



# SERVICE LEARNING

CURRICULUM DEVELOPMENT SERIES

**FOUNDATIONAL READINGS**

# FOUNDATIONAL READINGS: ROOTS OF SERVICE LEARNING

What are the roots of *your* teaching?

1. What values, theoretical and/or philosophical perspectives do you bring to your teaching?
2. What theory (or theories) in the readings resonates with you?
3. How will that guide your development of Service Learning in your course?

## ROOTS OF SERVICE LEARNING

[\*Theoretical Foundations of Service Learning\*](#)  
(Boise State University).

[\*Service-Learning in Two Keys: Paulo Freire's  
Critical Pedagogy in Relation to John  
Dewey's Pragmatism\*](#) (Thomas Deans,  
1999).

[\*The Social Justice Turn: Cultivating "Critical  
Hope" in an Age of Despair\*](#) (Kari M. Grain  
& Darren E. Lund, 2016).

[\*The Theoretical Roots of Service-Learning in  
John Dewey: Toward a Theory of Service-  
Learning\*](#) (Dwight E. Giles & Janet Eyler,  
1994).

# FOUNDATIONAL READINGS: OUTCOMES OF SERVICE LEARNING

High Impact Practices strengthen core course outcomes, but also civic engagement outcomes.

1. As you consider your proposed Service Learning course, what stands out to you in these readings?
2. How might these readings change or guide how you develop, and ultimately teach, this course?

## OUTCOMES OF SERVICE LEARNING

[\*Social Responsibility and Civic Engagement VALUE Rubric\*](#) (Association of American Colleges and Universities).

[\*High Impact Educational Practices\*](#) (LEAP, Association of American Colleges and Universities)

[\*The Relationship between Service Learning and Degree Completion\*](#) (Kelly S. Lockman and Lynn E. Pelco, 2013)

[\*The Effect of Community Service Learning on Undergraduate Persistence\*](#) (Susan C. Reed, Helen Rosenberg, Anne Statham, and Howard Rosing, 2015)



*The Beach*<sup>®</sup>

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