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# JSLHE Journal of Service-Learning in Higher Education

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## JSLHE JOURNAL OF SERVICE-LEARNING IN HIGHER EDUCATION

*The Journal of Service-Learning in Higher Education is an online, international, peer-reviewed journal for the dissemination of original research regarding effective institutional-community partnerships. Our primary emphasis is to provide an outlet for sharing the methodologies and pedagogical approaches that lead to effective community-identified outcomes. The Journal of Service-Learning in Higher Education is a subscription-free journal with a review board made up of various academic disciplines of the member institutions of the University of Louisiana System as well as other nationally and internationally accredited colleges and universities and affiliated organizations.*

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# Foreword

David Yarbrough, JSLHE Executive Editor

I remember my first service activity. It was almost 40 years ago and I was part of a church-based youth group traveling to Appalachia to work with a new program called the Appalachian Service Project. If there were any church leaders or ministers in the group, I don't remember them. As a matter of fact, I remember very little about the group, the trip, the town where we lived, or how many days we were on site. But here I am, 37 years later, and I can tell you everything about the houses and the work that I did to repair them, and the families who lived there. Two years after that I began my first year in college and took my first service-learning course. At the time, it was called something else. I do not remember the name of the course

instructor. However, I do remember everything about the work that I did, the reflection activities, the questions that it raised about my major, my ideas of the world, and my role as a student. That course instructor never knew what that course meant to me – because before the term was over, I left school for a year in order to use what I learned in that class to work, to think, and to identify who I really might be as an adult. Now, 35 years and a collection of degrees later, I am still watching, and learning, and talking about civic engagement and service-learning in higher education. And beyond that, I am still amazed and overwhelmed at how much is left to learn and accomplish when we work with our minds, our hands, and each other.

I am pleased to introduce you to the inaugural edition of the *Journal of Service-Learning in Higher Education*. As stated on our home page, our emphasis is to provide an outlet for sharing the methodologies and pedagogical approaches that lead from the classroom to effective community-identified outcomes. Getting this off the ground has been a labor of love for everyone identified on our masthead with the University of Louisiana System office and for those at each of our nine member institutions. Included in all who have worked so hard to get this first edition to you are a sizeable number of active review board members from across the South and reviewers of manuscripts from across the country. Announcement of the journal and the initial call for manuscripts brought submissions from across the United States and abroad. Our reviewers and editors worked thoughtfully to bring you this first edition with manuscripts that cut a wide path across many of the challenges and successes associated with service-learning.



A primary challenge facing many of us is how to provide quality experiential learning experiences in a time of ever-increasing demands on both faculty and our students. Reed-Bouley et al., look specifically at providing quality instruction with students who face the additional demands of having to work beyond their efforts to succeed in the classroom. They point to the dilemma faced by many course-instructors who know that the “high-impact” strategies associated with service-learning are also an additional strain on time for their students.

Van Meter et al. take a look back to the discourse of early modern urban planning and effectively tie it to the development and implementation of relevant service course design for the students, faculty, and communities of today. There is no doubt that the relevance of overlap of society, economy and environment are of current interest and concern. In a recent talk that I gave about higher education and effective service, I found myself referring to one of their observations of the effectiveness of involving students in civic engagement.

Many professional and paraprofessional academic disciplines have employed service-learning and experiential models for decades in order to effectively integrate theory to practice. Maccio and Voorhies look specifically at social work field education and the students’ perceptions of service beyond the narrower expressed context of their fieldwork. Their qualitative approach brings a personal voice to both the successes and challenges of in-course service targeting graduate disciplines firmly grounded in community engagement.

It is interesting that there is little examination regarding service, locus of control, and one of our most prized groups – the undergraduate honors student. In *Undergraduate Honors Service-Learning and Effects on Locus of Control*, Stewart takes on the challenge of opening the discourse about service and academic success with that identified subgroup. In an age where external assessments guide much of our planning and design, Stewart reminds us that in an educational full-circle, it is important to consider how program design impacts students’ evaluation of self-efficacy.

Wrapping up our service journey, Lima provides a narrative account of personal and shared service that takes us on both a dispassionate and emotional ride through the shared elements that motivate and define much of why we do what we do in service and education. As an academic and citizen in Louisiana, it is a personal story that many of us share and continues to define much of who we are.

Beyond Louisiana and the South, this collection of academic service in action, represents much of what is best about what we do and who we are. My most heartfelt thanks to all of our authors, our reviewers, our readers, and to everyone involved with service-learning in higher education.

A handwritten signature in black ink, appearing to be 'Lima', is centered on the page.

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