

Service Learning And Social Justice Engaging Students In Social Change

There is growing pressure on teachers and faculty to understand and adopt best practices to work with diverse races, cultures, and languages in modern classrooms. Establishing sound pedagogy is also critical given that racial, cultural, and linguistic integration has the potential to increase academic success for all learners. To that end, there is also a need for educators to prepare graduates who will better meet the needs of culturally diverse learners and help their learners to become successful global citizens. The Handbook of Research on Diversity and Social Justice in Higher Education is a cutting-edge research book that examines cross-cultural perspectives, challenges, and opportunities pertaining to advancing diversity and social justice in higher education. Furthermore, the book explores multiple concepts of building a bridge from a monocultural pedagogical framework to cross-cultural knowledge through appropriate diversity education models as well as effective social justice practices. Highlighting a range of topics such as cultural taxation, intercultural engagement, and teacher preparation, this book is essential for teachers, faculty, academicians, researchers, administrators, policymakers, and students.

The service-learning field is 50 years old in the United States. Much has been developed over that time in the fields of K-12 schooling, higher education, and community organizations. People who have been involved in the movement have worked individually and collaboratively to include servicelearning as an effective pedagogy and program in educational settings. They have created opportunities for students, teachers, faculty, and community members to learn about academic content and personal commitment to serving others for social change and community impact. In this book we hear from individuals who have been involved in the effort for more than 30 or 40 years about what they have learned from their experiences and what wisdom they can share with others who will be involved for the next several decades. Their experience, insight, and understanding will hopefully help younger people to improve and expand on the movement and place service-learning and community engagement as a regular part of American education. "Robert Shumer has been a stalwart of the service learning movement for decades. He's a practitioner, a researcher, an experimenter. This book gives valuable perspective for all of us going forward." ~ Paul Loeb, Author of Soul of a Citizen "At a moment when many are asking how higher education can better serve our democracy, Robert Shumer's book reminds us that we still have much to learn from those who built the movement for community engagement through service learning. As befits the field, the chapters in this book derive wisdom from experience and, in so doing, give us insight and inspiration for identifying the way forward." ~ Andrew J. Seligsohn, President, Campus Compact "This book provides a strong foundation for promoting discussions on how the service-learning movement has evolved over the past 30-40 years. Rob Shumer has pulled together several key leaders in the service-learning movement to share their stories and experiences. This book will be useful to a younger generation of service-learning practitioners and faculty who will continue to build the field that these pioneers so generously cultivated." ~ Elaine K. Ikeda, Ph.D. Executive Director, California Campus Compact The contributors to this volume contend that the Scholarship of Teaching and Learning (SoTL) can provide a strong foundation for the role of education in promoting social justice. These essays highlight the various ways that learners and teachers can prepare for and engage with social justice concerns. Illustrations.

With the newly inaugurated US Presidential Administration signing several orders to mitigate discrimination and racism within the United States government, attentions globally are once again brought to the Black Lives Matter campaign, and its message. Discrimination in business contexts, social interactions, and educational institutions remains a concern for leaders today. The empowerment of marginalize communities has been rapidly spreading through societies, thanks to the platforms that social media now offer. The Research Anthology on Empowering Marginalized Communities and Mitigating Racism and Discrimination is a three-volume, hand-selected compilation of the highest quality research on the empowerment of marginalized communities that have been experiencing ongoing discrimination. To shed light on the underpinnings of disparities between marginalized groups and overreaching society, this text explores social justice applications and practices and the changes being made or pushed for around the globe that promote equality, fair treatment, and inclusivity. This book is ideal for sociologists, teachers, activists, practitioners, managers, administrators, policymakers, government officials, researchers, academicians, and students working in fields such as gender studies, race studies, social justice, behavioral studies, history, sociology, anthropology, psychology, law, as well as anyone interested in the current practices and advances in mitigating racism and discrimination in society.

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.

This book outlines how undergraduate students engage with civic and community projects and how this can be encouraged by their universities. It also explores how universities can build on this involvement and develop undergraduates' civic and democratic capacities, including programmatic strategies and conceptual frameworks for understanding the students' activities. As higher education across the globe experiences increasing student numbers it is important to understand how students engage with civic and community service.

For nearly a decade, Teaching for Diversity and Social Justice has been the definitive sourcebook of theoretical foundations and curricular frameworks for social justice teaching practice. This thoroughly revised second edition continues to provide teachers and facilitators with an accessible pedagogical approach to issues of oppression in classrooms. Building on the groundswell of interest in social justice education, the second edition offers coverage of current issues and controversies while preserving the hands-on format and inclusive content of the original. Teaching for Diversity and Social Justice presents a well-constructed foundation for engaging the complex and often daunting problems of discrimination and inequality in American society. This book includes a CD-ROM with extensive appendices for participant handouts and facilitator preparation.

Transforming Teacher Education through Service-Learning provides a fresh look at educational reform through the lens of teacher preparation. It poses the question "Why service-learning now?" as it discusses the meaningful ways service-learning pedagogy can transform the approaches used to prepare teachers to educate tomorrow's children. The pedagogy of service-learning has significant implications for teacher education. Its transformative aspects have far reaching potential to address teacher candidate dispositions and provide deeper understanding of diversity. Knowledge of the pedagogy and how to implement it in candidates' future classrooms could alter education to a more powerful experience of democracy in action and enhance

the civic mission of schools. The current and ongoing research found within this volume is meant to continue support of the notion of educational reform. Because the vision we hold becomes the reality we experience, it is imperative to consider the question—Why service-learning now?—as we adjust teacher preparation programs to promote engaging opportunities for today's youth. In this edited volume, authors explore the ways in which departments, programs, and centers at public research universities are working to better engage students in the work of citizenship and social justice. The chapters in this book illuminate the possibilities and challenges for developing community engagement experiences and provide evidence of the effects of these efforts on communities and undergraduate students' development of citizenship outcomes. This text reveals how important the integration of our intentions and actions are to create a community engaged practice aimed towards justice.

A comprehensive guide to service-learning for social justice written by an international panel of experts The Wiley International Handbook of Service-Learning for Social Justice offers a review of recent trends in social justice that have been, until recently, marginalized in the field of service-learning. The authors offer a guide for establishing and nurturing social justice in a variety of service-learning programs, and show that incorporating the principles of social justice in service-learning can empower communities to resist and disrupt oppressive power structures, and work for solidarity with host and partner communities. With contributions from an international panel of experts, the Handbook contains a critique of the field's roots in charity; a review of the problematization of Whitenormativity, paired with the bolstering of diverse voices and perspectives; and information on the embrace of emotional elements including tension, ambiguity, and discomfort. This important resource: Considers the role of the community in service-learning and other community?engaged models of education and practice Explores the necessity of disruption and dissonance in service-learning Discusses a number of targeted issues that often arise in service-learning contexts Offers a practical guide to establishing and nurturing social justice at the heart of an international service-learning program Written for advanced undergraduate students, graduate students, scholars, and educators, The Wiley International Handbook of Service-Learning for Social Justice highlights social justice as a conflict?ridden struggle against inequality, xenophobia, and oppression, and offers practical suggestions for incorporating service-learning programs in various arenas.

This volume applies the service-learning pedagogical approach to the social work curriculum. Its aim is to familiarize social work educators and practitioners with the approach's conceptual and theoretical underpinnings, to illustrate how service learning may be implemented in any of the Council on Social Work Education curriculum content areas, and to suggest methods for assessing the outcomes of these experiences. The book's subject matter is relevant to both baccalaureate and master's level social work education.

"With topics ranging from day laborer centers and homelessness to preparing the student for life in a diverse global society, the collection provides practical strategies for achieving transformative learning in multiple contexts." ?Diversity & Democracy (AAC&U)

Mathematics instructors are always looking for ways to engage students in meaningful and authentic tasks that utilize mathematics. At the same time, it is crucial for a democratic society to have a citizenry who can critically discriminate between "fake" and reliable news reports involving numeracy and apply numerical literacy to local and global issues.

This book contains examples of topics linking math and social justice and addresses both goals. There is a broad range of mathematics used, including statistical methods, modeling, calculus, and basic algebra. The range of social issues is also diverse, including racial injustice, mass incarceration, income inequality, and environmental justice. There are lesson plans appropriate in many contexts: service-learning courses, quantitative literacy/reasoning courses, introductory courses, and classes for math majors. What makes this book unique and timely is that the most previous curricula linking math and social justice have been treated from a humanist perspective. This book is written by mathematicians, for mathematics students. Admittedly, it can be intimidating for instructors trained in quantitative methods to venture into the arena of social dilemmas. This volume provides encouragement, support, and a treasure trove of ideas to get you started. The chapters in this book were originally published as a special issue of the journal, PRIMUS: Problems, Resources, and Issues in Mathematics Undergraduate Studies.

Catholic social teaching says that all people, lay or ordained, share the duty of working toward the common good. The challenge lies in identifying unjust situations and connecting one's faith with social action. The reader is encouraged to apply the principles of Catholic social teaching by seeing social situations, judging them in light of those principles, and identifying actions intended to promote justice and improve situations of those being served.--

This volume offers a crucial resource for those interested and involved in linking schools and higher education with communities to foster justice-oriented curriculum and instruction. Noted scholars explore the connections, limits, and possibilities between service-learning and social justice education. Exemplary models, unexpected hurdles, and synthesis of justice-oriented research are some of the important topics explored. This is a critical addition to the literature for teachers, teacher educators, and scholars committed to community-based teaching and learning that truly grapples with and engages issues of diversity, democracy, and civic activism.

"Helping to Promote Social Justice is a richly informed and practical guide for advanced students and young professionals to become helpers capable of promoting social justice with whom they collaborate, mentor, serve and consult. Filled with insight and supplemental exercises, the book will direct readers to think critically and reflect on the broader social and political systems that create our current social injustices. Beginning with a strong theoretical focus on power, social identity, and intersectionality, the authors engage with readers' assumptions on helping, their value systems, and their understandings of power and privilege when helping communities in need. The rest of the book focuses on the application of these critical concepts, guiding future helpers to consider how to intervene, assess need, lead, build a team, address conflict and work to promote change from a position of social justice. Written by academic faculty with expertise in teaching, coaching and consulting, Helping to Promote Social Justice should be considered essential

reading for students in social work, psychology and counselling"--

Service learning can help students develop a sense of civic responsibility and commitment, often while addressing pressing community needs. One goal of literary studies is to understand the ethical dimensions of the world, and thus service learning, by broadening the environments students consider, is well suited to the literature classroom. Whether through a public literacy project that demonstrates the relevance of literary study or community-based research that brings literary theory to life, student collaboration with community partners brings social awareness to the study of literary texts and helps students and teachers engage literature in new ways. In their introduction, the volume editors trace the history of service learning in the United States, including the debate about literature's role, and outline the best practices of the pedagogy. The essays that follow cover American, English, and world literature; creative nonfiction and memoir; literature-based writing; and cross-disciplinary studies. Contributors describe a wide variety of service-learning projects, including a course on the Harlem Renaissance in which students lead a community writing workshop, an English capstone seminar in which seniors design programs for public libraries, and a creative nonfiction course in which first-year students work with elderly community members to craft life narratives. The volume closes with a list of resources for practitioners and researchers in the field.

Drawing on his own experience teaching diverse grades and subjects, Kevin Kumashiro examines aspects of teaching and learning toward social justice, and suggests concrete implications for K-12 teachers and teacher educators.

Interest in and research on civic engagement and service-learning have increased exponentially. In this rapid growth, efforts have been made to institutionalize pedagogies of engagement across both K-12 and higher education. As a result, increased positive attention has been complemented equally by well-founded 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 service-learning. This claim is not unfounded, nor necessarily bad. Initial efforts to legitimize service-learning and other forms of community-based 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 service-learning 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 service-learning, who is benefited by this pedagogy, outcomes of participation and implementation, and most importantly the theoretical, conceptual, and methodological lenses through which service-learning 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 service-learning's presence and popularity across various disciplines/fields. Chapters are written from broad perspectives and are aimed to inform service-learning researchers and educators, community organizations, and policy makers who consider service-learning 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.

This book addresses the combination of pedagogical, curricular, and institutional commitments necessary to create and sustain diversity on campus. Its premise is that the socially just classroom flourishes in the context of a socially just institution, and it invites faculty and administrators to create such classrooms and institutions. This book grew out of a project – involving deans and directors of teaching centers and diversity offices from six institutions – to instigate discussions among teachers and administrators about implementing socially just practices in their classrooms, departments, and offices. The purpose was to explore how best to foster such conversations across departments and functions within an institution, as well as between institutions. This book presents the theoretical framework used, and many of the successful projects to which it gave rise. Recognizing that many faculty have little preparation for teaching students whose backgrounds, culture, and educational socialization differ from theirs, the opening foundational section asks teachers to attend closely to their and their students' relative power and positionality in the classroom, and to the impact of the materials, resources and pedagogical approaches employed. Further chapters offer analytical tools to promote inquiry and change. The concluding sections of the book demonstrate how intra- and inter-institutional collaborations inspired teachers to rise to the challenge of their campuses' commitments to diversity. Among the examples presented is an initiative involving the faculty development coordinator, and faculty from a wide range of domains at DePauw University, who built upon an existing ethics initiative to embed social justice across the curriculum. In another, professors of mathematics from three institutions describe how they collaborated to create socially just classrooms that both serve mathematical learning, and support service learning or community-based learning activities. The final essay by a student from the Maldives, describing how she navigated the chasm between life in an American college and her family circumstances, will reinforce the reader's commitment to establishing social justice in the academy. This book provides individual faculty, faculty developers and diversity officers with the concepts, reflective tools, and collaborative models, as well as a wealth of examples, to confidently embark on the path to transforming educational practice.

Service-Learning and Social Justice Engaging Students in Social Change Rowman & Littlefield Publishers

This study explores service-learning's attention to power both historically and in present practice. The study is guided by five questions that examine: conceptions of power among Service-learning (SL) Pioneers and 2007 Service-Learning Emerging Leaders; historically how power has been addressed in SL; best practices addressing issues of power in SL; the operationalization of a power score; and the link between critical theory and SL as social justice. The study discusses practitioners' attention to power in the service-learning process through the use of critical ethnographic interviews of service-learning pioneers as well as interviews with service-learning emerging leaders identified by the National Youth Leadership Council and the National Service-Learning Partnership. A historical analysis of service-learning's attention to power is conducted through expanding on an existing policy analysis of the service-learning field. Interviews are triangulated with relevant literature to identify key indicators of attention to power within the service-learning experience. These indicators are used in an exploratory attempt to operationalize the construct of power within the National Youth Leadership Council's 2006 National Service-Learning Study on Transitioning to Adulthood to construct a power scale. Principal

Components Analysis (PCA) is used to identify a set of items from this study to measure power in service-learning practice. A power factor is generated from the Power Scale and is used as a dependent variable in multiple regression. Measures of student empowerment are used to predict a power score. The study findings suggest that there are common best practices used by service-learning emerging leaders and pioneers, supported by service-learning literature and often informed by critical theory. Six SL principles are identified to guide the field toward integrating a social justice focus. Findings suggest that an increase in explicit attention to power in SL is urgently needed to move toward this goal. Overall, the study points to participants' development of personal power as least explored in SL practice, with little explicit attention to power occurring in SL overall. The study concludes with recommendations for expanding attention to power in service-learning practice in order to fully operationalize attention to power within the Service-Learning field.

The issue of social justice has been brought to the forefront of society within recent years, and educational institutions have become an integral part of this critical conversation. Classroom settings are expected to take part in the promotion of inclusive practices and the development of culturally proficient environments that provide equal and effective education for all students regardless of race, gender, socio-economic status, and disability, as well as from all walks of life. The scope of these practices finds itself rooted in curriculum, teacher preparation, teaching practices, and pedagogy in all educational environments. Diversity within school administrations, teachers, and students has led to the need for socially just practices to become the norm for the progression and advancement of education worldwide. In a modern society that is fighting for the equal treatment of all individuals, the classroom must be a topic of discussion as it stands as a root of the problem and can be a major step in the right direction moving forward. Research Anthology on Instilling Social Justice in the Classroom is a comprehensive reference source that provides an overview of social justice and its role in education ranging from concepts and theories for inclusivity, tools, and technologies for teaching diverse students, and the implications of having culturally competent and diverse classrooms. The chapters dive deeper into the curriculum choices, teaching theories, and student experience as teachers strive to instill social justice learning methods within their classrooms. These topics span a wide range of subjects from STEM to language arts, and within all types of climates: PK-12, higher education, online or in-person instruction, and classrooms across the globe. This book is ideal for in-service and preservice teachers, administrators, social justice researchers, practitioners, stakeholders, researchers, academicians, and students interested in how social justice is currently being implemented in all aspects of education.

Community Practice and Urban Youth is for graduate level students in fields that offer youth studies and community practice courses. Practitioners in these fields, too, will find the book particularly useful in furthering the integration of social justice as a conceptual and philosophical foundation. The use of food, environmental justice, and immigrant-rights and the book's focus on service-learning and civic engagement involving these three topics offers an innovative approach for courses.

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.

Due to the increasingly diverse populations found in Pre-K-12 education, it is imperative that teacher educators prepare preservice teachers to meet the shifting needs of changing student populations. Through the integration of social justice education, teacher educators can challenge the mainstream curriculum with a lens of equity and collaborative equality. Handbook of Research on Integrating Social Justice Education in Teacher Preparation Programs is a critical research book that explores the preparation and teaching methods of educators for including social justice curriculum. Highlighting a wide range of topics such as ethics, language-based learning, and feminism, this book is ideal for academicians, curriculum designers, social scientists, teacher educators, researchers, and students.

Teacher education programs serve traditional and non-traditional students and develop teachers to enter a range of teaching environments. Approaching teacher education through community involvement and learning objectives helps to effectively prepare teachers to serve local and community needs. The Handbook of Research on Service-Learning Initiatives in Teacher Education Programs provides emerging research on the methods and techniques for educators to strengthen their knowledge regarding the intersection of service learning and field placements. While highlighting topics, such as cultural competency, teacher development, and multicultural education, this book explores the benefits, challenges, and opportunities for employing community service as the driving framework for field experiences. This publication is a vital resource for practitioners, educators, faculty, and administrators seeking current research on the opportunity of field involvement to enhance teacher candidates' experiences and provide a channel for meaningful learning.

Active blended learning (ABL) is a pedagogical approach that combines sensemaking activities with focused interactions in appropriate learning settings. ABL has become a great learning tool as it is easily accessible online, with digitally rich environments, close peer and tutor interactions, and accommodations per individual learner needs. It encompasses a variety of concepts, methods, and techniques, such as collaborative learning, experiential learning, problem-based learning, team-based learning, and flipped classrooms. ABL is a tool used by educators to develop learner autonomy, engaging students in knowledge construction, reflection, and critique. In the current educational climate, there is a strong case for the implementation of ABL. Cases on Active Blended Learning in Higher Education explores strategies and methods to implement ABL in higher education. It will provide insights into teaching practice by describing the experiences and reflections of academics from around the world. The chapters analyze enablers,

barriers to engagement, outcomes, implications, and recommendations to benefit from ABL in different contexts, as well as associated concepts and models. While highlighting topics such as personalized university courses, remote service learning, team-based learning, and universal design, this book is ideal for in-service and preservice teachers, administrators, instructional designers, teacher educators, practitioners, researchers, academicians, and students interested in pedagogical approaches aligned to ABL and how this works in higher education institutions.

Best-selling author Baruti K. Kafele offers 50 timely and important questions on equity and social justice education for educators to reflect on and discuss.

"Many teachers enter the profession with a desire to "make a difference." But given who most teachers are, where they come from, and what pressure they feel to comply with existing school policies, how can they take up this charge? *Practice What You Teach* follows three different groups of educators to explore the challenges of developing and supporting teachers' sense of social justice and activism at various stages of their careers: White pre-service teachers typically enrolled in most teacher education programs, a group of new teachers attempting to integrate social justice into their teaching, and experienced educators who see their teaching and activism as inextricably linked. Teacher educator Bree Picower delves into each of these group's triumphs and challenges, providing strategies and suggestions for all teachers along with her in-depth analysis. By understanding all these challenges, pre-service and in-service teachers, along with teacher educators, will be in a better position to develop the kind of political analysis that lays the foundation for teacher activism. This timely resource helps prepare and support all educators to stand up for equity and justice both inside and outside of the classroom and offers a more nuanced portrait of what the struggle to truly "make a difference" looks like"-- Provided by publisher.

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.

This book weaves together critical components of student development and community building for social justice to prepare students to engage effectively in community-campus partnerships for social change. The author combines diverse theoretical models such as critical pedagogy, asset-based community development, and healing justice with lessons from programs promoting indigenous knowledge, decolonization, and mindfulness. Most importantly, this book links theory to practice, offering service-learning classroom activities, course and community partnership criteria, learning outcomes, and assessment rubrics. It speaks to students, faculty, administrators, and community members who are interested in utilizing community engagement as a vehicle for the development of students and communities towards wellbeing and social justice.

Transformative Approaches to Social Justice Education is a book for anyone with an interest in teaching and learning in higher education from a social justice perspective and with a commitment to teaching all students. This text offers a breadth of disciplinary perspectives on how to center difference, power, and systemic oppression in pedagogical practice, arguing that these elements are essential to knowledge formation and to teaching. *Transformative Approaches to Social Justice Education* is structured as an ongoing conversation among educators who believe that teaching from a social justice perspective is about much more than the type of readings and assignments found on course syllabi. Drawing on the broadest possible definition of curriculum transformation, the volume demonstrates that social justice education is about both educators' social locations and about course content. It is also about knowing students and teaching beyond the traditional classroom to meaningfully include local communities, social movements, archives, and colleagues in student and academic affairs. Premised on the notion that continuous learning and growth is critical to educators with deep commitments to fostering critical consciousness through their teaching, *Transformative Approaches to Social Justice Education* offers interdisciplinary and innovative collaborative approaches to curriculum transformation that build on and extend existing scholarship on social justice education. Newly committed and established social justice pedagogues share their experiences taking up the many difficult questions pertaining to what it means for all of us to participate in shaping a more just, shared future.

This book explores theory and best practices to improve teaching and learning to promote equity in the classroom in specific disciplinary areas including STEM, healthcare, and the humanities. Each chapter includes actionable pedagogical or curricular recommendations such as course assignments and lesson plans. This is the second of four edited volumes focusing on applications of the Scholarship of Teaching and Learning (SoTL) for more equitable learning opportunities.

While many educators acknowledge the challenges of a curriculum shaped by test preparation, implementing meaningful new teaching strategies can be difficult. *Active Learning* presents an examination of innovative, interactive teaching strategies that were successful in engaging urban students who struggled with classroom learning. Drawing on rich ethnographic data, the book proposes participatory action research as a viable approach to teaching and learning that supports the development of multiple literacies in writing, reading, research and oral communication. As Wright argues, in connecting learning to authentic purposes and real world consequences, participatory action research can serve as a model for meaningful urban school reform. After an introduction to the history and demographics of the working-class West Coast neighborhood in which the described PAR project took place, the book discusses the "pedagogy of praxis" method and the project's successful development of student voice, sociopolitical analysis capacities, leadership skills, empowerment and agency. Topics addressed include an analysis and discussion of the youth-driven PAR process, the reactions of student researchers, and the challenges for adults in maintaining youth and adult partnerships. A thought-provoking response to current educational challenges, *Active Learning* offers both timely implications for educational reform and recommendations to improve school policies and practices.

The concept of "standards" seems antithetical to the ways critical educators are dedicated to teaching, but what would "standards" look like if they were generated from social justice perspectives and through collaborative and inclusive processes? Such is the central question posed by the contributors of this groundbreaking collection on the interconnectivity of social justice, peace, and environmental preservation. Challenging education that promotes consumerism, careerism, and corporate profiteering, they boldly offer examples of a new paradigm for practicing a transformative critical pedagogy. Rather than just talking about coalition building within and across educational communities, they demonstrate how we might communicate from different vantage points and disciplinary boundaries to create a broader picture of social and eco-justice. *Social Justice, Peace, and Environmental Education* will be required reading for educators and students who want to envision and practice living, acting, and teaching for a better world.

The focus of this book is on the ways in which service learning and multicultural education can and should be integrated so that each may be strengthened and consequently have greater effect on educational and social conditions. It offers a significant attempt to forge a dialogue among practitioners of service learning and multicultural education. The overriding theme is that service learning without a focused attention to the complexity of racial and cultural differences can reinforce the dominant cultural ideology, but academic work that seeks to deconstruct these norms without providing a community-based touchstone isolates students and schools from the realities of the larger communities of which they are part. Although the chapter authors provide varied perspectives on the benefits and challenges of integrating multicultural education and service learning, they all are committed to a vision of education that synthesizes both action and reflection. None of the authors pretend to have all the answers to what this integration should look like, nor do they believe that today's social problems are easily ameliorated through education. Rather, they share theories, practices, failures, and triumphs in order to further the conversation about the importance of aligning what educators say about the world and how they act in and on it. These authors share the view that multicultural education is truly transformative for students only when it includes a community action component, and likewise, service learning is truly a catalyst for change only when it is done from a multicultural and socially just perspective. It is their hope that the ideas explored in this book will further the work of those who share a commitment to the integration of action and reflection.

What is community? How important is community in the 21st century? Where might the idea of community "fit" in education and schooling, teaching and learning? These are the questions and themes embedded in this book. The general critique is that community is an add-on in our schools and often is dismissed as a result of the individualistic and competitive nature of schooling today. Our focus is to provide critical investigations as to the possibility of community – and that we need community now more than ever! The concept of community education brings many ideas and issues to mind. Related themes include place-based, field-based, environmental, service learning, and outdoor education. Each has its own more narrow focus with community education perhaps an umbrella term than encompasses them all. Nevertheless, the suggestion here is that instead of community education serving as an extension or add-on to traditional approaches, it should be the focus of all education. What is often missing in teaching and learning are contexts and connections that make education meaningful. Community education engages participants in problem and issues-based approaches to the local community, thereby facilitating that local to global link. Instead of compartmentalized subjects, integrated approaches use what students and the community know or understand to develop further questions, solutions, or even problems. Community education offers efficacy in that it provides opportunities for collaboration in addressing local issues and problems. It enables the community to become the classroom, thus ensuring a more long-term connection to active rather than passive endeavors as citizens.

* An inspirational and holistic approach to teaching by a renowned Latina scholar * Defines seven steps to unlocking the potential of teachers and their students * Deeply informed by the author's educational journey as a minority woman from a background of rural poverty Laura Rendón is a scholar of national stature, known for her research on students of color and first-generation college students, and on the factors that promote and impede student success. The motivation for the quest that Laura Rendón shares in this book was the realization that she, along with many educators, had lost sight of the deeper, relationship-centered essence of education, and lost touch with the fine balance between educating for academics and educating for life. Her purpose is to reconnect readers with the original impulse that led them to become educators; and to help them rediscover, with her, their passion for teaching and learning in the service of others and for the well being of our society. She offers a transformative vision of education that emphasizes the harmonic, complementary relationship between the *sentir* of intuition and the inner life and the *pensar* of intellectualism and the pursuit of scholarship; between teaching and learning; formal knowledge and wisdom; and between Western and non-Western ways of knowing. In the process she develops a pedagogy that encompasses wholeness, multiculturalism, and contemplative practice, that helps students transcend limiting views about themselves; fosters high expectations, and helps students to become social change agents. She invites the reader to share her journey in developing *sentipensante* pedagogy, and to challenge seven entrenched agreements about education that act against wholeness and the appreciation of truth in all forms. She offers examples of her own teaching and of the classroom practices of faculty she encountered along the way; as well as guidance on the challenges, rewards and responsibilities that anyone embarking on creating a new vision of teaching and learning should attend to. Though based on the author's life work in higher education, her insights and approach apply equally to all teaching and learning contexts.

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