

The Unheard Voices: Community Organizations and Service-Learning

Elizabeth Tryon, Randy Stoecker

Abstract

This article reports the findings of in-depth interviews with sixty-seven community organization representatives about their experience with service-learners. We found that partnerships have much room for improvement in several key areas: communication and relationship-building, managing and evaluation of students, and cultural competency, as well as the challenge of short-term service-learning.

Introduction

Service-learning has become an institutionalized practice in higher education. A lot of institutional hype accompanies service-learning, and a lot of research promotes its positive impact on student grades, attitudes, and sensitivities (*Lansverk 2004; Myers-Lipton 1998; Krain and Nurse 2004*). There are also claims that service-learning positively impacts host communities (*Cruz and Giles 2000*) but much less research to back up those claims. In fact, from the community perspective, there has been growing dissatisfaction with service-learning since the late 1990s. In the worst cases, analysts saw poor communities exploited as free sources of student education (*Eby 1998*). Others worried that the "charity" model of service-learning reinforced negative stereotypes and students' perceptions of poor communities as helpless (*Kahne and Westheimer 1996; Marullo and Edwards 2000; Ward and Wolf-Wendel 2000*). But this research doesn't assess the impact of those students on communities.

There are only a handful of studies that look at community impact and community perceptions of service-learning (*Cruz and Giles 2000*), and these studies only minimally reflect community definitions of what that impact should be. The few studies available conclude that community organizations are relatively satisfied with the service that they receive (*Vernon and Ward 1999; Ferrari and Worrall 2000; Birdsall 2005*). For the most part, however, the research on satisfaction has remained at a relatively superficial level, using Likert-scale questionnaires or focus groups, with the notable exception of Sandy and Holland (*2006*).

The Unheard Voices Community Organizations And Service Learning

**Carole A. Beere, James C. Votruba, Gail
W. Wells**



The Unheard Voices Community Organizations And Service Learning:

The Unheard Voices Randy Stoecker, Elizabeth A. Tryon, 2009-08-21 Service learning has become an institutionalized practice in higher education. Students are sent out to disadvantaged communities to tutor, feed and help organize communities. But while the students gain from their experiences, the contributors to *The Unheard Voices* ask: Does the community? This volume explores the impact of service learning on a community and considers the unequal relationship between the community and the academy. Using eye-opening interviews with community organization staff members, *The Unheard Voices* challenges assumptions about the effectiveness of service learning. Chapters offer strong critiques of service learning practices from the lack of adequate training and supervision to problems of communication and issues of diversity. The book's conclusion offers ways to improve service learning so that future endeavors can be better at meeting the needs of the communities and the students who work in them. **The SAGE Sourcebook of Service-Learning and Civic**

Engagement Omobolade Delano-Oriaran, Marguerite W. Penick-Parks, Suzanne Fondrie, 2015-03-23 Service Learning and Civic Engagement A Sourcebook focuses on historical philosophical social foundations, practices and models of service learning and civic engagement. The title offers practical, jargon-free chapters applicable to any educational institution as well as community organizations that might consult the work. Key Features: Practical, jargon-free chapters applicable to any educational institution as well as community organizations that might consult the work. 58 signed chapters are organized into thematic parts such as Concepts, Theoretical Approaches, Historical Social Foundations, The Role of Service Learning in Higher Education, The Role of the Community, Lessons Learned, Future Directions, etc. Thematic parts provide a practical sampling of syllabi, lesson plans, activities and resources, and online websites and databases supporting service learning. Glossary: key terms commonly used in discussions and research on service learning and civic engagement. Bibliography of sources consulted in production of the volume. This Sourcebook is a scholarly source ideal for any educational institution and academic library as well as public libraries and community organizations that might consult the work on historical philosophical social foundations, practices and models of service learning and civic engagement. Handbook on

Participatory Action Research and Community Development Stoecker, Randy, Falcón, Adrienne, 2022-04-08 This Handbook is a critical resource for carefully considering the possibilities and challenges of strategically integrating participatory action research (PAR) and community development (CD). Utilizing practical examples from diverse contexts across five continents, it looks at how communities are empowering themselves and bringing about systemic change. *Liberating Service Learning and the Rest of Higher Education: Civic Engagement* Randy Stoecker, 2016-05-23 This book 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, the author suggests reversing the prioritization of the concepts, starting with change, then community, then service, and then learning. In doing so, the author clarifies the benefits and purpose of this work, arguing

that it will create greater pedagogical and community impact This book challenges and hopefully will change our thinking about higher education community engagement *Leadership Development through Service-Learning* Wendy Wagner, Jennifer M. Pigza, 2016-05-12 Explore service learning scholarship and important elements of program design that achieves both leadership learning and community impact This volume provides an overview of the most up to date thinking on leadership development through service learning including the leadership competencies linked to service learning experiences the processes of ethical engagement in community partnerships approaches for fostering more critical student reflection and applied examples including an in depth case study of a leadership course series a wealth of service programs led by students a mentoring model linking college student service with youth leadership development and a youth leadership program with a national scope The Jossey Bass quarterly report series New Directions for Student Leadership explores leadership concepts and pedagogical topics of interest to high school and college leadership educators Issues are grounded in scholarship and feature practical applications and best practices in youth and adult leadership education

Service-Learning Essentials Barbara Jacoby, 2014-10-08 Service Learning Essentials is the resource you need to help you develop high quality service learning experiences for college students Written by one of the field s leading experts and sponsored by Campus Compact the book is the definitive work on this high impact educational practice Service learning has been identified by the Association of American Colleges and Universities as having been widely tested and shown to be beneficial to college students from a wide variety of backgrounds Organized in an accessible question and answer format the book responds clearly and completely to the most common questions and concerns about service learning Each chapter addresses issues related to individual practice as well as to the collective work of starting and developing a service learning center or program with examples drawn from a variety of disciplines situations and institutional types The questions range from basic to advanced and the answers cover both the fundamentals and complexities of service learning Topics include Determining what service learning opportunities institutions should offer How to engage students in critical reflection in academic courses and in cocurricular experiences Best practices for developing and sustaining mutually beneficial campus community partnerships Integrating service learning into the curriculum in all disciplines and at all levels as well as various areas of student life outside the classroom Assessing service learning programs and outcomes The dilemmas of service learning in the context of power and privilege The future of service learning in online and rapidly globalizing environments Service learning has virtually limitless potential to enable colleges and universities to meet their goals for student learning while making unique contributions to addressing unmet local national and global needs However in order to realize these benefits service learning must be thoughtfully designed and carefully implemented This easy to use volume contains everything faculty leaders and staff members need to know about service learning to enhance communities improve higher education institutions and educate the next generation of citizens scholars and leaders **International Case Studies in**

Service Learning Enakshi Sengupta, Patrick Blessinger, 2022-11-16 Shedding light on how successfully service learning has been adopted to the existing curriculum and the emergence of a new breed of students who are aligned with the needs of the community and undertake collaborative work to solve real world issues Volume 47 is invaluable to both researchers teachers and scholars

Educating for Citizenship and Social Justice Tania D. Mitchell, Krista M. Soria, 2017-11-01 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

The Wiley International Handbook of Service-Learning for Social Justice Darren E. Lund, 2018-08-17 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

Community Partner Guide to Campus Collaborations Christine M. Cress, Stephanie T. Stokamer, Joyce P. Kaufman, 2023-07-03 Interacting with colleges can be confusing and frustrating We learned the hard way through trial and error over the years This Guide has great strategies for developing effective collaborations from the outset so that resources are leveraged for education and improvement Sheila Boys and Girls Club VERY strong and well written chapters with lots of gold that I think community organizations will find very helpful Melia Hands on Greater Portland The format and visual cues make the Guide easy to scan for quick tips and ideas Also the information is comprehensive regarding research based

practices but the writing is friendly and engaging for all non profit sectors and community agencies Lots of practical examples Juan Immigrant Empowerment Discover Campus Resources for Identifying Volunteers and Service Learners Decode Confusing Language Terminology and Acronyms of Academe Decipher Your Academic Partner s Goals for Community Based Learning and Research Devise Empowering Learning and Serving Experiences for Students and Clients Design Sustainable and Enriching Relationships for Enhancing CommunitiesBased upon years of field experience this Guide is addressed to you whether your non profit has experience of working with university interns or volunteers but wants to deepen and increase the effectiveness of the relationship whether your agency is starting to explore how to improve client services through a campus collaboration or whether you work for an NGO interested in partnering with universities across borders to effect positive change and draw attention to the challenges resources and needs of your community This Guide offers insights and strategies to leverage student learning and community empowerment for the benefit of both parties Recognizing both the possibilities and the pitfalls of community campus collaborations it demystifies the often confusing terminology of education explains how to locate the right individuals on campus and addresses issues of mission expectations for roles tasks training supervision and evaluation that can be fraught with miscommunication and misunderstanding Most importantly it provides a model for achieving full reciprocity in what can be an unbalanced relationship between community and campus partners so that all stakeholders can derive the maximum benefit from their collaboration This Guide is also available in sets of six or twelve at reduced prices to facilitate its use for planning and for training of leaders engaged in partnerships The Community Partner Guide to Campus Collaborations Six Copy Set978 1 62036 271 6 87 00The Community Partner Guide to Campus Collaborations Twelve Copy Set978 1 62036 272 3 150 00 Research Methods for Community Change: A Project-Based Approach Randy Stoecker,2013 Research Methods for Community Change A Project Based Approach Second Edition is an in depth review of all of the research methods that communities can use to solve problems develop their resources protect their identities and build power With an engaging writing style and numerous real world examples Randy Stoecker shows how to use a project based research model in the community to diagnose a community condition prescribe an intervention for the condition implement the prescription and evaluate its impact At every stage of this model there are research tasks from needs and assets assessments to process and outcome studies Readers also learn the importance of involving community members at every stage of the project and in every aspect of the research making the research part of the community building process *Becoming an Engaged Campus* Carole A. Beere,James C. Votruba,Gail W. Wells,2011-04-05 Becoming an Engaged Campus offers campus leaders a systematic and detailed approach to creating an environment where public engagement can grow and flourish The book explains not only what to do to expand community engagement and how to do it but it also explores how to document evaluate and communicate university engagement efforts Praise for Becoming an Engaged Campus This provocative yet exceedingly practical book looks at all of the angles and lays

bare the opportunities and barriers for campus community engagement while providing detailed pathways toward change This comprehensive treatise marks a significant shift in the literature from the what and why of public engagement to the how It is simply superb KEVIN KECSKES associate vice provost for engagement Portland State University Becoming an Engaged Campus is an essential guidebook for university leaders It details the specific ways that campuses must align all aspects of the institution if they are to be successful in the increasingly important work of community outreach and engagement GEORGE L MEHAFFY vice president for academic leadership and change American Association of State Colleges and Universities Most colleges and universities make the rhetorical claim of community engagement this book is an excellent primer on how to transform the rhetoric into reality The authors do not speak in abstract terms They describe the specific structures policies and programs that have made Northern Kentucky University a national model of how a large urban university can transform its impact on the region it is supposed to serve WILLIAM E KIRWAN chancellor University System of Maryland

Engaged Learning in the Public Service Classroom Josephine Gatti Schafer, Bruce D. McDonald III, 2024-12-30 Many that pursue a career in public service do so because they have a passion for their communities and want to pursue solutions to vexing challenges in society As a result instructors teaching public service administration and policy courses are challenged to incorporate a range of community engagement practices into their classes to allow students to explore their passion in greater depth while also developing skills to operate in a dynamic governance environment This pedagogical text explores the variety of ways in which students can become more engaged throughout the public service curriculum Engaged Learning in the Public Service Classroom introduces a wide range of activities practices and behaviors involving students in learning by exploring real world contexts and issues Utilizing the tools and concrete examples in the book students are encouraged to actively explore experiment evaluate and reflect on practical challenges helping to foster their critical thinking and motivating them to learn Considering the numerous methods of engaged learning the editors offer a framework for understanding and implementing different types of engaged learning practices including Field of Practice Community as Laboratory and Service Learning exploring the benefits and practical considerations of each To maximize the book's utility and to provide faculty with the best opportunity for successful implementation the final section of the book focuses on anticipating and overcoming possible challenges when implementing engaged learning This innovative new book is designed specifically to help support current and future instructors and faculty in the disciplines of public affairs public administration and public policy including graduate students

The Landscape of Rural Service Learning, and What It Teaches Us All Randy Stoecker, Nicholas Holton, Charles Ganzert, 2016-11-01 Up until now the majority of literature about service learning has focused on urban areas while comparatively little attention has been paid to activities in rural communities The Landscape of Rural Service Learning and What It Teaches Us All is designed to provide a comprehensive look at rural service learning The practices that have developed in rural areas partly because of the lack of nonprofits and

other services found in urban settings produce lessons and models that can help us all rethink the dominant forms of service learning defined by urban contexts Where there are few formal organizations people end up working more directly with one another where there is a need for services in locations where they are unavailable service learning becomes more than just an academic exercise or assignment This volume includes theoretical frameworks that are informed by the rural concrete stories that show how rural service learning has developed and is now practiced practical strategies that apply across service learning contexts and points to ponder as we all consider our next steps along the path of meaningful service learning

Handbook of Research on Learner-Centered Approaches to Teaching in an Age of Transformational Change

Bromer, Billi L., Crawford, Caroline M., 2022-06-24 Institutions of education are in an age of transformational change in which learning has a wider scope of understanding and long term impact than ever before Those involved in teaching and learning require additional training and subject matter support towards developing a broader and more profoundly complex understanding of the learners affected by evolving sociological events and associated needs More than ever a broader understanding of the learner is needed inclusive of a learner centered approach to both teaching and learner cognitive engagement The Handbook of Research on Learner Centered Approaches to Teaching in an Age of Transformational Change examines the abundant transformational changes that have occurred and provide strategies to understand and address them It draws from a wide range of experts and provides a burgeoning understanding of the effects of these rapidly moving transformational changes that are occurring in the processes of teaching and learning Exploring a wide range of issues such as community engagement scholarship motivation driven assignment design and trauma informed practices this major reference work is an invaluable resource for educators of K 12 and higher education educational faculty and administration pre service teachers government officials non profit organizations sociologists libraries researchers and academicians

The Oxford Handbook of Applied Ethnomusicology Svanibor Pettan, Jeff Todd Titon, 2015 Applied studies scholarship has triggered a not so quiet revolution in the discipline of ethnomusicology The current generation of applied ethnomusicologists has moved toward participatory action research involving themselves in musical communities and working directly on their behalf The essays in *The Oxford Handbook of Applied Ethnomusicology* edited by Svanibor Pettan and Jeff Todd Titon theorize applied ethnomusicology offer histories and detail practical examples with the goal of stimulating further development in the field The essays in the book all newly commissioned for the volume reflect scholarship and data gleaned from eleven countries by over twenty contributors Themes and locations of the research discussed encompass all world continents The authors present case studies encompassing multiple places other that discuss circumstances within a geopolitical unit either near or far Many of the authors consider marginalized peoples and communities others argue for participatory action research All are united in their interest in overarching themes such as conflict education archives and the status of indigenous peoples and immigrants A volume that at once defines its field advances it and even acts as a large

scale applied ethnomusicology project in the way it connects ideas and methodology The Oxford Handbook of Applied Ethnomusicology is a seminal contribution to the study of ethnomusicology theoretical and applied *The Cambridge Handbook of Service Learning and Community Engagement* Corey Dolgon,Tania D. Mitchell,Timothy K. Eatman,2017-02-01 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

Research on Service Learning Robert G. Bringle,Julie A. Hatcher,Patti H. Clayton,2023-07-03 The purpose of this set is to improve service learning research and practice through strengthening its theoretical base Contributing authors include both well known and emerging service learning and community engagement scholars as well as scholars from other fields The authors bring theoretical perspectives from a wide variety of disciplines to bear as they critically review past research describe assessment methods and instruments develop future research agendas and consider implications of theory based research for enhanced practice This set constitutes a rich resource that suggests new approaches to conceptualizing understanding implementing assessing and studying service learning Each chapter offers recommendations for future research Research on Service Learning Conceptual Frameworks and Assessment will be of interest to both new and veteran service learning instructors seeking to enhance their practice by integrating what has been learned in terms of teaching assessment and research Staff and faculty who are responsible for promoting and supporting service learning at higher education institutions evaluating community service programs and working with faculty to develop research on service learning will also find this volume helpful For scholars and graduate students reviewing and conducting research related to service learning this book is a comprehensive resource and a knowledge base about the processes and outcomes of innovative pedagogies such as service learning that will enable them to locate their own work in an expanding and deepening arena of inquiry Both volumes open with chapters focused on defining the criteria for quality research Volume 2A then begins with research related to students comprising chapters that focus on cognitive processes academic learning civic learning personal development and intercultural competence The concluding faculty section presents chapters on faculty development faculty motivation and faculty learning Volume 2B addresses community development and the role of nonprofit organizations in service learning It then focusses on institutions examining the institutionalization of service learning engaged departments and institutional leadership The final section on partnerships in service learning includes chapters on conceptualizing and measuring the quality of partnerships inter organizational

partnerships and student partnerships Both volumes are also available separately

Engaging First Peoples in Arts-Based Service Learning Brydie-Leigh Bartleet, Dawn Bennett, Anne Power, Naomi Sunderland, 2015-11-11 This volume offers educators higher education institutions communities and organizations critical understandings and resources that can underpin respectful reciprocal and transformative educative relationships with First Peoples internationally With a focus on service learning each chapter provides concrete examples of how arts based community led projects can enhance and support the quality and sustainability of First Peoples cultural content in higher education In partnership with communities across Australia Aotearoa New Zealand Canada and the United States contributors reflect on diverse projects and activities offer rich and engaging first hand accounts of student community and staff experiences share recommendations for arts based service learning projects and outline future directions in the field

Research Anthology on Service Learning and Community Engagement Teaching Practices Management Association, Information Resources, 2021-12-30 The need for more empathetic and community focused students must begin with educators as service learning has begun to grow in popularity throughout the years By implementing service and community aspects into the classroom at an early age educators have a greater chance of influencing students and creating a new generation of service minded individuals who care about their communities Teachers must have the necessary skills and current information available to them to provide students with quality service learning and community engagement curricula The Research Anthology on Service Learning and Community Engagement Teaching Practices provides a thorough investigation of the current trends best practices and challenges of teaching practices for service learning and community engagement Using innovative research it outlines the struggles frameworks and recommendations necessary for educators to engage students and provide them with a comprehensive education in service learning Covering topics such as lesson planning teacher education and cultural humility it is a crucial reference for educators administrators universities lesson planners researchers academicians and students

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