Service-learning is an approach to teaching and learning that can help students acquire academic skills and knowledge, develop strong interpersonal skills and self-knowledge, become more civic minded, and gain understanding of their connected to their communities and society. This learning and development occurs by having students provide meaningful service through which they serve as an important resource to the community and systematically reflect on the process with their teachers, mentors, and/or advisors.

This book series will gather current research on service-learning in K-12 education, teacher education, and higher education. Along with chapters highlighting the findings of service-learning research studies, the book will include thought pieces that identify theoretical groundings of service-learning and present methodological approaches for studying service-learning (including teacher action research).

Books in this series:

- Educating Teachers and Tomorrow’s Students through Service-Learning Pedagogy
- Service-Learning to Advance Access & Success
- Service-Learning to Advance Social Justice in a Time of Radical Inequality
- Service-Learning Pedagogy
- Transforming Teacher Education through Service-Learning
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Service-learning is a powerful method of teaching and learning that has been used effectively for more than two decades. This volume contributes further to the Advances in Service-Learning Research series that focuses upon service-learning in teacher education. Research and theory indicate that knowledge of service-learning pedagogy and how to implement it in teacher candidates’ future classrooms can enhance field experiences of teacher education and the civic mission of schools. However, research also reminds us that the practice of service-learning is nuanced and complex. No two service-learning experiences are alike, yet universal characteristics across service-learning experiences define its essence and distinction. It is through research that digs deep into these nuanced issues that we can learn more about the different characteristics of the experience that define service-learning and guide implementation.

The preface provides an interview with Andy Furco, an early advocate of service-learning and noted leader who has fostered service-learning in K-12 and higher education throughout the United States and across the globe. Andy Furco’s commentary offers an historical overview of the field as well as how the field can advance, providing insights for those new to the field as well as those who have engaged in service-learning. The preface and thirteen chapters together provide empirical and conceptual support for including service-learning. Concurrently, this scholarship provides guidance for implementing service-learning in teacher preparation and in K-12 education. Interrelated themes include self efficacy, connections with communities, diversity, and program development in teacher education.


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.


Service-Learning to Advance Social Justice in a Time of Radical Inequality
Alan S. Tinkler, University of Vermont; Barri E. Tinkler, University of Vermont; Virginia M. Jagla, National Louis University; Jean R. Strait, Hamline University


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.


### Service-Learning Pedagogy

**How Does It Measure Up?**

Virginia M. Jagla, National Louis University; Andrew Furco, University of Minnesota; Jean R. Strait, Hamline University


Service-learning is a powerful method of teaching and learning that has been used effectively for more than two decades. Its efficacy has been researched in a variety of ways and this volume continues to expand that research base. In particular, in this volume, Service-Learning Pedagogy: How Does It Measure Up?, we explore three broad areas of service-learning research and practice that reflect broader discussions of the role of pedagogy in today’s educational reform efforts: Teacher Education, Crossing Boundaries: Deepening Relationships in Service-Learning and New Paradigms/Conceptual Frameworks.

Many have called for more rigorous methods when researching service-learning pedagogy. That has been the major impetus for this volume. We seek to generate knowledge regarding service-learning pedagogy, while developing theories about it. We surface some elusive affective characteristics of the pedagogy, which we know has the power to produce transformational learning. To this end, the authors who have contributed to this volume effectively add to the growing body of knowledge in the field and help us get closer to understanding the extent to which service-learning does and does not measure up.

### CONTENTS:

- Preface.


Transforming Teacher Education through Service-Learning
Virginia M. Jagla, National Louis University; Joseph A. Erickson, Augsburg College; Alan S. Tinkler, University of Vermont

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.

CONTENTS:

Understanding Service-Learning and Community Engagement
Crossing Boundaries through Research
Julie A. Hatcher, Indiana University-Purdue University Indianapolis; Robert G. Bringle, Indiana University-Purdue University Indianapolis

There is an increasing proliferation of service-learning courses in colleges and universities in the U.S. and internationally, and research in the field has seen significant growth in diverse geographic areas in the past decade. Membership organizations now exist to convene scholars and practitioners across the globe. Chapters in this volume are based on presentations given at the 2010 annual conference of the International Association for Research on Service Learning and Community Engagement held in Indianapolis, IN. The conference theme “International Perspectives: Crossing Boundaries through Research” was chosen to highlight ways in which research crosses all kinds of boundaries: disciplinary boundaries, cultural boundaries, and national boundaries.
Although service-learning is valued as an active learning strategy across the globe, little is known about the ways that service-learning is similar or different in varied contexts. Understanding service-learning and community engagement from cross-cultural and interdisciplinary perspectives will improve both research and practice. Together, these chapters represent the diversity, complexity, and creativity evident by scholars and practitioners in this field of study.


Research for What?
Making Engaged Scholarship Matter
Jeff Keshen, University of Ottawa; Barbara E. Moely, Tulane University, New Orleans; Barbara A. Holland, Service-Learning Clearing House


Research on service-learning and community engagement has exploded over the past decade. It is a field now characterized by increasing methodological and theoretical sophistication, vast quantitative and qualitative studies, interdisciplinary research, myriad subjects, and the internationalization of scholarship.

The papers in this volume were selected from nearly 100 presentations made at the 2009 annual conference of the International Association for Research on Service Learning and Community Engagement held in Ottawa, Canada’s national capital. The conference theme, Research for What? emphasized fundamental questions, namely: to what extent is rigorous research uncovering best practices in, and demonstrating the positive results of, service-learning on teaching, learning and building better communities? The papers examine such themes through lenses that include the application of theory to practice, K-12 and university-based service-learning, interdisciplinary initiatives, and international service-learning. The introduction provides an overview of the very recent, but remarkable, growth of service-learning in Canada, and the conclusion, written by the recipient of the Association’s annual Distinguished Researcher Award, discusses major developments, and continuing challenges, in service-learning research.

Creating Our Identities in Service-Learning and Community Engagement
Barbara E. Moely, Tulane University, New Orleans; Shelley H. Billig, RMC Research Corp., Denver; Barbara A. Holland, Service-Learning Clearing House

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.


Scholarship for Sustaining Service-Learning and Civic Engagement
Melody A. Bowdon, University of Central Florida, Orlando; Shelley H. Billig, RMC Research Corp., Denver; Barbara A. Holland, Service-Learning Clearing House
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.


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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.

New Perspectives in Service Learning
Research to Advance the Field
Shelley H. Billig, RMC Research Corp., Denver; Andrew Furco, University of California-Berkeley


Advancing Knowledge in Service-Learning
Research to Transform the Field
Karen McKnight Casey, Michigan State University; Georgia Davidson, Michigan State University; Shelley H. Billig, RMC Research Corp., Denver; Nicole C. Springer, Michigan State University

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.

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-H 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.

The Advances in Service-Learning Research book series was established to initiate the publication of a set of comprehensive research volumes that would present and discuss a wide range of issues in this broad field called service-learning. Service-learning is a multifaceted pedagogy that crosses all levels of schooling, has potential relevance to all academic and professional disciplines, is connected to a range of dynamic social issues, and operates within a broad range of community contexts. In terms of research, there is much terrain to cover before a full understanding of service-learning can be achieved. This volume, the first in the annual book series, explores various themes, issues, and answers that bring
us one step closer to understanding the essence of service-learning.

The chapters of this volume focus on a broad range of topics that address a variety of research issues on service-learning in K-12 education, teacher education, and higher education. Through a wide-scoped research lens, the volume explores definitional foundations of service-learning, theoretical issues regarding service-learning, the impacts of service-learning, and methodological approaches to studying service-learning. Collectively, the chapters of the book provide varying and, at times, opposing perspectives on some of the critical issues regarding service-learning research and practice.

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