INTEGRATING COMMUNITY SERVICE INTO THE CURRICULUM

International Perspectives on Humanizing Higher Education

Edited by Enakshi Sengupta,
Patrick Blessinger and Mandla Makhanya

INTEGRATING COMMUNITY SERVICE INTO THE CURRICULUM

INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING

Series Editor: Patrick Blessinger

Previous Volumes

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

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LIST OF CONTRIBUTORS

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

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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 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