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Interest in and research on civic engagement and service-learning have increased exponentially. In this rapid growth, efforts have been made to institutionalize pedagogies of engagement across both K-12 and higher education. As a result, increased positive attention has been complemented equally by well-founded critiques complicating experiential approaches&#39; claims and questioning if ...

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A key complaint from these critical voices is the tightly woven, protective insular core in the field of service-learning. This claim is t unfounded, r necessarily bad. Initial efforts to legitimize service-learning and other forms of community-based education required group cohesion.

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