teachers, the diffusion of academic service learning in teacher education, and more.

**New Perspectives in Service-Learning** Marshall Welch, Shelley H. Billig, 2000-09-05 This installment in the book series *Advances in Service Learning Research*, edited by Shelley H. Billig and Marshall Welch, focuses on *New Perspectives in Service Learning*.

*Service Learning* Su-I Hou, 2017 Editor Biography Dr. Su-I Hou is currently Professor of the Department of Health Management and Informatics, College of Health and Public Affairs (COHPA) at the University of Central Florida (UCF), Orlando, FL. She serves as the Health track coordinator of COHPA's interdisciplinary Doctoral Program in Public Affairs. Prior to coming to UCF, Dr. Hou was a founding faculty member and Founding Director of the Taiwan Public Health Study Abroad Program at the College of Public Health at the University of Georgia, Athens, GA. She serves as an Associate Editor for the *Journal of Community Engagement and Higher Education* as well as an Associate Editor for the *Health Promotion Practice*, the official journal of the Society of Public Health Education, devoted to the practical application of health promotion and education. From 2009 to 2015, Dr. Hou is a recognized service learning scholar by the Community Campus Partnership for Health and an inaugural service learning senior scholar for UGA's Office of Service Learning. Most of her research involves working with community partners in developing and validating study instruments, assessing psychosocial factors, developing and implementing theory-based programs, and evaluating the effectiveness of health interventions. Dr. Hou has extensive experience integrating course-based service learning into her teaching and has successfully developed a model to build engaged community campus partnerships while providing valuable real-world experiential learning opportunities for her graduate students.

**Book Description:** In *Service Learning: Perspectives, Goals, and Outcomes*, the authors examine samples of experimental learning programs in higher education to better understand the influential drivers of service learning pedagogy as well as potential barriers that hinder service learning adoption in higher education settings. Service learning is a structured learning experience that links academic course work and community service, stressing reciprocal learning and reflective practices to address community-identified needs while engaging and developing students' citizenship skills and critical thinking for social change. This book discusses how service learning projects impact students, faculty, higher education institutions, and service learning clients through domestic and international experiences. The research methods demonstrated throughout this text include survey research, mixed methods research, literature reviews, quasi-experiments, and case studies. Chapters within this

book evaluate the impact of service learning projects through learning competency outcome measures or reflection analyses We believe the empirical data and knowledge provided through this book will advance service learning research and support the adoption integration of service learning opportunities in higher education settings Moreover we hope that future research will expand upon lessons provided in this book to continue to build the service learning knowledge base for faculty students and institutions Part I of this book provides a brief literature review of overcoming service learning barriers in higher education including discussion of online service learning challenges and strategies To offer an interdependent analysis of the service learning approach Parts II III and IV include case studies grouped by what may be considered the three primary stakeholder groups Faculty Students and Institutions Part II Faculty will provide detailed analyses of faculty both tenure track and off tenure track encountered issues and considerations regarding the integration of service learning projects with the course curriculum Part III Students will discuss learning reflections and personal development outcomes of students who participate in service learning opportunities Part IV Institutions will examine the partnerships between the higher education program and stakeholder communities both in the domestic and international context Chapter authors include professors from public private domestic and international universities with experience in student learning and experimental learning These professors represent disciplines in public health communication science and disorders psychology community engagement and education and have incorporated service learning in their teaching and instruction It is with sincerity that we express our appreciation to these professionals for their passion and commitment to advance our knowledge base of service learning pedagogy and research in higher education Target Audience Faculty members in higher education settings community engaged scholars and researchers as well as professional and community practitioners who are interested in service learning pedagogy community based participatory research opportunities and building engaged community campus partnerships with higher education institutions

**From Passion to Objectivity** Shelley H.

Billig, Sherril B. Gelmon, 2007-11-01 This volume is the seventh in the Advances in Service Learning Research series and presents a collection of papers selected from those presented at the Sixth International Service learning Research hosted by Portland State University in Portland Oregon in October 2006 The theme of the conference which is also the title of this volume was From Passion to Objectivity International and Cross Disciplinary Perspectives on Service Learning Research This theme was selected to showcase several important topics in contemporary service learning and community engagement research Of key importance is the way in which the chapters selected for this volume reflect the evolution and maturation of research in the field of service learning moving from descriptive narratives of the passion for addressing social problems and inequities that was evident in much of the early research and is still reflected today to increasingly sophisticated research that draws on multiple methodologies presents solid evidence and offers the basis for replication and further exploration through future research

**Service-Learning to Advance Access & Success** Travis T. York, Alan S. Tinkler, Barri E.

Tinkler, 2018-11-01 Throughout the 90s and early 2000s service learning research was intensely focused on the student outcomes That body of research has effectively brought service learning from the fringes into the mainstream of institutionalized pedagogies In the past decade service learning research has experienced an infusion of exploration in three distinct ways first large scale quantitative methodologies second a proliferation of research that has explored how different sub groups of students experience the pedagogy differently thusly resulting in variation among outcomes and third a focus on the experiences and outcomes associated for communities and community partners engaged in service learning In an effort to support these movements this volume of the Advances in Service Learning Research series Service Learning to Advance Access Success Bridging Institutional and Community Capacity focuses on how service learning can advance access and success Not simply access and success of students but the ways that service learning can advance access and success for all through bridging institutional and community capacity building The chapters in this volume serve as a testament to the ways in which service learning research continue to be advanced by thoughtful scholar practitioners The 12 chapters included in this volume are organized into three sections The first section focuses on how institutional and community partnerships can be leveraged to build community capacity The second section focuses on how institutions might build their own capacity to effect change for the good of society The third and final section focuses on six studies exploring the relationship service learning pedagogy has with access and success for students Of the six studies three are situated within the context of teacher preparation programs



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### **Introduction**

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