

INTEGRATING COMMUNITY SERVICE INTO THE CURRICULUM

International Perspectives on
Humanizing Higher Education

Edited by Enakshi Sengupta,
Patrick Blessinger and Mandla Makhanya

INNOVATIONS IN HIGHER
EDUCATION TEACHING AND LEARNING

VOLUME 25

INTEGRATING COMMUNITY SERVICE INTO THE CURRICULUM

INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING

Series Editor: Patrick Blessinger

Previous Volumes

- Volume 3 Inquiry-based Learning for Multidisciplinary Programs: A Conceptual and Practical Resource for Educators – Edited by Patrick Blessinger and John M. Carfora
- Volume 4 Inquiry-based Learning for Science, Technology, Engineering, and Math (STEM) Programs: A Conceptual and Practical Resource for Educators – Edited by Patrick Blessinger and John M. Carfora
- Volume 5 University Partnerships for Community and School System Development – Edited by Barbara Cozza and Patrick Blessinger
- Volume 6 Emerging Directions in Doctoral Education – Edited by Patrick Blessinger and Denise Stockley
- Volume 7 University Partnerships for Academic Programs and Professional Development – Edited by Patrick Blessinger and Barbara Cozza
- Volume 8 University Partnerships for International Development – Edited by Patrick Blessinger and Barbara Cozza
- Volume 9 Engaging Dissonance – Edited by Amy Lee and Rhiannon D. Williams
- Volume 10 University Partnerships for Pre-service and Teacher Development – Edited by Barbara Cozza and Patrick Blessinger
- Volume 11 Refugee Education: Integration and Acceptance of Refugees in Mainstream Society – Edited by Enakshi Sengupta and Patrick Blessinger
- Volume 12 Contexts for Diversity and Gender Identities in Higher Education: International Perspectives on Equity and Inclusion – Edited by Jaimie Hoffman, Patrick Blessinger and Mandla Makhanya
- Volume 13 Strategies, Policies, and Directions for Refugee Education – Edited by Enakshi Sengupta and Patrick Blessinger
- Volume 14 Perspectives on Diverse Student Identities in Higher Education – Edited by Patrick Blessinger
- Volume 15 Language, Teaching and Pedagogy for Refugee Education – Edited by Enakshi Sengupta and Patrick Blessinger
- Volume 16 Strategies for Fostering Inclusive Classrooms in Higher Education – Edited by Jaimie Hoffman, Patrick Blessinger and Mandla Makhanya
- Volume 17 Strategies for Facilitating Inclusive Campuses in Higher Education: International Perspectives on Equity and Inclusion – Edited by Jaimie Hoffman, Patrick Blessinger and Mandla Makhanya
- Volume 18 Integrating Sustainable Development into the Curriculum – Edited by Enakshi Sengupta, Patrick Blessinger and Taisir Subhi Yamin
- Volume 19 Teaching and Learning Strategies for Sustainable Development – Edited by Enakshi Sengupta, Patrick Blessinger and Taisir Subhi Yamin
- Volume 20 University Partnership for Sustainable Development Edited by Enakshi Sengupta, Patrick Blessinger and Taisir Subhi Yamin
- Volume 21 Civil Society and Social Responsibility in Higher Education: International Perspectives on Curriculum and Teaching Development – Edited by Enakshi Sengupta, Patrick Blessinger and Craig Mahoney
- Volume 22 Introduction to Sustainable Development Leadership and Strategies In Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Taisir Subhi Yamin
- Volume 23 University–Community Partnerships for Promoting Social Responsibility in Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Craig Mahoney
- Volume 24 Leadership Strategies for Promoting Social Responsibility in Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Craig Mahoney

INNOVATIONS IN HIGHER EDUCATION TEACHING AND
LEARNING VOLUME 25

**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



**Higher Education
Teaching & Learning**

<https://www.hetl.org/>



**emerald
PUBLISHING**

United Kingdom – North America – Japan
India – Malaysia – China

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2020

Copyright © 2020 Emerald Publishing Limited

Reprints and permissions service

Contact: permissions@emeraldinsight.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-83909-435-4 (Print)

ISBN: 978-1-83909-434-7 (Online)

ISBN: 978-1-83909-436-1 (Epub)

ISSN: 2055-3641 (Series)



ISOQAR certified
Management System,
awarded to Emerald
for adherence to
Environmental
standard
ISO 14001:2004.

Certificate Number 1985
ISO 14001



INVESTOR IN PEOPLE

CONTENTS

List of Contributors vii

Series Editors' Introduction ix

PART I HUMANIZING PEDAGOGY

**Chapter 1 Introduction to Integrating Community Service
Into the Curriculum: International Perspectives on Humanizing
Education**
Enakshi Sengupta, Patrick Blessinger and Mandla Makhanya 3

**Chapter 2 A Humanistic Theoretical Approach to Educational
Research on English Language Teaching**
Haydeé Ramírez Lozada 15

**Chapter 3 Situating Critical-Constructive Didaktik to Analyze
Undergraduate Students' Humanization**
Jason Ware 27

**Chapter 4 Higher Education and the Relationship between the
Capability Approach and Service-Learning**
Laura Selmo 39

**Chapter 5 Using an Open Educational Resources Platform to
Support Underserved Groups**
Patrina Law, Anna Page and Rosie Storrar 51

**Chapter 6 Co-Curricular Programs: A Digital Activism
Case Study for Humanist Educators**
Peggy Johnson and Jason Spartz 73

**PART II
COMMUNITY AND CURRICULUM**

Chapter 7 A Social Entrepreneur’s Approach for Humanizing Higher Education: Reflections from a College Success Case Study <i>Elena García Ansani</i>	91
Chapter 8 Evaluating the Specific Needs of Mexican American Students within Postsecondary Institutions <i>Jenni Vinson</i>	109
Chapter 9 Using a Program Evaluation Course to Foster Service and Humanize Students, Faculty, and Community Partners <i>John M. LaVelle</i>	129
Chapter 10 “Slowly Changing the World”: Embedding Experiential Learning to Enhance Ethics and Diversity <i>Riley Caldwell-O’Keefe and Matt Recla</i>	147
 <i>About the Contributors</i>	 165
<i>Name Index</i>	171
<i>Subject Index</i>	179

LIST OF CONTRIBUTORS

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

This page intentionally left blank

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 been 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