

SECOND EDITION

# LEARNING THROUGH SERVING



**A Student Guidebook for Service-Learning  
and Civic Engagement across Academic Disciplines  
and Cultural Communities**

CHRISTINE M. CRESS, PETER J. COLLIER, VICKI L. REITENAUER, AND ASSOCIATES

# Learning Through Serving

**Irene Catherine Smith Caldwell**



## **Learning Through Serving:**

**Learning Through Serving** Christine M. Cress, Peter J. Collier, Vicki L. Reitenauer, 2023-07-03 This substantially expanded new edition of this widely used and acclaimed text maintains the objectives and tenets of the first. It is designed to help students understand and reflect on their community service experiences both as individuals and as citizens of communities in need of their compassionate expertise. It is designed to assist faculty in facilitating student development of compassionate expertise through the context of service in applying disciplinary knowledge to community issues and challenges. In sum, the book is about how to make academic sense of civic service in preparing for roles as future citizen leaders. Each chapter has been developed to be read and reviewed in sequence over the term of a service learning course. Students in a semester course might read just one chapter each week, while those in a quarter term course might need to read one to two chapters per week. The chapters are intentionally short, averaging 8 to 14 pages, so they do not interfere with other course content reading. This edition presents four new chapters on Mentoring, Leadership, Becoming a Change Agent, and Short Term Immersive and Global Service Learning experiences. The authors have also revised the original chapters to more fully address issues of social justice, privilege, power, diversity, intercultural communication, and technology. It has added more disciplinary examples, incorporated additional academic content for understanding service learning issues (e.g., attribution theory), and covers issues related to students with disabilities and international students. This text is a student-friendly, self-directed guide to service learning that develops the skills needed to succeed. Clearly links service learning to the learning goals of the course. Combines self-study and peer study workbook formats with activities that can be incorporated in class to give teachers maximum flexibility in structuring their service learning courses. Promotes independent and collaborative learning. Equally suitable for courses of a few weeks or a few months duration. Shows students how to assess progress and communicate end results. Written for students participating in service learning as a class but also suitable for students working individually on a project. Instructor's Manual: This Instructor Manual discusses the following six key areas for aligning your course with use of *Learning through Serving*, whether you teach a senior level high school class, freshman studies course, or a college capstone class: 1. Course and syllabus design, 2. Community partner collaboration, 3. Creating class community, 4. Strategic teaching techniques, 5. Developing intercultural competence, 6. Impact assessment.

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*Through Serving* Christine Marie Cress, Peter John Collier, Vicki Lynn Reitenauer, 2005 A student friendly self directed guide to service learning Develops the skills needed to succeed Clearly links service learning to the learning goals of the course Combines self study and peer study workbook formats with activities that can be incorporated in class to give teachers maximum flexibility in structuring their service learning courses Promotes independent and collaborative learning Equally suitable for courses of a few weeks or a few months duration Shows students how to assess progress and communicate end results Low priced the ideal companion to disciplinary course readings Methodology and activities extensively tested at Portland State University Written for students participating in service learning as a class but also suitable for students working individually on a project This book is intended as a self directed guide for college level students who are engaged in service learning Though addressed principally to students participating in service learning as a class it is also suitable for students working individually The authors goals are to enable the reader to derive the greatest benefit from the experience in terms of providing meaningful service to the community partner developing his or her skills and knowledge and connecting back what she or he learns to course objectives and the framework of their discipline Service learning requires students to take on new roles and to pursue learning in ways fundamentally different from traditional courses This book begins by setting the context explaining the differences between service and volunteerism and linking service learning to the larger issues of citizenship and democracy It then provides activities exercises and other resources to develop students skills of reflection teamwork and cultural competence and to help them plan work with community partners exercise leadership and manage change The authors provide a framework for students to assess their progress and communicate final results to all stakeholders By linking service learning to the learning goals of the student s course this workbook constitutes the ideal companion to disciplinary course readings It is equally suitable for courses of a few weeks or a few months duration The exercises can be undertaken by the students by themselves or together with their peers and can be incorporated as class activities by the teacher This succinct and conversationally written guide will engage and motivate your students while developing the skills to succeed in their service learning

**Community Partner Guide to Campus Collaborations**

Christine M. Cress, Stephanie T. Stokamer, Joyce P. Kaufman, 2023-07-03 Interacting with colleges can be confusing and frustrating We learned the hard way through trial and error over the years This Guide has great strategies for developing effective collaborations from the outset so that resources are leveraged for education and improvement Sheila Boys and Girls Club VERY strong and well written chapters with lots of gold that I think community organizations will find very helpful Melia Hands on Greater Portland The format and visual cues make the Guide easy to scan for quick tips and ideas Also the information is comprehensive regarding research based practices but the writing is friendly and engaging for all non profit sectors and community agencies Lots of practical examples Juan Immigrant Empowerment Discover Campus Resources for Identifying Volunteers and Service Learners Decode Confusing Language Terminology and Acronyms of Academe Decipher

Your Academic Partner's Goals for Community Based Learning and Research Devise Empowering Learning and Serving Experiences for Students and Clients Design Sustainable and Enriching Relationships for Enhancing Communities Based upon years of field experience this Guide is addressed to you whether your non profit has experience of working with university interns or volunteers but wants to deepen and increase the effectiveness of the relationship whether your agency is starting to explore how to improve client services through a campus collaboration or whether you work for an NGO interested in partnering with universities across borders to effect positive change and draw attention to the challenges resources and needs of your community This Guide offers insights and strategies to leverage student learning and community empowerment for the benefit of both parties Recognizing both the possibilities and the pitfalls of community campus collaborations it demystifies the often confusing terminology of education explains how to locate the right individuals on campus and addresses issues of mission expectations for roles tasks training supervision and evaluation that can be fraught with miscommunication and misunderstanding Most importantly it provides a model for achieving full reciprocity in what can be an unbalanced relationship between community and campus partners so that all stakeholders can derive the maximum benefit from their collaboration This Guide is also available in sets of six or twelve at reduced prices to facilitate its use for planning and for training of leaders engaged in partnerships The Community Partner Guide to Campus Collaborations Six Copy Set 978 1 62036 271 6 87 00 The Community Partner Guide to Campus Collaborations Twelve Copy Set 978 1 62036 272 3 150 00 **Method in Teaching Religion** George Herbert Betts, Marion Olive Hawthorne, 1925 *Adults Learn and Like it* Irene Catherine Smith Caldwell, 1955 *A Program of Junior Red Cross Service* American Junior Red Cross, 1918

**Teaching & Learning Through Multiple Intelligences** Linda Campbell, Bruce Campbell, Dee Dickinson, 1996 Teaching and Learning Through Multiple Intelligences Third Edition is an outstanding resource that offers expert analysis of Dr Howard Gardner's Theory of Multiple Intelligences and the knowledge to extend this theory to effective classroom practice

Red Cross Briefs, 1918 *Academy; a Weekly Review of Literature, Learning, Science and Art*, 1915 The Poetical gazette the official organ of the Poetry society and a review of poetical affairs nos 4 7 issued as supplements to the Academy v 79 Oct 15 Nov 5 Dec 3 and 31 1910 **Michigan Journal of Community Service Learning**, 2002 *Faculty*

*Service-Learning Guidebook* Christine M. Cress, Stephanie T. Stokamer, Thomas J. Van Cleave, Joyce P. Kaufman, 2023-07-03 This is a practical guide to designing teaching and coordinating service learning courses and for developing reciprocal community partnerships and community based research through a lens of equity that addresses the endemic racial social economic and environmental disparities across society The text provides a comprehensive framework for developing both in person and on line service learning with a chapter on virtual delivery of courses that integrates the principles and practices described throughout the book The authors uniquely integrate the how to of conducting service learning with the theoretical foundations to enact effective equitable and inclusive community engagement Given this moment of enormous social

inequality and divisiveness the authors offer a new definition and set of educational principles that they characterize as Equity Centered Community Engagement Excellence These principles serve to guide academic and community engagement that is democratic recognizes the voice and expertise of community partners addresses the power imbalances between communities and academic institutions and develops an educational experience that is potentially transformative and promotes civic responsibility Informed by the literature of critical service learning critical race theory intercultural communication theory and social constructivism this book attempts to deconstruct the assumption of the preeminence of academic knowledge to reconstruct a new operational paradigm of equity centeredness that validates community capacity to guide faculty in their redesign of service learning curriculum activities collaborations and scholarship It is based on the principles of Student Agency demonstrated as enhanced skills knowledge and motivation Community Efficacy recognition of community assets and capacity building Scholarly Advocacy leveraging evidence based research based for equity centered learning serving and social justice The authors offer examples of syllabi lessons and assignments reflection questions evaluation rubrics as well as an array of teaching tips that illustrate strategies for use in the classroom and in the field The book is addressed to faculty embarking on service learning and to seasoned scholar practitioners looking for innovative ideas as well as to campus administrators who coordinate community outreach or college student volunteer services offering guidance on leveraging resources and fiscal support from external stakeholders It is also designed to serve as a resource for professional development workshops and faculty scholar learning communities It offers a rich compendium of ideas and examples from which faculty and practitioners can select exercises and elements to incorporate or adapt for their courses whether designing short term engagements or extended service learning programs

**Supreme Court**, 1931 **Building Bridges** Rahima C. Wade, 2000 This book which offers teaching suggestions at the elementary middle and high school levels features a diverse array of service learning projects Topics include AIDS awareness community planning shelters for the homeless and marine environmental activism An informative overview of the history of service learning is also included along with an outline of the challenges that the service learning movement must address to thrive in the new millennium

**Border-lines**, 2016 Border Lines is an interdisciplinary academic journal dedicated to the dissemination of research on Chicana o Latina o cultural political and social issues

**The Art and Strategy of Service-learning Presentations** Rick Isaacson, Jeff Saperstein, 2005 This resourceful handbook provides guidelines for connecting service learning work with classroom concepts as well as advice for working effectively with agencies and organizations Its model forms and sample speeches will help you throughout the course

**Contemporary Curriculum** John D. McNeil, 2014-11-03 The Eighth Edition of Contemporary Curriculum In Thought and Action prepares readers to participate in the discussion of curriculum control and other matters important to K 12 and university educators The text highlights major philosophies and principles examines conflicting conceptions of curriculum and provides the intellectual and technical tools educators and administrators

need for constructing and implementing curriculum      **Learning to Serve** Maureen E. Kenny, Lou Anna K. Simon, Karen Kiley-Brabeck, Richard M. Lerner, 2012-12-06 Service learning as defined by the editors is the generation of knowledge that is of benefit to the community as a whole This seventh volume in the Outreach Scholarship book series contributes a unique discussion of how service learning functions as a critical cornerstone of outreach scholarship The sections and chapters of this book marshal evidence in support of the idea that undergraduate service learning infused throughout the curriculum and coupled with outreach scholarship is an integral means through which higher education can engage people and institutions of the communities of this nation in a manner that perpetuate civil society The editors through this series of models of service learning make a powerful argument for the necessity of engaged institutions      **The Journal of Baccalaureate Social Work** ,1998      **Transactions of the Grand Lodge of Free and Accepted Masons of the State of Michigan** Freemasons Grand Lodge, 1918

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