



UNIVERSITEIT•STELLENBOSCH•UNIVERSITY
jou kennisvennoot • your knowledge partner

Experiential Learning Pedagogies - challenge or opportunity -



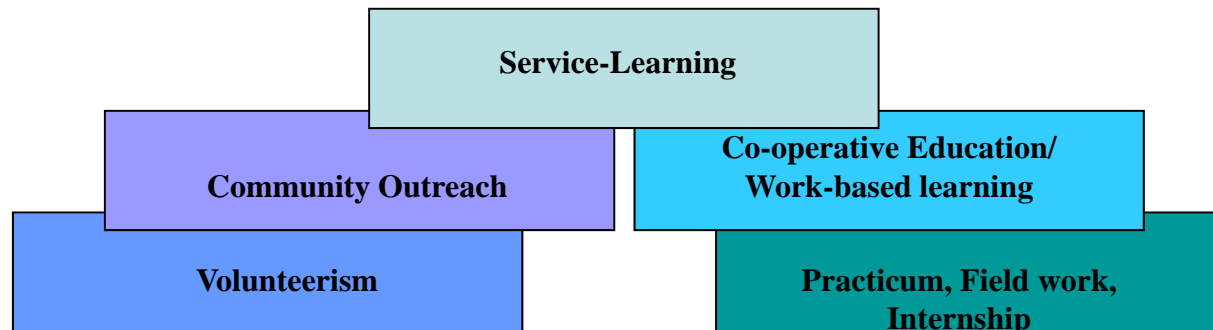
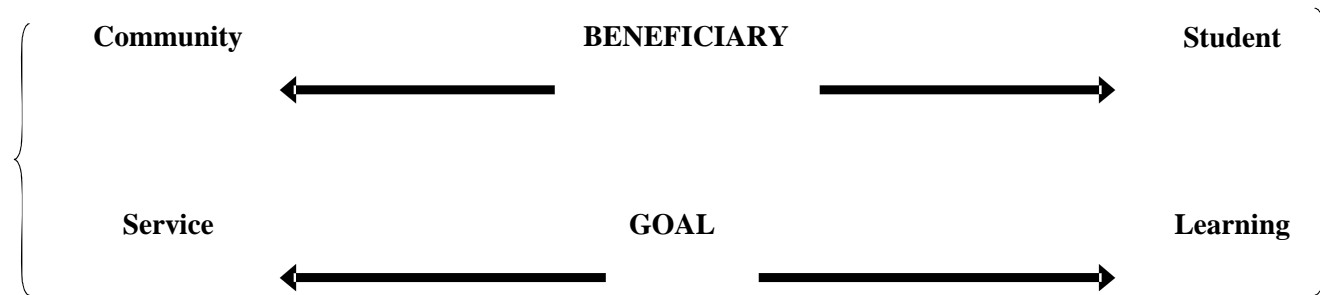
Building Sustainable Knowledge Partnerships in the Community



Community Interaction



Types of Experiential Learning





UNIVERSITEIT•STELLENBOSCH•UNIVERSITY
jou kennisvennoot • your knowledge partner

“Challenges”



Building Sustainable Knowledge Partnerships in the Community



Community Interaction



Introspection and Reflection - My Role



- Academic staff who embark on a EL journey, should reflect about their **role** in their institution, faculty and department (Company/Unit/Specialization)
- It is the academic staff/ lecturers who **design** and offer the service-learning (or other EL) modules, and who are ultimately responsible for **curricular reform**. Therefore, academic staff involvement and development are crucial to the long-term success and **institutionalisation** of service-learning worldwide (Bringle and Hatcher, 1996; Stacey and Bender, 2005).
- Reflect on your **own role** in terms of a module, a program, a department, a faculty or the institution where you work. How will your intended module or CBP **facilitate SL** on a broader basis?





Institutional Requirements



- Module meets the **institution's** curriculum planning and design **requirements**: e.g. module size, credit ratings, rules of combination, entry requirements, assessment regulations etc.
- Specific **learning outcomes** and content of the module contribute to students' attainment of the programme exit-level qualification(s).
- Evident **contribution to the programme** to the development of a knowledge base and academic or professional skills and their sequencing.
- **Relation** and rules of combination between this module/ other modules/ on the **programme** are clear.
- There is **coherence** between module design & implementation and the module content (syllabus), teaching & learning content and methods & materials. Student support provide students with a fair chance of attaining the learning outcomes specified for the module/ course and of demonstrating this through assessment.





Experiential learning aims to



- Advance students' sense of **social responsibility** and commitment to the greater good. It is less individualistic in that social responsibility is valued over individual responsibility.
- Create a **learning synergy** for students whereby academic learning is valued along with community-based experiential learning, which is inductively oriented.
- Give students **control** over their learning by allowing them to make decisions in directing their own learning.
- Encourage **active learning** through participation in the community.
- Encourage **contributions from students** on learning that has occurred in the community and could be utilised in the classroom.
- Welcome both **subjective and objective** ways of knowing.
(Howard, 1998: 23-24)





Principles of Good EL Pedagogy



- Academic credit is for **learning**, not for service.
- Do not compromise **academic rigour**.
- Establish **learning outcomes** for students.
- Establish **criteria** for the **selection** of service/ community placements.
- Provide educationally-sound **learning strategies** to harvest community learning and realise module learning outcomes. Provide **support** for students to learn how to harvest the community learning.
- Minimise the distinction between the student's community **learning role** and the classroom learning role.
- Re-think the academic staff (lecturer's) **teaching role**.
- Be prepared for **uncertainty and variation** in student learning outcomes.
- **Maximise the community responsibility** orientation of the module/ course. (Adapted from Howard, 2001)





UNIVERSITEIT•STELLENBOSCH•UNIVERSITY
jou kennisvennoot • your knowledge partner

Opportunities



Building Sustainable Knowledge Partnerships in the Community



Community Interaction



UNIVERSITEIT•STELLENBOSCH•UNIVERSITY
jou kennisvennoot • your knowledge partner

Engaged Scholarship an scholarship of engagement

McNall *et al.* (2009:318) explain engaged scholarship further: "As faculty members, staff, and students have engaged with communities, a new form of scholarship – engaged scholarship - has emerged. It is a form of scholarship that cuts across teaching, research, and service". To them "engaged scholarship is about the doing of engagement, the scholarship of engagement is about reflecting on and writing about it" (McNall *et al.*, 2009:319)



Community Interaction



UNIVERSITEIT•STELLENBOSCH•UNIVERSITY
jou kennisvenoot • your knowledge partner

Scholarly Service Activities as engaged scholarship

The act of applying implicit and codified knowledge in a community setting, directly or indirectly, focused on the agreed goals or needs while ascertaining growth through the acquisition of skills and an enhanced understanding of the meaning-making content by all the actors involved.



Community Interaction



Describing Scholarly service activities



- The category 'scholarly service activities' emerged (distinguishing it from other forms of service) with the following properties:
- A direct service to and with a community member that mostly involves his or her specific concerns;
- An indirect participation (bringing leadership, knowledge and skills to the table) as part of a project and where more than one person or group is involved and where everyone involved works together on the outcome;
- Codifying lessons learned from practice transformed into knowledge;
- Specific academic knowledge being applied in the setting based on the goals of the community organisation or need of the community member is a prerequisite;
- Tacit knowledge application alone is considered a non-scholarly action, but as an important addition to academic knowledge;
- Skills emanating from academic knowledge were highly rated, but most respondents accepted that students would not have well developed skills as skills acquisition was part of the academic goals that originally prompted the involvement of students in the community;
- Both parties should be able to acknowledge benefits, of which 'meaningful' was perceived as the most important attribute. Meaningful indicated growth for both parties;
- Growth was measured according to the skills and insights that the actors took away from the action.



Contact Details



Antoinette Smith-Tolken
Deputy Director: Community Interaction
Stellenbosch University
asmi@sun.ac.za
<http://www.sun.ac.za/ci>
+27 21 808 3798 (office)
+27 828817032 (mobile)