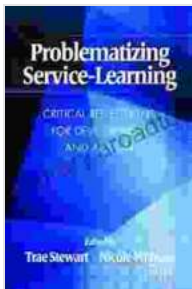


Problematizing Service-Learning: Critical Reflections for Development and Action

Reimagine Service-Learning: A Journey of Critical Reflection and Transformative Action

Problematizing Service-Learning: Critical Reflections for Development and Action challenges the traditional narratives surrounding service-learning and offers a thought-provoking exploration of its complexities.



Problematizing Service Learning: Critical Reflections for Development and Action

★★★★★ 5 out of 5

Language : English
File size : 4100 KB
Text-to-Speech : Enabled
Enhanced typesetting : Enabled
Word Wise : Enabled
Print length : 384 pages



Unveiling the Hidden Power of Reflection

This comprehensive volume delves into the crucial role of critical reflection in service-learning pedagogy. By encouraging educators and students to critically examine their assumptions, biases, and experiences, *Problematizing Service-Learning* fosters a deeper understanding of social issues and promotes more meaningful engagement with communities.

Community Partnerships: Beyond Tokenism

The book emphasizes the importance of establishing genuine community partnerships that prioritize reciprocity and mutual benefit. It challenges the notion of service-learning as a mere add-on to traditional coursework, instead advocating for its integration into the curriculum as a transformative practice that empowers students to become active agents of change.

Empowering Student Voices

Problematizing Service-Learning places student voices at the forefront, showcasing their transformative experiences and insights. It recognizes the power of student-led initiatives and highlights the need for educators to create inclusive environments where students can critically engage with diverse perspectives.

Innovative Frameworks for Action

The book offers innovative frameworks for rethinking service-learning, drawing on critical pedagogy, participatory action research, and decolonial approaches. These frameworks provide practical guidance for educators seeking to create transformative service-learning experiences that promote social justice and community empowerment.

Embracing Complexity, Fostering Transformation

Problematizing Service-Learning acknowledges the inherent complexities of service-learning and invites readers to engage in ongoing critical dialogue. Through its thought-provoking essays and case studies, the book challenges educators to critically examine their own practices and to work towards more equitable, empowering, and transformative service-learning.

Praise for Problematizing Service-Learning

"An essential resource for educators seeking to critically engage with service-learning and promote transformative social change."— **Dr. bell hooks, renowned author and activist**

"A powerful and timely contribution to the field of service-learning. This book provides invaluable insights for educators and students who are committed to social justice and community empowerment."— **Dr. Gloria Ladson-Billings, renowned education scholar**

About the Authors

Problematizing Service-Learning is co-edited by a team of distinguished scholars who bring a wealth of experience and expertise in the field of service-learning.

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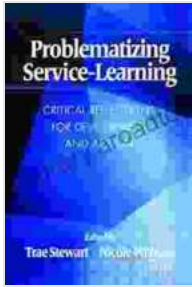
Dr. Kum-Kum Bhavnani is a Professor of Education and the Director of the Paulo Freire Institute at the University of Massachusetts, Amherst.

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Join the movement towards a more transformative and empowering service-learning practice. Engage with the critical reflections and innovative frameworks offered in this groundbreaking book, and become part of the change we need in education and society.



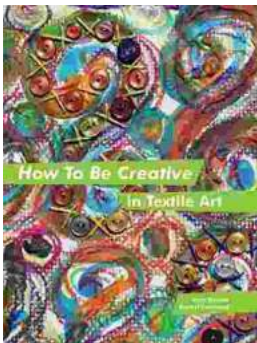
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