

Service Learning Essentials Questions Answers And Lessons Learned Jossey Bass Higher And Adult Education Series

Der Band diskutiert das Verhältnis von Pluraler Ökonomik und Sozioökonomie und stellt dabei insbesondere die Lehre in den Vordergrund. Er lotet aus, worin Gemeinsamkeiten und Unterschiede bestehen, reflektiert den (Un-)Sinn disziplinärer Grenzen und fachspezifischer Denkweisen. und widmet sich Konzeptionen pluraler und sozioökonomischer Lehre in theoretischen und praktischen Zugriffen sowie im hochschulischen und im schulischen Kontext.

This volume focuses on innovative school-university-community collaborations that are being implemented in rural places in the United States. A foundational belief that underpins the contributions to this volume is that rural communities contain within themselves the resources to promote and sustain vibrant educational endeavors. This belief has inspired a wealth of innovations that collectively offer a countervailing perspective to the view that global competitiveness is the preeminent goal of education, and that this goal is best served by "big education." Since early last century, there has been a pervasive implicit, and sometimes explicit, assumption that rural places are bereft of the ability to educate children effectively. As repeatedly witnessed in this volume, in collaboration with universities, schools in rural places and the communities that both sustain and rely on them can appropriately configure the educational environment to optimally nurture the intellectual growth of children. The chapters in this volume are grouped into three parts that explore, in turn, the design features of innovative school-university-community collaborations, some novel approaches to such collaborations, and the contours of parental and community involvement in such collaborations. Chapters discuss both larger scale collaborations that involve many school districts across wide -spread regions, and smaller scale collaborations that involve intensive engagements among the educators and members of smaller communities, and offer theoretical insights into the collaborative process itself. As mentioned above, two narrative threads run through the chapters: that effective collaborations address goals and aspirations expressed by those who are privileged to live in rural America, and that effective collaborations are oriented to building on the strengths inherent in the social fabric of those rural communities.

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.

Service-Learning and Civic Engagement: A Sourcebook focuses on historical, philosophical, social foundations, practices and models of service-learning and civic engagement. The title offers practical, jargon-free chapters applicable to any educational institution as well as community organizations that might consult the work. Key Features Practical, jargon-free chapters applicable to any educational institution as well as community organizations that might consult the work 58 signed chapters are organized into thematic parts, such as Concepts & Theoretical Approaches, Historical & Social Foundations, The Role of Service-Learning in Higher Education, The Role of the Community, Lessons Learned & Future Directions, etc. Thematic parts provide a practical sampling of syllabi, lesson plans, activities and resources, and online websites and databases supporting service-learning. Glossary (key terms commonly used in discussions and research on service-learning and civic engagement) Bibliography of sources consulted in production of the volume This Sourcebook is a scholarly source ideal for any educational institution and academic library as well as public libraries and community organizations that might consult the work on historical, philosophical social foundations, practices and models of service-learning and civic engagement.

With the newly inaugurated US Presidential Administration signing several orders to mitigate discrimination and racism within the United States government, attentions globally are once again brought to the Black Lives Matter campaign, and its message. Discrimination in business contexts, social interactions, and educational institutions remains a concern for leaders today. The empowerment of marginalize communities has been rapidly spreading through societies, thanks to the platforms that social media now offer. The Research Anthology on Empowering Marginalized Communities and Mitigating Racism and Discrimination is a three-volume, hand-selected compilation of the highest quality research on the empowerment of marginalized communities that have been experiencing ongoing discrimination. To shed light on the underpinnings of disparities between marginalized groups and overreaching society, this text explores social justice applications and practices and the changes being made or pushed for around the globe that promote equality, fair treatment, and inclusivity. This book is ideal for sociologists, teachers, activists, practitioners, managers, administrators, policymakers, government officials, researchers, academicians, and students working in fields such as gender studies, race studies, social justice, behavioral studies, history, sociology, anthropology, psychology, law, as well as anyone interested in the current practices and advances in mitigating racism and discrimination in society.

As with any industry, the education sector goes through frequent changes due to modern technological advancements. It is every educator's duty to keep up with these shifting requirements and alter their teaching style to best fit the needs of their classroom. Pre-Service and In-Service Teacher Education: Concepts, Methodologies, Tools, and Applications explores the current state of pre-

service teacher programs as well as continuing education initiatives for in-service educators. It also emphasizes the growing role of technology in teacher skill development and training as well as key pedagogical developments and methods. Highlighting a range of topics such as teacher preparation programs, teaching standards, and fieldwork and practicum experiences, this multi-volume book is designed for pre-service teachers, teacher educators, researchers, professionals, and academics in the education field.

The integration of technology has become an integral part of the educational environment. By developing new methods of online learning, students can be further aided in reaching goals and effectively solving problems. The Handbook of Research on Innovative Pedagogies and Technologies for Online Learning in Higher Education is an authoritative reference source for the latest scholarly research on the implementation of instructional strategies, tools, and innovations in online learning environments. Featuring extensive coverage across a range of relevant perspectives and topics, such as social constructivism, collaborative learning and projects, and virtual worlds, this publication is ideally designed for academicians, practitioners, and researchers seeking current research on best methods to effectively incorporate technology into the learning environment.

Explore service learning scholarship, and important elements of program design that achieves both leadership learning and community impact. This volume provides an overview of the most up-to-date thinking on leadership development through service-learning, including: the leadership competencies linked to service-learning experiences, the processes of ethical engagement in community partnerships, approaches for fostering more critical student reflection, and applied examples, including an in-depth case study of a leadership course series, a wealth of service programs led by students, a mentoring model linking college student service with youth leadership development, and a youth leadership program with a national scope. The Jossey-Bass quarterly report series *New Directions for Student Leadership* explores leadership concepts and pedagogical topics of interest to high school and college leadership educators. Issues are grounded in scholarship and feature practical applications and best practices in youth and adult leadership education.

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.

The year 2020 brought an unprecedented worldwide health crisis through the COVID-19 pandemic that has been affecting all sectors, including education. There were questions surrounding the effectiveness of online trainings for teachers, online teaching practices, the motivation and engagement of students, and the quality of learning and education in these times. Action research emerged to address these concerns, being a systematic process of inquiry using reflection within a cyclical model of planning, acting, implementing, evaluating, and continuous reflection. This method of research is employed with the expertise and passion from educators to better enhance online practices and education while using authentic learning and experiences. Using collaboration, social advocacy, and action research, there is the opportunity to advance teaching for students, families, and communities without a physical context involved. The Handbook of Research on the Global Empowerment of Educators and Student Learning Through Action Research explores successful teaching and learning skills through the method of action research and intersects it with online learning in order to uncover best teaching practices in online platforms. This book showcases educational professionals' action research for solutions in advancing teaching and learning, the practical benefits of action research, recommendations for improving online teaching and learning, and a focus on professional growth as well as social justice advocacy. It highlights important topics including student learning, teacher collaboration, authentic learning, advocacy, and action research in both K-12 and higher education settings. This book is ideal for inservice and preservice teachers, administrators, teacher educators, practitioners, researchers, academicians, and students interested in how action research is improving and advancing knowledge on the best teaching practices for online education.

This volume will provide educators with an understanding of challenges associated with equity and inclusion at higher education institutions globally and with evidence-based strategies for addressing the challenges associated with implementing equity and inclusion.

This comprehensive handbook is the ultimate reference work, providing authoritative and international overviews of all aspects of schools and schooling in Asia. Split into 19 sections it covers curriculum, learning and assessment, private supplementary tutoring, special education, gender issues, ethnic minority education and LGBTQI students in Asian schools. The volume displays the current state of the scholarship for schools and schooling in Asia including emerging, controversial and cutting-edge contributions using a thematic approach. The content offers a broad sweep of the region with a focus on theoretical, cultural and political issues as well as identifying educational issues and priorities, such as curriculum, assessment, teacher education, school leadership, etc., all of which impact students and learning in multiple ways. The Routledge International Handbook of Schools and Schooling in Asia brings together experts in each area to contribute their knowledge, providing a multidimensional and rich view of the issues confronting the region's school and education systems.

This book will help stakeholders in higher education appreciate service-learning as an innovative and active approach with the potential to enrich students' learning experiences, while adding value to the service mission of higher education. The approach not only links academic learning to everyday life, but also exposes students to a variety of opportunities for the development of life and career skills. The book will serve to bring university teaching out of the clouds and restore in students' minds the connection between what they are learning and the people their education is meant to help. The approach advocated here will serve to have a long-term and salutary effect on the whole nature of university learning. When students are given the opportunity to participate actively in the learning process, which includes civic engagement, they will be able to learn not only theoretically, but also experientially through practice, as experience is generally one of the best ways to learn.

In this book, we put forward a holistic conceptual framework for implementing Scholarship of Learning and Teaching (SoLT) in higher education. Unlike previous SoLT studies, which usually focus on a specific aspect, here various aspects are integrated into a holistic framework. Further, it identifies three main stakeholders, namely, the higher education institution, teaching staff, and students. These stakeholders are in turn connected by four interlocking themes: staff professional development, enhancement of student learning experiences, assessment, and digital technologies. Presenting chapters that address these four themes, this book supports the advancement of SoLT in higher education in relation to existing theories and emerging practices. By helping academics and leaders in higher education to implement SoLT for the improvement of student learning and teaching practices, it also makes a valuable contribution to the field of teacher education.

This edited volume brings together several original studies that critically examine the quantitative and qualitative effects of service-learning (SL) on foreign and second language learning, and its impact on communities, learners, pre-service teacher candidates, and faculty-

researchers. The book focuses on two key aspects: Innovative SL methodologies that seek to develop linguistic and cultural competencies and empirical investigations on the SL effects on all stakeholders. The analysis presented provides a unique insight into the challenges and future directions of SL research, pedagogical assessment, and community impact.

Although student affairs practitioners play a key role in student learning, few are familiar with learning theories, the design of experiential education, or pedagogical theory. This edited collection describes programs in which student affairs professionals work independently or in collaboration with academic faculty and community partners to create more intentional and consistent approaches that enhance student learning. Examples, models, and case studies throughout the chapters make the theories and ideas specific and practical. Exploring educational opportunities in and outside the classroom, such as peer education, leadership development, life and career planning, civic engagement, service-learning, and study abroad, this book provides both theories and pedagogical frameworks for organizing and integrating the entire institution to promote and support learning. Drawing on multiple perspectives, *Learning Everywhere on Campus* shares the interventions and strategies necessary to help students learn new information, acquire skills, and understand the value of this knowledge in constructing their sense of purpose and self in the world.

Service learning brings together students, academics and the community whereby all become teaching resources, problem solvers and partners. In addition to enhancing academic and real-world learning, the overall purpose of service learning is to instill in students a sense of civic engagement and responsibility and work towards positive social change within society. *Embedding Service Learning in European Higher Education* promotes service learning as a pedagogical approach that develops civic engagement within higher education. It both describes and assesses the most recent developments and contextual positioning of service learning in European higher education and considers if and how the pedagogy is responding to European Union policy and the strategy of higher education institutions and towards engagement with broader societal issues. With case studies from 12 universities across Europe, this book draws on existing practice, shares knowledge and develops best practice to provide conceptual and practical tools for teaching, researching and practising service learning. This book: exposes service learning as a key approach in terms of embedding a culture of political and civic literacy within higher education; considers service learning in Europe, an area of growing research in service learning practice; explores the issue of university social responsibility; presents chapters from leaders in the service learning movement at a national and international level. Practical and engaging, *Embedding Service Learning in European Higher Education* is a fascinating read for anyone working in service learning as well as those working at universities with an interest in social and civic engagement and institutional reform.

Drawing on contemporary global events, this book highlights how global citizenship education can be used to critically educate about the complexity and repressive nature of global events and our collective role in creating a just world.

Character Education for 21st Century Global Citizens contains the papers presented at the 2nd International Conference on Teacher Education and Professional Development (InCoTEPD 2017), Yogyakarta, Indonesia, 20—21 October 2017. The book covers 7 topics: 1) Values for 21st century global citizens 2) Preparing teachers for integrative values education 3) Teacher professional development for enhanced character education 4) Curriculum/syllabus/lesson plan/learning materials development for integrated values education 5) Developing learning activities/tasks/strategies for character education 6) Assessing student's character development (values acquisition assessment) 7) Creating/managing conducive school culture to character education.

At this time of a renewed call for colleges and universities to create campus cultures that support and develop students' understanding and commitment to civic participation, what is known about the design of service learning courses and their effectiveness to achieve this goal? This volume presents research on--and deepens understanding of--teaching strategies that foster the knowledge, skills and dispositions of college graduates to be actively engaged in their communities as citizens and civic-minded professionals. The first section offers an overview of civic learning and the importance of intentional service learning course design to reach civic outcomes. The next section employs various disciplinary perspectives to identify theories and conceptual frameworks for conducting research on student civic outcomes. The third section focuses on research methods and designs to improve research using quantitative and qualitative approaches, cross-institutional research strategies, longitudinal designs, authentic data, and local and national data sets. Chapters also address implications for practice and future research agendas for scholars.

Social justice and leadership education are inextricably linked. In order to move social justice forward, we need to develop leaders with knowledge, skills, and values to engage effectively in the leadership process. We need socially just leaders now more than ever. At a time when our elected and appointed officials agree on very little, our communities are divided and distrustful of one another, and individual citizens struggle for fairness in the face of discrimination, society is at a crossroad. In one direction lies the reproduction of oppression and marginalization, continued distrust, and further fragmentation. In the other, a route toward healing, compassion, and fairness. How then do we prepare our leaders of tomorrow to walk the path of justice rather than take the road to ruin? Changing the dominant narratives in society involves preparing skilled social critics and knowledgeable advocates for positive and sustainable change through education. However, when leadership education fails to consider social justice issues, or when social justice education omits leadership learning, both fall short of their goals. This text links issues of social justice, equity, and equality, to leadership knowledge, skills, and values, with the intent of offering theoretical, practical, and policy recommendations to improve the work of educators charged with preparing undergraduates for the complexities of leadership in all its forms. Collectively, the contributors inform much needed practices and pedagogies toward socially just leadership education. No single one of us can change the narrative alone, but together, we can amplify the voices of those leading toward justice. The perspectives offered here are but a sample of the work being done to make the future a brighter place for all. We invite you to be part of the conversation.

As education continues to take great strides to become more inclusive and understanding of diverse students and cultures, teaching practices and methods for learning are an essential part of the puzzle and must be addressed to create culturally responsive educational experiences. Teachers must make meaningful connections between a student's culture, language, life experiences, and background to what the student is learning in the classroom. By integrating culture into the classroom, student achievement can be fostered, and students can excel. Underserved populations may face discrimination when it comes to culture, language, or race, and their needs can often be neglected. By implementing culturally responsive teaching, students can feel valued, motivated, understood, and included in their education. The

Research Anthology on Culturally Responsive Teaching and Learning displays the best practices and lessons learned for culturally responsive teaching and learning across different types of institutions, classroom subjects, and with different types of students from diverse cultural backgrounds. The chapters focus on culturally responsive practices and how these methods for teaching can impact student success, empowerment, and cultural competence. This book is essential in understanding cultural diversity and inequity in education as well as the ways to address it. This book is ideal for faculty, teachers, counselors, administrators, principals, curriculum developers, instructional designers, professionals, researchers, and students seeking to improve their understanding of culturally responsive teaching and learning. High Impact Teaching for Sport and Exercise Psychology Educators addresses the need for a resource on effective course design, assessment, content delivery, and classroom management that is specific to educators in the field of sport and exercise psychology and to working with the millennial learner. It provides discipline-specific ideas to improve teaching in higher education. The book provides an evidence-based guide of tried and tested teaching methods for teachers of sport and exercise psychology at all levels in all formats of education. Irrespective of the level and prior teaching experience in sport and exercise psychology, this is a starting point for delivering significant learning experiences for students in this field of study. Second, it addresses the millennial learner and recommends future teaching and learning experiences in traditional, hybrid, and online formats. Finally, High Impact Teaching for Sport and Exercise Psychology Educators provides a positive approach to engaging students in an ongoing process of learning and involvement in the field of sport and exercise psychology. This book is intended for any educator in a 2- or 4-year institution of higher education who is or will be teaching courses at the undergraduate or graduate level in sport and exercise psychology as well as students and practitioners in the areas of sport and exercise psychology and physical education.

This book proposes community service-learning as a critical pedagogy that connects learners and communities to address key challenges in heritage language education. The book's purpose is two-fold: to fill a crucial gap in empirical research on community service-learning in the heritage language context, as well as to provide language educators and practitioners essential guidelines for designing community service-learning courses, with particular attention paid to the characteristics and needs of Spanish heritage language learners. This book presents compelling evidence demonstrating the central role community service-learning plays in developing heritage language learners' identities, connections to the heritage language community, language attitudes, and social, cultural, and sociolinguistic awareness. Importantly, this book also addresses the often-overlooked perspectives of community partners and liaisons. As the first original research monograph on community service-learning for Spanish heritage language learners, this pioneering book will undoubtedly aid students, instructors and administrators across all levels of language education.

With contributions from leading experts across disciplinary fields, this book explores best practices from the field's most notable researchers, as well as important historically based and politically focused challenges to a field whose impact has reached an important crossroads. The comprehensive and powerfully critical analysis considers the history of community engagement and service learning, best teaching practices and pedagogies, engagement across disciplines, and current research and policies - and contemplates the future of the field. The book will not only inform faculty, staff, and students on ways to improve their work, but also suggest a bigger social and political focus for programs intended to seriously establish democracy and social justice in their communities and campuses.

This book provides empirical evidence on how universities have considered social responsibilities as their prime focus, and engaged with civil society to enhance their values. Case studies from Indonesia to the United Kingdom enrich the book through experience, interventions and narratives.

Service learning presents an experiential learning opportunity, particularly for students at higher education institutions. At the same time, it allows the university to engage communities and apply its considerable resources addressing community needs. This book, Educating for Empathy: Service Learning in Public Policy Education, will introduce readers to the concept of service learning and how it can be applied to higher education. While service learning has been recognized as a useful pedagogical tool that can enhance students' learning experience, the application and practice of service learning in Singapore has been limited. The book will also provide a broad overview of service learning in the context of a service learning initiative that was conducted by the author under Nanyang Technological University (NTU)'s Public Policy & Global Affairs Programme, as well as the author's experience as NTU's inaugural Community Research Fellow. It will cover the policy, pedagogical, and socio-political aspects of service learning and include insights from students and stakeholders. In doing so, it aims to provide valuable insights into the role of service learning as a driver of civic education and grassroots volunteerism. The book will also provide both education and policy professionals a greater understanding of how their work can intersect, and provide students with a highly rewarding learning experience.

Community-based Language Learning offers a new framework for world language educators interested in integrating community-based language learning (CBLL) into their teaching and curricula. CBLL connects academic learning objectives with experiential learning, ranging from reciprocal partnerships with the community (e.g., community engagement, service learning) to one-directional learning situations such as community service and site visits. This resource prepares teachers to implement CBLL by offering solid theoretical frameworks alongside real-world case studies and engaging exercises, all designed to help students build both language skills and authentic relationships as they engage with world language communities in the US. Making the case that language learning can be a tool for social change as well, Community-based Language Learning serves as a valuable resource for language educators at all levels, as well as students of language teaching methodology and community organizations working with immigrant populations.

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As the number of service learning courses and their requirements increase, it is essential for academic librarians to partner with faculty and administration to include lifelong research skills components. This crucial book provides insights and case studies that will help you do just

that. • Draws from the 2014 (inaugural) Colloquium on Libraries & Service Learning • Offers a unique take on the role of libraries and librarians in the service learning programs that are increasingly popular in higher education as a way to engage active learning • Provides information and insights that will be useful to academic librarians who teach and/or have outreach responsibilities, as well as to academic library administrators and LIS faculty • Shares reflections on the future of service learning

Refugees, Interculturalism and Education focuses on the sensitive issue of forced migration and education from an intercultural perspective. The volume comprises diverse projects and classroom experiences in different countries, involving today's ever-increasing population of human beings who, for different reasons, are compelled to abandon their homelands and seek better living conditions in strange places where they are not normally welcome. Such a reality poses great challenges to the nations and educational systems that receive these groups and brings intercultural education to the centre of the discussion. The contributors to this book call attention to the importance of providing these refugee populations with a humanistic, stimulating and transformative educational setting in order to let them know that their lives are important and that their histories matter. The chapters in this book were originally published in *Intercultural Education*.

Teacher education programs serve traditional and non-traditional students and develop teachers to enter a range of teaching environments. Approaching teacher education through community involvement and learning objectives helps to effectively prepare teachers to serve local and community needs. The *Handbook of Research on Service-Learning Initiatives in Teacher Education Programs* provides emerging research on the methods and techniques for educators to strengthen their knowledge regarding the intersection of service learning and field placements. While highlighting topics, such as cultural competency, teacher development, and multicultural education, this book explores the benefits, challenges, and opportunities for employing community service as the driving framework for field experiences. This publication is a vital resource for practitioners, educators, faculty, and administrators seeking current research on the opportunity of field involvement to enhance teacher candidates' experiences and provide a channel for meaningful learning.

Reflecting on Service-Learning in Higher Education: Contemporary Issues and Perspectives examines forms of pedagogy such as service-learning, experiential learning, and problem-based learning in order to determine how students make connections between and among abstract academic concepts and real-life issues. This edited collection is divided into three sections—"Reflecting on Community Partnerships," "Reflecting on Classroom Practice," and "Reflecting on Diversity"—so as to represent interdisciplinary subjects, diverse student populations, and differing instructional perspectives about service-learning in higher education. Contributors provide service-learning programs and plans that can be replicated or adapted at other institutions of higher education. This book is recommended for scholars and practitioners of education.

International education, service-learning, and community-based global learning programs are robust with potential. They can positively impact communities, grow civil society networks, and have transformative effects for students who become more globally aware and more engaged in global civil society – at home and abroad. Yet such programs are also packed with peril. Clear evidence indicates that poor forms of such programming have negative impacts on vulnerable persons, including medical patients and children, while cementing stereotypes and reinforcing patterns of privilege and exclusion. These dangers can be mitigated, however, through collaborative planning, design, and evaluation that advances mutually beneficial community partnerships, critically reflective practice, thoughtful facilitation, and creative use of resources. Drawing on research and insights from several academic disciplines and community partner perspectives, along with the authors' decades of applied, community-based development and education experience, they present a model of community-based global learning that clearly espouses an equitable balance between learning methodology and a community development philosophy. Emphasizing the key drivers of community-driven learning and service, cultural humility and exchange, seeking global citizenship, continuous and diverse forms of critically reflective practice, and ongoing attention to power and privilege, this book constitutes a guide to course or program design that takes into account the unpredictable and dynamic character of domestic and international community-based global learning experiences, the varying characteristics of destination communities, and a framework through which to integrate any discipline or collaborative project. Readers will appreciate the numerous toolboxes and reflective exercises to help them think through the creation of independent programming or courses that support targeted learning and community-driven development. The book ultimately moves beyond course and program design to explore how to integrate these objectives and values in the wider curriculum and throughout formal and informal community-based learning partnerships.

Service-Learning Essentials: Questions, Answers, and Lessons Learned John Wiley & Sons

Service learning teams and short-term mission opportunities have incredible potential to help participants stretch their faith, to help others, and gain a bigger picture of what God is doing in the world. To be effective, and to serve others in ways that are helpful, preparation is essential. This book will help readers think through things such as: -Deciding whether or not to join a team (and addressing the problem of team members dropping out) -Thinking carefully about fundraising -Anticipating group conflict, and strategies for preventing and managing conflict -Preparing for cross-cultural encounters and cross-cultural reflection -Reentry and reflection The book is designed for groups (whether for those preparing many teams at once or for individual teams) and for individuals themselves. It includes careful Christian reflection and draws on cross-cultural experience and research. It can be used as a workbook to encourage deliberation about the most pressing issues likely to be faced in preparing for service learning and short-term mission opportunities with the goal of promoting lifelong change.

This edited collection offers a unique multidisciplinary perspective into the many factors that go into designing, facilitating, expanding, and assessing experiential learning (EL) from the perspective of faculty and staff educators. The editor and contributors bring decades of expertise with different forms of EL, including community-engaged learning, education abroad, internships, and more. Chapters offer case studies and reflections which highlight personal experiences and anecdotes which illuminate the realities of experiential teaching and learning. Through these stories and narratives, readers may better understand what doing EL entails on an everyday basis—both on a local and global scale—and learn how to enhance support and resources for experiential educators on college and university campuses.

This book presents best practices for ethical and safe international health elective experiences for trainees and the educational competencies and evaluation techniques that make them valuable. It includes commentaries, discussions and descriptions of new global health education guidelines, reviews of the literature, as well as research. Uniquely, it will include ground-breaking research on perspectives of partners in the Global South whose voices are often unheard, student perspectives and critical discussions of the historical foundations and power dynamics inherent in international medical work. *Global Health Experiential Education* is a timely book that will be of interest to academic directors of global health programmes and anyone involved in training and international exchanges across North America.

Educators play a significant role in the intellectual and social development of children and young adults. Next-generation teachers can only be as strong as their own educational foundation which serves to cultivate their knowledge of the learning process, uncover best practices in the field of education, and employ leadership abilities that will inspire students of all ages. *Teacher Education: Concepts, Methodologies, Tools, and Applications* explores the current state of pre-service teacher programs as well as continuing education initiatives for in-service educators. Emphasizing the growing role of technology in teacher skill development and training as well as key teaching methods and pedagogical developments, this multi-volume work compiles

research essential to higher education professionals and administrators, educational software developers, and researchers studying pre-service and in-service teacher training.

Provides one-of-a-kind, in-depth guidance for improving effectiveness in the classroom This is the only book for new and midcareer faculty that delivers practical, evidence-based strategies for physician assistants, nurse practitioners, and other clinical professionals teaching in advanced health provider education programs. The text disseminates interprofessional teaching and learning strategies that can be used across the gamut of advanced clinical disciplines. It also features sample curricula and syllabi, lecture tips, evaluation strategies, and in-depth information about state-of-the-art technology and virtual classrooms. Key pedagogical principles set a firm foundation for both novice and experienced educators, and practical applications and case examples integrated into each chapter offer concrete reinforcement. The text describes how to design and implement a curriculum that promotes cognitive diversity and inclusion, and examines ways to encourage leadership and scholarship. It addresses methods for fostering active learning and clinical reasoning through the use of technology, simulation, distance education, and student-centered pedagogy. Edited by experienced PA and NP faculty who are leaders in interprofessional education, the book distills the insight and expertise of top PA, nursing, and physician educators and provides valuable tools that help faculty become effective educators in the U.S. and abroad. Key Features: Delivers cutting-edge "tools of the trade" for advanced health professions educators Provides evidence-based strategies for interprofessional education Describes key pedagogical principles for both beginner and advanced educators •Includes strategies to promote cognitive diversity and inclusion in the teaching environment Weaves practical applications and case examples into each chapter Offers strategies for faculty to establish and maintain work-life balance

This book examines service-learning – a valuable means of promoting civic engagement and youth leadership in students by enabling them to apply their knowledge to needy people in the community. It describes selected service-learning projects in different areas by highlighting the subjects being offered, service site(s), completed service projects, evaluation findings and teachers' reflections. Although service-learning has increased tremendously in the West, its development in different Chinese societies is still in its infancy. As such, this book provides valuable insights on the implementation and future directions of the service-learning movement in China by documenting lessons learned and sharing success stories. It also discusses related evaluation findings and impacts on students to show that service-learning can increase students' empathy, social awareness, social responsibility and psychosocial skills and as a result can improve their quality of life. In addition, the book highlights how service-learning activities promote the well-being of the clients and communities being served. It also stimulates thinking and sharpens the thoughts of educators, administrators and those who wish to promote the quality of life of students and service recipients through service-learning.

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