

THE SCHOLARSHIP OF ENGAGEMENT

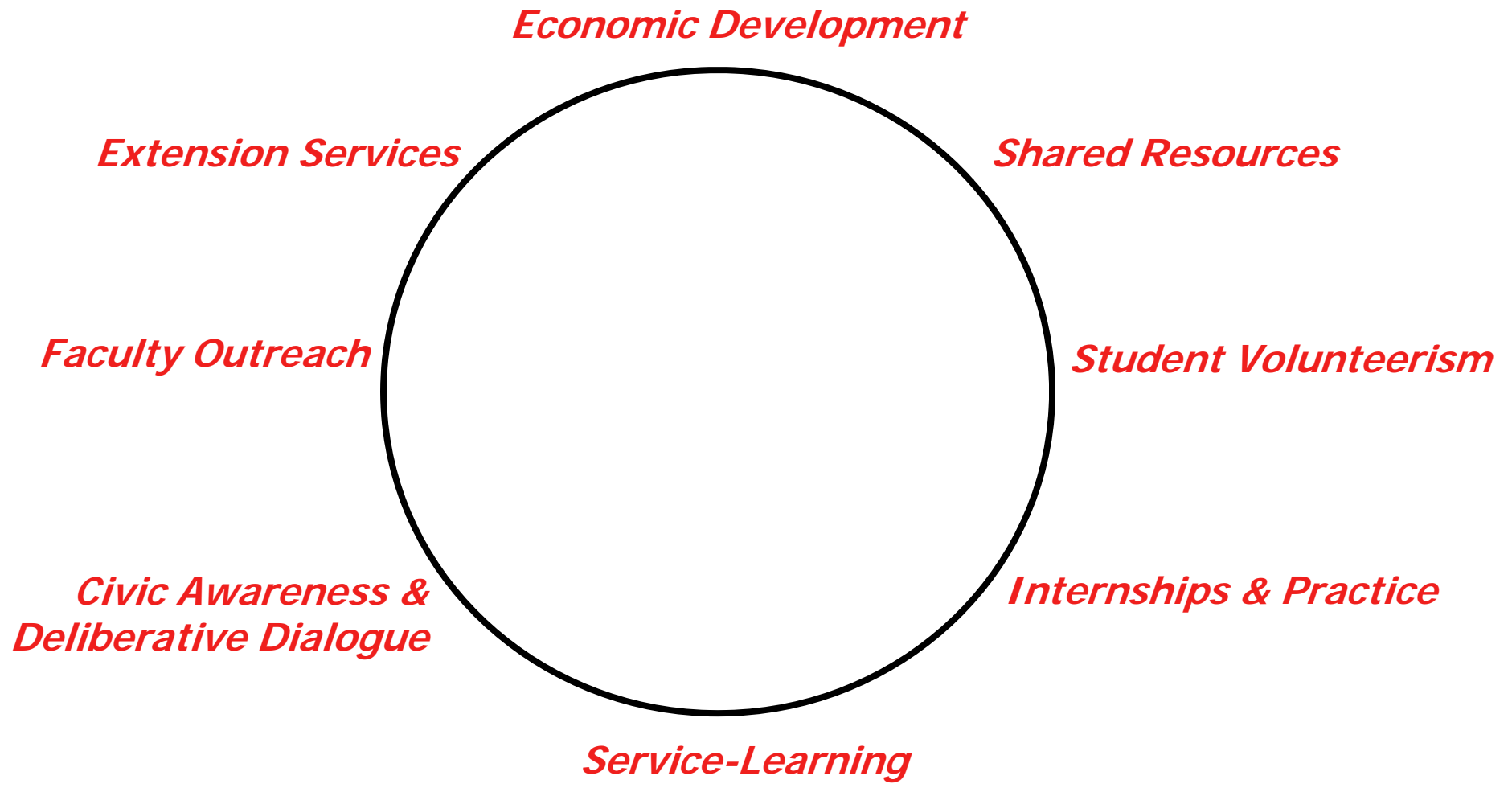
I am convinced that...the academy must become a more vigorous partner in the search for answers to our most pressing social, civic, economic, and moral problems, and must reaffirm its historic commitment to what I call the scholarship of engagement.

The scholarship of engagement means connecting the rich resources of the university to our most pressing social, civic, and ethical problems...Campuses would be viewed by both students and professors not as isolated islands, but as staging grounds for action.

The scholarship of engagement also means creating a special climate in which the academic and civic cultures communicate more continuously and creatively with each other.

Ernest Boyer (1996), *The Journal of Public Service and Outreach*

Circle of Higher Education Civic Engagement Initiatives



Service-Learning Characteristics

- Meets academic learning objectives
- Involves experience with a community-based organization or group suitable for promoting civic learning
- Involves structured reflection or analysis
- Is based upon principles of academy-community partnership and reciprocity

Public Engagement

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graph TD; A[Public Engagement] --- B[Personal Contact & Direct Service]; A --- C[Problem-solving /Asset-creating Projects]; A --- D[Research as Resource]
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**Personal Contact
& Direct Service**

**Problem-solving
/Asset-creating
Projects**

**Research as
Resource**

Pedagogical Uses of Service-Learning

- Field Research
- Implementation of Theory
- "Testing" of Theory
- Balancing Deductive and Inductive Learning
- "Reality" Factor
- Activation of Moral Imagination

AAHE

Service-Learning in the Disciplines Series

- Accounting
- Biology
- Communication Studies
- Composition
- Engineering
- Environmental Studies
- History
- Hospitality Management
- Management
- Medical Education
- Nursing
- Peace Studies
- Philosophy
- Political Science
- Psychology
- Religious Studies
- Sociology
- Spanish
- Teacher Education
- Women's Studies

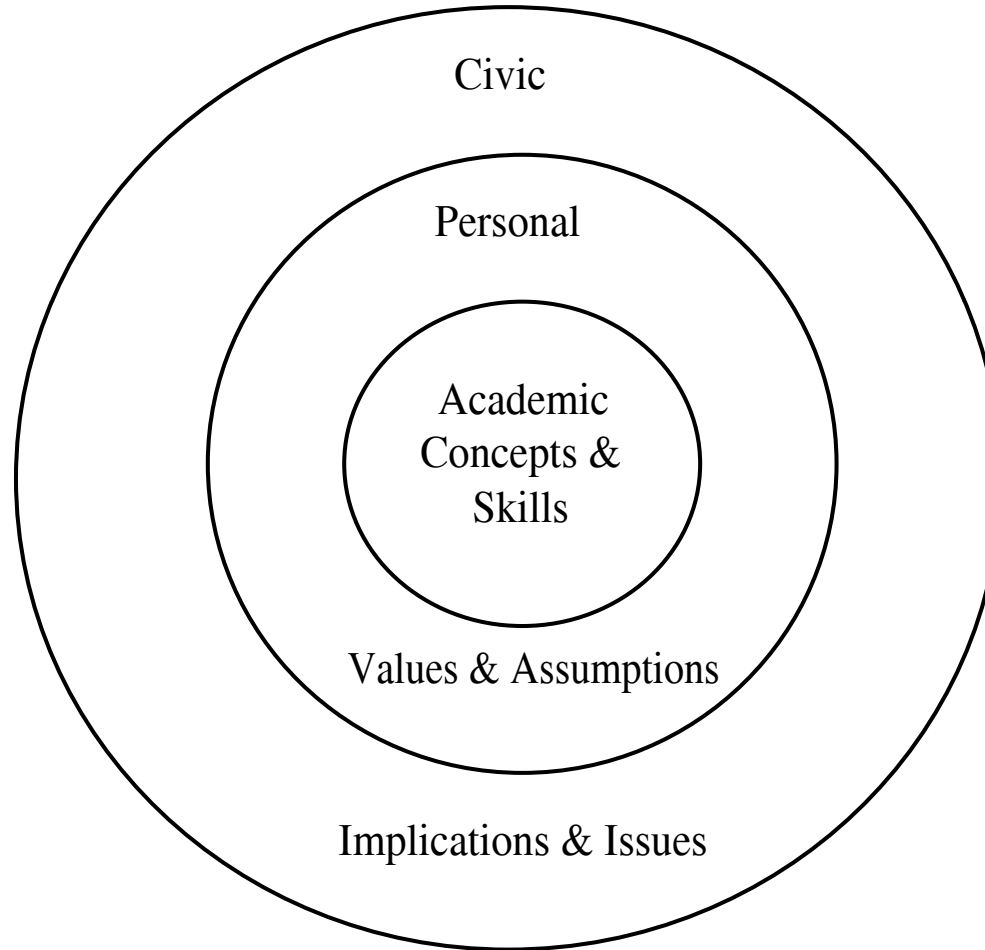
* Related Volumes: Economics, Mathematics, Literature, Linguistics

Civil Society

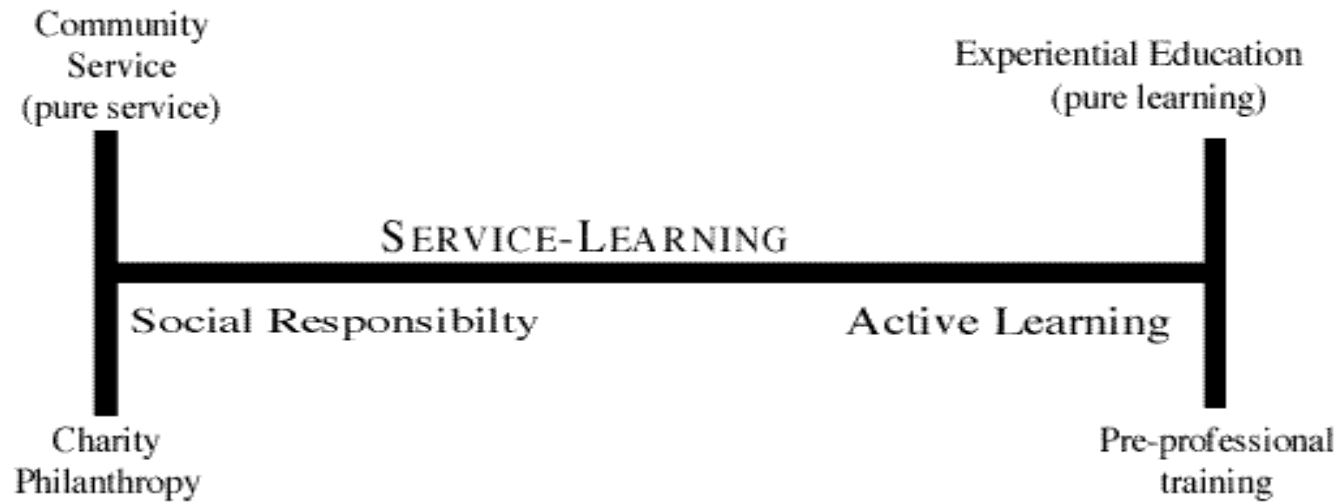
To envision a democratic civic entity that empowers citizens to rule themselves is then necessarily to move beyond the two-celled model of government versus private sector we have come to rely on....Civil society, or civic space, occupies the middle ground [between the two]. It is not where we vote and it is not where we buy and sell; it is where we talk with neighbors about a crossing guard...a benefit for our community school...

Barber, Jihad vs. McWorld

Levels of Reflection



Service-Learning Spectrum



CIVIC COMPETENCIES

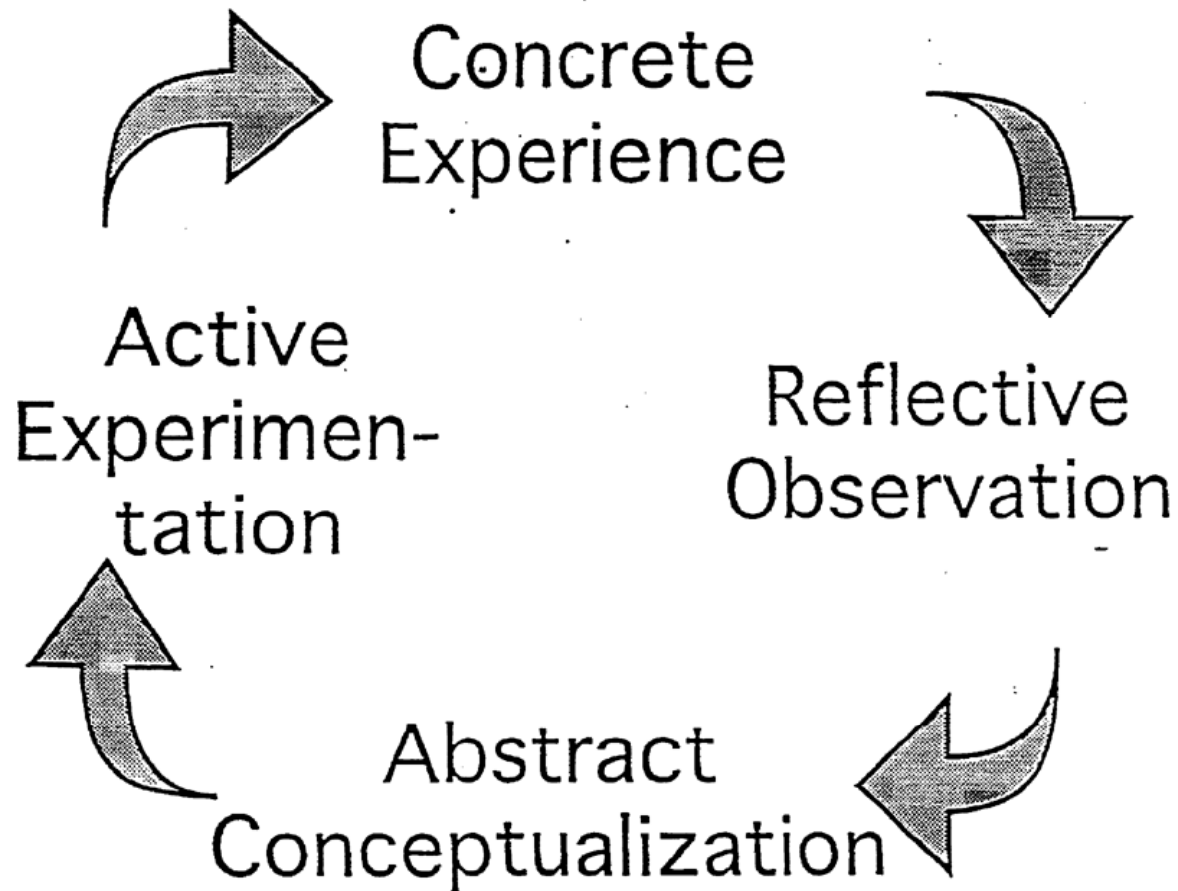
- **Eloquent listening**
- **Non-abrasive argumentation**
- **Suspending judgment**
- **Building consensus**
- **Organizing for action**

Knowledge Consumption vs. Knowledge Production

The nub of the problem, I believe, is that our society encourages a consumer rather than a producer mentality. In school, for example, students spend much of their time reading and listening and taking notes. At all levels they are merely consuming what their teachers and their textbooks tell them, while the only products they learn to produce are usually in the form of tests that measure comprehension rather than intelligence.

Sternberg, *Successful Intelligence*

The Kolb Learning Cycle



The method people naturally employ to acquire knowledge is largely unsupported by traditional classroom practice. The human mind is better equipped to gather information about the world by operating within it than by reading about it, hearing lectures on it, or studying abstract models of it.

The Sante Fe Institute, *The Mind, the Brain and Complex Adaptive Systems*

Colleges and universities today show an increasing disparity between faculty and students...What suffers as a consequence is the learning process itself - an observation that pervades in numerous national reports...Unfortunately, the natural differences in learning patterns exhibited by new students are often interpreted by faculty as deficiencies. What may be happening, then, is a fundamental "mismatch" between the preferred styles of faculty and those of students.

Schroeder, "New Students – New Learning Styles"

What We Know About Learning

- The learner creates his or her learning actively & uniquely
- Learning is about making meaning for each individual by establishing and reworking patterns & connections
- Every student learns all the time, both with us & despite us
- Direct experience decisively shapes individual understanding for each learner
- Learning occurs best when people are confronted with a compelling and identifiable problem
- Beyond stimulation, learning requires reflection
- Effective learning is social and interactive

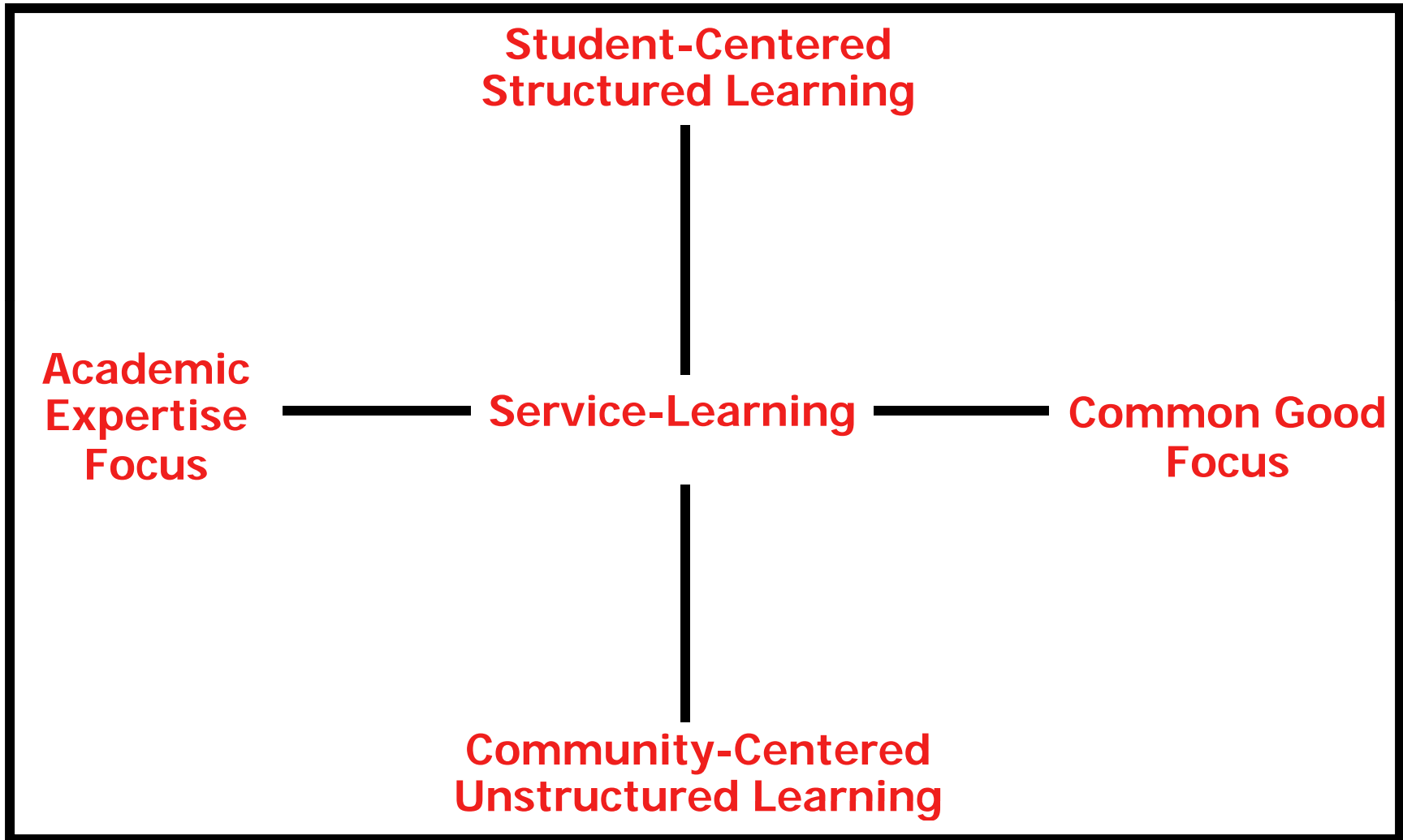
* Source: Peter Ewell, "Organizing for Learning," AAHE Bulletin, Dec. 1997

Next-Century Learning

...today, people worldwide need a whole series of new competencies...but I doubt such abilities can be taught solely in the classroom, or be developed solely by teachers. Higher order thinking and problem-solving skills grow out of direct experience...they require more than a classroom activity. They develop through active involvement and real-life experiences in workplaces and the community.

Abbott, "The Search for Next-Century Learning"

The Four Quadrants of Service-Learning Program Design



Meritocracy vs. Democracy

...the most important choice a democratic society has to make: whether to raise the general level of competence, energy, and devotion – “virtue,” as it was called in an older political tradition – or merely to promote a broader recruitment of elites.

Lasch, *Revolt of the Elites*