The Theoretical Roots of Service-Learning in John Dewey: Toward a Theory of Service-Learning

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Abstract
As interest in service-learning research multiplies, there is a concomitant need for a theoretical base for service-learning. In this article the authors review aspects of John Dewey’s educational and social philosophy that they identify as relevant to the development of a theory of service-learning, including learning from experience, reflective activity, citizenship, community, and democracy. The article concludes with a set of key questions for research and theory development.

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Studies of service learning have shown that poorly structured programs that do not integrate service with the academic curriculum make little contribution to student learning, even though they may help students develop in other ways (Vogelgesang and Astin 2000; Eyler and Giles 1999). Literature on internships, cooperative education, and school-to-work programs also mentions the integration of field experience with curricular goals—learning through doing—but often there is a mismatch between the stated goals of programs and the actual experiences of students (Moore 1981; Parilla and Hesser 1998... 1994. The theoretical roots of service-learning in John Dewey: Toward a theory of service-learning. Michigan Journal of Community Service Learning 1 (1): 77–85. Service-Learning in Perspective. John Dewey as a Historical Reference. Provided by: Repositorio da Universidade da Coruña | Publisher: Universidade da Coruña | Year: 2015. by Sotelino Losada Alexandre. I find this recommendation not relevant I find this recommendation inappropriate. John Dewey and Socio-Economic Theory. Provided by: Research Papers in Economics. by Elias Khalil. Towards a Flexible Curriculum: John Dewey’s Theory of Experience and Learning. Provided by: Purdue E-Pubs | Publisher: Purdue University | Year: 2012. by Berding Joop W. A. I find this recommendation not relevant I find this recommendation inappropriate. Learning by Dewey. Provided by: HSN Open Archive | Year: 2015. by Odden Anfrid Rasch. Service-learning researchers and practitioners agree that reflection is the essential link... Giles and Eyler (1994), Furco (1996), Hatcher and Bringle (1997), and others trace the theoretical roots of service-learning from John Dewey’s educational and social philosophy to David Kolb’s conceptions of experiential education. Dewey and Kolb embrace a holistic view of learning as a life-long "process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 38). They further recognize that not all experiences are "genuinely or equally educative" (Dewey, 1938, p. 25). Instead, reflection acts as a bridge between conceptual understa...