

**ROLE OF EDUCATION AND  
PEDAGOGICAL APPROACH IN  
SERVICE LEARNING**

# INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING

Senior Series Editor: Patrick Blessinger, St John's  
University and Higher Education Teaching and  
Learning Association, USA

Associate Series Editor: Enakshi Sengupta, American  
University of Afghanistan

## Published volumes:

- Volume 27     Improving Classroom Engagement and International Development Programs: International Perspectives on Humanizing Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Mandla Makhanya
- Volume 28     Cultural Competence in Higher Education – Edited by Tiffany Puckett, and Nancy Lind
- Volume 29     Designing Effective Library Learning Spaces in Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Mandla S. Makhanya
- Volume 30     Developing and Supporting Multiculturalism and Leadership Development – Edited by Enakshi Sengupta, Patrick Blessinger and Mandla S. Makhanya
- Volume 31     Faculty and Student Research in Practicing Academic Freedom – Edited by Enakshi Sengupta and Patrick Blessinger
- Volume 32     International Perspectives on Policies, Practices & Pedagogies for Promoting Social Responsibility in Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Craig Mahoney
- Volume 33     International Perspectives on the Role of Technology in Humanizing Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Mandla S. Makhanya
- Volume 34     Humanizing Higher Education through Innovative Approaches for Teaching and Learning – Edited by Enakshi Sengupta, Patrick Blessinger and Mandla S. Makhanya
- Volume 35     Humanizing Higher Education through Innovative Approaches for Teaching and Learning
- Volume 36     Integrating Research-based Learning across the Curriculum
- Volume 37     International Perspectives in Social Justice Programs at the Institutional and Community Level
- Volume 38     The Role of External Examining in Higher Education: Challenges and Best Practices
- Volume 39     International Perspectives on Supporting and Engaging Online Learners
- Volume 40     International Perspectives in Online Instruction
- Volume 41     New Student Literacies amid COVID-19: International Case Studies
- Volume 42     Innovative Approaches in Pedagogy for Higher Education in Classrooms,
- Volume 43     Governance and Management in Higher Education
- Volume 44     Changing the Conventional University Classroom
- Volume 45     ICT and Innovation in Teaching Learning Methods in Higher Education

INNOVATIONS IN HIGHER EDUCATION TEACHING  
AND LEARNING VOLUME 46

**ROLE OF EDUCATION AND  
PEDAGOGICAL APPROACH IN  
SERVICE LEARNING**

EDITED BY

**ENAKSHI SENGUPTA**

*American University of Afghanistan, Afghanistan*

and

**PATRICK BLESSINGER**

*St. John's University, USA*

Created in partnership with the  
International Higher Education Teaching and Learning Association



**Higher Education  
Teaching & Learning**

<https://www.hetl.org/>



**emerald  
PUBLISHING**

United Kingdom – North America – Japan  
India – Malaysia – China

Emerald Publishing Limited  
Howard House, Wagon Lane, Bingley BD16 1WA, UK

Editorial matter and selection © 2023 Enakshi Sengupta and Patrick Blessinger.  
Published under exclusive licence.  
Individual chapters © 2023 Emerald Publishing Limited.

**Reprints and permissions service**

Contact: [permissions@emeraldinsight.com](mailto:permissions@emeraldinsight.com)

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

**British Library Cataloguing in Publication Data**

A catalogue record for this book is available from the British Library

ISBN: 978-1-80071-189-1 (Print)  
ISBN: 978-1-80071-188-4 (Online)  
ISBN: 978-1-80071-190-7 (Epub)

ISSN: 2055-3641 (Series)



ISOQAR certified  
Management System,  
awarded to Emerald  
for adherence to  
Environmental  
standard  
ISO 14001:2004.

Certificate Number 1985  
ISO 14001



INVESTOR IN PEOPLE

# CONTENTS

*Series Editors' Introduction* vii

## PART I AGENTS OF CHANGE

- Chapter 1 Introduction to Role of Education and Pedagogical Approach in Service Learning**  
*Enakshi Sengupta and Patrick Blessinger* 3
- Chapter 2 The Integral Role of Service-Learning in Higher Education Prior to, During, and Post-Covid-19**  
*Ahmad Samarji* 11
- Chapter 3 Multi-disciplined International Service Learning: A Pedagogical Model and Case Study**  
*Anthony D. Songer and Karen R. Breitkreuz* 23
- Chapter 4 Service-Learning and Community Engagement – An Integrated Approach**  
*Jane Booth and Pat Green* 59
- Chapter 5 Agents of Change: Journalism Education as Critical Service-Learning**  
*Jeanne E. du Toit* 75

## PART II THE CONCEPT & PRACTICE

- Chapter 6 Facets of Service Learning in Higher Education: A Cross-Case Analysis of Diverging Conceptualizations**  
*Magdalena Fellner, Alina Simona Rusu and Attila Pausits* 95
- Chapter 7 A Rose by any Other Name Would Smell as Sweet: Uncovering the Hidden Service-Learning in UK Higher Education's Pedagogical Practice**  
*Sarah Thomson, Andrew Reeves and Mark Charlton* 113

<b>Chapter 8 Implementing Service-Learning to Enhance Undergraduate Teaching and Learning</b> <i>Tammy Joy Burnham and Mary L. Slade</i>	127
<b>Chapter 9 Reading in Service: Building Community, Scholarship, and Service Through College Reading</b> <i>Bridget Lepore</i>	143
<i>About the Authors</i>	157
<i>Name Index</i>	163
<i>Subject Index</i>	169

# **SERIES EDITORS' INTRODUCTION**

## **INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING**

The purpose of this series is to publish current research and scholarship on innovative teaching and learning practices in higher education. The series is developed around the premise that teaching and learning is more effective when instructors and students are actively and meaningfully engaged in the teaching-learning process.

The main objectives of this series are to:

- (1) present how innovative teaching and learning practices are being used in higher education institutions around the world across a wide variety of disciplines and countries,
- (2) present the latest models, theories, concepts, paradigms, and frameworks that educators should consider when adopting, implementing, assessing, and evaluating innovative teaching and learning practices, and
- (3) consider the implications of theory and practice on policy, strategy, and leadership.

This series will appeal to anyone in higher education who is involved in the teaching and learning process from any discipline, institutional type, or nationality. The volumes in this series will focus on a variety of authentic case studies and other empirical research that illustrates how educators from around the world are using innovative approaches to create more effective and meaningful learning environments.

Innovation teaching and learning is any approach, strategy, method, practice or means that has been shown to improve, enhance, or transform the teaching-learning environment. Innovation involves doing things differently or in a novel way in order to improve outcomes. In short, Innovation is positive change. With respect to teaching and learning, innovation is the implementation of new or improved educational practices that result in improved educational and learning outcomes. This innovation can be any positive change related to teaching, curriculum, assessment, technology, or other tools, programs, policies, or processes that leads to improved educational and learning outcomes. Innovation can occur in institutional development, program development, professional development, or learning development.

The volumes in this series will not only highlight the benefits and theoretical frameworks of such innovations through authentic case studies and other empirical research but also look at the challenges and contexts associated with

implementing and assessing innovative teaching and learning practices. The volumes represent all disciplines from a wide range of national, cultural and organizational contexts. The volumes in this series will explore a wide variety of teaching and learning topics such as active learning, integrative learning, transformative learning, inquiry-based learning, problem-based learning, meaningful learning, blended learning, creative learning, experiential learning, lifelong and lifewide learning, global learning, learning assessment and analytics, student research, faculty and student learning communities, as well as other topics.

This series brings together distinguished scholars and educational practitioners from around the world to disseminate the latest knowledge on innovative teaching and learning scholarship and practices. The authors offer a range of disciplinary perspectives from different cultural contexts. This series provides a unique and valuable resource for instructors, administrators, and anyone interested in improving and transforming teaching and learning.

Patrick Blessinger  
*Founder, Executive Director, and Chief Research Scientist,  
International HETL Association*

Enakshi Sengupta  
*Chair of the Business Department and Director-  
Centre for Teaching Learning & American University of Afghanistan*

PART I

AGENTS OF CHANGE

*This page intentionally left blank*

# CHAPTER 1

## INTRODUCTION TO ROLE OF EDUCATION AND PEDAGOGICAL APPROACH IN SERVICE LEARNING

Enakshi Sengupta and Patrick Blessinger

### ABSTRACT

*Higher education goes beyond classroom teaching and emphasizes on community and democratic participation of students and teachers who are expected to practice inclusive education and support the needs of the community and a diverse group of stakeholders. In the 1990s a new form of experiential learning started evolving in higher education where students were given credits to become more empathetic and address the needs of humanity or their immediate community. Curriculum were improvised to include volunteering services, internships and integrating them to the existing teaching learning needs. However, a fine line does exist about how inclusive education should be and what dimensions of community services can be included in the curriculum. This book is a collection of case studies and interventions adopted by academics across the globe to explain and explore the concepts of social responsibility in education, social justice and civility. The current pandemic situation has made it increasingly difficult for students to explore gaps in society and work toward mitigating it. Academics have showcased that online learning doesn't mean an end to service learning, but it can be enhanced, and students can continue to be agents of social change. The volume describes the concept of service learning as a model, as a pedagogical tool, a framework that can be inculcated in different areas higher education.*

**Keywords:** Service learning; higher education; community; empathy; curriculum; internships; social change; pedagogy

## INTRODUCTION

Higher education has been undergoing a paradigm shift. At first was the phenomena of globalization, navigating in a complex global world and interrelated society, then came the wave of a global pandemic which for the first time forced all educational institutions across the world to shut its doors, which was unprecedented. Classroom practices was no longer a feasibility with additional burden of healthcare, loss of live and coping up with grief and fear of death. As much as it impacted human life and countries economy, it created a serious dent in the educational field. Academics were forced to cope up with online learning, rethink their teaching models, work on strategies that will help in quality assurance (McIntosh, 2002; Porlan, 2020). World and the educational sector were gripped with high level of uncertainty and there seems to be no easy solution that can be used sweepingly in every institution imparting world class education (Bozkurt, 2020). Amid the chaos and disruption of a normal social life there is a universal agreement to build the resilience and keep working on a collaborative platform toward sustainability and ecology of society (Aramburuzabala, 2015). It is becoming increasingly important that students can draw parallel between what has been taught and critically evaluate their social commitments. This method entails going beyond the classroom teaching and help students build their ability and adaptability as change agents based on an education of solidarity and ethics. Role of education even in an online and ever-changing mode remains important in establishing a connection between the academic approaches and social commitment of students.

Service learning in higher education became popular in the 1990s in the United States. The definition remains a bit fuzzy with some defining it as pedagogy some naming it as a philosophy and others as a form of inquiry (Le Grange, 2007). Service learning needs to be a part of the curriculum bringing together community service activities with academic curriculum and addressing the community needs in a sustained manner with critical reflection being a vital part of the learning (Skinner & Chapman, 1999). It is a recent phenomenon which demands innovative thoughts and practices from the academics (Stanton, Giles, & Cruz, 1999). Service learning is an integral part of social responsibility, social justice and ethics and some academics have drawn from Dewey's (1966) action-based learning to provide a unique experience to the students.

Giles and Eyler (1994) speaks about certain aspects of service learning and have listed a few criteria based on continuous interaction between students and their mentors, continuation of the experience of service learning, encouraging a process of inquiry, active participation and reflective activities that leads to learning and developing a sense of citizenship that is based on values of democracy, inclusiveness, and conflict resolution. Butin (2003) has advocated the usage of 4 R's respect, reciprocity, relevance and reflection as a framework of service learning that will promote mutual respect, reciprocation that serves mutual outcomes, relevance to academic curriculum and reflection of experience. The term "Service-learning" emphasizes "a reciprocal relationship" with service and learning responding and strengthening the other (Prentice & Garcia, 2000, p. 20). Academics have called for integrating service-learning into higher education as

“an avenue for civic engagement and scholarship” (Billig & Welch, 2004, p. 222). Service-learning is often used to describe a social justice-oriented approach to community that “redirects the focus of service-learning from charity to social change” (Boyle-Baise & Langford, 2004, p. 55). The pedagogical approach demands its participants to take responsibility to mitigate the issues that is plaguing the community and assumes a “problem-solving instrument of social and political reform” (Fenwick, 2001, p. 6).

Morton (1995) describes the approach as a continuum that has the concept of charity in one end and advocacy of social change on the other end. Charity involves immediate assistance to solve an issue whereas the second approach requires an “increasingly complex analysis of the situation that created the need for service in the first place” (Morton, 1995, p. 20). Service learning is deep rooted in the students’ understandings of ethics, diversity, equity and their roles as responsible citizens are developed through a scaffolded reflection log. The reflection log is an important component of this concept as it leads students to reflect on their transition from being completely unaware of societal inequities to being deeply aware of concepts and their role in a democratic society (Mercer, Bland, & Kimber, 2009). The model involves supporting students through a well chalked out curricula that helps to examine and challenge traditional beliefs about student diversity and the role of schools in developing their community.

## CHAPTER OVERVIEWS

“The Integral Role of Service-Learning in Higher Education Prior to, During, and Post-COVID-19,” by Ahmad Samarji explains the concept of service-learning as a pedagogical avenue to apply students’ knowledge and skills, relate such knowledge and skills to communal needs, and prompt students’ civic participation has been emphasized in higher education for decades. It has been highlighted as one of the major roles, if not the most major, of universities in modern times, transitioning such universities toward becoming more socially vibrant, responsible, and connected institutions rather than being isolated think tanks explicit to a specific audience. Nonetheless, service-learning might seem neither a very spontaneous learning process for some theoretical courses (e.g., language, civilization, communication, and math courses) nor a very practical approach to implement during unprecedented times of lockdown and physical distancing such as that of the COVID-19. This chapter presents and analyzes the case study of Phoenicia University, Lebanon, in emphasizing service-learning through the “Learning in the Workplace and Community” (LiWC) approach across various theoretical and practice-based courses prior to and during the COVID-19 pandemic. This chapter asserts that prior to the pandemic, service-learning enabled universities to equip their students to become agents of social, economic, and technological change and development. On the other hand, the chapter argues that during and post-COVID-19, service-learning will empower universities to play a more critical and vital role in preparing their students to become agents of support, resilience, agility, and sustainable growth within a global era of social, economic,

technological, and healthcare chaos and change. In other words, service-learning will equip students to become avant-garde of certainty in such an uncertain, complex world.

“Multidisciplinary International Service Learning: A Pedagogical Model and Case Study,” by Anthony D. Songer and Karen R. Breitreuz highlights how today’s higher education paradigm places emphasis on the broader context of globalization, economics, the environment, and society. Divergent from traditional silo-based, discipline specific models, this broad and complex challenge necessitates the continued investigation of innovative interdisciplinary approaches for higher education. The 360 Degree Model for Educating Socially Responsible Global Citizens developed by the authors (360 Global Ed model) addresses these current needs through a structured approach for developing students as global citizens through purposeful engagement (Breitreuz & Songer, 2015; Songer & Breitreuz, 2014). The 360 Global Ed model includes a theoretical framework, educational environment, academic coursework, and evidence-based outcomes. At the core of the model is an international service learning (ISL) experience. The model’s ISL part provides a collaborative, interdisciplinary classroom environment combined with an authentic international field experience (Songer & Breitreuz, 2014). Six years of a mix-methods research assessment show the 360 Global Ed model’s outstanding results on the impact of student learning in the areas of global citizenship, personal and professional growth, and cultural intelligence. Additionally, over this period, the authors have also saw positive impacts on the host-country partners of the ISL component. This chapter includes a background on the need for improving the global understandings of students and broadening their understandings social responsibility via service learning in higher education. Additionally, this chapter provides an in-depth description of the 360 Global Ed model, details a case study of model implementation, and discusses assessment results on the impact of student learning and host-country teacher perceptions on the challenges and benefits of participating in the ISL program.

“Service-learning and Community Engagement – An Integrated Approach,” by Jane Booth and Pat Green explores humanity facing many crises – climate change, food insecurity, persistent poverty – what Brown et al. (2010) call wicked problems. These problems implicate us all, with possible solutions transcending disciplinary, organizational, and national boundaries. Therefore, educators need to nurture graduates able to engage as future practitioners – and citizens – in seeking solutions which recognize “the personal, the local and the strategic, as well as specialized contributions to knowledge” (Brown et al., 2010, p. 4). A model of service-learning which draws on the principles of social pedagogy, cultural-based learning and co-production provides the foundations for a more reflexive pedagogy, supporting the “development of student attention, emotional balance, empathetic connection, compassion and altruistic behaviour” (Zajonc, 2013, p. 83). This approach advocates that community organizations play a pivotal role in co-designing knowledge. Drawing on an applied research module at University of Wolverhampton this chapter will argue that by engaging community groups as co-producers of knowledge, learning can be extended beyond students to

the wider community (Murphy & Joseph, 2019). Not only will this enhance the potential of service learning to benefit the community and the students, but it has the potential to produce graduates more sensitive to the needs of communities themselves.

“Agents of Change: Journalism Education as Critical Service-Learning,” authored by Jeanne E. du Toit deals with a service-learning course based in the School of Journalism and Media Studies (JMS) at Rhodes University in South Africa. It provides a backdrop for the case study, describing the context in which the course is based and kind of intervention that it aims to make into this context. It then maps out the theoretical framework that informs the course, explaining how this is informed by the available spectrum of approaches to service-learning. It demonstrates how the course draws on the concept of a “communicative ecology,” to provide itself with a language in which to reflect on the social significance of communication. The chapter then reviews the first cycle of the course which took place in 2019, drawing on insights from participants (teachers, students and community partners). It deals, firstly, with the participants’ engagement with the concept of service-learning. Secondly, it describes their experience of service-learning as a communicative process. Finally, it describes their evaluation of this process as an intervention into the local communicative ecology. It is demonstrated that service-learning enables the school to respond strategically to the need for innovative communicative practices both in their immediate environment and within the broader South African context.

“Facets of Service Learning in Higher Education: A Cross-case Analysis of Diverging Conceptualizations” authored by Magdalena Fellner, Alina Simona Rusu and Attila Pausits. The authors explain that a service learning (SL) course is carried out at higher education institutions in cooperation with community partners to facilitate the development of students’ civic engagement. It consists of several phases, including the identification of a social need; the development and implementation of a concept to meet that need; and, above all, the reflection of this experience. In practice, however, the concept takes different forms with diverging goals. In this chapter, the authors map out the framework conditions and institutional contexts in which SL courses are based at the University for Continuing Education Krems (Austria) and the Babes-Bolyai University (Romania). The authors focus on the extent to which SL has become integrated within the policy and practice of every university and illustrate how corresponding circumstances, such as specific characteristics of the faculty and the student population, lead to different variations. In some cases, that context does not support the articulation of a shared understanding around the purpose and practice of SL. The authors therefore draw on critical reflections collected through interviews with module leaders to describe courses with SL components from both institutions. Ultimately, more needs to be done within each institution to put in place the necessary resources and support systems for the articulation of shared understandings. Some of these challenges must be understood in a broader institutional context in which the courses are located, which is why the authors include general and specific recommendations to create favorable conditions for the institutionalization of SL in the last part of the paper.

“A Rose by Any Other Name Would Smell as Sweet: Uncovering the Hidden Service-Learning in UK Higher Education’s Pedagogical Practice,” by Sarah Thomson, Andrew Reeves and Mark Charlton elaborates that it is commonly recognized in the United Kingdom (UK) Higher Education (HE) sector that the United States has dominated the practice of applying and articulating service-learning as a pedagogical approach for several decades (see [Bringle & Hatcher, 1996](#); [Butin, 2003](#); [Eyler & Giles, 1999](#); [Furco & Billig, 2002](#); [Morton & Troppe, 1996](#)). The use of service-learning as a pedagogical approach is an emerging field in the UK, responding to strategic agendas such as national assessment of academic impact and the civic role of universities. This chapter addresses this emerging practice by focusing on one UK HE institution as a case study to investigate how their offered courses align with the concept of service-learning. Analysis of the data identified strong interest in service-learning and of using real-world learning activities within courses but found few programmes that fully meet definitions of service-learning. Elements of service-learning practices were present across a wide range of programmes, not only those that have a more obviously applied or community-facing focus. The chapter argues that “service-learning” however it is conceptualized or defined will bring rich and immediate benefits to students, the university and the community.

“Implementing Service-Learning to Enhance Undergraduate Teaching and Learning,” by Tammy Joy Burnham and Mary L. Slade explains that service-learning implementation in higher education classes provides positive value to the undergraduate students as well as to the community organization being served. Opportunities for personal and professional growth allow students to develop their cognitive, interpersonal, and intrapersonal skills ([Barnes, 2016](#); [Myers, 2020](#)). In addition, the curriculum and content connections to real-world situations encourage a deeper understanding of concepts and an application of meaningful critical thinking and problem-solving scenarios. Including the reflection component as part of the service-learning project enriches the experience and authenticates learning connecting theory to practice. The organization benefits with creative and innovative ideas from the volunteers as resources are shared and the student cultivates relationships in a culturally responsive manner ([Schneider, 2018](#); [Schvaneveldt & Spencer, 2016](#)). Guidelines for the effective implementation of the service-learning project ensure a successful experience for all parties involved ([Lee, Park, & Chun, 2018](#)). The mutual beneficial relationship is healthy for all who are involved. Service-learning is an opportunity to further develop the student in areas of personal growth and teacher efficacy as well as helping the organizations and schools they serve ([Barnes, 2016](#); [Moore et al., 2016](#)). In conclusion, service-learning advances many components of an engaging course and fosters experiential learning for the undergraduate student.

“Reading in Service: Building Community, Scholarship, and Service Through College Reading,” by Bridget Lepore writes about students who enter college with the desire to make a positive impact on the world. They are also likely to enter higher education with literacy skills that need nurturing and support if students are to succeed in college and positively contribute to the world. Combining academic content and reading instruction in a service-learning framework provides