

Service Learning as Scholarship in Teacher Education

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This article describes how two teacher education service-learning programs illustrate alternative interpretations of scholarship. A tutoring-mentoring program in a teaching oriented masters institution and a motor skill development program in a land grant doctoral-research institution are described relative to how each illustrates forms of scholarship as interpreted by Boyer (1990). We discuss how these forms of scholarship—the scholarship of discovery, integration, teaching, and application—relate to stated institutional mission and evaluation practices. Service-learning experiences for preservice teachers can have the multiple benefits of promoting an ethic of service and social responsibility, demonstrating excellence in teacher education, and exemplifying scholarly endeavors.

It has been more than 10 years since the late Ernest Boyer dared to say, “We believe the time has come to move beyond the tired old ‘teaching versus research’ debate and give the familiar and honorable term ‘scholarship’ a broader, more capacious meaning, one that brings legitimacy to the full scope of academic work” (1990, p. 16). In *Scholarship Reconsidered*, Boyer challenged academia to rethink the long-held notions of academic work and to extend them to include, along with the scholarship of discovery, the scholarship of integration, application, and teaching.

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Indeed, great strides have been made in these few years toward implementing alternative ways of evaluating academic work (Driscoll & Lynton, 1999; London, 2000; Shulman, 2000). These include a more equitable valuing of service and teaching, along with research, and other forms of scholarship. Universities across the country (e.g., University of Pennsylvania, University of Michigan, University of Minnesota, Brown University) have begun to implement reformed faculty evaluation systems (Driscoll & Lynton, 1999). In light of the relationship between faculty evaluation and institutional commitment to service, our intent in this essay is to contribute to the growing body of evidence that supports service and teaching as scholarly activities by showing how service learning exemplifies Boyer’s framework of scholarship.

Service learning is a pedagogical approach in which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs. The contextual aspect of a community-based project requires that students deal with unique situations that vary dependent on the setting, enabling them to problem solve and maneuver within the specific needs of a context.

Service learning is different from traditional conceptions of community service or field experiences. The concept can be viewed on a continuum ranging from community service on one end to student learning on the other (Figure 1), because the interaction of service and learning is emphasized in ways that go beyond the independent contributions of each. Service learning can be further characterized as educational experiences in which

1. Students learn course content as a result of the community service that they perform;
2. Students apply course content in a community setting;

3. Students are provided time and opportunity for reflection on the experience;

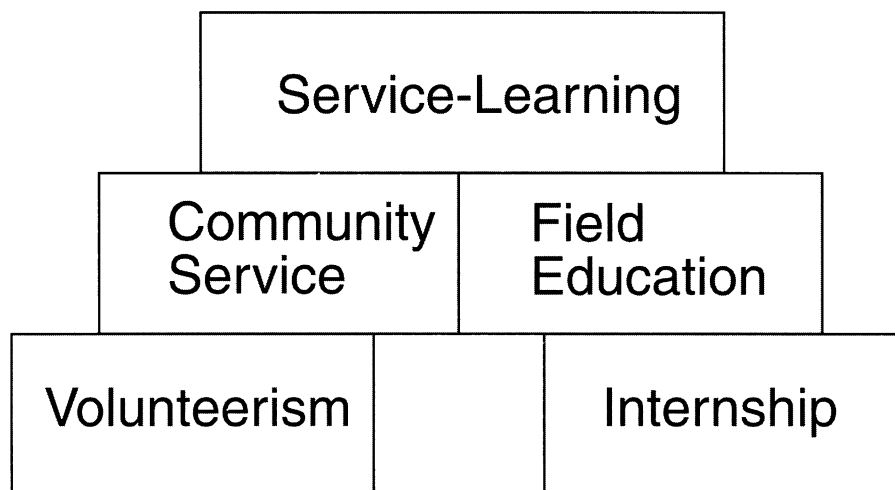
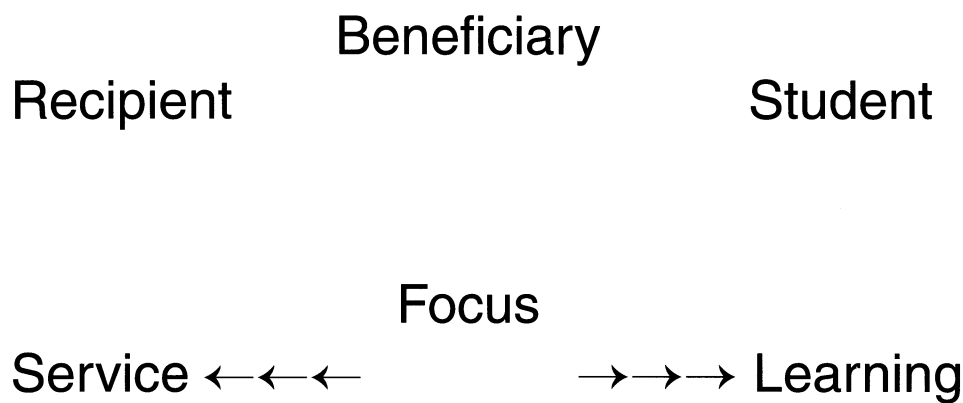
4. The relationship among participants is collaborative and the benefits are reciprocal;

5. The service is with, rather than for, the community partner;

6. Community partners reap benefits from the program, while student participants gain valuable knowledge and skills; and

7. Service learning is done in an area of one’s expertise. (Root, 1997)

The origins of educational service learning in the United States can be traced to the teaching and works of John Dewey and Jane Addams (Deans, 1999; Morton & Saltmarsh, 1997). Dewey’s teachings of reflection, progressivism, pragmatism, and student centeredness can be seen as a critical link to today’s service learning. Freire’s (1974) liberationist pedagogy and literacy work with Brazilian peasants added a critical approach (Deans, 1999) and continues to contribute to the critical aspects of service learning. Today’s service-learning movement extends traditional interpretations of service to include a community-based engagement that is informed by an ethic of service. In teacher education, service learning exemplifies reciprocal benefits in which preservice teachers increase their understanding of being a teacher, while members of the community benefit from the efforts of the preservice teachers and the university. Typical teacher education program field experiences, although beneficial, are not considered to be service learning unless they include those characteristics described. Read and Stadler (in press) note, “of equal importance to the technical competence . . . they achieve, learning while serving others helps students develop the ethical grounding, intellectual facility, and maturity to consider the impact of their work on present users and future generations.”



Adapted from: Furco, A. (1996). *Expanding Boundaries: Serving and Learning*. Washington, DC: Cooperative Education Association.

FIGURE 1. *Service learning versus other service/experiential activities.*

Discussion of some related terminology would be useful as we embark on this discourse on service learning as scholarly work. *Service* typically refers to university citizenship in the form of committee assignments and is sometimes loosely used to include extension. *Extension* is associated with programs provided by, but not limited to, land grant universities. County or parish agents and programs such as 4-H are some of the more familiar extension activities. Extension, however, is not limited to agriculture, and the term *outreach* is increasingly being used in place of extension as a way to expand the traditional association beyond agricultural programs.

Elman and Smock (1985) refer to *professional service* as that which is directly linked to one's expertise and the university mission and could include service and ex-

tension as defined previously. Professional service might include a curriculum specialist serving on the university academic core committee, veterinary school faculty providing low-cost spaying and neutering to the local humane society, a forestry specialist working with a middle school forest ecology project, and certainly any service-learning activities. Note that the definition of professional service is included in the definition of service learning and is similar to outreach activity.

We will argue in this article that service learning should be acknowledged and rewarded in the process of promotion and tenure because the way in which service-learning activities are assigned to faculty workload is illustrative of university commitment. If service learning is classified as service or extension, then the

typical workload assignment (10%) does not reflect the magnitude of the work. In many cases, however, service-learning activities are unassigned altogether. Recognizing service-learning activities as faculty work that meets the criteria for legitimate professional service (Lynton, 1995) demands evaluative guidelines (Driscoll & Lynton, 1999). Consequently such service can be linked to the university's mission and can be valued, recognized, and rewarded as scholarship.

The Congruence of University Mission and Faculty Evaluation

According to the 2000 Carnegie Foundation report (McCormick, 2000), a doctoral-research (formerly Research I or Research II) university is committed to undergraduate and graduate education

through the doctoral degree, while a masters (formerly comprehensive) university offers undergraduate and masters programs. The commitment of these types of institutions directly impacts their mission and vision. Furthermore, colleges and universities are increasingly required to justify how tax dollars are being used and are feeling the pressure to demonstrate their accountability to the public. Higher education's historic dedication to service is being resurrected (Jacoby, 1996), and consequently faculty are increasingly expected to engage in community-based projects.

The Land-Grant College Act of 1862 (Morrill Act) established the land grant universities, many of which today are research universities. Service, or extension, in research universities traditionally has been conceptualized as applied science, exemplified in agricultural extension as the application of created knowledge. Meanwhile, many masters universities have been caught in a state of role confusion, as some strive to be recognized for their research efforts, while others value other types of innovation and progressiveness. Higher education at all levels is being impacted by the practices and expectations of the doctoral–research universities, even if those practices are not appropriate to the stated mission (Checkoway, 2001). Boyer challenged comprehensive (now masters) universities to create their own identities, noting that they “have a unique opportunity to carve out their own distinctive missions” (1990, p. 63). The mission of the university must be clearly articulated and consistent in both word and action. How faculty are rewarded for academic work must be consistent with the university's mission statement. Unfortunately, mission and reward do not always match. According to Holland (1997), many universities have a conflict between the relevance level of service to mission (e.g., high) and the relevance level of service to reward (e.g., low). Incongruence between the stated university mission and the actual valuing of service can confound the evaluation process.

Boyer and Mitgang (1996) state, “the goal of widening the scope of scholarship beyond the old dichotomies of teaching and research relates to the need to affirm and sustain multiple missions among schools and faculty” (p. 57). Ostensibly, faculty may be evaluated a particular way (e.g.,

60% teaching, 30% research, 10% service), but in reality the research portion often ends up being more heavily weighted. Thus, for many the pressure to publish has conflicted with the obligations of teaching, committee work, and, in teacher education, time in the field. The consequence often is that faculty feel that they are spread too thin to do quality work in any one aspect. Traditionally, when faculty draw from their research to enhance their teaching and provide extension, they are considered to be engaging in activities that are a function of scholarship, rather than scholarship in its own right (Boyer, 1990). Driscoll and Lynton observe, “service has been the scholarly stepchild of the three, receiving inadequate attention and even less recognition” (1999, p. 1).

On a promising note, higher education is beginning to recognize its societal responsibilities and is broadening its scholarly outlook. A small number of universities across the country have implemented innovative programs characterized as professional service, civic engagement, and service learning. Direct involvement in professional service is becoming an expectation in the academic work of university faculty, and in conjunction with changing expectations should be rigorous evaluation systems with specific criteria. As universities make the transition to broader conceptions of academic work, service learning is well positioned to illustrate the various forms of scholarship put forth by Boyer. Therefore, our focus in this article is to describe ways in which service learning exemplifies Boyer's framework of scholarship. In the following section we will describe the implementation of service-learning endeavors in a land grant doctoral–research institution and in a masters university and demonstrate how such programs exemplify these interpretations of scholarship.

Service Learning in a Teaching-Oriented Masters University

In an undergraduate content literacy course, preservice teachers learn instructional approaches for strengthening children's abilities to comprehend specific subject matter text. A requirement of the course is that preservice teachers participate in Partners in Learning (PALS), a tutoring–mentoring program with children between the ages of 7 and 15. This program began a few years ago as a once-per-week volunteer service-

learning opportunity through the collaboration of the campus Volunteer Service Learning Coordinator and one community agency after-school program. Currently, it serves two community agencies, a middle school, 60 to 75 children and as many preservice teachers. The program takes place in three venues: a local school, a community center, and the university campus. The preservice teachers and the children with whom they are matched meet together as *partners in learning*, the critical aspect of this program emphasized throughout the semester. The preservice teachers are partners in the children's learning, but the children serve as teachers as the preservice teachers learn more about themselves as future educators and about the meaning of teaching and learning. They are learning about how to teach and how each learner is unique as they work with their children to develop literacy skills through homework and activities related to the children's interests.

During 10 90-minute weekly sessions preservice teachers work one-on-one with children, many who are struggling in school and do not enjoy literacy activities. The teachers not only have to draw on their own developing theories about teaching and learning but they also have the challenge of engaging disenfranchised learners. This alternative experience (compared to a traditional field placement) requires them to actualize the role of teacher, forcing them to think independently and to apply their learning.

The preservice teachers learn the importance of developing a trusting relationship with the children to get them to work with the teachers. They realize the necessity of preparing weekly session plans in collaboration with their child partners. These plans outline the application of specific activities these teachers have learned in their teacher preparation courses. They gain a better understanding of the importance of knowing the whole child by visiting the children's neighborhood through the community center that serves the children's community and by meeting their families. Most importantly, such an experience nudges the preservice teachers toward recognizing, understanding, and naming personal bias and stereotypes and moving toward further examination and the unlearning of these beliefs. In a sense, they realize a broader definition of teaching and

learning (humanist pedagogy) and the different entities involved rather than what they might in the more isolated institutional setting of a clinical experience.

As faculty we provide the scaffolding that connects preservice teachers' practical experience to their developing theories about teaching and learning. We attend the mentoring sessions each week where we observe, listen, answer questions, and make suggestions. Our class meetings provide the venue for sharing mentoring experiences and connecting to course material, thus emphasizing the relevance of both. Written weekly session reflections require the preservice teachers to analyze the events of each session and attach meaning to them. The focus of the final reflection paper is the tracing of their own professional growth, citing examples of their transformation from their PALS experience.

In addition to providing support to the preservice teachers, we continuously collect data in the form of teacher reflections, questionnaires, interviews with the children, and our own field notes. All have provided us with further insight into the effect of an experience such as this for both our preservice teachers and the children that they serve, as well as suggestions to strengthen the program. Additionally, longitudinal data collection is ongoing with past PALS participants who are now practicing teachers. Such data provide critical information about the residual effects of their previous experience.

Service Learning in a Land Grant Doctoral-Research University

With the growing number of children, particularly in the South, who are at risk for health problems (U.S. Department of Health and Human Services, 2000), there is a need for programs that promote physical activity that leads to healthy life styles. As a result, our university and a local school district have developed a partnership in which school system stakeholders, university faculty, and preservice teachers all contribute to the success of the kindergarten motor skills service-learning program (MSSLP). MSSLP is designed to provide services for children who demonstrate motor delays and to develop their skill levels in preparation for first grade. Approximately 50 children (15%–20% of the school's kindergarten population)

qualify for the program each year based upon their performance on a gross motor assessment of locomotor and object control skills. The program is housed in a school that accommodates all kindergarten age children in the community. The purpose of this 15-week, 90 minute per week, program is to provide experience, opportunities, and instruction through a mastery motivational climate intervention designed to develop metacognition as well as fundamental motor skills. In this learning process instructional approach all of the children are active learners as well as navigators of their own learning environment. A critical component of mastery climate is that teachers and children collaborate together in establishing and navigating the environment. Programs such as MSSLP that promote physical activity and self-regulated learning in children are more important than ever in light of the increasing numbers of children with health problems such as obesity and diabetes (U.S. Department of Health and Human Services, 2000).

This service-learning experience begins with a course in which physical education preservice teachers learn theory and applications pertinent to the motor development of school age children. The kindergarten MSSLP is the laboratory component of the course. Faculty and graduate students who specialize in early childhood motor skill intervention design the mastery motivational climate, while the undergraduate preservice teachers are responsible for delivery of the program by providing instruction and assessment of children. Preservice teachers gain valuable experience in instructional and management strategies such as feedback, individualization, modeling, motivation, cueing, reinforcement, and assessment. Additionally, they are immersed in a developmentally appropriate setting in which they learn and practice effective strategies for working with children who demonstrate delayed motor skill development.

Preservice teachers learn effective strategies for ensuring opportunities for all children to master their fundamental skills. Such an experience raises awareness of and respect for the diversity of skill levels they will encounter in their teaching, so that they will be accountable for all children in the future. Because of the diversity of the

school, preservice teachers realize that motor delays are an "equal opportunity" problem, as the children in the program represent many social, economic, ethnic, and cultural backgrounds. Further, the relatively equal number of boys and girls who qualify for the program, and the rates at which they learn, provide important lessons in awareness of gender as well as disability stereotyping. Completion of tasks such as weekly progress reports to parents serves multiple purposes. Parents receive regular information on their child's progress, and preservice teachers are held to an authentic accountability standard that increases their commitment and results in higher quality work. Further, intensive reflection is required for preservice teachers to complete the weekly parent reports based upon assessments and experiences with the children.

Interpretations of Scholarship

Using these teacher education programs as models, we will outline Boyer's model and describe ways in which PALS and the MSSLP exemplify such interpretations of scholarship.

The Scholarship of Discovery

The scholarship of discovery represents our most basic and traditional interpretations of research: the quest for new understandings and the contributions to the bank of existing knowledge. Discovery scholarship typically represents the traditional view of research and knowledge for "it's own sake" (Boyer, 1990, p. 17). The many new issues driving research in education now and the exposure to real world situations that is afforded in service learning provide opportunities for researchers and their students to ask more relevant research questions in their scholarly quests.

Our service-learning projects drive our research questions. For instance, our understanding of how skills develop has been changing since the inception of the MSSLP. That prompted us to go back and research aspects of child development, which in turn prompted us to reframe our research questions. Five years of data collection in this setting have yielded significant positive results in the motor skills of the children. Additionally, children demonstrate improved attitudes toward physical activity and improved perceived competence (Valentini, 1997, 1999). Yet, accompanying those findings have been obstacles that

compel us to question our own assumptions and existing theories.

For instance, in the beginning of the service-learning program we used key words (e.g., ball back, point, and throw) to teach all children the primary components of each motor skill. This practice was based on motor learning and pedagogical literature. It soon became evident through the data generated from the program that this was not the best practice for the population we were serving, for many children found the key words to be confusing and at times distracting. As a result, we have been investigating the alternate uses of key words and what type of learner benefits from them so that we can develop theories applicable to the contexts in which we are working.

The original intention of the PALS tutoring–mentoring requirement was to give preservice teachers in the content literacy course a practical experience to apply what they were learning. However, we realized from observations and reflections and from preservice teachers' reflections and class discussions during the past 2 years that the PALS experience is an excellent example of inquiry-based teaching and learning. Our early design followed a traditional approach, based on the content of the course rather than on the needs and interests of the child. The preservice teachers' inability to complete the required literacy activities because of the individual circumstances of each child was causing undue anxiety and frustration. Now, the emphasis is on the constructive nature of this teaching and learning experience in which the partners in learning (preservice teachers and children) plan together from week to week. This approach is uncomfortable for some preservice teachers because they are accustomed to being told what to do and how to do it. However, we know now from the data gathered that the worthiness of this project is evidenced in what they learn about being responsive practitioners.

Our roles have evolved into an expanding, repeating spiral of observation, inquiry, planning, and application, not only in the facilitation of the preservice teachers' experiences but also in our own instructional practices. We continuously reflect on our work and plan around their needs.

The Scholarship of Integration

The scholarship of integration involves seeking meaning through interpretation of

personnel are engaged in ongoing collaboration with the University Service Learning Office, faculty, and preservice teachers in order to ensure a worthwhile learning experience for all participants.

As the preservice teachers work with such diversity of abilities they gain better understanding of the individuality of children and their needs, and of the possibility of going outside one's content areas (and thus comfort zones) to seek answers. Thus, the cross-disciplinary contextual aspects of service learning interact powerfully to illuminate problems and subsequent solutions.

The Scholarship of Teaching

Although different programs and universities may prioritize types of scholarship in different ways, teaching and learning should remain the central foci in all types of programs (Boyer & Mitgang, 1996). An outstanding teacher is committed to the learners and to learning itself, as well as to the subject. Metacognition, critical thinking, and transformative engagement are processes and outcomes that characterize the classroom of a teacher–scholar. Boyer eloquently suggested, “inspired teaching keeps the flame of scholarship alive” (1990, pp. 23–24).

Service-learning experiences often elicit a vulnerability in us that actually makes us better teachers. Preservice teachers see professors being engaged in solving problems to which we may not have the immediate answer. The grey areas that do not have easy answers require constant reflection, problem solving, and information-gathering processes. For example, we may deal with a child who refuses to participate in the activity. After the preservice teachers and the faculty exhaust seemingly all possible solutions to encourage participation, we will seek help from a classroom teacher or resource teacher. Preservice teachers see that easy solutions do not always exist, and that even the professor does not always immediately know what to do.

Through service-learning experiences, preservice teachers learn how to be thoughtful, reflective practitioners who are sensitive to community-based issues. They learn to think critically about their own thinking, learning, and practices as they work with children in particular contexts. It is also conducive to multiple learning styles and intelligences, because preservice teachers can find their own strengths in the variety

of knowledge. Boyer stated that questions of meaning “have a legitimacy of their own and if carefully pursued can lead the scholar from information to knowledge and even, perhaps, to wisdom” (1990, p. 20). Making connections across disciplines, placing specialties in larger contexts, illuminating data in a revealing way, and educating nonspecialists are ways to exemplify the scholarship of integration (Boyer, 1990). Service learning involves each of these ways of demonstrating integration. It provides opportunities to incorporate multidisciplinary approaches and to determine the impact of one's own specialty area in an applied context. It further allows better understanding and interpretation of research findings and provides educational opportunities for students preparing to be teaching specialists.

For instance, service learning requires a collaborative approach in order to address broader and more complex issues of education. It often requires university faculty to break the boundaries of their own content areas to collaborate with faculty and community partners such as school and agency personnel. Leaving one's academic comfort zone requires a willingness to take risks, and many faculty are reluctant to do so because of the level of relevance in the evaluation process. The scholarship of integration is consistently illustrated in both the PALS and the MSSLP through the collaboration of many people who share a common goal of serving children.

Each child who qualifies for the MSSLP has exhibited some sort of developmental motor delay. However, there is an enormous amount of variance in the underlying reasons for those delays. The process of investigating children's needs and designing interventions is enhanced by the integrated efforts of the motor developmentalist, the physical educator, the teacher educator, and the special educator. Additionally, we draw on many resources such as the parent, classroom teacher, and special educator, who can offer a new perspective or strategy relating to the child's abilities and behavior. Preservice teachers also integrate skills learned in other courses such as adapted physical education, education theory, and content area foundation courses; and subsequent curriculum and teaching courses draw on content learned in the motor skills program. In the PALS program the community agencies' directors and public school

of experiences they encounter. Furthermore, community building within the classroom is consistent with the principles of service learning. Preservice teachers learn collaborative strategies within the classroom that they can implement in the field.

We also find that their performance improves, for accountability is embedded in the experiences. For instance, in the MSSLP each preservice teacher is required to design a developmental booklet for a child in the program to take home. This child friendly booklet highlights personal accomplishments, progress, and interests, as well as incorporates educational materials for future home use (e.g., nutritional tips, community services information, dental care, healthy sleep habits, fun games, and physical activities). Because the booklet project became an assignment that actually goes home with the child, the quality has dramatically improved. In one rare instance in which a preservice teacher did not prepare a satisfactory booklet, he was reminded that the more powerful accountability standard was the child's reaction to the booklet (as opposed to just the grade). He humbly requested, and was granted, more time to improve the quality of his work.

The preservice teachers in the PALS program compile a portfolio that includes their weekly session plans with elaborated reflections, any products or written descriptions of activities and projects completed with their children, and a final reflection paper that addresses questions pertaining to their overall teaching and learning experience. The teachers' portfolios are evaluated for evidence of their developing knowledge about teaching and learning and the important role relationships play in the process.

Ultimately, we find that with service learning our teaching is inspired, meaningful, and has embedded accountability to real world issues. Thus, our teaching scholarship is enhanced by the service-learning component of the courses.

The Scholarship of Application

The scholarship of application foregrounds engagement in social issues as a viable and important area of study. The scholar is able to effectively apply knowledge to authentic, relevant situations. Boyer asked, "How can knowledge be responsibly applied to consequential problems?" and "Can social problems themselves define an agenda for scholarly investigation?" (1990, p. 21).

Service learning implies a dynamic interplay of theory and practice. It is a cycle of renewal, more than merely doing good deeds and more than citizenship. Service learning promotes an ethic of service that cannot be easily gained inside the walls of the classroom because immersion in authentic community concerns brings a salience to the content that does not otherwise exist. PALS and the MSSLP illustrate the scholarship of application by foregrounding social issues as a legitimate venue for classroom action and scholarly pursuit.

Situating the content in relevant social contexts brings legitimacy to coursework and gives credibility and meaning to theory. Preservice teachers often may challenge classroom theory, asking, "where is the relevance?" and "when will I ever use this theory?" The success of these two service learning programs illustrates to preservice teachers that they are indeed capable not only of putting theory into practice, but also of bringing about change. In fact, they realize that they need this theoretical knowledge to be effective teachers.

For instance, in the MSSLP each preservice teacher was asked to apply lecture material by providing corrective feedback to a child following a skill attempt. Subsequent viewing of the videotaped instructional session illustrated the critical value of feedback theory and the consequences of their own interactions with the children as they tried to apply it. Thus, classroom discussion of events in the real world, accompanied by relevant field experience, allows for better understanding of the links between theory and practice. Recall, also, the example of the preservice teacher who was embarrassed by the standard of quality of his work. Tasks previously viewed simply as assignments to be completed became tied to authentic consequences that led them to challenge their own notions of their roles as students and as future teachers.

The power of PALS is that it offers preservice teachers an initial teaching experience outside of an institutionalized setting through which they begin to grasp the concept of culturally responsive teaching and the importance of developing relationships with their students and their families (Ladson-Billings, 1994). We realize the benefits of field-based experiences for preservice teachers in applying what they have been learning in their teacher preparation programs. But preservice teachers in school-

based field experiences step into a school culture with pre-established rules and classroom management. They follow the lead of their cooperating teachers in classrooms where the rules already exist, the daily routine is set, the curriculum is in place, and the children are cooperative. Too often, the preservice teachers accept what already exists rather than questioning the status quo and further developing their own theories and practice. Such settings highlight the importance of providing preservice teachers with multiple and varied field experiences that place them in unfamiliar sociocultural settings, moving from multiple field-based experiences in schools to field experiences in other contexts.

Concluding Remarks

Glassick, Huber, and Maeroff (1997) address scholarship in transition and demand that universities actively engage in societal stewardship in the postmodern world:

The goals and procedures of educational institutions and even the nature of knowledge itself have become objects of challenge and change. Assumptions that guided the academy for the last half-century no longer necessarily hold, underscoring a need to clarify campus missions and to relate the work of the faculty more directly to the realities of contemporary life. (p. 6)

The pedagogical approach of service learning is an avenue through which scholarly work can be accomplished in a way that is true to the university mission of meeting community needs today. We have shown how programs in two different institutions can do just that, and in doing so service learning creates a new niche within a definition of scholarship. If we visit the mission statements as cited on the respective university's web sites, we can see how PALS and MSSLP each represent congruence with the respective missions:

PALS: Monmouth University is "... an independent, comprehensive, teaching-oriented institution of higher learning, committed to service in the public interest ..."

MSSLP: "Extension and outreach programs are fundamental to the land grant mission because these programs directly affect the lives of all citizens in the state. Auburn University will continue to seek new and innovative ways to reach out to the people it serves."

We have described here some alternative conceptions of scholarship that are exemplified in these teacher education service-learning programs. Gaining cognizance of one's own teaching abilities in often challenging field settings leads to greater self-efficacy and empowers preservice teachers to be more critical and to challenge current practices. Likewise, as university faculty, we are more confident, competent, and legitimate in our teaching and in our content areas. We benefit from the broader perspective nurtured by diversity and collaboration. The process of collaboration and exchange empowers school partners by illustrating the importance of their contributions to the university and to the preparation of future teachers. Recognition of such outreach efforts as scholarship, and rewarding them accordingly, is becoming the logical next step for academia.

If we acknowledge that there are many different ways to obtain and interpret knowledge, it becomes easy to recognize the legitimacy of various forms of scholarship. It is further apparent that they need not, and should not, stand independently, for the interactions of discovery, integration, teaching, and application inform one another and represent a synthesis of the diversity of faculty expertise (Boyer, 1990). The scholarship in which faculty engage drives the programs they implement, and program outcomes and ongoing reflection drive further scholarship. Such scholarship is interactive and transforming, leading to new knowledge and refined practice. Service learning is an inclusive form of scholarship that enables faculty to meet university standards of academic work.

NOTES

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