Service learning models for widely-distributed asynchronous classes

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Service learning has proven a valuable and increasingly popular tool for directing post-secondary students into settings that enable their constructing meaningful experience that offers both a significant crucible for their own schooling and provides significant contributions within the community itself. They have proven to be important ways to validate class curriculum through student experience, to impel learners into higher-order thinking, both cognitive and affective, (Shanley) and to provide uniquely valuable contributions within the communities where they occur. Though valuable service learning occurs entirely within the walls of a campus However, in many ways, the ideal occurs just outside the campus, within the communities where campuses are. This paper will describe three major areas within which distributed education class members are especially equipped to perform unusual–perhaps unique–service learning projects, and will present examples of how teachers may implement such projects in similar classes.