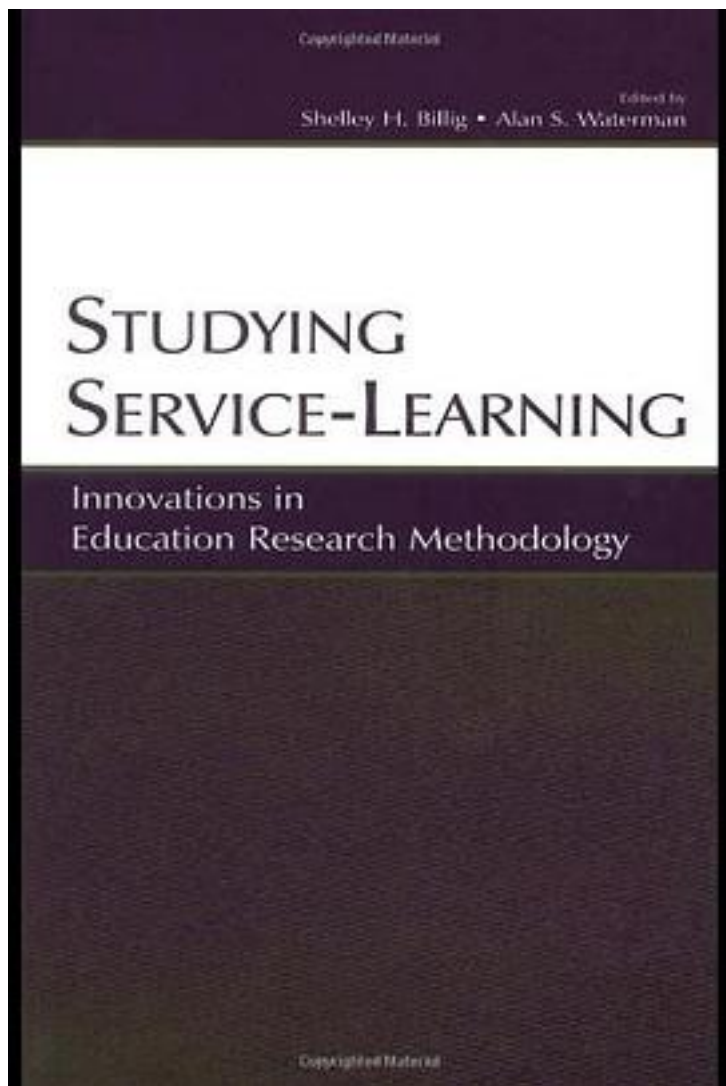


Studying Service-Learning



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著者:Osborn, Marijane; Billig; Billig, Shelley H.

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This volume represents a breakthrough discussion of the research issues surrounding innovative pedagogies. Using service-learning as its focus, it explores ways in which researchers and evaluators can study a teaching and learning approach that has multiple goals including both academic and affective development. The chapter authors show how to study a topic that is multi-layered and complex, and involve the ways in which individuals make meaning of their experiences. Seven challenges that researchers need to grapple with in studying service-learning are identified and addressed: defining service-learning; basing service-learning research on strong theoretical foundations; refining service-learning research design and methodology; interpreting service-learning results; disseminating service-learning research findings; improving service-learning practice; and building funding to support service-learning research. In addition, practical recommendations are provided for professionals involved in doing research on service-learning and more broadly on any form of experiential education, community service and development, or educational reform. This resource should be useful to researchers who are interested in studying innovative teaching and learning strategies and for students who are learning about a range of research methodologies.

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