Community Engagement, Experiential Learning, and/or Service Learning in Online Learning Environments


Excellent volume of articles walking the reader through an introduction all the way to examples and best practices.

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Another volume containing articles revolving around best practices with regards to the intersection of technology and service learning. Includes an entry on distance and service learning in the sciences.

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http://quod.lib.umich.edu/m/mjcsl/3239521.0008.103/1/--electronic-journaling-using-the-web-based-group-journal-for?rgn=full+text;view=image;q1=electronic+journaling

Article on using electronic journaling with service learning (in the Michigan Journal of Community Service Learning). Includes a section on pedagogical considerations.

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http://www.educause.edu/ero/article/constructing-experiential-learning-online-courses-birth-e-service

Article from the Educause Review. Constructing Experiential Learning for Online Courses: The Birth of E-Service. A lack of service-learning programs for online courses prompted the creation of e-service to provide experiential learning opportunities. Advances in technology have forced educational reform, including the development of a new educational paradigm for online distance education. In this environment, teachers become mentors and guides rather than the "all knowing" authority often associated with the traditional face-to-face format. In addition, new issues and challenges have begun to materialize from this new paradigm, prompting investigations related to the quality of online instruction: effectiveness of distance teaching versus face-to-face instruction, collaboration and cooperation among online students, types of student interactions in the online environment, training and in-service for teacher education students enrolled in distance education program, planning and implementation of curriculum and delivery for online courses, productive, frequent interactions, both
teacher-student and student-student, are essential to the online course environment. Instructors are examining ways not only to foster these interactions but also to engage distance students in their local communities through experiential learning opportunities. Experiential education is a general term used to describe academically related work experience. In addition to preparing students academically, institutions of higher education are called upon to prepare students for the complex issues they will encounter in the workplace. Experiential education includes such activities as internships, practica, cooperative learning, and student teaching. It provides a bridge between learning in the classroom and learning on the job.

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“Big picture” book on the importance of the university’s role in societal change. Includes a section on the development and expansion of online education. In *Engines of Innovation*, Holden Thorp and Buck Goldstein make the case for the pivotal role of research universities as agents of societal change. They argue that universities must use their vast intellectual and financial resources to confront global challenges such as climate change, extreme poverty, childhood diseases, and an impending worldwide shortage of clean water. They provide not only an urgent call to action but also a practical guide for our nation’s leading institutions to make the most of the opportunities available to be major players in solving the world’s biggest problems. A preface and a new chapter by the authors address recent developments, including innovative licensing strategies, developments in online education, and the value of arts and sciences in an entrepreneurial society.