

Research On Student Civic Outcomes In Service Learning Conceptual Frameworks And Methods Iupui Series On Service Learning Research

At this time of a renewed call for colleges and universities to create campus cultures that support and develop students' understanding and commitment to civic participation, what is known about the design of service learning courses and their effectiveness to achieve this goal? This volume presents research on--and deepens understanding of--teaching strategies that foster the knowledge, skills and dispositions of college graduates to be actively engaged in their communities as citizens and civic-minded professionals. The first section offers an overview of civic learning and the importance of intentional service learning course design to reach civic outcomes. The next section employs various disciplinary perspectives to identify theories and conceptual frameworks for conducting research on student civic outcomes. The third section focuses on research methods and designs to improve research using quantitative and qualitative approaches, cross-institutional research strategies, longitudinal designs, authentic data, and local and national data sets. Chapters also address implications for practice and future research agendas for scholars.

Engaging youth in civic life has become a central concern to a broad array of researchers in a variety of academic fields as well to policy makers and practitioners globally. This book is both international and multidisciplinary, consisting of three sections that respectively cover conceptual issues, developmental and educational topics, and methodological and measurement issues. Broad in its coverage of topics, this book supports scholars, philanthropists, business leaders, government officials, teachers, parents, and community practitioners in their drive to engage more young people in community and civic actions.

This book provides a critical review of the theory and practice of University Social Responsibility. In addition to addressing the nature of and concepts surrounding University Social Responsibility, as well as its ties to areas such as service learning or engaged scholarship, the book also presents effective practices from around the world. Dedicated chapters demonstrate how University Social Responsibility can manifest itself in different types (civic, moral, economic or global responsibility), levels (local, national, regional or international), and formats (partnership, venture or joint project), depending on local contexts and needs. The book also focuses on three areas of work – educating students to take on social responsibility, broadening access to education, and applying knowledge to societal problems – to highlight the potential and viable ways University Social Responsibility can be employed to promote quality of life in society. Offering a unique resource, it is intended to stimulate thinking and expand the repertoire of all educators, administrators, and organizations who wish to incorporate societal needs into their core mission and promote quality of life in different communities around the world.

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How does one assess community service, civic engagement, and the impact of service learning on a college campus? This volume reviews contemporary research, measurement instruments, and practices in the assessment of civic engagement in higher education, including: meta-analyses of students, faculty, institutions, and higher education systems at-large, targeted case studies of campus-specific practices at individual institutions, efficient and effective ways to gauge the influence of civic engagement on higher education policy, practices, and outcomes, and quantitative and qualitative approaches to measuring the effort, importance of, and impact of students' and institutions' involvement in community service, community engagement, civic engagement, and service learning on a college campus. The research ranges between decisions made either as part of institutional agendas, curricular enhancements, or student life initiatives and student and professor involvement in civic engagement activities and supportive attitudes. This is the 162nd volume of this Jossey-Bass quarterly report series. Timely and comprehensive, *New Directions for Institutional Research* provides planners and administrators in all types of academic institutions with guidelines in such areas as resource coordination, information analysis, program evaluation, and institutional management.

The purpose of this series of books is to advance the knowledge in the service-learning research field. More importantly, this research is to be used to transform the field. This transformation will come from realizing both the history of service-learning and trying to imagine what the future may look like. The chapters in this book all demonstrate just how far service-learning research has come. Researchers, practitioners, and students alike have benefited from its dissemination and use the research to improve practice. The research does not simply inform educators how to create a better pedagogy. Rather, it informs a service-learning practice that can transform both individuals and institutions.

"Preeminent SLCE researchers share their research stories, lessons learned, and guidance for future research and researchers. Each chapter is replete with each author's SLCE research trajectory, homespun stories of their research and campus experiences, and past and future research agendas and practice plans, in essence portraits of reflective practitioners and researchers"--

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.

The *Journal of International Students (JIS)*, an academic, interdisciplinary, and peer-reviewed publication (Print ISSN 2162-3104 & Online ISSN 2166-3750), publishes narrative, theoretical, and empirically-based research articles, student and faculty reflections, study abroad experiences, and book reviews relevant to international students and their cross-cultural experiences and understanding in international education. more at www.ojed.org/jis

This timely volume explores essential themes, issues, and challenges related to adolescents' lives and learning in underserved urban areas. Distinguished scholars provide theoretically grounded, multidisciplinary perspectives on contexts and forces that influence adolescent development and achievement. The emphasis is on what is positive and effective, what can make a real difference in the lives and life chances for urban youths, rather than deficits and negative dysfunction. Going beyond solely traditional psychological theories, a strong conceptual framework addressing four domains for understanding adolescent development undergirds the volume: developmental continuities from childhood primary changes (biological, cognitive, social) contexts of development adolescent outcomes. A major federal government initiative is the development of programs to support underserved urban areas. Directly relevant to this initiative, this volume contributes significantly to gaining a realistic understanding of the contexts and institutions within which urban youths live and learn.

Outreach and engagement initiatives are crucial in promoting community development and social change. This can be achieved through a number of methods including public policy and urban development. The Handbook of Research on Civic Engagement and Social Change in Contemporary Society is a critical scholarly resource that examines the unexplored field of applying social change to civic engagement in an effort to enlarge public welfare activities. Featuring coverage on a broad range of topics, such as civic education, sustainable development, and child labor, this publication is geared towards academicians, researchers, and students seeking current research on civic engagement and public welfare.

Over the past decade, public attention on the importance of the civic development and education of youth has grown. To address these concerns, the East Bay Conservation Corps (EBCC) Charter School opened in 1996 with the explicit mission to prepare and engage students grades K through 12 as caring citizens who are capable and motivated to fully participate in our democracy. While content standards and assessments readily exist to articulate the academic and artistic development of students, youth civic development, especially at the elementary level, has been under-conceptualized. What is needed is a more robust, comprehensive developmental framework for citizenship education that begins with younger ages and addresses civic skills and dispositions to the same degree as civic knowledge. The product from this project is a set of tested, reliable measures of civic knowledge, civic thinking skills, civic participation skills and civic dispositions that are referenced to recent efforts to provide frameworks of competencies in civic education. Two sets of instruments were developed using a comprehensive conceptual framework for civic indicators at the elementary level. The measures include a student survey of student civic knowledge, skills and attitudes that relate to dispositions, which is the focus of this report; a set of corresponding grade level observation checklists of student skills and behaviors was also developed. Starting at a young age to foster developmental foundations for civic engagement includes a democratic orientation to others and identification with them as fellow members of a community and body politic. This focus is not only developmentally appropriate but also consistent with the goals of many elementary schools to foster prosocial skills and behaviors. In addition, there is a need for greater attention to age-appropriate, instrument identification and development for elementary aged students to document student civic development by focusing on what they can do, an important and often overlooked facet of K-12 civic education research and practice. Addressing this need will also assist other public elementary schools interested in recapturing their civic mission and in creating a K-12 developmental framework for civic development. Appended are: (1) Student Survey Used in National Pilot; (2) Student Observation Checklists for Grades K/1, 2/3 and 4/5; (3) Pearson Correlations between Scales; (4) Tests of Significance for Findings by Gender; (5) Tests of Significance for Findings by White and Non-White Subpopulations; and (6) Descriptive Statistics of Full National Sample. (Contains 3 figures.) [This Working Paper was produced by CIRCLE (The Center for Information and Research on Civic Learning and Engagement). For CIRCLE Working Paper 46, see ED494037.]

The purpose of this work 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 volume, 2B, opens with chapters focused on defining the criteria for quality research. It then addresses community development, and the role of nonprofit organizations in service learning. It focuses 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. This work 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. Volume 2A, sold separately, also opens with chapters focused on defining the criteria for quality research. It then continues 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.

This volume offers the first comprehensive guide to how high-impact practices (HIPs) are being implemented in online environments and how they can be adjusted to meet the needs of online learners. This multi-disciplinary approach will assist faculty and administrators to effectively implement HIPs in distance education courses and online programs. With a chapter devoted to each of the eleven HIPs, this collection offers guidance that takes into account the differences between e-learners and traditional on-campus students. A primary goal of High-Impact Practices Online is to share the ways in which HIPs may need to be amended to meet the needs of online learners. Through specific examples and practical suggestions in each chapter, readers are introduced to concrete strategies for transitioning HIPs to the online environment that can be utilized across a range of disciplines and institution types. Each chapter of High-Impact Practices Online also references the most recent and relevant literature on each HIP so that readers are brought up to date on what makes online HIPs successful. The book provides guidance on how best to implement HIPs to increase retention and completion for online learners.

This report from the National Task Force on Civic Learning and Democratic Engagement calls on the nation to reclaim higher education's civic mission. Commissioned by the Department of Education and released at a White House convening in January 2012, the report pushes back against a prevailing national dialogue that limits the mission of higher education to workforce preparation and training while marginalizing disciplines basic to democracy. It calls on educators and public leaders to advance a 21st century vision of college learning for all students, a vision with civic learning and democratic engagement an expected part of every student's college education. The report documents the nation's anemic civic health and includes recommendations for action that address campus culture, general education, and civic inquiry as part of major and career fields as well as hands on civic problem solving across differences. This report was prepared at the invitation of the U.S. Department of Education under the leadership of the Global Perspective Institute, Inc. (GPI) and AAC&U. It was developed with input from a series of national roundtables involving leaders from all parts of the higher education and civic renewal communities.

This study compared more than 1,000 high school students who participated in service-learning programs with those who did not participate in schools matched for similar demographics and student achievement profiles. The intention was to estimate the effects of service-learning compared to more traditional ways of teaching similar subject areas. The outcomes measured ranged from civic knowledge, behaviors, and dispositions to school engagement factors, such as attachment to school and enjoyment of coursework, that generally predict academic success. Students came from sites in the southeast, north central, and western parts of the United States. More than half of the students in the sample were Latino/Hispanic. Although service-learning students scored higher than comparison students on several outcomes, most of the differences were not statistically significant. Service-learning students were significantly more likely to say that they intended to vote and that they enjoyed school. There were substantial differences in outcomes among the various service-learning programs in the study. The study suggests that service-learning is effective when it is implemented well, but it is no more effective than conventional social studies classes when the conditions are not optimal. In particular: (1) Student outcomes improved when service-learning programs lasted longer, although year-long programs often had slightly less benefit than semester-long programs; (2) Teacher characteristics were related to outcomes--Number of years of teaching experience was significantly related to some student outcomes (valuing school, enjoying math and science, civic skills, and civic dispositions). Longer experience using service-learning was associated with higher civic knowledge, civic dispositions, and efficacy scores; (3) The type of service project was related to the outcomes. Students who engaged in direct service (e.g., tutoring or visiting seniors) were most attached to their communities--Students who engaged in indirect service (e.g., fundraising or research) showed the highest levels of academic engagement. Students who engaged in political or civic action (e.g., circulating a petition or organizing a community forum) scored highest on civic knowledge and civic dispositions; and (4) The literature has identified a set of best practices or "Essential Elements" of service-learning. The study found that some of these elements were related to positive student outcomes, but some were not. Those who did not use service-learning were almost as likely as those who did to use "active" instructional techniques. Thus, based on this study, it does not appear that service-learning competes against passive, lecture-style classes. Instead, it competes against mixed forms of instruction that include student projects, presentations, debates, and field trips. The study found that the use of active teaching techniques was most beneficial for student outcomes, and service-learning conferred a small additional benefit over other active pedagogies. (Contains 41 exhibits.) [This working paper was produced by the Center for Information & Research on Civic Learning & Engagement (CIRCLE).]

What exactly is civic and political participation? What factors influence young people's participation? How can we encourage youth to actively participate in their own democracies? Youth Civic and Political Engagement takes a multidisciplinary approach to answering these key questions, incorporating research in the fields of psychology, sociology, political science and education to explore the issues affecting youth civic and political engagement. Drawing on evidence that has been obtained in many different national contexts, and through multinational studies, this book provides a theoretical synthesis of this large and diverse body of research, using an integrative multi-level ecological model of youth engagement to do so. It identifies unresolved issues in the field and offers numerous suggestions for future research. Youth Civic and Political Engagement is an invaluable resource for researchers, teachers, youth workers, civil society activists, policymakers and politicians who wish to acquire an up-to-date understanding of the factors and processes that influence young people's civic and political engagement, and how to promote youth engagement.

As the world becomes more globalized, student populations in university settings will continue to grow in diversity. To ensure students develop the cultural competence to adapt to new environments, universities and colleges must develop policies and programs to aid in the progression of cultural acceptance and understanding. Cultural Awareness and Competency Development in Higher Education is an essential reference book on the latest literature regarding multiculturalism in colleges and universities, focusing on administration and faculty implementation of culturally-aware curriculum to support the development of students' global competence. Featuring extensive coverage on a range of topics including social constructivism, co-curricular learning, and inclusive pedagogy, this publication is ideally designed for academicians, researchers, and students seeking current research on the inclusion of culturally diverse curriculums in higher education.

Concepts of civic learning and democratic engagement are central to the purpose of higher education, especially for community colleges. This volume: establishes a philosophical framework for civic learning and democratic engagement in community colleges, details several approaches to enhancing the civic capacities of students in these institutions, provides best practice examples and lessons learned from practitioners in the field, and addresses some of the sticky issues such as: What are the outcomes of civic learning programs and practices? How might civic competencies transfer to other settings? Is there a connection between civic skills and those valued in the workplace? This is the 173rd volume of this Jossey-Bass quarterly report series. Essential to the professional libraries of presidents, vice presidents, deans, and other leaders in today's open-door institutions, New Directions for Community Colleges provides expert guidance in meeting the challenges of their distinctive and expanding educational mission.

Outreach and engagement initiatives are crucial in promoting community development. This can be achieved through a number of methods, including avenues in the fine arts. The Handbook of Research on the Facilitation of Civic Engagement through Community Art is a comprehensive reference source for emerging perspectives on the incorporation of artistic works to facilitate improved civic engagement and social justice. Featuring innovative coverage across relevant topics, such as art education, service learning, and student engagement, this handbook is ideally designed for practitioners, artists, professionals, academics, and students interested in active citizen participation via artistic channels.

Written for anyone interested in better understanding the latest wave of student activism on campuses, The New Student Activists raises fascinating implications for developmental theory and higher education policy and practice.

Sponsored by the Association for Education Finance and Policy (AEFP), the second edition of this groundbreaking handbook assembles in one place the existing research-based knowledge in education finance and policy, with particular attention to elementary and secondary education. Chapters from the first edition have been fully updated and revised to reflect current developments, new policies, and recent research. With new chapters on teacher evaluation, alternatives to traditional public schooling, and cost-benefit analysis,

this volume provides a readily available current resource for anyone involved in education finance and policy. The Handbook of Research in Education Finance and Policy traces the evolution of the field from its initial focus on school inputs and revenue sources used to finance these inputs, to a focus on educational outcomes and the larger policies used to achieve them. Chapters show how decision making in school finance inevitably interacts with decisions about governance, accountability, equity, privatization, and other areas of education policy. Because a full understanding of important contemporary issues requires inputs from a variety of perspectives, the Handbook draws on contributors from a number of disciplines. Although many of the chapters cover complex, state-of-the-art empirical research, the authors explain key concepts in language that non-specialists can understand. This comprehensive, balanced, and accessible resource provides a wealth of factual information, data, and wisdom to help educators improve the quality of education in the United States.

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.

One of the greatest challenges in assessing student learning in general education programs is addressing the tension between selecting easy-to-measure learning outcomes that have little value or bearing on our institutions' goals and selecting meaningful and substantial learning outcomes that are complex and difficult to assess. Many institutions that have recently replaced their cafeteria-style general education programs with general education programs that focus on complex student learning outcomes find themselves at a loss in attempting to gather evidence on student achievement of these outcomes for internal improvement and external accountability purposes. This volume of *New Directions for Institutional Research* makes a compelling case that institutions can and should be assessing consequential, complex general education student learning outcomes. It also gives faculty members and assessment leaders the tools and resources to take ownership of this important work. Part One of this volume provides an argument for why we should be assessing general education and describes a framework, based on a rigorous psychological research approach, for engaging in assessment. The six chapters in Part Two show how this work can be (and is being) done for six important learning outcomes: critical thinking, quantitative reasoning, teamwork, intercultural competence, civic knowledge and engagement, and integrative learning. The volume closes with recommendations on needed innovations in general education assessment and presents a research agenda for future work. Book jacket.

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.

The power of civic educ. (CE) to elicit positive student outcomes has been documented. However, the field is only now beginning to understand the causal processes that bring about these positive changes in young people. *The Civic Mission of Schools* lays out 6 promising approaches to CE which emphasize the need for instruction that is relevant to young people, provides opportunities for practice, and moves beyond rote learning praxis. These approaches to CE yield positive, lasting outcomes in students. The goal of this project is to examine the association between activities regularly used in CE courses (e.g., staging a mock election) and their impact on key student outcomes. This will provide evidence supporting best practices in CE. Illus.

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.

The Fifth Edition of the *Handbook of Research on Teaching* is an essential resource for students and scholars dedicated to the study of teaching and learning. This volume offers a vast array of topics ranging

from the history of teaching to technological and literacy issues. In each authoritative chapter, the authors summarize the state of the field while providing conceptual overviews of critical topics related to research on teaching. Each of the volume's 23 chapters is a canonical piece that will serve as a reference tool for the field. The Handbook provides readers with an unparalleled view of the current state of research on teaching across its multiple facets and related fields.

This study examined the relationship between service-learning and civic engagement in the 2- year college and also investigated specific differences between service experiences to determine whether those differences moderated the relationship between service participation and civic engagement outcomes. The study yielded 110 matching pre- and post-Student Civic Engagement surveys from service-learners in five different course subject areas at a large southeastern community college. The findings of the paired-samples t tests suggest that students experienced significant gains in four of the seven dimensions of civic engagement after participating in service. Students in comparable courses in subject matter but without service-components were also surveyed, yielding 117 matching pre- and post-surveys. A comparison of the mean differences between pre- and post-responses of the non-service-learners and service-learners suggests that the service-learners had a higher tendency than the non-service-learners to participate in the majority of assessed civic engagement activities. The data were sorted by subject area to allow for an analysis of the service-learners and the non-service-learners in comparable courses. Those results, however, were inconclusive, and no clear trends emerged. ANOVAs and independent-samples t tests were used to determine the relationship between gains in civic outcomes and select variables. The findings suggest that the type of service-learning activity, the duration of the service experience, the participant-perceived quality of the service experience, the amount of required student reflection, and the teacher's frequency of use of active and passive instructional strategies significantly moderate the relationship between service participation and a number of measures of civic engagement. This Handbook outlines the current state of research in social studies education – a complex, dynamic, challenging field with competing perspectives about appropriate goals, and on-going conflict over the content of the curriculum. Equally important, it encourages new research in order to advance the field and foster civic competence; long maintained by advocates for the social studies as a fundamental goal. In considering how to organize the Handbook, the editors searched out definitions of social studies, statements of purpose, and themes that linked (or divided) theory, research, and practices and established criteria for topics to include. Each chapter meets one or more of these criteria: research activity since the last Handbook that warrants a new analysis, topics representing a major emphasis in the NCSS standards, and topics reflecting an emerging or reemerging field within the social studies. The volume is organized around seven themes: Change and Continuity in Social Studies Civic Competence in Pluralist Democracies Social Justice and the Social Studies Assessment and Accountability Teaching and Learning in the Disciplines Information Ecologies: Technology in the Social Studies Teacher Preparation and Development The Handbook of Research in Social Studies is a must-have resource for all beginning and experienced researchers in the field.

International Service Learning (ISL) borrows from the domains of service learning, study abroad, and international education to create a new pedagogy that adds new and unique value from this combination. It is a high-impact pedagogy with the potential to improve students' academic attainment, contribute to their personal growth, and develop global civic outcomes. The international service experience provides opportunities for additional learning goals, activities, and relationships that are not available in a domestic service learning course or in a traditional study abroad course. The service experience develops reflection while shedding light on and providing an added dimension to the curricular component of the study abroad course. The international education component further broadens students' perspectives by providing opportunities to compare and contrast North American and international perspectives on course content. This book focuses on conducting research on ISL, which includes developing and evaluating hypotheses about ISL outcomes and measuring its impact on students, faculty, and communities. The book argues that rigorous research is essential to improving the quality of ISL's implementation and delivery, and providing the evidence that will lead to wider support and adoption by the academy, funders, and partners. It is intended for both practitioners and scholars, providing guidance and commentary on good practice. The volume provides a pioneering analysis of and understanding of why and under what conditions ISL is an effective pedagogy. Individual chapters discuss conceptual frameworks, research design issues, and measurement strategies related to student learning outcomes; the importance of ISL course and program design; the need for faculty development activities to familiarize faculty with the component pedagogical strategies; the need for resources and collaboration across campus units to develop institutional capacity for ISL; and the role that community constituencies should assume as co-creators of the curriculum, co-educators in the delivery of the curriculum, and co-investigators in the evaluation of and study of ISL. The contributors demonstrate sensitivity to ethical implications of ISL, to issues of power and privilege, to the integrity of partnerships, to reflection, reciprocity, and community benefits

The purpose of this work 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 volume, 2A, opens with chapters focused on defining the criteria for quality research. It then moves on to 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. Constituting 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. Volume 2B, sold separately, also opens with chapters focused on defining the criteria for quality research. It looks at 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.

A COMPREHENSIVE RESOURCE FOR UNDERSTANDING AND APPLYING RESEARCH METHODS Research Methods and Applications for Student Affairs offers students and professionals in the field an authoritative and accessible guide to help navigate research in student affairs. This comprehensive resource on research methods instruction clearly shows how to interpret the various forms of research, how to be critical as a research consumer, and how to use research to inform practice. Author J. Patrick Biddix—a noted scholar and expert in the field—presents a detailed overview of three qualitative-focused and four quantitative-focused research methods. The text reviews the basics of these qualitative and quantitative approaches and explores how to differentiate the major types of research as well as how to understand, read, evaluate, and apply results.

Biddix also includes important information on using mixed methods approaches. The user-friendly text includes insights on key issues, as well as descriptions of the individual sections that comprise research studies. Also included is an overview of ethical considerations that apply specifically to student affairs. *Research Methods and Applications for Student Affairs* is an essential guide for enhancing research methods' skills, and offers direction for applying those skills in actual work situations.

The power of civic education to elicit positive student outcomes has been empirically documented. However, the field is only now beginning to understand the causal processes that bring about these positive changes in young people. "The Civic Mission of Schools" report commissioned by the Carnegie Corporation of New York and CIRCLE (2003) lays out six "promising approaches" to civic education. These practices emphasize the need for instruction that is relevant to young people (i.e., links young people's interests to political contexts), provides opportunities for practice, and that moves beyond rote learning praxis. A growing body of evidence suggests that these approaches to civic education yield positive, lasting outcomes in young people. For example, research has found that deliberative classroom discussions are positively associated with interest in politics, political knowledge, and feelings of political efficacy. The goal of this project is to examine the association between activities regularly used in civic education courses (e.g., staging a mock election) and their impact on key student outcomes. By linking classroom praxis to outcomes, the authors intend to provide evidence supporting best practices in civic education. (Contains 5 figures and 7 tables.) [This working paper was produced by the Center for Information & Research on Civic Learning & Engagement.].

The *Wiley Handbook of Social Studies Research* is a wide-ranging resource on the current state of social studies education. This timely work not only reflects on the many recent developments in the field, but also explores emerging trends. This is the first major reference work on social studies education and research in a decade. An in-depth look at the current state of social studies education and emerging trends. Three sections cover: foundations of social studies research, theoretical and methodological frameworks guiding social studies research, and current trends and research related to teaching and learning social studies. A state-of-the-art guide for both graduate students and established researchers. Guided by an advisory board of well-respected scholars in social studies education research.

The millennial generation is quickly becoming more prominent in the political, economic, and social aspects of modern society. Studying new techniques which foster positive impact in their engagement with the outside world can help the millennial generation become one of the most constructive groups to date. *Fostering Positive Civic Engagement Among Millennials: Emerging Research and Opportunities* is an essential reference source that provides in-depth discussions on the latest trends among millennial engagement practices in social and political contexts. Featuring pertinent topics such as student self-assessments, mentoring roles, and educational tools, this scholarly resource is ideal for educational leaders, academicians, students, and researchers that would like to discover better ways to promote engagement within the millennial generation.

Flourishing in Emerging Adulthood highlights the third decade of life as a time in which individuals have diverse opportunities for positive development. There is mounting evidence that this time period, at least for a significant majority, is a unique developmental period in which positive development is fostered. Dr. Lene Arnett Jensen highlights the importance of this work in an engaging foreword, and chapters are written by leading scholars in diverse disciplines who address various aspects of flourishing. They discuss multiple aspects of positive development including how young people flourish in key areas of emerging adulthood (e.g., identity, love, work, worldviews), the various unique opportunities afforded to young people to flourish, how flourishing might look different around the world, and how flourishing can occur in the face of challenge. Most chapters are accompanied by first-person essays written by a range of emerging adults who exemplify the aspect of flourishing denoted in that chapter and make note of how choices and experiences have helped them transition to adulthood. Taken together, this innovative collection provides rich evidence and examples of how young people are flourishing as a group and as individuals in a variety of settings and circumstances. This unique resource will be useful to students, faculty, professionals, clinicians, and university personnel who work with young adults or who study development during emerging adulthood.

Take a holistic look at an intentional educational ecosystem that builds cultural competence, a critical skill college graduates need for careers and citizenship in a diverse global society. This monograph unpacks the multilayered meanings of cultural competence and offers a term, "diversity competence," that is more consistent with the broad spectrum of diversity learning outcomes that occur on campus. Drawing on the findings of a survey of recent college graduates now working as professionals, the monograph offers: leading-edge, integrative models that bring together the multidimensional components of the learning environment including curricular, co-curricular, and service learning, research-based factors contributing to a campus environment that encourages cultural competence, in-depth assessment and analysis of best practices, and concrete recommendations that offer a transformative pathway to the attainment of diversity competence in the undergraduate experience. This is the fourth issue of the 42nd volume of the Jossey-Bass series *ASHE Higher Education Report*. Each monograph is the definitive analysis of a tough higher education issue, based on thorough research of pertinent literature and institutional experiences. Topics are identified by a national survey. Noted practitioners and scholars are then commissioned to write the reports, with experts providing critical reviews of each manuscript before publication.

We are delighted to introduce the Proceedings of the Second International Conference on Progressive Education (ICOPE) 2020 hosted by the Faculty of Teacher Training and Education, Universitas Lampung, Indonesia, in the heart of the city Bandar Lampung on 16 and 17 October 2020. Due to the COVID-19 pandemic, we took a model of an online organised event via Zoom. The theme of the 2nd ICOPE 2020 was "Exploring the New Era of Education", with various related topics including Science Education, Technology and Learning Innovation, Social and Humanities Education, Education Management, Early Childhood Education, Primary Education, Teacher Professional Development,

Curriculum and Instructions, Assessment and Evaluation, and Environmental Education. This conference has invited academics, researchers, teachers, practitioners, and students worldwide to participate and exchange ideas, experiences, and research findings in the field of education to make a better, more efficient, and impactful teaching and learning. This conference was attended by 190 participants and 160 presenters. Four keynote papers were delivered at the conference; the first two papers were delivered by Prof Emeritus Stephen D. Krashen from the University of Southern California, the USA and Prof Dr Bujang Rahman, M.Si. from Universitas Lampung, Indonesia. The second two papers were presented by Prof Dr Habil Andrea Bencsik from the University of Pannonia, Hungary and Dr Hisham bin Dzakiria from Universiti Utara Malaysia, Malaysia. In addition, a total of 160 papers were also presented by registered presenters in the parallel sessions of the conference. The conference represents the efforts of many individuals. Coordination with the steering chairs was essential for the success of the conference. We sincerely appreciate their constant support and guidance. We would also like to express our gratitude to the organising committee members for putting much effort into ensuring the success of the day-to-day operation of the conference and the reviewers for their hard work in reviewing submissions. We also thank the four invited keynote speakers for sharing their insights. Finally, the conference would not be possible without the excellent papers contributed by authors. We thank all authors for their contributions and participation in the 2nd ICOPE 2020. We strongly believe that the 2nd ICOPE 2020 has provided a good forum for academics, researchers, teachers, practitioners, and students to address all aspects of education-related issues in the current educational situation. We feel honoured to serve the best recent scientific knowledge and development in education and hope that these proceedings will furnish scholars from all over the world with an excellent reference book. We also expect that the future ICOPE conference will be more successful and stimulating. Finally, it was with great pleasure that we had the opportunity to host such a conference.

Numerous studies have chronicled students lack of trust in large social institutions, declining interest in politics, and decreasing civic skills. This book is a comprehensive guide to developing high-quality civic engagement experiences for college students. The book defines civic engagement and explains why it is central to a college education. It describes the state of the art of education for civic engagement and provides guidelines for designing programs that encourage desired learning outcomes. In addition, the book guides leaders in organizing their institutions to create a campus-wide culture of civic engagement.

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