



**Reflection in Action: A Guidebook for Student
Affairs Professionals and Teaching Faculty
(Engaged Research and Practice for Social Justice
in Education)**

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"Kline and her colleagues deftly examine the art of reflection in pursuit of effectively addressing multicultural and social justice issues on campus. This book details the most contemporary principles and techniques that can assist emerging and seasoned professionals alike bring theory, research and reflection to bear on their practice."

--John A. Mueller, Ed.D., Professor, Department of Student Affairs in Higher Education, Indiana University of Pennsylvania

This guidebook will stimulate student affairs professionals and higher education faculty alike to adopt new approaches when discussing sensitive or controversial topics with their students. It provides teachers and professionals with a critical social understanding of social justice, social agency, reflection, and actionable knowledge to develop new and effective skills, practice them in safe spaces, and apply them in the field. It offers tools that are equally applicable in a classroom or cocurricular setting.

The exceptional teachers, scholars, and professionals contributing to this volume provide a diverse and alternative lens through which to examine the intersection of social justice education and professional practice. The text is organized in three overarching themes: Part One, "Existing Theories, Examining Claims, and Proposing New Understandings"; Part Two, "Concrete Tools and Safe Spaces for Practicing Difficult Dialogues in Professional Practice"; and Part Three, "Professional Development, Action Research, and Social Agency." In Part Four, "Moving Forward," the book concludes with a chapter on implications for daily life and practice.

The action-oriented research model provides strategies and frameworks for using social science research to engage in critical social and educational problem solving. The emphasis is on moving colleges and universities to widen their moral and ethical lenses, beyond understanding diversity, to developing multicultural competence and enriching their campus communities.

Written for faculty in higher education and student affairs professionals, along with master's and doctoral students in these fields, this book provides a framework that is grounded in research and sound pedagogies and theories.

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Joseph McNeal:

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