CALL FOR CHAPTER PROPOSALS

Chapter Proposal Submission Deadline: 15th May 2020

Final Full Chapters Due: June 30th, 2021

Target Book Release: January 30, 2022

Book Title: Service Learning and Higher Education: International Perspectives

Tentative Volume Titles (topic areas):

Note: The series editors expect to receive enough chapter proposals across the range of subtopics in Service Learning and Higher Education: International Perspectives to publish more than one volume. At present, the editors are looking at least two potential volumes under the subheadings of:

1. Service Learning: International Case Studies
   (e.g., service learning, student development, key competencies, community, social work, social responsibility, positive impacts etc.)

2. Service Learning: Pedagogical Approach
   (e.g., teaching-learning practices, integrating community into curriculum, stakeholder engagement, inter-cultural curriculum, experiential learning, etc.)

An edited volume by

Dr. Enakshi Sengupta, Higher Education Teaching and Learning Association

Dr. Patrick Blessinger, St. John’s University and Higher Education Teaching and Learning Association

This book series is entitled:

Innovations in Higher Education Teaching and Learning.

Series editor, Patrick Blessinger. Associate Series Editor, Enakshi Sengupta.

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Submissions should be submitted electronically to:


Keywords: Service learning, student development, key competencies, community, social work, social responsibility, pedagogy, reflective thoughts, Dewey, experiential learning, learning strategy, positive impacts.
Introduction

The 2020 Strategy of Europe had specified that knowledge is the most valuable source that can ensure economic growth of a country and its biggest resource being its educated population. However, the strategy had also specified the insufficiency of classroom-based education to prepare young learners to fully integrate into the economic and social system of their country. Rapidly changing social context has given rise to concerns about social cohesion and alienation of students from society. Students require skills, knowledge and abilities that will help align them to critical need of becoming democratic citizens, informed and involved with societal needs.

Academics and curriculum designers have felt the need to integrate classroom teaching with service learning – pedagogy that links community services with academic study. The concept of service learning can be defined as a method which engages students in service to their communities which further enriches their academic learning, promote their personal growth, and gradually develop the skills needed for productive citizenship.

Service learning is not just a one-off activity but is considered to be a teaching strategy and an educational philosophy that engages the students into experiential learning combining both classroom and community service (Blessinger et al.2019). What is learnt in the classroom is directly put into use and is generally inter-disciplinary in nature. The underlying assumption of service learning is that experience is the main foundation of learning and various forms of service activities are part of the experiential learning (Morton & Troppe, 1996:3). Zentner (2011) further elaborated that education should be linked to social responsibility which can only make the learning meaningful and active.

The roots of service learning lie in Dewey’s (1916) theory of interlinking experience and education stemming from democratic way of life, bringing democratic values and linking the education system to the community. Giles & Eyler (1994) advocated Dewey as an influential theorist who was responsible for the foundation for service-learning. Although Dewey never coined the phrase “service-learning,” yet he has been considered as the father of this approach to pedagogy (Zentner 2011).

This book volume will address issues like the principles of continuity and interaction and its implications on experience and education. Case studies and interventions will explore the influence of future implication of service learning to students and community at large. The fundamental purpose of education is to prepare students to function productively will be assessed through book chapters. The book will put together various case studies and other empirical research that examines service-learning practices and demonstrates approaches that promote learning communities and common intellectual experiences through the big question in science and humanities.

Goal

Academics have realized that learning cannot be achieved with a fixed curriculum delivered in a bounded setting but is the result of continuous activities with an aim to solve complex social situations. Institutions of higher educations are advocating continuous interaction with the community outside its boundary walls. Service learning requires an understanding of the subject from the faculty members and encouragement from the leadership team in an institution. It involves multiple stakeholders who becomes
an integral part of the learning process. A broader notion of the course content ensures a cumulative interaction of the organic self with the world.

Research on this subject has revealed that service learning brings tremendous positive learning experience to the students and have its impact on student retention and graduation. Some academics in the past have tied service learning to student volunteerism, which doesn’t hold true. According to Eyler and Giles, “the thing that separates service-learning from other field-based and experiential forms of learning is the service, the giving to others, and students seem aware of this particular value” (1999, p. 37).

The four stages that distinguishes service learning from other forms of pedagogy are: investigation and preparation, action, reflection, and demonstration (Kaye 2004). Students learn to investigate through interviews, surveys, books and internet of current social issues. Faculty members motivate them to find a solution to such issues through planned projects and personally relevant services. Direct or indirect services promotes action, research or advocacy. Reflection is an integral part of before or after the service and promotes empathy with emotional and cognitive experiences and the projects demonstrates the knowledge acquired.

Service learning is an essential part of education which compliments theories learnt in the classroom. A knowledge of the subject helps in improving problem solving skills, communication and team building, improves intercultural competency, leadership skills and their abilities of decision making (Carrington and Selva 2010).

This volume series will speak about case studies, policies and various service-learning approaches adopted and implemented in universities to enhance the concept of effective learning. This book series will facilitate advise and support that the institution may need regarding its journey towards a progressive institution. This series will discuss the different theoretical frameworks and models utilized, the benefits gained, and the challenges encountered. The information will benefit educators, leaders, faculty members and students.

Possible topic areas:

- Service Learning in Higher Education
- Experiential Learning
- Engaging students outside classroom
- Social responsibility in higher education
- Integrating curriculum with community service
- Key competence and skill development
- Cultural awareness and civic knowledge
- Innovative teaching learning process
- Integrating benefits of service learning
• Integration of theory and practice
• Approach to community
• Social vision
• Learn and serve
• Field Education
• Youth service and professional development

The above topic areas can also be grouped under the following categories (taxonomy):
• Policies and Practices
• Research
• Implementation and Evaluation
• Learning Experiences
• Changes and Improvement
• Integrating into Main Stream Curriculum

Audience
This volume will benefit anyone involved directly in the following categories:
• Academic Library
• Teaching (Graduate Level)
• Teaching (Post Graduate Level)
• Student (Graduate Level)
• Student (Post Graduate Level)
• Practitioners
• Independent researchers

Chapter Proposal Submissions
Researchers and practitioners are invited to submit on or before 15th May 2020 a one (1) page chapter proposal that explains how the proposal fits into the book’s goals and scope.

Tentative Important Dates
• Acceptance Notices Sent: May 25th, 2020
• Volume One Complete Chapters Due to Editors: October 25th, 2020
• Volume One Peer Reviews Due to Editors: April 21st, 2021

Submissions should be submitted electronically to:

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