## SUBJECT INDEX

*Note: Page numbers followed by “n” indicate notes.*

<table>
<thead>
<tr>
<th>Active learning, 144</th>
<th>Civic education, 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active participation, 4</td>
<td>Civic engagement, 5, 7, 14, 51, 97, 106, 117, 133, 139</td>
</tr>
<tr>
<td>Adaption, 97</td>
<td>Civic learning, 130</td>
</tr>
<tr>
<td>Adult learning, 145</td>
<td>Civic-mindedness, 130, 133</td>
</tr>
<tr>
<td>Agency, 81, 133, 140, 148, 155</td>
<td>Civic-mindedness, 133</td>
</tr>
<tr>
<td>Agents of change, 79–80</td>
<td>Civil society, 64</td>
</tr>
<tr>
<td>2019 cycle of JMS3 service-learning course, 79–80</td>
<td>Class, 147</td>
</tr>
<tr>
<td>communication as process, 84–89</td>
<td>Classroom learning, 128</td>
</tr>
<tr>
<td>contextualizing case study, 77</td>
<td>practices, 4</td>
</tr>
<tr>
<td>engaging with service-learning, 80–84</td>
<td>Client, 100</td>
</tr>
<tr>
<td>goals of course, 79</td>
<td>Climate change, 60</td>
</tr>
<tr>
<td>journalism education, 76–77</td>
<td>Co-curricular activities, 13</td>
</tr>
<tr>
<td>theoretical framing, 77–79</td>
<td>Co-curricular service-learning, 136, 139</td>
</tr>
<tr>
<td>Analytical skills, 30</td>
<td>Co-production, 67–69</td>
</tr>
<tr>
<td>Animal Psychology, 104</td>
<td>College, 144</td>
</tr>
<tr>
<td>Antifoundational perspective, 106</td>
<td>college-level literacy skills, 144</td>
</tr>
<tr>
<td>Applied research, 61</td>
<td>reading instruction and support, 143</td>
</tr>
<tr>
<td>Applied social research project, 61</td>
<td>reading support, 145–146</td>
</tr>
<tr>
<td>Arts Design and Humanities (ADH), 119</td>
<td>Communal problems, 14, 19, 21</td>
</tr>
<tr>
<td>Assessing learning, 154</td>
<td>Communication dimensions, 78</td>
</tr>
<tr>
<td>Assessment, 154</td>
<td>discursive layer, 85–86</td>
</tr>
<tr>
<td>Austrian Lifelong Learning Strategy, 99</td>
<td>individual dimension, 87</td>
</tr>
<tr>
<td>Avant-garde of certainty, 6</td>
<td>as intervention, 87</td>
</tr>
<tr>
<td>Awareness, 26, 31–34</td>
<td>mass media dimension, 88–89</td>
</tr>
<tr>
<td>Babes-Bolyai University, Romania, 101–102</td>
<td>organizational dimension, 87–88</td>
</tr>
<tr>
<td>Becoming process, 28</td>
<td>as process, 84</td>
</tr>
<tr>
<td>Belizean grade-school curriculum, 36</td>
<td>social layer, 86</td>
</tr>
<tr>
<td>Blogs, 151</td>
<td>technological layer, 84–85</td>
</tr>
<tr>
<td>Business and Law (BAL), 119</td>
<td>Communicative dimensions, 76</td>
</tr>
<tr>
<td>Career, 41</td>
<td>Communicative ecology, 7, 78, 79</td>
</tr>
<tr>
<td>Career aspirations, 144</td>
<td>Communicative layers, 79</td>
</tr>
<tr>
<td>Career validation, 130</td>
<td>Communicative practice, 7, 77</td>
</tr>
<tr>
<td>Case study</td>
<td>Community activity, assessing, 122–123</td>
</tr>
<tr>
<td>contextualizing, 77</td>
<td>Community Based Experience</td>
</tr>
<tr>
<td>international service-learning case study, 31–39</td>
<td>Community benefits, 133–134</td>
</tr>
<tr>
<td>Charity, 5</td>
<td>‘Community education’ approaches, 99</td>
</tr>
<tr>
<td>Citizenship, 115</td>
<td>Community engagement, 61, 63</td>
</tr>
<tr>
<td></td>
<td>Community involvement, 128–129</td>
</tr>
<tr>
<td></td>
<td>Community Link initiative, 61</td>
</tr>
</tbody>
</table>
Community needs identification, 138–139
Community organizations, 6
Community partner, 129
  engagement, 34
  service-learning from community partners’ perspectives, 80–82
Community service, 4, 12–14, 57, 79, 118, 128–129, 133
Community-based agents, 12
Community-based learning, 60, 116
Community-engaged teaching practices, 115
Comprehensive Action Plan for SL (CAPSL), 110n3
Computing Engineering and Media (CEM), 119
Construction technology, 100
Constructivism, 29
Cooperative learning, 128
Coronavirus pandemic, 64
Cost effectiveness, 100
Course assessment, 148
Course file, 15, 17, 19
Course knowledge, 128
COVID-19, 24, 137
Crick Report, 115
Critical mass building, 103
Critical reading skills, 148
Critical reflection, 63, 130
Critical Service-learning, 7, 77
Critical thinking, 130
Critical thinking skills, 30
Cultural awareness, 132, 133
Cultural competence, 133–134
Cultural immersion and excursions, 34–35
Cultural intelligence, 25, 31
Cultural sensitivity, 30
Cultural-based learning, 60, 69
Curfew, 19
Curriculum, 4, 14
De Montfort University (DMU), 117
Dearing Report, 115
Demonstration, 154
Didactic design, 107
Discipline based curriculum, 115
Discipline-specific experiences, 41
Discomfort, 69
Discursive layer, 85–86
Diversity, 5
Document analysis, 15, 17–19
Education, 4, 76
Education community, 79
Education for Sustainable Development (ESD), 115
Educational approach, 144
Educational design research, 108
Effective reflection, 131
Emotions, 69
Empathy, 63, 129, 132, 136
Energy optimization, 100
Equity, 5
Ethics, 5
European Observatory on Service Learning in Higher Education (EOSLHE), 114, 118–119
Experience, 128
Experiential education theory, 30
Experiential learning, 61, 66, 128
Experimental learning, 134
Expertise, 65
Extra-curricular activities, 13
Faculty development, 144
Fall 2019, 15
  extracts of instructors mapped courses to LiWC in, 18
Field experience, 136
Field placements, supplement, 136–137
Field-education, 13
First-year students, 145, 146
Food insecurity, 60
Framework, 124–125
  for community walking survey, 35
  ISL, 34
  service learning, 8, 144, 148
General education, 17–20, 146–147
General reading strategies, 150
Georgia Learning Outcomes of Students Who Study Abroad Project (GLOSSARI Project), 26
Global citizenship, 25–26, 31
  insights, 41
  pathway to, 29
Global competence, 25
Global competitiveness, 24
Global cooperation, 24
Global engagement, 27
Globalization, 4, 25–27
Good design practice, 25
Google Search, 15
Grahamstown, 86

Hands-on learning, 128
Health and Life Sciences (HLS), 119
“Hidden” service-learning, 117
High-impact learning practices, 146–147
Higher Education (HE), 4–6, 8, 14
in UK, 61
Higher education institutions (HEIs), 13–14, 96–97, 113
Higher education service-learning best practices in higher education service-learning implementation, 134
c-co-curricular, 139
community benefits, 133–134
experimental learning, 134
identifying community needs, 138–139
impact, 129
implementation scenarios, 136
joining partner events, 138
service-learning implementation process and procedures, 134–136
student benefits, 129–133
supplement field placements, 136–137
virtual service-learning, 137–138
Host-country teacher impact assessment, 44–46

Immersion, 132
Immersive in-country service-learning experience, 28
In-class academic coursework, 34
Income inequality, 60
Individual development, 105
Individual dimension, 87
Individual transformation, 78
Information access, 146
Information literacy, 9, 150
Inquiry process, 4
Institutionalization, 7, 103, 107, 109
Institutionalization stage, 103
Instructional approach, 50
Instructors, 152
Integrated approach accredited community-based learning at Wolve rhampton, 61–63

co-production and social pedagogy enhance service learning, 67–69
current context, current concerns, 64–65
knowledge, 65–66
service-learning framework, 60–61
theoretical debates, 65
Integrative curriculum, 128
Inter-professional environment, 31
Intercultural competence, 25
Intercultural competence development, 131–133
Interdisciplinary approach, 31
Interdisciplinary learning, 29–30
International service learning (ISL), 6, 30, 34
all students on board construction project, 36–38
awareness, 31–34
case study, 31
cultural immersion and excursions, 34–35
in-class teaching, 35–36
participation, 34
responsibility, 38
Internships, 13
Interpersonal skills, 30, 61

JMS3 program, 77–78
2019 cycle of JMS3 service-learning course, 79–80
Joining partner events, 138
Journalism and Media Studies (JMS), 7
Journalism education, 76–77

Knowledge, 66, 128
Knowledge Exchange Framework (KEF), 118
Knowledge of the powerful, 66
Kolb’s model, 134

Language, 5, 7, 17, 19, 21, 25, 57, 101, 114, 117, 132, 138–139
Leadership, 25
Learning, 69
assessing, 154
in service activities, 154
Learning communities, 149
Learning in Workplace and Community (LiWC), 5, 14–15
Lebanon, 5, 14
Likert scale, 40, 42
Literacy, 50
Literacy skills, 144
Lockdown, 19

Mass media dimension, 88–89
Media, 151
Millennial generation, 25
Mix-methods research, 6
assessment, 24
Mixed methods approach, 15
Module assessment, 122
Multi-dimensional course assessment, 39–40
Multi-disciplined international service learning, 27–29
360 Global Ed model
assessment results and observations, 39
catalog description, 50–55
constructivism, 29
host-country teacher impact assessment, 44–46
illustrative syllabus, 50
interdisciplinary learning, 29–30
international service-learning case study, 31–39
post-survey results, 40–42
role of globalization, 25–27
self-ratings in series of question, 42–43
service learning, 30
student reflections, 43–44
theoretical underpinnings, 29
transformational leadership, 30
unintended impacts, 46
walking survey, 56–58
Mutual benefit, achieving, 121–122

National Academy of Engineering (NAE), 24
National Strategy for Tertiary Education, 102
News, 151
NextGen generation, 29
Not-for-profit organization, 61
Note-taking strategies, 150

One-size-fits-all approach, 97
Online learning, 4
Open-access university, 146
Open-ended questions, 44
Organizational dimension, 87–88

Pandemic, 4–5, 15–20, 21, 24, 60, 64, 66
Participation, 34
Participatory approaches, 76
Partners, 100
Pedagogical approach, 4, 14, 128
Pedagogical practice, service-learning as, 121
Pedagogy, 4, 6, 62, 68, 69–70, 131–132
Personal growth, 41
Phoenicia University (PU), 14
Photovoice, 138
Physical distancing, 19
Policy, 67, 70, 116–117, 120, 155
Popular reading, 148
Positive design approach, 108
Post-COV ID-19 pandemic, 13, 15
Post-trip assessment, 40
Powerful knowledge, 66, 68–69
“PR Concept”, 100
Practice-based learning, 13
Practices of global citizenship, 28
Practicums, 13
Pre-planned readings, 150
Pre-trip classroom, 31
Problem resolutions, 134
Problem-solving abilities, 130
Profession validation, 130
Professional programs of study, 136
Professionalization of journalism, 76
Project artifacts, 154
Project management, 61
Psycho-biology of sexuality, 104
Public education, 85
Public good, 76–79, 82
Public policy, 120, 148

Qualitative analysis of official documents, 99, 102–103
Quality building, 103
Quantitative data analysis
document analysis, 17–19
interest over time, 16–17

Reading choice, 149–150
Reading in service, 144–145, 146–147
action, reflection, and demonstration, 153–154
Subject Index

assessing learning, 154
first implementation of, 147–148
need for college reading support, 145–146
preparation, planning, and reading, 152
preparing to teach, 149–150
reading in service, as educational approach, 148–149
reading in service of investigation, 150–152
service learning stages and reading support, 150
Reading instruction, 144–146, 150, 155
college, 143
explicit, 9
in service-learning framework, 8
Reading logs, 151
Reading remediation, 147
Reading strategies, 9, 146, 148, 150–151
Reading support, 144, 145–146, 149, 150
Real-world learning activities, 114
Reciprocity, 61, 63
Reflection, 38–39, 128
activities, 13
log, 5
Reflective activities, 4
Reflective learning, 115
Reflective practice, 130–131
Research Excellence Framework (REF), 117–118
Respect, reciprocity, relevance and reflection (4 R’s framework), 4
Responsibility, 38–39
School of Journalism and Media Studies (JMS), 77
Science, Technology, Engineering, and Math (STEM), 24, 26
Self-empowerment, 87
Self-evaluation, 130
Self-ratings in series of question, 42–43
Service-learning (SL), 4–7, 30, 60–61, 77–78, 96, 113–114, 143
5Ws of, 13–14
achieving mutual benefit, 121–122
assessing community activity, 122–123
differing levels of service-learning adoption, 119–121
engaging with, 80
LiWC, 14–15
methodology, 15–16
quantitative data analysis, 16–19
service-learning as pedagogical practice, 121
service-learning from students’ perspective, 82–84
survey findings, 119
from teachers’ and community partners’ perspectives, 80–82
in UK context, 114–117
uncovered practice and prospects for adoption, 123–124
uncovering service-learning at UK University, 117–119
Service-learning experiences, 128, 136
best practices in higher education
service-learning implementation, 134–139
higher education service-learning impact, 129–134
Service-learning implementation best practices in higher education, 134
process and procedures, 134–136
Service-learning in Higher Education (SLIHE), 97
Babes-Bolyai University, Romania, 101–102
case studies, 97
characteristics of service learning, 96–97
comparison of different conceptualizations, 105–107
examples of courses with SL components, 99–101, 103–105
qualitative analysis of official documents, 99, 102–103
recommendations, 107–109
university for continuing education, Austria, 98–99
Site report, 121
Social agents, 12
Social change, 5, 60, 68, 76
Social dimension, 65
Social geographers, 101
Social intelligence, 31
Social justice-oriented approach, 4
<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social layer</td>
<td>86</td>
</tr>
<tr>
<td>Social location of service-learning course</td>
<td>77</td>
</tr>
<tr>
<td>Social media</td>
<td>151</td>
</tr>
<tr>
<td>Social mobility</td>
<td>144</td>
</tr>
<tr>
<td>Social need</td>
<td>7</td>
</tr>
<tr>
<td>Social pedagogy</td>
<td>60, 67–69</td>
</tr>
<tr>
<td>Social practice</td>
<td>76</td>
</tr>
<tr>
<td>Social responsibility</td>
<td>102</td>
</tr>
<tr>
<td>Social science curriculum</td>
<td>61</td>
</tr>
<tr>
<td>Solidarity</td>
<td>97</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>15</td>
</tr>
<tr>
<td>Student benefits</td>
<td>129</td>
</tr>
<tr>
<td>application of higher-level thinking skills</td>
<td>130–131</td>
</tr>
<tr>
<td>cultural awareness</td>
<td>133</td>
</tr>
<tr>
<td>intercultural competence development</td>
<td>131–133</td>
</tr>
<tr>
<td>personal development</td>
<td>129</td>
</tr>
<tr>
<td>profession/career validation</td>
<td>130</td>
</tr>
<tr>
<td>Student Link (see Community Link initiative)</td>
<td></td>
</tr>
<tr>
<td>Students’ leadership development</td>
<td>130</td>
</tr>
<tr>
<td>Students’ perspective, service-learning from</td>
<td>82–84</td>
</tr>
<tr>
<td>Supplement field placements</td>
<td>136–137</td>
</tr>
<tr>
<td>Sustained institutionalization</td>
<td>103</td>
</tr>
<tr>
<td>Systemic transformation</td>
<td>78</td>
</tr>
<tr>
<td>T-student approach</td>
<td>29, 31</td>
</tr>
<tr>
<td>Teachers’ perspectives, service-learning from</td>
<td>80–82</td>
</tr>
<tr>
<td>Teaching Excellence Framework (TEF)</td>
<td>118</td>
</tr>
<tr>
<td>Teaching reading</td>
<td>146–147</td>
</tr>
<tr>
<td>Teamwork</td>
<td>41</td>
</tr>
<tr>
<td>Technical rationality</td>
<td>65</td>
</tr>
<tr>
<td>Technical skills</td>
<td>154</td>
</tr>
<tr>
<td>Technological layer</td>
<td>84–85</td>
</tr>
<tr>
<td>Technology-based concerns</td>
<td>25</td>
</tr>
<tr>
<td>360 Degree Model for Educating Socially Responsible Global Citizens</td>
<td>6, 24, 27–29, 31, 40, 43–44</td>
</tr>
<tr>
<td>360 Global Ed model</td>
<td></td>
</tr>
<tr>
<td>Trade publications</td>
<td>151</td>
</tr>
<tr>
<td>Traditional education models</td>
<td>30</td>
</tr>
<tr>
<td>Transformational leadership</td>
<td>30</td>
</tr>
<tr>
<td>Transformational learning</td>
<td>128</td>
</tr>
<tr>
<td>Transformative instructional approach</td>
<td>27</td>
</tr>
<tr>
<td>Transformative interdisciplinary learning</td>
<td>28</td>
</tr>
<tr>
<td>Triangle model</td>
<td>134</td>
</tr>
<tr>
<td>“Triangle of knowledge”</td>
<td>102</td>
</tr>
<tr>
<td>Triangulation</td>
<td>15</td>
</tr>
<tr>
<td>Uncovering service-learning at UK University</td>
<td>117–119</td>
</tr>
<tr>
<td>United Kingdom (UK)</td>
<td>8</td>
</tr>
<tr>
<td>current UK practice</td>
<td>115–117</td>
</tr>
<tr>
<td>emerging practice in</td>
<td>114</td>
</tr>
<tr>
<td>“hidden” service-learning</td>
<td>117</td>
</tr>
<tr>
<td>service-learning in</td>
<td>114</td>
</tr>
<tr>
<td>UK policy and sectoral influences</td>
<td>115</td>
</tr>
<tr>
<td>uncovering service-learning at UK University</td>
<td>117–119</td>
</tr>
<tr>
<td>United Nations Sustainable Development Goals (UN SDGs)</td>
<td>118</td>
</tr>
<tr>
<td>United States (US)</td>
<td>114</td>
</tr>
<tr>
<td>Universitatea Babes-Bolyai (UBB)</td>
<td>101–102</td>
</tr>
<tr>
<td>University for continuing education</td>
<td>98–99</td>
</tr>
<tr>
<td>University for Continuing Education Krems (UWK)</td>
<td>98</td>
</tr>
<tr>
<td>University Learning Outcomes (ULO)</td>
<td>31–34</td>
</tr>
<tr>
<td>University-based practices</td>
<td>97</td>
</tr>
<tr>
<td>University/universities</td>
<td>12, 19, 64, 96–97</td>
</tr>
<tr>
<td>Vice Chancellor (VC)</td>
<td>77</td>
</tr>
<tr>
<td>Village Network framework</td>
<td>50</td>
</tr>
<tr>
<td>Virtual service-learning</td>
<td>137–138</td>
</tr>
<tr>
<td>Volunteering in Community (ViC)</td>
<td>61</td>
</tr>
<tr>
<td>Vygotsky’s framework</td>
<td>129</td>
</tr>
<tr>
<td>Walking survey</td>
<td>56</td>
</tr>
<tr>
<td>Corozal/Chan Chen Walking Survey</td>
<td>56</td>
</tr>
<tr>
<td>observations</td>
<td>56–58</td>
</tr>
<tr>
<td>Websites</td>
<td>151</td>
</tr>
<tr>
<td>What, Why, When, Where, and How (5Ws)</td>
<td>13</td>
</tr>
<tr>
<td>of service-learning</td>
<td>13–14</td>
</tr>
<tr>
<td>Wicked problems</td>
<td>64</td>
</tr>
</tbody>
</table>