

Winterbottom, C., & Lake, V.E. (2016). *Praxeological Learning: Service-Learning in Teacher Education*. NY: Nova Science Publishers, Inc.

Examining Service-learning in Teacher Education

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This book examines praxeological learning from a myriad of perspectives. The value of praxeological learning both to education and the community is highlighted throughout the diverse perspectives and approaches within all twelve chapters. From social justice to diverse communities, the ideas proposed throughout challenge the ways in which teacher education is designed and developed to serve the greater community—locally, nationally and globally. The contributing authors are a diverse group of faculty members from across the world who provide glimpses into the intricacies of praxeological learning for teacher education. The compilation identifies pedagogical strategies which hold the potential to transform teacher candidates' understanding of social justice within classrooms and communities.

The editors, Winterbottom and Lake, have divided the chapters into three themes: Theory and Research, Implementation and Collaboration. This approach provides an effective division of chapters to develop the reader's conceptualization of service-learning as a pedagogical practice to engage teacher education from a broad view to the pragmatic considerations necessary to deploy curricular and community actions. While the sections are divided, there is a clear connection between each section due to the overlapping nature of community-based collaboration. The various authors' often acknowledge the challenges presented due to the complicated nature of dual roles as researcher and teacher, but offer effective solutions to best serve community stakeholders.

The authors within, have provide a wide-ranging view in terms of the diverse approaches to *praxeological* learning in service-learning in teacher education by giving voice to those who are impacted by this approach, both in schools and communities. From early childhood teachers to school parents, this text provides a glimpse into the perspectives of community members and the complications that arise from such collaborations. Additionally, the necessary attention that must be considered when developing service-learning projects for greatest success is also highlighted throughout each chapter. More importantly, strong links between the classroom and community are noted in various chapters with the use of frameworks for conceptualizing such initiatives. In particular, a few authors discuss the importance of seeking support from the administration and within the communities in which service-learning takes place (Chapter 9).

The essential value of service-learning in teacher education is gaining greater momentum as a result of research that demonstrates the impact of and successful outcomes for students as a result of service-learning projects stemming from teacher education. This book provides evidence of this value by connecting what is known (on paper) with what is actual (real life encounters) from sources such as reflections, like those that Chapter 2 highlights from the community and the classroom. Positionality, another important framework noted, holds great potential to serve as a powerful lens to examine the ways in which service-learning supports development of candidates' identities, as highlighted in Chapter 8. It asserts and demonstrates how voices from many can serve

not only to shape a curriculum (Chapter 7), but shift a value of community among teacher educators who are destined to work for, with and alongside these communities (Chapter 5).

While various levels of teacher education foci are included in the book, there is a strong emphasis on early and middle education throughout the chapters. Some attention is given to practice for those teaching in secondary education as highlighted in Chapter 12. Various authors, give attention to co-construction and collaboration in regard to curriculum development to support service-learning. The co-construction approach is shaped uniquely by each project, but all noting input from community stakeholders (schools, agencies, community members, etc.) is crucial and should be prioritized. Additionally, Chapter 5 proposes an approach which highlights the multi-tiered benefits that stem from the connection of service-learning from teacher to student to community, and demonstrates the life-long investment when service-learning is incorporated into teacher education. With great success, strengthening of student learning, in particular when connecting standards and real-life, is likely to occur with service-learning curricula.

A clear strength of this book includes the inclusion of the voice of community participants whereas traditionally service-learning research has had a tendency to limit the perspective from those conducting the research. Instead, many chapters include students', community members' and stakeholders' perspectives to provide greater insight into the successes and challenges associated with service-learning. These critical voices traditionally live outside of the university, away from those students who are studying these communities through a microscope. The shift of inclusion and positionality imbedded in curriculae is demonstrated through both community rootedness and within the institution in which these projects may exist. The thoughtful inclusion of these voices also points to positionality as it relates to the relationship of teachers as participants, and thus placing *teachers in-action* rather than only as *observer*.

As noted above, the book provides a wide-ranging view in regards to service-learning practice, delivery, and inclusion. One notable perspective that could broaden the views within this context for the sake of pioneering service-learning pedagogy would be a greater examination of the use and impact of technology in and around service-learning. While the use of technology to enhance service-learning projects is noted in Chapter 11, it would also be valuable in future editions to consider the ways in which teacher education, service-learning and technology can be leveraged in a digital world, in particular to those who deliver online courses. Online activism and digital citizenship would complement the intention of the work from within this book.

Within these chapters, there are also very pragmatic pedagogical approaches to teaching service-learning. While many, a few of the strategies noted include reflective journaling, organizational notes for mapping, portfolios and classroom activities. These concrete learning objects provide not only a lens for educators to better understand the projects under study, but also practical strategies which educators may incorporate into their own programs and curricula. In addition to the pedagogical approaches, the time and organizational strategies necessary to develop service-learning initiatives is also discussed.

It is evident that the authors provide rich new perspectives on evidence-driven innovative approaches for developing service-learning values within a program, organization or community. They not only contribute a great deal to consider in our current practice, but a glimpse of what is to come when developing praxeological learning in service-learning in teacher education. This book contributes greatly not only to teacher education but also to the field of service-learning pedagogy. Those who are in pursuit of advancing their knowledge, and strengthening their curricula, will benefit from this text. With an eye to the demands of teacher education in a rapidly changing world, readers will find this book not only worthy, but also beneficial for the practical

approaches to service-learning curriculum design and implementation in teacher education. The editors have given great attention to the design and collection of articles spotlighted in the book, which provides readers with a foundation to launch their service learning initiatives with community at the forefront.