Service-Learning at the American Community College: Theoretical and Empirical Perspectives

Edited By Amy E. Traver and Zivah Perel Katz

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"Service-Learning at the American Community College represents a valuable addition to a growing body of noteworthy second-generation service-learning texts. Traver and Katz avoid the rhetorical and ideological posturing so common in texts that seek to advance a deeply democratic agenda, and the book’s most important strength is the coherent and convincing way in which it braids a broad range of contemporary concerns into its analysis of service-learning’s educational potential. ... By helping to break down the conceptual silos that impede educational reform, the book does far more than provide a timely resource for America’s community colleges; it suggests a strategy for reconsidering the priorities and practices of higher education in general." – Edward Zlotkowski, Founding and former Acting Director of the Bentley Service-Learning Center, Bentley University, USA

"Finally, we now have a volume that examines the promise and challenge of incorporating and advancing service-learning in community colleges. Replete with research studies, historical analyses, conceptual frameworks, and recommendations for practice, this long-awaited book provides a comprehensive and critical analysis of service-learning’s potential for securing the success of today’s diverse community college students. It is a must-read for community college practitioners, educational researchers, and service-learning scholars." - Andrew Furco, Associate Professor of Higher Education and Associate Vice President for Public Engagement, University of Minnesota, USA

About the book

Researching a growing number of community colleges that use service-learning, Traver and Katz suggest that service-learning can have a profound impact on the students who experience it. Their theoretical and empirical studies of service-learning at community colleges—conducted at single and multiple institutions by service-learning practitioners, service-learning program administrators, and experts in service-learning research and evaluation—stand to benefit service-learning efforts across disciplines and institutional types.

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