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Key resources for the field of service learning include books, journals, and a web site designed to help practitioners and researchers.

Resources for Research and Practice in Service Learning

D. Scott Dixon

With calls for greater accountability on the part of external stakeholders, American higher education has been forced to take a fresh look at its academic mission. Increasingly, more educators have called for "critically reflective learning" and the need to engage students in "a continual process of activity, reflection upon activity, [and the] collaborative analysis of activity" (Brookfield, 1986, p. 10). Equating learning with experience and reflection is not new, nor is it confined to the American educational system. Dewey (1916) called on teachers to engage learners in continuous and alternating experiences of investigation and exploration followed by reflection, and Freire (1970) equated the idea of "praxis" with the goal of not only helping South America's poor acquire literacy skills but also to use such skills to understand and resist oppressive social structures.

One way this emphasis on learning and experience has manifested itself has been the desire to connect the classroom with the community through service learning. As Thomas Ehrlich, former chair of Campus Compact, wrote: "Service learning is the various pedagogies that link community service and academic study so that each strengthens the other" (Jacoby, 1996, p. xi).

This chapter provides some key resources for researchers, practitioners, administrators, and teachers who are interested in further exploration into the world of service learning.

Web Site

The following web site organized by the Corporation for National Service allows Internet searches on the current uses and resources of service learning within the academy: <http://www.cns.gov/links.htm#servicelearning>.

Books

Janet Eyler, Dwight E. Giles, Jr., and Angela Schmiede, *A Practitioner's Guide to Reflection in Service-Learning: Student Voices and Reflection*. Nashville, Tenn.: Vanderbilt University, 1996.

This research-based publication examines students' experiences of critical reflection. It is an interactive workbook that supplements the more theoretical work within service learning by providing a practical resource to developing reflective activities for service learning courses, programs, and other forms of experience-based education. By using comments from students involved in service learning and providing creative ideas to help students reflect on their service learning experiences, this book addresses the following objectives: to use service learning in classes and programs; to convince colleagues and administrators of the value of service learning; to discover what students value about service learning; to develop varied instructional activities around service learning; to adapt activities for students with diverse learning styles; to sequence reflective activities within class; and to identify other resources for planning service learning classes and reflection activities.

Barbara Jacoby and Associates, *Service-Learning in Higher Education: Concepts and Practices*. San Francisco: Jossey-Bass, 1996.

The authors' theoretical framework situates service learning within the larger realm of educational outcomes of the academy. Multiple audiences include senior administrators who need to discover the value of service learning; academicians who need to understand how service learning contributes to teaching, learning, and research; faculty who are unaware of the many ways service learning can be integrated into courses across the curriculum; student affairs professionals who desire more opportunities to design service learning activities that foster student development; student leaders who want to incorporate reflection and reciprocity into the implementation of their campus programs; community leaders who need to be informed about the mutually beneficial partnerships available within service learning projects; and policy makers who need to be reminded of how important their support can be to an institution dedicated to promoting service learning.

Robert A. Rhoads, *Community Service and Higher Learning: Explorations of the Caring Self*. Albany: State University of New York Press, 1997.

Hoping to restructure higher learning around a more caring and democratic form of education, the author presents community service as one possible vehicle for transforming the academy toward an ethic-of-care philosophy. Rhoads links actual service projects and interviews with over one hundred students to theoretical research on the "self" and "community" in order to demonstrate how community service offers a vivid encounter between the "self" and

the "other." Ultimately, Rhoads uses his argument to present a new conception of service learning called "critical community service," which combines a feminist ethic of care with a democratic concern for social justice and equality.

Alan S. Waterman (ed.), *Service-Learning: Applications from the Research*. Hillsdale, N.J.: Erlbaum, 1997.

Waterman and associates bring together the work of leading researchers in the field of service learning to accomplish two primary objectives: first, to review and evaluate the empirical research; and second, to generate recommendations gained from this literature to be used in the planning and implementation of service learning programs. The first part of the book discusses qualitative and quantitative methodologies that have been used to assess service learning programs. The second portion of the volume discusses the elements of effective service learning programs, including characteristics of the programs themselves, variables affecting teaching involvement, and student motivations. The book concludes with a chapter written from a practitioner's perspective that attempts to draw together the common themes presented in the book and reiterate the many recommendations offered by its contributors.

Edward Zlotkowski (ed.), *AAHE's Series on Service Learning in the Disciplines*. Washington, D.C.: American Association for Higher Education, 1997–1998.

Each of eighteen volumes in this series provides a rigorous intellectual forum for discussion of why and how service learning is being implemented within a specific discipline, and what that discipline is contributing to the pedagogy of service learning. Each volume consists of theoretical and pedagogical essays by scholars in the discipline as well as an annotated bibliography and program/course descriptions.

Journals

Michigan Journal of Community Service Learning, OCSL Press, University of Michigan, 1024 Hill Street, Ann Arbor, Michigan 48109–3310; <http://www.umich.edu/~ocsl/MJCSL/>. Contact: Jeffrey Howard, Editor.

Journal of College Student Development, Student Development Office, Appalachian State University, Boone, North Carolina 28608; <http://www.jcsd.appstate.edu/>. Contact: Gregory S. Blimling, Editor.

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- Brookfield, S. D. *Understanding and Facilitating Adult Learning*. San Francisco: Jossey-Bass, 1986.
- Dewey, J. *Democracy and Education*. New York: Macmillan, 1916.
- Freire, P. *Pedagogy of the Oppressed*. New York: Continuum, 1970.

Jacoby, B., and Associates. *Service-Learning in Higher Education: Concepts and Practices*. San Francisco: Jossey-Bass, 1996.

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