

***Educating Teachers and Tomorrow's Students Through Service Learning Pedagogy.***  
**Edited by Virginia M. Jagla and Kathleen C. Tice. Charlotte, NC: Information Age Publishing. 2019. 322 Pages. ISBN # 978-1-64113-323-4 (paper) \$45.99, ISBN # 978-1-64113-324-1 (hardcover) \$85.99.**

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Teacher education programs face the challenge of preparing its candidates to be effective educators for all learners. With the nation's growing diversity in public schools, much of our work focuses on how to advance the field in a way that concurrently produces teachers who are both confident and capable of teaching and who can do so with a social justice lens. Jagla and Tice's *Educating Teachers and Tomorrow's Students Through Service Learning Pedagogy*, is designed to help teacher educators see how embedding service learning into their programs can help achieve those goals. Organized in five parts, the book is a compilation of articles originally published in [International Journal of Research on Service-Learning in Teacher Education](#), an open access journal. Its contribution to the larger conversation of how and why service learning can become a critical component of teacher education is truly rooted in its organization. Collectively readers come to learn more about the conceptual perspectives of service learning (Part I), effective teacher preparation program design and development (Part II), promoting self-efficacy in preservice teachers (Part III), the importance of community connections (Part IV), and the need for intercultural insights (Part V).

As a part of a book series, "Advances in Service-Learning" this book, like its sister texts, provides strong research using varying foci, methodologies, and frameworks while providing sufficient support for teacher preparation programs to introduce service learning to their candidates. Jagla also served as Editor on two other texts in the series: *Service-Learning Pedagogy: How Does It Measure Up?* (Jagla, Furco, & Strait, 2015) and *Transforming Teacher Education through Service-Learning* (Jagla, Erickson, & Tinkler, 2013) indicating much expertise with service learning. As the back cover articulates, "the preface and thirteen chapters together provide empirical and conceptual support for including service-learning." Each chapter uniquely and adequately adds to our understanding of the role of self-efficacy in service learning, preparing for and organizing service learning opportunities for teachers and students, how to make strong connections with communities, and how service learning can help preservice teachers reconstruct their own pre- and misconceptions.

To begin, the preface of the book is an interview with Andy Furco which serves as a strong opening for readers considering his extensive service learning background. While a preface is sometimes avoided, readers are likely to find great value in this recorded conversation. Part I of the text offers two chapters that could aid a theoretical and baseline understanding of service learning pedagogy. More specifically, Jagla and Price, authors of chapter one "Imagining a Better World: Service-Learning as a Benefit to Teacher Education," created a new theoretical framework to elevate the profession while articulating ways service-learning can transform participants. In chapter two, Todd both asks and answer the question: "Can We Develop a Professional Ethic of Service in Education?" From a case study with 150 preservice teachers we see how community partnerships can become reciprocal and beneficial for all parties involved. While most partnerships with teacher preparation programs are one-sided due to the large investment of supervising, assisting, and accommodating preservice teachers, Todd showcases how an emphasis on citizenship and service to school partners can lead to preservice teachers deepening their understanding of the myriad of roles educators balance, a heightened awareness of social justice in schools, and improved communication among all parties involved. It seems most fitting for the editors to place these two chapters at the beginning

considering how they can help a reader begin to explain the need for service learning in teacher education.

Part II has three chapters each focused on program and course design to show how service learning can become a reality for teacher education. From chapter three, “Developing Service-Learners into Service-Leaders,” we learn how intentionally designing a program focused on service-learning, as opposed to disjointed community service requirements, preservice teachers come to appreciate service learning more and intend to make it a part of their future classrooms. In chapter four, “Service-Learning with Young Students: Validating the Introduction of Service-Learning in Pre-Service Teacher Education,” the author presents action research with third graders who participated in a service learning opportunity with their “grandfriends” at a nursing home. From this research, readers are reminded elementary students are capable of engaging in and understanding service learning opportunities so the author argues for implementing it in preparation programs. The final chapter in the section, chapter five, “Changes in Students’ Social Justice and Racial Attitudes in an Undergraduate Child Psychology Service-Learning Course,” first acknowledged the mismatch of the teaching population and the student population. While there appears to be some data showing an increase of teachers of color entering the profession, there still remains a large gap between the racial and ethnic differences of the majority of students in public schools (Garza, 2018). Thus the goal of the study was to add to existing literature by focusing on how service learning could impact White students perceptions of color-blind racial attitudes, power and privilege in schools, and deficit views of children of color. The participants in the study demonstrated positive changes in perceptions regarding white privilege, racism, and the necessity of social justice. Taken together, section two demonstrates the need for service learning to be approached in a programmatic way in order for it to be most beneficial to teacher education.

The book transitions to Part III with two chapters, “Towards Understanding When Service-Learning Fosters Efficacy Beliefs of Preservice Teachers” by Tice and Nelson, and “The Impact of Service-Learning on Teacher Candidates’ Self-Efficacy in Teaching STEM Content to Diverse Learners” by Yang, Anderson, and Burke. From the titles, readers can guess that these two chapters are rooted in Bandura’s (1977) concept of self-efficacy. Both sets of participants across these two studies showed gains in self-efficacy. An interesting aspect of chapter six is the fact that their preservice teachers were a part of a physical education program. The authors provide the much needed reminder that regardless of the area of teacher preparation, service learning experiences matter and can further teacher efficacy. In another subject specific scenario, chapter seven focuses on self-efficacy in science. The authors specifically wanted to explore the role of service learning not only in increasing self-efficacy in science teaching but also how it contributes to an increase in self-efficacy to work with diverse learners. Though a long studied concept, these authors make a connection to how self-efficacy and service learning can meet to create a well-informed, well prepared, and more confident set of teachers.

Across the previous sections readers come understand more about some of the foundational understandings of service learning in teacher education, how it can be embedded in programs and courses, and how it can help benefit teacher preparation. As readers enter Part IV, arguably made up of some of the most significant chapters, the community connections established in these examples help readers see the significance of community voice and collaboration in service learning endeavors. From chapter eight, “Teacher Education Redefined: Contextual Cognizance and the Potential for Community Impact” the authors articulate the need for who is called a teacher educator to be extended. More specifically, through their community partnership, preservice teachers come to value multiple funds of knowledge from community stakeholders through critical service learning. Lund, Bragg, and Kaipainen presented research on their collaborative model in Canada in chapter nine, “Preparing Preservice Teachers Through Service-Learning: Collaborating with Community for

Children and Youth of Immigrant Backgrounds.” With a focus on working with immigrant youth, the authors show how their collaborative approach honors community contributions and partnerships. While their preservice teacher participants did gain a deeper understanding of social justice and how to better support immigrant students in school, what readers really see here is the way in which communities can lead these efforts instead of the traditional teacher education approach. Similarly in Gourd’s “I Will Be a Better Teacher Because of This CBL’: Learning to Teach Through Community-Based Learning”, we see preservice teachers learn more about social justice, equity, and progressive thinking in a community based learning opportunity that is integrated into a program instead of just a surface level or disjointed add-on. Collectively, readers should be mindful of the ways in which service learning and/or partnerships can lack community input and lead to exploitation. Instead, teacher educators should recognize teacher education as a collective responsibility across various stakeholders.

The final section of the book, Part V, thematically focuses on intercultural awareness. In chapter 11, “Challenges and Rewards Associated with Service-Learning in International Contexts: Pre-Service Teacher Outcomes.” Miller and Gonzalez explain the value of service learning abroad and reminds readers it is not limited to domestic opportunities. Readers can see evidence of advances in participants’ development both personally and professionally after an opportunity in Chinese classrooms. Though a unique focus on English language learners (ELL), Hutchinson in chapter 12 examines outcomes of students tutoring adult ELL students. The research combines a focus on sociocultural awareness, content knowledge, and how to teach ELLs (as indicated in the title, “Impacting Pre-Service Teachers’ Sociocultural Awareness, Content Knowledge and Understanding of Teaching ELLs Through Service-Learning”). The preservice teachers’ shifts in cultural competence and understanding of the need for differentiation are key takeaways. In the last chapter, “Increasing Preservice Teachers’ Intercultural Awareness Through Service Learning,” the authors position their research within two contexts. The first is the role of culture in the classroom and the need for preservice teachers to have a professional disposition that includes an awareness and acceptance of cultural differences. The second is considering unfavorable teacher attrition, Buchanan, Correia and Bleicher show how their service learning course provided authentic experiences to help students develop an understanding of how culture manifests in the classroom. From their work, readers see how adequate preparation and experiences can help create a teaching force that is prepared, committed and that has increased intercultural awareness on multiple fronts. Across the last three chapters is evidence to suggest that fostering multicultural competencies can help future teachers effectively serve learners from diverse cultural and linguistic backgrounds.

Grounded in research, this book is likely to be most useful for teacher educators, administrators of teacher preparation programs, and community affiliates connected to colleges/schools of education. Service learning advocates and those interested in creating programs and courses dedicated to service learning will find this text offers sufficient reviews of existing literature and conceptual frameworks, the historical connections for service learning, and a wide range of approaches and benefits for service learning. As the title suggests, focusing on service learning in teacher education ultimately serves future students. As such, teacher educators should consider this compilation and reflect on how their programs, courses, and overall goals can be enhanced through service learning pedagogy. In doing so, this book is likely to help them gain their footing. As an overall takeaway from the work, those interested in service learning will come to know more about its power and possibilities for creating the future teachers our world needs.

## References

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