eService-Learning: Creating Experiential Learning and Civic Engagement Through Online and Hybrid Courses

Strait, Jean R.; and Nordyke, Katherine, eds.
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Book Review

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This bookadvocates civic engagement and service learning in higher education to provide students with transformative learning experiences. Linking service learning with online learning the authors present eService-Learning – a high-impact modality of learning for the twenty-first century. Contributors to the volume present research on teaching and learning as it relates to eService-Learning and provide best practices on how to incorporate eService-Learning experiences in courses and curricula.

Divided into three parts, the first part of the book consists of four chapters setting forth "Essentials, Components, and Nuts and Bolts of eService-Learning." Contributors present a rationale for civic engagement and service learning in higher education (7-19) and provide theoretical foundations for service and experiential learning, coupling both theory and practice to the emerging field of online learning (20-39). Authors guide readers in creating syllabi and learning experiences that facilitate the development of aptitudes and skills for service in online courses (40-57) and address the technology requirements for implementing eService-Learning (58-66).

The second part, "Models for eService-Learning," introduces readers to five different models for implementing eService-Learning as illustrated by universities that have implemented it at course or program levels. Models described leverage online and on-site learning in the following ways: (1) instruction online, service-learning on-site (69-88); (2) e-portfolio and reflection online, instruction and collaboration with service partners in class (89-104); (3) instruction and service partially on-site and online (105-118); (4) instruction and service

conducted online (119-129); and (5) a mixed hybrid of models (130-143). Research in part two provides a critique and analysis of these five models of eService-Learning and step-by-step guidance for implementing each model.

The third part, "Next Steps And Future Directions" provides advice to administrators and faculty interested in implementing eService-Learning at the course or program level. The first of two chapters describes the challenges that universities face if they question the relevance of higher education. The author skillfully argues that eService-Learning can reassert the relevance and worth of higher education in the twenty-first century (149-163). The final chapter expands the horizons of eService-Learning beyond the borders of higher education, suggesting possible applications for K-12 education, workplace training, learners with disabilities, and senior adults (164-166).

This book is to be commended for articulating a rationale for including outcomes related to civic engagement and service-learning in higher education and best practices for using online technologies to implement eService-Learning in courses and curricula. A conspicuous strength is the description of various eService-Learning models. As such, the volume is particularly valuable for faculty and administrators in higher education.

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