

Service- Learning

Through a Multidisciplinary Lens



EDITED BY
SHELLEY H. BILLIG & ANDREW FURCO

A VOLUME IN ADVANCES IN
SERVICE-LEARNING RESEARCH



Servicelearning Through A Multidisciplinary Lens

Shelley H. Billig, Andrew Furco



Servicelearning Through A Multidisciplinary Lens:

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

[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

International Service Learning Robert G. Bringle, Julie A. Hatcher, Steven G. Jones, 2023-07-03 International Service Learning ISL borrows from the domains of service learning study abroad and international education to create a new pedagogy that adds new and unique value from this combination It is a high impact pedagogy with the potential to improve students academic attainment contribute to their personal growth and develop global civic outcomes The international service experience provides opportunities for additional learning goals activities and relationships that are not available in a domestic service learning course or in a traditional study abroad course The service experience develops reflection while shedding light on and providing an added dimension to the curricular component of the study abroad course The international education component further broadens students perspectives by providing opportunities to compare and contrast North American and international perspectives on course content This book focuses on conducting research on ISL which includes developing and evaluating hypotheses about ISL outcomes and measuring its impact on students faculty and communities The book argues that rigorous research is essential to improving the quality of ISL s implementation and delivery and providing the evidence that will lead to wider support and adoption by the academy funders and partners It is intended for both practitioners and scholars providing guidance and commentary on good practice The volume provides a pioneering analysis of and understanding of why and under what conditions ISL is an effective pedagogy Individual chapters discuss conceptual frameworks research design issues and measurement strategies related to student learning outcomes the importance of ISL course and program design the need for faculty development activities to familiarize faculty with the component pedagogical strategies the need for resources and collaboration across campus units to develop institutional capacity for ISL and the role that community constituencies should assume as co creators of the curriculum co educators in the delivery of the curriculum and co investigators in the evaluation of and study of ISL The contributors demonstrate sensitivity to ethical implications of ISL to issues of power and privilege to the integrity of partnerships to reflection reciprocity and community benefits

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

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

[The SAGE Sourcebook of Service-Learning and Civic Engagement](#) Omobolade Delano-Oriaran, Marguerite W. Penick-Parks, Suzanne Fondrie, 2015-03-23 Service Learning and Civic Engagement A Sourcebook focuses on historical philosophical social foundations practices and models of service learning and civic engagement The title offers practical jargon free chapters applicable to any educational institution as well as community organizations that might consult the work Key Features Practical jargon free chapters applicable to any educational institution as well as community organizations that might consult the work 58 signed chapters are organized into thematic parts such as Concepts Theoretical Approaches Historical Social Foundations The Role of Service Learning in Higher Education The Role of the Community Lessons Learned Future Directions etc Thematic parts provide a practical sampling of syllabi lesson plans activities and resources and online websites and databases supporting service learning Glossary key terms commonly used in discussions and research on service learning and civic engagement Bibliography of sources consulted in production of the volume This Sourcebook is a scholarly source ideal for any educational institution and academic library as well as public libraries and community organizations that might consult the work on historical philosophical social foundations practices and models of service learning and civic engagement

Michigan Journal of Community Service Learning ,2006 [Campus Compact's Introduction to Service-learning Toolkit](#) Campus Compact, 2003 Publisher description This new edition reflects the tremendous growth in service learning that has occurred since the first edition was published in 2000 In addition to updated materials throughout this volume includes expanded chapters on

community partnerships student development and redesigning curriculum as well as two new chapters one exploring the connection between service learning and civic engagement and the other focusing on community based research Revised and expanded recommended reading lists broken down by topic bring readers a wealth of print and online resources for further study

International Service-learning Approaches Dorcia B. Chaison, 2008 **Serving a Higher Purpose** Salena Maria Brody, 2003 *College Student Journal*, 2004 **Social Justice**, 2003 **Journal of Higher Education Outreach and Engagement**, 2009 **Acta academica**, 2005 **From Passion to Objectivity** Sherril B. Gelmon, Shelley H. Billig, 2007-09-13 This volume the seventh in the series features papers from the Sixth International Service Learning Research conference It highlights the evolution of service learning research from passionate narratives to sophisticated studies with solid evidence showcasing international and cross disciplinary perspectives

Learning the Language of Global Citizenship Adrian J. Wurr, Josef Hellebrandt, 2007-01-09 While addressing the implications of rising multilingualism in America *Learning the Language of Global Citizenship* explores the link between the achievement gap and academic language proficiency as well as civic literacy and the individuals motivation for civic engagement In this book the authors show how service learning enhances language learning international understanding and global civic participation skills This is a topical book designed for practical use by service learning and language educators in applied linguistics and related disciplines such as English foreign languages hearing and speech sciences and TESOL It introduces readers to current and unique approaches toward research on first and second language acquisition language policy and planning language testing and methodology assessment and bilingualism The book also raises fundamental questions for undergraduate and graduate courses with social justice themes by considering educational linguistic and human rights issues *Learning the Language of Global Citizenship* is divided into four parts Theoretical framework for developing service learning projects in applied linguistics Domestic service learning efforts International service learning efforts Service learning research reports representing Spanish TESOL teacher education and composition studies The authors make a convincing case for promoting and preparing learners for educated and engaged citizenship in both local and global arenas Each of the projects and methods they describe emphasizes the importance of second language proficiency for establishing and sustaining academic community partnerships in today s multilingual and multicultural societies

Subject Guide to Books in Print, 1991

Many Floridas Judy A. Hayden, 2007 *Many Floridas* Women Envisioning Change began with a group feminist researchers teachers advocates and activists in Florida long isolated and marginalized in small under funded and under valued departments programs and organizations who worked together to form the Florida Consortium for Women TM s and Gender Studies FCWGS The essays in this collection report on the status of women in Florida discuss service learning as a feminist pedagogy describe graduate student TM s research on issues concerning women in Florida and debate the value and consequences of internationalizing Women TM s Studies This collection of feminist papers originally presented at the

inaugural Florida Consortium for Women, Trans and Gender Studies conference in April 2006 reflects the deeper meaning of its title. Each of the authors write from the standpoint of various intersections of class, race, ethnicity, age, sexuality, and profession, and it is from these unique social locations that they dare to envision change. Everyone talks about bridging the gap between theory and practice, but the Florida Consortium for Women, Trans and Gender Studies (FCWGS) is actually walking the talk. Their work represents an exportable product. I immediately envisioned feminist academics in every state developing similar consortia to bring the concerns of everyday women into the heart of the academy. Women, Trans and Gender Studies Departments/Programs represent the gold standard for interdisciplinary and culturally diverse studies. Yet despite the fact that virtually every university and college stresses the value of interdisciplinary studies and a culturally diverse curriculum, all too few academic institutions adequately fund and support their Women, Trans and Gender Studies Departments/Programs. Were Women, Trans and Gender Studies Departments/Programs amply staffed and financially supported, their faculty members and students could engage in the kind of meaningful service learning initiatives and outreach activities described in *Many Floridas*. Rosemarie Tong, Ph.D., Distinguished Professor for Health Care Ethics, Affiliate Professor of Women, Trans and Gender Studies, Director, Center for Professional and Applied Ethics. This new collection responds to that clarion call by addressing the local and the global by interrupting and inserting unique voices within and outside of the classroom, making meaningful and durable connections between the educational institution and the community. In this cultural moment where the struggles between and among communities, resources, and institutions multiply, it is vital that we push for nuanced conversations, courageous inquiry, and responsible suggestions. This collection is an exemplary model of transformative conversations, the kind of conversations that I hope are manifesting locally and globally. Orathai Northern, Ph.D., Visiting Instructor, University of South Florida, Lakeland.

Reviewing **Servicelearning Through A Multidisciplinary Lens**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Servicelearning Through A Multidisciplinary Lens**," an enthralling opus penned by a very acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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