

# Additional Resources on Service-Learning, Learning Communities, Community-Based Research, and Reflective Practice

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## Service-Learning

Jacoby, Barbara, and Associates. 1996. *Service-Learning in Higher Education: Concepts and Practices*. San Francisco: Jossey-Bass. This comprehensive guide to developing service-learning experiences includes a focus on basic principles, issues that faculty need to consider, steps for starting a service-learning program, and methods for institutionalizing service-learning. Current theory and practices in the field of service-learning are provided, along with examples from many colleges and universities.

Eyler, Janet, and Dwight E. Giles, Jr. 1999. *Where's the Learning in Service-Learning?* San Francisco: Jossey-Bass. This book explores the experience of service-learning as a valid learning activity. It presents data about learning, and links program characteristics with learning outcomes.

Kupiec, Tamar Y., ed. 1993. *Rethinking Tradition: Integrating Service with Academic Study on College Campuses*. Education Commission of the States. Brown University. Providence, RI: Campus Compact. This manual clarifies terminology, provides a rationale for integrating service and academic study, articulates principles of good practice, and discusses strategies, pedagogy, and institutional issues related to combining service and learning.

*The Michigan Journal of Community Service Learning*. [www.umich.edu/~mjcs/~/main.html](http://www.umich.edu/~mjcs/~/main.html). The Michigan Journal of Community Service Learning (MJCSL) is a peer-reviewed journal consisting of articles written by faculty and service-learning educators on research, theory, pedagogy, and issues pertinent to the service-learning community. It is published twice per year.

*AAHE Series on Service-Learning in the Disciplines*. This 18-volume series discusses why and how service-learning can be implemented within specific disciplines, and what each selected discipline can contribute to the pedagogy of service-learning. Each book offers theoretical and pedagogical essays by disciplinary scholars, plus annotated bibliographies, program descriptions, and course syllabi. The discipline volumes include: Composition, Communication Studies, Spanish, Political Science, Environmental Studies, Biology, Teacher Education, Medical Education, Engineering, Accounting, Peace Studies, History, Nursing, Sociology, Management, Psychology, Philosophy, and Women's Studies. Ordering information is on AAHE's website, [www.aahe.org](http://www.aahe.org).

## Service-Learning Websites

Campus Compact: [www.compact.org](http://www.compact.org).

Campus Compact is a national resource center for civic engagement and service-

learning. Founded by a group of college presidents in 1985, this national coalition of more than 750 colleges and universities creates supportive academic environments for community service, assists in national and federal legislation promoting public and community service, awards grants to faculty creating service-learning programs, hosts meetings and programs on service-learning, and recognizes outstanding service efforts. The website is robust: it contains extensive organizational information about Campus Compact, as well as news, resources, and information about model programs, partnerships, policy, resources and grants, and networks.

National Service-Learning Clearinghouse: [www.servicelearning.org](http://www.servicelearning.org).  
The Learn and Serve America National Service-Learning Clearinghouse (NSLC) supports the service-learning community in higher education, kindergarten through grade twelve, community-based initiatives and tribal programs, as well as all others interested in strengthening schools and communities using service-learning techniques and methodologies. A project of ETR Associates, the Clearinghouse is funded by the Corporation for National and Community Service. It contains extensive fact sheets, resource materials, bibliographies, syllabi, and abundant links to projects in both K-12 and higher education.

### **Learning Communities**

Gabelnick, F., J. MacGregor, R. Matthews, and B. L. Smith. 1990. *Learning Communities: Creating Connections Among Students, Faculty and Disciplines*. New Directions for Teaching and Learning, 41. San Francisco: Jossey-Bass. An introductory overview of learning community history, rationale, and practice.

Cross, K. P. "Why learning communities? Why now?" *About Campus* 3(3) (July-August 1998): 4-11. Excellent, carefully argued rationale for learning communities.

Shapiro, N. S., and J. H. Levine. 1999. *Creating Learning Communities: A Practical Guide to Winning Support, Organizing for Change, and Implementing Programs*. San Francisco: Jossey-Bass. A practical handbook for learning community leaders, this book addresses different learning community models, implementation steps, assessment, and evaluation.

Guarasci, R., and G. H. Cornwell. 1997. *Democratic Education in an Age of Difference*. San Francisco: Jossey-Bass. How do we build a pluralist campus commonwealth while respecting differences? This volume provides a conceptual argument and five case studies forged around learning communities, service-learning, diversity, and residential education.

### **Learning Communities Websites**

National Learning Communities Project: <http://learningcommons.evergreen.edu>

Hosted by the Washington Center for Undergraduate Education at The Evergreen State College, this website offers extensive resources on learning communities, bibliographies, news, and announcements of conferences, and a directory of curricular learning community programs.

Residential Learning Communities Network: [www.bgsu.edu/colleges/clc/rlcch](http://www.bgsu.edu/colleges/clc/rlcch)  
Hosted by Bowling Green State University, this website contains an extensive registry of living/learning community programs as well as meeting announcements and other resources related to residential LC programs.

### **Community-Based Research**

Center for Public Integrity. 2000. *Citizen Muckraking: How to Investigate and Right Wrongs in Your Community*. Monroe, ME: Common Courage Press. A great toolbox for the student or teacher wanting to consider all possible research and documentation capacities in the community. Drawing upon the traditions of muckraking journalists, the Center (which can be visited at [www.publicintegrity.org](http://www.publicintegrity.org)) works to enhance citizens' knowledge about and application of public and corporate records.

Irwin, A. 1995. *Citizen Science: A Study of People, Expertise, and Sustainable Development*. NY: Routledge. This is an analytic, erudite treatise on the urgent need for the democratization of scientific knowledge. It presents case material in the context of science/policy frameworks; it also provides a well-articulated rationale for how education/research is contextualized and can be made accountable through citizen challenges.

Murphy, Danny, Madeleine Scammell, and Richard Sclove. 1997. *Doing Community-Based Research: A Reader*. Loka Institute. This is a significant orientation to doing research in, with, and for communities. It represents a range of academic disciplines and community perspectives, focusing on the meeting ground of "laypeople" and "expert." The concerns include "good science" in the community, feminist perspectives, and grassroots AIDS research as models for other issues, among others.

Park, Peter, Mary Brydon-Miller, Budd Hall, and Ted Jackson. 1993. *Voices of Change: Participatory Research in the United States and Canada*. Westport, CT: Bergin & Garvey. This is a valuable resource for examining the theoretical and practical positions and debates. It includes important case material, a student reflection, and a profile of "professionalization" of participatory research.

Sclove, Richard, Madeleine Scammell, and Breana Holland. 1998. *Community-Based Research in the United States: An Introductory Reconnaissance* The longer subtitle is: "Including Twelve Organizational Case Studies and Comparison with the Dutch Science Shops and the Mainstream American Research System." Amherst, MA: The Loka Institute, July. Building on the 1977 *CBR Reader*, this is a

more structured analysis, with helpful case profiles and “findings” regarding strengths and weaknesses of current efforts. Includes CBR directory and literature.

Williams, Lee. 1996. “An Annotated Bibliography for Participatory and Collaborative Field Research Methods.” Community Partnership Center, University of Tennessee, Knoxville. A rich collection with sections on applied research, ethnography, feminist approaches, and evaluation. Tools and techniques, from oral histories to surveys to visuals, are identified. Case materials are also included, as well as much needed consideration of ethical challenges.

### **Community-Based Research Websites**

Living Knowledge: The International Science Shop Network: Building Partnerships for Public Access to Research: [www.bio.uu.nl/living-knowledge](http://www.bio.uu.nl/living-knowledge). Building on the pioneer Dutch Science Shops, this network provides models and resources for campus/community connections.

The Highlander Research and Education Center: [www.hrec.org](http://www.hrec.org). In New Market, Tennessee, Highlander is one of the most significant and enduring centers of popular education, participatory research, and community-based work. This website provides profiles of Highlander, links to others in the popular education/community research network, newsletters, and publications. Collaborations with higher education are selective, purposeful, and constructed through mutual benefits instead of traditional service relations.

Action Research Promoting Health, Education and Culture: [www.incommunityresearch.com](http://www.incommunityresearch.com) Based in Hartford, Connecticut, this project is a lively example of a community identifying, honoring, and strengthening the local knowledge base.

The Loka Institute: [www.loka.org](http://www.loka.org). This is considered one of the nerve centers of CBR, linking up advocates and participants internationally. The broad framework of democracy in science and public policy attracts a wide range of adherents from community activists to students and teachers to higher education administrators. Essential is the negotiation of just, equitable collaborations between communities and researchers in the academy. The website is an important portal to news, exchanges, literature, and links.

The Policy Research Action Group: [www.luc.edu/depts/curl/prag](http://www.luc.edu/depts/curl/prag). Based at Loyola University in Chicago, this is one of the most well developed collaborative projects, involving many campuses and communities. Projects have strong educational and research impacts, and there is a premium placed on assessment, accountability, and sustainable benefits.

Akwesasne Task Force on the Environment: [www.slic.com/atfe.htm](http://www.slic.com/atfe.htm). This is the

website for the Mowhawk Nation community of Akwesasne, one of the most recognized and respected community forces for democratic, accountable research. With links to Cornell, the State University of New York, and others, the Task Force is the generator and guardian of projects that enrich the community and the educational partnerships in the region and serve as an important model for other community/campus collaborations.

### **On Reflection and Practice**

Brunner, Diane Dubose. 1994. *Inquiry and Reflection: Framing Narrative Practice in Education*. New York: SUNY Press. Explores the connections that can be developed through inquiry and reflection by using the power of narrative stories.

Mezirow, Jack and Associates. 2000. *Learning as Transformation: Critical Perspectives on a Theory in Progress*. San Francisco: Jossey-Bass. A series of essays building on Mezirow's Transformation Theory, presenting case studies that use reflection to help students become critically aware of their tacit assumptions and expectations, as well as those of others, to assess their relevance for making an interpretation.

Schön, Donald A. 1987. *Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions*. San Francisco: Jossey-Bass. Building on his path-breaking book, *The Reflective Practitioner*, published in 1983, Donald Schön argues that "professional education should be redesigned to combine the teaching of applied science with coaching in the artistry of reflection-in-action." He examines the dynamics of several contexts where this is practiced (e.g., an architecture design studio, master classes in musical performance) and then explores possible applications of these approaches to the redesign of professional education.