



SERVICE LEARNING AND CIVIC ENGAGEMENT THROUGH HIGHER EDUCATION

PAUL MATTHEWS & KATHY THOMPSON | UNIVERSITY OF GEORGIA

COMPOSER, CONDUCTOR, OR LEAD MUSICIAN?: FACULTY STRATEGIES FOR RESOLVING DISSONANCE INTO STUDENT RESILIENCE THROUGH SERVICE-LEARNING

ABSTRACT:

Using the metaphor of musical ensemble roles, this poster presentation builds on our ongoing investigations into how faculty can support the development of university student resilience through service-learning courses. Specifically, we focus on the instructor role and the sorts of activities that service-learning faculty should orchestrate in order to maximize the likelihood that course activities including challenges and dissonance will resolve into a successful course performance that facilitates development of student resilience.

THEMATIC FOCUS: DISSONANCE & RESILIENCE

BIO(S):

PAUL MATTHEWS

Dr. Paul Matthews is the associate director of the University of Georgia Office of Service-Learning, where he supports faculty development programs (including institutional reporting and grant-supported initiatives including AmeriCorps programming). He is a past recipient of the Gulf-South Summit's Outstanding Practitioner Award and the Outstanding Faculty Contributions to Research Award.

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