SUBJECT INDEX

A Class Asset 112	D:14 0
A Class Apart, 112	Bildung, 8
Action, 16–17, 29, 93–94	undergraduate students, 8, 27–37
of civic engagement, 150	C
community, 160	Case study, 9, 40
digital literacy plan of, 81	college success, 98–99
individualized plans, 96	digital activism, 73–86
reflection, 44	higher education, capability
research process, 98	approach and service-
responsibility and, 46	learning, 43
Activism	Citizenship, 40, 42–43, 149, 155, 159,
digital, 9–10, 75, 79	161
for minority rights, 112	digital, 76–79, 84
research, 93, 95	Civic engagement, 45, 97, 150–151
research design, 95	Co-curricular programs, 9, 73–86
Adjunct faculty, 160	Co-determination, 8, 31–32, 34–35, 37
Agency, 29, 41–42, 46	Collaborative learning, 98, 121, 157
Approach	Common course, 148, 150
capability, 8, 41–47	Community, 11, 18, 30, 33, 36, 43–47,
case study, 75	92, 155
humanistic, 4, 92	community-engaged experiential
humanizing theoretical, 19–25	learning, 148, 154
person-centered approach, 92	educative, 17
problem-posing, 17	engagement, 9, 11, 99, 101,
social entrepreneur's approach, 106	105, 149, 151, 154–156,
sociocultural, 18–19	158–161
Assessment, 155–157	impact, 43
ELT contextualized, 21	indicators, 29–30
Assumptions	LNPO, 98–99
contemporary evaluation practice,	partners, 130–132, 137–142
138	service, 3–7, 42, 93, 152
historical-cultural assumptions, 152	service leadership, 93
status, 140	Trust Act, 42
Awareness	Configurations, 16, 19–23
civic, 42	Content Analysis, 45
community, 95	Contextualized assessment, 8, 16, 21
self, 11, 43, 96, 149	Continuing professional development,
of social processes and conscious, 4	9, 56

180 SUBJECT INDEX

Course design, 137, 139, 155, 157, 159	Educators, 6, 28, 44, 52, 56, 60–61,
CPD, 56, 64, 67–68	68–69
Creative Commons, 9, 53–54	humanist, 73–86, 131–132
Creativity, 6, 9, 75, 94	Empathy, 41, 44–46, 79
Critical Consciousness, 43	English, 10, 15–25, 56, 62–63, 80, 110,
Critical Thinking, 8–9, 16, 18, 40,	115, 120, 122
44–45, 47, 75	English as a Second Language (ELL),
Cultural competence, 140, 149	10
Cultural responsiveness, 95–96	Epistemological relations of ELT
Curriculum, 19, 76, 139	educational research, 23–24
conceptual integration of evaluation	Equity, 93–94, 96, 104–106, 134, 153
into higher education, 142	Ethical reasoning, 148–149, 152–153, 157
course, 158	Ethics, 11, 78, 147–161
design, 80	Evaluation
general education, 148–151	course, 160
integrating community service into,	education, 22
3–7	ELT research, 22
options for integrating evaluation	LCSF's programs, 98
into, 143	program, 129–143
	proposal, 138
Degree attainment, 10, 92, 94, 98, 101,	quality of life, 41
103	student, 158–159
Del Rio ISD v. Salvatierra, 112	Evaluator education, 136–137
Delgado v. Bastrop ISD, 112	Experience, 4–8
Democratic education, 75–76, 79	community engagement, 156
Diaspora, 113	service-learning, 40, 44–47,
Didaktik, 27–37	148–149, 156
Digital activism, 9, 75, 79, 85	Experiential learning, 11, 40, 81, 130,
Digital badges, 54, 59, 63, 69	147–161
Digital citizenship, 76–79, 84	
Digital literacy, 9, 74–75, 78–86	Faculty development, 81, 156–158
Dimensions, 8, 16, 21–24	Felix Longoria, 112
Distributed curriculum, 148	1 tim 201801111, 112
Diversity, 11, 98, 147–161	General education, 148–151, 155, 157,
•	161
Educational	Global writing, 9, 75, 82
contingencies, 34	Globalization, 7, 52
cultural base in research, 20	Guiding principles, 134, 137
disparities, 10, 94–95	
ELT educational research, 19–25	Hernandez v. Texas (1954), 112
equity, 93, 105	High-impact educational practices, 150
leaders, 5–6	Higher education, 40, 74, 77, 149, 151
policies, 5	and capability approach, 41–42
research, 15–25	case study, 43–47
resources to support underserved	curriculum, 142
groups, 51–69	humanizing, 3–7, 27–29, 130, 138
theory, 28	and service-learning, 42–43
· · · · · · · · ·	

Subject Index 181

social entrepreneur's approach for humanizing, 91–106 Tinto's model, 118 Hispanic Serving Institution (HSI), 111, 113–114, 119–122 Historically Black Colleges and Universities (HBCU), 111, 114 Holistic, 16, 76–77, 81	Latino college success, 10, 93 Learning, 21 activities, 7 embedding experiential, 147–161 outcomes, 29, 106, 137–138, 150–151, 154–157 service-learning, 42–50, 131 Little School(s) of 400, 112
Humanism, 4, 16	
Humanist education, 11, 75–76, 92, 148	Mexican American, 10, 109–122
Humanist tradition, 9, 74–75	Mobile technology, 52
Humanistic education, 11, 92, 148	MOOC, 53, 55, 63–64
Humanization, 4–6, 17, 132, 136, 140	Moodle, 54, 63, 69
Humanizing	
through course readings, 139–140	Narrative Inquiry, 45, 47
education, 5, 7, 61, 69, 131–132	Narratives, 32, 35–36, 46, 97, 101
educators, 131–132	Natural mentoring relationships, 10, 96
higher education, 3–7, 27–29	Non-accredited learning, 69
pedagogy, 7	Non-formal learning, 69
theoretical approach, 15–25	Northern English, 110
Impact on learners and educators, 60–61	OER, 9, 52–53–55, 57, 59–60, 68–69
Imposter syndrome, 122	Online course, 9, 52, 64, 66, 68–69, 150
Inclusion, 16, 25, 42, 96, 149, 152, 155	Online learning, 52
Indicators, 29–30, 35, 105	Open educational resources, 9, 51–69
Informal learning, 52, 69	Open Learn, 61
Innovative	Open Learn Create, 61
ELT innovative intervention, 21–22	Open learning, 54, 60
teaching and learning, 74, 76 thinking, 79, 81	Outreach, 9, 97
Instructional design, 78, 84	Panethnicity, 113, 116, 119
Interdisciplinary, 30, 43, 151	Pedagogy, 5-7, 16-19, 75, 137
International development, 62–63,	Praxis, 16–17
136–137	Process, 154–158
Intervention, 8, 16–17, 21, 132, 133	Professional development, 9, 59,
ELT innovative, 21–22	158, 160
materials, 21–22	Program evaluation, 11, 130–143
strategic/methodological, 21	standards, 132, 134
YY1 (1: 04 04	Psychosocial wellbeing, 74, 78–79, 81
Klafki, 31–34	Public service, 9, 33, 75
Knowledge, 5–6, 17–18, 23, 28–29, 32,	
42, 44, 47–50, 52, 55–56,	Qualitative
66, 74–76, 78, 86, 95, 105,	analysis, 44
114, 121, 130–132, 134,	approaches, 142
138, 150–151, 154–155, 157, 159–161	inquiry, 139 investigation, 8
Kolb cycle, 156, 160–161	research methods, 29–30
1x010 cycle, 130, 100-101	1050a1011 1110t110tts, 27-30

182 SUBJECT INDEX

Qualities, 16, 20–24, 29	Teaching, 4, 74
Quality-of-life, 29–31	center for, 157
	classroom, 63
Reflection(s), 10–11, 16–17, 32, 40, 44,	empirical study of relationships
47–50, 79, 85, 93, 104–105,	within, 31
138, 149, 154–156	of evaluation, 144
Reflective learning, 47, 66, 70	of Freire encourage educators, 6
Reflective practice, 31, 43–44, 47–50	pre-teaching experiences, 24
Research, 9, 47, 55, 135–136, 159	radical reconstruction, 5
Responsibility, 8–9, 40, 45–46, 75, 131,	sociocultural approach to
136, 148	language, 18–19
for learning, 92	teaching–learning process, 17,
personal, social and civic, 43, 155	20–24
personar, sociar and civic, 43, 133	Technology, 7, 74–75, 86
Sabrio/Burchfield Model of Departure,	digital, 9, 75–79
114, 116, 119–121	literacy, 74
Scaffolded learning, 142	mobile, 52
Schools, 7, 16, 18, 24–25, 43, 63,	The Capability Approach, 8, 40–47
67, 76, 92, 110, 112, 120, 122, 155	The Open University UK, 53 Theory
Science education, 80, 82–85	*
	of humanizing pedagogy, 16
Science writing, 82–83 Self determination, 5, 8, 21, 24, 26, 27	of identity, 78
Self-determination, 5, 8, 31–34, 36–37,	quality-of-life, 30
47, 97, 105 Salf reflection 47, 78	sociocultural, 18
Self-reflection, 47, 78	Tinto's theory on student retention,
Service, 4–7, 43, 81, 130, 134, 155	116
Service-learning, 8, 11, 27–29, 32, 37,	von Humboldt's Theory of Bildung,
40–47, 130–131, 136, 138–139,	28–29 V
154–155, 157, 159, 161	Vygotskian, 19
Social development, 5	Tinto Model of Departure, 116
Social entrepreneur, 92–106	Treaty of Guadalupe Hidalgo, 112
Social issues, 36, 40, 42, 47–50, 150,	
157	Undergraduate, 80, 141
Social justice, 5, 41, 43, 79, 95, 138,	education, 80–81, 141
141, 152	Underserved groups, 9, 51–69
Sociocultural	
alignment, 118	Veenhoven, 29–30
approach to language teaching, 18–19	Volunteerism, 153
reality, 6	Von Humboldt, 28
Solidarity, 8, 31–32, 35–37	
Southern English, 110, 128	Well-being, 29–37, 53, 74, 77–78, 81, 134
Student(s), 6, 10, 17, 30, 33–35, 37,	Wicked problems, 150, 154
42–47, 74, 79, 99–100, 105,	Widening participation, 53, 58, 69
137–138, 150, 155–157	Writing studies, 76
engagement, 30, 153, 160	-
success, 10, 93, 98, 104-106	Zone of proximal development (ZPD),
Syncretic process, 113, 115, 119	18–19