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General Education and the Development of Global Citizenship in Hong Kong, Taiwan and Mainland China Jun Xing 2013 General Education has taken center stage in the greater China area (Hong Kong, Taiwan and mainland China) because of a number of important developments. First,

globalization has created both opportunities and challenges for college students. When they graduate and enter the real world, they must have the cultural sensitivities and social skills, in addition to their professional training, to compete in a knowledge-based global economy. Equally significant for institutions of higher education, pressing global problems challenge traditional disciplines and demand new forms of learning that reshapes the boundaries of knowledge. In response to those rapidly changing dynamics, general education has taken an increasingly important role in undergraduate education. As the first English publication on the subject, this anthology brings together a distinguished group of General Education scholars and teachers from Hong Kong, Taiwan and mainland China.

Civic Engagement Pedagogy in the Community College: Theory and Practice Emily Schnee 2015-11-19 This book will help post-secondary educators to discover the joys and challenges of implementing theoretically grounded civic engagement projects on their campuses. The essays on civic engagement and public scholarship are written by an interdisciplinary group of community college faculty who have designed and implemented civic engagement projects in their classrooms. The projects they describe stand at the intersection of research, theory and pedagogy. They challenge dominant constructions of civic engagement as students bring their community, culture and history into the classroom. The authors consider the particular complexities and constraints of doing civically engaged teaching and scholarship at the community college level and situate their projects within current theoretical debates about civic engagement, public scholarship, and public higher education.

Service Learning for Health, Physical Education, and Recreation Cheryl Stevens 2008 Service Learning for Health,

Physical Education, and Recreation is a unique workbook for planning, implementing and evaluating service-learning projects. It includes an easy-to-follow process for planning and completing projects and a range of tools and activities to help students maintain progress and navigate the complexities of their projects.

Teaching Civic Engagement Forrest Clingerman 2017-08 Using a new model focused on four core capacities-intellectual complexity, social location, empathetic accountability, and motivated action--Teaching Civic Engagement explores the significance of religious studies in fostering a vibrant, just, and democratic civic order. In the first section of the book, contributors detail this theoretical model and offer an initial application to the sources and methods that already define much teaching in the disciplines of religious studies and theology. A second section offers chapters focused on specific strategies for teaching civic engagement in religion classrooms, including traditional textual studies, reflective writing, community-based learning, field trips, media analysis, ethnographic methods, direct community engagement and a reflective practice of -ascetic withdrawal.- The final section of the volume explores theoretical issues, including the delimitation of the -civic- as a category, connections between local and global in the civic project, the question of political advocacy in the classroom, and the role of normative commitments. Collectively these chapters illustrate the real possibility of connecting the scholarly study of religion with the societies in which we, our students, and our institutions exist. The contributing authors model new ways of engaging questions of civic belonging and social activism in the religion classroom, belying the stereotype of the ivory tower intellectual.

Service Learning in Grades K-8 Kate Thomsen 2005-09-16

The author examines the beneficial effects of service learning, offers examples of curriculum-based and community-based projects, and explains how to start a successful program.
Engineering Professionalism Ulrik Jørgensen 2016-11-25 "The research presented in this book provides analytical frameworks and case studies on engineering practices in education and professional work. The studies are inspired by practice theory as well as science and technology studies. The contributions demonstrate how these practices mutually dependent in co-construction processes in different domains of engineering. In order to demonstrate these essentially dynamic features, the empirical material is aimed at unravelling the interrelatedness of educational and work practices in engineering and analysing them as inherently situated in order to understand how engineering professionalism is produced. The studies are motivated by the following questions: How can we understand different engineering practices and how do they relate?Which dimensions facilitate transitions between educational practices and work practices?Where is engineering professionalism learned and the engineering 'mindset' constituted?How does engineering professionalism change in response to societal challenges? The studies focus on the responses to societal challenges in education and professional work settings. The outcomes show how engineering has responded to challenges concerning environment, energy, sustainability, design, user interactions, community engagement and entrepreneurship. This has been done through the identification of codes of meaning and the institutions that frame the translation from challenges to professional responses. How these responses are performed within engineering professionalism is crucial for the societal

role of engineering.The concluding chapter synthesizes the answers to these questions and the lessons learned from attempts to develop engineering in the different settings studied. It highlights the linkages among them, drawing on findings and details from the individual chapters as well as the literature in which they are situated, showing how the different sites interact and produce specific representations and frameworks central to engineering professionalism."

Change the World with Service Learning Katy Farber 2011-01-16 This book guides teachers from all content areas and grade levels to create outstanding Service Learning projects with students like no other book does.

Seventeen Syllables Hisaye Yamamoto 1994 On the surface, "Seventeen Syllables" is the story of Rosie and her preoccupation with adolescent life. Between the lines, however, lurks the tragedy of her mother, who is trapped in a marriage of desperation.

Service-Learning in the Computer and Information Sciences Brian A. Nejmeh 2012-06-07 Offering a truly global perspective, this book serves as a road map for service-learning partnerships between information science and nonprofit organizations. It introduces for the first time an essential framework for service learning in CIS, addressing both the challenges and opportunities of this approach for all stakeholders involved: faculty, students, and community nonprofit organizations (NPOs), both domestic and abroad. This volume outlines numerous examples of successful programs from around the world, presenting practical working models for implementing joint projects between NPOs and academia.

Innovative Strategies and Approaches for End-User Computing Advancements Dwivedi, Ashish 2012-09-30 As the use of internet applications with client server architecture

and web browsers have increased the ability to draw on information, many managers now face the challenge of making effective decisions based on this data. Integrating end users into computer environments aid in the impact, design, and development that computer models have on performance and productivity. Innovative Strategies and Approaches for End-User Computing Advancements presents comprehensive research on the implementation of organizational and end user computing initiatives to further understand this discipline and its related fields. This book aims to bring together information technology educators, researchers, and practitioners who strive to advance the practice and understanding of organizational and end user computing.

Service-Learning Essentials Barbara Jacoby 2014-11-03 Service-Learning Essentials is the resource you need to help you develop high-quality service-learning experiences for college students. Written by one of the field's leading experts and sponsored by Campus Compact, the book is the definitive work on this high-impact educational practice. Service-learning has been identified by the Association of American Colleges and Universities as having been widely tested and shown to be beneficial to college students from a wide variety of backgrounds. Organized in an accessible question-and-answer format, the book responds clearly and completely to the most common questions and concerns about service-learning. Each chapter addresses issues related to individual practice as well as to the collective work of starting and developing a service-learning center or program, with examples drawn from a variety of disciplines, situations, and institutional types. The questions range from basic to advanced and the answers cover both the fundamentals and complexities of service-learning. Topics

include: Determining what service-learning opportunities institutions should offer How to engage students in critical reflection in academic courses and in cocurricular experiences Best practices for developing and sustaining mutually beneficial campus-community partnerships Integrating service-learning into the curriculum in all disciplines and at all levels, as well as various areas of student life outside the classroom Assessing service-learning programs and outcomes The dilemmas of service-learning in the context of power and privilege The future of service-learning in online and rapidly globalizing environments Service-learning has virtually limitless potential to enable colleges and universities to meet their goals for student learning while making unique contributions to addressing unmet local, national, and global needs. However, in order to realize these benefits, service-learning must be thoughtfully designed and carefully implemented. This easy-to-use volume contains everything faculty, leaders, and staff members need to know about service-learning to enhance communities, improve higher education institutions, and educate the next generation of citizens, scholars, and leaders. Proceedings of the 2010 Academy of Marketing Science (AMS) Annual Conference Dawn R. Deeter-Schmelz 2014-10-23 Founded in 1971, the Academy of Marketing Science is an international organization dedicated to promoting timely explorations of phenomena related to the science of marketing in theory, research, and practice. Among its services to members and the community at large, the Academy offers conferences, congresses and symposia that attract delegates from around the world. Presentations from these events are published in this Proceedings series, which offers a comprehensive archive of volumes reflecting the evolution of the field. Volumes deliver cutting-edge research

and insights, complimenting the Academy's flagship journals, the Journal of the Academy of Marketing Science (JAMS) and AMS Review. Volumes are edited by leading scholars and practitioners across a wide range of subject areas in marketing science. This volume includes the full proceedings from the 2010 Academy of Marketing Science (AMS) Annual Conference held in Portland, Oregon.

Service Learning in the PreK-3 Classroom Vickie E. Lake 2012 Among early childhood education books, this one stands in a class by itself. It is the only comprehensive, research-based guide for implementing service learning across the preK and early elementary curriculum. Based on field trials with over 2,000 students and 215 educators, this pioneering resource presents all the background knowledge and skills you need to effectively use service learning in your preK or primary classroom. Rich in both theory and practice, the book combines best practices in service with differentiated content-based learning to meet the academic and social needs of young children in meaningful ways. The guide?s numerous sample service learning lesson plans are based on field-tested preK and early elementary classroom projects and correlated to national standards.

Teaching Social Foundations of Education Dan W. Butin 2014-04-08 This book, the first comprehensive, critical examination of the theory and pedagogy of the field of social foundations of education and its relevance and role within teacher education: *Articulates central questions in the field-- such as "What is social foundations?"; "Is there a social foundations canon?"; "Is it possible to teach for social justice?"; "What is student resistance?"; *Explores the limits and possibilities of teaching social foundations of education; *Provides strong arguments for the continued relevance of the discipline for teacher education; *Features a variety of

clearly presented, theoretically grounded models for teaching social foundations within teacher education programs-- including aesthetic education, critical theory, and eco-justice perspectives, the use of community-based oral histories, and experiential learning activities; *Provides concrete examples, actual syllabi, and a host of additional resources to help faculty teach, publish, and do research; and *Proposes new directions for research and dialogue within the field. This volume is an ideal entrance into the field for graduate students, junior faculty, and professors from other areas of education who are teaching in the social foundations field for the first time.

Service-Learning Pedagogy Virginia M. Jagla 2015-02-01 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.

Service Learning Gail P. Poirrier 2001 Provides an introduction to service learning principles, practice, and community-based nursing education, with an emphasis on practice and teaching. Links service learning with community-based learning opportunities as a tool for applying content learned in the classroom and as a strategy for improving the ability of students to help communities themselves. Gives details on how to incorporate service learning and community-based curricular strategies into the curriculum. The author teaches nursing at the University of Louisiana. Annotation copyrighted by Book News, Inc., Portland, OR.

Service-Learning Capacity Enhancement in Hong Kong Higher Education Grace Ngai 2022-08-17 This book provides an in-depth, multi-faceted look into capacity building for service-learning, using the case of the higher education landscape in Hong Kong. Service-learning has been proven to be an effective pedagogy for the holistic development of students, as well as promotion of their well-being. It also attempts to promote the well-being of the service recipients and the community. While service-learning is becoming increasingly popular in many higher educational institutions around the world, the learning gains that can be attained from service-learning are only as good as the learning experience allows, and poorly-developed or motivated service-learning may potentially do adverse harm to students and the community. This book reinforces the imperative to enhance the capacity of the institution, teachers, students and community partners by exploring a diverse range of methods for achieving capacity building among different stakeholders. Examples of the methods explored include formal course-based professional development, scale development, action

research, and communities of practice. Furthermore, the book includes a series of detailed, qualitative case studies that are aimed at embodying good practice, unpacking "what matters" from service-learning. Aa a useful resource for scholars and educators who are passionate about holistic youth leadership development, this book is also relevant to researchers in the intersection between well-being and higher education.

Civic Engagement in Higher Education Barbara Jacoby and Associates 2009-01-27 Numerous studies have chronicled students lack of trust in large social institutions, declining interest in politics, and decreasing civic skills. This book is a comprehensive guide to developing high-quality civic engagement experiences for college students. The book defines civic engagement and explains why it is central to a college education. It describes the state of the art of education for civic engagement and provides guidelines for designing programs that encourage desired learning outcomes. In addition, the book guides leaders in organizing their institutions to create a campus-wide culture of civic engagement.

Toward Assessing Business Ethics Education Diane L. Swanson 2010-11-01 Toward Assessing Business Ethics Education, edited by Diane L. Swanson and Dann G. Fisher of Kansas State University, is a sequel to their book Advancing Business Ethics Education in the Ethics in Practice IAP book series. The focus on assessment in this second book is a timely response to the urgent search among business schools for ways to teach and assess ethics at a time when the public's faith in corporations and business schools has been undermined greatly by the failure of both to respond to widespread corruption and scandals in the business sector. Although no one expects business

education alone to resolve these problems, the distinguished scholars represented in this book advocate that business schools should at least do their part by exposing their students to decision models that incorporate ethical dimensions on behalf of corporate stakeholders and society at large. As the book's title conveys, it is then important to assess key learning objectives to insure that business students graduate knowing ethics fundamentals and armed with the ability to recognize ethical dilemmas and possible solutions during the course of their careers. This book will speak to all who are interested in accountability for business ethics education, especially business school deans, university administrators, faculty members, students, and prospective employers. This audience will find that the enterprise of assessing business ethics education is advanced in three ways. First, the book functions as a venue for distinguished scholars to share the innovative ways that they are assessing ethics coverage in courses and degree programs. Second, these authors identify what needs to be assessed and the means for doing so. Third, the book serves not only as a guide to assessment, but also as a platform for expanding and improving ethics coverage in business schools. Moreover, an important take away for readers is the provision of a simple formula, first advocated by Diane L. Swanson and William C. Frederick (University of Pittsburgh) in 2005, for delivering ethics education that minimizes assessment errors. By following this formula, business schools can provide assurances that ethics will not be assessed as being sufficient when it is woefully inadequate or even missing in the curriculum and that it cannot be distorted, diluted, or trivialized by uninformed coverage and still pass inspection. Avoiding these assessment errors is critical in an educational environment in which weak accrediting standards

for ethics go hand in hand with spotty, uniformed coverage that would not be tolerated for other business disciplines. Research Anthology on Service Learning and Community Engagement Teaching Practices Management Association, Information Resources 2021-12-30 The need for more empathetic and community-focused students must begin with educators, as service-learning has begun to grow in popularity throughout the years. By implementing service and community aspects into the classroom at an early age, educators have a greater chance of influencing students and creating a new generation of service-minded individuals who care about their communities. Teachers must have the necessary skills and current information available to them to provide students with quality service learning and community engagement curricula. The Research Anthology on Service Learning and Community Engagement Teaching Practices provides a thorough investigation of the current trends, best practices, and challenges of teaching practices for service learning and community engagement. Using innovative research, it outlines the struggles, frameworks, and recommendations necessary for educators to engage students and provide them with a comprehensive education in service learning. Covering topics such as lesson planning, teacher education, and cultural humility, it is a crucial reference for educators, administrators, universities, lesson planners, researchers, academicians, and students. Engineering Ethics for a Globalized World Colleen Murphy 2015-06-22 This volume identifies, discusses and addresses the wide array of ethical issues that have emerged for engineers due to the rise of a global economy. To date, there has been no systematic treatment of the particular challenges globalization poses for engineering ethics standards and education. This volume concentrates on precisely this

challenge. Scholars and practitioners from diverse national and professional backgrounds discuss the ethical issues emerging from the inherent symbiotic relationship between the engineering profession and globalization. Through their discussions a deeper and more complete understanding of the precise ways in which globalization impacts the formulation and justification of ethical standards in engineering as well as the curriculum and pedagogy of engineering ethics education emerges. The world today is witnessing an unprecedented demand for engineers and other science and technology professionals with advanced degrees due to both the off-shoring of western jobs and the rapid development of non-Western countries. The current flow of technology and professionals is from the West to the rest of the world. Professional practices followed by Western (or Western-trained) engineers are often based on presuppositions which can be in fundamental disagreement with the viewpoints of non-Westerners. A successful engineering solution cannot be simply technically sound, but also must account for cultural, social and religious constraints. For these reasons, existing Western standards cannot simply be exported to other countries. Divided into two parts, Part I of the volume provides an overview of particular dimensions of globalization and the criteria that an adequate engineering ethics framework must satisfy in a globalized world. Part II of the volume considers pedagogical challenges and aims in engineering ethics education that is global in character.

Protecting the Environment Through Service Learning Don Rauf 2014-12-15 Because protecting environmental resources has become an issue of scientific, political, and historical import, service-learning projects that serve the planet have become an important part of a wide range of

curricula. Students will find a wealth of opportunities both at home and abroad that will directly impact the Earth's wildlife, aquatic health, and natural resources. This engaging volume surveys the various projects available to students interested in using service learning to find solutions to local and global environmental issues. Readers also learn how to tie projects to coursework and apply their skills to future pursuits.

Putting the Invisible Hand to Work KimMarie McGoldrick 2002 A guide to introducing service learning in the economics classroom

Studying Service-Learning Shelley H. Billig 2014-04-04 This volume represents a breakthrough discussion of the research issues surrounding innovative pedagogies. Using service-learning as its focus, it explores ways in which researchers and evaluators can study a teaching and learning approach that has multiple goals, including both academic and affective development. The chapter authors show how to study a topic that is multilayered, complex, and involves the ways in which individuals make meaning of their experiences. Seven challenges that researchers need to grapple with in studying service-learning are identified and addressed: defining service-learning; basing service-learning research on strong theoretical foundations; refining service-learning research design and methodology; interpreting service-learning results; disseminating service-learning research findings; improving service-learning practice; and building funding to support service-learning research. In addition, practical recommendations are provided for professionals involved in doing research on service-learning and more broadly on any form of experiential education, community service and development, or educational reform. Studying Service-Learning: Innovations in Education Research Methodology is an essential resource for researchers who are interested in

studying innovative teaching and learning strategies and for students who are learning about a range of research methodologies.

Service-Learning in Higher Education Phylis Lan Lin 2009-02-25 Service-Learning has proved to be a powerful and practical methodology and tool with far-reaching implications. Benefits have included increased civic engagement, enhanced sense of purpose, greater feeling of fulfillment, nurtured creativity, and promotion of problem-solving skills and social responsibility as traditional classrooms have moved to the communities and students have become service providers and learners. The papers in this book span a good part of the globe and cover a wide application spectrum, from health care, business administration, nursing, occupational therapy, and speech and language therapy to gerontology and food service. Extended models and prototypes explored include community engaged learning, long-distance learning, and the bridge between older and younger students. In addition to current perspectives and numerous revealing case studies with local communities and international service-learning projects, thirty chapters and a reflection paper are devoted to documenting lessons learning, assessing service-learning programs, identifying new challenges, and tapping into the emerging paradigms in service-learning.

Student Experiences and Educational Outcomes in Community Engagement for the 21st Century Crosby, Cathryn 2016-09-20 Today's students face the challenge of finding a career and a passion while facing economic uncertainty. Service learning has the potential to challenge and inspire students as they hone their skills. An increasingly popular subject, service and experiential learning are changing the way education is taught worldwide. Student

Experiences and Educational Outcomes in Community Engagement for the 21st Century collects and analyzes students' experiences in diverse service-learning contexts, giving fodder for rethinking strategies and finding optimal pedagogies for successful community engagement. This unique publication is ideal for educators, administrators, policy makers, and students of education.

Service Learning Sally Berman 2006-04-05 "There is no better way to improve student attitudes and outcomes than to blend both meaningful community and global service with improved academic achievement. Sally Berman invites her readers to do just that." -Bob Koehs, Service Learning Coordinator Marquette-Alger Regional Educational Service Agency "This book is full of practical tips for the classroom teacher, including strategies for assessing student learning." -Jeanine Yard, Learn and Serve Program Officer Michigan Community Service Commission Provide authentic, lasting learning opportunities for students in their own community Service learning offers students the unique opportunity to learn both in the classroom and in the real world. This exciting teaching strategy, detailed in Berman?'s second edition of Service Learning, motivates students to learn content information, processes, and skills while making authentic connections to their surrounding community. This valuable resource explains the benefits of service learning and provides a step-by-step guide for using the instructional model. It features nine service-learning projects that are broken down into basic, intermediate, and advanced levels. Each project features: Strategies for aligning service and curricular goals Tips for involving students in decision-making Guidelines for managing different phases of the project Activities that foster reflection and self-evaluation Tips for differentiating by tapping into multiple intelligences In this

single resource, teachers will find everything they need to successfully implement service learning projects, helping students gain deeper understandings of content while positively impacting their communities.

Quick Hits for Service-Learning M. A. Cooksey 2010-11-15 Service-learning, the integration of classroom instruction with community service projects, is rapidly gaining momentum as a successful teaching and learning strategy that benefits both students and their communities. Quick Hits for Service-Learning presents more than 80 examples of innovative curricula, developed by educators in a wide range of disciplines, designed to combine community service with instruction and reflection. Seven chapters offer tips for classroom activities that focus on the education of children and youth; civic awareness, engagement, and activism; language, literature, and communication; global studies and local outreach to exceptional populations; the study of history, the social sciences, and the arts; business, industry, and the health sciences; and the teaching of research and other "tools of the trade." Brimming with ideas that busy faculty members can easily adapt to their own classrooms, this book is a valuable reference for faculty new to the field or seasoned practitioners looking for fresh ideas.

Growing Information: Part 2 Eli B. Cohen 2009 Integrating Service Learning and Multicultural Education in Colleges and Universities Carolyn R. O'Grady 2014-04-08 The focus of this book is on the ways in which service learning and multicultural education can and should be integrated so that each may be strengthened and consequently have greater effect on educational and social conditions. It offers a significant attempt to forge a dialogue among practitioners of service learning and multicultural education. The overriding theme is that service learning

without a focused attention to the complexity of racial and cultural differences can reinforce the dominant cultural ideology, but academic work that seeks to deconstruct these norms without providing a community-based touchstone isolates students and schools from the realities of the larger communities of which they are part. Although the chapter authors provide varied perspectives on the benefits and challenges of integrating multicultural education and service learning, they all are committed to a vision of education that synthesizes both action and reflection. None of the authors pretend to have all the answers to what this integration should look like, nor do they believe that today's social problems are easily ameliorated through education. Rather, they share theories, practices, failures, and triumphs in order to further the conversation about the importance of aligning what educators say about the world and how they act in and on it. These authors share the view that multicultural education is truly transformative for students only when it includes a community action component, and likewise, service learning is truly a catalyst for change only when it is done from a multicultural and socially just perspective. It is their hope that the ideas explored in this book will further the work of those who share a commitment to the integration of action and reflection.

Community Service-Learning Rahima C. Wade 1997-01-01 Presents a comprehensive resource for those interested in youth involvement in community service as part of the public school curriculum.

With Service in Mind Robert G. Bringle 1998 This book begins with six articles that address how psychological theory, research, and practice bear on collaborating with communities, interpreting changes in students, and using psychological techniques to understand and act on social

problems. The remaining articles demonstrate how service-learning can be effectively integrated into a variety of psychology courses so that student learning is enhanced in breadth and depth. Woven through all of the chapters are the five values that Prilleltensky (1997) identifies as most salient for how psychologists can foster the good life: compassion, self-determination, human diversity, collaboration and democratic participation, and distributive justice. (PsycINFO Database Record (c) 2004 APA, all rights reserved) Contextual Teaching and Learning Elaine B. Johnson 2002 Contextual teaching and learning (CTL) is a system for teaching that is grounded in brain research. Brain research indicates that we learn best when we see meaning in new tasks and material, and we discover meaning when we are able to connect new information with our existing knowledge and experiences. Students learn best, according to neuroscience, when they can connect the content of academic lessons with the context of their own daily lives. Johnson discusses the elements of the brain-compatible contextual teaching and learning system: making meaningful connections; investing school work with significance; self-regulated learning; collaboration; critical and creating thinking; nurturing the individual; reaching high standards; and using authentic assessment. Drawing on the practices of teachers in kindergarten through university, Johnson provides numerous examples of how to use each part of the CTL system.
Exploring Cultural Dynamics and Tensions Within Service-Learning Trae Stewart 2011-09-01 Service-learning is an exciting pedagogy and field of study, offering insight into how academic study and community engagement blend to create social change. In its most traditional conceptualization, servicelearning activities typically manifest within

communities where outside individuals address a need. Service learning is purported to have a transforming effect on individual student perspectives by providing students the opportunity to interact with people and enter into situations that allow students to test their predisposition towards others. However, the literature on the impact of service-learning on participants' acceptance of diversity and development of open-mindedness reports mixed outcomes. The purpose of this book is to explore cultural tensions and dynamics within the field of service-learning. It is not meant to be an exhaustive review of the interplay between culture and service learning, but rather a starting point for an ongoing conversation about how this complex topic impacts the field. In 18 chapters, educators, students, and administrators investigate the cultural values of service-learning itself and the tensions created when this is at odds with the values of others within K-12 and higher education in the United States and abroad. Authors include community organization representatives, researchers, directors of offices of community engagement, university administrators, junior and senior faculty, and former service-learning undergraduate students. Submissions reflect a range of genres, including theoretical / conceptual pieces, position papers, case studies, and other traditional academic essays, challenging how students and community members are affected by the cultural tensions within service-learning engagement. Service-learning Bruce W. Speck 2004 Explores the controversies surrounding service-learning practice. What is Global Engineering Education For? The Making of International Educators, Part I & II Gary Downey 2022-05-31 Global engineering offers the seductive image of engineers figuring out how to optimize work through collaboration and mobility. Its biggest challenge to engineers, however, is more

fundamental and difficult: to better understand what they know and value qua engineers and why. This volume reports an experimental effort to help sixteen engineering educators produce ""personal geographies"" describing what led them to make risky career commitments to international and global engineering education. The contents of their diverse trajectories stand out in extending far beyond the narrower image of producing globally-competent engineers. Their personal geographies repeatedly highlight experiences of incongruence beyond home countries that provoked them to see themselves and understand their knowledge differently. The experiences were sufficiently profound to motivate them to design educational experiences that could challenge engineering students in similar ways. For nine engineers, gaining new international knowledge challenged assumptions that engineering work and life are limited to purely technical practices, compelling explicit attention to broader value commitments. For five non-engineers and two hybrids, gaining new international knowledge fueled ambitions to help engineering students better recognize and critically examine the broader value commitments in their work. A background chapter examines the historical emergence of international engineering education in the United States, and an epilogue explores what it might take to integrate practices of critical self-analysis more systematically in the education and training of engineers. Two appendices and two online supplements describe the unique research process that generated these personal geographies, especially the workshop at the U.S. National Academy of Engineering in which authors were prohibited from participating in discussions of their manuscripts. Table of Contents: The Border Crossers: Personal Geographies of International and Global Engineering Educators (Gary Lee Downey) / From

Diplomacy and Development to Competitiveness and Globalization: Historical Perspectives on the Internationalization of Engineering Education (Brent Jesiek and Kacey Beddoes) / Crossing Borders: My Journey at WPI (Rick Vaz) / Education of Global Engineers and Global Citizens (E. Dan Hirleman) / In Search of Something More: My Path Towards International Service-Learning in Engineering Education (Margaret F. Pinnell) / International Engineering Education: The Transition from Engineering Faculty Member to True Believer (D. Joseph Mook) / Finding and Educating Self and Others Across Multiple Domains: Crossing Cultures, Disciplines, Research Modalities, and Scales (Anu Ramaswami) / If You Don't Go, You Don't Know (Linda D. Phillips) / A Lifetime of Touches of an Elusive ""Virtual Elephant"": Global Engineering Education (Lester A. Gerhardt) / Developing Global Awareness in a College of Engineering (Alan Parkinson) / The Right Thing to Do: Graduate Education and Research in a Global and Human Context (James R. Mihelcic) / Author Biographies

Resources in Education 1999

Service-learning Alan S. Waterman 2014-03-18 Linking research and educational practice for the benefit of both is not a new idea. If practice such as service-learning is a bold departure from the status quo, however, research is not just beneficial, it is critical. If schools are to become laboratories of democracy and entrepreneurship, and if students are to become engaged as partners in renewal of their communities, a research case must be made for service-learning. Does learning take place? Will other kinds of learning suffer? What kinds of practice are most effective? Clearly, solid research is essential if this transforming way of teaching and learning is to be fully integrated into American schooling and youth development institutions. The National

Youth Leadership Council (NYLC) took a first step toward joining service-learning practice with research in 1983. In 1991, NYLC created a center which initiated and encouraged program evaluation, formative research that informs and improves practice, and summative studies that measure results. This volume grew out of a National Service-Learning Conference--an annual event convened by the NYLC. A day long research seminar at the conference brought together researchers to discuss the latest developments among themselves and with practitioners. Impressive in their range and rigor, their papers offer documentation and analysis useful to an emerging research knowledge base. It is a starting point for the evidence needed to firmly establish service-learning for K-12 age people as a widely accepted way of teaching and learning.

Culturally Engaging Service-Learning With Diverse Communities Delano-Oriaran, Omobolade O. 2017-09-13 Evaluating the experiences of racially marginalized and underrepresented groups is vital to creating equality in society. Such actions have the potential to provoke an interest in universities to adopt high-impact pedagogical practices that attempt to eliminate institutional injustices. Culturally Engaging Service-Learning With Diverse Communities is a pivotal reference source for the latest scholarly research on service-learning models that recognize how systemic social injustices continue to pervade society. Featuring extensive coverage on a broad range of topics and perspectives such as cultural humility, oral histories, and social ecology, this book is ideally designed for scholars, practitioners, and students interested in engaging in thoughtful and authentic partnerships with diverse groups.

Service-Learning Paradigms Kenneth Colburn, Jr. 2007-07 The papers in this volume have been selected primarily from

the presentations at the International Symposium on Service-Learning, cosponsored by Stellenbosch University in South Africa and the University of Indianapolis in the United States. It aims to explore service-learning paradigms for the 21st century: New Paradigms for Theory, Research and Curriculum Development; New Paradigms for Teaching and Learning; and Paradigms for Intercommunity and Interdisciplinary Collaboration. This volume provides clear evidence that the paradigm of service-learning has gone global and international. Service-learning has become the new coin of the academic and civic realm for issues of connecting teaching. scholarship, and community services

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