SCOTTISH CHURCH COLLEGE

Service-Learning Cell

Report on disseminating Know-How of Service-Learning pedagogy to other colleges

Dr. Varbi Roy, Associate Professor of Philosophy, and Joint Coordinator, Scottish Church College Service Learning Cell acted as resource person at one-day special lecture in the seminar celebrating World Philosophy Day 2023. She spoke on Reflective Learning: The Way Ahead. She stressed on Service-learning, which, as a pedagogical approach, represents a powerful paradigm shift in higher education that seamlessly integrates academic learning with community engagement. By intertwining theoretical knowledge with practical experiences, service-learning offers a unique avenue for students to deepen their understanding of philosophical concepts while simultaneously contributing to the welfare of society. The integration of community service allows students to navigate the complexities of ethical dilemmas, engage with diverse perspectives, and develop a nuanced understanding of social justice issues. The reflective learning component of service-learning has transformative potential for students. Through structured reflection exercises, students can critically analyse their experiences, question assumptions, and refine their philosophical perspectives. The process of reflective learning not only enhances intellectual growth but also nurtures a sense of civic responsibility and empathy.

Learning Outcomes:

1. **Understand** the concept of service-learning: Students will gain a comprehensive understanding of service-learning as a pedagogical approach, including its definition, principles, and key components.

2. **Explore** the theoretical underpinnings of service-learning: Students will delve into the theoretical frameworks that support service-learning, such as experiential learning theory, community-based learning theory, and critical pedagogy, to understand its philosophical foundations.

3. **Analyze** the benefits of service-learning: Students will critically evaluate the potential benefits of service-learning for students, communities, and society at large, including personal and professional development, civic engagement, and social justice.

4. **Design** service-learning initiatives: Students will collaborate to design service-learning initiatives tailored to specific academic disciplines or community needs, integrating theoretical concepts with practical application to create meaningful learning experiences.

By the end of the lecture, Students will have gained a deeper understanding of service-learning as a transformative educational approach and be equipped with the knowledge and skills to integrate reflective learning practices into their teaching, learning, and community engagement endeavours.