

Critical Service-Learning: Learning Through Experience to Advance Teacher Education

Journal of Experiential Education
2019, Vol. 42(1) 65–78
© The Authors 2018
Article reuse guidelines:
sagepub.com/journals-permissions
DOI: 10.1177/1053825918820662
journals.sagepub.com/home/jee



Alan Tinkler¹, Barri Tinkler¹, Cynthia Reyes¹,
and Suzanna Elkin¹

Abstract

Background: The ability to effectively teach culturally and linguistically diverse students is critically important. Research has shown that providing teacher candidates educative experiences through critical service-learning can better prepare future teachers and can foster a social justice stance. **Purpose:** This study examines teacher candidates' perceptions of a critical service-learning experience in a literacy methods course where participants worked in community settings to support English language learners. **Methodology/Approach:** Using an interpretative framework, the authors collected and analyzed data from 18 participants including reflection portfolios, questionnaires, and interviews. **Findings/Conclusions:** This study found that the critical service-learning experience (a) cultivated an understanding of the identities, strengths, and motivations of learners; (b) nurtured their practice; and (c) fostered their understanding of the importance of community engagement, which all contribute to a social justice perspective. **Implications:** This study demonstrates how critical service-learning enriches understanding within our communities, which allows individuals to tackle issues to advance social justice and equity.

Keywords

service-learning, teacher education, experiential education, social justice

Introduction

A social justice stance in teacher education requires attention to preparing teacher candidates to be effective teachers of all students (Adams, Bell, & Griffin, 2007). This

¹The University of Vermont, Burlington, USA

Corresponding Author:

Alan Tinkler, Associate Professor, The University of Vermont, 85 South Prospect Street, Burlington, VT 05405, USA.

Email: alan.tinkler@uvm.edu

preparation includes supporting the development of knowledge and skills for working with diverse learners (Nieto, 2013) as well as helping teacher candidates recognize how power and privilege affect educational opportunity (Gorski, 2009). This stance is all the more important given the increasing diversity of students in U.S. schools. Yearly reports from the U.S. Department of Education's National Center for Education Statistics (NCES; McFarland et al., 2017) show that the percentage of K-12 students identified as English language learners (ELLs) continues to increase. Because of this trend, teacher education programs need to prepare future teachers who are able to support the growth and development of ELLs. One way to do this is to provide strategic experiences with learners that extend beyond traditional field experiences.

This increasing diversity coincides with an increased focus on clinical experiences in teacher education (American Association of Colleges of Teacher Education [AACTE], 2018). Clinical experiences typically include field placements in K-12 settings and culminate in a student teaching semester where teacher candidates assume the responsibilities of a full-time teacher for a period of time (AACTE, 2018). Although additional clinical experiences can support the development of professional dispositions and skills, which include the ability to make instructional decisions in action, the experience is not guaranteed to be educative because "where they observe and practice can be limited and static" (Glazier, Bolick, & Stutts, 2017, p. 233). In addition, if the schools where teacher candidates are placed are lacking in student diversity, teacher candidates may have limited opportunities to learn how to educate youth who are culturally and linguistically different from themselves (Meaney, Bohler, Kopf, Hernandez, & Scott, 2008). Community-based service-learning experiences offer an opportunity to expand the domains of practice across the community where teacher candidates have the opportunity to engage with diverse youth in non-traditional settings (Barnes, 2016).

To satisfy the need for additional clinical experiences, particularly those that support knowledge and understanding of working with ELLs, our secondary education program embedded three required service-learning experiences across the preparation sequence to supplement the more traditional practica and student teaching placements that are required for the program. Because there is limited capacity for placements in local schools that have diverse populations, the service-learning experiences were designed to provide opportunities to work directly with ELLs. Our faculty recognize that understanding effective practices for diverse learners cannot be gained through readings and course study alone because this kind of learning requires direct interaction with learners that is supported through structured dialogue and reflection.

This study examines the service-learning experience in a literacy methods course, a required course in the licensure sequence. Most often, the course is taken during the junior year, and it is usually the course that directly precedes student teaching. This course strategically highlights critical communication and literacy skills as part of the development of effective practice. As part of the course, teacher candidates are placed at one of three community sites to provide weekly academic support. Prior to the addition of the service-learning experience, the course focused on literacy strategies across the curriculum. With the added clinical component, teacher candidates now have an

opportunity to practice literacy strategies while supporting community partners that have academic support programs in place for community teens. The majority of the teens are ELLs because the community centers serve a number of refugee families.

To examine the impact of this experience, we developed a qualitative study with the following central research question:

Research Question 1: How do secondary teacher candidates perceive their service-learning experience?

In particular, we wanted to examine their perceptions as it relates to their developing practice around the use of literacy strategies with diverse learners because we wanted to understand whether candidates are prepared to support the learning of a diverse student population.

Review of Literature

When Dewey (1938/1997) frames an educative experience in *Experience and Education*, he argues for intentionality and action: “Unless experience is so conceived that the result is a plan for deciding upon subject-matter, upon methods of instruction and discipline, and upon material equipment and social organization of the school, it is wholly in the air” (p. 28). Intentionally constructed experiences, in other words, are generative experiences that foster explicit and, for Dewey, progressive outcomes. Dewey (1899), in fact, recognized the importance of framing education to meet the needs of “the new society” (p. 16), a society from Dewey’s perspective that is informed by his work in Chicago with Jane Addams and his experiences at Hull House. Dewey (1903), in *Ethical Principles Underlying Education*, articulated that it is crucial to engage in critical inquiry around practice: “To understand what the school is actually doing, to discover defects in practice, and to form plans for its progress means to have a clear conception of what society requires and of the relation of the school to these requirements” (p. 13). Pedagogy matters, for Dewey, and pedagogy has ethical implications.

Pedagogy also matters for Freire (1970) who argued that dialogic pedagogy can foster change. The goal, for Freire, is liberation, which, for Freire, is the “human process of achieving freedom” (p. 49). For social justice advocates like Giroux (2011), “critical pedagogy becomes a project that stresses the need for teachers and students to actively transform knowledge rather than simply consume it” (p. 7). This aligns nicely with how Carver (1996) thinks about experiential education, which is education that “makes a conscious application of the students’ experiences by integrating them into the curriculum” (p. 9). For Carver, experiential education “promotes the development of student agency” (p. 11), an agency that is attentive to responsibility. Regarding agency and action, Eyler (2009) closes the loop by reminding us that “[e]xperiential education blurs the line between theory and practice; theory lacks meaning outside of practice” (p. 28). Being attentive to responsibility in theory means being attentive to justice in action.

In the field of service-learning, this focus on intentions has led to distinctions between different types of service-learning (Porfilio & Hickman, 2011). Butin (2007) made the argument for “justice learning,” which Butin notes “lies at the intersection of service-learning and social justice education” (p. 177). Not all service-learning, however, is based on a social justice orientation. Mitchell’s (2008) seminal work clearly articulated the differences between traditional and critical service-learning. These differences speak directly to intentions around justice. According to Mitchell (2008), “Critical service-learning programs encourage students to see themselves as agents of social change, and use the experience of service to address and respond to injustice in communities” (p. 51).

Within the field of teacher education, practitioners have explored the impact of service-learning on the preparation of future teachers (Kajner, Chovanec, Underwood, & Mian, 2013). Some teacher educators have positioned service-learning as a field experience that can add to a continuum of practica within a program (Tinkler & Tinkler, 2013) and can support social justice goals (Baldwin, Buchanan, & Rudisill, 2007). However, when considering the design of field experiences in teacher education programs, Darling-Hammond, Hammerness, Grossman, Rust, and Shulman (2005) remind us that

clinical experiences in community settings may be valuable in the preparation of teachers to work with students from diverse backgrounds . . . experienced guidance is the critical element to ensuring that such forays can support learning. Without such guidance, experiences in communities different from one’s own may actually reinforce stereotypical assumptions. (p. 418)

They emphasize the importance of critical readings and guided reflection to “make community experiences genuinely educative” (p. 418). Research shows that educative service-learning experiences in teacher education can lead to outcomes that support social justice, including expanding awareness around diversity and social justice (Baldwin et al., 2007), supporting a recognition of power and privilege (Lund & Lee, 2015), and fostering social justice beliefs (Borrero, Conner, & Mejia, 2012).

Redefining teacher education programs through service-learning extends notions around appropriate sites for professional practice (Barnes, 2016). Research shows that community-based service-learning expands the domains of practice across the community and can support the development of culturally responsive practice (Lund & Lee, 2015), greater self-efficacy for supporting diverse learners (Tice & Nelson, 2013), as well as an increased commitment to meeting the needs of all learners (Chang, Anagnostopoulos, & Omae, 2011).

In addition to improving the practices of teacher candidates, community-based service-learning can also benefit the community (Hildenbrand & Schultz, 2015). This is important because implementing critical service-learning that strives to foster a social justice stance requires a commitment to reciprocity (Mitchell, 2008). Critics like Apple remind us of the importance of engaging the community. Apple (2006) argues that “we need to find ways of connecting our educational efforts to local communities,

especially those members of these communities with less power” (pp. 247-248). In many ways, the commitment to critical dialogue, a concept central to the work of Freire (1970), empowers marginalized students and families. For thinkers like Stoecker and Tryon (2009), who write about service-learning with careful attention to community partner voice, it is important to remember that service-learning should be viewed as “a dialectical organizational process” which “means seeing it not as a simple linear cause-and-effect process, but as a feedback process” (p. 7). To value the voices of community partners is central to the service-learning paradigm executed as part of our teacher education program, which developed its partnerships through a community-based, participatory process where community voice defined strategic objectives and opportunities (Tinkler, Tinkler, Gerstl-Pepin, & Mugisha, 2014).

Method

Pedagogical Context and Participants

This study examines teacher candidates’ perceptions of the service-learning experience in a literacy methods course, a required junior-level course in the secondary education program at the University of Vermont. The course, which employs critical pedagogy (Giroux, 2011), focuses on three themes: (a) Literacies have consequences, which emphasizes the power and privilege endemic within literacy practices (Nieto, 2013); (b) we are our words and our stories, which acknowledges the cultural context of our experiences (Freire & Macedo, 2005); and (c) educators must teach how to learn, which promotes the practice of teaching through modeling and meaningful feedback (Grossman, Hammerness, & McDonald, 2009). All these themes work to support a social justice perspective around literacy practices. The course readings, including readings around critical race theory (Delgado & Stefancic, 2012) and teaching for social justice (Adams et al., 2007), are selected to prompt teacher candidates to think about their positionality with regard to literacy practices, particularly the manner in which practices may invite or welcome students to participate or may exclude students by marginalizing them.

The service-learning component of the course offers teacher candidates the opportunity to practice their developing understanding of literacy strategies at one of three community centers where they provide weekly academic support. Each of the centers works with local youth who have relocated to the area through refugee resettlement, and these sites are selected based on their commitment to an assets-based approach to working with community youth. The three centers are all located within close proximity to the university. Although each of the centers offers a range of programming for youth, the teacher candidates provided drop-in tutoring to middle and high school-aged youth. The tutoring support focused on homework help as well as assistance with college applications and job application materials. During each class session, the course instructor engages candidates in dialogue to support connections between course content and their experiences at their service-learning sites. These dialogues push the teacher candidates to interrogate their perceptions and rebuild new ways of thinking about education and diverse youth.

The participants of this study are 18 candidates who completed the course during the spring semester. The course was visibly lacking diversity with only one candidate of color, and virtually all the candidates, even those on financial aid, identified themselves as middle class. This reflects the general student population of the university as a whole. All the candidates were secondary education majors except for one candidate who intended to apply to the program in the fall. The candidates were briefed on the study by the second author who shared the research protocols and reviewed the institutional review board (IRB)-approved research consent form (this study was approved by the IRB at the University of Vermont). All but one candidate agreed to participate in the study ($n = 18$); 14 of the participants identified as female and four as male. All the candidates were either juniors or seniors.

To make connections between course content and the service experience, 12 structured reflection activities were completed over the course of the semester. Some prompts asked about strategies for preparing for new experiences (because few of the candidates had worked in any of the community centers), whereas others asked about supporting transformative pedagogy. The reflection activities were iterative over the course of the semester to take advantage of learning opportunities. One reflection activity, for instance, asked the teacher candidates to reflect on truancy because a local advocate wrote about truancy in the local paper, which argued for systemic awareness of the problem of truancy (instead of the current system, which tends to blame the truant student and his or her families). The final reflection was a plus/delta analysis where candidates reflected on what went well and changes (delta) that they would suggest for future offerings of the course.

Data Collection and Analysis

We approached this study from an interpretive framework because “[t]eacher educators have drawn on interpretive research to answer questions about how teacher candidates make sense of learning to teach and manage the complexities of teaching and learning” (Borko, Liston, & Whitcomb, 2007, p. 5). We used several data sources to triangulate the data (Patton, 2001). In addition to the reflection portfolios ($n = 18$), the second author completed observation notes during the culminating service-learning reflection discussion. Because the reflection portfolios included handwritten entries, they were transcribed verbatim to a text document. We administered an anonymous questionnaire ($n = 18$) with open-ended response items. The questions focused on the learning through the course, including attention to enhancing understanding about ELLs, and the effectiveness of the service-learning with an opportunity to share ways to enhance the experience. Finally, we analyzed course materials such as the syllabus and assignment guidelines.

The analysis of the data was an open-coding process (Benaquisto, 2008) completed by the first and second authors. Initially, the reflection portfolios, responses to the questionnaires, observation notes, and course materials were coded line-by-line. At this point, tentative themes were established based on codes that appeared consistently across the data from across the three placement sites. There were not any themes that

emerged that were specific to one site. Following this initial analysis, we identified six participants to interview using a purposeful sample that sought for maximum variation (Suri, 2011) representing all three placement sites and all the secondary content areas represented in the program. The interviews were developed to confirm/disconfirm tentative findings and were conducted by the fourth author. After the interviews were transcribed verbatim, they were coded using a similar process as described above. Axial coding (Charmaz, 2006) was then employed to identify the broad themes presented in the following section.

Results

The results inform our understanding of the ways teacher candidates perceived their service-learning experience and their perceptions about their developing practice around working with diverse learners. The study found that the candidates recognized that the service-learning experience (a) cultivated an understanding of the identities, strengths, and motivations of learners needed to build relationships; (b) nurtured their practice; and (c) fostered their understanding of the importance of community engagement. Taken together, these themes demonstrate an alignment with the aims of critical service-learning (Mitchell, 2008).

Although the reflections written throughout the semester reflected challenges that candidates grappled with (these challenges are described within each of the themes presented below), the reflections, questionnaires, and interviews articulated a recognition of what candidates gained from the experience. All the candidates described clear learning gains. The only critique voiced by some teacher candidates was that the flow of students could be inconsistent (this was periodically a challenge across all three sites), so there were some weeks where their interactions with learners were limited. However, given that one of the goals of critical service-learning is reciprocity (Mitchell, 2008), our focus is on supporting capacity for the community centers, which means there will periodically be some down time for teacher candidates.

Cultivating Understanding and Relationships

The data demonstrate that the service-learning experience cultivated an understanding of the identities, strengths, and motivations of learners. One teacher candidate shared that they “learned the importance of motivation and developing relationships with students.” These relationships allowed for a sharing of goals and aspirations. One student wrote about how “ELL students have high aspirations and goals” and that they enjoyed sharing their dreams. Given that many of the community youth are first-generation college students, this offered the teacher candidates a chance to be advocates for those youth interested in attending college. It also gave them a chance to engage with youth in a number of ways, including providing supports for work that was not specifically related to a class. In fact, one teacher candidate discussed working with an ELL student on his college application “which gave us the chance to talk about his goals for the future.”

In addition to sharing goals and aspirations, the experience allowed teacher candidates to learn about challenges related to being new to a country and living on limited resources. One teacher candidate shared that they “bonded with one of [their] students and he freely shared about the challenges of being in America.” This understanding, one teacher candidate noted, “helped shape [their] understanding of literacy over the course of the semester.” Another teacher candidate shared their appreciation for a student’s work ethic: “He was diligent, thoughtful, and much more dedicated than most [students] I’ve seen.” The recognition of student effort supported the teacher candidates in forming bonds.

As part of forming empathetic bonds and relationships with community youth, teacher candidates articulated their developing understanding of student strengths even if, at times, there were traces of deficit framing. For example, one teacher candidate stated, “English language learners know a lot more than you may think. It’s just getting through the language barrier that’s hard.” Teacher candidates learned that one way to focus on strengths was to have “students talk about their interests and what they like to do outside of school.” More than one teacher candidate mentioned the importance of listening: “Half the battle it seems is listening and if we managed that right away and learned where they were all coming from it might help.” These initial social interactions motivated teacher candidates to become more aware of who their ELL students were in more humane ways beyond what they might have learned from course readings alone.

By cultivating relationships, teacher candidates recognized that they were learning “about my students, their backgrounds, and what seems to help them.” This attentiveness to relationships allowed teacher candidates to frame their practice with students in mind, and it offered them a more robust understanding of the community context. Although traditional practica have the possibility to support these outcomes, the focus tends to be on classroom management and effective whole-class instruction rather than the unique needs of individual learners (Lawrence & Butler, 2010).

Nurturing Practice

In addition to discerning the importance of relationships, teacher candidates also recognized the different ways that the experience nurtured their developing practice. For one teacher candidate, they affirmed that “You don’t fully learn something until you have a chance to utilize and experience it in a real-life situation.” Those situations allowed candidates to work directly with diverse youth, which would not have been possible for all the candidates in a traditional practicum. These experiences also provided candidates with rather honest and direct feedback: “Working with students has also given me more confidence as an educator, because many of the students are not afraid to give direct feedback as to if they are still confused or something is not working.”

This direct experience also afforded teacher candidates an opportunity to think about both disciplinary skill development and English proficiency development. In one case, a teacher candidate with a background in math showcased the balance: “A

student clearly had high-level math skills, but they had trouble interpreting the English instructions, so I learned to help guide him in English without downplaying his success in math.” This was an important reminder that disciplinary skill and expertise is independent from English proficiency, which generally correlates to time spent learning English. One teacher candidate noted that the experience allowed them “to observe first-hand the difficulties and trouble that students can have in traditional literacy, and then see their individual strengths in other forms of literacy.” Teacher candidates also referenced the importance of relevancy in relation to student work with one teacher candidate sharing, “I would often hear her complain about the relevancy of her work.” This observation allowed teacher candidates to value student interest and realize that learning the language is only one goal; it is equally important to support and nurture curiosity across areas of interest.

Given that a goal of the course is to develop strategies to support improved literacy, it comes as no surprise that teacher candidates referenced practice associated with the strategies outlined during the course. One teacher candidate noted that it was “beneficial to work with students using literacy skills we learned about and talked about in class.” Another teacher candidate framed this practice through the lens of experiential education:

Far too often, lectures are the go to method of presenting materials to students. Slightly more often, we give students the opportunity to actually visualize what we mean. Rarely though, do we give students the opportunity to practice what we teach. This practice is essential to understanding because it gives students first-hand experience that they can look back on, rather than trying to recall what their teacher said in a lecture.

By testing strategies, teacher candidates were able to assess what strategies worked in different situations: “It was nice to be able to practice ways of explaining that reaches students and get rid of the ways that don’t.” Another teacher candidate wrote about how the service-learning experience allowed them to “practice and ‘perfect’ strategies that I have learned in class and hopefully incorporate them into a full classroom.”

When considering practice, teacher candidates highlighted how the service-learning experience helped them understand differences between learners and what that means for their future practice. This is one of the ways that service-learning experiences can be different from traditional practica—this potential to focus on one learner at a time and understand that individual’s needs in depth. One teacher candidate offered a cogent argument for differentiated instruction that is mindful of engagement: “If instruction is not differentiated for ELL students they can often feel discouraged and disengage from their education.” Another teacher candidate expressed appreciation for working one-on-one with students because it gave them “a whole new perspective on what challenges/opportunities a teacher has when working with a whole classroom of students.” This idea of working with individuals versus working with an entire class resonated for another teacher candidate: “As a teacher in a classroom with twenty or more students, it must be really difficult to ensure everyone who needs extra help gets it.”

Teacher candidates were challenged, as well: “I learned how to reach a struggling student and how to deal with students even when you’re frustrated.” Teacher candidates also recognized aspects of practice that were effective, with one teacher candidate sharing that they realized the “[i]mportance of being clear and patient—one girl said that was why she came specifically to work with me.” Another teacher candidate grappled with the balance between providing answers and supporting learning: “I got better at asking probing questions instead of giving answers.” Of course, the teacher candidates also faced challenges that allowed them, from the perspective of one teacher candidate, “to develop good reactions and problem solving skills.”

The feedback was also peer-to-peer because teacher candidates worked in cohorts at the community partner sites, allowing them to be part of an active learning community: “Support from having other classmates at the site with me—I couldn’t have done it without them.” The feedback provided by peers allowed teacher candidates to adapt their practice: “I learned to rephrase and breakdown what I was saying instead of getting frustrated.”

By engaging in conversations at community centers, teacher candidates were able to foster an understanding of the importance of different learning environments, specifically the way different community youth felt comfortable in different spaces. More than one teacher candidate articulated a feeling like this one, regarding the way community youth felt comfortable in the community center as an “environment where a student is free to question and explore ideas presented in the classroom without worry of humiliation.” This candidate continued by arguing that “[e]ffective learning environments should also engage student interest and be centered around the student with increased knowledge and success the ultimate goal.” This awareness of learning environments across the community has implications for these future teachers’ practice.

Affirming Community Engagement

Teacher candidates were impressed with the work done at the community centers, and they showed an appreciation for community-engaged practice with one teacher candidate explicitly stating, “It’s been interesting to learn how different community supports work to engage students.” Another candidate shared in a reflection: “The community dynamics are rich, and students will realize that there are many aspects of their community they may never have explored before.” This attentiveness to community-based experiences also adds to teacher candidates understanding of expanded learning opportunities, as each community center had additional youth programming in addition to sessions for academic support. One teacher candidate explicitly shaped a reflection to include community centers as future resources that they would keep in mind “to support my future students.” Many teacher candidates reflected on the way in which their community center worked to engage students, with one candidate sharing,

The [community center] does an excellent job with providing students outlets. Not only are there extensive networks in place for students to seek help, but they have a wide variety of activities to choose from like working on hw [homework] or playing basketball.

This candidate was struck by how community partners and teacher candidates were both thinking about the importance of meaningful engagement across multiple domains.

The affirmation of community-engaged work also resonated across personal reflections. Candidates made connections between community-engaged practices and disciplinary knowledge and understanding, with one candidate noting that experiential education “gets students thinking of classroom material outside of the classroom setting, which gives students a more flexible understanding of the material and how it can be used.” Another candidate recognized that “service-learning gives students the opportunity to further develop their skills within their own community.” This commitment to community-engaged learning that develops skills and dispositions is central to educating youth in the community, as meaningful education happens across the community not simply in schools.

The work in the community also allowed teacher candidates to become more informed about the perception of the schools from different perspectives. Because parents were welcome in most of the community partner spaces and these spaces had programming that supported families, teacher candidates shared how these interactions informed their thinking. Not only did their interactions with parents inform their understanding of parent’s perceptions of educational systems, the experience also shored up teacher candidates’ understanding around student aspirations and readiness, particularly for postsecondary opportunities.

Conclusion

Critical service-learning enriches understanding within our communities, which allows individuals to tackle issues to advance social justice and equity. For the teacher candidates in this study, service-learning offered them a chance to cultivate an understanding of the linguistic needs, identities, strengths, and motivations of diverse learners needed to build relationships, nurture their practice, and foster their understanding of the importance of community engagement. As found by Noel (2010), there is often a disconnect between schools and the communities in which they are situated, a disconnect that can deepen inequality. Through critical service-learning, teacher candidates gain a view into the complexity of the community and develop strategies to bridge students’ worlds (Baldwin et al., 2007). With regard to literacy, the community space becomes a site for understanding the multiple literacies that students interact with on a daily basis that affect their engagement and achievement. And, for ELLs, this is particularly important because these literacies are often outside their sphere of prior experience.

Dewey (1899) and Freire (1970) similarly understood the importance of community space because it is through a dialectic of context and action that justice becomes possible. For both, experiential education is a pedagogy of action, which makes it well suited to interrupt inequity and to advance justice. Justice is about knowing—knowing community—knowing context. Justice is about acting—acting within community—acting within context. Critical service-learning is about knowing community and acting within community. Critical service-learning is about realizing that understanding inequity is not enough. Critical service-learning is about interrupting inequity.

Declaration of Conflicting Interests

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding

The author(s) received no financial support for the research, authorship, and/or publication of this article.

References

- Adams, M., Bell, L., & Griffin, P. (Eds.). (2007). *Teaching for diversity and social justice* (2nd ed.). New York, NY: Routledge.
- American Association of Colleges of Teacher Education. (2018). *A pivot toward clinical practice, its lexicon, and the renewal of educator preparation: A report of the AACTE Clinical Practice Commission*. Washington, DC: Author.
- Apple, M. (2006). *Education the "right" way: Markets, standards, God, and inequality* (2nd ed.). New York, NY: Routledge.
- Baldwin, S. C., Buchanan, A. M., & Rudisill, M. E. (2007). What teacher candidates learned about diversity, social justice, and themselves from service-learning experiences. *Journal of Teacher Education, 58*, 315-327. doi:10.1177/00224871073305259
- Barnes, M. E. (2016). The student as teacher educator in service-learning. *Journal of Experiential Education, 39*, 238-253. doi:10.1177/1053825916643831
- Benaquisto, L. (2008). Open coding. In L. Given (Ed.), *The SAGE encyclopedia of qualitative research methods* (Vol. 2, pp. 582-583). Thousand Oaks, CA: Sage.
- Borko, H., Liston, D., & Whitcomb, J. A. (2007). Genres of empirical research in teacher education. *Journal of Teacher Education, 58*, 3-11. doi:10.1177/0022487106296220
- Borrero, N., Conner, J., & Mejia, A. (2012). Promoting social justice through service-learning in urban teacher education: The role of student voice. *Partnerships: A Journal of Service-Learning and Civic Engagement, 3*(1), 1-24.
- Butin, D. W. (2007). Justice-learning: Service-learning as justice-oriented education. *Equity & Excellence in Education, 40*, 177-183. doi:10.1080/10665680701246492
- Carver, R. (1996). Theory for practice: A framework for thinking about experiential education. *The Journal of Experiential Education, 19*, 8-13. doi:10.1177/105382599601900102
- Chang, S. P., Anagnostopoulos, D., & Omae, H. (2011). The multidimensionality of multicultural service learning: The variable effects of social identity, context and pedagogy on pre-service teachers' learning. *Teaching and Teacher Education, 27*, 1078-1089. doi:10.1016/j.tate.2011.05.004
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative Analysis*. London, England: Sage.
- Darling-Hammond, L., Hammerness, K., Grossman, P., Rust, F., & Shulman, L. (2005). The design of teacher education programs. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 390-441). San Francisco, CA: Jossey-Bass.
- Delgado, R., & Stefancic, J. (2012). *Critical race theory: An introduction* (2nd ed.). New York: New York University Press.
- Dewey, J. (1899). *The school and society*. Chicago, IL: The University of Chicago Press.

- Dewey, J. (1903). *Ethical principles underlying education*. Chicago, IL: The University of Chicago Press.
- Dewey, J. (1997). *Experience and education*. New York, NY: Simon & Schuster. (Original work published 1938)
- Eyler, J. (2009). The power of experiential education. *Liberal Education*, 95(4), 24-31.
- Freire, P. (1970). *Pedagogy of the oppressed*. New York, NY: Continuum.
- Freire, P., & Macedo, D. (2005). *Literacy: Reading the word and the world*. New York, NY: Routledge.
- Giroux, H. (2011). *On critical pedagogy*. New York, NY: Continuum.
- Glazier, J., Bolick, C., & Stutts, C. (2017). Unstable ground: Unearthing the realities of experiential education in teacher education. *Journal of Experiential Education*, 40, 231-248. doi:10.1177/1053825917712734
- Gorski, P. C. (2009). What we're teaching teachers: An analysis of multicultural teacher education coursework syllabi. *Teaching and Teacher Education*, 25, 309-318. doi:10.1016/j.tate.2008.07.008
- Grossman, P., Hammerness, K., & McDonald, M. (2009). Redefining teaching, re-imagining teacher education. *Teachers and Teaching: Theory and Practice*, 15, 273-289. doi:10.1080/13540600902875340
- Hildenbrand, S. M., & Schultz, S. M. (2015). Implementing service learning in pre-service teacher coursework. *Journal of Experiential Education*, 38, 262-279. doi:10.1177/1053825915571748
- Kajner, T., Chovanec, D., Underwood, M., & Mian, A. (2013). Critical community service learning: Combining critical classroom pedagogy with activist community placements. *Michigan Journal of Community Service Learning*, 19(2), 36-49.
- Lawrence, M. N., & Butler, M. B. (2010). Becoming aware of the challenges of helping students learn: An examination of the nature of learning during a service-learning experience. *Teacher Education Quarterly*, 37, 155-175.
- Lund, D., & Lee, L. (2015). Fostering cultural humility among pre-service teachers: Connecting with children and youth of immigrant families through service-learning. *Canadian Journal of Education/Revue canadienne de l'éducation*, 38(2), 1-30. doi:10.2307/canajeducrevucan.38.2.10
- McFarland, J., Hussar, B., de Brey, C., Snyder, T., Wang, X., Wilkinson-Flicker, S., . . . Hinz, S. (2017). *The condition of education 2017* (NCES 2017-144). Washington, DC: National Center for Education Statistics, U.S. Department of Education. Retrieved from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017144>
- Meaney, K. S., Bohler, H. R., Kopf, K., Hernandez, L., & Scott, L. S. (2008). Service-learning and pre-service educators' cultural competence for teaching: An exploratory study. *Journal of Experiential Education*, 31, 189-208. doi:10.1177/105382590803100206
- Mitchell, T. D. (2008). Traditional vs. critical service-learning: Engaging the literature to differentiate two models. *Michigan Journal of Community Service Learning*, 14(2), 50-65.
- Nieto, S. (2013). Language, literacy, and culture: Aha! moments in personal and sociopolitical understanding. *Journal of Language and Literacy Education*, 9(1), 8-20.
- Noel, J. (2010). Weaving teacher education into the fabric of urban schools and communities. *Teacher Education Quarterly*, 37(3), 9-25.
- Patton, M. Q. (2001). *Qualitative evaluation and research methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Porfilio, B., & Hickman, H. (Eds.). (2011). *Critical-service learning as a revolutionary pedagogy: An international project of student agency in action*. Charlotte, NC: Information Age Publishing.

- Stoecker, R., & Tryon, E. A. (Eds.). (2009). *The unheard voices: Community organizations and service-learning*. Philadelphia, PA: Temple University Press.
- Suri, H. (2011). Purposeful sampling in qualitative research synthesis. *Qualitative Research Journal, 11*, 63-75.
- Tice, K., & Nelson, L. (2013). Toward understanding effective community field experiences. In V. M. Jagla, J. A. Erickson, & A. S. Tinkler (Eds.), *Transforming teacher education through service-learning* (pp. 73-98). Charlotte, NC: Information Age Publishing.
- Tinkler, A., & Tinkler, B. (2013). Teaching across the community: Using service-learning field experiences to develop culturally and linguistically responsive teachers. In V. M. Jagla, J. A. Erickson, & A. S. Tinkler (Eds.), *Transforming teacher education through service-learning* (pp. 99-117). Charlotte, NC: Information Age Publishing.
- Tinkler, A., Tinkler, B., Gerstl-Pepin, C., & Mugisha, V. (2014). The promise of a community-based, participatory approach to service-learning in teacher education. *Journal of Higher Education Outreach and Engagement, 18*, 209-232.

Author Biographies

Alan Tinkler, PhD, is an associate professor of Education at the University of Vermont. His research focuses on community-engaged learning, particularly engaged learning that advances the common good.

Barri Tinkler, PhD, is an associate professor of Education at the University of Vermont. Her research focuses on highlighting practices in teacher education that prepare future teachers to effectively teach diverse learners.

Cynthia Reyes, PhD, is an associate professor of Education at the University of Vermont. Her research interests include literacy education and English learners, digital storytelling, language policy, and multicultural education.

Suzanna Elkin is a doctoral candidate in educational leadership and policy studies at the University of Vermont. Her research interests lie at the intersection of education and public health, with a current focus on farm-to-school program development and evaluation.

Copyright of Journal of Experiential Education is the property of Sage Publications Inc. and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use.