All-Khasawneh, Ahmad and Bashar K. Hammad. Implementation of Service Learning and Civic Engagement for Computer Information Systems students through a course project at Hashemite University.” *Education for Information* 30.3/4 (2013): 191-203

Keywords: Information storage & retrieval systems; Service learning; Project management; Experiential learning; Job skills; Community involvement; Higher education; Experiential learning; Information systems; Professional skills; Project management skills

Service learning methodologies provide information systems students with the opportunity to create and implement systems in real-world, public service-oriented social contexts. This paper presents a case study of integrating a service learning project into an undergraduate Computer Information Systems course for the first time at the Hashemite University in Jordan. The project requires students to visit local non-profit and government agencies to learn about and to provide needed information systems services and solutions that are closely related to the specific course topics that they have come across during their course lectures. Students are required to brainstorm and suggest innovative ideas and to provide needed information systems services and solutions based on tips and hints provided by the instructor and specialized consultants in the field. In these activities, students actively evaluate and analyze the complex contributions associated with understanding problem domains as well as design and implement real-world solutions. Student’s achievement in this project is evaluated through their academic supervisor, their community partners, and student’s reflection on their experience. This paper presents qualitative analysis of integrating service learning and civic engagement in this course, and highlights benefits, challenges, and recommendations for future implementation.

JC: Though describing a project in the Jordanian context, this article details in ways that may be useful what it means to bring service learning into the CIS curriculum and successfully engage community partners.


Keywords: Drexel University; Community involvement; Outreach programs; Community-based social services; Conceptual design

The article focuses on Dornsife Center by Drexel University, which was an off-campus site that aims to provide civic engagement through the center’s outreach services. Topics discussed include the conception and construction planning processes, which include implementation,
design and funding, the core function of the project such as academic engagement, volunteerism and service and institutional activity, along with related strategies including infrastructure, health, and education.

JC: The article focuses on the developing infrastructure of a center devoted to the relationship between the university and surrounding communities. This suggests one direction that QEP planning might undertake.


Keywords: Minnesota State University, Mankato; Universities & colleges Honors courses; Experiential learning; Community & school; Education programs; Independent Study.

The article presents research concerning the collaboration between the students in Honors English 101 class from Minnesota State University, Mankato and the Mankato Free Press to develop a well-researched, follow-up story for the magazine, about a bear mauling in Mankato in 1934. Archival research, community interaction, and public presentation were involved in the study. Lessons learned from the collaborative and community-oriented honors program are noted.

JC: A useful, detailed discussion about building a multi-tiered research and writing project involving diverse writing situations, academic research, public writing, extensive peer teamwork, and primary interaction with a community partner (the Mankato Free Press editor) capable and willing to participate in the education of students. Useful for many disciplines, particularly composition, history, social sciences, education, business, natural science. Many resources in Houston for developing a central research question centered on some aspect of Houston history.


Keywords: Service learning; World citizenship; Consumers—attitudes; Learning communities; Curricula (courses of study); civic engagement; consumerism; course design; global citizenship; transformative pedagogy
The course “Empowering Youth for Global Citizenship” seeks to equip students to teach global citizenship by engaging them in practices of ascetic withdrawal from consumer habits and active engagement in the public sphere. These goals underlie the design of the assignments, but should have also shaped the relationship between the assignments themselves. This article addresses the issue of course design in the service of empowering students for engagement in the public sphere by reflecting upon the course assignments, with emphasis on a project that worked well, and the implications this has for its relationship to the other course assignments, including one that missed the mark. The exploration of this misalignment between the learning goals and actual outcomes of the different assignments brings to light the unique role of learning communities of accountability and acceptance in deepening the impact of assignments aimed at personal transformation, as well as the rich dynamic that can come from coordinating course assignments to bring “head, heart, and hands” together.

JC: Though with a theological orientation, this article suggest different possible ways to bring civic engagement into the classroom, involving not only identifying and participating in community events, but also identifying and engaging personal action and personal responsibility (in this case asceticism) linked in some way to the idea of civic responsibility. The article details the approach to a particular class that can be useful in exhibiting diverse methods of course design.


Keywords: Biology; Student engagement; Community college students—attitudes; Classroom environment; College students—attitudes; Motivation in education—universities and colleges

Successfully engaging students with our community college’s introductory biology curriculum is a challenging endeavor. Students have numerous distractions competing with faculty for their attention. Traditional presentation of information may leave students longing for something more engaging to do, and the place where most college-level instruction happens lacks relevance to either the course content or the students’ lived experiences. The result may be that we are failing in front of our students. This is not because we have failed to recognize the importance of engaging students. Rather, we either have never asked our students what they want in terms of instructional experience or are reluctant to leave our comfort zone and make large-scale changes to our pedagogies. For this paper, we explored the ideas of engagement and place at a midsize community college. We found that students have thoughtful opinions about each are frustrated with some aspects of our current instruction. This article provides a brief review of research on engagement and place, reflections on student interviews, and recommendations for improving our instruction.
JC: The idea of community engagement surfaces in the way this article focuses on student engagement of and contributions to the course design, a kind of community-building experience. Useful in terms of dialogue regarding course dynamics.


Keywords: Learner Engagement, Curriculum Implementation, Faculty Development, Communities of Practice, Inquiry, Models, Evaluation Methods, Blended Learning, Electronic Learning, College Instruction, Higher Education, Course Evaluation, College Faculty, Program Descriptions, Instructional Design, Postsecondary Education

The purpose of this article is to describe an institutional initiative created to support faculty engaged in blended course redesign. This Inquiry Through Blended Learning (ITBL) program adapted Garrison, Anderson, and Archer’s (2000) Community of Inquiry framework in order to provide faculty participants with a guided inquiry process for discussing and reflecting on key redesign questions, exploring blended learning from a student perspective, integrating the new experiences and ideas, and then applying this knowledge through the implementation of a course redesigned for blended learning. An overview of the ITBL program, the methods used to evaluate the redesigned courses, the findings, and conclusions are presented in this article.

Although not explicitly about civic engagement, this article addresses questions about how to build intellectual community with a hybrid online/ftf learning environment. Lessons here may be adapted to class and community projects heavily employing online delivery while maintaining a sense of community within the class.


A Faculty Learning Community (FLC) comprised of six professors representing different disciplines came together to study, develop, and teach blended learning courses. As an FLC, the researchers sought to evaluate student perceptions of the blended learning courses, measured using the Community of Inquiry (CoI) survey, and how these differed...
across the courses taught. In addition to this objective, a secondary objective of how the experience of learning to design blended learning courses in an FLC differed across the faculty was also explored. This exploratory case study found evidence to suggest that student perceptions of a blended course, as measured by the CoI framework, can be used to determine differences in students' blended learning experiences. The results of the study also suggest that perceived differences in blended learning experiences varied by discipline, highlighting an important area for future research experiments. An additional research outcome was that an FLC may be a useful form of faculty development when correctly implemented. For example, participating faculty benefited from participation in an FLC when they received helpful advice on promising practices and encouragement when experiencing instructional or technical challenges.

- Community of Inquiry is predicitive of students' experiences in blended courses.
- Facilitation of Community of Inquiry within a blended course may lead to an increase in student satisfaction with the course.
- Differences in a student's experience in blended learning courses may vary depending on the discipline of the course.
- Faculty benefit from participation in a Faculty Learning Community by receiving helpful advice on promising practices.
- Faculty benefit from participation in a Faculty Learning Community by receiving encouragement when facing course challenges.
- Faculty Learning Communities are less successful when they lack dialog between meetings.

JC: This article, focused on blended learning courses, is instructive on the usefulness of building faculty learning communities—tying in with what the Center for Teaching and Learning Excellence offers.


Keywords: Dewey, John, 1859-1952; Experiential learning; Library education; Community informatics; Socialization; Community Engagement; Popular education; Studio-based learning

This paper introduces a model of experiential learning to support teaching, research, and practice in library and information science (LIS). The concept we call Community Informatics (Cl) Studio uses studio-based learning (SBL) to support enculturation into the field of Cl. The SBL approach, closely related to John Dewey’s inquiry-based learning, is rooted in the apprenticeship model of learning in which students study with master designers or artists to develop their craft. Our paper begins with a review of literature to frame our research before introducing our analysis of the Cl Studio course. Using the first three semesters of the course as case studies, the goal of the paper was to present three related investigations that emerged from our over-arching research question: How can the Cl Studio be understood as a model of experiential learning to support LIS teaching, research, and practice?

JC: This article provides models for studio-based classroom practice built around addressing a particular challenge or problem or key question to be addressed throughout the semester, integrating classroom practice with field-based practice with a community partner.