

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

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Sherraden**



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 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, learning, assessing service learning programs, identifying new challenges and tapping into the emerging paradigms in service learning.

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.

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

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

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 *Service-Learning and Writing: Paving the Way for Literacy(ies) through Community Engagement* Isabel Baca, 2012-11-20 Service learning and Writing Paving the Way for Literacy ies through Community Engagement discusses service learning as a teaching and learning method and its integration with writing The various authors from different disciplines and institutions present service learning as a means of having students practice writing in real world settings and they show how relationship building and partnerships between higher education and diverse communities produce benefits for all involved the students faculty administrators and the communities themselves This volume demonstrates how writing instruction and or writing practice can complement community engagement and outreach at local national and international contexts Through different cross cultural contexts and academic disciplines the various authors explore reflection assessment internalization diversity and multiple literacies and their importance when integrating service learning in higher education and community literacy **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 **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

Expanding Elementary Teacher Education through Service-Learning Margaret-Mary Sulentic Dowell,Tynisha D. Meidl,2016-11-16 Teacher education programs and colleges of education face a multilayered task of preparing teachers to teach in increasingly divergent environments where children of color encompass a significant number of urban school populations Yet the teaching force remains predominantly white middle income monolingual and female Compounding this complex issue the racial and the socio economic makeup of many teacher education faculty mirrors the teacher candidate population The goal of this handbook is to offer teacher educators a blue print for strengthening and extending traditional literacy field experiences to include service learning components As literacy teacher educators Sulentic Dowell and Meidl demonstrate how teacher education can be transformed to include more authentic meaningful and preparatory field experiences Adding service learning components expands teacher education to more adequately prepare elementary education candidates to meet children s needs in 21st century urban elementary classrooms This handbook considers the need to redefine and reconfigure teacher education in regards to literacy teaching and learning

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

Service-Learning and Educating in Challenging Contexts Timothy Murphy,Jon Tan,2012-12-06 Service Learning and Educating in Challenging Contexts explores the potential of service learning identified as a way to integrate community service with academic study to enrich the on going professional development of educators especially in schools that are located in challenging contexts This collection offers a further refinement of what typically comes under the remit of service learning switching the focus from the learning experience of the learner to the educator and the deep and enriching professional learning opportunities that service learning can offer This approach to service learning promotes collaborative practices amongst professional and in service educators and encourages an integration of theory and practice The international contributors use their own experiences as well as current research to provide a thorough exploration of service learning from national and international perspectives

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

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

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

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Table of Contents Servicelearning Through A Multidisciplinary Lens

1. Understanding the eBook Servicelearning Through A Multidisciplinary Lens
 - The Rise of Digital Reading Servicelearning Through A Multidisciplinary Lens
 - Advantages of eBooks Over Traditional Books
2. Identifying Servicelearning Through A Multidisciplinary Lens
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Servicelearning Through A Multidisciplinary Lens
 - User-Friendly Interface
4. Exploring eBook Recommendations from Servicelearning Through A Multidisciplinary Lens
 - Personalized Recommendations
 - Servicelearning Through A Multidisciplinary Lens User Reviews and Ratings
 - Servicelearning Through A Multidisciplinary Lens and Bestseller Lists
5. Accessing Servicelearning Through A Multidisciplinary Lens Free and Paid eBooks
 - Servicelearning Through A Multidisciplinary Lens Public Domain eBooks
 - Servicelearning Through A Multidisciplinary Lens eBook Subscription Services
 - Servicelearning Through A Multidisciplinary Lens Budget-Friendly Options

6. Navigating Servicelearning Through A Multidisciplinary Lens eBook Formats
 - ePub, PDF, MOBI, and More
 - Servicelearning Through A Multidisciplinary Lens Compatibility with Devices
 - Servicelearning Through A Multidisciplinary Lens Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Servicelearning Through A Multidisciplinary Lens
 - Highlighting and Note-Taking Servicelearning Through A Multidisciplinary Lens
 - Interactive Elements Servicelearning Through A Multidisciplinary Lens
8. Staying Engaged with Servicelearning Through A Multidisciplinary Lens
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Servicelearning Through A Multidisciplinary Lens
9. Balancing eBooks and Physical Books Servicelearning Through A Multidisciplinary Lens
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Servicelearning Through A Multidisciplinary Lens
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Servicelearning Through A Multidisciplinary Lens
 - Setting Reading Goals Servicelearning Through A Multidisciplinary Lens
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Servicelearning Through A Multidisciplinary Lens
 - Fact-Checking eBook Content of Servicelearning Through A Multidisciplinary Lens
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements

- Interactive and Gamified eBooks

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