

Research for What?

**MAKING ENGAGED
SCHOLARSHIP
MATTER**

**Edited by Jeff Keshen
Barbara A. Holland, and Barbara E. Moely**

**A Volume in
Advances in Service-Learning Research**

Research For What Making Engaged Scholarship Matter Advances In Service Learning Research

**Jean R. Strait, Robert D.
Shumer, Katherine J. Nordyke**



Research For What Making Engaged Scholarship Matter Advances In Service Learning Research:

Practical Wisdom for Conducting Research on Service Learning Julie A. Hatcher, Robert G. Bringle, Thomas W.

Hahn, 2023-07-03 For scholars seeking to undertake consequential research in service learning and community engagement SLCE at a time when there is widening interest in and increasing acceptance of research in this field as a primary area of scholarship this book provides accounts by preeminent scholars about the trajectories of their research their methodologies lessons learned along the way as well as their views about the future direction of the field The contributors to this volume represent a range of disciplines and fields including education history organizational leadership political science philanthropic studies psychology and public health as well as both qualitative and quantitative traditions and offer models of scholarly learning that contribute to a knowledge base that can guide practice and further the broader public purposes of the academy They articulate how they view their research on SLCE as having broader purposes that matter to them personally as well as professionally and illustrate how the why and to what end of their research can evolve as a program of research develops and matures across time They identify key choices they made in terms of inquiry and methodology describe both successes and challenges in establishing and navigating a SLCE research agenda across their careers and share lessons learned from their research journey to advance the field both domestically and abroad Emerging from these narratives is a theme of practical wisdom that arises through the learning of researchers students and communities as they engage with complex social contexts

Research for What? Barbara E. Moely, Barbara A. Holland, Jeff Keshen, 2010-11-01 Research on service learning and community engagement has exploded over the past decade It is a field now characterized by increasing methodological and theoretical sophistication vast quantitative and qualitative studies interdisciplinary research myriad subjects and the internationalization of scholarship The papers in this volume were selected from nearly 100 presentations made at the 2009 annual conference of the International Association for Research on Service Learning and Community Engagement held in Ottawa Canada's national capital The conference theme Research for What emphasized fundamental questions namely to what extent is rigorous research uncovering best practices in and demonstrating the positive results of service learning on teaching learning and building better communities The papers examine such themes through lenses that include the application of theory to practice K 12 and university based service learning interdisciplinary initiatives and international service learning The introduction provides an overview of the very recent but remarkable growth of service learning in Canada and the conclusion written by the recipient of the Association's annual Distinguished Researcher Award discusses major developments and continuing challenges in service learning research

Understanding

Service-Learning and Community Engagement Julie A. Hatcher, Robert G. Bringle, 2012-01-01 There is an increasing proliferation of service learning courses in colleges and universities in the U S and internationally and research in the field has seen significant growth in diverse geographic areas in the past decade Membership organizations now exist to convene

scholars and practitioners across the globe Chapters in this volume are based on presentations given at the 2010 annual conference of the International Association for Research on Service Learning and Community Engagement held in Indianapolis IN The conference theme International Perspectives Crossing Boundaries through Research was chosen to highlight ways in which research crosses all kinds of boundaries disciplinary boundaries cultural boundaries and national boundaries Although service learning is valued as an active learning strategy across the globe little is known about the ways that service learning is similar or different in varied contexts Understanding service learning and community engagement from cross cultural and crossdisciplinary perspectives will improve both research and practice Together these chapters represent the diversity complexity and creativity evident by scholars and practitioners in this field of study

Service?Learning to Advance Social Justice in a Time of Radical Inequality Alan S. Tinkler,Barri E.

Tinkler, Virginia M. Jagla, Jean R. Strait, 2015-12-01 When considering inequality one goal for educators is to enhance critical engagement to allow learners an opportunity to participate in an inquiry process that advances democracy Service learning pedagogy offers an opportunity to advance engaged learning opportunities within higher education This is particularly important given the power dynamics that are endemic within conversations about education including the conversations around the Common Core charter schools and the privatization of education Critical inquiry is central to the ethos of service learning pedagogy a pedagogy that is built upon community partner participation and active reflection Within higher education service learning offers an important opportunity to enhance practice within the community allowing students to engage stakeholders and youth which is particularly important given the dramatic inequalities that are endemic in today's society *How College Affects Students* Matthew J. Mayhew, Alyssa N. Rockenbach, Nicholas A. Bowman, Tricia A. D. Seifert, Gregory C. Wolniak, 2016-08-23 The bestselling analysis of higher education's impact updated with the latest data *How College Affects Students* synthesizes over 1 800 individual research investigations to provide a deeper understanding of how the undergraduate experience affects student populations Volume 3 contains the findings accumulated between 2002 and 2013 covering diverse aspects of college impact including cognitive and moral development attitudes and values psychosocial change educational attainment and the economic career and quality of life outcomes after college Each chapter compares current findings with those of Volumes 1 and 2 covering 1967 to 2001 and highlights the extent of agreement and disagreement in research findings over the past 45 years The structure of each chapter allows readers to understand if and how college works and of equal importance for whom does it work This book is an invaluable resource for administrators faculty policymakers and student affairs practitioners and provides key insight into the impact of their work Higher education is under more intense scrutiny than ever before and understanding its impact on students is critical for shaping the way forward This book distills important research on a broad array of topics to provide a cohesive picture of student experiences and outcomes by Reviewing a decade's worth of research Comparing current findings with those of past decades Examining a

multifaceted analysis of higher education's impact and Informing policy and practice with empirical evidence Amidst the current introspection and skepticism surrounding higher education there is a massive body of research that must be synthesized to enhance understanding of college's effects *How College Affects Students* compiles organizes and distills this information in one place and makes it available to research and practitioner audiences Volume 3 provides insight on the past decade with the expert analysis characteristic of this seminal work *Validity and Limitations of College Student Self-Report Data* Serge Herzog, Nicholas A. Bowman, 2011-06-28 Critics of student self-reported data claim that the accumulated corpus of research documenting student learning on the basis of survey responses stands on shaky ground This volume argues that scholarship on proper use of student self-report data is woefully underdeveloped and contributing authors offer several important insights to assist IR practitioners in identifying potential limitations associated with self-report data Volume editors Serge Herzog director of institutional analysis at the University of Nevada Reno and Nicholas A Bowman postdoctoral research associate in the Center for Social Concerns at the University of Notre Dame have assembled contributing authors who are leading scholars in the field of college student self-reports Combined the chapters draw on data from a mix of colleges and universities capturing student growth at different stages of the undergraduate experience and even beyond graduation This is the 150th volume of the Jossey Bass quarterly report series *New Directions for Institutional Research* Always timely and comprehensive *New Directions for Institutional Research* provides planners and administrators in all types of academic institutions with guidelines in such areas as resource coordination information analysis program evaluation and institutional management *Risk, Resilience, and Positive Youth Development* Jeffrey M. Jenson, 2013 In this innovative book elements of risk and resilience positive youth development and organizational collaboration are used to develop a comprehensive intervention framework the Integrated Prevention and Early Intervention IPEI Model *Pursuit of Liberation* Emily A. Nemeth, Ashley N. Patterson, 2022-04-01 The authors of this volume collectively demonstrate the importance of critical service learning in this historic moment as we participate in and witness ongoing struggles for justice around the world The contributors of this volume offer guidance to educators and scholars alike who are interested in designing participating in and studying the potential of alliances formed through critical service learning The volume emphasizes theoretical and historical foundations of critical service learning pressing questions facing the field exploration of outcomes of and ongoing challenges for the pedagogy and design features and larger scale models of critical service learning that can be implemented across the educational landscape of elementary secondary and higher education **ENDORSEMENTS** This volume in the *Advances in Service Learning Research* series does not disappoint Emily Nemeth and Ashley Patterson have amassed an amazing team of authors who take readers on a rewarding journey across diverse cultural communities and educational contexts revealing the limitations of traditional service learning approaches in addressing issues of racial injustice Readers of this volume will gain a greater understanding of the rapidly evolving and maturing nature of higher

education service learning pedagogy and the need to adopt more critical perspectives in the study and practice of service learning Andrew Furco University of Minnesota Pursuit of Liberation conceived and written during tumultuous times in the United States offers hope for the possibility of social justice and liberation in educational spaces The modern day brutal lynching of George Floyd an African American man by a white police officer and the COVID 19 pandemic revealed the horridness and inhumanity of a country that advertises itself as a beacon of equity and inclusion This volume is a reminder that social justice and liberation require vigilance The editors Professors Nemeth and Patterson persuade us to understand that the work of inclusion and liberation in education is complex multidisciplinary continuous and iterative Most importantly they convincingly assert that communities and educational institutions need to take bold steps toward a more just hopeful and loving world through critical service learning Shirley Mthethwa Sommers University of Mpumalanga Taking eService-Learning to the Next Level Jean R. Strait, Robert D. Shumer, Katherine J. Nordyke, 2023-08-01 The chapters in this book provide an excellent story of the growth of e learning and eService learning over the past many years Strait takes us from the first chapter examining current issues and considerations for eService Learning to a second chapter that documents the growth and maturation of a program at Missouri State University to chapters that introduce critical e service learning with a social justice orientation Gordon and Jackson Brown and chapters that address international experiences Ong Tan et al and Dietrich and Ekici that involve eService learning in Singapore and long distance relationships between the U S and Afghanistan to illustrate the multiplicity and diversity of current models of service and learning that occur through electronic means The importance of the book and its chapters is that change happens What was occurring in the early 21st century was altered by situations such as the global pandemic of COVID 19 to increase the reliance on e educational systems and promote the increased use of electronic educational programs that covered almost all areas of educational systems While early mobile phones existed in the 1970s Teixeira T 2010 they evolved and more sophisticated versions were produced throughout the 20th century By the end of the century phones that could easily transmit emails were developed and then came camera phones and then smart phones by 2003 And phone communication has continued to change existing today as a total communication device used by people all over the world Similarly video and visual systems have evolved and continue to change Zoom was developed in 2011 and has continued to evolve and expand services all over the world People are now able to visually and orally communicate with others on every continent 24 hours a day and the complexity and utility of communication has similarly expanded Now phones can instantaneously translate between languages and people in all parts of the world can share experiences and visual products without barriers of language country or time Indeed the electronic world is an amazing entity and continues to evolve each year So what are the implications of all these changes for education and service Simply put they are and will continue to evolve to more complex and more useful forms for all communication and interaction And this current volume gives us much insight into the important areas of change in both e learning and

eService learning All the chapters add great insight and information about important issues in the field and highlight some of the critical concepts embedded in its development

Service-Learning to Advance Access & Success Travis T. York, Alan S. Tinkler, Barri E. Tinkler, 2018-11-01 Throughout the 90s and early 2000s service learning research was intensely focused on the student outcomes That body of research has effectively brought service learning from the fringes into the mainstream of institutionalized pedagogies In the past decade service learning research has experienced an infusion of exploration in three distinct ways first large scale quantitative methodologies second a proliferation of research that has explored how different sub groups of students experience the pedagogy differently thusly resulting in variation among outcomes and third a focus on the experiences and outcomes associated for communities and community partners engaged in service learning In an effort to support these movements this volume of the Advances in Service Learning Research series Service Learning to Advance Access Success Bridging Institutional and Community Capacity focuses on how service learning can advance access and success Not simply access and success of students but the ways that service learning can advance access and success for all through bridging institutional and community capacity building The chapters in this volume serve as a testament to the ways in which service learning research continue to be advanced by thoughtful scholar practitioners The 12 chapters included in this volume are organized into three sections The first section focuses on how institutional and community partnerships can be leveraged to build community capacity The second section focuses on how institutions might build their own capacity to effect change for the good of society The third and final section focuses on six studies exploring the relationship service learning pedagogy has with access and success for students Of the six studies three are situated within the context of teacher preparation programs

Enjoying the Melody of Phrase: An Emotional Symphony within **Research For What Making Engaged Scholarship Matter Advances In Service Learning Research**

In a world used by displays and the ceaseless chatter of instant interaction, the melodic splendor and emotional symphony produced by the prepared word often fade into the back ground, eclipsed by the persistent noise and disturbances that permeate our lives. Nevertheless, nestled within the pages of **Research For What Making Engaged Scholarship Matter Advances In Service Learning Research** a wonderful fictional value filled with fresh emotions, lies an immersive symphony waiting to be embraced. Crafted by an outstanding musician of language, that fascinating masterpiece conducts viewers on a psychological journey, well unraveling the concealed songs and profound impact resonating within each cautiously crafted phrase. Within the depths of the moving examination, we can discover the book is main harmonies, analyze their enthralling publishing style, and submit ourselves to the profound resonance that echoes in the depths of readers souls.

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