

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

Kathleen Flecky, Lynn Gitlow



Servicelearning Through A Multidisciplinary Lens:

Service Learning Through a Multidisciplinary Lens Shelley H. Billig, Andrew Furco, 2002-10-01 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 **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 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

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

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 *New Perspectives in Service Learning* Andrew Furco, Shelley H. Billig, 2006-10-01

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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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