

The PULSE Program for Service Learning at Boston College

Presentation on TEACHING and LEARNING in PULSE

University Centre Saint-Ignatius Antwerp

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- 1) What courses do you think are a good fit for service-learning pedagogy? Why?
- 2) How would service-learning pedagogy better enable students to meet the learning goals of the course?
- 3) Would the university body responsible for approving course proposals (e.g. a curriculum committee or an educational policy committee) support the development of service-learning courses? Why or why not?
- 4) In imagining a service-learning course, what curricular components would you want to include, and why? How would you create opportunities for learning integration?
- 5) To create an effective service-learning course, what would you need to change or develop in regards to: overall course design? course texts? writing assignments? grading practices? student attendance and participation expectations? your teaching practices and classroom set-up? your availability to students? overall university culture? etc.
- 6) Building upon question #5, what would be relatively easy to change and what might be more difficult? Why?