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Guidebook For Service
Learning And Civic
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Edition

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- PART TWO: LEARNING THE LANDSCAPE, LEARNING THE LANGUAGE
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Learning Through Serving

Christine M. Cress is the author of Learning Through Serving (3.46 avg rating, 39 ratings, 5 reviews, published 2005), Democratic Dilemmas of Teaching Se... Home My Books

Christine M. Cress (Author of Learning Through Serving)

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Christine M. Cress (author), Peter J.
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Learning through Serving by Cress,
Christine M. (ebook)

Christine M. Cress, PhD, is professor of
Educational Leadership, Policy, and

File Type PDF By Christine M Cress Learning Through Service-Learning at Portland State University. She was a Fulbright Scholar to Middle East Technical University in Turkey and has conducted trainings on curricular integration of civic engagement at colleges in North America, Caribbean, Europe, Japan, and India.

Portland State University | Profile
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Christine M. Cress is Professor,

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Postsecondary, Adult, and Continuing Education (PACE) Program, Portland State University. Peter J. Collier is Associate Professor of Sociology at

Portland State University. Vicki L. Reitenauer is an instructor in the senior Capstone service-learning program at Portland State University.

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Learning through Serving: A Student Guidebook for Service-Learning across the Disciplines. Christine M. Cress, Peter J. Collier, Vicki L. Reitenauer. ·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

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Professor, Educational Leadership and Policy
Dr. Cress, PhD, is a professor in the Educational Leadership and Policy Department and a professor of Postsecondary, Adult, and Continuing Education (PACE) at Portland State University.

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reviews. Intended for college-level students who are engaged in service-learning. This book aims to enable the reader to derive the benefit from the experience - in terms of providing service to the community partner, developing his/her skills and knowledge, connecting back what she or he learns to course objectives and the framework of ...

Learning Through Serving: A Student
Guidebook for Service ...

Christine M. Cress is Professor,
Postsecondary, Adult, and Continuing
Education (PACE) Program, Portland
State University, USA. Peter J. Collier is
Associate Professor of Sociology at
Portland State University, USA. Vicki L.
Reitenauer is an instructor in the senior
Capstone service-learning program at
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Guidebook For Service

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Collier, Vicki L Reitenauer på Bokus.com.

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Christine M. Cress A college student
wants to lead a campaign to ban a young
adult novel from his child's elementary
school as his service-learning project in a
children's literature course....

Learning Through Serving: A Student
Guidebook for Service ...

Christine M. Cress is Professor,

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Postsecondary, Adult, and Continuing Education (PACE) Program, Portland State University. David M. Donahue is Director of the Leo T. McCarthy Center for Public Services and the Common Good, and a professor of education at the School of Education at the University of San Francisco. and Associates

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

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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.

2nd Edition

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; have added more disciplinary examples; incorporated additional academic content for understanding service-learning issues (e.g., attribution theory); and cover issues related to students with disabilities, and international students.

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A college student wants to lead a campaign to ban a young adult novel from his child's elementary school as his service-learning project in a children's literature course. Believing the book is offensive to religious sensibilities, he sees his campaign as a service to children and the community. Viewing such a ban as limiting freedom of speech and access to information, the student's professor questions whether leading a ban qualifies as a service project. If the goal of service is to promote more vital democratic communities, what should the student do? What should the professor do? How do they untangle competing democratic values? How do they make a decision about action? This book addresses the teaching dilemmas, such as the above, that instructors and students encounter in service-learning courses. Recognizing that teaching, in general, and service-learning,

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in particular, are inherently political, this book faces up to the resulting predicaments that inevitably arise in the classroom. By framing them as a vital and productive part of the process of teaching and learning for political engagement, this book offers the reader new ways to think about and address seemingly intractable ideological issues. Faculty encounter many challenges when teaching service learning courses. These may arise from students' resistance to the idea of serving; their lack of responsibility, wasting clients' and community agencies' time and money; the misalignment of community partner expectations with academic goals; or faculty uncertainty about when to guide students' experiences and when direct intervention is necessary. In over twenty chapters of case studies, faculty scholars from disciplines as varied as computer science, engineering, English,

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history, and sociology take readers on their and their students' intellectual journeys, sharing their messy, unpredictable and often inspiring accounts of democratic tensions and trials inherent in teaching service-learning. Using real incidents – and describing the resources and classroom activities they employ – they explore the democratic intersections of various political beliefs along with race/ethnicity, class, gender, ability, sexual orientation, and other lived differences and likenesses that students and faculty experience in their service-learning classroom and extended community. They share their struggles of how to communicate and interact across the divide of viewpoints and experiences within an egalitarian and inclusive environment all the while managing interpersonal tensions and conflicts among diverse people in complex, value-laden

File Type PDF By Christine M Cress Learning Through Situations. The experienced contributors to this book offer pedagogical strategies for constructing service-learning courses, and non-prescriptive approaches to dilemmas for which there can be no definitive solutions.

Interest in and research on civic engagement and servicelearning have increased exponentially. In this rapid growth, efforts have been made to institutionalize pedagogies of engagement across both K12 and higher education. As a result, increased positive attention has been complemented equally by wellfounded critiques complicating experiential approaches' claims and questioning if institutional, financial, and philosophical commitment is warranted. A key complaint from these critical voices is the tightly woven, protective insular core in the field of servicelearning. This claim

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is not unfounded, nor necessarily bad. Initial efforts to legitimize servicelearning and other forms of communitybased education required group cohesion. The concern, however, is that the initial group cohesion has led to groupthink wherein group members have avoided critical analysis and evaluation. This book aims to prevent groupthink within the field of servicelearning by allowing for the examination of effective alternatives by new voices who can serve as “critical evaluators” from within the field itself. Myriad perspectives are offered, including empirical, theoretical, practical, and community perspectives. Authors challenge preconceived notions of servicelearning, who is benefited by this pedagogy, outcomes of participation and implementation, and most importantly the theoretical, conceptual, and methodological lenses through which

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servicelearning is even considered. The book allows servicelearning's major criticisms to be examined, challenges to be voiced, and research agendas to be laid.

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

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Enables educators to quickly identify individual student's difficulties and strengths and then target intervention directly where it is needed

Acade 2nd Edition

This project-based guide is a blueprint for service learning—from getting started to assessing the experience—and integrates the K–12 Service-Learning Standards for Quality Practice. It provides ideas for incorporating literacy into service learning and suggestions for creating a culture of service. An award-winning treasury of activities, ideas, annotated book recommendations, author interviews, and expert essays—all presented within a curricular context and organized by theme. Digital Content contains all of the planning and tracking forms from the book plus bonus service learning plans, and more.

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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.

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This book provides everything administrators and teachers need to build service-learning programs that prepare students as engaged citizens committed to equity and justice. Cipolle describes practical strategies for classroom teachers along with the theoretical framework so readers can deftly move beyond the book to a meaningful program for their schools.

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

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weekse(tm) or a few monthse(tm) duration Shows students how to assess progress and communicate end-results Low pricede"the ideal companion to disciplinary course readings Methodology and activities 2nd 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 authorse(tm) goals are to enable the reader to derive the greatest benefit from the experience e" in terms of providing meaningful service to the community partner, developing his or her skills and knowledge, and connecting back what she

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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 studentse(tm) 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 studente(tm)s course, this workbook constitutes the ideal companion to

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disciplinary course readings. It is equally suitable for courses of a few weeks(tm) or a few months(tm) 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.

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

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Serving A Student 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

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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

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communities, improve higher education institutions, and educate the next generation of citizens, scholars, and leaders.

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A volume in Critical Constructions:
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Editor: Curry Stephenson Malott, Queens
College/CUNY This volume will be a
valuable resource to instructors who teach
in the fields of teacher education, social
studies, educational leadership, social
work, social, cultural and philosophical
foundations of education, sociology,
political science, and global studies as
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