



# Understanding Service-Learning and Community Engagement

Crossing Boundaries Through Research

Edited by Julie A. Hatcher and Robert G. Bringle

A Volume in  
Advances in Service-Learning Research

# Servicelearning Through A Multidisciplinary Lens Advances In Servicelearning Research V 2 Paperback

**Robert G. Bringle, Julie A. Hatcher, Patti  
H. Clayton**



## **Servicelearning Through A Multidisciplinary Lens Advances In Servicelearning Research V 2 Paperback:**

*Service Learning Through a Multidisciplinary Lens* Shelley H. Billig, Andrew Furco, 2002-10-01      **Subject Guide to Books in Print** ,1991      **Bibliographic Guide to Education 2003** GK Hall, 2004-10 The Bibliographic Guide to Education lists recent publications cataloged during the past year by Teachers College Columbia University supplemented by publications in the field of education cataloged by The Research Libraries of The New York Public Library selected on the basis of subject headings Non book materials including theses are included in this Guide with the exception of serials All aspects and levels of education are represented in this Guide including such areas as American elementary and secondary education higher and adult education early childhood education history and philosophy of education applied pedagogy international and comparative education educational administration education of the culturally disadvantaged and physically handicapped nursing education and education of minorities and women Also well covered are the administrative reports of departments of education for various countries and for U S states and large cities The Teachers College collection covers over 200 distinct educational systems Works in all languages are included The Bibliographic Guide to Education serves in part as an annual supplement to the Dictionary Catalog of the Teachers College Library Columbia University G K Hall Second Supplement 1973 Third Supplement 1977      **American Book Publishing Record** ,2003      **Service-learning Through a Multidisciplinary Lens** Shelley Billig, Andrew Furco, 2002 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      Creek's Occupational Therapy and Mental Health E-Book Wendy Bryant, Jon Fieldhouse, Nicola Plastow, 2022-05-28 Promoting and maintaining mental health continues to be a key challenge in the world today Creek s Occupational Therapy and Mental Health is essential reading for students and practitioners across a wide range of health professions capturing contemporary practice in mental health settings Now fully updated in its sixth edition it retains the clarity and scholarship associated with the renowned occupational therapist Jennifer Creek while delivering new knowledge in a fresh perspective Here readers can find everything they need on mental health for learning practice and continuing professional development Complex topics are presented in an accessible and concise style without being oversimplified aided by summaries case studies and questions that prompt critical reflection The text has been carefully authored and edited by expert international educators and practitioners of occupational therapy as well as a diverse range of other backgrounds Service users have also co authored chapters and commentaries Evidence based links between theory and practice are reinforced throughout This popular title will be an indispensable staple that OTs will keep and refer to time and again Relevant to practice outlines a variety of therapeutic interventions and discusses the implications of a wide range of contexts New chapters on eating disorders cognitive learning based approaches and being a therapist Extended service user commentaries Expanded scope to accommodate diverse

psychosocial perspectives and culturally sensitive practices New questions for readers in every chapter Key reading and reference lists to encourage and facilitate in depth study      **Books in Print Supplement** ,2002      *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

Improving Service-Learning Practice Susan Root,Jane Callahan,Shelley H. Billig,2005-11-01 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      **Advancing Knowledge in Service-Learning** Karen McKnight Casey,Georgia Davidson,Shelley H. Billig,Nicole C. Springer,2006-09-08 This book advances service learning research to transform the field by reflecting on its history and envisioning its future The chapters highlight its progress and impact on researchers practitioners and students Beyond improving pedagogy the research fosters a service learning practice that drives personal and institutional change      **Deconstructing Service-Learning** Janet Eyler,Shelley H. Billig,2003-09-01 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      *Advancing Knowledge in Service-Learning* Shelley H. Billig,Georgia Davidson,Karen McKnight Casey,Nicole C. Springer,2006-10-01 The purpose of this series of books is to advance the knowledge in the service learning research field More importantly this research is to be used to transform the field This transformation will come from realizing both the history of service learning and trying to imagine what the future may look like The chapters in this book all demonstrate just how far service learning research has come Researchers practitioners and students alike have benefited from its dissemination and use the research to improve practice The research does not simply inform educators how to create a better pedagogy Rather it informs a service learning practice that can transform both individuals and institutions      **From Passion to Objectivity** Shelley H. Billig,Sherril B. Gelmon,2007-11-01 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 Andrew Furco, Shelley H. Billig, 2006-10-01

*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.

**Advances in Service-learning Research**, 2001

**Understanding Service-learning and Community Engagement**, 2012

**Deconstructing Service-learning** Shelley Billig, Janet Eyler, 2003

This book presents service learning research that focuses on units of analysis ranging from the individual student to the community partnership. It contains the following chapters/articles:

- Enhancing Theory Based Research on Service Learning Robert G. Bringle
- The Missing Link: Exploring the Content of Learning in Service Learning Deborah Hecht
- Dilemmas of Service Learning Teachers Katherine M. Kapustka
- The Diffusion of Academic Service Learning in Teacher Education: A Case Study Approach Jane Callahan and Susan Root

Sustaining Factors of Service Learning at a National Leader School A Case Study Bruce J Pontbriand Finding the Community in Service Learning Research The 3 I Model Melinda Clarke Ethical Relationships in Service Learning Partnerships Marjorie A Schaffer Jennell Williams Paris and Kristin Vogel 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 Service Learning Internationally Developing a Global Civil Society John Annette and The State of Service Learning and Service Learning Research Shelley H Billig and Janet Eyler WFA Service-Learning to Advance Access & Success Travis T. York, Alan S. Tinkler, Barri E. Tinkler, 2018-11-01 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 Su-I Hou, 2017 Editor Biography Dr Su I Hou is currently Professor of the Department of Health Management and Informatics College of Health and Public Affairs COHPA at the University of Central Florida UCF Orlando FL She serves as the Health track coordinator of COHPA s interdisciplinary Doctoral Program in Public Affairs Prior coming to UCF Dr Hou was a founding faculty member and Founding Director of the Taiwan Public Health Study Abroad Program at the College of Public Health at the University of Georgia Athens GA She serves as an Associate Editor for the Journal of Community Engagement and Higher Education as well as an Associate Editor for the Health Promotion Practice Society of Public Health Education s official journal devoted to the practical application of health promotion and education 2009 2015 Dr Hou is a recognized service learning scholar by the Community Campus

Partnership for Health and an inaugural service learning senior scholar for UGA's Office of Service Learning. Most of her research involves working with community partners in developing and validating study instruments assessing psychosocial factors, developing and implementing theory-based programs, and evaluating the effectiveness of health interventions. Dr. Hou has extensive experience integrating course-based service learning into her teaching and has successfully developed a model to build engaged community-campus partnerships while providing valuable real-world experiential learning opportunities for her graduate students.

**Book Description: In Service Learning Perspectives: Goals and Outcomes**

The authors examine samples of experimental learning programs in higher education to better understand the influential drivers of service learning pedagogy as well as potential barriers that hinder service learning adoption in higher education settings. Service learning is a structured learning experience that links academic course work and community service, stressing reciprocal learning and reflective practices to address community-identified needs while engaging and developing students' citizenship skills and critical thinking for social change. This book discusses how service learning projects impact students, faculty, higher education institutions, and service learning clients through domestic and international experiences. The research methods demonstrated throughout this text include survey research, mixed methods research, literature reviews, quasi-experiments, and case studies. Chapters within this book evaluate the impact of service learning projects through learning competency outcome measures or reflection analyses. We believe the empirical data and knowledge provided through this book will advance service learning research and support the adoption/integration of service learning opportunities in higher education settings. Moreover, we hope that future research will expand upon lessons provided in this book to continue to build the service learning knowledge base for faculty, students, and institutions.

**Part I** of this book provides a brief literature review of overcoming service learning barriers in higher education, including discussion of online service learning challenges and strategies. To offer an interdependent analysis of the service learning approach, **Parts II, III, and IV** include case studies grouped by what may be considered the three primary stakeholder groups: Faculty, Students, and Institutions. **Part II: Faculty** will provide detailed analyses of faculty, both tenure-track and off-tenure-track, encountered issues and considerations regarding the integration of service learning projects with the course curriculum. **Part III: Students** will discuss learning reflections and personal development outcomes of students who participate in service learning opportunities. **Part IV: Institutions** will examine the partnerships between the higher education program and stakeholder communities, both in the domestic and international context. Chapter authors include professors from public/private domestic and international universities with experience in student learning and experimental learning. These professors represent disciplines in public health, communication science, and disorders, psychology, community engagement, and education, and have incorporated service learning in their teaching and instruction. It is with sincerity that we express our appreciation to these professionals for their passion and commitment to advance our knowledge base of service learning pedagogy and research in higher

education Target Audience Faculty members in higher education settings community engaged scholars and researchers as well as professional and community practitioners who are interested in service learning pedagogy community based participatory research opportunities and building engaged community campus partnerships with higher education institutions



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## **Introduction**

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