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Nota di contenuto	International service learning / Robert G. Bringle and Julie A. Hatcher -- The context for international service learning: an invisible revolution is underway / William M. Plater -- 360-degree view of international service learning / Nevin C. Brown -- New lines of inquiry in re-framing international service learning into global service learning / Nicholas Longo and John Saltmarsh -- An analysis of international service learning programs / Steven G. Jones and Kathryn S. Steinberg -- Visualizing international service learning: overcoming challenges through collaboration and insight / Hilary E. Kahn -- Service learning as local learning: the importance of context / Susan Buck Sutton -- Research on and through reflection in international service learning / Brandon C. Whitney and Patti H. Clayton -- A research agenda for international service learning / Humphrey Tonkin -- What international service learning research can learn from research on service learning / Janet Eyler -- What international service learning research can learn

from research on international learning / Richard Kiely -- Quantitative approaches to research on international service learning: design, measurement, and theory / Robert G. Bringle, Julie A. Hatcher, and Matthew J. Williams -- Qualitative research methodology and international service learning: concepts, characteristics, methods, approaches, and best practices / Richard Kiely and Eric Hartman -- Ethical issues in research on international service learning / Carole Wells, Judith Warchal, Ana Ruiz, and Andrea Chapdelaine -- An international perspective on north american international service learning: reflections based on south african service learning experiences / Mabel Erasmus.

Sommario/riassunto

International Service Learning (ISL) borrows from the domains of service learning, study abroad, and international education to create a new pedagogy that adds new and unique value from this combination. It is a high-impact pedagogy with the potential to improve students' academic attainment, contribute to their personal growth, and develop global civic outcomes. This book focuses on conducting research on ISL, which includes developing and evaluating hypotheses about ISL outcomes and measuring its impact on students, faculty, and communities. The book argues that rigorous research is essential
