

Service Learning And Social Justice Engaging Students In Social Change

Critical Service Learning Toolkit offers a strengths-based, interdisciplinary approach to promoting social competence while enhancing emotional and academic skill development. Designed as a user-friendly guide to carrying out successful CSL projects, this Toolkit provides practitioners with step-by-step assistance in planning, implementing, and evaluating Critical Service Learning (CSL) projects in elementary and high schools. CSL trains youth to become active and conscientious citizens through engagement and leadership experiences that meet real needs in the community. This approach is unique in that it places the youth/student at the center of the process. Prioritizing social and emotional learning (SEL) and school engagement, CSL changes the role of the school-based, counseling professional into that of a facilitator who encourages skill-building, reflection, and civic engagement. Cultivating self-awareness, social-consciousness, and critical-thinking skills, brainstorming and community web mapping activities serve as the cornerstone of CSL and allow youth to become comfortable articulating concerns about their communities. By extending learning beyond the classroom and into the community, CSL enhances what is taught throughout the school curriculum, at all levels, and fosters a sense of civic responsibility and social agency.

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.

Service-learning is a form of experiential education that combines academic study with community service. Learning occurs as students work with others through applying their academic knowledge to community needs and at the same time, reflecting on their experience and the real-world relevance of their skills. Service-learning in Asia: Curricular Models and Practices describes the development of service-learning in Asia around three themes: service-learning and indigenous traditions; service-learning and social justice education; and service-learning and multicultural education. The essays in this collection are multi-disciplinary, ranging from the field of social work to business. The discussions are also comprehensive, covering every dimension of service-learning from curricular designs to learning outcome assessment.

Twelve essays present current thinking on the subject of community service learning programs for youth. The essays integrate research with descriptions of innovative programs and recommendations for program design, advocating an approach that engages youth not only in helping others but in critical reflection. Annotation copyrighted by Book News, Inc., Portland, OR

Social Justice Service-Learning and Civic Engagement

Race, Poverty, and Social Justice

Sentipensante (Sensing/Thinking) Pedagogy

Engaging Students in Social Change

Teaching and Learning Toward Social Justice

Active Learning

The Capability Approach and Public Good in Education

"Using social justice as a catalyst for curricular transformation, Engineering Justice presents an examination of how politics, culture, and other social issues are inherent in the practice of engineering. It aims to align engineering curricula with socially just outcomes, increase enrollment among underrepresented groups, and lessen lingering gender, class, and ethnicity gaps by showing how the power of engineering knowledge can be explicitly harnessed to serve the underserved and address social inequalities. This book is meant to transform the way educators think about engineering curricula through creating or transforming existing courses to attract, retain, and motivate engineering students to become professionals who enact engineering for social justice"--amazon.com.

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.

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.

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.

Service Learning and Social Justice

Promoting Social Justice Through the Scholarship of Teaching and Learning

Social Justice, Peace, and Environmental Education

Partnerships for Social Justice

Power and Service-learning

Research Anthology on Empowering Marginalized Communities and Mitigating Racism and Discrimination

How can education become a transformative experience for all learners and teachers? 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. The collection features contributions by an array of educators and scholars, highlighting the various ways that learners and teachers can prepare for and engage with social justice concerns. The essays offer reflections on the value of SoTL in relation to educational ethics, marginalized groups, community service and activism, counter narratives, and a range of classroom practices. Although the contributors work in a variety of disciplines and employ different theoretical frameworks, they are united by the conviction that education should improve our lives by promoting equity and social justice.

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 marginalized 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.

With contributions from leading experts across disciplinary fields, this book explores best practices from the field's most notable researchers, as well as important historically based and politically focused challenges to a field whose impact has reached an important crossroads. The comprehensive and powerfully critical analysis considers the history of community engagement and service learning, best teaching practices and pedagogies, engagement across disciplines, and current research and policies - and contemplates the future of the field. The book will not only inform faculty, staff, and students on ways to improve their work, but also suggest a bigger social and political focus for programs intended to seriously establish democracy and social justice in their communities and campuses.

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.

Promoting Social Justice through the Scholarship of Teaching and Learning

The Cambridge Handbook of Service Learning and Community Engagement

Multidisciplinary Perspectives Through Service Learning

Social Justice Pedagogy Across the Curriculum

Service Learning for Youth Empowerment and Social Change

Critical Issues and Directions

Engaging Undergraduates for Social Justice, Social Change and Responsible Citizenship

Randy Stoecker has been " practicing " forms of community-engaged scholarship, including service learning, for thirty years now, and he readily admits, " Practice does not make perfect. " In his highly personal critique, Liberating Service Learning and the Rest of Higher Education Civic Engagement, the author worries about the contradictions, unrealized potential, and unrecognized urgency of the causes as well as the risks and rewards of this work. Here, Stoecker questions the prioritization and theoretical/philosophical underpinnings of the core concepts of service learning: 1. learning, 2. service, 3. community, and 4. change. By " liberating " service learning, he suggests reversing the prioritization of the concepts, starting with change, then community, then service, and then learning. In doing so, he clarifies the benefits and purpose of this work, arguing that it will create greater pedagogical and community impact. Liberating Service Learning and the Rest of Higher Education Civic Engagement challenges—and hopefully will change—our thinking about higher education community engagement.

"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)

"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.

This book explores the plethora of social-justice issues facing teacher education and development in Africa. Using both theoretical and empirical perspectives, it considers the need for teacher education to be transformational and address conventional pedagogy as well as the rights and duties of all citizens. The edited volume focuses on a wide range of relevant aspects, such as decolonization, economic models, environmental concerns, and multilingual and multicultural aspects of education. Evidence-based chapters cover strategies used to support preservice and in-service teachers on how best to tackle issues of social justice through induction activities, pedagogy and discipline content, involving local communities, and the role of technology, including the use of open educational resources. The principles underlying these strategies are being used in the Covid-19 pandemic and will be equally relevant in the post-Covid-19 world. This book will be of great interest for academics, researchers and postgraduate students in the fields of teacher education, African education, educational policy, international education and comparative education.

The Practice of Freedom

Teaching and Learning for Social Justice and Equity in Higher Education

Community Practice and Urban Youth

Research Anthology on Instilling Social Justice in the Classroom

Equity and Access in the College Classroom

Cases on Active Blended Learning in Higher Education

Social Work Strategies for Promoting Healthy Youth Development

This book establishes community engagement and service-learning as pathways to advancing human development and common good. Using the human development and capability approach as normative frameworks, with South Africa as a frame of reference, the author investigates the theoretical contributions and ultimate benefits of university-community partnerships. In doing so, this book demonstrates that three interrelated capabilities – affiliation, common good professionals and local citizenship – are developed through community engagement and service-learning. Subsequently, the notion of transformative change through community engagement and service-learning is illuminated, particularly when operating within the context of power differentials, inequality and extreme poverty. This book will be of interest and value to students and scholars of service-learning, and its implications for partnerships between universities and external communities.

This volume explores multiple examples of how to connect classrooms to communities through service learning and participatory research to teach issues of social justice. The various chapters provide examples of how collaborations between students, faculty, and community partners are creating models of democratic spaces (on campus and off campus) where the students are teachers and the teachers are students. The purpose of this volume is to provide examples of how service learning can be integrated into courses addressing social justice issues. At the same time, it is about demonstrating the power of service learning in advancing a course content that is community-based and socially engaged. To stimulate the adaptation of the approaches described in these books, each volume includes an Activity / Methodology table that summarizes key elements of each example, such as class size, pedagogy, and other disciplinary applications. Click here for the table to this title.

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.

This substantially expanded new edition of this widely-used and acclaimed text maintains the objectives and tenets of the first. It is designed to help students understand and reflect on their community service experiences both as individuals and as citizens of communities in need of their compassionate expertise. It is

designed to assist faculty in facilitating student development of compassionate expertise through the context of service in applying disciplinary knowledge to community issues and challenges. In sum, the book is about how to make academic sense of civic service in preparing for roles as future citizen leaders. Each chapter has been developed to be read and reviewed, in sequence, over the term of a service-learning course. Students in a semester course might read just one chapter each week, while those in a quarter-term course might need to read one to two chapters per week. The chapters are intentionally short, averaging 8 to 14 pages, so they do not interfere with other course content reading. This edition presents four new chapters on Mentoring, Leadership, Becoming a Change Agent, and Short-Term Immersive and Global Service-Learning experiences. The authors have also revised the original chapters to more fully address issues of social justice, privilege/power, diversity, intercultural communication, and technology; have added more disciplinary examples; incorporated additional academic content for understanding service-learning issues (e.g., attribution theory); and cover issues related to students with disabilities, and international students. This text is a student-friendly, self-directed guide to service-learning that:

- *Develops the skills needed to succeed*
- *Clearly links service-learning to the learning goals of the course*
- *Combines self-study and peer-study workbook formats with activities that can be incorporated in class, to give teachers maximum flexibility in structuring their service-learning courses*
- *Promotes independent and collaborative learning*
- *Equally suitable for courses of a few weeks' or a few months' duration*
- *Shows students how to assess progress and communicate end-results*
- *Written for students participating in service learning as a class, but also suitable for students working individually on a project. Instructor's Manual This Instructor Manual discusses the following six key areas for aligning your course with use of Learning through Serving, whether you teach a senior-level high school class, freshman studies course, or a college capstone class: 1. Course and syllabus design 2. Community-partner collaboration 3. Creating class community 4. Strategic teaching techniques 5. Developing intercultural competence 6. Impact assessment This Manual is free, and available only in PDF format. Download here.*

Civic Engagement and Community Service at Research Universities

The Effects of Service-learning on Social Justice and Community-serving Attitudes

Human Development and Community Engagement through Service-Learning

A Student Guidebook for Service-Learning and Civic Engagement Across Academic Disciplines and Cultural Communities

Embedding Social Justice in Teacher Education and Development in Africa

Implications in Service-learning for Social Justice

Practice what You Teach

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.

Advocates have positioned service-learning as a real-world, real-time opportunity for students to encounter academic knowledge in a meaningful and relevant manner. Service-learning in higher education settings offers a powerful alternative to traditional models of teaching and learning. Students are encouraged to develop links to local institutions, volunteer their time, and create a special bond between the university and the community in which they live. Service-learning has become a very popular alternative to standard courses in higher education and is gaining significant popularity. This book takes a serious look at the unintended consequences and alternative conceptualizations of this mode of learning and explores what it could offer us in the future.

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 book includes conceptual chapters that define social work service learning in contrast to fieldwork, examine its place in the curriculum, and explore how and when to implement service learning into course curricula. A second section features models for service-learning courses, such as service learning in a LGBT (lesbian, gay, bisexual, and transgender) context, as well as in a program for students in a camp for HIV-affected families.

Social Justice Education and Participatory Action Research

Co-curricular Environments

Service-Learning in Higher Education

Social Justice Education in the Classroom and the Streets

Transforming Engineering Education and Practice

Against Common Sense

Service-Learning in Asia

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.

In this book, noted scholars explore the connections, limits, and possibilities between service-learning and social justice education. 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.

Service-Learning and Social JusticeEngaging Students in Social ChangeRowman & Littlefield Publishers

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.

Curricular Models and Practices

Critical Service Learning Toolkit

Service-learning and Social Justice Education

Social Work and Service Learning

Integrating Social Justice Education in Teacher Preparation Programs

Engineering Justice

A Qualitative Study of International Service Learning and Students' Perceptions of Social Inequality

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.

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.

Examining a range of approaches to education, Teaching Justice considers the challenges that exist in teaching about justice, drawing on extensive empirical data gathered amongst college lecturers and professors, as well as the author's own experience. Presenting extensive international research and insightful analyses, Teaching Justice will appeal to teachers and researchers with interests in social problems, education and educational methods, and criminal justice, as well as community engagement and service learning outside the classroom.

* 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.

Educating for Wholeness, Social Justice and Liberation

Service-Learning and Social Justice

Solving Social Justice Problems Through University Education

The Wiley International Handbook of Service-Learning for Social Justice

Transformative Standards

Handbook of Research on Diversity and Social Justice in Higher Education

Integrating Service Learning and Multicultural Education in Colleges and Universities

What knowledge and tools do pre- and in-service educators need to teach for and about social justice across the curriculum in K-12 classrooms? This compelling text synthesizes in one volume historical foundations, philosophic/theoretical conceptualizations, and applications of social justice education in public school classrooms. Part one details the history of the multicultural movement and the instantiation of public schooling as a social justice project. Part two connects theoretical frameworks to social justice curricula. Parts I and II are general to all K-12 classrooms. Part three provides powerful specific subject-area examples of good practice, including English as a Second Language and Special/ Exceptional Education Social Justice Pedagogy Across the Curriculum includes highlighted 'Points of Inquiry' and 'Points of Praxi's sections offering recommendations to teachers and researchers and activities, resources, and suggested readings. These features invite teachers at all stages of their careers to reflect on the role of social justice in education, particularly as it relates to their particular classrooms, schools, and communities. Relevant for any course that addresses history, theory, or practice of multicultural/social justice education, this text is ideal for classes that are not subject-level specific and serve a host of students from various backgrounds.

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.

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.

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.

Handbook of Research on Service-Learning Initiatives in Teacher Education Programs

Teaching Justice

Liberating Service Learning and the Rest of Higher Education Civic Engagement

Learning Through Serving

Strengthening Justice-oriented Community Based Models of Teaching and Learning

Service-Learning to Advance Social Justice in a Time of Radical Inequality

Transformative Approaches to Social Justice Education

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.