

programs, as well as in initiatives addressing the needs of at-risk youth and English Language Learners. Some state policies echo the provisions of Section 1118 of the Elementary and Secondary Education Act (ESEA) that direct schools and districts receiving Title I funds to use a portion of those funds to involve parents, educators, and the community in the shared responsibility of improving their students' academic achievement.

Although the research unequivocally affirms the positive and long-lasting effects of parent, family, and community involvement on student learning, this data is often overlooked in local, state, and national discussions about raising student achievement and closing achievement gaps. Education reform efforts that focus solely on classrooms and schools are leaving out critical factors essential for long-term success. What happens before and after school can be as important as what happens during the school day. Even the most promising reforms can be "reversed by family, negated by neighborhoods, and might well be subverted or minimized by what happens to children outside of school."<sup>18</sup> While education is clearly an asset to the individual, it also benefits families and serves the common good. Education is a core value of our democratic society, and it is in everyone's self-interest to insure that all children receive a quality education. Our democracy, as well as our economy, depends on an educated citizenry and skilled workforce.

Too many policymakers, community leaders, and even parents still view schools and student learning as the sole responsibility of educators. While educators take their professional responsibilities seriously, they also recognize that they cannot do it alone. They need and depend on the support from parents and community members.

One dynamic too often observed is that parent involvement in education tends to decline as their children go up in grade, with a dramatic drop once students reach middle school.<sup>19</sup> In fact, the lack of parental involvement is viewed by teachers, administrators, the public, and even parents of school-age children, as the single biggest problem facing our nation's schools.<sup>20</sup>

To promote student growth and school success at every grade and age, well thought out parent-community-school partnerships, linked to school improvement goals, are needed in every community.

### Epstein's Framework on Involvement

- **Parenting.** Assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level. Assist schools in understanding families' backgrounds, cultures, and goals for children.
- **Communicating.** Communicate with families about school programs and student progress. Create two-way communication channels between school and home that are effective and reliable.
- **Volunteering.** Improve recruitment and training to involve families as volunteers and as audiences at the school or in other locations. Enable educators to work with volunteers who support students and the school. Provide meaningful work and flexible scheduling.
- **Learning at Home.** Involve families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities.
- **Decision Making.** Include families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and other organizations.
- **Collaborating with the Community.** Coordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities.

### What hinders involvement?

Parents see lots of roadblocks to getting involved in their child's education.<sup>21</sup> Some point to their own demanding schedules and say they don't have extra time to volunteer or even attend school activities, much less get involved in bigger ways. Others reveal how uncomfortable they feel when trying to communicate with school officials, whether that's due to language or cultural differences or their own past experiences with school. Some say they lack the know-how and resources to help their child, or they express frustration with school bureaucracies or policies they find impossible to understand or change.

Some parents complain that they rarely hear from the school unless there is a problem with their child's behavior or performance. Others say the information provided by the school is not comprehensible either because of educational jargon or because the parent or family member does not read or understand English.

Some families criticize school personnel for not understanding the plight of single parents, grandparents, foster parents, or other caregivers. Others say they lack transpor-

# Servicelearning Across Cultures Promis And Achievement A Report To The Ford Foundation

**Ying Liu**



## **Servicelearning Across Cultures Promis And Achievement A Report To The Ford Foundation:**

**The Wiley International Handbook of Service-Learning for Social Justice** Darren E. Lund, 2018-08-17 A

comprehensive guide to service learning for social justice written by an international panel of experts The Wiley International Handbook of Service Learning for Social Justice offers a review of recent trends in social justice that have been until recently marginalized in the field of service learning The authors offer a guide for establishing and nurturing social justice in a variety of service learning programs and show that incorporating the principles of social justice in service learning can empower communities to resist and disrupt oppressive power structures and work for solidarity with host and partner communities With contributions from an international panel of experts the Handbook contains a critique of the field's roots in charity a review of the problematization of Whitenormativity paired with the bolstering of diverse voices and perspectives and information on the embrace of emotional elements including tension ambiguity and discomfort This important resource Considers the role of the community in service learning and other community engaged models of education and practice Explores the necessity of disruption and dissonance in service learning Discusses a number of targeted issues that often arise in service learning contexts Offers a practical guide to establishing and nurturing social justice at the heart of an international service learning program Written for advanced undergraduate students graduate students scholars and educators The Wiley International Handbook of Service Learning for Social Justice highlights social justice as a conflict ridden struggle against inequality xenophobia and oppression and offers practical suggestions for incorporating service learning programs in various arenas Problematizing Service-Learning Trae Stewart, Nicole Webster, 2010-12-01 Interest in and research on civic engagement and service learning have increased exponentially In this rapid growth efforts have been made to institutionalize pedagogies of engagement across both K 12 and higher education As a result increased positive attention has been complemented equally by well founded critiques complicating experiential approaches claims and questioning if institutional financial and philosophical commitment is warranted A key complaint from these critical voices is the tightly woven protective insular core in the field of service learning This claim is not unfounded nor necessarily bad Initial efforts to legitimize service learning and other forms of community based education required group cohesion The concern however is that the initial group cohesion has led to groupthink wherein group members have avoided critical analysis and evaluation This book aims to prevent groupthink within the field of service learning by allowing for the examination of effective alternatives by new voices who can serve as critical evaluators from within the field itself Myriad perspectives are offered including empirical theoretical practical and community perspectives Authors challenge preconceived notions of service learning who is benefited by this pedagogy outcomes of participation and implementation and most importantly the theoretical conceptual and methodological lenses through which service learning is even considered The book allows servicelearning's major criticisms to be examined challenges to be voiced and research agendas

to be laid This book parallels service learning s presence and popularity across various disciplines fields Chapters are written from broad perspectives and are aimed to inform service learning researchers and educators community organizations and policy makers who consider service learning as a means to address civic responsibility Authors expose theoretical and philosophical concerns circulating in the field and often still occupying spaces on the fringe of discourse action and research The book raises fundamental questions for undergraduate and graduate courses with social justice themes by considering the implications that pedagogies of engagement have on learners and communities

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

*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

**Language beyond the Classroom** Jann Purdy, 2018-04-18 Language beyond the Classroom is an edited volume of essays that offers detailed how to guides for developing implementing and evaluating service learning programs for a variety of languages Contributions here present civic engagement programs for several languages including French German Russian and Spanish with curricula that can be adapted to any language program The authors of each essay engage with the growing pedagogical emphasis on experiential learning providing theoretical and practical advice including syllabi for language educators Language beyond the Classroom is a timely exploration of the variety and richness of service learning in language instruction and contributes to a 21st century emphasis on community engagement and cultural contextualization in second language pedagogy

**Developing Intercultural Competence and Transformation** Victor Savicki, 2023-07-03 Enrollments in international education programs are projected to grow exponentially as students parents and university personnel seek to prepare future leaders who can live and work effectively in a global environment What do we know about the outcomes of such programs and how can educators become more intentional about designing and assessing the impact of such courses How can we help students achieve the intercultural growth and transformation that they may envision as they set forth on their international sojourn International education provides opportunities for students to grow personally and to learn in a rich and intense educational environment The outcomes of such opportunities emphasize not only traditional academic competence but also changes in motivations attitudes self identity and values It is these latter co academic concepts that are the focus of this book Its goal is to give solid substance to the growth and transformation approach to study abroad It defines the central concept of intercultural competence sets it within the framework of transformative learning theory and offers ideas and strategies for facilitating its development In doing so it goes far beyond traditional emphases on the achievement of such formal skills as foreign language acquisition or specific knowledge of course content in national literatures arts or history This book provides study abroad educators with a theoretical framework and examples of practice to craft more meaningful activities that will make a long term difference in the quality of student experiences and set the stage for transformative change If we plan to send a million students a year to study abroad within the decade we need approaches to maximize student growth outcomes in an efficient and effective way It is also relevant for anyone engaged in courses in adult education college student services comparative and international education international business intercultural relations and service learning that involve study abroad and that raise corresponding issues of

curriculum design     **International Educator** ,2007     The Ford Foundation Report ,2000     *Ford Foundation Annual Report* Ford Foundation,2001 The president s report to the trustees and statement of grants     **Class, Culture, and Race in American Schools** Stanley Rothstein,1995-03-23 Class culture and race have influenced the educational experiences of children for centuries As a new wave of Latin American and Asian peoples enters the United States public schools are faced with the challenge of educating children from a culture of poverty and who have varying racial and cultural backgrounds This reference work employs historical anthropological sociological and theoretical perspectives to overview current information on class culture and race in U S schools The volume is organized systematically with broad sections on class culture race and prospects for the future Each section begins with an introductory chapter that defines the theme of the section and places it within a larger context The chapters that follow then examine the impact of class culture or race on schooling with special regard to particular groups The volume focuses primarily on Hispanics African Americans and Asians as they struggle to survive and prosper in the United States Because of its approach the book is also a guide to the effects of poverty language and race on the educational experiences of children     American Foundation News Service ,1949     **ERIC Educational Documents Index, 1966-69: Minor descriptors and author index** ,1970     **ERIC Educational Documents Index** Educational Resources Information Center (U.S.),1966 A subject author institution index which provides titles and accession numbers to the document and report literature that was announced in the monthly issues of Resources in education earlier called Research in education     *Cultural Discord in the Modern World* L. J. Evenden,Floyd Franklin Cunningham,1974     *National Resource Guide for the Placement of Artists* ,1992     *Proceedings, Abstracts of Lectures and a Brief Report of the Discussions of the National Teachers' Association, the National Association of School Superintendents and the American Normal School Association* National Education Association of the United States,1965     **Resources in Education** ,1997     **Title Index, ERIC ED Accessions File** ERIC Processing and Reference Facility,1966     *How to Pay for Your Degree in Education and Related Fields* Gail Ann Schlachter,2002     *The Foundation 1000* ,2000

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