

Empowering Civic Responsibility: Insights From Service Learning

Miftachul Huda¹
Kamarul Azmi Jasmi¹
Yabit Alas²
Sari Laelatul Qodriah³
M. Ihsan Dacholfany⁴
Ezad Azraai Jamsari⁵

¹*Universiti Teknologi Malaysia (UTM), Malaysia*

²*Universiti Brunei Darussalam*

³*Universitas Muhammadiyah Cirebon, Indonesia*

⁴*Universitas Muhammadiyah Metro Lampung, Indonesia*

⁵*Universiti Kebangsaan Malaysia, Malaysia*

Suggested Citation:

Huda, Miftachul; Jasmi, Kamarul Azmi; Alas, Yabit; Dacholfany, M. Ihsan; Jamsari, Ezad Azraai (2018). "Empowering Civic Responsibility: Insights From Service Learning" in *Engaged Scholarship and Civic Responsibility in Higher Education* (Sharon L. Burton Ed.), p. 144-182. USA: IGI Global. ISBN: 9781522536499; DOI: 10.4018/978-1-5225-3649-9.

Abstract

The engaged scholarship has been widely viewed as academic service-learning and community service, which aim to link the classroom and community through courses with a transformative experiential education. It becomes an initiative to inculcate civic responsibility among students with the goal to produce responsible citizens and active participants in the community. This chapter will critically explore the main contribution of service learning to build civic responsibility. The literature review was conducted from referred books and journals on the topic of civic responsibility and service learning. As a core guideline to give a clear understanding and insightful view on the importance of the civic responsibility, this study could contribute to the significant insights towards different aspects of engaged scholarship and civic responsibility. Putting together awareness and goodwill from the community towards the group or organization should do with building civic engagement to get involved in social events to produce responsible citizens and active participants in the community.

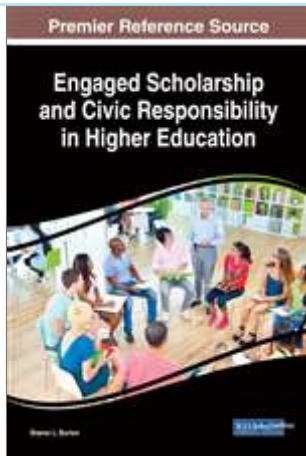
References

- Albrechts, L. (2005). Creativity as a drive for change. *Planning Theory*, 4(3), 247–269. doi:10.1177/1473095205058496
- Anshari, M., Almunawar, M. N., Shahrill, M., Wicaksono, D. K., & Huda, M. (2017). Smartphones usage in the classrooms: Learning aid or interference? *Education and Information Technologies*, 1–17
- Boyd, K. D., & Brackmann, S. (2012). Promoting civic engagement to educate institutionally for personal and social responsibility. *New Directions for Student Services*, 2012(139), 39–50. doi:10.1002/ss.20021
- Bringle, R. G., & Hatcher, J. A. (1996). Implementing service learning in HE. *The Journal of HE*, 67(2), 221–239.
- Chang, Y. J., Chen, Y. R., Wang, F. T. Y., Chen, S. F., & Liao, R. H. (2014). Enriching service learning by its diversity: Combining university service learning and corporate social responsibility to help the NGOs adapt technology to their needs. *Systemic Practice and Action Research*, 27(2), 185–193.
- Church, R. L., & Marston, J. R. (2003). Measuring accessibility for people with a disability. *Geographical Analysis*, 35(1), 83–96. doi:10.1353/geo.2002.0029
- Conway, J. M., Amel, E. L., & Gerwien, D. P. (2009). Teaching and learning in the social context: A meta-analysis of service learnings effects on academic, personal, social, and citizenship outcomes. *Teaching of Psychology*, 36(4), 233–245. doi:10.1080/00986280903172969
- Corbett, A. C. (2005). Experiential learning within the process of opportunity identification and exploitation. *Entrepreneurship Theory and Practice*, 29(4), 473–491. doi:10.1111/j.1540-6520.2005.00094.x
- Ehrlich, T. (2000). *Civic responsibility and HE*. Canada: Greenwood Publishing Group.
- Einfeld, A., & Collins, D. (2008). *The relationships between service-learning, social justice, multicultural com-*

- petence, and civic engagement. *Journal of College Student Development*, 49(2), 95–109. doi:10.1353/csd.2008.0017
- Eyler, J. (2002). Reflection: Linking service and learning—Linking students and communities. *The Journal of Social Issues*, 58(3), 517–534. doi:10.1111/1540-4560.00274
- Fry, S. W., & O'Brien, J. (2015). Cultivating a justice orientation toward citizenship in preservice elementary teachers. *Theory and Research in Social Education*, 43(3), 405–434.
- Fry, S., Hale, A., Soll, K., Bower, C., & Jaffari, A. (2017). Developing Compassionate and Socially Responsible Global Citizens through Interdisciplinary, International Service-Learning. *Partnerships: A Journal of Service-Learning and Civic Engagement*, 8(1), 16–27.
- Furco, A. (2002). Is service-learning really better than community service. *Service-learning: The essence of the pedagogy*, 1, 23–50.
- Furco, A., & Root, S. (2010). Research demonstrates the value of service learning. *Phi Delta Kappan*, 91(5), 16–20. doi:10.1177/003172171009100504
- Haddad, M. A. (2006). Civic responsibility and patterns of voluntary participation around the world. *Comparative Political Studies*, 39(10), 1220–1242. doi:10.1177/0010414005281937
- Huda, M., Anshari, M., Almunawar, M. N., Shahrill, M., Tan, A., Jaidin, J. H., & Masri, M. et al. (2016a). Innovative Teaching in Higher Education: The Big Data Approach. *The Turkish Online Journal of Educational Technology*, 15(Special issue), 1210–1216.
- Huda, M., Jasmi, K. A., Basiran, B., Mustari, M. I. B., & Sabani, A. N. (2017a). Traditional Wisdom on Sustainable Learning: An Insightful View From Al-Zarnuji's Ta'lim al-Muta'allim. *SAGE Open*, 7(1), 1–8.
- Huda, M., Jasmi, K. A., Hehsan, A., Shahrill, M., Mustari, M. I., Basiron, B., & Gassama, S. K. (2017d). Empowering Children with Adaptive Technology Skills: Careful Engagement in the Digital Information Age. *International Electronic Journal of Elementary Education*, 9(3), 693–708.
- Huda, M., Sabani, N., Shahrill, M., Jasmi, K. A., Basiron, B., & Mustari, M. I. (2017b). Empowering Learning Culture as Student Identity Construction in Higher Education. In *Student Culture and Identity in Higher Education* (pp. 160–179). IGI Global.
- Huda, M., Shahrill, M., Maseleno, A., Jasmi, K. A., Mustari, I., & Basiron, B. (2017c). Exploring Adaptive Teaching Competencies in Big Data Era. *International Journal of Emerging Technologies in Learning*, 12(3), 68–83.
- Huda, M., Yusuf, J. B., Jasmi, K. A., & Nasir, G. A. (2016b). Understanding Comprehensive Learning Requirements in the Light of al-Zarnuji's Ta'lim al-Muta'allim. *Sage Open*, 6(4), 1–14.
- Jacoby, B. (2009). *Civic engagement in HE. Concepts and practices*. San Francisco: Jossey-Bass.
- Jacoby, B. (Ed.). (2003). *Building partnerships for service-learning*. John Wiley & Sons.
- Kirshner, B., Strobel, K., & Fernández, M. (2003). Critical civic engagement among urban youth. *Penn GSE Perspectives on Urban Education*, 2(1), 1–20.
- Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning & Education*, 4(2), 193–212. doi:10.5465/AMLE.2005.17268566
- Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. New Jersey: FT Press.
- Kymlicka, W., & Norman, W. (2000). *Citizenship in diverse societies*. Oxford University Press. doi:10.1093/019829770X.001.0001
- Lovat, T., & Clement, N. (2016). Service learning as holistic values pedagogy. *Journal of Experiential Education*, 39(2), 115–129.
- Maloney, S. M., Myers, C., & Bazyk, J. (2014). The Influence of a Community-Based Service-Learning Experience on the Development of Occupational Therapy Students' Feelings of Civic Responsibility. *Occupational Therapy in Mental Health*, 30(2), 144–161.
- Mary, N. L. (2015). Educating citizens: Civic engagement and the urban/metropolitan University. *Metropolitan Universities*, 16(4), 130–140.
- Moore, T. (2004). The critical thinking debate: How general are general thinking skills? *Higher Education Research & Development*, 23(1), 3–18. doi:10.1080/0729436032000168469
- Morgan, W., & Streb, M. (2001). Building citizenship: How student voice in service learning develops civic values. *Social Science Quarterly*, 82(1), 154–169. doi:10.1111/0038-4941.00014
- Munter, J. (2002). Linking community and classroom in HE: Service-learning and student empowerment. *Journal of Nonprofit & Public Sector Marketing*, 10(2), 151–164. doi:10.1300/J054v10n02_09
- Ngai, S. S. Y. (2006). Service-learning, personal development and social commitment: A case study of universi-

- ty students in Hong Kong. *Adolescence*, 41(161), 165–176. PMID:16689448
- Penick, J. M., Fallshore, M., & Spencer, A. M. (2014). Using intergenerational service learning to promote positive perceptions about older adults and community service in college students. *Journal of Intergenerational Relationships*, 12(1), 25–39.
- Peterson, T. H. (2009). Engaged scholarship: Reflections and research on the pedagogy of social change. *Teaching in HE*, 14(5), 541–552. doi:10.1080/13562510903186741
- Rosenberger, C. (2000). Beyond empathy: Developing critical consciousness through service learning. In *Integrating service learning and multicultural education in colleges and universities* (pp. 23–43). London: Routledge.
- Smith, C. (2003). Theorizing religious effects among American adolescents. *Journal for the Scientific Study of Religion*, 42(1), 17–30. doi:10.1111/1468-5906.t01-1-00158
- Snell, R. S., Chan, M. Y. L., Ma, C. H. K., & Chan, C. K. M. (2015). Developing civic-mindedness in undergraduate business students through service-learning projects for civic engagement and service leadership practices for civic improvement. *Asian Journal of Business Ethics*, 4(1), 73–99.
- Stanton, T. K. (2008). New times demand new scholarship Opportunities and challenges for civic engagement at research universities. *Education. Citizenship and Social Justice*, 3(1), 19–42. doi:10.1177/1746197907086716
- Strand, K. J., Cutforth, N., Stoecker, R., Marullo, S., & Donohue, P. (2003). *Community-based research and HE: Principles and practices*. San Francisco, CA: John Wiley & Sons.
- Tate, W. F. (2012). *Research on schools, neighbourhoods, and communities: Toward civic responsibility*. New York: Rowman & Littlefield.
- Waterman, A. S. (2014). *Service-learning: Applications from the research*. New York, London: Routledge.
- Wells, C. V., & Grabert, C. (2004). Service-learning and mentoring: Effective pedagogical strategies. *College Student Journal*, 38(4), 573–578.
- Williams, T. R. (2005). Exploring the impact of study abroad on student's intercultural communication skills: Adaptability and sensitivity. *Journal of Studies in International Education*, 9(4), 356–371. doi:10.1177/1028315305277681
- Yusop, F. D., & Correia, A. P. (2013). The benefits and challenges of implementing service-learning in an advanced instructional design and technology curricula: Implications for teaching professional courses. *The New Educational Review*, 32(2), 220–232.
- Zhao, C. M., & Kuh, G. D. (2004). Adding value: Learning communities and student engagement. *Research in Higher Education*, 45(2), 115–138. doi:10.1023/B:RIHE.0000015692.88534.de

Receive a 20% Discount on All Purchases Directly Through IGI Global's Online Bookstore



Engaged Scholarship and Civic Responsibility in Higher Education

Sharon L. Burton (</affiliate/sharon-l-burton/280274/>) (Grand Canyon University, USA)

Release Date: August, 2017

Copyright: © 2018

Pages: 233

ISBN13: 9781522536499

ISBN10: 1522536493

EISBN13: 9781522536505

DOI: 10.4018/978-1-5225-3649-9

Hardcover:

\$156.00

List Price: ~~\$195.00~~

</book/engaged-scholarship-civic-responsibility-higher/181225?f=hardcover> ([/book/engaged-scholarship-civic-responsibility-](/book/engaged-scholarship-civic-responsibility-higher/181225?f=e-book)

E-Book:

\$156.00

List Price: ~~\$195.00~~

[higher/181225?f=e-book](/book/engaged-scholarship-civic-responsibility-higher/181225?f=e-book)) (</book/engaged-scholarship-civic-responsibility-higher/181225?f=hardcover-e-book>)

Hardcover +

E-Book:

\$188.00

List Price: ~~\$235.00~~

Description

Beyond their educational value, university institutions can play a pivotal role in community improvement. By utilizing academic resources, these organizations can positively impact their communities.

Engaged Scholarship and Civic Responsibility in Higher Education is a critical reference source for the latest scholarly research on the adoption and implementation of civic engagement initiatives in higher education institutions. Including a range of pertinent topics such as service learning, economic development, and social justice, this book is ideally designed for academics, practitioners, students, professionals, and researchers interested in the growing influence of universities on community improvement.

Topics Covered

The many academic areas covered in this publication include, but are not limited to:

- Economic Development
- Financial Literacy
- Housing Crisis
- Service Learning
- Social Justice
- STEM Education
- Student Veterans

Table of Contents and List of Contributors

Search this Book:

[Reset](#)

Table of Contents	View Full PDF (/pdf.aspx?tid=188566&ptid=181225&ctid=15&t=Table of Contents)
Detailed Table of Contents	View Full PDF (/pdf.aspx?tid=188567&ptid=181225&ctid=15&t=Detailed Table of Contents)
Preface	View Full PDF (/pdf.aspx?tid=188568&ptid=181225&ctid=15&t=Preface)
Chapter 1	\$37.50
<p>Collaboration: Academes, Government, and Community to Drive Economic Uplift and Empowerment (/chapter/collaboration/188569) (pages 1-24)</p> <p>Christopher Alan Bullock</p> <p>Driving on the works of Dr. King, this researcher developed an integrated framework for understanding how engaged scholarship and civic...</p> <p>Sample PDF (/viewtitlesample.aspx?id=188569&ptid=181225&t=Collaboration: Academes, Government, and Community to Drive Economic Uplift and Empowerment)</p>	
Chapter 2	\$37.50
<p>Driving STEM Through Engaged Scholarship and Civic Responsibility: Determining the Constructs for a Model (/chapter/driving-stem-through-engaged-scholarship-and-civic-responsibility/188570) (pages 25-48)</p> <p>Yoshino Woodard White</p> <p>Pew Research Center revealed a scarcity of U.S. science, technology, engineering, and math (STEM) students with advanced degrees at U. S. higher...</p> <p>Sample PDF (/viewtitlesample.aspx?id=188570&ptid=181225&t=Driving STEM Through Engaged Scholarship and Civic Responsibility: Determining the Constructs for a Model)</p>	
Chapter 3	\$37.50
<p>Financial Literacy Education Program Post Financial Housing Crisis: Community Based Financial Literacy Education Program (/chapter/financial-literacy-education-program-post-financial-housing-crisis/188571) (pages 49-66)</p> <p>Shanel Lu</p> <p>As Americans faced financial devastation resulting from the 2008 housing financial crisis, left them in a critical financial hardship. Many affluent...</p> <p>Sample PDF (/viewtitlesample.aspx?id=188571&ptid=181225&t=Financial Literacy Education Program Post Financial Housing Crisis: Community Based Financial Literacy Education Program)</p>	

Chapter 4**\$37.50**

Higher Education Out-of-the-Box: Technology-Driven Learning Innovation in Higher Education (/chapter/higher-education-out-of-the-box/188572) (pages 67-100)

Miltiadis D. Lytras, Paraskevi Papadopoulou, Christina Marouli, Anastasia Misseyanni

Engaged Scholarship entails utilizing Technology driven Learning Innovation in Higher Education (HE) in an integrative manner and more than before...

Sample PDF (/viewtitlesample.aspx?id=188572&ptid=181225&t=Higher Education Out-of-the-Box: Technology-Driven Learning Innovation in Higher Education)

Chapter 5**\$37.50**

NuuED, Academia, and Community: Driving Engaged Scholarship and Civic Responsibility Through Enhance Learning (/chapter/nuued-academia-and-community/188573) (pages 101-124)

Derrick Oneal, Carlos Colazzo

Exploring the development of an engaged scholarship and civic responsibility policy and procedure, and project plan with the purpose of providing an...

Sample PDF (/viewtitlesample.aspx?id=188573&ptid=181225&t=NuuED, Academia, and Community: Driving Engaged Scholarship and Civic Responsibility Through Enhance Learning)

Chapter 6**\$37.50**

Connecting Concepts of Self-Efficacy, Engaged Scholarship, and Civic Responsibility Among Student-Veterans (/chapter/connecting-concepts-of-self-efficacy-engaged-scholarship-and-civic-responsibility-among-student-veterans/188574) (pages 125-143)

Shaneen Dials-Corujo

An estimated 23 million veterans lived in the United States in 2013, when the U.S. spent approximately \$99 billion on veterans' benefits, \$4.4...

Sample PDF (/viewtitlesample.aspx?id=188574&ptid=181225&t=Connecting Concepts of Self-Efficacy, Engaged Scholarship, and Civic Responsibility Among Student-Veterans)

Chapter 7**\$37.50**

Empowering Civic Responsibility: Insights From Service Learning (/chapter/empowering-civic-responsibility/188575) (pages 144-165)

Miftachul Huda, Kamarul Azmi Jasmi, Yabit Alas, Sari Laelatul Qodriah, M. Ihsan Dacholfany, Ezad Azraai Jamsari

The engaged scholarship has been widely viewed as academic service-learning and community service, which aim to link the classroom and community...

Sample PDF (/viewtitlesample.aspx?id=188575&ptid=181225&t=Empowering Civic Responsibility: Insights From Service Learning)

Chapter 8**\$37.50**

Telemedicine and Telehealth: Academics Engaging the Community in a Call to Action (/chapter/telemedicine-and-telehealth/188576) (pages 166-193)

Kim L. Brown-Jackson

Despite identifying the importance of telemedicine and telehealth education in scholarly environments, researchers rarely explore the dynamics of...

Sample PDF (/viewtitlesample.aspx?id=188576&ptid=181225&t=Telemedicine and Telehealth: Academics Engaging the Community in a Call to Action)

About the Contributors

[View Full PDF \(/pdf.aspx?tid=188578&ptid=181225&ctid=17&t=About%20the%20Contributors\)](#)

Index

[View Full PDF \(/pdf.aspx?tid=188579&ptid=181225&ctid=17&t=Index\)](#)

Author(s)/Editor(s) Biography

Sharon L. Burton is certified in Lean Six Sigma Black Belt, Human Capital Strategy, Strategic Workforce Planning, and Kirkpatrick Four Levels Evaluation. Dr. Burton's 40 plus peer-reviewed academic writings-textbook chapters, book journal articles, and conference proceedings- are in Cyber Security, Leadership, Andragogy, QSM, Diversity and Inclusion, Engaged Learning, Social Entrepreneurship, Quality Customer Service, Engaged Scholarship, and Mentoring & Coaching. In 2015 she received a doctoral degree in Quality Systems Management from the National Graduate School of Quality Management. She holds two MBA degrees: Human Resources Management and Management from the American Intercontinental University. Her BS in Criminology is from the Florida State University. She delivers 25 years of experience in quality management, change management, and human capital initiatives. Dr. Burton has served as a faculty member for the following colleges/universities: Florida Institute of Technology, Grand Canyon University, Jones International University, Post University, and Wilmington University. Dr. Burton can be reached at sharonburton2@comcast.net.

Learn More

[About IGI Global \(/about/\)](#) | [Partnerships \(/about/partnerships/\)](#) | [Contact \(/contact/\)](#) | [Careers \(/about/staff/job-opportunities/\)](#) | [FAQ \(/faq/\)](#) | [Management Team \(/about/staff/\)](#)

Resources For

[Librarians \(/librarians/\)](#) | [Authors/Editors \(/publish/\)](#) | [Distributors \(/distributors/\)](#) | [Instructors \(/course-adoption/\)](#) | [Translators \(/about/rights-permissions/translation-rights/\)](#) | [Copy Editing Services \(https://www.econtentpro.com/partners/referrer/2eeff007-a17a-e611-80c4-0cc47a0d221d?url=/copyediting\)](https://www.econtentpro.com/partners/referrer/2eeff007-a17a-e611-80c4-0cc47a0d221d?url=/copyediting)

Media Center

[Webinars \(/symposium/\)](#) | [Blogs \(/newsroom/\)](#) | [Catalogs \(/catalogs/\)](#) | [Newsletters \(/newsletters/\)](#)

Policies

[Privacy Policy \(/about/rights-permissions/privacy-policy/\)](#) | [Cookie & Tracking Notice \(/cookies-agreement/\)](#) | [Fair Use Policy \(/about/rights-permissions/content-reuse/\)](#) | [Ethics and Malpractice \(/about/rights-permissions/ethics-malpractice/\)](#)

<http://www.facebook.com/pages/IGI-Global/138206739534176?ref=sgm>

<http://twitter.com/igiglobal>

Proud Supporter
of WFCF



<http://www.world-forgotten-children.org>

[Learn More](#)



<https://2018.alaannual.org/>

Copyright © 1988-2018, IGI Global - All Rights Reserved

Preface

Engaged scholarship, a term coined by Ernest Boyer characterizes a manner of making research applicable to practitioners by connecting gaps between theory and practice (Boyer, 1996). As a form of cooperative inquiry, engaged scholarship leverages the diverse viewpoints to spawn effective organizational knowledge. The chapters of this text explore the possibilities associated with engaged scholarship in the context of (1) institutional opportunities and constraints, (2) andragogy, pedagogy, instruction, and learning, (3) theory-building and research, (4) intensive collaboration, and (5) experiential learning that connects learners with concerns outside the classroom. In short, this text offers information on engaged scholarship relating to financial, human, and social concerns. Engaged scholarship lends itself to improvement and the benefit of the public. Advocates of engaged scholarship are involved scholars, those who perform resources for the field of engaged scholarship, in addition to serving as deliberate and planned learning community leaders. Individuals of engaged scholarship work to augment and extend engagement and discussion about key social issues inside and outside the academic setting. Engaged scholarship is about facilitating a more involved democracy by getting affected populaces to be concerned about problem-solving through avenues that progress the public and academic good. Engaged scholarship has roots dating back as far as 1636 with the words of John Eliot who stated, “If we nourish not learning, both church and commonwealth will sink” (Boyer, 1996, p.16).

The outcomes and measurements are concentrated on civic engagements that leads to improved communities and expand the research and learning of academics, businesses, and governments. Therefore, the three relevant focal points are academic service learning, community-based research, and community engagement. These focal points mix civic and practical first-hand experiential education into the frameworks of academic and business. Also, engaged scholarship entails employing technologies to expand engagement with communities, institutions of higher learning, businesses, and governments.

From setting up LinkedIn groups that cluster people with like interest, to sharing videos on a specified YouTube channel, to consistently publicizing new content on

Preface

corporate blogs, to remaining actively involved on Twitter, to keeping followers updated on Facebook, to hosting assemblies where participants can intermingle plus share knowledge and capability, engaged scholarship should be incorporated. While some institutions of higher learning, businesses, and governments effectively integrated engaged scholarship as a part of their academic research, operating models or both, other institutions of higher learning, businesses, and governments are in the initial or middle stages of engaged scholarship, or have not begun embracing the field. To integrate engaged scholarship into institutions of higher learning, businesses, and governments, these organizations must ensure appropriate time and resources dedicated to its adoption. Advanced, middle, and developing organizations may lack the resources essential for a smooth transition into engaged scholarship. A vigilant resource evaluation (i.e., people, time, funds, system infra-structure) of engaged scholarship readiness must be made that will set a dedicated stage to transitioning, as well as maintaining engaged scholarship.

The chapters of this text will walk through and address the various stages of engaged scholarship, nonexistent, transitioning, middle, fully implemented, and maintenance, to include the difficulties and challenges that organizations have had and continue to face. Different aspects of engaged scholarship adoption, ranging from the usage and implementation of social media, implementation and coordination of technologies to drive engaged scholarship, learning and development required to drive engaged scholarship programs, funding required for engaged scholarship, social networking by organizations as it relates to engaged scholarship, engaged scholarship forums, and related topics. Additionally, the book will explore the impacts of engaged scholarship as it relates to people, processes, and technologies associated with institutions of higher learning, businesses, and governments, in which engaged scholarship is being implemented and advanced. The significant question to keep in mind is, are academics, practitioners, researchers, policy makers, managers, technologists, and followers prepared for the transition to or the advancement of engaged scholarship and civic responsibility, and will they accept such changes or additions in their operating structures?

THE CHALLENGES OF ENGAGED SCHOLARSHIP AND CIVIC RESPONSIBILITY

Engaged scholarship and civic responsibility involvements concerning the challenges of partnership between academia, communities, businesses, and government in research outcomes, and successes, are many, even though engaged scholarship is on the increase. Efforts to reduce challenges call for a sufficient understanding of

the challenges existing in this current environment. Challenges can be organized as follows:

- The challenge of establishing a sound practice regarding experiential learning in diverse academic, business, government, and community environments, yet be able to establish an organized framework.
- The challenge of understanding a key listing of concerns that a team of academics, business people, government workers, and community workers/activists can use to organize around and solve as a team.
- The challenge of establishing roles and responsibilities, given the complex nature of academics, business people, government workers, and community workers/activists working together, to ensure the work gets accomplished.
- The challenge of establishing appropriate information technology usages and plans through engaged scholarship and civic responsibility projects.

Engaged scholarship is not drenched in rote of didactic learning. Participants do not operate through passive roles. Research indicates that engaged scholarship, and civic responsibility require a dedicated topic that affects research organizations and the communities according to writers within this text, Bullock; and Lu. Brown Jackson; Corujo; and O’Neal, three other writers, speak to high organization to plan and move forward, as well as a topic that will drive engagement. Research organizations and communities must be willing to rally around the intended individual topic to reach a solution. Research shows that participants of engaged scholarship and civic responsibility have to believe in their knowledge, skill, and abilities to work towards a solution for a project. This belief may stem from vicarious experiences, individual beliefs in the ability to finish a task as a consequence of possibly watching another with whom one associates as having succeeded or failed at the same or similar work (Bandura, 2000).

Organizations and communities must understand the subject matter that is of concern. Such scholarship can provide a focus on organizational controls, whether they be with academic organizations, commercial/volunteer businesses, or governments that disrupt communities through un-researched business, process, or technology solutions. Examples of disruptions, whether negative or positive is the housing crises (Immergluck, 2011; Kothari & Lester, 2012), and the increased combat student-veteran college/university enrollment (Barnard-Brak, Bagby, Jones, & Sulak, 2011).

The problem of understanding the need for and taking action on engaged scholarship and civic responsibility gets compounded when like organizations or individual organizations with multiple locations are geographically dispersed in rural, remote, and underserved locations. This geographical disbursement makes it

Preface

difficult for participants to institute the necessary organizational controls. Questions may arise such as the following. Who is leading the effort? Even though the effort will be good for all parties, the question is what is the description of good? How will the work become sustainable? These types of concerns are understood through engaged scholarship efforts with telemedicine and telehealth. Currently, over 200 telemedicine programs exist in U. S. hospitals with a minimum of one telehealth program; already, these medical facilities that are not utilizing telemedicine are behind the leaders in health care delivery (ATA, 2014)

There is also the challenge of establishing appropriate technology usage, policies, and procedures that effectively reflect the organizational context. Questions arise as to how will engaged scholarship and civic responsibility partnerships determine the right usage of technology that affects the good of the masses. How can technology be implemented and leveraged? How can technology usage be learned? Once the need is established, the planning begins. Engaged scholarship teams, affecting the implementation of technology for the good of the masses need a top down, as well as a bottom up approach to the drive for positive change (Burton, 2007). The overall need is a full assessment of the concerns, a plan of action, and a dedicated team with resources. The technology aspects cannot be addresses in a superficial manner. The importance for developing technology is also identified by Bullock, as well as White in their individual contributions for this book.

SEARCHING FOR A SOLUTION

Solutions associated with engaged scholarship and civic responsibility in this new millennium, first lies in the concern for civic responsibility, actions and attitudes associated with democratic governance and social contribution. This civic responsibility contribution, and participation includes participation in governments, churches, communities, and memberships of voluntary associations. The actions regarding civic responsibility can be shown through advocacy for numerous causes – educational, political, economic, healthcare, civil, environmental, as well as quality of life issues. Through civic responsibility, individuals strengthen their commitment to their community as well as to their own individual citizenship. Through civic responsibility, partnerships can communicate with communities, participate in social action, help with communities, adopt beneficial values for societies, provide examples of good, and show civic action.

Communicating with communities is bring forth intentions and actions to the public (e.g., local press, radio, television); therefore, representing causes in community affairs and public activities to arouse awareness and nurture goodwill. Social action is shown through assertively endeavoring for necessary change within

communities or countries by advocating for and sponsoring underrepresented or needy groups. Helping communities, serves to meeting the needs of the community and community-at-large by inspiring events and instances for corporate giving of financial and human resources. Adopting beneficial values for society is to search out and embrace standards, principles, and ideals that benefit society as a whole. Providing great examples is to steadily and reliably act in agreement with societies' and organizational laws, rules, regulations, and guidelines, in addition to working in a fair and ethical manner. Finally, civic action is championing the partaking in civic duties by positively rousing others to become involved.

Although many researchers have placed calls for engaged scholarship projects, in practice, over-formalized, circumstantial, and poor historical solutions were designed in reactive manners. Inadequate analyses, planning, development, and implementation arose. These impractical solutions mark the beginnings of failed efforts before the work starts.

Establishing well thought through ideas and formalized rules helps in the establishment of a solution for managing change in the world of engaged scholarship and civic responsibility. Such formalized planning may take the form of conceptual frameworks, then functional frameworks, in order to resolve ambiguities and misunderstandings among participants. While academics, practitioners, and volunteers have made attempts to formulate ideas, numerous such attempts have stopped at just that - attempts. Although analyses, and planning are essential for establishing groundwork for projects, these activities will become a function of the level of support for the work. The right solutions need the right people who are in the right place and at the right time. Inappropriate analyses and planning cannot be the premise of necessary ventures.

Engaged scholarship and civic responsibility efforts cannot be based on a few individuals' checklists, and thus incline to recognize precise replies to explicit concerns. If academics, practitioners, researchers, policy makers, managers, technologists, and followers want engaged scholarship and civic responsibility to be a precursor to a highly integral project environment, emphasis must shift to crafting a vision and strategy where adequate consideration is given to the strengths, weaknesses, opportunities, and threats of projects within their broader scopes.

The 2008 Great Recession pushed countless organizations, both public and private, toward an era of reductions that continues to persist, yet will continue for years (Jimenez, 2012. Partnerships between public and private entities, including government, nonprofit, and academic organizations, should extend a pathway for retaining, continuing or visualizing a new service through civic responsibility during rigid financial times. Engaged scholarship is one way that collective partnerships can be shaped to help all stakeholders concerned. Academics can make significant contributions to programs and projects in the meantime protecting and maintaining

Preface

institutional academic missions through collaborations and affiliations with governments, churches, businesses, as well as nonprofit organizations.

Theory has to be placed into practice. Academic researchers can no longer be obligated totally by traditional scholarship models. These researchers have to be able to see the larger picture. Working within communities is real-time work that could take more time than allotted or given to achieve tenure. Academic institutions must come into the understanding that engaged scholarship not only supports the community, it supports institutions of higher learning, as well. Academic experts must be allowed to work with others to solve problems and put theory into practice, as opposed to having to worry about promotions and bureaucracy.

ORGANIZATION OF THE BOOK

The book is organized into eight chapters. A brief description of each of the chapters follows:

Chapter 1 identifies a community need in the poorest zip code within a county in Delaware. The chapter sets the scene for an understanding of engaged scholarship and civic responsibility through a developed integrated framework for understanding how engaged scholarship and civic responsibility organize into three diverse modes: social justice, economic opportunity, and educational uplift: prospectively, in real time, and retrospectively. The researcher unveils how these modes are generally positioned in an influential discourse of risk that lead organizations to reduce risk by controlling risk uniformly that propels the approval of certain risk conditions over others, and through the privatizing of certain key points of information.

Chapter 2 establishes the need for engaged scholarship and civic responsibility in STEM. Research revealed a scarcity of U.S. science, technology, engineering, and math (STEM) students with advanced degrees at U. S. higher education institutions. The author examines how engaged Scholarship opens broad new outlooks in the understanding of STEM professionals, and in how these individual identities and life experiences act as strengths in tackling engaged work. Exposure to STEM engaged scholarship and civic responsibility continues to break boundaries and restraints understood through four key questions. This chapter provides qualitative data, explored answers to the four key (4) questions, and offered a roadmap to proactivity to recover America's strength in STEM education.

Chapter 3 takes an historical orientation and shows how it affects today's economic concerns. The author examines some challenges in how the USA faced financial devastation resulting from the 2008 housing financial crisis, left them in a critical financial hardship. As a result of the financial housing crisis, 6.9 million homeowners faced mortgage delinquency causing financial institutions to begin foreclosure

proceedings. The overall aim of this chapter is to focus on the background to the problem, the underserved populations that were deeply impacted by the financial housing crisis, and financial literacy education program that can assist communities toward financial recovery through engaged scholarship and civic responsibility.

Chapter 4 discusses and addresses the various challenges higher education (HE) institutions face as they try to adopt engaged scholarship by putting emphasis on proper use of Information and Communications Technology (ICTs) and examining the implementation and impact of various ICT tools, and social media. The main point is that proper and often Out-of-the-Box use of ICT tools in HE could increase the engagement of the individuals in the learning process, help empower them both as learners and engaged citizens, and thus also improve their quality of life but also lead to improved economic development and sustainability. The research team proposes an integrated technology enabled strategy for a collaborative engaged scholarship in higher education.

Chapter 5 explores the development of an engaged scholarship and civic responsibility policy and procedure, and project plan with the purpose of providing an avenue for enhancing knowledge retention for the disadvantaged and low-income. Academics learn how the tools support their deliveries of information to be learned. This chapter will enhance its readers' knowledge reach regarding the usage and value of scholarship through learning and social styles learning, as well as provide a reach into communities to embrace academics, thereby supporting the uplift of the human condition.

Chapter 6 presents an analysis of issues and concerns in managing computer-related fraud. The authors ground their arguments in the British National Health Services and address the issue of prescription fraud. The author contends that in order to manage computer-related frauds, one needs to consider technological 'solutions' in their broader context and assess the impact of social and political factors on a business process.

Chapter 7 presents a deeper understanding of the educational experiences of combat student-veterans who have achieved academic degrees following deployment in Operation Enduring Freedom (OEF)/Operation Iraqi Freedom (OIF). Qualitative methodology was used as a source of in-depth exploration to identify conditions enhancing combat student-veterans' motivation in the college classroom. Using Yin's multiple-case-study research design, information was gathered from nine individual combat student-veteran perspectives. Findings indicated that mastery experience, vicarious experience and social persuasion were major sources of self-efficacy among student-veterans. A framework for engaged scholarship and civic responsibility is developed for supporting veterans.

Chapter 8 addresses the issue of telemedicine, and telehealth and how these subjects integrate into engaged scholarship and civic responsibility. Despite identifying the

Preface

importance of telemedicine and telehealth education in scholarly environments, researchers rarely explore the dynamics of taking some of this learning into the community to engage in prevention. Engaged in this text is the action for medical professionals, government officials, and civic leaders to work together to move prevention health study to the community. This movement promotes the sharing of knowledge and understanding between the scholarly world and the communities they serve. This text will provide a guideline for such an engaged and shared approach to healthcare prevention, as well as implications for future research and practice.

REFERENCES

American Telemedicine Association. (2014). Telemedicine frequently asked questions (FAQs). Retrieved from <http://www.americantelemed.org/main/about/about-telemedicine/telemedicine-faqs>

Bandura, A. (2000). Exercise of human agency through collective efficacy. *Current Directions in Psychological Science*, 9(3), 75–78. doi:10.1111/1467-8721.00064

Barnard-Brak, L., Bagby, J. H., Jones, N., & Sulak, T. (2011). Teaching post 9/11 student-veterans with symptoms of PTSD: The influence of faculty perceptions and self-efficacy. *Journal of Vocational Rehabilitation*, 35, 29–36.

Boyer, E. L. (1996). The scholarship of engagement. *Journal of Public Service and Outreach*, 1(1), 11–20. Retrieved from <http://www.swarthmore.edu/sites/default/files/assets/documents/lang-center-civic-social-responsibility/Boyer%201996.pdf>

Burton, S. L. (2007). *Quality customer service: Rekindling the art of service to customers*. Raleigh, NC: Lulu.

Immergluck, D. (2011). From risk-limited to risk-loving mortgage markets: Origins of the U.S. subprime crisis and prospects for reform. *Journal of Housing and the Built Environment*, 26(3), 245–262. doi:10.1007/s10901-011-9224-y

Jimenez, B. S. (2012). Strategic planning and the fiscal performance of city governments during the Great Recession. *American Review of Public Administration*, 20(10), 1–21.

Kothari, P. S., & Lester, R. (2012). The role of accounting in the financial crisis: Lessons for the future. *American Accounting Association*, 26(2), 115–127. doi:10.2309/acch-50134

Table of Contents

Preface..... xii

Chapter 1

Collaboration: Academes, Government, and Community to Drive Economic Uplift and Empowerment..... 1
Christopher Alan Bullock, New Castle County, USA

Chapter 2

Driving STEM Through Engaged Scholarship and Civic Responsibility: Determining the Constructs for a Model25
Yoshino Woodard White, Independent Researcher, USA

Chapter 3

Financial Literacy Education Program Post Financial Housing Crisis: Community Based Financial Literacy Education Program49
Shanel Lu, National Graduate School, USA

Chapter 4

Higher Education Out-of-the-Box: Technology-Driven Learning Innovation in Higher Education67
Miltiadis D. Lytras, Deree – The American College of Greece, Greece
Paraskevi Papadopoulou, Deree – The American College of Greece, Greece
Christina Marouli, Deree – The American College of Greece, Greece
Anastasia Misseyanni, Deree – The American College of Greece, Greece

Chapter 5

NuuED, Academia, and Community: Driving Engaged Scholarship and Civic Responsibility Through Enhance Learning 101

Derrick Oneal, Nuued Inc., USA
Carlos Colazzo, Nuued Inc., USA

Chapter 6

Connecting Concepts of Self-Efficacy, Engaged Scholarship, and Civic Responsibility Among Student-Veterans 125

Shaneen Dials-Corujo, Benedict College, USA

Chapter 7

Empowering Civic Responsibility: Insights From Service Learning 144

Miftachul Huda, Universiti Teknologi Malaysia (UTM), Malaysia
Kamarul Azmi Jasmi, Universiti Teknologi Malaysia, Malaysia
Yabit Alas, Universiti Brunei Darussalam
Sari Laelatul Qodriah, Universitas Muhammadiyah Cirebon, Indonesia
M. Ihsan Dacholfany, Universitas Muhammadiyah Metro Lampung, Indonesia
Ezad Azraai Jamsari, Universiti Kebangsaan Malaysia, Malaysia

Chapter 8

Telemedicine and Telehealth: Academics Engaging the Community in a Call to Action..... 166

Kim L. Brown-Jackson, The National Graduate School of Quality Management, USA

Compilation of References 194

About the Contributors 226

Index..... 231

Detailed Table of Contents

Preface..... xii

Chapter 1

Collaboration: Academes, Government, and Community to Drive Economic Uplift and Empowerment..... 1

Christopher Alan Bullock, New Castle County, USA

Driving on the works of Dr. King, this researcher developed an integrated framework for understanding how engaged scholarship and civic responsibility organize into three diverse modes: social justice, economic opportunity, and educational uplift: prospectively, in real time, and retrospectively. The researcher unveils how these modes are generally positioned in an influential discourse of risk that lead organizations to reduce risk by controlling risk uniformly that propels the approval of certain risk conditions over others, and through the privatizing of certain key points of information. Besides identification of the communal manner risk is categorized in the three given modes, and demonstrating the manner in which risk is appended by influential discourse, the researcher purports different ways to organize risk that leads to demonstrated positive social justice, enhanced economic opportunity, and educational uplift. This chapter provides for academicians, community leaders, and government official enhanced knowledge about engaged scholarship and civic responsibility.

Chapter 2

Driving STEM Through Engaged Scholarship and Civic Responsibility:
Determining the Constructs for a Model25

Yoshino Woodard White, Independent Researcher, USA

Pew Research Center revealed a scarcity of U.S. science, technology, engineering, and math (STEM) students with advanced degrees at U. S. higher education institutions. Engaged Scholarship opens broad new outlooks in the understanding of STEM professionals, and in how these individual identities and life experiences act as strengths in tackling engaged work. Exposure to STEM engaged scholarship and

civic responsibility continues to break boundaries and restraints understood through four key questions. This research works through who can perform STEM? How can these ‘who’ individuals perform STEM? What results can scientist, technologist, engineers, mathematician, and non-academes teamed together realize? How can academia, government, business, and community bride the digital divide to ensure a continued flow of STEM ready professionals who are academically prepared and civic minded? This chapter provided qualitative data, explored answers to the four (4) questions, and offered a roadmap to proactivity to recover America’s strength in STEM education.

Chapter 3

Financial Literacy Education Program Post Financial Housing Crisis:
 Community Based Financial Literacy Education Program49
Shanel Lu, National Graduate School, USA

As Americans faced financial devastation resulting from the 2008 housing financial crisis, left them in a critical financial hardship. Many affluent suburban neighborhoods now resembled desolate ghost towns as families abandon homes in the middle of the night to avoid ugly snares and embarrassment. Homeowners that once lived in upper middle-class communities achieving the American dream faced the horrifying reality of facing foreclosure, bankruptcies that will force themselves into financial ruin. As a result of the financial housing crisis, 6.9 million homeowners faced mortgage delinquency causing financial institutions to begin foreclosure proceedings. This research focuses on the background to the problem, the underserved populations that were deeply impacted by the financial housing crisis and financial literacy education program that can assist the community toward financial recovery.

Chapter 4

Higher Education Out-of-the-Box: Technology-Driven Learning Innovation
 in Higher Education67
Miltiadis D. Lytras, Deree – The American College of Greece, Greece
*Paraskevi Papadopoulou, Deree – The American College of Greece,
 Greece*
Christina Marouli, Deree – The American College of Greece, Greece
*Anastasia Misseyanni, Deree – The American College of Greece,
 Greece*

Engaged Scholarship entails utilizing Technology driven Learning Innovation in Higher Education (HE) in an integrative manner and more than before in an Out-of-the-Box approach. Proper use of ICTs in higher learning educational systems ensures that not only the resources of the institutions are put in good use but that academic service learning, community based research and community engagement are enhanced. This chapter looks to discuss and address the various challenges HE

institutions face as they try to adopt engaged scholarship by putting emphasis on proper use of ICTs and examining the implementation and impact of various ICT tools and of the social media. This will drive engaged scholarship, and the type of learning and development required to empower the stakeholders. Our main point is that proper and often Out-of-the-Box use of ICT tools in Higher Education could increase the engagement of the individuals in the learning process, help empower them and thus also improve their Quality of Life but also lead to improved Economic Development and Sustainability.

Chapter 5

NuuED, Academia, and Community: Driving Engaged Scholarship and Civic Responsibility Through Enhance Learning 101

Derrick Oneal, NuUED Inc., USA

Carlos Colazzo, NuUED Inc., USA

Exploring the development of an engaged scholarship and civic responsibility policy and procedure, and project plan with the purpose of providing an avenue for enhancing knowledge retention for the disadvantaged and low-income is the purpose of this chapter. This avenue of knowledge retention is driven through data collection, that was designed and developed into a tool to enable the pulling of data according to the learning and social styles of its users. Academics learn how the tools supports their deliveries of information to be learned. This chapter will enhance its readers' knowledge reach regarding the usage and value of scholarship through learning and social styles learning. Second, the chapter provides a reach into communities to embrace academics, thereby supporting the uplift of the human condition. Next, the chapter adds to the body of knowledge regarding engaged community outreach, learning and social styles, and knowledge retention for individuals of all ages.

Chapter 6

Connecting Concepts of Self-Efficacy, Engaged Scholarship, and Civic Responsibility Among Student-Veterans 125

Shaneen Dials-Corujo, Benedict College, USA

An estimated 23 million veterans lived in the United States in 2013, when the U.S. spent approximately \$99 billion on veterans' benefits, \$4.4 billion of which funded education and vocational rehabilitation. This denotes increased presence of combat student-veterans in colleges, which signifies a growing need to understand their educational experiences. Research connects high self-efficacy and academic achievement. This study aimed for a deeper understanding of the educational experiences of combat student-veterans who had achieved academic degrees following deployment in Operation Enduring Freedom (OEF)/Operation Iraqi Freedom (OIF). Qualitative methodology was used as a source of in-depth exploration to identify conditions enhancing combat student-veterans' motivation in the college classroom.

Using Yin’s multiple-case-study research design, information was gathered from nine individual combat student-veteran perspectives. Findings indicated that mastery experience, vicarious experience and social persuasion were major sources of self-efficacy among student-veterans.

Chapter 7

Empowering Civic Responsibility: Insights From Service Learning 144

Miftachul Huda, Universiti Teknologi Malaysia (UTM), Malaysia

Kamarul Azmi Jasmi, Universiti Teknologi Malaysia, Malaysia

Yabit Alas, Universiti Brunei Darussalam

Sari Laelatul Qodriah, Universitas Muhammadiyah Cirebon, Indonesia

*M. Ihsan Dacholfany, Universitas Muhammadiyah Metro Lampung,
Indonesia*

Ezad Azraai Jamsari, Universiti Kebangsaan Malaysia, Malaysia

The engaged scholarship has been widely viewed as academic service-learning and community service, which aim to link the classroom and community through courses with a transformative experiential education. It becomes an initiative to inculcate civic responsibility among students with the goal to produce responsible citizens and active participants in the community. This chapter will critically explore the main contribution of service learning to build civic responsibility. The literature review was conducted from referred books and journals on the topic of civic responsibility and service learning. As a core guideline to give a clear understanding and insightful view on the importance of the civic responsibility, this study could contribute to the significant insights towards different aspects of engaged scholarship and civic responsibility. Putting together awareness and goodwill from the community towards the group or organization should do with building civic engagement to get involved in social events to produce responsible citizens and active participants in the community.

Chapter 8

Telemedicine and Telehealth: Academics Engaging the Community in a Call to Action..... 166

*Kim L. Brown-Jackson, The National Graduate School of Quality
Management, USA*

Despite identifying the importance of telemedicine and telehealth education in scholarly environments, researchers rarely explore the dynamics of taking some of this learning to the community to engage in prevention. Medical professionals are consistently receiving education to enhance their knowledge, skills, and capabilities. Telemedicine and Telehealth have a new role in the community and is akin to house calls from the past. Engaged in this text is the action for medical professionals, government officials, and civic leaders to work together to move prevention health

study to the community. This movement promotes the sharing of knowledge and understanding between the scholarly world and the communities they serve. The researcher concludes with the discussion of the responsibility required in the learning process at all levels. This text will provide a guideline for such an engaged and shared approach to healthcare prevention, as well as implications for future research and practice.

Compilation of References	194
About the Contributors	226
Index.....	231

Chapter 7

Empowering Civic Responsibility: Insights From Service Learning

Miftachul Huda

Universiti Teknologi Malaysia (UTM), Malaysia

Kamarul Azmi Jasmi

Universiti Teknologi Malaysia, Malaysia

Yabit Alas

Universiti Brunei Darussalam

Sari Laelatul Qodriah

Universitas Muhammadiyah Cirebon, Indonesia

M. Ihsan Dacholfany

Universitas Muhammadiyah Metro Lampung, Indonesia

Ezad Azraai Jamsari

Universiti Kebangsaan Malaysia, Malaysia

ABSTRACT

The engaged scholarship has been widely viewed as academic service-learning and community service, which aim to link the classroom and community through courses with a transformative experiential education. It becomes an initiative to inculcate civic responsibility among students with the goal to produce responsible citizens and active participants in the community. This chapter will critically explore the main contribution of service learning to build civic responsibility. The literature review

DOI: 10.4018/978-1-5225-3649-9.ch007

Empowering Civic Responsibility

was conducted from referred books and journals on the topic of civic responsibility and service learning. As a core guideline to give a clear understanding and insightful view on the importance of the civic responsibility, this study could contribute to the significant insights towards different aspects of engaged scholarship and civic responsibility. Putting together awareness and goodwill from the community towards the group or organization should do with building civic engagement to get involved in social events to produce responsible citizens and active participants in the community.

INTRODUCTION

In the last decade, the programs covered in engaged scholarship has been widely viewed as academic service-learning and community service, which aims to link the classroom and community through courses with a transformative experiential education (Jacoby, 2009). By promoting the interrelationship of teaching, research, and service, this initiative is significant to reach beyond interactions and contributions to the environment with more open and inclusive area. In addition to feeling comfortable to have access to space, starting point into existing in the community should maintain a reciprocal relationship with the community. To brainstorm about the challenges of what to contribute to others is necessary to create more open on opportunity in putting awareness and goodwill from the community towards the group or organization. It has to do with building civic engagement to get involved in social events (Waterman, 2014). With this regard, embracing civic values to benefit society and organization provides the good outlook with such examples as acting with ethical manners. Those are values, knowledge, skills, efficacy, and commitment. To integrate engaged scholarship into institutions of higher learning, (i.e. businesses, and governments) these organizations should ensure appropriate time and resources dedicated to its adoption in the way that may be considered in developing organizations with the resources essential for a smooth transition into engaged scholarship.

Furthermore, this process can directly benefit to the groups and organizations to produce socially responsible personality to contribute to the others. The need to work in empowering both academic service learning and community-based service to engage with the critical thinking is significant to expand social, cultural, and human capital in both local communities and universities (Kirshner, Strobel, & Fernández, 2003). While higher education (HE) should have an initiative to inculcate civic responsibility among students with the goal to produce responsible citizens and active participants in the community, service learning would contribute to the transformative experiential education. This attempt would take beneficial outcomes in connecting theory into practice in creating experiential learning opportunities to lead