

INTEGRATING COMMUNITY SERVICE INTO THE CURRICULUM

INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING

Series Editor: Patrick Blessinger

Previous Volumes

- Volume 3 Inquiry-based Learning for Multidisciplinary Programs: A Conceptual and Practical Resource for Educators – Edited by Patrick Blessinger and John M. Carfora
- Volume 4 Inquiry-based Learning for Science, Technology, Engineering, and Math (STEM) Programs: A Conceptual and Practical Resource for Educators – Edited by Patrick Blessinger and John M. Carfora
- Volume 5 University Partnerships for Community and School System Development – Edited by Barbara Cozza and Patrick Blessinger
- Volume 6 Emerging Directions in Doctoral Education – Edited by Patrick Blessinger and Denise Stockley
- Volume 7 University Partnerships for Academic Programs and Professional Development – Edited by Patrick Blessinger and Barbara Cozza
- Volume 8 University Partnerships for International Development – Edited by Patrick Blessinger and Barbara Cozza
- Volume 9 Engaging Dissonance – Edited by Amy Lee and Rhiannon D. Williams
- Volume 10 University Partnerships for Pre-service and Teacher Development – Edited by Barbara Cozza and Patrick Blessinger
- Volume 11 Refugee Education: Integration and Acceptance of Refugees in Mainstream Society – Edited by Enakshi Sengupta and Patrick Blessinger
- Volume 12 Contexts for Diversity and Gender Identities in Higher Education: International Perspectives on Equity and Inclusion – Edited by Jaimie Hoffman, Patrick Blessinger and Mandla Makhanya
- Volume 13 Strategies, Policies, and Directions for Refugee Education – Edited by Enakshi Sengupta and Patrick Blessinger
- Volume 14 Perspectives on Diverse Student Identities in Higher Education – Edited by Patrick Blessinger
- Volume 15 Language, Teaching and Pedagogy for Refugee Education – Edited by Enakshi Sengupta and Patrick Blessinger
- Volume 16 Strategies for Fostering Inclusive Classrooms in Higher Education – Edited by Jaimie Hoffman, Patrick Blessinger and Mandla Makhanya
- Volume 17 Strategies for Facilitating Inclusive Campuses in Higher Education: International Perspectives on Equity and Inclusion – Edited by Jaimie Hoffman, Patrick Blessinger and Mandla Makhanya
- Volume 18 Integrating Sustainable Development into the Curriculum – Edited by Enakshi Sengupta, Patrick Blessinger and Taisir Subhi Yamin
- Volume 19 Teaching and Learning Strategies for Sustainable Development – Edited by Enakshi Sengupta, Patrick Blessinger and Taisir Subhi Yamin
- Volume 20 University Partnership for Sustainable Development Edited by Enakshi Sengupta, Patrick Blessinger and Taisir Subhi Yamin
- Volume 21 Civil Society and Social Responsibility in Higher Education: International Perspectives on Curriculum and Teaching Development – Edited by Enakshi Sengupta, Patrick Blessinger and Craig Mahoney
- Volume 22 Introduction to Sustainable Development Leadership and Strategies In Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Taisir Subhi Yamin
- Volume 23 University–Community Partnerships for Promoting Social Responsibility in Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Craig Mahoney
- Volume 24 Leadership Strategies for Promoting Social Responsibility in Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Craig Mahoney

INNOVATIONS IN HIGHER EDUCATION TEACHING AND
LEARNING VOLUME 25

**INTEGRATING COMMUNITY
SERVICE INTO THE CURRICULUM:
INTERNATIONAL PERSPECTIVES ON
HUMANIZING EDUCATION**

EDITED BY

ENAKSHI SENGUPTA

*Centre for Advanced Research in Higher Education,
New York, USA and
International HETL Association, New York, USA*

PATRICK BLESSINGER

*St. John's University, New York, USA and
International HETL Association, New York, USA*

MANDLA MAKHANYA

University of South Africa, Pretoria, South Africa

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

First edition 2020

Copyright © 2020 Emerald Publishing Limited

Reprints and permissions service

Contact: 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: 978-1-83909-435-4 (Print)

ISBN: 978-1-83909-434-7 (Online)

ISBN: 978-1-83909-436-1 (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

List of Contributors vii

Series Editors' Introduction ix

PART I HUMANIZING PEDAGOGY

**Chapter 1 Introduction to Integrating Community Service
Into the Curriculum: International Perspectives on Humanizing
Education**
Enakshi Sengupta, Patrick Blessinger and Mandla Makhanya 3

**Chapter 2 A Humanistic Theoretical Approach to Educational
Research on English Language Teaching**
Haydeé Ramírez Lozada 15

**Chapter 3 Situating Critical-Constructive Didaktik to Analyze
Undergraduate Students' Humanization**
Jason Ware 27

**Chapter 4 Higher Education and the Relationship between the
Capability Approach and Service-Learning**
Laura Selmo 39

**Chapter 5 Using an Open Educational Resources Platform to
Support Underserved Groups**
Patrina Law, Anna Page and Rosie Storrar 51

**Chapter 6 Co-Curricular Programs: A Digital Activism
Case Study for Humanist Educators**
Peggy Johnson and Jason Spartz 73

**PART II
COMMUNITY AND CURRICULUM**

Chapter 7 A Social Entrepreneur’s Approach for Humanizing Higher Education: Reflections from a College Success Case Study <i>Elena García Ansani</i>	91
Chapter 8 Evaluating the Specific Needs of Mexican American Students within Postsecondary Institutions <i>Jenni Vinson</i>	109
Chapter 9 Using a Program Evaluation Course to Foster Service and Humanize Students, Faculty, and Community Partners <i>John M. LaVelle</i>	129
Chapter 10 “Slowly Changing the World”: Embedding Experiential Learning to Enhance Ethics and Diversity <i>Riley Caldwell-O’Keefe and Matt Recla</i>	147
<i>About the Contributors</i>	165
<i>Name Index</i>	171
<i>Subject Index</i>	179

LIST OF CONTRIBUTORS

<i>Elena García Ansani</i>	Independent Researcher, AZ, USA
<i>Patrick Blessinger</i>	International Higher Education Teaching and Learning Association, NY, USA
<i>Riley Caldwell-O'Keefe</i>	Amherst College Center for Teaching and Learning, MA, USA
<i>Peggy Johnson</i>	Saint Mary's University of Minnesota, MN, USA
<i>John M. LaVelle</i>	University of Minnesota, MN, USA
<i>Patrina Law</i>	Open University (OU), Milton Keynes, UK
<i>Mandla Makhanya</i>	University of South Africa, Pretoria, South Africa
<i>Anna Page</i>	Open University (OU), Milton Keynes, UK
<i>Haydeé Ramirez Lozada</i>	Pontificia Universidad Católica del Ecuador, Sede Esmeraldas, Ciudad Esmeraldas, Ecuador
<i>Matt Recla</i>	Boise State University, ID, USA
<i>Laura Selmo</i>	University of Milano-Bicocca, Milano, Italy
<i>Enakshi Sengupta</i>	International Higher Education Teaching and Learning Association, NY, USA
<i>Jason Spartz</i>	Saint Mary's University of Minnesota, MN, USA
<i>Rosie Storrar</i>	Open University (OU), Milton Keynes, UK
<i>Jenni Vinson</i>	Texas A&M University-Kingsville, TX, USA
<i>Jason Ware</i>	Purdue University, IN, USA

This page intentionally left blank

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 are 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.

Innovative 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 a 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 life-wide 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
Associate Editor, International HETL Association

PART I

HUMANIZING PEDAGOGY

This page intentionally left blank

CHAPTER 1

INTRODUCTION TO INTEGRATING COMMUNITY SERVICE INTO THE CURRICULUM: INTERNATIONAL PERSPECTIVES ON HUMANIZING EDUCATION

Enakshi Sengupta, Patrick Blessinger and
Mandla Makhanya

ABSTRACT

Students from the new generation who enter a university belong to the so-called net generation and are digital natives (Selwyn, 2009). They are equipped with new technologies and expect that technology becomes a part of their education. The most concerning thing in our society is not about economic or social crisis but a spiritual emptiness and a feeling of hopelessness which are permeating the young learners of our society. There is a need for a rational value system that is based on humanistic values that need to be inculcated into the curriculum (Danica & Sazhko, 2013). With concepts like globalization and internationalization taking precedence, there is a need for advancement of knowledge, skills and competencies based on humanistic education (Blessinger, 2019). Humanistic education developed several decades ago as a reaction to unhealthy environments and exposure to detrimental conditions in education (Patterson, 1987). This book has authors from across the globe writing about theories concerning humanizing of pedagogy, exploring the impact of service-learning among undergraduates and emphasizing the development of responsibility to

**Integrating Community Service into the Curriculum:
International Perspectives on Humanizing Higher Education
Innovations in Higher Education Teaching and Learning, Volume 25, 3–13
Copyright © 2020 by Emerald Publishing Limited
All rights of reproduction in any form reserved
ISSN: 2055-3641/doi:10.1108/S2055-36412020000025001**

self and others, as well as the promotion of critical thinking, through pedagogically appropriate interventions. The intention of this book is to better understand the educational shift that is occurring in our society toward creating humanizing conditions through pedagogy.

Keywords: Humanizing; pedagogy; service-learning; intervention; social values; curriculum; knowledge; responsibility; activism; technology; globalization

INTRODUCTION

Paulo Freire is considered as one of the most influential educational thinkers of the twentieth century. He was a proponent of the concept of humanizing pedagogy (Macedo, 1994; Roberts, 2000). Darder (2002) quotes that “more than any other educator of the twentieth century, Paulo Freire left an indelible mark on the lives of progressive educators” (as cited in Schugurensky, 2011, p. 10). Humanism has been central to Freire’s thinking and is essential to understand his philosophy and underlying thoughts (Dale & Hyslop-Margison, 2010). His philosophy is built around the concept that humans are generally motivated by the need to reason. He builds his thoughts around the curious nature of mankind and the cognitive capacity to share their experience with others and work toward a process of self-actualization which is a precursor to developing their humanity (Schapiro, 2001). Freire’s humanistic approach has been derived through the influence of liberalism, existentialism, phenomenology, progressive education, developmentalism, and critical race theory (Schugurensky, 2011). Freire’s work shows that he was much influenced by Christian humanism in that he adopted an approach that values the worth of human beings and believes in the conviction that humans are always striving to become more fully human in unity with others, in spite of the fact that the world is filled with impediments to humanization such as injustice, exploitation, and oppression (Kirylo, Thirumurthy, Smith, & McLaren, 2010; Schugurensky, 2011).

Scholars have noted the influence of Marxist humanism in Freire’s writing where he condemns the existing social structure and system that generates social inequalities. Freire draws on the teachings of many philosophers as an analytical tool to draw out the very essence of humanity in teaching. He denounces all that is oppressive and advocates inequality in social and educational structure and advocates the use of liberation, hope, and transformation.

Freire (1972, 1984) defined humanization as the process of becoming more complete humans with respect to the social, historical, cognitive, communicating, transformative, creative aspects of people who participate in and with the world. Humanization requires awareness of the social processes and conscious of their presence in the world (Dale & Hyslop-Margison, 2010; Freire & Betto, 1985; Schapiro, 2001). Humanization is the ontological vocation practiced by human beings and is based on the practice of freedom involving the liberation of the oppressed through consciousness of their subjugated positions and a

desire for self-determination (Freire, 1970, 1994). As such, Freire (1970) proposes that the process of humanization fosters transformation and authentic liberation of the oppressed; thus, “to transform the world is to humanize it” (Freire, 1985, p. 70).

Freire also advocated a radical reconstruction of teaching and learning methods, which needs to be meaningful and connected to change. This change can be achieved only when students are involved in their own educational process, when the change is triggered by curricular resources that are in connection to the needs of the marginalized, and when change is generated around the local communities in order to interrupt patterns of exclusion (Giroux, 2004).

Blessinger (2019) argues that there has been an increase in focusing on social justice, professional standards of conduct, and a need to adhere to ethical behavior. This calls for leadership who are proactive in ensuring that the pedagogy and curriculum is built on a platform on fairness and humane treatment with a high standard of rigor and academic quality. Higher education institutions while traveling toward the path of humanization should have a formal code of conduct that gives equal status to all and the right to be treated with dignity in spite of differences.

Humanizing education can only be possible if leaders have an adequate conception of democratic life (Soltics, 1991). Elements of democracy in teaching and learning methods become the first and foremost priority toward humanization. Education systems based on personal and social development are the key toward humanizing education. Teachers should understand that the essence of education lies not only in imparting knowledge but also in making students aware of their surroundings, the challenges associated with their society, and the solutions that would be needed to lead to a healthy and fulfilling life.

The beliefs and practices that surround humanizing education are based on current reality, culture, and the experience of the learner and the educator. A one-size-fits-all model of delivering curriculum and teaching methods is not desirable and sacrifices the human nature of young learners (McLaren, 2006). Educational policies and strict guidelines laid out by institutional leaders can degrade the concept of humanity and inhibits the faculty from being culturally responsive. Pedagogical practices in relation to policies are an important topic that needs much deeper research (Salazar, 2013). A humanizing pedagogy is not a fanciful term anymore but has become essential for building academic and social resiliency within students (Fránquiz & Salazar, 2004; Freire, 1970).

LITERATURE REVIEW

Humans have always depended on esthetic information that we have received in various forms, be it verbal or through other senses (Barone & Eisner, 2012). This esthetic information engages humans with the knowing and understanding of their everyday experience. Educational leaders, and subsequently the students, play an important role in supporting a pedagogy that is culturally relevant. Culturally relevant pedagogy states that it is the form of teaching and learning that recognizes

the sociocultural reality that exists between the teacher and the student in developing a “pedagogy that [empowers] students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes” (Ladson-Billings, 1995, pp. 17–18).

Educational leaders are those administrators, scholars, and community members who believe, think, and under takes active action in improvement of the institution of higher education. Educational leaders are responsible for humanizing the pedagogy believes that the most effective tool toward humanizing pedagogy is the one in which the leadership establishes a permanent relationship of dialogue with the oppressed “the method ceases to be an instrument by which teachers can manipulate the students, because it expresses the consciousness of the students themselves” (Freire, 1970, p. 68).

Over the past few decades, scholars have been concerned about the de-humanizing nature of education (Giroux, 2001). Academics have time and again argued that a humanizing form of education is what is needed by the democratic nations and is the best path away from an oppressive and conforming education system (Salazar, 2013). As put forth by Freire and Betto (1995), it is the only “path through which men and women can become conscious about their presence in the world” (pp. 14–15). This social responsibility is the best way to guarantee the survival of a democratic society, whose formative culture is capable of being shaped by pedagogy which produces critical, morally just, self-reflective, knowledgeable, and critically engaged citizens (Giroux, 2011).

Curricula has often ignored the cultural aspect of learning and avoided including the community and the larger social background. The generic pedagogical approaches are “static and objectifying, with outcomes antithetical to humanization” (as cited in Dale & Hyslop-Margison, 2010, p. 74). The uncritical approach to education is of lesser value and ignores the individuality of students and undermines the principles of humanization (Burke, Adler, & Linker, 2008). Leadership team and faculty members are urged to involve and interact with the community so as to understand and develop a deeper meaning of the subjects they teach.

Students should be made aware of the context in which they are studying as Freire has repeatedly mentioned in his argument that pedagogy cannot be transferred across contexts but has to be adopted to the unique context of teaching and learning (Roberts, 2000). Dale and Hyslop-Margison (2010) assert that “although there are not precise technical methods emerging from Freire’s pedagogy, its potential application is limited only by our creativity and imagination” (p. 74).

In fact, Freirean pedagogy makes it imperative for academicians to reinvent his philosophy and pedagogy across cultural contexts (Rodriguez & Smith, 2011). The teachings of Freire encourage educators to become active listeners and pay attention to what is being spoken by their students and thus build on their prior knowledge and experiences in order to engage in contextualized, dynamic, and personalized educational approaches which will be in sync with the goals of humanization and social transformation.

Scholars working in the field of humanizing pedagogy insist that the process of becoming human should be according to the need of the whole person

(Price & Osborne, 2000). Price and Osborne (2000) describe humanizing pedagogy as “a pedagogy in which the whole person develops and they do so as their relationships with others evolve and enlarge” (p. 29). Cammarota and Romero (2006) advocate for a curriculum that can attend to the student’s overall well-being and is able to connect to students on an emotional level.

They advocate for a classroom situation where students can equally share their life experiences and situate learning in a social issue that is relevant for marginalized communities. Talbert-Johnson (2004) adds that schools should be “places where students of color feel their full humanity is visible and cherished by their teachers” (p. 32). Keet, Zinn, and Porteus (2009) state that:

humanizing pedagogy is a radical pedagogy, not a ‘soft’ one, and its humanizing interest is linked to focusing on both structural and psycho-social dimensions of human suffering, and human liberation. (p. 113)

CONCLUSION

The path toward humanizing classroom teaching puts the institution of higher education as a miniature society where the curriculum should be a part of people’s lives. Learning activities should not be limited to classroom settings but should be able to provide benefits to the immediate community in which it dwells. The main focus of humanistic education is development of a complete being, a whole person who becomes matured with knowledge, skills, and competencies. A humanistic oriented educational approach teaches ethics and the values of society.

The aim of humanizing higher education is multi-faceted. While it focuses on equitable distribution of knowledge and easy access to learner engagement, it also advocates critical thinking, decision-making ability, and ultimately results in self-efficacy and satisfaction. The students, when exposed to a humanizing form of education, become advocates and knowledgeable practitioners and perhaps change agents of society.

The area of humanizing education is still underdeveloped and needs rigorous research and development of theories and various routes of approach. The ongoing research in this area will create opportunities for teaching faculty to monitor the impact and help in further evaluation of the existing curriculum and its method of delivery. Humanizing education views students as assets and active member of the entire learning process. This is opposed to pedagogy which supports a one-size-fits-all approach (Law, 2015). Our society is undergoing a rapid change with development of technology and globalization. Faculty is expected to design and prepare themselves to adapt to this ever-changing world through their teaching and learning methods.

CHAPTER OVERVIEWS

“A Humanizing Theoretical Approach to Educational Research on English Language Teaching,” written by Haydeé Ramírez Lozada, focuses on the theory

of a humanizing pedagogy. It implies the building of an academic freedom in class to seek for students' critical thinking and development. To achieve this aim, a qualitative investigation was carried out with 27 Eighth Level Applied Linguistics School students who were undergoing their degree process, at the Pontifical Catholic University of Ecuador in Esmeraldas. The teacher in charge of the subject Degrees I and II taught the students with a humanistic approach, by means of which the students were encouraged to investigate the real problems on English Language Teaching (ELT) faced in their community, guiding the students to look for proposals to solve these problems. A humanizing theoretical approach was designed to lead the students' research process taking into consideration three important dimensions: ELT contextualized assessment, ELT innovative intervention, and ELT experiment projection. As a result of the process, 27 educative research projects, which mainly focused on free innovative didactic ELT methods, methodologies, strategies, and didactic materials, were carried out with successful results for the ELT community in Esmeraldas, since teachers were provided with the necessary tools to get the students involved in the teaching learning process, therefore improve their English level.

"Situating Critical-Constructive Didaktik to Analyze Undergraduate Students' Bildung," authored by Jason Ware, provides a didactic analysis of a course-based service-learning research experience. The author explores undergraduate honors college students' development of self-determination, co-determination, and solidarity vis-à-vis a Humboldtian theory of human bildung – cultivation of humanity. This particular analysis provides a case study for using course-based service-learning research experiences with undergraduate students in larger research-intensive universities. It provides students with an opportunity to learn and practice qualitative research methods and analysis, and provides time and space for them to make a difference in the world, which they seem so keen to do.

"Higher Education and the Relationship between the Capability Approach and Service-Learning," authored by Laura Selmo, quotes [Nussbaum \(2010\)](#), which states that it is really important to develop responsibility and to promote the critical thinking, above all through pedagogical appropriate interventions. Education has to offer the instruments and pedagogical models useful to let people be able to participate actively to the building of a society taking into account the diversities and the resources deriving from them. One of these can be service-learning methodology where students learn and develop through active participation in thoughtfully organized service. Literature documents that service-learning activities enhanced students' problem-solving abilities ([Conrad & Hedin, 1982](#); [Goldsmith, 1996](#)), social competence ([Osborne, Hammerich, & Hensley, 1998](#)), and greater personal, social, and civic responsibility ([Goldsmith, 1996](#); [Zeldin & Tarlov, 1997](#)). Starting from this theoretical framework, this chapter describes the results of a case study analysis on the relationship between the capability approach and the service-learning in higher education. In particular, guided by the capability approach of [Sen \(1987\)](#) and [Nussbaum \(2000, 2010\)](#), a qualitative analysis was conducted on students' reflections on their service-learning experience.