

Integrating service learning and civic engagement into Earth and Environmental Sciences Course Projects: A case study from Higher Education in Jordan

Khitam A. Alzughoul¹, Ikhlas Alhejoj¹

¹Geology, The University of Jordan , Amman, JORDAN

ABSTRACT

The effect of implementing service learning as a pedagogical tool in teaching and learning strategy has been intensively explored in higher education context. This study focus on testing the impact of utilizing “service learning” on students’ academic and personal outcomes into three courses at the Hashemite University and Jordan University. Students were sub divided into groups and asked to provide services to community in subjects relevant to course contents. Questionnaires were disseminated to 120 students of three different courses to evaluate their perceptions about the learning experience. Students involved in Service learning were asked to prepare portfolios and reflection paper or diaries. Both quantitative and qualitative data Analyses were adopted to achieve a better understanding of the results. The findings revealed that integrating service learning into courses has positive impacts on students’ learning of course contents and higher academic achievements. This experience promotes personal and social outcomes including their sense of identity and confidence, communication skills developments, interacting with team mates and community members, moral developments, as well as sense of responsibility toward the university and their citizenships. Implementing service learning would help universities in fulfilling their objectives and mission to outreach civic engagement and to take responsibilities toward the broader communities.