A Service-Learning Curriculum for Faculty
Bringle, Robert G.; Hatcher, Julie A.

Abstract:
The development of service-learning courses is contingent upon faculty. Institutions of higher education which are interested in service-learning can engage in faculty development activities in order to (a) develop a common understanding on campus concerning the nature of service-learning, (b) establish and maintain the academic integrity of service-learning, (c) increase the confidence of faculty as they implement a new pedagogy, and (d) increase the likelihood that service-learning is institutionalized in higher education. This article describes a curriculum for a series of faculty workshops: Introduction to Service-Learning, Reflection, Building Community Partnerships, Student Supervision and Assessment, and Course Assessment and Research. Each module provides a synopsis of topics and suggested readings for participants.

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