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Stepping from service-learning to SERVICE-LEARNING pedagogy.

Summary: Service-learning can mean different things and look quite different in varying statistics curricula that may include undergraduates, graduates, majors and non-majors across a wide array of higher institutions. The terms community engagement, volunteerism, community-based projects and service-learning are tossed around on various institutions' websites. The purpose of this article is two-fold. First is to provide an historical review of the evolution of service-learning activities to try to unify and define the terminology as one might use this pedagogy for statistics instruction. Second is to present some examples of how a first and second course in business statistics can step up from service-learning and move up the continuum towards reaping the reciprocal benefits of SERVICE-LEARNING (SL). In this article, service learning (note the omission of a hyphen) is a valued classroom service activity that separates the activity from the learning goals of the class, while service-learning (note the presence of a hyphen) is a teaching methodology in which the service and learning goals are carefully given equal weight in the development of the project so that classroom goals and service outcomes enhance each other providing a reciprocal experience for all participants. When this careful design is a "method of teaching through which students apply newly acquired academic skills and knowledge to address real-life needs in their own communities", SL unifies what students are currently learning in the classroom with the service they are simultaneously providing in the community. Careful design opens the door to provide opportunities of SL in an introductory, non-majors statistics class.

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http://www.amstat.org/publications/jse/v20n3/phelps.pdf