Service Learning Project Paper

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Civic Engagement Pedagogy in the Community College: Theory and Practice Emily Schnee 2015-11-19 This book will help post-secondary educators to discover the joys and challenges of implementing theoretically grounded civic engagement projects on their campuses. The essays on civic engagement and public scholarship are written by an interdisciplinary group of community college faculty who have designed and implemented civic engagement projects in their classrooms. The projects they describe stand at the intersection of research, theory and pedagogy. They challenge dominant constructions of civic engagement as students bring their community, culture and history into the classroom. The authors consider the particular complexities and constraints of doing civically engaged teaching and scholarship at the community college level and situate their projects within current theoretical debates about civic engagement, public scholarship, and public higher education.

Teaching Social Foundations of Education Dan W. Butin 2014-04-08 This book, the first comprehensive, critical examination of the theory and pedagogy of the field of social foundations of education and its relevance and role within teacher education: *Articulates central questions in the field--such as "What is social foundations?"; "Is there a social foundations canon?"; "Is it possible to teach for social justice?"; "What is student resistance?"; *Explores the limits and possibilities of teaching social foundations of education; *Provides strong arguments for the continued relevance of the discipline for teacher education; *Features a variety of clearly presented, theoretically grounded models for teaching social foundations within teacher education programs--including aesthetic education, critical theory, and eco-justice perspectives, the use of community-based oral histories, and experiential learning activities; *Provides concrete examples, actual syllabi, and a host of additional resources to help faculty teach, publish, and do research; and *Proposes new directions for research and dialogue within the field. This volume is an ideal entrance into the field for graduate students, junior faculty, and professors from other areas of education who are teaching in the social foundations field for the first time.

Student Experiences and Educational Outcomes in Community Engagement for the 21st Century Crosby, Cathryn 2016-09-20 Today's students face the challenge of finding a career and a passion while facing economic uncertainty. Service learning has the potential to challenge and inspire students as they hone their skills. An increasingly popular subject, service and experiential learning are changing the way education is taught worldwide. Student Experiences and Educational Outcomes in Community Engagement for the 21st Century collects and analyzes students' experiences in diverse service-learning contexts, giving fodder for rethinking strategies and finding optimal pedagogies for successful community engagement. This unique publication is ideal for educators, administrators, policy makers, and students of education.

Innovative Strategies and Approaches for End-User Computing Advancements Dwivedi, Ashish 2012-09-30 As the use of internet applications with client server architecture and web browsers have increased the ability to draw on information, many managers now face the challenge of making effective decisions based on this data. Integrating end users into computer environments aid in the impact, design, and development that computer models have on performance and productivity. Innovative Strategies and Approaches for End-User Computing Advancements presents comprehensive research on the implementation of organizational and end user computing initiatives to further understand this discipline and its related fields. This book aims to bring together information technology educators, researchers, and practitioners who strive to advance the practice and understanding of organizational and end user computing.

CTET/TETS ENGLISH LANGUAGE & PEDAGOGY PAPERS–I & II Dharmesh Singh 2021-01-19

Engineering Professionalism Ulrik Jørgensen 2016-11-25 "The research presented in this book provides analytical frameworks and case studies on engineering practices in education and professional work. The studies are inspired by practice theory as well as science and technology studies. The contributions demonstrate how these practices mutually dependent in co-construction processes in different domains of engineering. In order to demonstrate these essentially dynamic features, the empirical material is aimed at unravelling the interrelatedness of educational and work practices in engineering and analysing them as inherently situated in order to understand how engineering professionalism is produced. The studies are motivated by the following questions: How can we understand different engineering practices and how do they relate?Which dimensions facilitate transitions between educational practices and work practices?Where is engineering professionalism learned and the engineering 'mindset' constituted?How does engineering professionalism change in response to societal challenges? The studies focus on the responses to societal challenges in education and professional work settings. The outcomes show how engineering has responded to challenges concerning environment, energy, sustainability, design, user interactions, community engagement and entrepreneurship. This has been done through the identification of codes of meaning and the institutions that frame the translation from challenges to professional responses. How these responses are performed within engineering professionalism is crucial for the societal role of engineering.The concluding chapter synthesizes the answers to these questions and the lessons learned from attempts to develop engineering in the different settings studied. It highlights the linkages among them, drawing on findings and details from the individual chapters as well as the literature in which they are situated, showing how the different sites interact and produce specific representations and frameworks central to engineering professionalism."

The Health Professions Educator Gerald Kayingo, PhD, PA-C 2017-08-28 Provides one-of-a-kind, in-depth guidance for improving effectiveness in the classroom This is the only book for new and midcareer faculty that delivers practical, evidence-based strategies for physician assistants, nurse practitioners, and other clinical professionals teaching in advanced health provider education programs. The text disseminates interprofessional teaching and learning strategies that can be used across the gamut of advanced clinical disciplines. It also features sample curricula and syllabi, lecture tips, evaluation strategies, and in-depth information about state-of-the-art technology and virtual classrooms. Key pedagogical principles set a firm foundation for both novice and experienced educators, and practical applications and case examples integrated into each chapter offer concrete reinforcement. The text describes how to design and implement a curriculum that promotes cognitive diversity and inclusion, and examines ways to encourage leadership and scholarship. It addresses methods for fostering active learning and clinical reasoning through the use of technology, simulation, distance education, and student-centered pedagogy. Edited by experienced PA and NP faculty who are leaders in interprofessional education, the book distills the insight and expertise of top PA, nursing, and physician educators and provides valuable tools that help faculty become effective educators in the U.S. and abroad. Key Features: Delivers cutting-edge "tools of the trade" for advanced health professions educators Provides evidence-based strategies for interprofessional education Describes key pedagogical principles for both beginner and advanced educators •Includes strategies to promote cognitive diversity and inclusion in the teaching environment Weaves practical applications and case examples into each chapter Offers strategies for faculty to establish and maintain work-life balance

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.

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.

Engineering Ethics for a Globalized World Colleen Murphy 2015-06-22 This volume identifies, discusses and addresses the wide array of ethical issues that have emerged for engineers due to the rise of a global economy. To date, there has been no systematic treatment of the particular challenges globalization poses for engineering ethics standards and education. This volume concentrates on precisely this challenge. Scholars and practitioners from diverse national and professional backgrounds discuss the ethical issues emerging from the inherent symbiotic relationship between the engineering profession and globalization. Through their discussions a deeper and more complete understanding of the precise ways in which globalization impacts the formulation and justification of ethical standards in engineering as well as the curriculum and pedagogy of engineering ethics education emerges. The world today is witnessing an unprecedented demand for engineers and other science and technology professionals with advanced degrees due to both the off-shoring of western jobs and the rapid development of non-Western countries. The current flow of technology and professionals is from the West to the rest of the world. Professional practices followed by Western (or Western-trained) engineers are often based on presuppositions which can be in fundamental disagreement with the viewpoints of non-Westerners. A successful engineering solution cannot be simply technically sound, but also must account for cultural, social and religious constraints. For these reasons, existing Western standards cannot simply be exported to other countries. Divided into two parts, Part I of the volume provides an overview of particular dimensions of globalization and the criteria that an adequate engineering ethics framework must satisfy in a globalized world. Part II of the volume considers pedagogical challenges and aims in engineering ethics education that is global in character.

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.

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.

Resources in Education 1999

The Experiential Library Pete McDonnell 2016-09-07 The Experiential Library: Transforming Academic and Research Libraries through the Power of Experiential Learning features contributions—in a relatively conversational, practical, and "how-to" format—from various academic libraries across broad educational levels that have implemented experiential learning programs, services, or resources to enhance the learning and development of both students and library employees. As academic libraries and academic librarians are seeking ways to transform themselves and create collaborative synergies within and without their institutions, this timely book suggests exciting ways to integrate experiential learning into the library's offerings. Ranging from integrated service learning and Information Literacy instruction that "takes the class out of the classroom," to unique experiential approaches to programming like Course Exhibits and the Human Library, the book is a one-stop-shop for libraries looking to expand their repertoire. It will also help them create connections between experiential learning and their institutions' missions and contributions to student success, by grounding these programs and services on a sure methodological footing. Librarians and educators wishing to learn more about the connections between experiential learning/experiential education and academic libraries would benefit from the advice from authors in this book. Covers experiential learning for academic and research libraries Presents diverse aspects of experiential learning in academic libraries across the spectrum of educational levels Offers a one-stop-shop for librarians keen on bringing experiential learning to their institutions Adds to current conversations in both LIS and experiential education, enabling further synergies in both disciplines

With Service in Mind Robert G. Bringle 1998 This book begins with six articles that address how psychological theory, research, and practice bear on collaborating with communities, interpreting changes in 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)

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.

Putting the Invisible Hand to Work KimMarie McGoldrick 2002 A guide to introducing service learning in the economics classroom

Teaching Civic Engagement Forrest Clingerman 2017-08 Using a new model focused on four core capacities-intellectual complexity, social location, empathetic accountability, and motivated action--Teaching Civic Engagement explores the significance of religious studies in fostering a vibrant, just, and democratic civic order. In the first section of the book, contributors detail this theoretical model and offer an initial application to the sources and methods that already define much teaching in the disciplines of religious studies and theology. A second section offers chapters focused on specific strategies for teaching civic engagement in religion classrooms, including traditional textual studies, reflective writing, community-based learning, field trips, media analysis, ethnographic methods, direct community engagement and a reflective practice of -ascetic withdrawal.- The final section of the volume explores theoretical issues, including the delimitation of the -civic- as a category, connections between local and global in the civic project, the question of political advocacy in the classroom, and the role of normative commitments. Collectively these chapters illustrate the real possibility of connecting the scholarly study of religion with the societies in which we, our students, and our institutions exist. The contributing authors model new ways of engaging questions of civic belonging and social activism in the religion classroom, belying the stereotype of the ivory tower intellectual.

The SAGE Sourcebook of Service-Learning and Civic Engagement Omobolade Delano-Oriaran 2015-03-23 Service-Learning and Civic Engagement: A

Sourcebook focuses on historical, philosophical, social foundations, practices and models of service-learning and civic engagement. The title offers practical, jargon-free chapters applicable to any educational institution as well as community organizations that might consult the work. Key Features Practical, jargon-free chapters applicable to any educational institution as well as community organizations that might consult the work 58 signed chapters are organized into thematic parts, such as Concepts & Theoretical Approaches, Historical & Social Foundations, The Role of Service-Learning in Higher Education, The Role of the Community, Lessons Learned & Future Directions, etc. Thematic parts provide a practical sampling of syllabi, lesson plans, activities and resources, and online websites and databases supporting service-learning. Glossary (key terms commonly used in discussions and research on service-learning and civic engagement) Bibliography of sources consulted in production of the volume This Sourcebook is a scholarly source ideal for any educational institution and academic library as well as public libraries and community organizations that might consult the work on historical, philosophical social foundations, practices and models of service-learning and civic engagement.

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.

Service-Learning Paradigms Kenneth Colburn, Jr. 2007-07 The papers in this volume have been selected primarily from the presentations at the International Symposium on Service-Learning, cosponsored by Stellenbosch University in South Africa and the University of Indianapolis in the United States. It aims to explore service-learning paradigms for the 21st century: New Paradigms for Theory, Research and Curriculum Development; New Paradigms for Teaching and Learning; and Paradigms for Intercommunity and Interdisciplinary Collaboration. This volume provides clear evidence that the paradigm of service-learning has gone global and international. Service-learning has become the new coin of the academic and civic realm for issues of connecting teaching. scholarship, and community services

Studying Service-Learning Shelley H. Billig 2014-04-04 This volume represents a breakthrough discussion of the research issues surrounding innovative pedagogies. Using service-learning as its focus, it explores ways in which researchers and evaluators can study a teaching and learning approach that has multiple goals, including both academic and affective development. The chapter authors show how to study a topic that is multilayered, complex, and involves the ways in which individuals make meaning of their experiences. Seven challenges that researchers need to grapple with in studying service-learning are identified and addressed: defining service-learning; basing service-learning research on strong theoretical foundations; refining service-learning research design and methodology; interpreting service-learning results; disseminating service-learning research findings; improving service-learning practice; and building funding to support service-learning research. In addition, practical recommendations are provided for professionals involved in doing research on service-learning and more broadly on any form of experiential education, community service and development, or educational reform. Studying Service-Learning: Innovations in Education Research Methodology is an essential resource for researchers who are interested in studying innovative teaching and learning strategies and for students who are learning about a range of research methodologies.

Proceedings of the 2010 Academy of Marketing Science (AMS) Annual Conference Dawn R. Deeter-Schmelz 2014-10-23 Founded in 1971, the Academy of Marketing Science is an international organization dedicated to promoting timely explorations of phenomena related to the science of marketing in theory, research, and practice. Among its services to members and the community at large, the Academy offers conferences, congresses and symposia that attract delegates from around the world. Presentations from these events are published in this Proceedings series, which offers a comprehensive archive of volumes reflecting the evolution of the field. Volumes deliver cutting-edge research and insights, complimenting the Academy's flagship journals, the Journal of the Academy of Marketing Science (JAMS) and AMS Review. Volumes are edited by leading scholars and practitioners across a wide range of subject areas in marketing science. This volume includes the full proceedings from the 2010 Academy of Marketing Science (AMS) Annual Conference held in Portland, Oregon.

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 a starting point for the evidence needed to firmly establish service-learning for K-12 age people as a widely accepted way of teaching and learning.

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 intelligencesIn 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.

Technology, Theory, and Practice in Interdisciplinary STEM Programs Reneta D Lansiquot 2016-08-26 This book highlights models for promoting interdisciplinary thinking and an appreciation for interdisciplinary understanding among students in STEM-related fields. Students majoring in science, technology, engineering, and mathematics often perceive that courses in their major are not related to the general education liberal arts courses required for their degrees. This separation prevents the transfer of skills between their general education courses and their degree pursuits. The false dichotomy is particularly important because solving the daunting challenges of the twenty-first century—such as drug-resistant bacteria, scarcity of natural resources, and climate change—requires global citizens armed with robust, complex abilities who can integrate interdisciplinary concepts with bold technologies. Contributors to this book explore ways in which this dichotomy can be overcome.

Service-Learning Pedagogy Virginia M. Jagla 2015-02-01 Service-learning is a powerful method of teaching and learning that has been used effectively for more than two decades. Its efficacy has been researched in a variety of ways and this volume continues to expand that research base. In particular, in this volume, Service-Learning Pedagogy: How Does It Measure Up?, we explore three broad areas of service-learning research and practice that reflect broader discussions of the role of pedagogy in today's educational reform efforts: Teacher Education, Crossing Boundaries: Deepening Relationships in Service-Learning and New Paradigms/Conceptual Frameworks. Many have called for more rigorous methods when researching service-learning pedagogy. That has

been the major impetus for this volume. We seek to generate knowledge regarding service-learning pedagogy, while developing theories about it. We surface some elusive affective characteristics of the pedagogy, which we know has the power to produce transformational learning. To this end, the authors who have contributed to this volume effectively add to the growing body of knowledge in the field and help us get closer to understanding the extent to which service-learning does and does not measure up.

What is Global Engineering Education For? The Making of International Educators, Part I & II Gary Downey 2022-05-31 Global engineering offers the seductive image of engineers figuring out how to optimize work through collaboration and mobility. Its biggest challenge to engineers, however, is more fundamental and difficult: to better understand what they know and value qua engineers and why. This volume reports an experimental effort to help sixteen engineering educators produce ""personal geographies"" describing what led them to make risky career commitments to international and global engineering education. The contents of their diverse trajectories stand out in extending far beyond the narrower image of producing globally-competent engineers. Their personal geographies repeatedly highlight experiences of incongruence beyond home countries that provoked them to see themselves and understand their knowledge differently. The experiences were sufficiently profound to motivate them to design educational experiences that could challenge engineering students in similar ways. For nine engineers, gaining new international knowledge challenged assumptions that engineering work and life are limited to purely technical practices, compelling explicit attention to broader value commitments. For five non-engineers and two hybrids, gaining new international knowledge fueled ambitions to help engineering students better recognize and critically examine the broader value commitments in their work. A background chapter examines the historical emergence of international engineering education in the United States, and an epilogue explores what it might take to integrate practices of critical self-analysis more systematically in the education and training of engineers. Two appendices and two online supplements describe the unique research process that generated these personal geographies, especially the workshop at the U.S. National Academy of Engineering in which authors were prohibited from participating in discussions of their manuscripts. Table of Contents: The Border Crossers: Personal Geographies of International and Global Engineering Educators (Gary Lee Downey) / From Diplomacy and Development to Competitiveness and Globalization: Historical Perspectives on the Internationalization of Engineering Education (Brent Jesiek and Kacey Beddoes) / Crossing Borders: My Journey at WPI (Rick Vaz) / Education of Global Engineers and Global Citizens (E. Dan Hirleman) / In Search of Something More: My Path Towards International Service-Learning in Engineering Education (Margaret F. Pinnell) / International Engineering Education: The Transition from Engineering Faculty Member to True Believer (D. Joseph Mook) / Finding and Educating Self and Others Across Multiple Domains: Crossing Cultures, Disciplines, Research Modalities, and Scales (Anu Ramaswami) / If You Don't Go, You Don't Know (Linda D. Phillips) / A Lifetime of Touches of an Elusive ""Virtual Elephant"": Global Engineering Education (Lester A. Gerhardt) / Developing Global Awareness in a College of Engineering (Alan Parkinson) / The Right Thing to Do: Graduate Education and Research in a Global and Human Context (James R. Mihelcic) / Author Biographies

Contextual Teaching and Learning Elaine B. Johnson 2002 Contextual Teaching and Learning is an examination of a holistic approach to education. The book provides its readers with a comprehensive definition of Contextual Teaching and Learning (CTL), discussing its origins and philosophy, its basis in psychology, neuroscience, modern physics and biology. While attitudes toward education are often shaped by popular views in science, author Elaine B Johnson outlines the importance of integrating modern scientific discoveries into current education practices. Contextual Teaching and Learning: What It Is and Why It´s Here to Stay stresses interdependence, differentiation, and self-organization as the principals that form CTL, as opposed to the dualism between thought and action that plagues traditional views on education. Elaine B Johnson illustrates the relationship between brain functions, memory retention, and teaching methods, and the significance of incorporating real life examples in lesson plans.

Growing Information: Part 2 Eli B. Cohen 2009

Service Learning Gail P. Poirrier 2001 Provides an introduction to service learning principles, practice, and community-based nursing education, with an emphasis on practice and teaching. Links service learning with community-based learning opportunities as a tool for applying content learned in the classroom and as a strategy for improving the ability of students to help communities themselves. Gives details on how to incorporate service learning and community-based curricular strategies into the curriculum. The author teaches nursing at the University of Louisiana. Annotation copyrighted by Book News, Inc., Portland, OR.

Service Learning for Health, Physical Education, and Recreation Cheryl Stevens 2008 Service Learning for Health, Physical Education, and Recreation is a unique workbook for planning, implementing and evaluating service-learning projects. It includes an easy-to-follow process for planning and completing projects and a range of tools and activities to help students maintain progress and navigate the complexities of their projects.

Toward Assessing Business Ethics Education Diane L. Swanson 2010-11-01 Toward Assessing Business Ethics Education, edited by Diane L. Swanson and Dann G. Fisher of Kansas State University, is a sequel to their book Advancing Business Ethics Education in the Ethics in Practice IAP book series. The focus on assessment in this second book is a timely response to the urgent search among business schools for ways to teach and assess ethics at a time when the public's faith in corporations and business schools has been undermined greatly by the failure of both to respond to widespread corruption and scandals in the business sector. Although no one expects business education alone to resolve these problems, the distinguished scholars represented in this book advocate that business schools should at least do their part by exposing their students to decision models that incorporate ethical dimensions on behalf of corporate stakeholders and society at large. As the book's title conveys, it is then important to assess key learning objectives to insure that business students graduate knowing ethics fundamentals and armed with the ability to recognize ethical dilemmas and possible solutions during the course of their careers. This book will speak to all who are interested in accountability for business ethics education, especially business school deans, university administrators, faculty members, students, and prospective employers. This audience will find that the enterprise of assessing business ethics education is advanced in three ways. First, the book functions as a venue for distinguished scholars to share the innovative ways that they are assessing ethics coverage in courses and degree programs. Second, these authors identify what needs to be assessed and the means for doing so. Third, the book serves not only as a guide to assessment, but also as a platform for expanding and improving ethics coverage in business schools. Moreover, an important take away for readers is the provision of a simple formula, first advocated by Diane L. Swanson and William C. Frederick (University of Pittsburgh) in 2005, for delivering ethics education that minimizes assessment errors. By following this formula, business schools can provide assurances that ethics will not be assessed as being sufficient when it is woefully inadequate or even missing in the curriculum and that it cannot be distorted, diluted, or trivialized by uninformed coverage and still pass inspection. Avoiding these assessment errors is critical in an educational environment in which weak accrediting standards for ethics go hand in hand with spotty, uniformed coverage that would not be tolerated for other business disciplines.

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.

Quick Hits for Service-Learning M. A. Cooksey 2010-11-15 Service-learning, the integration of classroom instruction with community service projects, is rapidly gaining momentum as a successful teaching and learning strategy that benefits both students and their communities. Quick Hits for Service-Learning presents more than 80 examples of innovative curricula, developed by educators in a wide range of disciplines, designed to combine community service with instruction and reflection. Seven chapters offer tips for classroom activities that focus on the education of children and youth; civic awareness, engagement, and activism; language, literature, and communication; global studies and local outreach to exceptional populations; the study of history, the social sciences, and the arts; business, industry, and the health sciences; and the teaching of research and other "tools of the trade." Brimming with ideas that busy faculty members can easily adapt to their own classrooms, this book is a valuable reference for faculty new to the field or seasoned practitioners looking for fresh ideas.

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

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.

Protecting the Environment Through Service Learning Don Rauf 2014-12-15 Because protecting environmental resources has become an issue of scientific, political, and historical import, service-learning projects that serve the planet have become an important part of a wide range of curricula. Students will find a wealth of opportunities both at home and abroad that will directly impact the Earth's wildlife, aquatic health, and natural resources. This engaging volume surveys the various projects available to students interested in using service learning to find solutions to local and global environmental issues. Readers also learn how to tie projects to coursework and apply their skills to future pursuits.

General Education and the Development of Global Citizenship in Hong Kong, Taiwan and Mainland China Jun Xing 2013 General Education has taken center stage in the greater China area (Hong Kong, Taiwan and mainland China) because of a number of important developments. First, globalization has created both opportunities and challenges for college students. When they graduate and enter the real world, they must have the cultural sensitivities and social skills, in addition to their professional training, to compete in a knowledge-based global economy. Equally significant for institutions of higher education, pressing global problems challenge traditional disciplines and demand new forms of learning that reshapes the boundaries of knowledge. In response to those rapidly changing dynamics, general education has taken an increasingly important role in undergraduate education. As the first English publication on the subject, this anthology brings together a distinguished group of General Education scholars and teachers from Hong Kong, Taiwan and mainland China.

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.