

Reflect, Analyze, Act, Repeat- Lit Review

Theory	CES- defined	Strengths	Challenges	CSL
<b>Dewey's</b> (1) theories about the education nature of experience, <b>Freire's</b> (2) theory of critical consciousness and <b>Boyer's</b> c(3) conceptualization of community engage scholarship to understand how engagement in pa professional development school impacts middle-grades educators (Andrews, & Leonard, 2018, p. 1 of 13).	Community-engage scholarship (CES), another term for what <b>Boyer</b> (3) called the scholarship of engagement, centers on reflective practitioners who prioritize the following: <ul style="list-style-type: none"> <li>• Discovery to increase knowledge</li> <li>• Integration of diverse disciplines</li> <li>• Sharing knowledge through communication with peers</li> <li>• Application of knowledge to ensure relevance in their scholarship (Andrews, &amp; Leonard, 2018, p. 1 of 13).</li> </ul>	<b>O'Meara and Jaeger</b> (7) strongly recommend service-learning in graduate coursework as a promising approach to preparing doctoral students as community-engaged scholars (Andrews, & Leonard, 2018, p. 2 of 13).	Critics claim that service-learning done with a traditional approach leads to students positioning themselves as doing charity work for others rather than with them and encouraging an reinforcing the savior mentality that students can often take when engaging in work that relates to providing a service ((6,8,9 as cited by Andrews, & Leonard, 2018, p. 2 of 13).	Critical Service Learning (CSL): <ul style="list-style-type: none"> <li>• Works to redistribute power among all participants in the service-learning relationship</li> <li>• Develops authentic relationships in the classroom and in the community</li> <li>• Works from a social change perspective (Andrews, &amp; Leonard, 2018, p. 2 of 13).</li> </ul>

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	<p>Hartley and Hollander (4) argue an “engaged campus” embodies the idea that “colleges and universities have a responsibility to both educate students for citizenship and to act as good institutional citizens in their own communities” (p. 261 as cited by Andrews, &amp; Leonard, 2018, p. 2 of 13).</p>	<p>Critical reflection, a key part of the traditional service-learning approach that O’Meara and Jaeger describe, must be accompanied by the CES conception of critical action to position students to build efficacy as community-engaged scholars (Andrews, &amp; Leonard, 2018, p. 2 of 13).</p>	<p>Mitchell (8) asserts that “without the exercise of care and consciousness, drawing attention to root causes of social problems, and involving students in actions and initiatives addressing root causes, service learning may have no impact beyond students’ good feelings (as cited by Andrews, &amp; Leonard, 2018, p. 2 of 13).</p>	
	<p>CES intentionally plans for critical reflection, analysis and action (Andrews, &amp; Leonard, 2018, p. 2 of 13).</p>	<p>To incorporate critical action, critical service-learning goes beyond traditional service-learning to focus explicitly on justice and enacting change on the current injustice within the society (Andrews, &amp; Leonard, 2018, p. 2 of 13).</p>	<p>One issue that arises with critical service-learning is that “programs that might put more emphasis on social change may be characterized or dismissed as activism or deemed inappropriate or too political for classroom learning” ( 8, p. 52 as cited by Andrews, &amp; Leonard, 2018, p. 2 of 13).</p>	

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		<p>Students evaluate their own thinking and consider their role in the project as that of a learner rather than a role and a position of power and authority (Andrews, &amp; Leonard, 2018, p. 2 of 13).</p>	<p>“Teaching for equity literacy is a political act- but not more so than not teaching for equity literacy” (11, p. 39 as cited by Andrews, &amp; Leonard, 2018, p. 2 of 13).</p> <p>Gorski and Swalwell</p>	
		<p>Critical reflection embedded within community-engaged scholarship creates “knowledge informed by analyses of how one’s own social location could influence assumptions about how society power structures or dominant cultural assumptions create and sustain structural inequity” (10, p. 372 as cited by Andrews, &amp; Leonard, 2018, p. 2 of 13).</p>	<p>Failing to incorporate an explicit focus on justice in CES jeopardizes its transformative possibilities ( 10, as cited by Andrews, &amp; Leonard, 2018, p. 2 of 13).</p>	