

Chapter 1

Multidisciplinary Service Learning in Higher Education: Concepts, Implementation, and Impact

Muhammad Usman Tariq

 <https://orcid.org/0000-0002-7605-3040>

Abu Dhabi University, UAE

ABSTRACT

This chapter explores the exciting field of transdisciplinary service learning in higher education, providing an in-depth look at its theoretical underpinnings, real-world applications, and significant effects. After providing an overview of the larger service learning environment, the emphasis shifts to clarify the subtleties of interdisciplinary methods. The theoretical foundations of service learning, which have expanded to include a variety of academic fields, provide the framework for a thorough analysis of planning and design techniques. The chapter skillfully navigates the complexities of project planning, emphasising identifying community needs and ensuring alignment with curriculum goals. The foundation for thoroughly examining the implementation stage is laid by insights into promoting cooperation across academic departments, students, and community partners during the planning stage. The logistical complexities, efficient communication techniques, and resource management essential to successful execution are demonstrated via real-world examples and case studies.

1-OVERVIEW

Higher education now stands on the shoulders of service learning, a pedagogical strategy that blends academic study with community involvement and promotes all-encompassing learning experiences. This chapter thoroughly analyses the complex field of transdisciplinary service learning, examining its theoretical underpinnings, complex implementation techniques, and significant ramifications for a range of stakeholders in the higher education ecosystem.

DOI: 10.4018/979-8-3693-2133-1.ch001

Philosophical Bases

The first section lays a strong basis by outlining the historical development of service learning in higher education. Drawing on foundational writings (Bringle & Hatcher, 1995; Dewey, 1938), emphasis is placed on the importance of fusing academic knowledge with real-world application. The chapter then deftly shifts to a targeted examination of interdisciplinary service learning, which is the blending of several academic fields to solve intricate societal issues.

Conceptual Foundations

The origins of experiential and transformational learning theories are traced back to the theoretical foundations of service learning (Kolb, 1984; Mezirow, 1991). The development of these ideas to consider interdisciplinary methods is outlined, demonstrating the paradigm change in understanding the dynamic interaction between community participation and education.

Strategies for Design and Planning

Beyond theory, the chapter thoroughly analyses the planning stages of transdisciplinary service learning projects. After reviewing pertinent research (Eyler & Giles, 1999; Jacoby, 2015), the section explores methods for determining needs in the community, integrating multiple academic fields with ease, and matching project objectives with curriculum results. When designing a project, consideration is given to encouraging collaboration across academic departments, community partners, and students.

Dynamics of Implementation

The next part moves on to the implementation stage and thoroughly examines the processes and relationships involved in carrying out transdisciplinary service learning initiatives. The chapter delves into how resource management, good communication, and coordination across varied teams lead to the successful completion of major projects, drawing on findings from groundbreaking research (Furco, 2010; Stanton et al., 2002). Case studies and real-world examples highlight creative approaches and answers to everyday problems (Tariq, 2024).

Evaluation Techniques

Using various methodological techniques, the chapter then carefully reviews evaluation methodologies for transdisciplinary service learning projects (Conway et al., 2015; Eyler et al., 2001). This involves assessing the project's overall efficacy and its effects on the community and students' learning results. This section explores evaluation techniques and approaches, including questionnaires, reflective assignments, and community feedback channels.

Analysis of Stakeholder Impact

An examination of the effects of transdisciplinary service learning projects on students, professors, and community partners is a crucial component of this investigation. The chapter summarises the results

17 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/multidisciplinary-service-learning-in-higher-education/342770

Related Content

An Exploration of Students' Participation, Learning Process, and Learning Outcomes in Web 2.0 Computer Supported Collaborative Learning

Chun-Yi Shen and Chen-Hsien Wu (2011). *International Journal of Online Pedagogy and Course Design* (pp. 60-72).

www.irma-international.org/article/exploration-students-participation-learning-process/53550

An Investigation of the Relationship of Motivation, Attitudes and Environment: Two Hong Kong ESL Learners' Experience

Helen, Yeh Wai Man (2018). *Student Engagement and Participation: Concepts, Methodologies, Tools, and Applications* (pp. 1126-1139).

www.irma-international.org/chapter/an-investigation-of-the-relationship-of-motivation-attitudes-and-environment/183556

Modeling Student Engagement With Physical Education Content on TikTok: An Integrated UGT-TAM Structural Equation Approach

Vanessa B. Sibug, Emerson Q. Fernando, Trisha Anne A. Onofre, Arjan Gil S. Mendoza, Roe Vincent S. Ovejas, Jan Henry B. Sunga, Joseph Alexander Bansil, Jumel C. Miller and John Paul P. Miranda (2026). *Theoretical and Analytical Perspectives on Interest and Engagement in Physical Education* (pp. 85-112).

www.irma-international.org/chapter/modeling-student-engagement-with-physical-education-content-on-tiktok/410960

Moving to a New Land: A Case Study of Secondary Teachers' Experience of Online Teaching

Qing Li and Janet Groen (2012). *International Journal of Online Pedagogy and Course Design* (pp. 19-31).

www.irma-international.org/article/moving-new-land/68411

The Effect of Self-Deception on Learning in Higher Education Systems

Elena M. Gimenez-Fernandez and Vera Gelashvili (2022). *Teaching Innovation in University Education: Case Studies and Main Practices* (pp. 206-223).

www.irma-international.org/chapter/the-effect-of-self-deception-on-learning-in-higher-education-systems/307739