



Book Series

## *Advances in Service-Learning Research*

Series Editors

Alan S. Tinkler, *Missouri State University*; Todd A. Price, *National Louis University*

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).

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- Taking eService-Learning to the Next Level
- Pursuit of Liberation
- 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
- Understanding Service-Learning and Community Engagement
- Research for What?
- Creating Our Identities in Service-Learning and Community Engagement
- Scholarship for Sustaining Service-Learning and Civic Engagement
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## Taking eService-Learning to the Next Level Models and Tools for Next Generation Implementation

Jean R. Strait, FACE and St. Paul Public Schools; Robert D. Shumer, Metropolitan State University; Katherine J. Nordyke, Missouri State University

2023. Paperback 979-8-88730-280-5 \$52.99. Hardcover 979-8-88730-281-2 \$94.99. eBook 979-8-88730-282-9 \$85.

The chapters in this book provide an excellent story of the growth of e-learning and eService-learning over the past many years. Strait takes us from the first chapter examining current issues and considerations for eService-Learning, to a second chapter that documents the growth and maturation of a program at Missouri State University, to chapters that introduce “critical” e-service learning with a social justice orientation (Gordon and Jackson-Brown), and chapters that address international experiences (Ong, Tan, et al., and Dietrich and Ekici) that involve eService-learning in Singapore and long-distance relationships between the U.S. and Afghanistan, to illustrate the multiplicity and diversity of current models of service and learning that occur through electronic means.

The importance of the book and its chapters is that change happens. What was occurring in the early 21st century was altered by situations, such as the global pandemic of COVID-19, to increase the reliance on e-educational systems and promote the increased use of electronic educational programs that covered almost all areas of educational systems. While early mobile phones existed in the 1970s (Teixeira, T. 2010), they evolved, and more sophisticated versions were produced throughout the 20th century. By the end of the century, phones that could easily transmit emails were developed, and then came camera phones and then smart phones by 2003. And phone communication has continued to change, existing today as a total communication device used by people all over the world.

Similarly, video, and visual systems have evolved and continue to change. Zoom was developed in 2011 and has continued to evolve and expand services all over the world. People are now able to visually and orally communicate with others on every continent 24 hours a day, and the complexity and utility of communication has similarly expanded. Now phones can instantaneously translate between languages and people in all parts of the world can share experiences and visual products without barriers of language, country, or time. Indeed, the electronic world is an amazing entity and continues to evolve each year.

So, what are the implications of all these changes for education and service? Simply put, they are and will continue to evolve to more complex and more useful forms for all communication and interaction. And this current volume gives us much insight into the important areas of change in both e-learning and eService-learning. All the chapters add great insight and information about important issues in the field and highlight some of the critical concepts embedded in its development.

**CONTENTS:** Acknowledgments. **PART I: ESSENTIAL COMPONENTS.** Introduction, *Robert D. Shumer*. Moving the Needle Forward on eService-Learning: Current Issues and Considerations for eService-Learning, *Jean R. Strait*. Institutionalization of eService-Learning, *Jean R. Strait and Katherine J. Nordyke*. Creating an Online Service-Learning Course Sequence Using the Addie Model, *Daniel Fidalgo Tomé*. Real Projects for Real Community Clients: Combining eService-Learning and Project-Based Learning, *Steven Villachica, Lisa A. Giacumo, and Jodi Mammenga*. Critical Service-learning in an e-Learning Format During a Global Pandemic, *Kiesha Warren-Gordon and Angela Jackson-Brown*. **PART II: GLOBAL AND VIRTUAL EXCHANGES IN eSERVICE-LEARNING.** Moving From Face-to-Face Service-Learning to eService-Learning at Ngee Ann Polytechnic, Singapore, *Faith Ong, Yew Kong Tan, Jessie Tan, Viktor Wahadaniah, Robert G. Bringle, and Patti H. Clayton*. eService-Learning for Transformational Change, *Sarah E. Dietrich and Didem Ekici*. More Than Tech Support: Instructional Designers as Community Partners in eService-Learning, *Danielle Leek and Lance Eaton*. Conclusion, Recommendations, and Next Stages, *Jean R. Strait and Robert D. Shumer*. Contributors. Index.



## Pursuit of Liberation Critical Service-Learning as Capacity Building for Historicized, Humanizing, and Embodied Action

Emily A. Nemeth, Denison University; Ashley N. Patterson, Penn State University

2022. Paperback 978-1-64802-862-5 \$72.99. Hardcover 978-1-64802-863-2 \$104.99. eBook 978-1-64802-864-9 \$85.

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.

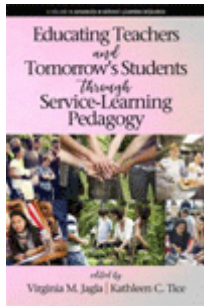
#### **ENDORSEMENTS:**

*"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

#### **CONTENTS:** Introduction, *Emily A. Nemeth and Ashley N. Patterson*. **SECTION I: BECOMING ROOTED:**

**STRENGTHENING THE FOUNDATION OF CRITICAL SERVICE-LEARNING.** Social Movement Building as Critical Service-Learning, *Joanne Tien*. Womxn of Color's Community Engagement in College: The Role of Family in Defining and Sustaining Community-Engaged Service, *Gema Cardona*. A Call for a Framework that Disrupts Anti-Black Racism: A Space for Integrating and Expanding Critical Service Learning in Higher Education, *Nicole Webster*. **SECTION II: CRITICAL CARTOGRAPHY: USING DECOLONIZING TOOLS TO MAP THE LANDSCAPE OF CRITICAL SERVICE LEARNING.** Weeding for Social Justice, *Colleen Rost-Banik and Ulla Hasager*. Balancing in a Whirlwind: The Influence of International Service-Learning on Preservice Teachers' Movement Toward Humanizing Pedagogy, *Meagan A. Hoff, Kristie O'Donnell Lussier, and Lori Czop Assaf*. Undergraduate Service Learning as a Context for Exploring the "Institutional Void" of Higher Education, *Diana Arya, Alexandria Muller, John Cano, Faith Hyun, Mallory Rice, and Devon Christman*. **SECTION III: DIGITAL (RE)DESIGN: EXPLORING THE POTENTIAL OF CRITICAL eSERVICE-LEARNING.** Crafting Critical Service-Learning in Online Spaces: Critical eService-Learning, *Jean Strait*. Integrating the Socially Homeless through the Online Teaching and Learning Environments via the Implementation of Critical eService-Learning, *Anna Zak and Christine Angel*. Can Empathy Go Virtual? Creating Authentic Connections Through Critical eService-Learning Design, *Suzanne Ehrlich, Amanda Hall, Christian Winterbottom, and Michelle Bartlett*. **SECTION IV: BUILDING CAPACITY: MODELS FOR EMBEDDING ENGAGEMENT ACROSS SCALES.** Lessons from the Intersections: Participatory and Emergent Knowledge Production in Critical Service-Learning, *Maurice Stevens*. Reckoning with (Recent) History: Reparatory Service Learning for Transformative Change, *Alexios Rosario-Moore and Editha Rosario-Moore*. Towards a Social Justice Model for Service-Learning: A Practitioner Inquiry, *Julie Jaynes-Pacheco*. Critical Service-Learning Amidst Conflict: Tensions and Opportunities for Peacebuilding in Divided Societies, *Laura Fonseca and Lina Trigos-Carrillo*. **SECTION V: FROM THEORY TO EMBODIMENT: EXPLORING DESIGN FEATURES OF EFFECTIVE CRITICAL SERVICE-LEARNING PROJECTS AND COURSEWORK.** Lessons on Transformative Reflection: Practitioner Research on Redesigning Reflection in Critical Service-Learning, *Raquel Wood*. Adopting Cultural Humility to Humanize Critical Service-Learning in Teacher Education, *Darren Lund*. "It Takes a Village": The Big Buddy Program Parents' Perspectives, *Ted Kesler and Karla Manning*.



## Educating Teachers and Tomorrow's Students through Service-Learning Pedagogy

Virginia M. Jagla, National Louis University; Kathleen C. Tice, University of Texas at Arlington

2019. Paperback 978-1-64113-323-4 \$52.99. Hardcover 978-1-64113-324-1 \$94.99. eBook 978-1-64113-325-8 \$85.

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.

**CONTENTS:** Preface: A Visit With... *Andy Furco*. Acknowledgments. **PART I: CONCEPTUAL PERSPECTIVES.**

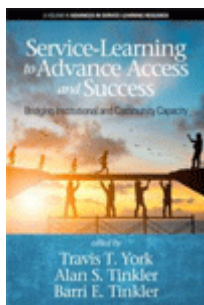
Imagining a Better World: Service-Learning as Benefit to Teacher Education, *Virginia M. Jagla, Antonina Lukenchuk, and Todd A. Price*. Can We Develop a Professional Ethic of Service in Education? *Reese H. Todd*. **PART II: EFFECTIVE**

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## Service-Learning to Advance Access & Success Bridging Institutional and Community Capacity

Travis T. York, Association of Public & Land-grant Universities; Alan S. Tinkler, Missouri State University; Barri E. Tinkler, University of Vermont

2018. Paperback 978-1-64113-474-3 \$52.99. Hardcover 978-1-64113-475-0 \$94.99. eBook 978-1-64113-476-7 \$85.

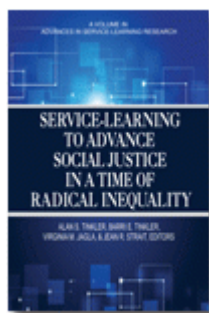
Throughout the 90s and early 2000s, service-learning research was intensely focused on the student outcomes. That body of research has effectively brought service-learning from the fringes into the mainstream of institutionalized pedagogies. In the past decade service-learning research has experienced 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.

**CONTENTS:** Foreword. Introduction. Acknowledgments. **SECTION I: COLLABORATION TO BUILD COMMUNITY CAPACITY.** An Assessment Framework for Embedding Significant and Sustainable Activity-Based, Course-Based, and Program-Based Service-Learning, *Rebecca Pearson and Naomi Jeffery Peterson*. Building Community Capacity Through University-City Collaborations: A Case Study of the Austin City Hall Fellows Program, *Chloe Latham Sikes, Tracie Lowe, and Suchitra Gururaj*. Building Communication Capacities Within Nonprofits Through Service-Learning, *Dennis McCunney and Guiseppe Getto*. **SECTION II: INSTITUTIONAL CAPACITY TO ACHIEVE CHANGE.** Transforming Institutional Capacity for Community-Based Learning: Leveraging Engaged Department Initiatives Into a Campus-Wide Community of Practice, *Karyn E. Rouborn, Danielle Lake, Nicholas O. Scobey, and Gloria Mileva*. Co-Creating Service-Learning: The Importance of True Partnerships, *Julianne Gassman, Emily J. Shields, Katie Kleinhesselink, and Elaine K. Ikeda*. The Community-Based Learning Coordinator Model: Investing in Infrastructure for Community Impact Through Service-Learning, *Connie Snyder Mick, Annie Cahill Kelly, and Sam Centellas*. **SECTION III: ADVANCING STUDENT ACCESS AND SUCCESS.** Addressing the Problem With Service: Community Formation, Democratization, and Community-Based Learning Pedagogy, *R. Tyler Derreth*. Learning to Collaborate: Intersections of the Classroom and Community, *Patricia M. Ryan, Shirley M. Matteson, and Valerie O. Paton*. Planting Seeds Through Service: A Qualitative Approach to Assessing Student Civic Learning Through Community Partnerships, *Laura Martin, Lakyre'a Janae Owens, and Albert Nylander*. Advancing Democracy in Teacher Education: Service-Learning in Third Space Partnerships, *Michael Kopish*. Rethinking Teacher Education: Lessons Learned From a Mandatory Community-Based Service-Learning Program, *Gary Harfitt and Jessie Mei Ling Chow*. Preservice EFL Teachers' Perceptions and Their Reflected Experiences in a Service-Learning Course, *Yasemin Kırkgöz*. Summary Epilogue, *Alan Tinkler*. About the Editors. About the Contributors.



## Service-Learning to Advance Social Justice in a Time of Radical Inequality

Alan S. Tinkler, Missouri State University; Barri E. Tinkler, University of Vermont; Virginia M. Jagla, National Louis University; Jean R. Strait, FACE and St. Paul Public Schools

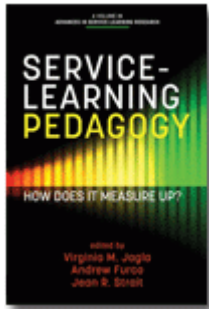
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When considering inequality, one goal for educators is to enhance critical engagement to allow learners an opportunity to participate in an inquiry process that advances democracy. Service-learning pedagogy offers an opportunity to advance engaged-learning 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.

**CONTENTS:** Preface, *Todd Price*. **Section 1: Service-Learning to Reach Across Disciplinary Boundaries in Higher Education.** Introduction, *Barri Tinkler*. Chapter 1, *Travis T. York*. Chapter 2, *c lynne hannah, Barri Tinkler, Holly Morgan Frye, James K. Leverett, Dwayne C. Wright*. Chapter 3, *Beth S. Catlett, Amira Proweller*. Chapter 4, *Donna Chovanec*.

Tania Kajner, Ayesha Mian, Misty Underwood. Chapter 5, Christin L. Seher, Susan V. Iverson. **Section 2: Service-Learning to Support a Reimagining of Teacher Education.** Introduction, *Virginia Jagla*. Chapter 6, *Margaret-Mary Sulentic Dowell, Estanislado S. Barrera IV, Leah Katherine Saal, Tynisha Meidl*. Chapter 7, *Elizabeth Grassi, Joan Armon*. Chapter 8, *Cynthia Bourne, Susan Crichton, Vida N. Yakong*. **Section 3: Addressing Unconscious Bias and Racial Inequality through Social Justice and Critical Service-Learning.** Introduction, *Jean R. Strait*. Chapter 9, *Melissa Bocci*. Chapter 10, *Emily A. Nemeth, Christian Winterbottom*. Chapter 11, *Jason Harshman, Jonathan Duffy*. **Section 4: Service-Learning to Advance Community Inquiry.** Introduction, *Alan Tinker*. Chapter 12, *Giuseppe Getto, Dennis McCunney*. Chapter 13, *Lianne Lee, Darren E. Lund*. Chapter 14, *Khuram Hussain*. Chapter 15, *John W. Murphy, Christian A. Schlaerth*.



## Service-Learning Pedagogy How Does It Measure Up?

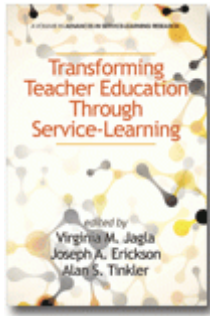
Virginia M. Jagla, National Louis University; Andrew Furco, University of Minnesota; Jean R. Strait, FACE and St. Paul Public Schools

2015. Paperback 9781623969554 \$72.99. Hardcover 9781623969561 \$104.99. eBook 9781623969578 \$85.

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. **Part I: Teacher Education**, *Jean R. Strait*. *Intersecting Lives and Identities: Shaping Service-Learning Spaces for Preservice Teachers to Experience and Learn About Diversity*, *Claire Desrochers*. *Examining the Process of Civic Learning through a Systematic Service-Learning Experience in Teacher Education*, *Margaret M. Ferrara and Marlene Rebori*. *A Heuristic Phenomenology on the Experience of Building a High School Service-Learning Program*, *Monica Kowal*. *Promises and Pitfalls of Service-Learning in Teacher Preparation: Lessons from Longitudinal Research*, *Kathleen C. Tice and Larry P. Nelson*. **Part II: Crossing Boundaries: Deepening Relationships in Service-Learning**, *Andrew Furco*. *Service-Learning Projects in College Introductory Statistics: Effects on Students' Attitudes*, *Rachel Chaphalkar and Ke Wu*. *Community Engagement: Implementation and Success of Service-Learning Programs With Heritage and Foreign Language Students of Spanish*, *Gregory Thompson*. *Service-Learning Community: A Win for Students, Community, Institution, and Faculty*, *Mary Lo Re*. *Service-Learning Pedagogy: Understanding the Impact of Student Breadth and Depth of Engagement in Student Organizations*, *Julianne Gassman*. *Reflections on Service-Learning Situated in Challenging Contexts: Lessons Learned*, *Cynthia Bourne, Susan Crichton, and Deborah Carter*. *Community Partners Critique*, *Eric Hartman*. **Part III: New Paradigms/Conceptual Frameworks**, *Virginia M. Jagla*. *Twenty-First Century Literacies and Service-Learning: An Opportunity to Revolutionize Disciplinary Writing Instruction*, *George Boggs*. *Kaleidoscopic Learning: Spiritual and Social Conscience Development Through Narrative Reflection in Service-Learning*, *Matthew Maruggi*. *Across Boundaries of Privilege: Service-Learning for Social Justice*, *Deborah Rintels Weiner*. *Community-Engaged Learning and Supplemental Instruction: An Exploratory Study of Intersecting Pedagogies*, *Colleen Packer and Brenda Marsteller Kowalewski*. *Invited Retrospective: The Future of Service-Learning and Community Engagement Research is Mixed [Methods]*, *Robert Shumer*. *About the Editors. About the Contributors.*



## Transforming Teacher Education through Service-Learning

Virginia M. Jagla, National Louis University; Joseph A. Erickson, Augsburg College; Alan S. Tinkler, Missouri State University

2013. Paperback 9781623964184 \$52.99. Hardcover 9781623964191 \$94.99. eBook 9781623964207 \$85.

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:** Acknowledgements. Foreword. Preface: Why Service-Learning Now? Part I: Conceptual Frameworks, *Virginia M. Jagla*. Tensions as Catalysts for Transformation: Multidisciplinary Education Faculty Perceptions While Implementing Service-Learning, *Vera Stenhouse, Caitlin McMunn Dooley, and Joseph Feinberg*. Teacher Education as Partnership: Service-Learning and the Audacity of Listening, *George L. Boggs*. Critical Discourse Analysis of Service-Learning Perspectives and Models: Transforming Teacher Education, *Antonia Lukenchuk, Virginia M. Jagla, and Todd A. Price*. Part II: Field Experiences: Providing the Space for Deeper Understanding, *Alan S. Tinkler*. Toward Understanding Effective Community Field Experiences, *Kathleen Tice and Larry Nelson*. Teaching Across the Community: Using Service-Learning Field Experiences to Develop Culturally and Linguistically Responsive Teachers, *Alan Tinkler and Barri Tinkler*. Part III: Preservice Teachers Learn Through Tutoring, *Joseph A. Erickson*. Impact of Service-Learning in an Undergraduate Middle School Principles and Practices Class, *Nancy Ruppert*. Latino/a Preservice Teachers and Community Service-Learning: Justice Embraced, Dodged, and Troubled, *Kathleen Bussert-Webb*. Walking the Walk and Showing How: University Students Learning to Lead through Service, *Elizabeth Barber, Tom Smith, Sharon Jacobs, Karen Thompson, Blayre C. Penn, Bethany S. Penn, Carl B. Redd, Destenie Nock, Brianna Cooke, Brittany McLean, Donald R. Thompson, and Ahmod Camp*. Toward a Better Understanding: A 360-Degree Assessment of a Service-Learning Program in Teacher Education Using Stufflebeam’s CIPP Model, *Guilli Zhang, Christine Shea, Nancy Zeller, Robin Griffith, Debbie Metcalf, Jennifer Williams, and Katherine Misulis*. Part IV: The Pedagogy of Service-Learning for Implementation in P-12 classrooms, *Virginia M. Jagla*. TeacherCorps: Transforming Teacher Education Through Social Justice, Service-Learning, and Community Partnerships, *Marjori Krebs, Kiran Katira, Swechha Singh, and Neil Rigsbee*. Final Reflection: The Vision We Hold. About the Editors.



## 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

2012. Paperback 978-1-61735-656-8 \$45.99. Hardcover 978-1-61735-657-5 \$94.99. eBook 978-1-61735-658-2 \$85.

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 crossdisciplinary 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.

**CONTENTS:** Acknowledgments. Introduction: Exploring Similarities and Differences Through Cross-Cultural Comparative Research, *Julie A. Hatcher and Robert G. Bringle*. **PART I: KEYNOTE ADDRESSES.** Improving Rigor in Service-Learning Research, *Michael Q. Patton*. International Service-Learning as a Path to Global Citizenship, *Barbara L. Ibrahim*. **PART II: CULTURAL CONTEXTS FOR RESEARCH AND PRACTICE.** Center and Periphery in Service-Learning and Community Engagement: A Postcolonial Approach, *Lorilee R. Sandmann, Tami L. Moore, and Jocey Quinn*. Another Look at the Dissemination of the Racial Identity Interaction Model in a Cultural-Based Service-Learning Course, *Lori Simons, Nancy Blank, Lawrence Fehr, Kevin Barnes, Denise Georganas, and George Manapuram*. Civic Engagement In/Action: A Cross-Cultural Comparison of Youth Involvement, *Elizabeth M. Goering and Crystal Henderson*. Digital Classroom Project: Impact of Service-Learning and Information and Communication Technology on Student Learning in Hong Kong, *Alfred C.M. Chan, Carol H.K.Ma, Sharon S.Y. Chan, Polly Y.N. Chiu, and Sandy S.S. Yeung*. **PART III: DISCIPLINARY CONTEXTS FOR RESEARCH AND PRACTICE.** Crossing Boundaries in Service-Learning Professional Development: Preservice and Inservice Teachers Learning Together, *Marjori M. Krebs*. Service-Learning and the Nontraditional Student: What's Age Got to Do With It? *Helen Rosenberg, Susan Reed, Anne Statham, and Howard Rosing*. A Civically Engaged Reciprocal Learning Process in Dental Education, *Stuart M.Schrader, Abbe B.Shapiro, David A. Zahl, Susan L. Zunt, and Emily Deering*. About the Authors.



## 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

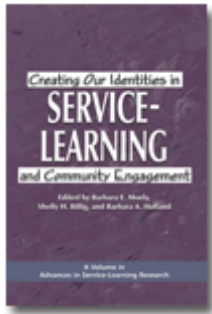
2010. Paperback 978-1-61735-165-5 \$52.99. Hardcover 978-1-61735-166-2 \$94.99. eBook 9781617351679 \$85.

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.

**CONTENTS:** Acknowledgments. Introduction, *Jeff Keshen, Barbara A. Holland, and Barbara E. Moely*. **PART I: THEORY AND METHODOLOGY.** Toward Understanding Reciprocity in Community- University Partnerships: An Analysis of Select Theories of Power, *Lorilee R. Sandmann, Brandon Kliewer, Jihyun Kim, and Anthony Omerikwa*. Quantitative Assessment of Service-Learning Outcomes: Is Self-Reported Change a Reasonable Proxy for Longitudinal Change? *Nicolas A. Bowman and Jay Brandenberger*. **PART II: SERVICE-LEARNING IN THE K-12 SETTING.** Facilitating Transformation Through Education: Promoting Teaching of Social Responsibility and Civic Education for Democracy, *Janel Smith and Annie McKittrick*. Conceptual and Analytic Development of a Civic Engagement Scale for Preadolescents, *Nicole Nicotera, Inna Altschul, Andrew Schneider-Munoz, and Ben Webman*. The Relationship Between the Quality of Service-Learning Interventions and Teen Seatbelt Use, *Janet Eyler, L. Richard Bradley, Irwin Goldzweig, David Schlundt, and Paul Juarez*. **PART III: SERVICE-LEARNING IN HIGHER EDUCATION.** Service-Learning and Preinternship Teacher Efficacy: A Comparison of Two Designs, *Trae Stewart, Kay W. Allen, and Haiyan Bai*. Service-Learning in Singapore: Preparing Teachers for the Future, *Robert Schumer and Kim Chuan Goh*. Benefits to Students of Service-Learning Through a Food Security Partnership Model, *Connie Nelson and Mirella Stroink*. **PART IV: CONCLUSION.** Journey to Service-Learning Research: Agendas, Accomplishments, and Aspirations, *Dwight E. Giles, Jr.* About the Authors.





## Creating Our Identities in Service-Learning and Community Engagement

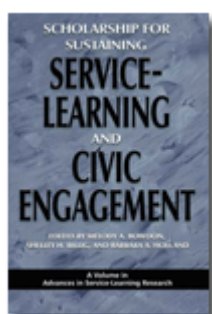
Barbara E. Moely, Tulane University, New Orleans; Shelley H. Billig, RMC Research Corp., Denver; Barbara A. Holland, Service-Learning Clearing House

2009. Paperback 978-1-60752-288-1 \$52.99. Hardcover 978-1-60752-289-8 \$94.99. eBook 9781607522904 \$85.

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.

**CONTENTS:** Acknowledgments. Introduction, *Barbara E. Moely, Shelley H. Billig, and Barbara A. Holland*. **PART I: BUILDING INSTITUTIONAL IDENTITIES IN SUPPORT OF SERVICE LEARNING AND COMMUNITY ENGAGEMENT.** The Institutional Home for Faculty Engagement: An Investigation of Reward Policies at Engaged Campuses, *John Saltmarsh, Dwight E. Giles Jr., Kerry Ann O'Meara, Lorilee Sandmann, Elaine Ward, and Suzanne M. Buglione*. Making Engagement Count: Toward a Model System of Support for Engaged Scholarship at a Research-Extensive University, *Judith Jetson and Rohan Jeremiah*. Faculty Learning Around Reflection: A Collaborative Faculty Development Project, *Lisa McGuire, David Strong, Kathy Lay, Enrica Ardemagni, Patricia Wittberg, and Patti Clayton*. **PART II: DEVELOPING CAMPUS-COMMUNITY PARTNERSHIPS AND PARTNERSHIP IDENTITIES.** Defining Characteristics of Partnership Identity in Faculty-Community Partnerships, *Emily M. Janke*. Two-Dimensional Approach for Assessing Transformative Campus/Community Service-Learning Partnerships, *Jason T. Phillips and Cynthia V. L. Ward*. **PART III: SERVICE-LEARNING STUDENTS' ACADEMIC, PERSONAL, INTERPERSONAL, AND CIVIC OUTCOMES.** Does Quality Really Matter? Testing the New K-12 Service-Learning Standards for Quality Practice, *Shelley H. Billig*. Reciprocal Benefits of Mentoring: Results of a Middle School-University Collaboration, *Angela M. Harwood and Sara A. Radoff*. An Exploration of the Value of Cultural-Based Service-Learning for Student and Community Participants, *Lori Simons, Nancy Blank, Brittany Russell, Elizabeth Williams, and Kimyette Willis*. **PART IV: RESEARCH PERSPECTIVES: IDENTITY, CHALLENGES, AND NEW DIRECTIONS.** Service-Learning and Interdisciplinarity: A Library Science Perspective, *Liberty Smith, Heather J. Martin, Jason Burrage, Megan E. Standridge, Sarah Ragland, and Martina Bailey*. Civic Engagement and Service-Learning: The Challenge and Promise of Research, *Lori J. Vogelgesang*. Research for What? New Directions and Strategies for Community Engaged Scholarship: International Perspectives, *Sherril Gelmon, Tim Stanton, Cobie Rudd, and Diana Pacheco-Pinzon*. Research Informing Practice: Developing Practice Standards and Guidelines for Improving Service-Learning and Community Engagement, *Shelley H. Billig, Barbara E. Moely, and Barbara A. Holland*. About the Authors.



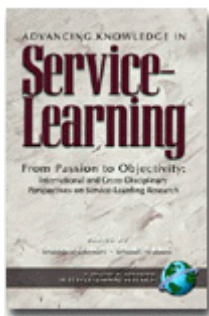
## Scholarship for Sustaining Service-Learning and Civic Engagement

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

2008. Paperback 978-1-60752-002-3 \$52.99. Hardcover 978-1-60752-003-0 \$94.99. eBook 9781607529576 \$85.

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.

**CONTENTS:** Acknowledgments. Series Introduction, *Shelley H. Billig*. Introduction, *Melody A. Bowdon*. **PART I: SUSTAINING INTERDISCIPLINARY PROGRAMS IN HIGHER EDUCATION.** Investigating Student Learning Within and Across Linked Service-Learning Courses, *Jessica Katz-Jameson, Patti H. Clayton, and Robert G. Bringle*. Community Self-Efficacy and First-Year Undergraduate Honors Service-Learning, *Trae Stewart*. **PART II: RESEARCH TO SUSTAIN SERVICE-LEARNING IN K-12 EDUCATION.** Promoting Secondary Students' Character Development in Schools Through Service-Learning, *Shelley H. Billig, Dan Jesse, and Marc Brodersen*. Sustainability of Service-Learning: What do K-12 Teachers Say? *Marjori Krebs*. **PART III: SUSTAINING FACULTY ENGAGEMENT IN SERVICE-LEARNING AND COMMUNITY ENGAGEMENT.** Service-Learning Research as a Feedback Loop for Faculty Development, *Shelley Henderson, Megan Fair, Paul Sather, Barbara Dewey*. Assessing the Learning in a Service-Learning Project Using Outcomes Measures Recommended by the Commission on Public Relations Education, *Sally Blomstrom and Hak Tam*. **PART IV: SERVICE-LEARNING AND ETHICS EDUCATION.** Building Ethical Citizen Scholars: Student Success in Service-Learning, *Susan Waters and Elizabeth Carmichael Burton*. A Research Study Investigating the Impact of Service-Learning on Ethical Decision Making for Ethics Education, *Brian Hoyt*. About the Authors.



## From Passion to Objectivity International and Cross-Disciplinary Perspectives on Service-Learning Research

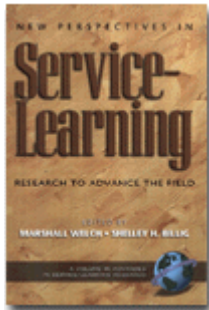
Sherril B. Gelmon; Shelley H. Billig, RMC Research Corp., Denver

2007. Paperback 978-1-59311-845-7 \$52.99. Hardcover 978-1-59311-846-4 \$94.99. eBook 9781607526582 \$85.

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.

**CONTENTS:** Acknowledgements. Introduction, *Sherril B. Gelmon and Shelley H. Billig*. **SECTION I: INTERNATIONAL AND CROSS-CULTURAL PERSPECTIVES.** Context and Culture: Models of Engagement Around the World, *Margo Fryer, Robert Wallis, Kalawathie Sattar, John Annette, Richard Battistoni, and Alisha Lund-Chaix*. Apples, Oranges, and Kumys: Multiple Methods, Matrices, and Models for Research on Students Doing Intercultural Service-Learning, *Martha Merrill and Margaret D. Pusch*. An Eastern Perspective on Western Education: The Experiences of International Students Engaged in Service-Learning, *Margaret W. Sallee and Susan C. Harris*. **SECTION II: ENHANCING STUDENT LEARNING.** Jumpstart's Service-Learning Initiative: Enhanced Outcomes for At-Risk Children, *Dean Elson, Lauren Johns, and Jessica Taisey Petrie*. Evaluating the Impact of Peer-to-Peer Service-Learning Projects on Seat Belt Use Among High School Students: Pilot Study, *Richard Bradley, Janet Eyler, Irwin Goldzweig, Paul Juarez, David Schlundt, Deon Tolliver*. Service-Learning as a Transformative Experience: An Analysis of the Impact of Service-Learning on Student Attitudes and Behavior After Two Years of College, *Matthew Bernacki and Frank Bernt*. Service-Learning and Literacy Motivation: Setting a Research Agenda, *Steven Hart*. **SECTION III: ENGAGING COMMUNITIES IN LEARNING AND INSTITUTIONAL CHANGE.** Enriching School Connection and Learning in African American Urban Youth: The Impact of a Service-Learning Feasibility Project in Inner City Philadelphia, *Nicole Webster*. Community Engagement's Role in Creating Institutional Change Within the Academy: A Case Study of East Tampa and the University of South Florida, *Robin*

L. Erasing, Judi Jetson, Robin Jones, and Harold Keller. **SECTION IV: EXPERIENCES OF SERVICE-LEARNING IN TEACHER EDUCATION.** Reversing the Lens: Transforming Teacher Education Through Service-Learning, Margaret Vickers. Making Mythical Creatures Real: Developing Reflective Teachers Through Service-Learning, Angela M. Harwood, Lauren G. McClanahan, and Trula Nicholas. **SECTION V: BUILDING UNDERSTANDING OF ENGAGED SCHOLARSHIP.** Engaged Scholarship: Current Context and Future Directions, Sherril B. Gelmon. The International Association for Research on Service-Learning and Community Engagement, Sherril B. Gelmon. About the Authors. Index



## New Perspectives in Service Learning Research to Advance the Field

Shelley H. Billig, RMC Research Corp., Denver; Andrew Furco, University of California-Berkeley

2006. Paperback 1-59311-157-6 978-1-59311-157-1 \$52.99. Hardcover 1-59311-158-4 978-1-59311-158-8 \$94.99. eBook 9781607529224 \$85.

**CONTENTS:** Acknowledgments. Introduction. *Marshall Welch and Shelley H. Billig.* **Part I: Foundations. Chapter 1:** Service-Learning and the Development of Democratic Universities, Democratic Schools, and Democratic Societies in the 21st Century. *Lira Harkavy.* **Chapter 2:** Adding Rigor to Service-Learning Research: An Armchair Economists' Approach. *Andrea L. Ziegert and Kim Marie McGoldrick.* **Part II: Impact of Service-Learning. Chapter 3:** A Framework for Assessing the Effects of Academic Service-Learning Across Disciplines. *Malu Roldan, Amy Strage, and Debra David.* **Chapter 4:** The Impact of K-12 School-Based Service-Learning on Academic Achievement and Student Engagement in Michigan. *Stephen Meyer, Shelley H. Billig, and Linda Hofschire.* **Chapter 5:** The Long-Term Effects of Undergraduate Service-Learning Programs on Post-Graduate Employment Choices, Community Engagement, and Civic Leadership. *Judith Warchal and Ana Ruiz.* **Chapter 6:** Effects of Intercultural Service-Learning Experiences on Intellectual Development and Intercultural Sensitivity. *Peggy Fitch.* **Chapter 7:** Service-Learning Taken to a New Level Through Community-Based Research: A Win-Win for Campus and Community. *Brenda Marsteller Kowalewski.* **Part III: Institutionalization of Service-Learning. Chapter 8:** Teacher Perceptions on Implementing Schoolwide Service-Learning. *Patricia J. Mintz and A.J. Abramovitz.* **Chapter 9:** Faculty Engagement in Service-Learning: Individual and Organizational Factors at Distinct Institutional Types. *Meaghan Mundy.* **Chapter 10:** Institutionalizing Service-Learning Across the University: International Comparisons. *Sherril Gelmon, Ann Sherman, Marla Gaudet, Carol Mitchell, and Kirsten Trotter.* **Part IV: Reflections on Today and Tomorrow. Chapter 11:** Service Learning as Civically-Engaged Scholarship: Challenges and Strategies in Higher Education and K-12 Settings. *Shelley H. Billig and Marshall Welch.*



## 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

2006. Paperback 978-1-59311-568-5 \$52.99. Hardcover 978-1-59311-569-2 \$94.99. eBook 9781607526643 \$85.

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.

**CONTENTS:** Acknowledgments. Introduction, *Karen McKnight Casey, Nicole C. Springer, Shelley H. Billig, and Georgia Davidson.* **SECTION I: SERVICE-LEARNING AND CIVIC ENGAGEMENT.** Approaching Democratic Engagement: Research Findings on Civic Learning and Civic Practice, *Richard Battistoni.* Service-Learning and Civic Outcomes: From Suggestive Research to Program Models, *Suzanne Pritzker and Amanda Moore McBride.* Maximizing Civic Commitment

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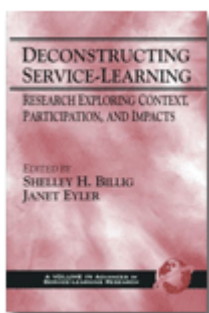
## Improving Service-Learning Practice Research on Models to Enhance Impacts

Shelley H. Billig, RMC Research Corp., Denver; Jane Callahan, Providence College; Susan Root, RMC Research Corporation

2005. Paperback 1-59311-457-5 978-1-59311-457-2 \$52.99. Hardcover 1-59311-458-3 978-1-59311-458-9 \$94.99. eBook 9781607526872 \$85.

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.

**CONTENTS:** Introduction, *Jane Callahan*. **Part I: Teacher Education Models, Impacts, and Issues.** The National Service-Learning in Teacher Education Partnership: A Research Retrospective, *Susan Root*. The Institutionalization of Service-Learning in Preservice Teacher Education, *Jeffrey Anderson and Jane Callahan*. Developing Advocates and Leaders through Service-Learning in Preservice and Inservice Special Education Programs, *Jean Gonsier-Gerdin and Joanna Royce-Davis*. **Part II: Implementation Models, Impacts, and Issues.** College Students' Preferred Approaches to Community Service Charity and Social Change Paradigms, *Barbara Moely and Devi Miron*. The Job Characteristics Model and Placement Quality, *Marcy Schnitzer*. The Relationship between the Quality Indicators of Service-Learning and Student Outcomes: Testing Professional Wisdom, *Shelley H. Billig, Susan Root, and Daniel Jesse*. **Part III: Methodological Models and Issues.** Reciprocal Validity: Description and Outcomes of a Hybrid Approach of Triangulated Qualitative Analysis in the Research of Civic Engagement, *Marshall Welch, Peter Miller, and Kirsten Davies*. Developing Plans for a Randomized Control Trial to Evaluate a Conceptual Model of Service-Learning, *Keith Aronson, Nicole S. Webster, Robert Reason, Patreese Ingram, James Nolan, Kimber Mitchell, and Diane Reed*. Civic Engagement Audits: Using Principles of Research to Discover Multiple Levels of Connection and Engagement, *Robert Shumer and Susan Shumer*. In Their Own Voices: A Mixed Methods Approach to Studying Outcomes of Intercultural Service-Learning with College Students, *Peggy Fitch*. **Part IV: Future Directions.** The International K-H Service-Learning Research Association: A Call to Action, *Shelley H. Billig*.



## Deconstructing Service-Learning Research Exploring Context, Participation, and Impacts

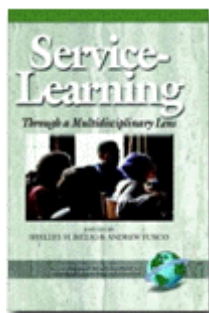
Shelley H. Billig, RMC Research Corp., Denver; Janet Eyer, Vanderbilt University

2003. Paperback 1-59311-070-7 978-1-59311-070-3 \$52.99. Hardcover 1-59311-071-5 978-1-59311-071-0 \$94.99. eBook 9781607528487 \$85.

This work looks at service learning. It cover 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.

**CONTENTS:** Introduction, *Janet Eyler and Shelley H. Billig*. Part I: Challenges for Service-Learning Research. Enhancing Theory-Based Research on Service-Learning, *Robert G. Bringle*. Part II: The Influence of Context. The Missing Link: Exploring the Context of Learning in Service-Learning, *Deborah Hecht*. Dilemmas of Service-Learning Teachers, *Katherine M. Kapustka*. Part III: Institutionalization of Service-Learning. The Diffusion of Academic Service-Learning in Teacher Education: A Case Study Approach, *Jane Callahan and Susan Root*. The Sustaining Factors of Service-Learning at a National Leader School: A Case Study, *Bruce J. Pontbriand*. Part IV: The Role of Community in Service-Learning. Finding the Community in the Service-Learning Research: The 3-“I” Model, *Melinda Clarke*. Ethical Relationships in Service-Learning Partnerships, *Marjorie A. Schaffer, Jenell Williams Paris, and Kristin Vogel*. Part V: Impact of Service-Learning on Students. Using Written Protocols to Measure Service-Learning Outcomes, *Pamela Steinke and Peggy Fitch*. Service and Motivation to Serve: An Exploration and Model, *Christine M. Stenson, Janet Eyler, and Dwight Giles*. Service-Learning and Resilience in Disaffected Youth: A Research Study, *Nancy Kraft and Jim Wheeler*. Part VI: International Perspectives. Service-Learning Internationally: Developing a Global Civil Society, *John Annette*. Part VII: The State of the Field. The State of Service-Learning and Service-Learning Research, *Shelley H. Billig and Janet Eyler*.

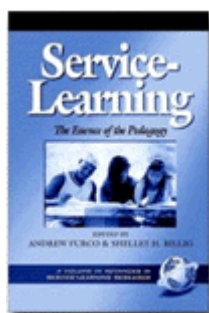


## Service Learning Through a Multidisciplinary Lens

Andrew Furco, University of California-Berkeley; Shelley H. Billig, RMC Research Corp., Denver

2002. Paperback 1-931576-80-7 978-1-931576-80-2 \$52.99. Hardcover 1-931576-81-5 978-1-931576-81-9 \$94.99. eBook 9781607525561 \$85.

**CONTENTS:** Introduction: *Shelley H. Billig and Andrew Furco*. Part I: Dimensions of Service-Learning Research. Stretching to Meet the Challenge: Improving the Quality of Research to Improve the Quality of Service-Learning, *Janet Eyler*. Establishing Norms for Scientific Inquiry in Service-Learning, *Andrew Furco and Shelley H. Billig*. Part II: Theoretical Perspective on Service-Learning. Probing and Promoting Teachers' Thinking About Service-Learning: Toward a Theory of Teacher Development, *Mary Sue Ammon*. The Sacred and Profane: Theorising Knowledge Reproduction Processes in a Service-Learning Curriculum, *Janice McMillan*. Part III: Service-Learning and the Disciplines. An Interdisciplinary Study of Service-Learning Predictors and Outcomes Among College Students, *Pamela Steinke, Peggy Fitch, Chris Johnson, and Fredric Waldstein*. Service-Learning and Student Writing: An Investigation of Effects, *Adrian J. Wurr*. Impact of Service-Learning on Occupational Therapy Students' Awareness and Sense of Responsibility Toward Community, *Rhonda Waskiewicz*. Part IV: The Impacts on Service-Learning Participants. Community Agency Perspectives in Higher Education Service-Learning and Volunteerism, *Andrea Vernon and Lenoar Foster*. Motivating Environmentally Responsible Behavior Through Service-Learning, *Beth A. Covitt*. Service-Learning and Academic Outcomes in an Undergraduate Child Development Course, *Kari Knutson Miller, Shu-Chen Yen, and Nicole Merino*. Part V: Future Directions in Service-Learning Research. Supporting a Strategic Service-Learning Research Plan, *Shelley H. Billig and Andrew Furco*. About the Authors.



## Service Learning The Essence of the Pedagogy

Shelley H. Billig, RMC Research Corp., Denver; Andrew Furco, University of California-Berkeley

2002. Paperback 1-931576-56-4 978-1-931576-56-7 \$52.99. Hardcover 1-931576-57-2 978-1-931576-57-4 \$94.99. eBook 9781607529583 \$85.

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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