

A Critical Reflection of Service Learning: A Higher Education Perspective

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Doi:10.5901/mjss.2014.v5n20p1331

Abstract

This article draws on the reflections of the pedagogical practice of service learning in higher education. Mahlomaholo (2010) described crisply the "context of educational dysfunctionality suffusing the country". The question often pondered about is: what skill and knowledge can be infused to make teaching at higher education institutions, to reflect the realities of society. Using critical reflection we asked: "[i]s your teaching worthy?". The business management methods module allows for the pedagogical practice of service learning to be incorporated into the assessment. By adopting a constructivist approach to teaching business management method content means that the business management instructor is building on students' previous knowledge and allows the students to draw from their own experiences, thereby providing a scaffold for the students to develop an increased understanding of the business management pedagogical issues being discussed. As a business management method instructor choosing a pedagogical approach, that can address categories of significant learning, is an important step in developing learning that is durable. There are many views about how constructivist approaches to learning can or should, be aligned to constructivist approaches to teaching. The two pedagogical practices that can be effectively incorporated in business management education are: cooperative learning and service-learning. This paper uses auto ethnography to focus on the instructor's subjective experience of using service learning as a pedagogical approach.

Keywords: Service Learning; Community; Pedagogy; Critical Reflection; Business management

1. Introduction

Brookfield (1995, p.46 7) proposes that tracking the "worth of your teaching is through the process of critical reflection [especially within emerging countries]." Given that South Africa as a country has many challenges, one of which is the vulnerability of its communities. Some of the issues that the communities have to deal with include, poverty, lack of service delivery, housing shortages, poor sanitation, issues of unemployment, diseases such as HIV/AIDS, tuberculosis and malaria, and environmental degradation such as overgrazing, droughts and floods. Uys (2005) argues that for the advocates of critical curriculum theory the purpose of education is to enable students "to become transformers of society" and thereby enabling students to think critically, to make decisions and take actions which will improve the society in which they live. The outcomes of a study conducted by Ramdhani and Ramsaroop (2012) emphasise the need for teachers to also reflect continuously on their practice and on their role in allowing students to become transformers of society through the use of teaching strategies that will facilitate aesthetic understanding and experiences of the content taught. Le Grange (2007) indicates that just educating students about the challenges that communities face sends the message that it is fine to just learn about these issues without having to do anything to help address this issue. It is within this context that community service learning or service learning comes into play. Community service learning has made a recent appearance in South Africa. Its emergence in higher education (HE) curricular can be attributed to the policies of the Department of Education (DOE) in the late 1990's. Interest in community service learning is growing in South Africa, ostensibly because it opens up opportunities for contributing to the transformation of higher education as higher education institutions (HEIs) "are urged to become more democratic, more responsive to community challenges, and conducive to partnership building with a variety of stakeholders" (Erasmus, 2007:1).

Those who argue for the incorporation of social justice in the curriculum are of the view that including issues of social justice stimulate educational and socio economic equity for all students in higher education. We draw on the views of Petersen (2008) who argue that "social justice includes the full and equal participation of all groups in a society that is

Critical Perspectives On Service Learning In Higher Education

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Assessment and Service-Learning in Higher Education Susan J. Deeley, 2022-05-03 This book examines service learning as a critical pedagogy and explores the benefit of creating a reflective journal It can be a form of assessment for the students service experiences connected to academic theory through their critical reflection and it can also be a form of critical action based on critical thought

Service Learning Su-I Hou, 2017 Editor Biography Dr Su I Hou is currently Professor of the Department of Health Management and Informatics College of Health and Public Affairs COHPA at the University of Central Florida UCF Orlando FL She serves as the Health track coordinator of COHPA s interdisciplinary Doctoral Program in Public Affairs Prior coming to UCF Dr Hou was a founding faculty member and Founding Director of the Taiwan Public Health Study Abroad Program at the College of Public Health at the University of Georgia Athens GA She serves as an Associate Editor for the Journal of Community Engagement and Higher Education as well as an Associate Editor for the Health Promotion Practice Society of Public Health Education s official journal devoted to the practical application of health promotion and education 2009 2015 Dr Hou is a recognized service learning scholar by the Community Campus Partnership for Health and an inaugural service learning senior scholar for UGA s Office of Service Learning Most of her research involves working with community partners in developing and validating study instruments assessing psycho social factors developing and implementing theory based programs and evaluating the effectiveness of health interventions Dr Hou has extensive experience integrating course based service learning into her teaching and have successfully developed a model to build engaged community campus partnerships while providing valuable real world experiential learning opportunities for her graduate students

Book Description In *Service Learning Perspectives* Goals and Outcomes the authors examine samples of experimental learning programs in higher education to better understand the influential drivers of service learning pedagogy as well as potential barriers that hinder service learning adoption in higher education settings Service learning is a structured learning experience that links academic course work and community service stressing reciprocal learning and reflective practices to address community identified needs while engaging and developing student s citizenship skills and critical thinking for social change This book discusses how service learning projects impact students

faculty higher education institutions and service learning clients through domestic and international experiences The research methods demonstrated throughout this text include survey research mixed methods research literature reviews quasi experiments and case studies Chapters within this book evaluate the impact of service learning projects through learning competency outcome measures or reflection analyses We believe the empirical data and knowledge provided through this book will advance service learning research and support the adoption integration of service learning opportunities in higher education settings Moreover we hope that future research will expand upon lessons provided in this book to continue to build the service learning knowledge base for faculty students and institutions Part I of this book provides a brief literature review of overcoming service learning barriers in higher education including discussion of online service learning challenges and strategies To offer an interdependent analysis of the service learning approach Parts II III and IV include case studies grouped by what may be considered the three primary stakeholder groups Faculty Students and Institutions Part II Faculty will provide detailed analyses of faculty both tenure track and off tenure track encountered issues and considerations regarding the integration of service learning projects with the course curriculum Part III Students will discuss learning reflections and personal development outcomes of students who participate in service learning opportunities Part IV Institutions will examine the partnerships between the higher education program and stakeholder communities both in the domestic and international context Chapter authors include professors from public private domestic and international universities with experience in student learning and experiential learning These professors represent disciplines in public health communication science and disorders psychology community engagement and education and have incorporated service learning in their teaching and instruction It is with sincerity that we express our appreciation to these professionals for their passion and commitment to advance our knowledge base of service learning pedagogy and research in higher education Target Audience Faculty members in higher education settings community engaged scholars and researchers as well as professional and community practitioners who are interested in service learning pedagogy community based participatory research opportunities and building engaged community campus partnerships with higher education institutions

A Handbook for Authentic Learning in Higher Education Andy Pitchford, David Owen, Ed Stevens, 2020-10-26 An accessible resource to develop authentic learning and teaching in higher education this book challenges conventional teaching practice and presents meaningful and impactful alternatives across disciplines that are research informed student centred and achievable Bringing together a wide range of contemporary examples this essential text shows how academics from an increasing range of disciplines and fields have shifted their attention away from the restrictions of campus based education Using engaging case study material underpinned by cutting edge research the text shares innovations from over 50 different institutions offers practical advice on how to facilitate authentic learning in real world contexts and examines the range of alternative assessment techniques available to the contemporary teacher A

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from this conventional teacher learning curriculum that is characterised by the separation of theory and practice choosing instead to promote pedagogy and methods courses where practice underpins all learning These pedagogical perspectives include the promotion of a diverse range of learning contexts including on and off campus learning sites for student teachers to experience during their time on teacher education courses

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