



# **Learning Through Serving: A Student Guidebook for Service-Learning and Civic Engagement Across Academic Disciplines and Cultural Communities**

*Christine M. Cress, Peter J. Collier, Vicki L. Reitenauer*

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**Learning Through Serving: A Student Guidebook for Service-Learning and Civic Engagement Across Academic Disciplines and Cultural Communities** Christine M. Cress, Peter J. Collier, Vicki L. Reitenauer "[This] is a self-directed guide for college students engaged in service-learning. The purpose of the book is to walk the reader through elements of learning and serving by focusing on how students can 'best provide meaningful service to a community agency or organization while simultaneously gaining new skills, knowledge, and understanding as an integrated aspect of the [student's] academic program.' [The authors] bring their expertise to the pages of this helpful and practical guide for college students engaged in service-learning. Intended as a textbook, this work reads like a conversation between the authors and the college student learner. The publication is student-friendly, comprehensive, easy-to-follow, and full of helpful activities."? Journal of College Student Development

This substantially expanded new edition of this widely-used and acclaimed text maintains the objectives and tenets of the first. It is designed to help students understand and reflect on their community service experiences both as individuals and as citizens of communities in need of their compassionate expertise. It is designed to assist faculty in facilitating student development of compassionate expertise through the context of service in applying disciplinary knowledge to community issues and challenges. In sum, the book is about how to make academic sense of civic service in preparing for roles as future citizen leaders.

This edition presents four new chapters on Mentoring, Leadership, Becoming a Change Agent, and Short-Term Immersive and Global Service-Learning Experiences. The authors have also revised the original chapters to more fully address issues of social justice, privilege/power, diversity, intercultural communication, and technology; have added more disciplinary examples; incorporated additional academic content for understanding service-learning issues (e.g., attribution theory); and cover issues related to students with disabilities, and international students.

This text is a student-friendly, self-directed guide to service-learning that:

- Develops the skills needed to succeed
- Clearly links service-learning to the learning goals of the course
- Combines self-study and peer-study workbook formats with activities that can be incorporated in class, to give teachers maximum flexibility in structuring their service-learning courses
- Promotes independent and collaborative learning
- Equally suitable for courses of a few weeks' or a few months' duration
- Shows students how to assess progress and communicate end-results
- Written for students participating in service learning as a class, but also suitable for students working individually on a project.

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