Chapter 9
Strategies and Effectiveness of Experiential and Service Learning Towards Mission Achievement

Francis Wamukota Wambalaba
United States International University Africa, Kenya

Juliana Mulaa Namada
United States International University Africa, Kenya

Paul Katuse
United States International University Africa, Kenya

ABSTRACT

At a time when student stakeholders are demanding value for money, experiential service learning is expected to enrich student learning and also add value to society. To appreciate the context of experiential service learning, this chapter explores the theoretical and conceptual approaches to the learning process including theories, models, and perspectives, as well as derivation of a conceptual analytical framework. Since general education tends to not only embrace integrative learning approaches but also typically conducive to experiential and service learning, it is also covered in this chapter. It is hoped that upon completion of this chapter, the reader would be able to and enthused about repackaging their courses towards experiential learning engagement. Moreover, there will be a strong bias towards engagement of students towards service learning, and thus value addition to their respective communities.

INTRODUCTION

What is the role of a university mission statement? Thus, how does a mission statement permeate through University values, its strategic plan, down to curriculum development? How does a University adapt its mission statement to a dynamic global environment and what are some of the possible opportunities, strategies and case examples? This chapter discusses the effectiveness of experiential service learning values and strategies with respect to alignment with university mission statements and by implication, also to schools of business.

The chapter starts with background information highlighting trends of university mission statements, the significance of experiential service learning and its potential for inclusion in the university mission statements. It is argued that experiential service learning not only meets traditional fundamentals of universities' teaching, learning and service, but also fits in with emerging trends among some universities towards consumerism. The later has been especially influenced by the World Trade Organization's (WTO) commodification of education under the General Agreement of Trade in Services (GATS).

Next is a discussion of theoretical and conceptual approaches to the learning process. The section includes the context of experiential service learning; theories, models and perspectives; and derivation of a conceptual analytical framework. This includes Kolb's experiential learning theory, Race's ripples of learning model, participatory learning models, and incremental learning perspectives out of which a conceptual analytical framework is derived based on three principles; pedagogical principles emphasizing how learning takes place, utilitarian principles focusing on service learning, and professionalism principles stressing instructor's reflections and research for purposes of improvement.

The section thereafter covers a sequential review of integrative teaching approaches focusing on disciplinary perspectives, thus comparative analysis of levels of approaches to teaching, starting with disciplinary approaches that tend to be too specialized. However, subsequent levels bring the learner closer to real life experiences moving from cross-disciplinary, to multidisciplinary, to transdisciplinary, to interdisciplinary, and finally to integrative approaches to learning. This sequencing builds a philosophical foundation on which General Education programs tend to spring from. General Education is one of the programs that leans towards integrative learning approaches and often, experiential service learning. Models for developing general education programs and respective fundamentals are discussed.

The chapter concludes with the role of mission statements in guiding United States International University's – Africa (USIU- A) experiences. It explains how all courses are aligned to the university mission statement through hierarchies at program and school levels. Secondly, an illustration is made on how university level alignments have been applied in the Chandaria School of Business towards the course level alignments. Thirdly, and by extension, the role of research on teaching and learning is explored with respect to implications for effective program development and continuous improvement. Finally, some of the course level details are demonstrated by a sample of case studies related to experiential service learning. These cases are derived from situational experiences of the authors where they have either led the process or been intimately involved in the respective case study situation at the United States International University-Africa in Kenya. The case studies are divided into two broad segments, i.e., degree programs and extension service programs. Under the degree programs, two case studies are presented, one focusing on a graduate research methods course designed by the lead author and another focusing on a global executive MBA program in which all the authors were intimately involved in the design and were also engaged in one or more of the three key components of the program. With respect to the extension service program, three case studies are presented based on the Global Agribusiness

30 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/strategies-and-effectiveness-of-experiential-and-service-learning-towards-mission-achievement/208254

Related Content

Curriculum Development through Competency-Based Approach in Higher Education
Elena Canoand Georgeta Ion (2014). *Handbook of Research on Transnational Higher Education (pp. 79-95).*
www.irma-international.org/chapter/curriculum-development-through-competency-based/78115

Factors That Determine B-School Selection
Deepti Pathakand Shalini Agnihotri (2019). *New Age Admissions Strategies in Business Schools (pp. 18-35).*
www.irma-international.org/chapter/factors-that-determine-b-school-selection/226148

Overcoming the Onslaught: A Tale of Woe from One Adjunct Professor
Janelle Christine Simmons (2020). *Confronting Academic Mobbing in Higher Education: Personal Accounts and Administrative Action (pp. 1-28).*
www.irma-international.org/chapter/overcoming-the-onslaught/236282

Writing Self-Efficacy and Performance Among Students in an Online Doctoral Program
Erin Breitenbach, Katherine Adlerand Vanessa Pazdernik (2022). *International Journal of Innovative Teaching and Learning in Higher Education (pp. 1-14).*
www.irma-international.org/article/writing-self-efficacy-performance-among/304080

Learning Design Thinking Through a Hands-On Learning Model
Norman Gwangwava (2021). *International Journal of Innovative Teaching and Learning in Higher Education (pp. 1-19).*
www.irma-international.org/article/learning-design-thinking-through-hands/274939