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Milosh Raykov, Alison Taylor & Lorin Yochim

COMMUNITY SERVICE-LEARNING

Resource Base

CANADIAN CSL STUDIES



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CANADIAN CSL STUDIES

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Introduction

The purpose of the Canadian Community Service-Learning Studies Resource Base (CCSLrb) is to provide a wide range of bibliographic references and links to full-text sources of research on community service-learning, with a primary focus on Canadian research. As Director of CSL at the University of Alberta between 2012 and 2014, I became aware of the need for this kind of resource for use by CSL instructors, researchers, community partners, and students.

CSL has a longer history in US higher education than Canadian, and the US literature on service learning and community engagement is more extensive. However, there has been significant growth of CSL within Canadian universities and colleges in the past fifteen years. The Canadian Alliance for Community Service Learning (CACSL) website identifies several higher education institutions (including 30 universities) with curricular and co-curricular CSL programs and this list is far from exhaustive.

There has been a corresponding growth in the Canadian CSL literature, which is the reason for the focus of this resource base. A search for CSL articles written by Canadian researchers or about CSL in Canadian contexts suggests that more than 60 percent of all academic, peer-reviewed studies were published during the last five years (106 out of 176 articles published in scholarly journals since 1994). Additional searches of online bibliographic databases, including EBSCO and OvidSP services, and university libraries show a growing number of studies on CSL in Canada.

For the CCSLrb, we compiled resources using the search facilities of major Canadian university library systems, specifically the University of Alberta (Discovery Service) and the University of Toronto (<http://oneseach.library.utoronto.ca>). We conducted additional, focused searches through Proquest Dissertations and Theses and ERIC. Our aim was to capture as much of the work of Canadian scholars or scholars affiliated with Canadian universities on service learning as possible. We used the search terms “service learning,” “community service learning,” “CSL,” and “Canada.” Annotations are drawn from abstracts supplied in the databases, or from the articles themselves when not included in the database entries. The current list of resources was completed in January 2015 and is intended to cover published pieces to the end of 2014.

The development of the CCSLrb was assisted by funding from a Killam cornerstone grant from the University of Alberta (Principal Investigator Alison Taylor). Much of the work was undertaken during my tenure as Director of CSL at the University of Alberta by Dr. Milosh Raykov, who is currently a senior lecturer at the University of Malta, and Dr. Lorin Yochim who was involved in updating the CCSLrb in fall of 2014.

Any ideas for further development of the CCSLrb are most welcome. Please send any comments or suggestions to Dr. Alison Taylor, Department of Educational Studies, University of British Columbia (alison.taylor@ubc.ca).

We hope the CCSLRB will become a widely used resource base in CSL studies as well as a building block for continuing research, teaching, policy formation and practice in this burgeoning field.

Dr. Alison Taylor

March 27, 2015

Community Service Learning Resource Base

Canadian CSL Studies

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Annotated Bibliography

Aleksejuniene, J., Brondani, M. A., Pattanaporn, K., & Brukiene, V. (2010). Best Practices for Dental Sealants in Community Service-Learning. *Journal of Dental Education*, 74(9), 951-960.

Community service-learning (CSL) in pre-doctoral dental education might be an effective tool for increasing sealant use by dentists-thus benefitting underserved children while facilitating students' learning of a clinical procedure in a real-life setting. This study reviewed the scientific literature on this topic in order to 1) evaluate the reasons for low sealant use among dentists, 2) consider important aspects of sealant use in community settings, and 3) identify best practices to use as guidelines for CSL regarding sealant use. As background, the MEDLINE database was searched with the key words "dental sealants" for human and laboratory studies in the English language. A total of 205 relevant articles were identified and overviewed. We found that the low use of sealants relate to dentists' orientation toward restorations rather than prevention, distrust in sealant treatment, lack of confidence in caries risk assessment, and concern about sealing over caries. The aspects to consider in the CSL projects are acquisition of knowledge and necessary skills of operators, cost-benefit approach to sealant placement, and meticulous sealant placement procedures, including the necessity for a short-term recall.

Allahwala, A., Bunce, S., Beagrie, L., Brail, S., Hawthorne, T., Levesque, S., von Mahs, J., Visano, B. S. (2013). Building and sustaining community-university partnerships in marginalized urban areas. *Journal of Geography*, 112(2), 43-57.

This symposium explores and examines the challenges and opportunities of building community-university collaborations in marginalized urban areas. The selection of short essays highlights different experiences of building and sustaining community-university partnerships in a variety of cities as vehicles for enhancing experiential learning in geography, urban studies, and cognate disciplines. The aim is to foster a debate among geographers about the role of community-university partnerships in marginalized urban areas and their potential for advancing reciprocal activities that address community needs while offering new circumstances for university outreach and teaching.

Baetz, M., McEvoy, C., Adamson, K., & Loomis, C. (2012). Understanding the possible impact of a community service learning experience during university on career development. *Canadian Journal of Career Development, 11*(1), 29-37.

There is general consensus that volunteer and community service-learning (CSL) experiences are important to career development even though research remains unclear on the relationship and about how best to help students make a link between service and career decisions. This study investigated the possible impact of CSL experiences on students' career development among a sample of Canadian university students. Interviews were conducted with students (N= 36) who had completed a CSL component in one or more psychology courses. Responses revealed that there are many factors and stakeholders involved in the relationship between a service-learning experience and career thinking, and different aspects of the experience can affect career choice in different ways. It was also found that students' responses in personal interviews did not always match up with prior responses on a closed-ended survey; 68% gave consistent responses in both the survey and interviews, whereas 26% gave inconsistent responses and all of these participants had initially reported no impact on a survey and then later discussed in interviews how CSL had confirmed a career choice. Further analysis of interview data found a connection between CSL and career thinking either towards or away from confirming a career choice and the type of impact varied by four characteristics: (1) the number of placements, (2) reflection assignments and activities, (3) emotional engagement, and (4) matching/degree of fit between the placement setting and a student's expectations for the placement. A subsequent review of the Campus Compact course syllabi web database of 50 disciplines showed that 8% of syllabi explicitly address work, career, or job issues and these syllabi provide useful examples of reflection questions for linking the service-learning experience to career development. An important implication for assessing student CSL outcomes is that asking students one direct, closed-ended question to reflect on how a CSL placement has affected career thinking is too simplistic. Our findings may explain the inconclusive and unexpected findings of past research and guide career counsellors and teachers in facilitating reflections that foster student career development.

Barrett, K. (2013). Where professional writing meets social change: The grant proposal as a site of hospitality. *Composition Studies, 41*(1), 70-83.

This essay builds upon prior attempts to foster linkages between the disciplines of Composition Studies and professional writing. I take up Jennifer Bay's suggestion that service learning is a site for connection and "hospitality" (in a Derridean sense) between these disciplines, advocating for and at the same time complicating Bay's proposal. Rather than offering straightforward hospitality, I posit, service learning sites present opportunities to critique, welcome, and revise the multiple demands of composing today.

Beaverford, K. (2013). Service learning in the global community: A collaborative process in architectural education. *Global Studies Journal, 5*(2), 151-156.

This paper looks at how collaboration can help prepare architectural students to work effectively in a global society. A literature review, combined with the author's

experience developing and teaching an international design-build course, informs this work. There are three dominate themes in this paper: mutually beneficial partnerships, meaningful relationships and opportunities for reflection.

Berndt, A. (2012). How engineering students work with photographs to address authentic socio-technical problems in a globalized world. *IEEE International Professional Communication Conference (IPCC)*(Journal Article).

Discussion of visual rhetoric in engineering communication has largely focused on the use of graphics in technical documentation, but how do engineering students work with photographs to construct a visual narrative of a problem as it affects people they may never meet in a culture unfamiliar to them? This question has implications for engineering educators as they prepare students to work in a globalized world where they may have little or no contact with clients. Related questions are explored within an interdisciplinary course called "Technology and Development: The Global Engineer," in which students use photographs to work on authentic sociotechnical problems identified by rural artisans in India with whom they do not have contact. Two written assignments, a visual assignment, and a brief survey provide qualitative and quantitative data of student decision-making in the visual learning process, suggesting that photographic work in the engineering curriculum may present an untapped source of contextual information that can enable engineering students to develop human-centered design skills.

Bickmore, K. (2001). Student conflict resolution, power "sharing" in schools, and citizenship education. *Curriculum Inquiry*, 31(2), 137-162.

One goal of elementary education is to help children develop the skills, knowledge, and values associated with citizenship. However, there is little consensus about what these goals really mean: various schools, and various programs within any school, may promote different notions of "good citizenship." Peer conflict mediation, like service learning, creates active roles for young people to help them develop capacities for democratic citizenship (such as critical reasoning and shared decision making). This study examines the notions of citizenship embodied in the contrasting ways one peer mediation model was implemented in six different elementary schools in the same urban school district. This program was designed to foster leadership among diverse young people, to develop students' capacities to be responsible citizens by giving them tangible responsibility, specifically the power to initiate and carry out peer conflict management activities. In practice, as the programs developed, some schools did not share power with any of their student mediators, and other schools shared power only with the kinds of children already seen as "good" students. All of the programs emphasized the development of nonviolent community norms--a necessary but not sufficient condition for democracy. A few programs began to engage students in critical reasoning and/or in taking the initiative in influencing the management of problems at their schools, thus broadening the space for democratic learning. These case studies help to clarify what our visions of citizenship (education) may look and sound like in actual practice so that we can deliberate about the choices thus highlighted.

Bradshaw, J. (2012). University leaders urge students to go West. East. Anywhere. Just go. *The Globe and Mail*, A4.

[...] when 25 university presidents converged in Ottawa to discuss Canada's innovation agenda with parliamentarians on Tuesday, several of them cautioned that more homegrown students need to study outside their own backyard to develop strong worldwide connections and an instinct to innovate. The 21-year-old Vancouver native and University of British Columbia student stumbled on a UBC international service learning program in 2010, and spent six weeks that summer in Swaziland working on a community-level HIV/AIDS project and talking to families.

Brail, S. (2013). Experiencing the city: Urban studies students and service learning. *Journal of Geography in Higher Education*, 37(2), 241-256.

Service-learning represents a method of learning in which students learn through volunteering, while at the same time being asked to reflect on their experiences and tie together experience with classroom-based material, thereby developing their learning through service activities. This paper explores the role and value of service learning in Urban Studies and is based on a review of student reflective journals written following a service-learning experience in which undergraduate students were given the opportunity to volunteer outside the classroom as part of their coursework in an introductory Urban Studies course at the University of Toronto. Evaluating student learning through service learning-based reflection enables further understanding of how students learn through exploration of the urban realm.

Brondani, M. A. (2010). Students' Reflective Learning Within a Community Service-Learning Dental Module. *Journal of Dental Education*, 74(6), 628-636.

This article aims to illustrate the effect of reflections upon students' learning in a newly developed dental module at the University of British Columbia. Students reflected individually before, during, and after the development of their community service-learning (CSL) projects. One hundred twenty-one students provided reflections through e-mail, a password-protected intranet site (WebCT), or handwriting. Reflections were not graded, and students were encouraged to favor thinking over description in a total of at least 150 words. Eighty-two students were from two first-year classes, and thirty-nine were from one second-year class. Reflections were analyzed thematically using framework analysis. Students appreciated the community experience and also pondered their own learning as health care providers. Reflections before the CSL projects emphasized "expectations" and "feelings of belonging," whereas reflections during and after the projects promoted discussions on "challenges and struggles" and "ongoing engagement," respectively. A circular and bidirectional illustration portrays students' activities in reflecting, rethinking, reconsidering, reanalyzing, reconstructing, and reacting on their CSL experience. Reflective activity helped students to better appreciate the CSL experience within a newly developed dental course. It allowed them to gain additional value from community-based education and had a positive impact on their attitudes about service, themselves, and the community members enrolled within their projects.

Brondani, M. A., Clark, C., Rossoff, L., & Aleksejuniene, J. (2008). An Evolving Community-Based Dental Course on Professionalism and Community Service. *Journal of Dental Education*, 72(10), 1160-1168.

In 2007 the Faculty of Dentistry at the University of British Columbia formally introduced the Course Professionalism and Community Service (PACS) in year one of its dental curriculum. PACS features community-based dental education as all experiential learning pedagogy, as well as additional themes that support the community experience. PACS will be incorporated into all four years of the curriculum, With health promotion activities in community sites as the focus in years one and two and the provision of patient care in community clinics in years three and four. Students are encouraged to provide feedback on this newly implemented course. The objective of this article is to provide an overview of the themes and modules of PACS, in the context of its being all evolving course for implementing community-based health promotion activities as experiential education for dental Students. The current PACS modules are designed to expose students to a variety of experiences-from assessing community needs and developing, applying, and evaluating all educational health promotion activity to demonstrating a systematic approach to ethical reasoning and critical thinking. In their feedback. students have expressed their appreciation for the community experience and Suggested modifications to the course in terms of guidelines and assignments.

Brothwell, D. J. (2008). Outreach and Service Learning: Manitoba's Centre for Community Oral Health. *Journal of the Canadian Dental Association*, 74(10), 879-881.

While not all students return perfectly satisfied with their service learning experiences, most feedback indicates that time spent at these clinics is highly valued. The following excerpts are typical of the responses received from University of Manitoba students following their externships. These student testimonials demonstrate why, despite the challenges inherent in serving disadvantaged Canadians, this work is so rewarding. At the University of Manitoba's Centre for Community Oral Health, we have not only risen to the challenge, we thrive on it. (An excerpt from conclusions)

Carlisle, M. (2011). Healthy Relationships and Building Developmental Assets in Middle School Students. *Canadian Journal of Education*, 34(3), 18-32.

This action research project was designed to have the majority of middle school students engage in healthy relationships with their peers and teachers as the data suggested the need for improved interactions with others. Students contributed to team building lessons; implemented school community service learning projects; participated in an advisory mentoring program on healthy relationships and conflict resolution; and wrote journal reflections. Analysis of the data indicated an increased rate of students demonstrating and acknowledging the need for positive attributes to build healthy relationships with their peers and teachers. (Contains 5 figures.)

Chambers, T. (2009). A Continuum of Approaches to Service-Learning within Canadian Post-Secondary Education. *Canadian Journal of Higher Education*, 39(2), 77-100.

This article provides a multi-level conceptual framework for service learning that can serve as a decision-making guide for service-learning initiatives in Canadian post-secondary education. Service-learning approach options along a non-hierarchical continuum (philanthropic, social justice, and social transformation) are examined; the theoretical clusters used to frame this examination include experiential education, social learning, student development, and liberatory education. Various dimensions and potential implications of each approach are explored. Regardless of the particular service-learning approach adopted by Canadian institutions, decision makers and participants should be conscious of the parameters and potential impact of their chosen approach.

Charbonneau, L. (2004). Educating citizen Jane: Community service-learning, a teaching model that combines volunteer service with academic work, aims to instill in students a sense of citizenship and civic engagement. *University Affairs*, 45(2), 12-16.

The Trent centre is unique in another way: it focuses solely on community-based research. The centre works with the community groups to develop relevant research proposals and then matches these proposals with Trent students, who carry out the work for credit. Ms. Bowe says the program demonstrates to students the value of their liberal arts and sciences education.

Chong, A., Foster, J., & Irish, R. (2010). Planning for excellence: Using public showcases to motivate students in professional communication courses. *2010 IEEE International Professional Communication Conference (IPCC)*, 177-179.

Motivating engineering students to invest in their communication activities has long been a challenge for technical communication pedagogy. In Praxis II, a first year design and communication course at the University of Toronto, we achieve that goal by deeply integrating communication into engineering design activities, and by having the course culminate in a highly public, high stakes showcase in which student ability to communicate their design across a varied audience is the key to their success. The presence of a highly invested audience that includes public officials and local media at showcase has demanded, we believe, a deeper commitment in our students to communication, as evidenced by the high quality samples on display at the media showcase at IPCC 2010.

Christensen, L., Krogman, N., & Parlee, B. (2010). A culturally appropriate approach to civic engagement: Addressing forestry and cumulative social impacts in southwest Yukon. *Forestry Chronicle*, 86(6), 723-729.

This article reports on an experimental civic engagement approach to link community observed cumulative effects of numerous local events and periods of resource development to indicators for sustainable forest and land management for the future.

We describe a process where the interview findings with 28 key aboriginal and non-aboriginal informants in the Champagne Aishihik First Nations' (CAFN) Traditional Territory were summarized into key themes by researchers in a community workshop to elicit a selection of social indicators for future cumulative effects assessments. These responses were visions for the future based on a great deal of experiential learning that interviewees identified--part and parcel of any betterment to the community as new developments unfold. Themes such as "social healing" were further broken into indicators such as "community support systems" and then further broken into local measures, such as "the presence of, and access to, a youth centre, youth programs, and youth centres". The local historical approach to cumulative effects assessment helps us not only understand more about forestry, but more about the broader connections between community members and leaders, forestry and other resource developments, and lessons people have learned from the past and visions for the future.

Connolly, R. (2011). Is there service in computing service learning? *Proceedings of the 43rd ACM Technical Symposium on Computer Science Education*, 337-342.

A variety of researchers have advocated for service learning projects in post-secondary computing programs. While these projects can achieve important disciplinary outcomes for the students, what has been under examined is the benefit that these projects have for the service recipients and their community. This paper argues that since service learning projects are meant to benefit both student donors and community recipients, we must examine much more carefully how computing service projects interact with all the social actors affected by the projects. Taking such an approach will require recognizing that ICT by itself will not improve or increase democracy, equality, social inclusion, or any other social good. Analogous to the experience of foreign aid recipients in the developing world, some service learning projects may actually do more harm than good. The paper concludes by providing some sample computer learning projects that are oriented more strongly towards achieving true service for the recipients.

Conrad, P., Murphy, J., & Sketris, I. (2005). Drug use management and policy residency: A service-learning application. *American Journal of Pharmaceutical Education*, 69(5), 1-10.

Objectives. To establish, implement, and evaluate a drug use management and policy residency program within the context of a service-learning framework. Design. Residents completed a 4-month term in which they were paired with a preceptor (health care manager or policy analyst) to complete a project designed to assist their work and to provide the resident with an understanding of policy formulation related to pharmaceuticals. Assessment. A formative evaluation of the first 2 years of the residency was conducted using semi-structured interviews with key stakeholders and an examination of program documents. Recurring themes were identified and a set of "lessons learned" was generated. Conclusion. The Drug Use Management and Policy Residency Program adhered to service learning tenets and was a practical educational experience for residents.

Conrad, P., Sketris, I., & Langille-Ingram, E. (2013). Participants' perceptions of a multidisciplinary training program for graduate and postgraduate students in drug use management and policy. *American Journal of Pharmaceutical Education*, 77(5), 1-10.

Objective. To determine graduate and postgraduate students' perceptions of a drug use management and policy program that applied wide-ranging policy research skills to inform pharmaceutical decision-making; Design. Nine cohorts of graduate and postgraduate students from diverse academic and professional backgrounds were paired with health-system preceptors for 4 months, and supported by faculty advisors and administrators, to complete research projects that generated evidence to inform policy decisions; Assessment. A self-administered survey instrument was sent to all alumni of the program over the previous 10 years. The majority of respondents indicated: their prior academic coursework could be applied to everyday life; service-learning projects complemented university programs; participation led to greater awareness of decision-makers' needs and appreciation of their tacit knowledge; and communication abilities were enhanced with decision-makers, and academics. Many also reported personal desire to fulfill healthcare-system research needs; personal belief in their ability to make a difference; and increased post-graduation marketability; Conclusion. A drug use management and policy program allowed graduate students from various disciplines to develop new skills and collaborate with experts to produce research evidence that was relevant to drug policy that addressed real-world problems.

Cook, G. L., DeBerg, C. L., Michenzi, A. R., Milano, B. J., & Rama, D. V. (2003). Developing Personal Competencies through Service-Learning: a Role for Student Organizations. *Advances in Accounting Education-Teaching and Curriculum Innovations*, 5, 99-120.

This paper examines service-learning (S-L) through student organizations as one way to overcome some of the challenges of course-based S-L and to create additional S-L opportunities for accounting students. Student organizations do not provide typical course-based mechanisms such as syllabi, assignments, and grading. Thus, we focus on alternative ways to establish, communicate, design and assess activities to enhance educational outcomes. We discuss examples of S-L in three organizations in which accounting students may participate: (1) Students in Free Enterprise; (2) Beta Alpha Psi; and (3) accounting clubs. Each of these student organizations must address similar issues in terms of developing S-L. However important differences exist among these organizations. Thus, our examples illustrate ways to adapt an S-L approach to different student organization settings.

Correia, A. P., Yusop, F. D., Wilson, J. R., & Schwier, R. A. (2010). A comparative case study of approaches to authentic learning in instructional design at two universities. *Michigan Journal of Community Service Learning*, 14, 41-49.

This paper compares how two universities, Iowa State University and the University of Saskatchewan, exploit a service-learning and authentic learning approach to instructional design. Both programs emphasize student engagement and responsibility, as well as projects that have social significance. At the same time, the courses offered by the two programs differ in significant ways. One program puts

students in the role of project manager, while in the other the instructor plays the role of project manager. This proposal explores the intentions, the pedagogical and design decisions, and the implications of the two approaches for preparing instructional designers, and for informing the use of authentic learning approaches in ID programs elsewhere.

Davis, L. C. (2003). Is there more intergenerational cooperation or conflict in Canada? *Journal of Intergenerational Relationships*, 1(2), 111-112.

The article presents a discussion on the debate whether there is more intergenerational cooperation or conflict in Canada. It is stated that there is a growing awareness for the need to raise an intergenerational voice at the table at the provincial, territorial and federal levels of government in Canada when discussing social policy issues. The introduction of community service as a requirement for high school graduation is a new approach in education for some Canadian high school students. The author states that intergenerational cooperation seems to be far more prevalent in Canada than conflict.

Day, T. (2012). Undergraduate teaching and learning in physical geography. *Progress in Physical Geography*, 36(3), 305-332.

Like other disciplines, physical geography has seen substantial recent interest in research on ways to improve undergraduate teaching and learning. Most of this research has taken place in a constructivist framework in which students construct knowledge in ways that are meaningful to them. Constructivist theory forms the basis for a wide range of active learning approaches, such as inquiry-based learning and problem-based learning. These approaches are inductive in that students build theory and generalizations from case studies rather than more traditional approaches in which the students learn the theory and then study some examples. Students are typically more engaged in their active learning than they are in traditional approaches, but the impacts of the newer approaches on student learning are unclear. Experiential and service learning, together with fieldwork, offer considerable organizational challenges, but the learning rewards are clear and unchallenged. Attempts to replace fieldwork with virtual field trips have met with resistance, but there has been little research on the ways that virtual fieldwork could be improved. Introductory physical geography textbooks have failed to keep up with changes in teaching the subject, although there have been some recent innovations that offer promise. Animations in particular seem to engage students, although there is no evidence that they enhance the learning of physical geography. The nature of the relationship between research and teaching continues to fascinate, yet eludes clarification. The scholarship of teaching and learning physical geography offers challenges and opportunities for new and experienced faculty who have not previously published in this field.

DeSchiffart, C. (2000). Community service learning with unemployed young Nova Scotians. *Canadian Journal of Counselling*, 34(3), 186-192.

Community Service Learning for Unemployed Youth is a learning-by-doing framework in Nova Scotia that uses tools, techniques and processes found within service learning, career development, and community development principles. This framework and the community based programs under this framework, target unemployed youth. The approach actively engages young people in their own learning by giving them the

opportunity to perform services that directly benefit their community. By incorporating this framework, community service learning for unemployed youth helps to build life-long connections between youth, their communities and the rapidly changing world of work.

d'Entremont, Y. (2001). Volunteering on the rise among youth. *Daily News*, B9.

Those seeking volunteer opportunities through the Volunteer Resource Centre are still primarily adults between the ages of 18 and 34. [Lesley Dunn] believes the recent increase in young volunteers is based on "service learning" components in place in both Ontario and British Columbia's school curricula. While service-learning components aren't a formalized part of the curriculum in Halifax Regional Municipality's schools, many young people are expected to volunteer and are doing so in increasing numbers.

Desrochers, C. A. (2006). Towards a new borderland in teacher education for diversity: A narrative inquiry into pre-service teachers' shifting identities through service learning (Order No. NR13960). Available from ProQuest Dissertations & Theses Full Text. (304956323).

Given the growing demographic gap between a largely homogeneous pre-service teacher population and an increasingly diverse student population, prospective teachers need to become familiar with both cultures of difference and the ways they live in relation to them. This narrative inquiry explores four pre-service teachers' personal practical knowledge of diversity and the ways this storied knowledge was re-storied through a community-based service learning engagement. Through this study, I came to understand how teacher identities (stories to live by) are shaped and can be reshaped. This inquiry was grounded in three beliefs. First, teacher and student lives are central to the curriculum of teacher education. Second, learning about diversity requires attention to teachers' personal practical knowledge of diversity. Finally, working in relationship and over time, individuals' storied knowledge can be re-storied. In this study, I structured a service learning engagement which recognized participants' stories to live by as situated within the temporal context of a life experience. Participants' past experiences were first explored to understand how they composed their stories to live by. With a view to interrupting their storied knowledge, I involved participants in volunteer work with children in after-school clubs located in culturally diverse and socially disenfranchised communities. The after-school settings provided opportunities to connect with children's out of school experiences. While states of disequilibrium are important to engage the kind of reflection required to focus attention on individuals' stories to live by, pre-service teachers need safe relational spaces in which to explore their personal practical knowledge about diversity. Such spaces provide support for the telling, retelling, and reliving of pre-service teachers' stories to live by in relation to diversity. Using a concept of dis-positioning participants' knowledge, I inquired into shifts in participants' personal practical knowledge. Four key considerations emerged: learning about diversity begins with experience, occurs in dis-positioning contexts, occurs through relationship and occurs through reflection over time. Inquiry-based service learning in the community within a re-conceptualized teacher education curriculum for diversity opens possible borderland spaces within which pre-service teachers can engage in learning through collaborative, on-going reflection on experience, for their own and future learners' benefit.

Dharamsi, S., Espinoza, N., Cramer, C., Amin, M., Bainbridge, L., & Poole, G. (2010). Nurturing social responsibility through community service-learning: Lessons learned from a pilot project. *Medical Teacher*, 32(11), 905-911.

Background: Community service-learning (CSL) has been proposed as one way to enrich medical and dental students' sense of social responsibility toward people who are marginalized in society. Aim: We developed and implemented a new CSL option in the integrated medical/dental curriculum and assessed its educational impact. Methods: Focus groups, individual open-ended interviews, and a survey were used to assess dental students', faculty tutors' and community partners' experiences with CSL. Results: CSL enabled a deeper appreciation for the vulnerabilities that people who are marginalized experience; students gained a greater insight into the social determinants of health and the related importance of community engagement; and they developed useful skills in health promotion project planning, implementation and evaluation. Community partners and faculty tutors indicated that equal partnership, greater collaboration, and a participatory approach to course development are essential to sustainability in CSL. Conclusions: CSL can play an important role in nurturing a purposeful sense of social responsibility among future practitioners. Our study enabled the implementation of an innovative longitudinal course (professionalism and community service) in all 4 years of the dental curriculum.

Dharamsi, S., Richards, M., Louie, D., Murray, D., Berland, A., Whitfield, M., et al. (2010). Enhancing medical students' conceptions of the CanMEDS health advocate role through international service-learning and critical reflection: A phenomenological study. *Medical Teacher*, 32(12), 977-982.

Background: Medical students are expressing increasing interest in international experiences in low-income countries where there are pronounced inequities in health and socio-economic development. Aim: We carried out a detailed exploration of the international service-learning (ISL) experience of three medical students and the value of critical reflection as a pedagogical approach to enhance medical students' conceptions of the Canadian Medical Education Directions for Specialists (CanMEDS) Health Advocate Role. Method: A phenomenological approach enabled us to study in considerable depth the students' experience from their perspective. Students kept reflective journals and wrote essays including detailed accounts of their experiences. The content of the students' journals and essays was analyzed using the critical incident technique. Results: Students noted an increasingly meaningful sense of what it means to be vulnerable and marginalized, a heightened level of awareness of the social determinants of health and the related importance of community engagement, and a deeper appreciation of the health advocate role and key concepts embedded within it. Conclusion: This in-depth phenomenological study focused on the detailed experiences of three students from whom we learned that social justice-oriented approaches to service learning, coupled with critical reflection, provide potentially viable pedagogical approaches for learning the health advocate role. How this experience will affect the students' future medical practice is yet unknown.

Dore, N. (2009). The learning continuum: My co-op work term experience. *Canadian Pharmacists Journal*, 142(2), 74-75.

The co-op job I had wanted and had been lucky to get was a pharmacy research

position with Dr. Barb Farrell at the Elisabeth Bruyère Research Institute (EBRI), a partnership of Bruyère Continuing Care and the University of Ottawa. EBRI works closely with community and long-term care partners to bring faculty into service delivery, students into service learning and service providers into research and education. Research spans all aspects of continuing care, with a particular focus on improving the quality of life of the elderly population and those with chronic illness. I have been able to get a further inside look at pharmacy practice, as I have had the amazing opportunity to job shadow many of the pharmacists at Bruyère. I have shadowed pharmacists in the FHT, in the community pharmacy and the Geriatric Day Hospital. I also spent a week each with pharmacists in rehabilitation and complex continuing care while doing data collection and quantitative analysis for the auto-substitution quality assurance project. I observed as the pharmacists went through their medication assessments, accompanied them as they talked to patients and learned as they explained their care plans to me. I also attended physician-pharmacist medication reviews and multidisciplinary team rounds, rounded with a physician and sat in on family conferences. I learned about the pharmacists' distribution duties and got an idea of their general day-to-day experience and work. Reaching the end of my co-op work term at Bruyère, I am sad to leave, but at the same time I feel motivated about going back to class and learning as much as I can. I also feel as though I will now have much more context in which to put my learning. What I have loved most about this term has been my exposure to so many different things - projects, people and learning experiences. I feel I have contributed to many different research projects, while at the same time I have taken away valuable lessons. I have an idea of the day-to-day experiences of clinical pharmacists at Bruyère Continuing Care and I now know that it is possible to be a clinical pharmacist and still be involved in research. And this was only my first co-op work term - I'm returning to class looking forward to a vast array of opportunities that lie ahead!

Farahmandpour, H. (2011). *Beyond 40 hours: Meaningful community service and high school student volunteerism in Ontario* (Order No. MR76058). Available from ProQuest Dissertations & Theses Full Text. (914450259).

This study explores whether students in the mandated Ontario high school community service program consider their service requirement to be meaningful; the relationship between meaningful service and subsequent service; and other factors related to a meaningful experience and future service. A secondary analysis was conducted using a survey of 1,341 first-year university students, collected by a research team led by Steven Brown of Wilfrid Laurier University. The main finding is that meaningful service is a predictor for subsequent service and can contribute to individual and social change. Meaningful service opportunities help address a gap in service learning literature, which is the impact of service on communities, perhaps by underestimating the capacity of youth to contribute to social change. Three policy recommendations emerge: curriculum should be created to enable students to serve more effectively; program structure is necessary for reflection; and nonprofit agencies can meet both of the above needs.

Farnen, R. F. (2007). Class matters: Inequality, SES, education and childhood in the USA and Canada today. *Policy Futures in Education*, 5(3), 278-302.

This article examines recent trends in childhood and youth policy, political socialization, and civic education in the USA and Canada since 2000. It examines

some of the current trends (such as political socialization and education research findings on children and youth) as well as policy initiatives (such as the landmark federal legislation called the "No Child Left Behind" law which mandates yearly testing in reading, writing, and mathematics from grade 5 on while totally ignoring other fields critical to democratic political development (such as social studies and civics). In addition, the article broaches the subject of class and socio-economic status (SES) in the US educational system and other trends such as introducing service learning into the elementary grades. Briefly put, all measures used for evaluation to date point to SES as the principal determinant of test performance, along with race, ethnicity, urban residence, and other such background factors. Service learning is also worth discussing both for its philosophical roots (which are firmly middle class) but also for its fit with the US and Canadian volunteeristic capitalistic political cultures which stress self-reliance and individualism. The article also considers some of the counter-effectiveness research that people (such as Gerald Bracey) use to indicate that except for its elitism, the US/Canadian educational systems are not underperforming and that educational critics have a hostile anti-public policy stance because they wish to privatize everything, regardless of the consequences therefrom to a democratic society.

Fournier-Sylvester, N. (2014). A/Political education: A survey of Quebec students' perceptions of their citizenship education. *Canadian Journal of Education*, 37(3), 1-23.

This survey of 370 recent high school graduates reveals that history and citizenship courses in Quebec focus on cultural and religious viewpoints, favour a transmission approach to learning, and fail to connect the political process to students' concerns and interests. Without a clear conception of citizenship as a reference point, this curriculum appears to neglect the development of agency around civic engagement and social change. Recommendations on how to improve the program are guided by students' answers to open-ended questions and current scholarship on the need for a more critical analysis of national and global diversity and inequality in school curriculums.

Fryer, M., Wallis, R., Sattar, K., Annette, J., Battistoni, R., & Lund-Chaix, A. (2007). Context and culture: Models of engagement around the world. In Gelmon, S. B., & S. H. Billig (Eds.), *In Passion to Objectivity: International and Cross-Disciplinary Perspectives on Service Learning Research* (pp. 3–20). Greenwich, CT: Information Age.

The study of community engagement offers many different perspectives, which often are derived from local context and culture. Substantial variations are found when one travels to different countries and especially when one becomes immersed in various cultures, organizations, social issues, settings, and Population groups. This chapter is an edited transcript of a conversation about international perspectives, with representatives from Australia, Canada, South Africa, the United Kingdom, and the United States, that took place as a plenary discussion at the Sixth International Service-Learning Research Conference in 2006.

Gillis, & Lellan, M. (2010). Service learning with vulnerable populations: Review of the literature. *International Journal of Nursing Education Scholarship*, 7(1), 1-27.

The service learning model has been touted as a powerful pedagogical approach, a reasonable option for providing care to vulnerable and diverse populations, and a vehicle for educating nursing students to become agents of social change. The literature on service learning with vulnerable populations in nursing education is reviewed and synthesized in this article. A description of service learning experiences, identification of knowledge and skills learned, opportunities for critical thinking and reflection, and a discussion of factors that act as enablers and barriers to service learning are explored. Recommendations for successful integration of service learning into educational settings are provided for nurse educators, academic institutions and community partners. As the service learning model spreads across nursing education it is suggested that it offers promise to foster social change and produce graduates who are fully engaged citizens and professionals.

Gillis, A., & Mac Lellan, M. A. (2013). Critical service learning in community health nursing: Enhancing access to cardiac health screening. *International Journal of Nursing Education Scholarship*, 10(1), 1-9.

Critical service learning (CSL) offers promise for preparing community health nursing students to be advocates for social justice and social change. The purpose of this article is to describe a community based CSL project designed to provide cardiac health screening to an underserved population, wherein nursing's role in social justice is integrated into nursing practice. First, the relationship between social justice and CSL is explored. Then, the CSL approach is examined and differentiated from the traditional service learning models frequently observed in the nursing curriculum. The CSL project is described and the learning requisites, objectives, requirements, and project outcomes are outlined. While not a panacea for system reform, CSL offers nursing students avenues for learning about social justice and understanding the social conditions that underlie health inequalities. Nurse educators may benefit from the new strategies for incorporating social justice into nursing curriculum; this paper suggests that CSL offers one possibility.

Golob, M. I., & Giles, A. R. (2013). Challenging and transforming power relations within community-based participatory research: The promise of a Foucauldian analysis. *Qualitative Research in Sport, Exercise & Health*, 5(3), 356-372.

Community-based participatory research (CBPR) advocates claim that by engaging community members to participate as equal partners in research that addresses issues relevant to the community, participatory methodologies can contribute to decreasing local health inequities and help build capacity for social change. There are, however, considerable concerns about the under-theorisation of power within CBPR approaches and the possibility of the marginalisation of research participants occurring in the very research processes that are meant to overcome such problems. Such critiques often engage with post-structuralist theories, notably the work of French philosopher

Michel Foucault, and point towards the possible dominating effects of CBPR for marginalised communities. While these critiques offer valuable insights, they have not critically engage with Foucault's understanding of power as productive; that is, while power acts as a constraint on action, its effects are never only repressive – the exercise of power always simultaneously both inhibits and enables action. Through examples of CBPR projects that have addressed new Canadians' diverse health promotion needs, in this paper we argue that by attending to the ways in which power both inhibits and enables community members' actions, we will be better positioned as researchers to recognise and minimise the potential dominating effects of CBPR.

Gosine, K., & Islam, F. (2014). "It's like we're one big family": Marginalized young people, community, and the implications for urban schooling. *School Community Journal*, 24(2), 33-61.

This qualitative study explored the perceptions and experiences of high school students from a diverse, low-income urban community in Toronto, Canada. Findings revealed a strong sense of community, reinforced by the interlocking racial and class oppression and stigmatization participants experienced within the broader society, including school. The argument is made that students' strong sense of community stands in contrast to the individualistic ethos that characterizes mainstream schools where educators frequently fail to cultivate the "community cultural wealth" (Yosso, 2005) such students possess. The article concludes with a discussion of strategies educators can utilize to cultivate the strengths that marginalized youth bring to the classroom, highlighting the potential benefits of service learning, in particular.

Guthrie, K. L., & McCracken, H. (2010). Teaching and learning social justice through online service-learning courses. *International Review of Research in Open and Distance Learning*, 11(3), 78-94.

Creating a virtual classroom in which diverse students feel welcome to discuss and experience topics related to social justice, action, and change is a study in the value of connectedness and collaboration. Through a combination of technologies, pedagogies, and on-site experiences, virtual cultures develop that encourage the formation of demanding yet stimulating learning environments in which communications and interactions are intellectually transformative. This article explores student perceptions of their participation in an online service-learning course while working in local service organizations. Qualitative methodology was used to identify the philosophical intersection at which multiple pedagogies meet: social justice, service-learning, civic engagement, and leadership as instructed in a web-based environment. This study illustrates the capacity for intentionally constructed online educational experiences focused on social justice, civic engagement, and leadership to affect learning and to provide educators with pedagogical best practices to facilitate requisite change in teaching practice.

Haggarty, D., & Dalcin, D. (2014). Student-run clinics in Canada: An innovative method of delivering interprofessional education. *Journal of Interprofessional Care*, 28(6), 570-572.

The age of siloed healthcare delivery is coming to an end. Research demonstrates that interprofessional collaboration (IPC), the provision of comprehensive services to patients by multiple health providers who collaborate within and across settings, improves the efficiency of the healthcare system, work environments, and patient outcomes. However, developing IPC skills requires training, often referred to as interprofessional education (IPE). This report aims to describe an innovation in IPE: student-run clinics (SRCs). SRCs are organizations composed of students from various disciplines who collaboratively plan and deliver healthcare and health promotion. Recent trends in Canadian SRCs are contrasted with those in the United States. The literature supporting SRCs as a method of delivering IPE, as well as the benefits conferred to patients, students, and communities at large is explored. It is clear that SRCs in Canada are an evolving approach to IPE and are filling a previously undiscovered healthcare niche.

van Hamel, A. (2014). From consumer to citizen: Digital media and youth civic engagement. Ottawa, ON: Media Awareness Network.

Digital media - and the Internet in particular - have fallen short as both a destroyer and saviour of civic life. Asking what effect any medium has had on civic engagement is a chicken and egg question; the truth is that people design technology to meet their needs and that technology in turn shapes people's habits. Nonetheless, given that young people are the most avid users of digital media throughout their daily lives, we can also expect that digital media will be central to their civic lives. As well, civic organizations are so deeply enmeshed in the online world that basic participation now requires a certain amount of digital literacy. With civic life rapidly digitizing, a crucial component of teaching students the skills to engage as competent civic actors is teaching them how to engage in virtual spaces persuasively, critically, collectively, and before invisible audiences. Even children who have grown up in a world where the Internet has always existed do not have these requisite skills "built-in": their affinity needs instruction, refinement and polishing for them to be truly effective in the civic arena.

Harrison, R. L., MacNab, A. J., Duffy, D. J., & Benton, D. H. J. (2006). Brighter smiles: service learning, inter-professional collaboration and health promotion in a First Nations community. *Canadian Journal of Public Health*, 97(3), 237-240.

The goal of Brighter Smiles was to improve children's dental health in a remote First Nations community in British Columbia in the context of a service-learning experience for pediatrics residents. The provincial Ministry of Health had competitive funds available for collaborations between remote communities and medical educators. Hartley Bay (Gitga'at), a tribe of the Tsimshian Nation, responded by declaring

children's dental health to be a primary health concern. This northern community has an on-reserve population fluctuating around 200 people and is accessible only by air or water. A convenience sample of children had a baseline dental exam; parents also completed a questionnaire about dental health behaviours. Only 31% (4/13) of pre-kindergarten and 8% (2/26) of kindergarten to Grade 12 children had no dental caries. Planning of the Brighter Smiles intervention involved community leaders, teachers, parents, Elders, health care staff, pediatrics residents, and dental and medical faculty from the University of British Columbia (UBC). Brighter Smiles includes school-based brush-ins, fluoride programs, classroom presentations, and regular visits by UBC pediatrics residents to Hartley Bay to provide well-child care that includes age-appropriate dental counselling to parents at the clinic visits. An early success indicator was a significantly increased proportion of dental service provider's time scheduled for preventive maintenance services rather than dental rehabilitation (restorations and extractions). The goal of providing a service-learning experience for trainee pediatricians in a remote community has been achieved. In addition, early indicators demonstrate improvements in child oral health.

Henderson, A., Brown, S. D., Pancer, S. M., & Ellis-Hale, K. (2007). Mandated community service in high school and subsequent civic engagement: The case of the "double cohort" in Ontario, Canada. *Journal of Youth and Adolescence*, 36(7), 849-860.

In 1999, the Ontario provincial government introduced into its high school curriculum a requirement that students complete 40 hours of volunteer community service before graduation. At the same time, the high school curriculum was shortened from five years to four. Consequently, the 2003 graduating class of Ontario high school students contained two cohorts, the first of the 4-year cohorts that was compelled to complete a mandated community service requirement, and the last of the 5-year cohorts that was not. Using a quasi-experimental design, we surveyed 1768 first-year university students in terms of their perceptions and attitudes about the nature and amount of previous volunteering, attitudes towards community service, current service involvement and other measures of civic and political engagement. Comparisons of the two cohorts indicate that, while there were discernible differences between the two cohorts in terms of their past record of community service, there were no differences in current attitudes and civic engagement that might plausibly be attributed to participation in the mandatory service program. Results are discussed with relation to the current debate concerning the impact of mandatory volunteering policies on intrinsic motivation to volunteer.

Heuser, L. (1999). Service-learning as a pedagogy to promote the content, cross-cultural, and language-learning of ESL students. *TESL Canada Journal*, 17(1), 54-71.

This article describes the incorporation of service-learning in a sheltered-content course called American Society for Japanese college sophomores studying in the United States. By engaging students in activities designed to address community needs, service-learning holds great promise for furthering cognitive knowledge, cross-cultural awareness, and language competences. After profiling the academic program, a definition of service-learning is provided along with a review of the preparatory steps leading to a weekend of service. The exercises developed to help students make sense of their firsthand experiences and a critique of this instructional activity round out this discussion.

Hickey, E. M., Bourgeois, M. S., & Olswang, L. B. (2004). Effects of training volunteers to converse with nursing home residents with aphasia. *Aphasiology*, 18(5-7), 625-637.

Background: Nursing home residents with aphasia often experience social isolation. Providing trained conversation partners is one way to combat this problem, but evidence is needed for the effects of training conversation partners for persons with aphasia. The use of four college student volunteers was based on evidence for the benefits of intergenerational service-learning programmes. Aims: The purpose of this study was to examine the effects of training four college student volunteers (SVs) to use multi-modality communication with two nursing home residents with Broca's aphasia (RAs). Methods & Procedures: An ABA multiple baseline across subjects (SVs) and partners (RAs) design was used to examine the effects of the training programme in probe conversations. Each RA interacted with two SVs. Training consisted of five steps, with a criterion to move through each step of the programme, and to withdraw training. Thorough treatment fidelity procedures were used to ensure consistent training across subjects. Outcomes & Results: The SVs demonstrated marked increases in multi-modality communication, with concomitant increases in RAs' comprehensibility. Sequential analyses revealed that multi-modality communication is more likely than speech only to elicit RAs' comprehensible responses, with a stronger effect after training. Social validity ratings demonstrated that the changes in the quality of the conversations were clinically significant. Conclusions: This study revealed positive effects of training conversation partners of persons with aphasia to use multi-modality communication. Intergenerational service-learning programmes are one viable method to decrease social isolation and to increase opportunities for nursing home residents with aphasia to reveal their communicative competence.

Hill, S. D., Loney, R. K., & Reid, H. (2010). Notes from the field: Brokering service learning between a rural community and large undergraduate class: Insights from a case study. *Journal of Community Practice*, 18(2-3), 396-412.

This article describes a service-learning partnership between a first-year Environmental Studies/Science course at Trent University and the Haliburton-Muskoka Children's Water Festival, an event held in rural Ontario about 125 km from the university. The partnership was brokered by the U-Links Centre for Community-Based Research, an independent, Haliburton-based nonprofit. Key issues explored in the article include the challenges of rural service learning, striking an equitable partnership between university and community, and offering service learning within a large class setting. The article concludes with a series of lessons learned from the case. Adapted from the source document.

Hughes, J., & Gadanidis, G. (2010). Learning as community service: Thinking with new media. *Journal of Educational Multimedia & Hypermedia*, 19(3), 287-306.

This paper is exploratory in nature and our research goal is to develop a conceptualization of "learning as community service" in a new media context. The setting for the study is an after-school program involving middle school children in a First Nations community. In the after-school program, children developed knowledge

about (1) their community and (2) mathematics, and used digital media to share their learning stories as community service that is, for the benefit of others outside of educational settings. Using a case study method, we investigate how our initial conception of "learning as community service" evolved as we worked in a new media setting. We discuss two ways in which our conception changed over time: (1) our focus on storytelling through students' digital stories expanded to include live as well as online video performances of songs of their learning; and (2) our focus on individual student learning and identity shifted to negotiated identity and collective learning.

Hui, V., So, J., & Ramelson, J. (2012). Objective fabrications: A framework for contemporary service learning. ICERI2012 Proceedings, 3804-3812.

Among the litany of problems contemporary educators decry are that current students have problems with learning priorities and lack a genuine sense of contributing to a larger global community. That students focus upon learning concepts rather than the ability to transition to real-world application is a significant hurdle educators in all disciplines face. Similarly, students appear to be concerned with their own academic performance than the role their applied knowledge may play in a greater social perspective. The pedagogical benefits of service learning appear to encourage a model many educators have deferred to; however there is a level of ambiguity in determining whether such procedures are successful. As post-secondary educators continue to provide a wider spectrum of learning modes, and an exceptional propensity for service learning initiatives, it is incumbent upon them to contextualize these models as a response to the pedagogical challenges they face. This paper outlines five significant determinants for a successful service learning initiative including: application of knowledge, promotion of innovation, contribution to social benefit, accountability of work, and awareness of real-world constraints. These concepts are presented within the framework of a unique service learning opportunity within an architectural science program in Toronto, Canada. This initiative demonstrates that current students, drawn from undergraduates in the program, not only have the ability to apply classroom knowledge to real-world conditions, but that they also understand that their knowledge may contribute to a larger social context. Alongside the five service learning criteria outlined in this paper, the authors present two notable secondary benefits of adopting such a model: the encouragement to complete and properly execute projects, and the sense of pride in accomplishment upon completion.

Hummel, K. M. (2013). Target-language community involvement: Second-language linguistic self-confidence and other perceived benefits. *Canadian Modern Language Review-Revue Canadienne Des Langues Vivantes*, 69(1), 65-90.

French native-speaking students (N = 20) enrolled in a university TESL program were asked to participate in a community service-learning, project in an English-speaking minority community in Quebec. Results from this qualitative study indicated that active community involvement led to strong perceptions of positive effects. The principal effects reported by participants included greater linguistic self-confidence along with the perception of having improved their second language (L2) skills, increased knowledge about their field of study (L2 teaching), and confirmation of their professional goals, personal satisfaction from helping young children and other community members, and to some extent, greater knowledge about the local English-

speaking community. The results suggest that community service learning may have been an effective way to enhance L2 learning for the participants in this study, with particular effects on linguistic self-confidence, and might be appropriate in similar contexts in which opportunities for intergroup contact are not readily available.

Hynie, M., Jensen, K., Johnny, M., Wedlock, J., & Phipps, D. (2011). Student internships bridge research to real world problems. *Education & Training, 53*(1), 45-56.

Purpose: The purpose of this paper is to evaluate whether unstructured graduate student research internships conducted in collaboration with community agencies build capacity and knowledge for students and community. **Design/methodology/approach:** The paper reports the results of four semi-structured interviews and 20 pre- and post-internship surveys of students' perceptions of their internship activities; whether participation built research capacity in students and community resulted in the creation of new knowledge and promoted ongoing partnerships and relationships. **Findings:** Students reported generating concrete outcomes for community partners, the acquisition of new research and professional skills, plus an increased understanding of theoretical knowledge. Many students also maintained ongoing relationships with their organizational partners beyond the terms of their internship. **Research limitations/implications:** Limitations to this study are the relatively small sample size and reliance on self-report measures. **Practical implications:** The paper describes a model for student-community engagement that benefits both community and students. **Social implications:** As universities explore their relationships with their local communities, graduate student internships have tremendous potential for supporting research and knowledge-based needs of local communities, while providing valuable skills and training to a cohort of students in bridging academic research to real world solutions. These students may go on to be community engaged scholars, or research trained personnel in the community. **Originality/value:** The results presented in this paper demonstrate the benefits to graduate students in scholarship of engagement programs that prioritize true partnership between students, universities and communities.

Jakubowski, L. M. (2003). Beyond book learning: Cultivating the pedagogy of experience through field trips. *Journal of Experiential Education, 26*(1), 24-33.

A pedagogy of experience can be cultivated by using a critically responsive approach based on experience, critical thinking, reflection, and action. A service-learning field trip to Cuba illustrates how experiential learning can bring classroom and community together in a way that invites students to engage in meaningful, active forms of learning about diversity and social justice. (Contains 43 references.) (TD)

Jenkins, S. (2010). Service learning and simulations. *Political Science & Politics, 43*(3), 541-545.

Both service learning and simulations have been shown to positively impact student outcomes, but they are not often used together. This article examines how to effectively combine these active learning styles to reap the benefits of both. After examining a case in which the two were combined and the impact this approach had on student evaluations and learning outcomes, I discuss how such projects can be successfully executed in a variety of other classes.

Johrendt, J. L., Northwood, D. O., Benzinger, K., Salinitri, G., & Jaekel, A. (2007). Learning outcomes for engineering cooperative education. *11th Baltic Region Seminar on Engineering Education*, 55-59.

The Centre for Career Education at the University of Windsor in Windsor, Canada, is in the process of completing the development of learning outcomes for the cooperative education programme. Within the engineering programme, Junior level outcomes are complete and implemented via modules, Intermediate level outcomes have been outlined but require the development of modules and implementation, and Senior level learning outcomes have yet to be discussed. Some time has been spent identifying assessment methods and mechanisms, but the tools have not yet been developed. As schools move forward in the development of cooperative education and alternative experiential learning programmes, such as internship and service learning models, learning outcomes and assessment methods become an increasingly vital component to the effectiveness of the programme development. In this paper, the authors discuss learning outcomes and assessment methods, and present some examples of practices currently under development for the University of Windsor's Engineering Co-operative Education programme.

Kabli, N., Liu, B., Seifert, T., & Arnot, M. I. (2013). Effects of academic service learning in drug misuse and addiction on students' learning preferences and attitudes toward harm reduction. *American Journal of Pharmaceutical Education*, 77(3), 1-9.

Objective. To examine academic service-learning pedagogy on student learning and perceptions of drug misuse and addiction. **Design.** Third- and fourth-year pharmacology students were exposed to an academic service-learning pedagogy that integrated a community service experience with lectures, in-class discussions and debates, group projects, a final paper, and an examination. Reflective writing assignments throughout the course required students to assimilate and apply what they had learned in the classroom to what they learned in their community placement. **Assessment.** Changes in students' responses on pre- and post-course survey instruments reflected shifts toward higher-order thinking. Also, subjective student-learning modalities shifted toward learning by writing. Students' perspectives and attitudes allowed improved context of issues associated with drug misuse and harm reduction models. **Conclusion.** Academic service-learning pedagogy contributes to developing adaptable, well-rounded, engaged learners who become more compassionate and pragmatic in addressing scientific and social questions relating to drug addiction.

Kahne, J., Chi, B., & Middaugh, E. (2006). Building social capital for civic and political engagement: The potential of high-school civics courses. *Canadian Journal of Education*, 29(2), 387-409.

We employed a quasi-experimental design using pre/post surveys and comparisons with control groups to examine the impact of the Constitutional Rights Foundation's

CityWorks (U.S.A.) curriculum. In particular, we assessed its ability to further democratic aims by supporting the development of three forms of social capital: norms of civic participation, social trust, and knowledge of social networks. Our evaluation indicates that this curriculum and several of its curricular features (use of simulations, role models, service learning, learning about problems in the community, learning how local government works, and personal relevance) have the potential to further the democratic purposes of education.

Kumsa, M. K. (2008). Community service learning: social working the dance of otherness. *Canadian Social Work Review/Revue Canadienne de Service Social*, 25(1), 97-106.

As part of a special journal forum on community service learning (CSL), explored is the relationship between the universities -- the Self -- & communities -- the Other -- that participate in CSL projects. The practice of university schools of social work of constructing & perpetuating Self-Other boundaries is criticized & a more relational strategy of engagement is recommended.

Larson, G. (2008). Community service learning: What does it mean for social work education? *Canadian Social Work Review/Revue Canadienne de Service Social*, 25(1), 89-96.

As part of a special journal forum on community service learning (CSL), its value for social work education is explored. CSL is compared to social work field education, showing that, despite their differences, they are fully compatible. The foundations of CSL in social learning theory & adult education are traced & directions for the future development of CSL are suggested. References. Adapted from the source document.

Leger, L. (2007). Commitment to serving disadvantaged communities sets UBC medical school apart. *Medical Post*, 43(29), 6-7.

"What interests me is who we are training and how we are putting the patient voice into that training," said Dr. [Robert Woollard]. "I recently spoke to some students in the Prince George program who had developed a service learning program where they went out and engaged the community by holding open houses for women's health and men's health to get feedback on what services they are lacking. That is really where UBC is at the forefront."

Lenzi, M., Vieno, A., Perkins, D., Santinello, M., Elgar, F., Morgan, A., et al. (2012). Family affluence, school and neighborhood contexts and adolescents' civic engagement: A cross-national study. *American Journal of Community Psychology*, 50(1), 197-210.

Research on youth civic engagement focuses on individual-level predictors. We examined individual- and school-level characteristics, including family affluence, democratic school social climate and perceived neighborhood social capital, in their relation to civic engagement of 15-year-old students. Data were taken from the 2006 World Health Organization Health Behaviour in School-aged Children survey. A

sample of 8,077 adolescents in 10th grade from five countries (Belgium, Canada, Italy, Romania, England) were assessed. Multilevel models were analyzed for each country and across the entire sample. Results showed that family affluence, democratic school climate and perceived neighborhood social capital positively related to participation in community organizations. These links were stronger at the aggregate contextual than individual level and varied by country. Canadian youth participated most and Romanian youth least of the five countries. Gender predicted engagement in two countries (girls participate more in Canada, boys in Italy). Findings showed significant contributions of the social environment to adolescents' engagement in their communities.

Levac, L. R. E. (2013). Complicating the public: Enabling young women's participation in public engagement initiatives. *Journal of Youth Studies, 16*(3), 334-357.

Despite growing attention to both public engagement in policy development, and youth civic engagement, the engagement of young women and young mothers receives little attention. This article proposes guidelines for engaging with young women in provincial public policy development via their participation in public engagement initiatives. Developed in the context of a small Canadian province, the guidelines are based on an existing public engagement framework, modified to consider young women's identities and engagement strategies. The guidelines are presented relative to the context, process, tools, and outcomes of public engagement initiatives. In presenting the guidelines, this article grapples with paradoxes of young women's engagement, including the role of policy and policy discourses in creating and governing their identities, the role of public engagement in upholding and dismantling neoliberal policy agendas, and the challenges and benefits of reconciling appropriate conceptualizations of young women with a positivistic, masculine engagement framework.

Li, W., & Sellers, C. (2009). Improving assistive technology economics for people with disabilities: Harnessing the voluntary and education sectors. *Science and Technology for Humanity (TIC-STH), 2009 IEEE Toronto International Conference, 789-794.*

Assistive technology (AT) describes any device or other solution that is used by people with disabilities to assist in performing tasks or activities. While potentially useful, the availability of appropriate AT for people with disabilities can be problematic due to high costs, limited funding sources, and a lack of expertise on what solutions might exist for their needs. This paper explores the potential power of technical volunteers in collaboration with the education sector to address the problem of high AT costs for certain classes of assistive devices by providing a volunteer force of skilled engineers, designers, and other technicians who donate their time and goodwill to building appropriate, low-cost assistive devices. It presents a number of case studies on AT-related volunteer organizations and post-secondary educational initiatives, and discusses the possible growth of such initiatives. We propose a path forward to build a social movement of volunteers, modeled after the success of organizations such as Engineers Without Borders (EWB) Canada, Teach for America, and CanAssist at the University of Victoria to improve the quality of life of people with disabilities.

Locklin, R. B. (2010). Weakness, belonging, and the Intercordia experience: The logic and limits of dissonance as a transformative learning tool. *Teaching Theology & Religion*, 13(1), 3-14.

Educational theorist Richard Kiely highlights the central importance of "high intensity dissonance" in successful international service-learning. This essay applies Kiely's model of dissonance and transformative learning to Intercordia, an international service-learning program offered at the University of St. Michael's College and the University of Toronto, in partnership with the Non-Governmental Organization (NGO) Intercordia Canada. By placing its students in situations of significant vulnerability and weakness, the Intercordia program attempts to problematize familiar assumptions about the otherness of oppressed persons and thereby to encourage an authentic sense of belonging across boundaries of difference. The results, as reported by participants in the program, are quite profound. At the same time, the program design invites critical questions about how, and to what extent, such transformative experiences of dissonance should be scripted for students as an expected and desired result of their international service.

MacLellan, D. (2009). Linking university and high school students: Exploring the academic value of service learning. *International Journal of Learning*, 16(7), 239-250.

While universities and colleges aim to become more inclusive and welcoming to students from a variety of backgrounds, major gaps remain in relation to particular high school students being admitted to postsecondary institutions. Located in Toronto, Canada's most culturally diverse city, Ryerson University is committed to both academic and applied learning. Building on that commitment, this paper focuses on one service learning project involving both university students enrolled in a senior level Ryerson course and high school students enrolled in a Grade 12 course located in downtown Toronto. This particular Toronto high school has not scored well in province-wide standardized tests and so few of its students apply to college or university. Bringing together these high school and university students in different activities over one semester will enable both groups to gain insights from each other. In addition, by using reflective assignments, Ryerson students can use course concepts to help ground their interactions with these high school students. Service learning has the potential to build linkages that help both university and high school students.

Martinello, N., & Donelle, L. (2012). Online conversations among Ontario university students: Environmental concerns. *Informatics for Health & Social Care*, 37(3), 177-189.

As the 'next generation' guardians of the environment, there appears to be limited inquiry into young Canadians' environmental concerns. At the same time, online social networking is a predominant method of communication among young adults. This research explored online conversations regarding environmental concerns among young Canadian adults targeting the university student population. A qualitative content analysis was conducted using posted conversations from the online social media network Facebook. Conversations addressing environmental issues were summarized into four major themes. The first theme, 'Built Environment' (127 postings)

centred on housing and transportation. The second theme, 'Natural Environment' (55 postings) accounted for issues of air quality, pollution and water quality. The third theme, 'Environmental Restoration' (52 postings) highlighted young Canadian adults' plans for environmental recovery. The fourth theme, 'Engagement and Activism' (31 postings) underscored students' use of the online social networking site for environmental advocacy. Young adults appeared to be environmentally conscious and, through the use of social networking, exchanged knowledge and opinions, and advocated for environmental change. Online social networking sites, such as Facebook, can serve as a communication channel that facilitates health information sharing and more importantly cultivates community capacity focused on environmental health promotion among young adult users.

Massey, J., & Gouthro, K. (2011). Community outreach: Assessment and program planning for off-campus students. *Assessment Update*, 23(1), 6-8.

The article offers information on the Community Outreach Centre (COC), a support centre for students who live off the Queen's University in Kingston, Ontario. It states that the goal of the centre is to cultivate community among off-campus students and community members, which involves establishing and supporting activities that nurture community involvement, civic engagement, and responsible citizenship. It also mentions the assessment of the centre's role on the campus in April 2009.

Maynes, N., Hatt, B., & Wideman, R. (2013). Service learning as a practicum experience in a pre-service education program. *Canadian Journal of Higher Education*, 43(1), 80-99.

This paper presents research on the benefits of service learning for pre-service teachers in the final year of their concurrent education program. The purpose of the research was to determine whether liberatory learning (Chambers, 2009) occurred for those students during a four-week service learning placement in organizations other than schools. Liberatory learning involves transformational shifts in social consciousness and provides service of benefit to both the participant and the host organization. Seventeen pre-service teachers and service learning supervisors completed questionnaires. Results suggest that service learning has the potential to be liberatory for pre-service teachers, but learning may remain tacit rather than explicit unless substantial opportunities for reflection are included in the service learning experience. Debriefing activities following the experience may be a critical contributor to helping participants realize the nature and extent of their learning.

McAllister, I. (1996). *Working with neighbours: University partnerships for international development*. Ottawa: Association of Universities and Colleges of Canada = Association des universités et collèges du Canada.

Asking the question, "What might a good university international development project look like?" this book examines a number of university international development projects, encompassing foreign student intakes, student exchange programs, faculty research and teaching, extension education, and business and public service advisory projects. The first of five parts reviews perspectives on development and the principles

and processes of international partnerships. The second, third, and fourth sections explore projects ranging from first-generation individual and short-term activities, to second-generation more structured international projects and their cycles, to third-generation open-ended projects and networks. Matrices provide contrasting frameworks, indicative of Northern and Southern perspectives and ideas are offered about how universities might generate additional benefits or reduce costs. Part 5 explores issues related to institutional management and capacity building. Appendices include: a copy of a 1991 statement concerning environmentally sustainable development issued by a gathering of university representatives in Halifax, Canada; a summary of the important facets of linkage; an abstract of ideas from the Centre for International Programs, University of Guelph (Ontario); the seven fundamental principles of the Red Cross and Red Crescent movements; an Association of Universities and Colleges of Canada (AUCC) survey on internationalization; and excerpts from AUCC's publication "UniWorld."

McDonald, T. (Ed.) (2011). *Social responsibility and sustainability: Multidisciplinary perspectives through service learning*. Sterling, VA: Stylus Pub.

This concluding volume in the series presents the work of faculty who have been moved to make sustainability the focus of their work, and to use service learning as one method of teaching sustainability to their students. The chapters in the opening section of this book-- Environmental Awareness--offer models for opening students to the awareness of the ecological aspects of sustainability, and of the interdependence of the ecosystem with human and with institutional decisions and behavior; and illustrate how they, in turn, can share that awareness with the community. The second section--Increasing Civic Engagement--explores means for fostering commitment to community service and experiencing the capacity to effect change. The concluding section--Sustainability Concepts in Business and Economics--addresses sustainability within the business context, with emphasis on the "triple bottom line"--the achievement of profitability through responsible environmental practice and respect for all stakeholders in the enterprise. This book is divided into three sections. Section I, Environmental Awareness, contains the following: (1) Reconnecting to Land, People, and Community: Ecological Lessons From the Puebla-Alberta Community Service Exchange (Hans-Dittmar Mundel and Karsten Mundel); (2) Integrating Sustainability and Service Learning into the Science Curriculum (Susan Sutheimer and Jesse Pyles); and (3) Sustainability Education Through an Interdisciplinary and Service-learning Approach (Alison K. Varty, Shane C. Lishawa, Nancy Tuchman). Section II, Increasing Civic Engagement, contains the following: (4) What's the Matter with American Democracy? Responding by Embracing Civic Engagement and Sustainability (Scott G. McNall); (5) Sustainability Starts at Home: A Hybrid Service-Learning Model for Teaching Environmental Sustainability (J. Marshall Eames and Jeremy Brooks); (6) Learning By Doing Across Disciplines: Activism, Environmental Awareness and Civic Engagement (Cheryl Swift and Sal Johnston); (7) From Wolves to Wind Power: Fostering Student Understanding of Science, Stewardship and Civic Engagement (Karen Whitehead and Mary Kay Helling); and (8) Multiculturalism and Sustainability Education: Engagement with Urban School Communities via Food and Learning Gardens (Dilafroz Williams). Section III, Sustainability Concepts in Business and Economics, contains the following: (9) Building Bridges and Social Capital through Service-Learning: A Blueprint Model (Curtis L. DeBerg); (10) Sustainable Design Practices for the Social Entrepreneurial Business (Connie Ulasewicz); and (11) Teaching Sustainable Rural Economic Development Using Service-Learning

Pedagogy (Beth Wilson). [Foreword by Robert A. Corrigan.]

McKay, R. (1994). Service learning and effective citizenship. *Canadian Social Studies*, 28(3), 98-99.

Meili, R., Fuller, D., & Lydiate, J. (2011). Teaching social accountability by making the links: Qualitative evaluation of student experiences in a service-learning project. *Medical Teacher*, 33(8), 659-666.

Background: Many medical students come into medicine with altruistic motives; few carry this altruism into their practice. As a result rural, remote and international areas are underserved by the medical community. Teaching social accountability may help students remain altruistic and encourage work in underserved areas. Making The Links (MTL) is a project designed to teach medical students the social aspects of medicine via service-learning. Aims: The purpose of the study was to explore student reflections on their experiences during the MTL program. Methods: Qualitative data analysis was conducted using structured open-ended written questionnaires. Fourteen students, representing three student cohorts, participated in the study. Data was collected between 2005 and 2007. Results: Six themes emerged from qualitative data analysis. (1) relationships, (2) social determinants of health in real life, (3) community development, (4) interdisciplinarity, (5) linking health and communities, and (6) personal learning. Themes reflected the opportunities and challenges experienced by the students during the MTL project. Students reported that MTL was an essential component of their medical training. Conclusions: MTL is a promising model for using service-learning to teach social accountability in medical training.

Meinhard, A., & Brown, S. (2010). School community service programs: Essential features for success. *Journal of Nonprofit & Public Sector Marketing*, 22(3), 216-230.

Although much has been written about its benefits, the relationship between community service programs and valued future outcomes has not been uniformly demonstrated. Based on a multinational literature review and key informant interviews, this article identifies 20 program features that are related to positive outcomes. Despite the fact that we are unable to pinpoint which feature or combination of features is essential for success, there is substantial evidence that a program that is well structured both pedagogically and administratively is likely to achieve desired outcomes.

Mitton-Kükner, J., Nelson, C., & Desrochers, C. (2010). Narrative inquiry in service learning contexts: Possibilities for learning about diversity in teacher education. *Teaching and Teacher Education*, 26(5), 1162-1169.

This paper explores the experiences of pre- and in-service teachers through intentionally created narrative inquiry (Connelly & Clandinin, 2006) spaces within three different service-learning engagements in Canada, Kenya, and Turkey. Because the contexts where our studies were situated were culturally different from participants' backgrounds, narrative inquiry spaces shaped windows in which participants could re-

story their understandings of others different from themselves. We argue thinking narratively suits the purpose of learning within service learning, highlighting the potential this kind of work holds for pre- and in-service teachers' professional identities in school contexts shaped by diversity.

Mojab, S., & Carpenter, S. (2011). Learning by dispossession: Democracy promotion and civic engagement in Iraq and the United States. *International Journal of Lifelong Education*, 30(4), 549-563.

This paper brings together two ongoing research projects on current citizenship learning programs in Iraq and the United States, both of which draw from the theoretical ground of Marxist-feminist perspective. A particular strength of this paper is its comparison between two American citizenship education programs in the context of neoliberalism, war and imperialism. Many claim that citizenship learning is always an ideological project promoting a particular set of beliefs or values. However, this research reveals that citizenship education programs are also ideological in their methods—a process Mojab has termed 'learning by dispossession'—that serve to abstract learners from material conditions in order to promote a particular vision of liberal democracy that legitimates the very material conditions learners struggle to overcome.

Mundel, K., & Schugurensky, D. (2008). Community based learning and civic engagement: Informal learning among adult volunteers in community organizations. *New Directions for Adult and Continuing Education*(118), 49-60.

Many iterations of community based learning employ models, such as consciousness raising groups, cultural circles, and participatory action research. In all of them, learning is a deliberate part of an explicit educational activity. This article explores another realm of community learning: the informal learning that results from volunteering in community based organizations. This is a relevant issue, because millions of adults play an active role all over the world in improving their communities through volunteer organizations. When speaking to volunteers, one sees clearly that significant learning results from the unpaid work they engage in to improve their communities. In this article, the authors briefly put the concepts of informal learning and learning through volunteering into context. Then they explore three key areas in which volunteers learn: (1) instrumental skills related to their organization; (2) learning to work with others; and (3) learning about the role of volunteering in society. They hope that by highlighting the breadth and depth of volunteers' learning they can encourage individual volunteers, and organizations working with volunteers, to focus more attention on the learning dimensions of this type of civic engagement. This study of volunteers' informal learning is part of the Work and Lifelong Learning Network, which involved twelve case studies and a national survey of the Canadian adult population on informal learning more generally. The information presented in this article draws mainly on two of the authors' case studies, one with volunteers on housing cooperative committees and boards, and the other with volunteers in a variety of community based organizations.

Murison, R. (2011). Service learning as a teacher candidate. *Education Forum*, 37, 11-12.

Our trip to Laredo was a Service Learning Experience, which is very different from simply volunteering. Service Learning is volunteer work that provides a needed service to a community group or organization, but it also includes ongoing personal reflection to enhance personal and professional development. Each day of the trip consisted of three parts. The first part was a quick pre-service meeting where we introduced some "things to consider" over the course of the day. This time of day was also used for motivation and "self care" provided courtesy of some highly motivated physical education candidates. The second part of the day was the service and the third part was a guided nightly reflection. Our goal was to look at what we learned about ourselves, what we learned about the community and its members and what we learned about broader student issues that we could take back to our classroom. Now for the experience itself. The trip began on the morning of April 16, departing from the parking lot at UWO. What followed was 36 hours of reading, lighthearted movies, four bus drivers (some better than others), Cracker Barrel and truck stop breaks, and, best of all, getting to know the people around us. When we arrived in Laredo, we were met by two Habitat for Humanity volunteers, who helped coordinate our food and accommodations for the week. Our accommodations were at a gated church compound consisting of a small church, large meeting room and three large dorm-style facilities. The rooms consisted of approximately 20 single cots, six sinks and an attached bathroom with six toilet and shower stalls-definitely not the amenities we are used to at home- however, everyone embraced it and, looking back, wouldn't have had it any other way.

Muzak, J. (2011). Women's studies, community service-learning, and the dynamics of privilege. *Atlantis*, (2), 96.

Drawing on the author's experiences of incorporating service-learning into Introduction to Women's Studies courses, this article demonstrates that community service-learning provides a critical opportunity to interrogate the privileges built into postsecondary education. The article asks, what do students understand as "privilege" and what do they come to understand about their positionality via service-learning?

Muzak, J. (2010). Is community engagement gendered?: Community service-learning and gendered practices of engagement, 2010 Annual Conference of the Canadian Women's Studies Association/L'Association Canadienne des Etudes sur les Femmes (CWSA/ACEF 2010).

Naval, C., Ugarte, C., & Martínez-Odria, A. (2014). Chapter 7: Learning to participate: International experiences of service-learning and community service programs. *Civic Pedagogies in Higher Education*, 1-1.

Nelson, C., Antaya-Moore, D., Badley, K., & Coleman, W. (2010). The sustaining possibilities of service-learning engagements. *Teachers and Teaching*, 16(3), 353-371.

In this article, we explore two possibilities which arise from service-learning engagements, both from a narrative perspective. First, we consider the possibility that service-learning may be a sustaining experience for in-service teachers. And, second, we suggest that intentional inquiry into this experience for in-service teachers may

foster the experience of sustaining themselves and of being sustained in their professional and personal lives. Through storying and re-storying our experiences during a service-learning engagement in Kenya over seven years ago and through storying the reverberations of these experiences in the intervening seven-plus years, we suggest that when attended to narratively, the interactions and situations encountered in intentional service-learning engagements through narrative inquiry give in-service teachers ways of sustaining themselves and being sustained as teachers.

Nelson, C., & Stroink, M. (2010). Benefits to students of service-learning through a food security partnership model. Moely, B. E., B. A. Holland, & J. Keshen (Eds.), *Research for What?: Making Engaged Scholarship Matter* (pp. 171-199). Charlotte, NC: Information Age Publishing.

This research adds to service-learning knowledge by positing student outcomes within the context of a themed university-wide approach to community service learning (CSL) and a unique partnership model. The 5 dimensions of the partnership model delineate features of a CSL program organized around a food security theme. Research questions concerned the impact of the food security CSL experience on students' attitudes and skills in academic and civic domains. We found that CSL participation enhanced the students' development beyond the acquisition of academic course knowledge: Over a semester in CSL courses, our sample of 231 students showed gains in academic skills, attitudes about aspects of civic responsibility, and knowledge of current events. Some gender and age group differences were identified, as well. The approach we have taken in organizing our CSL program around a food security theme challenges traditional university approaches to knowledge transmission.

O'Brien-Larivee, C. (2011). A service-learning experience to teach baccalaureate nursing students about health policy. *Journal of Nursing Education*, 50(6), 332-336.

Incorporating health promotion strategies in practice, and in particular within healthy public policy based on the Ottawa Charter, is widely recognized as within the mandate of nursing, although evidence suggests that nurses are reluctant to take on this role. An innovative strategy was developed to facilitate baccalaureate nursing students' learning about healthy public policy by immersing them in a real-world service-learning experience. Students partnered with a population, assessed the determinants of health, and implemented a population health promotion strategy that included attention to a health policy issue. Students identified strengths and weaknesses of the existing policy and were required to propose recommendations for change that addressed the social justice issues. Students presented their work to faculty, students, and community partners and developed a written position paper on the topic. Students evaluated the service-learning experience as an excellent experiential learning opportunity.

O'Sullivan, M. W., & Niemczyk, E. K. (2014). Mentoring for global competence: Teachers preparing their peers for international service learning. *BCES Conference Proceedings*, 12, 257.

This case study examines the understudied phenomenon of teacher mentoring for global competence and brings attention to the relationship between the self-identified secondary school teachers who participate in an international service-learning (ISL) project in Nicaragua and a Non-Government Organization (NGO) which facilitates these short, but intensive, ISL experiences. All of the participating schools are part of a publically-funded Catholic school district in the Canadian province of Ontario. The NGO, Canadian Youth Abroad (CYA), establishes the programmatic framework for the experience as they have staff and local partner agencies in Nicaragua. The teachers who travel with the students are mentored and accompanied on the trip by their more experienced peers - teachers who have prior experience in Nicaragua with the program. The "veteran" teachers have developed the administrative skills associated with organizing such trips and they reserve these duties to themselves. The mentoring process concentrates on imparting to the new teacher-participants the particular values of the program. These values challenge the dominant charitable "help the poor" model of north-south engagement. The teacher-mentors, following the CYA solidarity model, stress the values of reciprocity and solidarity between the Canadian and the Nicaraguan participants.

Pappamihiel, E. (2007). Helping pre-service content-area teachers relate to English language learners: An investigation of attitudes and beliefs. *TESL Canada Journal*, 24(2), 42-60.

In the United States and Canada, as in many other countries, it has become common for teachers not specifically trained in English as a second language (ESL) to have immigrant and minority language students in their classrooms. These students, who are generally learning English along with the culture of their new countries, present many challenges for their teachers, who are often not appropriately trained to meet their needs. Often teachers of mathematics, science, and other content-area courses feel less than prepared for these students and lack the skills needed to accommodate instruction to their unique needs. In addition, these same teachers often harbor attitudes and beliefs about immigrant students that are not conducive to the development of a safe learning environment and are difficult to alter. This article describes how a community-based service-learning project (CBSL) was used to begin to investigate the attitudes and beliefs of preservice content-area teachers toward English language learners (ELLs). In this study many participants exhibited some level of change in their attitudes about working with ELLs.

Parkins, I. (2014). "Nineteen funerals": Ethics of remembering murdered women in a service learning classroom. *Review of Education, Pedagogy & Cultural Studies*, 36(2), 127-143.

The article discusses the community service learning project conducted at a Canadian University which centered on the memorialization of women murdered in a local community in Canada. It states that the project is limited in the extent of reach and impact, even as it generated affective investment among students of pedagogical project. It mentions that the ethical stakes of

the project exceeds imagination of conventional service and the women memorialized haunt edges of consciousness.

Pearce, J. M. (2009). Appropedia as a tool for service learning in sustainable development. *Journal of Education for Sustainable Development*, 3(1), 45-53.

Numerous studies have demonstrated that university students are capable of contributing to sustainable development while improving their academic skills. Unfortunately for many institutions, the expense of sending large cohorts of students on international service learning trips is prohibitive. Yet, students remain enthusiastic and well equipped to assist in sustainable development. This article reports on two pedagogical experiments in service learning that overcame this challenge by providing solutions to sustainable development problems using Appropedia.org, the site for collaborative solutions in sustainability, poverty reduction and international development. The course successfully used Appropedia (1) as a forum for students who were geographically dispersed, (2) for a whole-class writing collaboration, (3) to coordinate a sustainability-focussed outreach campaign to retrofit stop lights in communities throughout Pennsylvania and (4) to review class material with application to technologies for sustainable development.

Pechak, C., & Thompson, M. (2009). International service-learning and other international volunteer service in physical therapist education programs in the United States and Canada: An exploratory study. *Journal of Physical Therapy Education*, 23(1), 71-79.

Background and Purpose. Reflecting increasing globalization, some physical therapist educators are incorporating international service and learning opportunities in curricula. This study had 3 purposes: (1) to determine the frequency/location of international service-learning (ISL) and other international volunteer service (OIVS) in United States and Canadian physical therapist education programs; (2) to explore the program differences between those with and without ISL or OIVS; and (3) to examine faculty's perceptions of barriers to and benefits of ISL. **Subjects.** The program directors from 213 physical therapist education programs in the United States and Canada were surveyed. **Methods.** A questionnaire was developed, frequencies were calculated, and chi-square analysis was utilized to compare programs with and without ISL and/or OIVS. **Results.** Ninety-five questionnaires were returned, for a response rate of 44.6%. In the past 10 years, 29.5% of the programs had ISL, 23.2% had OIVS, and 43.2% had ISL and/or OIVS. Of those that did not utilize ISL in the past 10 years, 14.9% planned to add ISL in the next 2 years. No significant differences were found between the programs with ISL and/or OIVS compared to those without either ISL or OIVS in terms of private versus public, Carnegie classification, and professional degree. Lack of funding and faculty time were the greatest perceived barriers. The greatest perceived benefits of ISL were positive effect on student personal development and cultural competence. **Discussion and Conclusion.** Despite significant barriers, ISL exists in United States and Canadian physical therapist education programs, and modest growth is expected. Perceived benefits are consistent with core professional values of altruism, professional duty, and social responsibility. With the transition towards a doctoring profession, programs may consider promoting physical therapy's role in the global health arena through incorporating ISL into their curricula.

Pijl-Zieber, E., & Kalischuk, R. G. (2011). Community health nursing practice education: Preparing the next generation. *International Journal of Nursing Education Scholarship*, 8(1), 1-13.

Undergraduate nursing practice rotations today are quite different from what many practicing nurses experienced during their own education. This is especially true of community health practice rotations. Increasingly, non-traditional community health sites are being used as practice sites-sites such as schools, homeless shelters, non-profit agencies, and even churches. Increasingly, non-traditional practice experiences are eclipsing traditional practice experiences involving home care and public health. Why has this shift occurred, and what do these experiences offer students? Do these experiences actually prepare nursing students for clinical practice once they graduate? What does preparing the next generation of community health nurses entail? ABSTRACT FROM AUTHOR]; Copyright of International Journal of Nursing Education Scholarship is the property of De Gruyter and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)

Pirbhai-Illich, F. (2013). Crossing borders: At the nexus of critical service learning, literacy, and social justice. *Waikato Journal of Education*, 18(2), 79.

The article examines the issues of prejudice, power, racism and discrimination to address culturally responsive pedagogy alongside critical pedagogy and social justice in Canada. The author identifies the learning of pre-service teacher candidates from their experience in a critical service learning practicum working with adolescent youth of First Nation descent.

Pluim, G. W. J., & Jorgenson, S. R. (2012). A reflection on the broader, systemic impacts of youth volunteer abroad programmes: A Canadian perspective. *Intercultural Education*, 23(1), 25-38.

Despite the increasing popularity and appeal of youth volunteer abroad (YVA) programmes, powerful critiques are emerging. While these programmes tend to promise much in the way of global ethics and global citizenship in youth participants, they often neglect to seriously interrogate the one-way movement of people from the centre to the periphery and valorize the knowledge and perspectives of the host communities. These programmes, especially those not geared toward social justice and facilitating youth through the struggles and aftermath of experiential and transformative education, have the potential to perpetuate the same neo-colonial practices they seek to overcome. This article examines the benefits, context and history of YVA in Canada, analyses them under a post-colonial theoretical framework, discusses the gaps between theory and practice and proposes alternative ways that researchers, practitioners and policy-makers can redress the colonial implications of YVA programmes.

Ratsoy, G. R. (2011). Class participation in an Aboriginal theatre project: An exemplar

of undergraduate student engagement. *Canadian Journal for the Scholarship of Teaching and Learning*, 2(1), 1-13.

In the 21st Century, Canadian universities are increasingly emphasizing the importance of student engagement. This research paper, by analyzing the reflections of undergraduate students on their experiences in a co-curricular service learning assignment--integrated into a course that included more traditional assignments--in the context of situated learning theory, advocates for a community-focused assignment as a component in a "traditional" lecture-and-discussion based course as a tool for enhanced engagement through active, collaborative learning. While the case study explored is a drama course, the anticipated audience is pan-disciplinary, as the article casts more broadly by providing brief, general guidelines on implementing an experiential learning assignment and encouraging all professors to reflect on their classroom theory and praxis to the end of augmenting student engagement.

Raykov, M. & Taylor, A. (2014). Gendered attitudes and outcomes of community service-learning. *Malta Review of Educational Research*, 8(1), 80-108.

This study analyzed survey data from 525 students who took a community service-learning (CSL) course between 2005 and 2012 at the University of Alberta. Since just over three-quarters of these students was female, this study explores gender differences in student experiences of service learning. For example, there are significant differences regarding the type of male and female involvement in community. The study also found significant gender differences in motivations for participating. In addition, while similar proportions of male and female students would recommend this form of learning to other students, they do so for different reasons. Finally, the analysis of open-ended questions shows other gender differences in experiences and suggests actions that might mitigate the gender gaps in CSL.

Richardson, M., Gauvin-Racine, J., Jobson, S., Sasseville, N., & Simard, P. (2013). What do "participation" and "action" really mean in participatory action research? Some observations from a community development project with minority English-speaking communities in Quebec. *Journal of Eastern Townships Studies / Revue d'Études Des Cantons-De-l'Est (JETS/RECE)*, (40), 11-31.

As part of a knowledge development initiative focused on English-speaking communities in Quebec, Quebec's public health institute (INSPQ) has been working in collaboration with the Community Health and Social Services Network (CHSSN) on a participatory action research (PAR) project. It aims to build and transfer knowledge of community development through a network of community-based groups throughout the province. This article explores what forms participation and action took within the project including its limitations and possibilities. The benefits of PAR for these groups included opportunities to: strengthen old partnerships and create new ones, develop closer connections with community members, and acquire new skills and knowledge. Actions taken by these groups include mobilizing the English-speaking

population and recruiting volunteers, developing new projects, applying to government bodies for project funding, and continued gathering of information on various community issues. There are many challenges to using community-based participatory action research, such as the time required to achieve civic engagement, empowerment, capacity building, and collaboration. The position of many researchers can make this difficult, however even the short-term benefits are apparent.

Riemer, M., Lynes, J., & Hickman, G. (2014). A model for developing and assessing youth-based environmental engagement programmes. *Environmental Education Research*, 20(4), 552-574.

In this paper, we argue that a fundamental cultural shift is needed to effectively address anthropogenic causes of climate change. Evidence suggests that youth are well positioned to create such transformation. While various studies have contributed empirical evidence to numerous youth-based non-formal environmental engagement programmes, what is missing in the environmental education literature is discussion of a systematic approach to the development and evaluation of these programs. In this paper, we draw on the youth civic engagement literature to propose a framework that can be used as a basis to guide further development of evidence-based practices. Five major components are described as follows: (1) the engagement activity; (2) the engagement process; (3) initiating and sustaining factors; (4) mediators and moderators; and (5) outcomes. This approach to youth engagement can inform both researchers trying to study effective ways of creating change and practitioners developing environmental programmes that aspire towards a culture of sustainability.

Robinson, D. B., & Meyer, M. (2012). Health education and interactive drama: Findings from a service learning project. *Health Education Journal*, 71(2), 219-228.

Objective: Within Canada, health education is generally taught by teachers who are subject generalists, or subject specialists within other disciplines, with little-to-no formal teacher training in health education. Without teacher training related to curriculum and instruction in health education, teachers are effectively required to adapt their developing pedagogies to unique health contexts. This article highlights findings from a recent study in which pre-service physical education (PE) teachers implemented interactive drama (ID) as a pedagogical practice to engage adolescent students (aged 13-16 years) in meaningful learning opportunities related to particular health education curricular outcomes. Design: The study was part of a Service Learning Project (SLP) within a secondary physical education curriculum and instruction course at Atlantic Canada University.(1) During the SLP, pre-service PE teachers (n = 21) engaged adolescent students (n = 162) in ID presentations and discussions. After completion of the SLP, pre-service PE teachers shared their perspectives of ID as a pedagogical practice capable of meaningfully engaging themselves and their students within health education. Setting: Atlantic Canada University has a population of approximately 5,000 students, the majority of whom come from Atlantic and Eastern Canada. The SLP occurred at Melmerby School,(2) a

P-12 school with a student population of approximately 500 students. Method: Applying case study methodology, the researchers examined pre-service PE teachers' written responses to a post-SLP survey. These data were collected so as to gain an in-depth understanding of ID as a perceived appropriate pedagogical practice for health education. Results: Three primary themes were identified through the data analysis. These were: enabling teachers; engaging students; and real-life connections. Conclusion: ID can be a beneficial pedagogical practice for health education; it has the potential to benefit both pre-service PE teachers and their adolescent students.

Robinson, N. (2010). Student leadership, involvement, and service learning. In Cox, C. H. (Ed.), *Achieving Student Success: Effective Services in Canadian Higher Education* (pp. 89-99). Montreal: McGill-Queens University Press.

“Student leaders in Canadian colleges and universities hold a prominent position in the affairs of post-secondary education, exerting their influence primarily through campus-based student associations, national student organizations, and various community leadership and service opportunities. This chapter offers an overview of these domains of student leadership, involvement, and service learning in Canadian higher education, including a review of these principal mechanisms of student engagement and some of the initiatives that are emerging out of the recent increasing involvement of student services professionals” (p. 89).

Robson, M., & Parkins, J. R. (2010). Taking the pulse of civic engagement in forest management. *Forestry Chronicle*, 86(6), 692-696.

Outdated and unresponsive institutional arrangements are the greatest single obstacle to the achievement of sustainable forestry in Canada. More open civic engagement processes and institutional arrangements are now emerging, however, compelling traditional actors to interact with many more issues and social forces. This article introduces a way of understanding and evaluating civic engagement processes for this special issue on civic engagement in forest management. It reviews the articles for this special issue and critically assesses where we have come from and where we might need to go as forest governance continues to evolve and meet the challenges of a 21st Century Canada.

Roessingh, H. (2012). Service learning and student engagement: A dual language book project. *Canadian Journal of Education*, 35(4), 284-307.

A model is proposed followed by a case study of collaborative project work between student teachers, teachers and English language learners in kindergarten and grade 1. As a model, service learning provides a framework for making explicit linkages between course-based, credit bearing academic content, the identified need of the community school, and the exigencies of preparation for engaging young English language learners in literacy rich instruction and conversation. An array of learning artifacts provides evidence of the impact of service learning on the quality of learning experiences for all participants.

Rozanova, J. (2005). Political education and social policy: Russia catching up with North America? *Osteuropa-Wirtschaft*, 50(1), 53-73.

The focus of this paper is the connection between the major practices of political education & dominant trends in social policy & welfare, in developed & developing democracies. When the transformation of the welfare policies is discussed, a lot of attention is paid to what is affected by change & why the change happens, but very little is known about how the change takes place. The social machinery that brings the social policy system from one state to another, legitimizes it, solicits from groups & individuals necessary actions & decisions has largely fallen through the cracks. On the theoretical grounds of the conventions approach developed by Robert Salais I argue that the dynamics of change in political education, & specifically the growing influence of service learning (also known as volunteering or learning-by-doing) that reaches out of its North American home to the Russian post-communist society, reflects the increasingly wider acceptance of residual welfare policies. Furthermore I argue that political education can be seen as an important instrument of legitimizing & implementing residual social policy by equipping the citizens with the appropriate set of values, skills & attitudes. The discussion about the role of political education is placed into the broader context of challenges & prospects for democracy in Russia & worldwide. Adapted from the source document.

Schofield, R., Allan, M., Jewiss, T., Hunter, A., Sinclair, N., Diamond, A., & Sidwell, C. (2013). Knowing self and caring through service learning. *International Journal of Nursing Education Scholarship*, 10(1), 267-274.

Professional caring is the essence of nursing practice. Reflection on personal assumptions and beliefs challenge stereotypic views that influence professional caring and nursing care. An innovative educational pedagogy known as service learning creates an opportunity for students to reflect on self in the context of service to others; it is through this pedagogy that personal assumptions and beliefs are challenged as students become registered nurses. A qualitative descriptive study engaged undergraduate first and second year nursing students through interviews and reflections. The purposes of this study were to describe students' perception of self and caring in service learning, any changes in the perceptions of self over time, and the connection of self to others. Results identified three major themes: understanding self, becoming a nurse and learning to care with increasing depth over the two years. Implications for nursing curriculum and further research are discussed.

Schwarz, K. C. (2011). Distant or direct: Participant's interactions with service recipients while completing Ontario's community involvement requirement. In B. J. Porfilio & H. Hickman (Eds.), *Critical service-learning as revolutionary pedagogy: A project of student agency in action*. (pp. 29-46). Charlotte, NC: IAP Information Age Publishing.

Schwarz, K. C. (2011). Mandated community involvement: A question of equity. *Education Canada*, 51(2), 7.

Based on the assumption that all young people and their communities would benefit from students' active participation in community endeavours, some Canadian provinces and US states have included community involvement activities graduation

requirement. Debates continue over whether students should be "forced" to volunteer. Ontario's 40-hour community involvement requirement is an interesting case study because of the level of autonomy it affords to students, who are free to choose how they will complete their community involvement hours. By contrast, most U.S. programs use a "service-learning" model, which focuses on furthering students' understanding of social problems through community-based and classroom learning opportunities. A study involving 50 current and recently graduated Ontario secondary school students from widely divergent socio-economic settings found that, while students may donate equal amounts time, they do not have equal access to meaningful community involvement placements. Socio-economic status influences the time, resources and social networks available to students, and therefore the types of community involvement open to them.

Shastri, A. (April, 1999). Investigating content knowledge gains in academic service-learning: A quasi-experimental study in an educational psychology course. Paper presented at the annual meeting of the American Education Research Association, Montreal, Quebec, Canada.

Research on service learning spanning the last three decades has revealed that service learning facilitates the development of leadership skills, self-esteem, teamwork, communication skills, and acceptance of cultural diversity. Perhaps the most difficult arena has been the area of intellectual, cognitive, and academic efforts. A study investigated content knowledge gains by integrating service learning in an undergraduate educational psychology course when the course and the instructor were held constant. The study was designed to reinforce concepts and theories taught in the classroom with more tangible hands-on experiences at the site. Participants were 64 State University of New York at Oneonta undergraduates. A two sample t-test was performed on the total scores earned on the quizzes, examinations, and written assignments. The results were significant at the .05 probability level with a p-value of .013. Service learning, rather than limiting learning experiences to vicarious exposure to critical issues and problems, engages students with the phenomenon under study. T-test data is appended.

Seifert, T. A. (2014). Student affairs and services staff in English-speaking Canadian postsecondary institutions and the role of CACUSS in professional education. *Journal of College Student Development*, 55(3), 295-309.

This study examined student affairs and services staff members' perceptions of their work relative to items developed from the Canadian Association of College and University Student Services' (CACUSS'S) mission statement (CACUSS, 1989). Using data collected from student affairs and services staff members at English-speaking postsecondary institutions from across Canada, I investigated if differences existed based on professional association affiliation, respondent's employment status, and number of years worked in the field. A number of statistically significant differences based on respondent characteristics were found. These findings suggest CA CUSS is modestly successful in educating the field toward the premises for practice espoused in the association's mission statement.

Shipman, M. (1999). How senior volunteers and intergenerational programs contribute to education and enrich lives. *Education Canada*, 39(1), 31-34.

Another variant in the intergenerational program mix involves reciprocity of service. Although current programs generally emphasize the elder's role as a resource to the younger generation, some of the earliest intergenerational activities in Canada focused on youth providing supportive services to older members of the community. In 1981, for example, a newsletter, *Intergenerational Exchange*, reported that "students from eight secondary schools across Toronto skated over 1500 hours to raise funds" for their community service activities. Similarly, the first issue of *Between Generations* in 1989, featured an article on the community service program at Upper Canada College and subsequent issues have included many references to other community service initiatives in Ontario and other parts of Canada. For intergenerational program organizers, reciprocal and mutually supportive relationships between young and old are an integral part of their social and programmatic philosophy. They know that there is a special affinity between older people and children and youth. Intergenerational community service programs can capitalize on this affinity to provide a rich experience for students in a supportive, friendly environment. In Ontario, United Generations Ontario, with the support of the Ontario government and a number of public-spirited corporations, has recently launched a special IYOP project PHOTOS OF JOY: Joining Old and Young Together. This project, structured as a partnership between UGO and a consortium of agencies serving both children and seniors, is designed to "involve seniors, children and families in communities throughout Ontario" in generating and submitting intergenerational photographs for widespread display and exhibition. At the same time, UGO is working closely with the Ontario Ministry of Education to explore the possibility of organizing a provincial conference on the theme Education in an Aging Society as a contribution to IYOP's intergenerational thematic focus. The three topics selected for possible inclusion in the proposed conference agenda are: Aging in the Curriculum, Senior Volunteers in the Classroom, and Intergenerational Community-Service Learning. The decision by the Ontario Ministry of Education to collaborate with United Generations Ontario in such an exploratory effort is particularly significant. Let me illustrate its significance by telling you about a conversation I had in the summer of 1981 with Jim Rehill, a secondary school teacher in a small semirural community just outside of Toronto. In the mid 70's, Jim had introduced a study unit on aging in his grade 12 physical education program. The unit included a mix of academic content about the aging process, several weeks of community service by the students in a home for the aged, and in-class visitations by various social agencies serving the elderly residents of his community. Jim was proud of his initiative and yet he seemed unusually troubled as he shared his enthusiasm and vision with me. He was approaching retirement and was afraid his imaginative and popular program would cease to exist once he left. "You see Mel," he explained, "intergenerational and aging education is a lonely, highly personal and largely unrecognized activity. No other teacher in the school appears to be interested, it requires a lot of extra work, and there is no commitment by the administration to include this topic in the curriculum. So when I leave, who will pick it up?" Jim pleaded with me to "sell" his vision to the faculties of education and to the officials at the Ministry of Education. "Programs like mine will survive only when they become part of the mainstream of education."

Shulha, L. M., & Piker, J. (1995). Can program evaluation rescue service learning? In Horwood, B. (Ed.), *Experience and the Curriculum* (pp. 169-192). Dubuque, Iowa: Kendall Hunt Publishing Company.

This chapter describes the history and demise of the service-learning component of a teacher education program. Beginning in 1968, service learning was a self-directed, community-based program within the student-teaching practicum at Queen's University, Kingston, Ontario. Students were responsible for matching their learning needs with placement opportunities within the community and then providing at least 30 hours of service. By the late 1980s, program staff were exploring innovations to deepen the role of service learning in professional development, but were also struggling to defend program legitimacy and relevance to teacher education. An evaluation of the program in 1990 showed that it was meeting its mandate and confirmed that students valued self-directed, experiential opportunities as part of their professional preparation. Nevertheless, the program was terminated after 24 years of operation. Program structure and history show that the major factor in termination was pressure for budget reductions based on severe cutbacks in funding to universities. In retrospect, it is suggested that the evaluation neglected to appreciate the struggles of an organization under pressure to down-size and conserve; to address the concerns of all stakeholders involved; to identify contributions to organizational restructuring that could be made by service learning; and to examine the benefits and losses to the university should the program be terminated. Recent developments in evaluation practice encourage careful consideration of the structural, cultural, and political elements of organization; the context these elements provide for programs; and the experiences and information that may be necessary if organizations are to learn from evaluation data. Care should be taken to investigate the purposes that can best be served by evaluation, and to identify the methods of inquiry that will adequately serve those purposes.

Shumer, R. (2001). Service-learning is for everybody. *New Directions for Higher Education*, (114), 27-34.

Explains how professors can engage disabled students in service learning, noting that such students are good candidates for providing service to others. Discusses the Americans with Disabilities Act, individuals with disabilities as recipients of service, individuals with disabilities as service providers, and practical advice for developing service-learning programs for college students with disabilities.

Sipos, Y. (2009). Non-traditional pedagogies in advanced education: Engaging head, hands and heart for environmental and educational benefit. In S. Allen-Gil, L. Stelljes, O. Borysova (Eds.), *Addressing Global Environmental Security through Innovative Educational Curricula* (pp. 155-164). NATO Science for Peace and Security Series C: Environmental Security. Dordrecht: Springer.

Environmental insecurity is perpetuated by advanced education through specialist-oriented, disintegrative disciplines and curricula divorced from human experience and socio-ecological context. While academic specialization is important and often crucial, embedding such knowledge within integrative transdisciplinary realities is necessary in transitioning towards environmental security and, more broadly, sustainability, as per the current UN Decade of Education for Sustainable Development (2005-2014). In this paper, I discuss non-traditional sustainability and transformative pedagogies that in combination can enable profound changes in what students are learning, and how. Based on a pedagogical approach that balances cognitive ("head"), psychomotor ("hands") and affective ("heart") engagement with the explicit aim of equipping post-

secondary graduates with the knowledge, skills and attitudes integral to the development of national and international environmental security, I use the example of integrating Community-Based Research and Community Service-Learning, to contribute towards the social responsibility of advanced education to meet the needs of environmental security. I reflect upon a pedagogical experiment, underway at the University of British Columbia, Canada, that directly addresses and actively contributes towards environmental security and sustainable community development through such pedagogical integration and the lens of food system sustainability, that is, food security.

Speck, B. W. (2001). Why Service-Learning? *New Directions for Higher Education*, (114), 3-13.

Describes two significant theoretical approaches to service learning (philanthropic and civil) so that professors are aware of two different impulses that inform service learning. In addition, addresses three critical concerns about service learning: it takes too much time and too many resources, it should not be required, and it should be resisted as a form of indoctrination.

Steiner, S., Warkentin, B., & Smith, M. (2011). Community forums: A unique approach to community service-learning. *Canadian Journal of Education*, 34(1), 282-307.

The service-learning movement has been criticized for not listening to the voices of community partners. Using Bourdieu's framework that equally values formal and practical knowledge, we evaluated a Manitoba college's service-learning program that focused on an issue of community concern. The program was uniquely designed to prioritize the voice of community organizations over the critical discourse of academic partners. Program structure was analysed and data collected from 24 of the participants using a questionnaire (response rate of 33%). Two variables were constructed, COLLABORATIVE and CRITICAL, to compare how formal and practical knowledge were prioritized in the service-learning program. The difference between the means of these variables obtained significance in a one-tailed t-test at the 0.01 level. Responses to open-ended questions about the event indicated that the program emphasized problem-solving, civic engagement, and the complexity of the issue under discussion. Results indicate the program's unique design successfully prioritized community voices, supporting other researchers' service-learning findings of tension between the academic discourse of rigor and the collaborative discourse of community development.

Stewart, T., & Alrutz, M. (2012). Comparison of the effects of reflection and contemplation activities on service-learners' cognitive and affective mindfulness. *McGill Journal of Education*, 47(3), 303-322.

This study investigates the extent to which service-learners' mindfulness is affected by engagement in reflection (e.g., dialogue) and contemplation activities (e.g., labyrinth tracing). The results are compared within and between treatment groups, while covarying for participants' initial levels of mindfulness. While both dialogue and contemplative labyrinth treatment groups reported increases in mindfulness as measured by CAMS-R, neither within or between group overtime-changes were significant. Contemplative labyrinth tracing as a reflection activity does not appear to

be better than dialogue at increasing mindfulness in service-learners. However, contemplative reflection performed as well as traditional dialogue reflection.

Stocker, J. (2005). *Options for a community college service-learning model: A participatory action research study* (Order No. MR00318). Available from ProQuest Dissertations & Theses Full Text. (305362426).

This study examines options for service-learning that were explored and applied within an Ontario community college. The investigation follows participatory action research, selected because it can engage participants in its evolution and development and because it provides a process that guides program planning. Service-learning is a type of experiential learning, combined with reflective practice, generally designed to mutually benefit the learner and the community-based venue. Developing service-learning within an Ontario community college connects organizational change and learning with the ways learners contribute to community capacity-building. My investigation of service-learning supports its growth in the Canadian postsecondary sector and leads to recommendations for further initiatives and investigations. This thesis reports the development of options for a service-learning model in a community college setting. Developing a model was based on four imperatives: resultant service-learning programs had to operate at minimal to no cost to the college; they had to respond to both learner and community needs; the choice of community venues could be either local or international; and the model could be broadly applicable throughout any college in the Ontario college system. I report how this process evolved, which options were developed, and what experience was gained in applying one of the options in the model. The recommendations based on the experiences reported in this study provide assistance for others on how to explore and apply service-learning options within community colleges in Ontario.

Sullivan, M. P., Parenteau, P. P., Dolansky, D. D., Leon, S. S., & Le Clair, J. K. (2007). Shared geriatric mental health care in a rural community. *Canadian Journal of Rural Medicine: The Official Journal of the Society of Rural Physicians of Canada = Journal Canadien de la Médecine Rurale: Le Journal Officiel de la Société de Médecine Rurale du Canada*, 12(1), 22-29.

A pilot project in shared mental health care was initiated to explore opportunities to increase the capacity of the rural primary care system as a resource for older people with mental health needs. This was done within a framework for the delivery of best practices in geriatric mental health outreach. Shared-care strategies combining education and clinical consultation between mentor psychiatrists and family physicians were implemented and then evaluated after one year to identify key factors in the success of approaches to shared mental health care for older people in a rural setting. Results provided new insights into shared care between primary care and specialty geriatric mental health services, rural geriatric mental health service delivery, developmental phases in service learning approaches, and building knowledge networks to promote continuing best practices. The results from the project's process evaluation have been integrated into the development of a permanent shared geriatric mental health care service for the rural setting. Preparation for an outcome evaluation that will focus on the impact on patient care has also been initiated.

Taylor, A. (2014). Community service-learning and cultural-historical activity theory.

Canadian Journal of Higher Education, 44(1), 95-107.

This paper explores the potential of cultural-historical activity theory (CHAT), to provide new insights into community service-learning (CSL) in higher education. While CSL literature acknowledges the influences of John Dewey and Paolo Freire, discussion of the potential contribution of cultural-historical activity theory, rooted in the work of Russian psychologist Lev Vygotsky, is noticeably absent. This paper addresses this gap by examining four assumptions associated with activity theory: the rejection of a theory/practice divide, the development of knowledge as a social collaborative activity, the focus on contradictions in and across activity systems, and the interventionist approach aimed at transformation.

Taylor, J., & Smith, A. (2010). Pharmacy student attitudes to patient education: A longitudinal study. *Canadian Pharmacists Journal*, 143(5), 234-239.

Background: A significant level of interest in patient-centredness, one of the components required for effective interaction with patients, is being shown in health communication circles. By adopting a patient-centred approach in the process of patient consultation, pharmacists strive to ensure safe and effective medicine use. The purpose of this study was to explore pharmacy student attitudes toward patient education and patient-centredness as they progressed through a 4-year program. Methods: One class year of pharmacy students at the University of Saskatchewan volunteered to complete a self-administered survey each year of their program to longitudinally assess their confidence in and difficulty with patient consultation, their level of patient empathy and their orientation toward patient-centredness. Results: Noticeable changes were seen in all constructs, especially from first to second year. Gender appeared to influence 2 of the constructs: patient-centredness and empathy. Conclusion: A combination of overall life experience, pharmacy undergraduate training and practice site experience likely contributed to the observed results. While attempting to quantify such constructs is of interest and may turn out to be a useful monitoring component, observation of student behaviour during objective structured clinical exams likely will continue to be the most valuable tool.

Ter Horst, E. E., & Pearce, J. M. (2010). Foreign languages and sustainability: Addressing the connections, communities, and comparisons standards in higher education. *Foreign Language Annals*, 43(3), 365-383.

This article describes an interdisciplinary collaboration that combined the study of German language with instruction in environmental issues (sustainable development). The project, involving both an independent study and a classroom unit, allowed students to make connections between disciplines, establish contact with German-speaking communities outside the university, and make cultural and linguistic comparisons. By expanding the German-language content on the Web site Appropedia.org, which is devoted to global sustainable development, students took an active role in learning by creating content that can be read and used by the global community of German speakers. This project provided a model for successful interdisciplinary instruction. The results of this study show that integrating environmental issues with foreign language study provides significant opportunities for students to increase their language proficiency, develop their understanding of concepts related to the environment, and become more involved in a global

community through a virtual service learning project.

Thomas, G. (2008). Teachers have their say. *ATA Magazine*, 89(1), 56-57.

Year-over-year comparisons of a number of teaching and learning conditions, the subject of previous surveys in this decade, were again queried in 2008. Responses paralleled those obtained in 2006 and 2007 in that the most reported descriptor was "no change" in access to resources for field trips (65 per cent); access to texts and print resources (64 per cent); access to professional development (56 per cent); the nature of class composition (53 per cent); background readiness skills of students (53 per cent); and expectations to report student progress to parents (52 per cent). The two conditions obtaining the greatest reported improvement were access to computers and other information technology (37 per cent) and access to professional development (32 per cent). On the other end of spectrum, worsened conditions were described in the reporting of student progress to parents (32 per cent); both the background readiness skills of students and the nature of class composition (38 per cent each); support for students with special needs (39 per cent); and requirements to supervise and take on other assigned tasks (44 per cent). These figures, which represent province-wide reporting, are frequently associated with significant variation based on geographic location, age, teaching assignment and other variables. For example, 56 per cent of respondents from the Calgary City convention area reported a worsened situation relative to supervision and other assigned tasks while 21 per cent of respondents from the Southeast convention area reported degrees of improvement. When asked about their level of satisfaction with a number of services and supports for students with special needs, respondents identified only paraprofessional inschool support and specialized in-school support at satisfaction levels approaching 50 per cent. High degrees of dissatisfaction were registered elsewhere, the highest reserved for "Extra preparation time for Individualized Program Plans (IPP)" at 77 per cent, followed by the sizes of inclusion classes at 60 per cent. Over half of respondents were dissatisfied with in-service related to both IPPs and students with special needs, and, when the percentage of undecided respondents was taken into account, both external specialized support and assistive technologies achieved questionable levels of satisfaction. Variation by demographic factors arose throughout the analysis of responses. "Specialized external support for students with special needs," for example, was identified by 44 per cent of respondents as something that dissatisfied them, with the range extending from 27 per cent in the Central East convention area to 70 per cent in the Northeast convention association. Inservice about IPPs was also the subject of considerable variation, with a convention area range for "somewhat satisfied" from 9 per cent (Northeast) to 46 per cent (Southeast) and the range for "very dissatisfied" from 8 per cent (Central Alberta) to 35 per cent (Northeast).

Thorpe, T. (2007). Youth learning from the world, leading in their community: A summary report. *Ontario Action Researcher*, 10(1), 15.

This research was conducted to explore the impact of participation in an international education program on youth leadership development and how youth can more effectively engage in civic and community issues. The findings and recommendations offer international education programs, educators and youth workers strategies and best practices to support youth in their leadership development through service learning, an educational approach that combines civic engagement with learning

activities. Service learning offers the opportunity to support and enhance the learning from international exchanges and education programs. It can be applied towards youth in both academic and non-academic youth programs.

Todd, S. (2008). Community service learning: Introduction. *Canadian Social Work Review/Revue Canadienne de Service Social*, 25(1), 87-88.

Introduces this special journal forum on community service learning & its relation to social work, addressing its underlying politics & its value for communities, universities, & participating students.

Van Hofwegen, L., Kirkham, S., & Harwood, C. (2005). The strength of rural nursing: Implications for undergraduate nursing education. *International Journal of Nursing Education Scholarship*, 2(1), 1-13.

Nursing in rural communities offers opportunities for independent nursing practice and community participation. However, recruitment of nurses to rural settings can be difficult. In response to this challenge and the rising demand within nursing education for community clinical placements, intensive, short-term, rural community clinical placements are being developed by urban universities. As yet, little research has examined the use of these placements for undergraduate nursing education. The purpose of this qualitative research study was to examine the experiences of students, registered nurse mentors, and clinical instructors in rural health clinical placements, as part of a larger study examining alternative clinical placements. Through use of the interpretive descriptive method, the perspectives of participants were elicited from focus groups and interviews. The paradox of nursing student placements in rural health is that limitations of the rural site became the impetus for nursing student learning and partnership. An implication is that service learning partnerships be pursued for mutual benefit of students, communities, and rural nurses.

Vandersteen, J. D. J., Hall, K. R., & Baillie, C. A. (2010). Humanitarian engineering placements in our own communities. *European Journal of Engineering Education*, 35(2), 215-223.

There is an increasing interest in the humanitarian engineering curriculum, and a service-learning placement could be an important component of such a curriculum. International placements offer some important pedagogical advantages, but also have some practical and ethical limitations. Local community-based placements have the potential to be transformative for both the student and the community, although this potential is not always seen. In order to investigate the role of local placements, qualitative research interviews were conducted. Thirty-two semi-structured research interviews were conducted and analysed, resulting in a distinct outcome space. It is concluded that local humanitarian engineering placements greatly complement international placements and are strongly recommended if international placements are conducted. More importantly it is seen that we are better suited to address the marginalised in our own community, although it is often easier to see the needs of an outside populace.

VanWynsberghe, R., & Andruske, C. L. (2007). Research in the service of co-learning: Sustainability and community engagement. *Canadian Journal of Education*,

30(1), 349-376.

This research, conducted with an introductory sociology class at the University of British Columbia during the 2001-2002 academic year, explored community service-learning as a pedagogy and philosophy. The theoretical focus of this paper is Nancy Fraser's (1997) criticisms of Jurgen Habermas' (1992) bourgeois liberal model of the public sphere. We analyzed the class experiences with community service that emerged from students' contributions to a database of community organizations, concept maps, and a student-driven course evaluation. The outcomes of this research include a description of potentially useful course strategies and a narrative of a unique type of community-service learning.

Verjee, B. (2005). *Women of colour talk back: Towards a critical race feminist practice of service-learning* (Order No. NR10582). Available from ProQuest Dissertations & Theses Full Text. (305355388).

The University of British Columbia (UBC) is exploring ways in which to develop and implement service-learning. This study explores the development of service-learning from a critical race feminist perspective. Service-learning is a form of experiential education. It is a strategy or pedagogy where students learn and develop through service experiences which are designed to meet identified community issues, and are collaboratively organized between academic institutions and communities. Critical race feminism, as an epistemology, sets out to understand how society organizes itself along intersections of race, gender, class and all forms of social hierarchies. Critical race feminist theory utilizes counter-storytelling to legitimize the voices and experiences of women of colour, drawing on these knowledges toward the larger goal of eradicating all forms of social oppression. The central question for this study is this: how can UBC develop partnerships with individuals and communities of colour that would support and enhance the well-being of such communities, in a service-learning context, when the institution remains a site of white, male and class-based structures, discourses and practices? Through counter-storytelling, women of colour students, staff, faculty and non-university community members relay their perceptions and experiences at and with UBC. Their perceptions and experiences of systemic exclusion form the basis for the development of a service-learning model from a critical race feminist perspective in this thesis. The implementation of such a model would foster the development of respectful and mutually beneficial partnerships with individuals and communities of colour. This model calls for institutional accountability through institutional transformation from within, through the development of a Centre for Anti-Oppression Education, Training and Development, and the simultaneous creation of an Office for Critical Community Service-Learning outside the Point Grey campus. According to this study, such development must be founded on critical race feminist principles of education for transformative citizenship. These critical race feminist principles would encourage a transformative project for education through an emphasis on the development of respectful relationships across social hierarchies, and a commitment to co-creating and sustaining just communities in search for a more humane and equitable world.

Verjee, B. (2012). Critical race feminism: A transformative vision for service-learning engagement. *Journal of Community Engagement & Scholarship*, 5(1), 57-69.

This article explores the development of service-learning from a critical race feminist

perspective. Critical race feminism seeks to understand how society organizes itself along intersections of race, gender, class, and other forms of social hierarchies. It utilizes counter-storytelling as methodology and legitimizes the voices of women of colour in speaking about social oppression. Through counter-storytelling, women of colour students, non-academic staff, faculty, and non-university community members relayed their experiences at The University of British Columbia, Vancouver, Canada, which formed the basis for a transformative vision of service-learning engagement. This vision calls for institutional accountability, requiring a critical examination and transformation of hegemonic structures and practices from within before any genuine, respectful, and mutually beneficial relationships with communities of colour can be developed. Such partnerships would enable the university to create outstanding partnerships to address and solve local, national, and global injustices.

Vonde, D. A. S., Maas, P., & McKay, T. (2005). Teaming up to create leaders. *Principal Leadership*, 5(8), 41-44.

Schools cannot prepare students to become leaders in society on their own. Schools must partner with community agencies and expose students to leadership in the world. Partnerships create a broad range of support and opportunity, allowing students to learn and engage themselves in life-changing initiatives. For the past several years, students from Lord Beaverbrook High School in Calgary, Alberta, have partnered with staff members from Calgary Family Services, Developmental Disabilities Resource Centre, and Calgary Health Region. The partnerships have provided students with countless opportunities for proactive involvement in the community. This article describes Lord Beaverbrook's Together Everyone Achieves More (T.E.A.M.) Leadership program, a program that has created fertile ground for the growth of partnerships. The program pairs students with professionals in the community. The students supply the vision for service projects, and the adult professionals contribute their support and knowledge to make them work. The students develop servant leadership qualities and expand their perception of community.

Wadsworth, L. A., Johnson, C., Cameron, C., & Gaudet, M. (2012). (Re) Focus on local food systems through service learning: Empowering pedagogy in a human nutrition degree program. *Food Culture & Society*, 15(2), 315-334.

Recent nutrition professional discourse has emphasized reintegration of food and society concepts into undergraduate programs currently entrenched in the intricacies of nutritional science. To reintroduce this macro-approach, a community university partnership was developed to address the strengthening of local food systems to improve community food security. Service learning, an experiential pedagogical technique, allowed students to work with a community agency on a community defined problem and emphasized connection of classroom theory to real-world situations. Two courses integrated service learning opportunities for forty-seven students in eighteen projects that developed awareness-building and advocacy tools for community organizations. Evaluation of these course components included written reflections of the experience, shared learnings in classrooms, instructor reflections and community feedback. A thematic analysis organized these data into empowerment domains for community capacity development. Results indicated that service learning and community university partnerships can be key tools for enabling empowerment of

future nutrition professionals, while integrating food systems into courses.

Wilkinson, S., Harvey, W. J., Bloom, G. A., Joobar, R., & Grizenko, N. (2013). Student teacher experiences in a service-learning project for children with attention-deficit hyperactivity disorder. *Physical Education & Sport Pedagogy, 18*(5), 475-491.

Background: Service learning (SL) is a collaborative relationship between university professors, their students, and community partners who combine academic learning and active participation to address community issues. Previous studies in SL and physical education teacher education (PETE) found SL projects increased opportunities for learning and applying pedagogical methods, prepared PETE students to teach children from diverse backgrounds, and promoted an understanding of individual teaching responsibilities. Given the number of PETE university programs in SL emerged over the past decade, minimal research has supported the specific use of SL in PETE. It was suggested that PETE programs provided content knowledge and pedagogical strategies to deal effectively with immediate instructional challenges but paid less attention to anticipate future challenges through student teaching experiences. A SL project for children with attention-deficit hyperactivity disorder (ADHD) was designed which enabled PETE students to learn how to manage behavior while teaching physical education. **Purpose:** To explore the experiences of PETE students in a SL project for children with ADHD. **Participants and setting:** Four female and two male PETE students were the participants in this study which investigated their project experiences in SL at a major mental health institute in a large urban Canadian city. **Research design:** A phenomenological approach was used to describe the lived experiences of PETE students in the SL project. **Data gathering:** Individual semi-structured interviews were conducted and videotaped to acquire rich and deep knowledge of PETE students' SL experience. Each student was requested to bring unit plans, lesson plans, written reflections, and final term papers to enhance the interview process. **Data analysis:** Each interview was transcribed verbatim and a line-by-line thematic analysis was performed. **Findings:** Three higher-order themes emerged from thematic analysis. The 'where have I been' theme suggested past teaching and community work experiences shaped decisions to become physical educators. The 'it's all about caring' theme involved reduction of stigma linked to teaching children with ADHD and merging theory and practice through application of instructional models and deliberate lesson plans. The 'teaching to play' theme revealed various benefits linked to PETE student participation in SL and challenges inherent with team teaching. **Conclusions:** Future research recommendations include capturing the experiences of other participants in the SL project for children with ADHD to gain much greater insight into the whole SL experience and help to shape future projects. Much research remains to be performed in SL and adapted physical education (APE) or local community recreation centers where students from allied health disciplines could participate together. A variety of different qualitative research approaches were also recommended to explore participant experiences in SL projects. Similar SL projects, conducted in multidisciplinary environments, may also be exciting new venues for PETE programs. Finally, the participants' stories led us to suggest that SL is a contemporary pedagogy that addresses calls for the development of caring pedagogies that prepare future teachers for the realities and challenges of a changing world.

Willard, C. (1997). Making youth volunteerism interesting: The youth volunteer corps of Canada. *Journal of Volunteer Administration*, 15(3), 21-24.

The Youth Volunteer Corps of Canada promotes a lifelong service ethic while developing job-related skills. It is successful because it makes community service interesting and age appropriate, it treats youth volunteers with respect, and it meets real community needs.

Wilson, P. (1998). Course puts students' computer skills to use. *Calgary Herald*, E8.

"And what these kids are doing is service learning," said [John Willinsky], a former director of UBC's Centre for the Study of Curriculum and Instruction who now holds the Pacific Press professorship in Literacy and Technology. Willinsky said he's discovered that while students often come into the program with good hacking skills and can usually solve problems without too much difficulty, they often lack the skills to explain it to others. Supporting the students in this effort is Studio A -- what Willinsky calls an online learning environment.

Wilson, J. R., & Schwier, R. A. (2009). Authenticity in the process of learning about instructional design. *Canadian Journal of Learning and Technology*, 35(2).

Authentic learning is touted as a powerful learning approach, particularly in the context of problem-based learning (Savery, 2006). Teaching and learning in the area of instructional design appears to offer a strong fit between the tenets of authentic learning and the practice of instructional design. This paper details the efforts to broaden and deepen the understanding of instructional design through a service learning approach to teaching, emphasizing authentic learning and assessment. Students are teamed and assigned to an actual contract with an external client under the supervision of the instructor who acts as project manager for the group. Contracts are negotiated to deliberately offer instructional design services to clients who would not otherwise be able to afford them, such as community-based non-profit groups. The reasons are two fold: first, we want to avoid competing for contracts that would interfere with the business of commercial instructional design groups and contractors; second, we want to impress on our students the idea that instructional design has social importance beyond the profit/loss and cost/effectiveness orientation of many instructional design businesses. In this way, we promote the idea that instructional designers are agents of social change, and their influence crosses interpersonal, professional, institutional and societal dimensions of change (Schwier, Campbell and Kenny, 2007).

Wolfson, L. (1999). *Learning through service: Community service learning and situated learning in high school* (Order No. NQ46449). Available from ProQuest Dissertations & Theses Full Text. (304575485).

This dissertation explores the symbiotic relationship resulting from the merging of situated learning's socio-cultural conceptualization of the nature of learning with community service learning's ethos of service. As such, I enquired into the effects of the integration of situated learning as the conceptual framework, and community service learning as both an instructional methodology and educational philosophy. Specifically, through an ethnographic investigation I sought to discover the nature and

outcomes of learning which result when high school students take their skills out of the classroom into the community to help solve authentic problems. The students with whom I worked were members of a high school computer technology class in which expectations were that they (the students) would combine learning with service by devoting ten to twenty hours to help a community agency solve technology-related problems. In this regard, eight different student groups applied their technology skills within a variety of school and community environments. Thereupon, I looked to ascertain not only if the students improved upon their already sufficient technical skills, but also what other abilities and knowledge of themselves and/or the world they appropriated. Thus, as per the defining features of situated learning and community service learning, I hoped to find evidence of learning in areas related to technological development, workplace knowledge and expertise, problem solving, group skills, personal and social maturity, and an ethos of service. Such learning occurred and, thus, I concluded that the integration of community service learning and situated learning in this technology classroom resulted in a symbiotic relationship in which the nature and specific outcomes of learning were (1) accounted for by situated learning and (2) enhanced beyond what would normally be expected in a non-service Information Technology Management classroom in the Province of British Columbia. Hence, the well documented and rigorously determined empirical findings: (1) argue that situated learning provides a viable theoretical framework for community service learning, (2) add empirical support to the learning claims of both situated learning and service learning, and (3) suggest a means of enabling education to become more responsive to the students and the community.

Zapata, G. (2011). The effects of community service learning projects on L2 learners' cultural understanding. *Hispania*, 94(1), 86-102.

This small-scale study investigates the effects of community service learning (CSL) projects or a cultural presentation on the development of the cultural understanding of low- and high-intermediate L2 students. Fifty-two learners in four sections of two Spanish classes in Canada participated in the study. The participants also completed pre- and post-questionnaires which explored their attitudes towards the target language and culture. The results show that, after completing their CSL or cultural presentation projects, the CSL learners had more positive attitudes towards the target language and culture than those who worked on the presentation. In addition, the high-intermediate CSL participants saw an increase in their self-confidence as L2 speakers. However, this was not the case with the low-intermediate CSL students, whose CSL experience may have been inhibited by their L2 proficiency and problems in the delineation of their CSL duties.

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