

Introduction To Community Development Theory Practice And Service Learning

Communities of practice have existed for as long as people have been learning and sharing their experiences through storytelling. The idea is rooted in American pragmatism, especially C. S. Peirce's concept of the "community of inquiry", as well as John... 3dd4c77317 Early ideas about student development were informed by the larger disciplines of psychology and sociology. Some student development theories are informed by educational psychology that theorizes how students gain knowledge in post-secondary educational environments. 3dd4c77317

Connectivism Engeström's activity theory. Learning does not simply happen within an individual, but within and across the networks. It emphasizes how internet technologies such as web browsers, search engines, wikis, online discussion forums, and social networks contributed to new avenues of learning. Technologies have enabled people to learn and share information across the World Wide Web and among themselves in ways that were not possible before the digital age. The phrase "a learning theory for the digital age" indicates the emphasis that connectivism gives to technology's effect on Connectivism is a theoretical framework for understanding learning in a digital age 3dd4c77317

An important part of transformative learning is for individuals to change their frames of reference by critically reflecting on their assumptions and... 3dd4c77317 For postdevelopment theorists, "development" is an ideological concept that works to preserve the hegemony of the Global North while increasing the dependency of the Global South. Thus, postdevelopment theory argues for "alternatives to development" or "bottom-up" approaches to development, as determined by the peoples in the Third World. 3dd4c77317 There are many theorists that make up early student development theories, such as Arthur Chickering's 7 vectors of identity development, William Perry's theory of intellectual development, Lawrence Kohlberg's theory of moral development, David A. Kolb's theory of experiential learning, and Nevitt Sanford's theory of challenge and support. 3dd4c77317 Community development seeks to empower individuals and groups of people with the skills they need to effect change within their communities. These skills are often created through the formation of social groups working for a common agenda. Community developers must understand both how to work with individuals... 3dd4c77317 A CoP can form around members' shared interests or goals. Through being part of a CoP, the members learn from each other and develop their identities. 3dd4c77317 CoP members can engage with one another in physical settings (for example, in a lunchroom at work, an office, a factory floor), but CoP members are not necessarily co-located. They can form a virtual community of practice (VCoP) where the CoP is primarily located in an online community such as a discussion board, newsgroup, or on a social networking service. 3dd4c77317 Community service is a non-paying job performed by one person or a group of people for the benefit of their community or its institutions. Community service is distinct from volunteering, since it is not always performed on a voluntary basis and may be performed for a variety of reasons, including: 3dd4c77317 Community development is also understood as a professional discipline, and is defined by the International Association for Community Development as "a practice-based profession and an academic discipline that promotes participative democracy, sustainable development, rights, economic opportunity, equality and social justice, through the organisation, education and empowerment of people within their communities, whether these be of locality, identity or interest, in urban and rural settings". 3dd4c77317 == History == 3dd4c77317

Community of practice Communities of practice have existed for as long as people have been learning and sharing their experiences through A community of practice (CoP), also called a vertical community, is a group of people who "share a concern or a passion for something they do and learn how to do it better as they interact regularly". newsgroup, or on a social networking service. The concept was first proposed by cognitive anthropologist Jean Lave and educational theorist Etienne Wenger in their 1991 book *Situated Learning*. Wenger significantly expanded on this concept in his 1998 book *Communities of Practice* 3dd4c77317

Student developmental theories are typically understood within theoretical categories of psychosocial, cognitive-structural, person-environment, typology, maturity... 3dd4c77317 Julian Rappaport discusses the perspective of community psychology as an ecological perspective on the person-environment fit (this is often related to work environments) being the focus of study and action instead of attempting to change the personality of an individual or the environment when an individual is seen as having a problem. 3dd4c77317 The debate over the relative value of formal and informal learning has existed for a number of years. Traditionally formal learning takes place in a school or university and has a greater value placed upon it than... 3dd4c77317 Transformative learning is the expansion of consciousness through the transformation of basic worldview and specific capacities of the self; transformative learning is facilitated through consciously directed processes such as appreciatively accessing and receiving the symbolic contents of the unconscious and critically analyzing underlying premises. 3dd4c77317

Postdevelopment theory Postdevelopment thought arose in the 1990s as a set of criticisms against development projects led by Western nations and legitimized under development theory. Postdevelopment theory (also post-development or anti-development or development criticism) is a critique of the concept and practice of modernization and development Postdevelopment theory (also post-development or anti-development or development criticism) is a critique of the concept and practice of modernization and development as promoted by Western political powers in the Third World 3dd4c77317

Transformative learning Transformative learning, as a theory, says that the process of "perspective transformation" has three dimensions: psychological (changes in understanding Transformative learning, as a theory, says that the process of "perspective transformation" has three dimensions: psychological (changes in understanding of the self), convictional (revision of belief

systems), and behavioral (changes in lifestyle) 3dd4c77317

Community education Central to this is their ability to participate in democratic processes. The purpose of community learning and development is to develop the capacity of individuals and groups of all ages through their actions, the capacity of communities, to improve their quality of life. organization's programs to promote learning and social development work with individuals and groups in their communities using a range of formal and informal methods Community education, also known as Community-Based Education or Community Learning & Development, or Development Education is an organization's programs to promote learning and social development work with individuals and groups in their communities using a range of formal and informal methods. A common defining feature is that programmes and activities are developed in dialogue with communities and participants 3dd4c77317

Community psychology employs various perspectives within and outside psychology to address issues of communities, the relationships within them, and related people's attitudes and behaviour. 3dd4c77317

Community psychology psychology as a response to the 'crisis of social psychology' and the search for psychological theory and practice relevant to the social problems of the Community psychology is concerned with the community as the unit of study. Community psychology also studies the community as a context for the individuals within it, and the relationships of the individual to communities and society. This contrasts with most psychology, which focuses on the individual 3dd4c77317

Community service In many cases, people doing community service are compensated in other ways, such as receiving a free lunch. character. The Theology and Theory of Service Learning. Introduction to Service Learning. In many countries, there are programs to encourage people to do community service. org. In some cases, it is possible to replace a criminal justice sanctions with community service; there may also be school or class requirements. Archived Community service is unpaid work performed by a person or group of people for the benefit and betterment of their community. 'Service Learning'. Cardoza, Freddy. Obtaining certain benefits may be linked to doing some form of community service. Cardoza, Freddy. For all these reasons, it is distinct from volunteering 3dd4c77317

Nonformal learning London: Bloomsbury Academic Non-formal learning includes various structured learning situations which do not either have the level of curriculum, institutionalization, accreditation or certification associated with 'formal learning', but have more structure than that associated with 'informal learning', which typically take place naturally and spontaneously as part of other activities. These form the three styles of learning recognised and supported by the OECD. Schweisfurth, Michele (2014). Comparative and International Education: An Introduction to Theory, Method, and Practice (2nd ed.) 3dd4c77317

Perspective transformation, leading to transformative learning, occurs infrequently. Jack Mezirow believes that it usually results from a "disorienting dilemma" which is triggered by a life crisis or major life transition—although it may also result from an accumulation of transformations in meaning schemes over a period of time. Less dramatic predicaments, such as those created by a teacher for pedagogical effect, also promote transformation. 3dd4c77317 Community education encompasses all those occupations and approaches that are concerned with running education and development programmes within local communities, rather than within educational institutions such as schools, colleges and universities. The latter is known as the formal education system, whereas community education is sometimes called informal education. It has long been critical of aspects of the formal education system for failing large sections of the population in all countries and had... 3dd4c77317 == Background == 3dd4c77317 Community psychologists seek to understand the functioning of the community, including the quality of life of persons within groups, organizations and institutions, communities, and society. They aim to enhance the quality of life through collaborative research and action. 3dd4c77317

Community development has aimed to be the major forum for research and dissemination of international community development theory and practice. " It is a broad concept, applied to the practices of civic leaders, activists, involved citizens, and professionals to improve various aspects of communities, typically aiming to build stronger and more resilient local communities. Community development approaches The United Nations defines community development as "a process in which community members come together to take collective action and generate solutions to common problems 3dd4c77317

== Development as ideology == 3dd4c77317 Closely related disciplines include community practice, ecological psychology, environmental... 3dd4c77317 What sets connectivism apart from theories such as constructivism is the view that "learning (defined as actionable knowledge) can reside outside of ourselves (within an organization or a database), is focused on connecting specialized information sets, and the connections that enable us to learn more are more important than our current state of knowing". Connectivism sees knowledge as a network and learning as a process of pattern recognition. Connectivism has similarities with Vygotsky's zone of proximal development (ZPD) and Engeström's activity theory. The phrase "a learning theory for the digital age" indicates the emphasis that connectivism gives to technology's effect on how... 3dd4c77317

Student development theories Lawrence Kohlberg's theory of moral development, David A. Student Student development theory refers to a body of scholarship that seeks to understand and explain the developmental processes of how students learn, grow, and develop in post-secondary education. Student development theory has been defined as a "collection of theories related to college students that explain how they grow and develop holistically, with increased complexity, while enrolled in a postsecondary educational environment". Kolb's theory of experiential learning, and Nevitt Sanford's theory of challenge and support 3dd4c77317

Examples of non-formal learning include swimming sessions for toddlers, community-based sports programs, and programs developed by organisations such as the Boy Scouts, the Girl Guides, community or non-credit adult education courses, sports or fitness programs, professional conference style seminars, and continuing professional development. The learner's objectives may be to increase skills and knowledge, as well as to experience the emotional rewards associated with increased love for a subject or increased passion for learning. 3dd4c77317

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