Community Engagement - Service Learning

1. Civic Engagement and Organizational Learning Strategies for Student Success
Tami L. Moore, Jesse P. Mendez
NEW DIRECTIONS FOR HIGHER EDUCATION, no. 165, Spring 2014 © 2014 Wiley Periodicals, Inc., pp31 - 40

Students succeed in college by engaging with faculty, peers, and the community. Institutional leaders can utilize organizational learning strategies to learn what works to support civic learning outcomes and student success.

2. Engaging Scholarship With Communities
Guillermina Gina Núñez

A pedagogy of engagement links faculty and students to the needs of local communities while promoting academic success through higher retention and graduation rates in higher education. This work describes engaged scholarship and shares guidelines for documenting student engagement and critical reflection across the higher education curriculum. Insights and recommendations are based on 8 years of engaged scholarship efforts at a Hispanic Serving Institution serving students and community on the U.S.-Mexico border.

3. Innovative Practices in Service-Learning and Curricular Engagement
Robert G. Bringle, Julie A. Hatcher
NEW DIRECTIONS FOR HIGHER EDUCATION, no. 147, Fall 2009 pp. 37 - 46© Wiley Periodicals, Inc., Published online in Wiley InterScience (www.interscience.wiley.com) • DOI: 10.1002/he.356

This chapter summarizes institutional best practices in the assessment of service-learning.

4. Service learning as a response to community/school engagement: Towards a pedagogy of engagement
Gregg Alexander and Mokhethi Khabanyane
Perspectives in Education, Volume 31(2), June 2013, pp 102 - 113

The promulgation of the White Paper on Higher Education (1997) necessitated Higher Education Institutions (HEIs) in South Africa to avail their expertise in their human resources and physical infrastructure for service learning and community engagement initiatives, in the interest of demonstrating social responsibility, collaborative partnerships with, and a commitment to the development of South African communities. Service learning as a thoughtful organised, reflective and engaged service pedagogy is focused on the developmental priorities of communities through the application of knowledge, skills and interaction among communities, academics, students and service providers to the benefit of all participants.
(Council on Higher Education, 2006). In response to the latter mentioned, this interdisciplinary study, therefore, reports on the results of a service learning component to teach postgraduate students, attached to the Department of Comparative Education and Education Management, to perform specific skills (management tasks) via the implementation of structured interventions at their selective schools. Class presentations, reflective journals on students’ observations, experiences and actions revealed significant parallels between the implemented service learning curricular (management tasks) and the respective ‘engaged’ school communities.

5. Current Practice and Infrastructures for Campus Centers of Community Engagement
Marshall Welch and John Saltmarsh
Journal of Higher Education Outreach and Engagement, Volume 17, Number 4, p. 25, (2013)

This article provides an overview of current practice and essential infrastructure of campus community engagement centers in their efforts to establish and advance community engagement as part of the college experience. The authors identified key characteristics and the prevalence of activities of community engagement centers at engaged campuses by reviewing the professional literature and analyzing over 100 successful applications for the Carnegie Foundation for the Advancement of Teaching elective Community Engagement Classification. These data can be used as a baseline for centers and institutions of higher education to assess their current structures and programs and to assist in strategic planning for the future.

6. Using Service Learning in a Course Entitled Biology of Women to Promote Student Engagement and Awareness of Community Needs and Resources
Angela C. Bauer-Dantoin
Bioscene, Volume 34(1) June 2008

Service learning projects were incorporated into the curriculum of an undergraduate course entitled Biology of Women. The goals of the service learning projects were: 1) to provide students with the opportunity to consider issues pertaining to human biology in real-world settings; 2) to foster student engagement with the community; and 3) to promote student awareness of community resources that are directly relevant to women’s health issues. The success of the service learning projects in meeting these goals was assessed via analysis of student reaction papers, classroom presentations, and surveys administered at the end of the semester. Assessment results indicate that the service learning projects promoted student awareness of community needs and resources, demonstrated the relevance of course content to real life, and led some students to consider future service opportunities and/or careers in the field of women’s health.

7. Ten years in the trenches: faculty perspectives on sustaining service-learning
Jay R. Cooper

Abstract
This study reports the perceptions of faculty 10 years after participating and sustaining their involvement in academic service-learning. Issues explored include why participants became involved in service-learning, the perceived impact on the promotion and tenure process, the challenges and rewards reaped by participants, and what sustained them in their work. The study is unique in that faculty report on the factors that have impeded or allowed them to sustain their involvement in service-learning over a period of 10 years. The study supports earlier findings that suggest faculty become involved for a variety of reasons, primarily the potential outcomes that service-learning provides and the opportunity to work in an interdisciplinary fashion; that service-learning can have both a positive and negative impact on promotion and tenure; and that support at the institutional level is essential for engaging faculty in

8. Fostering Meaning, Purpose, and Enduring Commitments to Community Service in College: A Multidimensional Conceptual Mode

Alyssa Bryant Rockenbach, Tara D. Hudson, and Jeremy B. Tuchmayer


Abstract
Using longitudinal data collected as part of the 2004/09 Beginning Postsecondary Students Longitudinal Study, this study employed structural equation modeling to examine how multiple dimensions of college students’ service participation shape life goals oriented toward meaning, purpose, and citizenship and subsequent service engagement. The findings suggest that life goals and subsequent service participation are a function of students’ citizenship predispositions, the intensity and context of service involvement, and, importantly, the benefits that students derive from their service participation. Becoming a more compassionate and socially aware person as a result of service work is positively linked to committing oneself to a meaningful life marked by helping others, civic engagement, and service.

9. Service Learning and Community Engagement: A Comparison of Three National Contexts

Ann Marie Thomson, Antoinette R. Smith-Tolken, Anthony V. Naidoo and Robert G. Bringle

Journal of Community Practice 18:139–147, 2010

Abstract
One of the presumptions of a well-functioning, viable democracy is that citizens participate in the life of their communities and nation. The role of higher education in forming actively engaged citizens has long been the focus of scholarly research, but recently an active debate has emerged concerning the role of service as
a third core function of institutions of higher learning. Service learning (SL), a
teaching approach that extends student learning beyond the classroom, is increas-
ingly seen as a vehicle to realize this third core function. By aligning educational
objectives with community partners’ needs, community service is meant to enhance,
among other objectives, reciprocal learning. Although the term and its associated
activities originated in the United States (US), theoretical debates linking civic
engagement and education extend far beyond the US context. Nevertheless, research
on SL as a distinctive pedagogical approach remains a nascent field. A significant
gap exists in the literature about what this pedagogical approach seeks to achieve (in
nature and in outcomes) and how it is construed in non-western contexts. Using a comparative
analysis across three widely different contexts, this article explores the extent to which these
differences are merely differences in degree or whether the differences are substantive enough to
demand qualitatively different models for strengthening the relationship between higher
education and civil society.

10. Innovative practices in service learning and curricular engagement
Robert G. Bringle, Julie A. Hatcher
New Direction for Higher Education 2009, 147:37-46
This chapter summarizes institutional best practices in the assessment of service-learning.

11. Community-based Learning, Internationalization of the Curriculum, and University
Engagement with Latino Communities.
Vialla Hartfield-Mendez
Hispania 2013, 96(2):355-368

This article analyzes efforts at Emory University to understand presences, focusing especially on
Spanish-speaking communities and neighborhoods in Atlanta and Georgia, and to integrate these
into the life of the university through engaged learning courses. We consider pedagogical goals
of internationalization and of experiential learning, including ways that these can be met through
innovative and thoughtful integration of the two. Of particular interest is the positioning of the
Latino community as an internationalizing presence. Specific examples are curriculum revisions
in the Dept. of Spanish and Portuguese and connections with other components of the
undergraduate curriculum.