

Service Learning Project Paper

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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. 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.

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.

Growing Information: Part 2 Eli B. Cohen 2009

Community-Based Transformational Learning Christian Winterbottom 2020-05-14 Rooted in the work of community – school collaborations, this text focuses on connecting the rigors of the classroom with the ambiguity of lived community experience. Community-Based Transformational Learning (CBTL) draws on the increasing evidence that course-learning conducted in an applied, community setting, can positively transform students' professional and personal identity and creates new ways of thinking and working in university courses and pre-professional experiences. To illustrate the different ways to successfully implement community-based learning, examples are provided of experiences integrated in courses across multiple disciplines across an American university whose mission is focused on teaching. Topics covered include refugee and immigration transition issues, incarceration and health needs with international examples of community experiences from Jamaica, Korea and Belize. Qualitative and quantitative data depict how these experiences impact students and each chapter presents how community engagement has been established as an effective approach in the different disciplines, including computer science and sports management. The authors demonstrate how CBTL experiences can be transformative when students are provided a chance to connect the academic commitment to community aims, but also provides suggestions for overcoming challenges and pit-falls in developing these experiences.

Life, Learning, and Community David C. Brubaker 2000 This volume is the 18th in a series of monographs on service learning and the academic disciplines. The articles in this volume provide an array of service learning courses in biology that demonstrate active student participation in thoughtfully organized service experiences that meet real community needs and are integrated with the students' academic curriculum. The articles are: (1) "Educational Benefits Associated with Service-Learning Projects in Biology Curricula" (John C. Kennell); (2) "An Environmental Science Approach to Service-Learning in Biology" (Jeffrey A. Simmons); (3) "Service-Learning in Botany: A Public School Project" (Nancy K. Prentiss); (4) "Service Stimulates Science Learning in At-Risk Kids: The Millikin Model" (Marianne Robertson); (5) "Virginia STEP: Evidence That Service-Learning Can Enhance a College Biology Program" (Alan Raffo); (6) "Service-Learning in Biology: Providing a College Experience for High School Students" (Scott S. Kinnes); (7) "Expanding the Reach of University Courses in Biology and Health To Provide Meaningful Service to Underserved Communities" (Amal Abu-Shakra and Tun Kyaw Nyein); (8) "Community and Environmental Compatibility in the York River Watershed: A Project-Based Interdisciplinary Service-Learning Course" (A. Christine Brown and Samuel A. McReynolds); (9) "Service-Learning in Biology: Using the Internet and Desktop Videoconferencing" (Paul D. Austin); (10) "Service-Learning in the Natural Sciences: North Seattle Community College" (Peter Lortz); (11) "Service-Learning and Field Biology in Postcolonial Perspective: The Bahamas Environmental Research Center as a Case Study" (Luther Brown); and (12) "Biology and Service-Learning: Logical Links" (Joel H. Ostroff and David C. Brubaker). An appendix contains reprints from "Science and Society: Redefining the Relationship," 1996 Campus Compact; summary course descriptions, suggested readings, and a list of contributors. Each paper contains references. (SLD)

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.

Unsustainable Jessica Restaino 2013 Unsustainable: Re-imagining Community Literacy, Public Writing, Service-Learning, and the University, edited by Jessica Restaino and Laurie Cella, explores short-lived university/community writing projects in an effort to rethink the long-held "gold standard" of long-term sustainability in community writing work. Contributors examine their own efforts in order to provide alternate models for understanding, assessing, and enacting university/community writing projects that, for a range of reasons, fall outside of traditional practice. This collection considers what has become an increasingly unified call for praxis, where scholar-practitioners explore a specific project that fell short of theorized "best practice" sustainability in order to determine not only the nature of what remains-how and why we might find value in a community-based writing project that lacks long-term sustainability, for example-but also how or why we might rethink, redefine, and reevaluate best practice ideals in the first place. In so doing, the contributors are at once responding to what has been an increasing acknowledgment in the field that, for a variety of reasons, many community-based writing projects do not go as initially planned, and also applying-in praxis-a framework for thinking about and studying such projects. Unsustainable represents the kind of scholarly work that some of the most recognizable names in the field have been calling for over the past five years. This book affirms that unpredictability is an indispensable factor in the field, and argues that such unpredictability presents-in fact, demands-a theoretical approach that takes these practical experiences as its base.

Building Partnerships for Service-Learning Barbara Jacoby and Associates 2003-06-17 It is clear that service-learning has the potential to yield tremendous benefits to students, communities, and institutions of higher education. Increased student learning has been well-documented. As communities gain new energy to meet their needs and greater capacity to capitalize on their assets, service-learning enables higher education to fulfill its civic responsibility. When service-learning lives up to its potential to lead colleges and universities to transform themselves into fully engaged citizens of their communities and the world, its ability to bring about positive social change is limitless. To be successful, service-learning must be grounded in a wider range of solid, reciprocal, democratic partnerships. Building Partnerships for Service-Learning assembles leading voices in the field to bring their expertise to bear on this crucial topic. Faculty, administrators, student leaders, and community and corporate leaders will find this volume filled with vital information, exemplary models, and practical tools needed to make service-learning succeed. Comprehensive in scope, Building Partnerships for Service-Learning includes: Fundamentals and frameworks for developing sustainable partnerships Assessment as a partnership-building process The complex dynamics of collaboration between academic affairs and student affairs Partnering with students to enhance service-learning How to create campuswide infrastructure for service-learning Profiles and case studies of outstanding partnerships with neighborhoods, community agencies, and K-12 schools Partnerships for collaborative action research Exploring the challenges and benefits of corporate and international partnerships The dynamic relationship of service-learning and the civic renewal of higher education Building Partnerships for Service-Learning is the essential guide to taking service-learning and partnerships to the next level.

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 Sally Berman 2015-05-26 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.

Service Learning in the PreK-3 Classroom Vickie E. Lake 2012-02-01 Based on field trials with over 2,000 students and 215 educators, this one-of-a-kind resource presents all the background knowledge and skills needed to effectively use service learning in preK and primary classrooms. Rich in both theory and practice, the book combines community service with differentiated curriculum-based learning to meet the academic and social needs of the young children in meaningful ways. Sample lesson plans are based on tested classroom projects and correlated to national service learning, Head Start, and Common Core State standards. It includes dozens of ready-to-use templates for lesson planning, surveying, assessment, evaluation, permissions, and documentation. Aligns with K-12 Service Learning Standards for Quality Practice. Digital content offers customizable forms and a PowerPoint presentation for preservice and inservice.

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.

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

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)

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.

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.

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 Bruce W. Speck 2004 Explores the controversies surrounding service-learning practice.

Service Learning for All Students Carl I. Fertman 1994 This document provides an overview of service learning (SL) and shows how teachers can incorporate SL into elementary, middle, and high school curricula. First, SL is differentiated from community service and volunteerism. The four basic elements of SL (preparation, service, reflection, and celebration) are explained along with strategies for incorporating them into curricula and the benefits and drawbacks of various types of SL activities (direct and indirect service and civic action). The role of SL advisory committees and categories from which committee representatives are generally selected are examined. Discussed next are the importance of effective communication to the success of SL programs and considerations in and ways of monitoring/evaluating SL programs. The following benefits of SL are described: adult models for young people, student self-direction, parent involvement, improved workplace relationships, school-community partnerships, and altered perceptions of youth. Outlined next are approaches to infusing SL into elementary, middle, and high school curricula based on the following: community service classes, mandatory services, collaboration with community-based organizations, targeted populations, club-linked service, career/vocational education courses, in-school service, special events, and summer service. Concluding the document is a list of 25 organizations providing information related to SL. (MN)

Service-Learning Mac Bellner 2005-12-30 This volume is an important and timely contribution to the field for it captures the rewards and challenges of service learning from the varied perspectives of faculty dedicated to this type of teaching, and, at the same time, illuminates strategies for campuses and non-profit organizations to adopt to solidify institutional commitment. Increasingly, service learning is valued as a teaching and learning strategy consistent with the democratic ideals of education, and to this end, a better understanding of the faculty role is essential to advancing practice and improving society.

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.

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.

Where's the Learning in Service-Learning? Janet Eyller 1999-05-07 As academic service-learning continues to grow rapidly, practitioners are discovering a pressing need for solid empirical research about learning outcomes. Where's the Learning in Service-Learning? helps define learning expectations, presents data about learning, and links program characteristics with learning outcomes. It is the first book to explore the experience of service-learning as a valid learning activity.