



SERVICE LEARNING AND CIVIC ENGAGEMENT THROUGH HIGHER EDUCATION

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INDIRECT SERVICE IN THE CURRICULUM: APPROACHES TO INCREASING ACCESS TO AND EQUITY IN SERVICE-LEARNING

ABSTRACT:

Service-learning courses offer transformative teaching and learning experiences for students, faculty, and community partners, but ensuring equitable access is crucial. Direct service, especially when conducted off-campus and outside of class time, can create barriers to participation such as time, travel, and cost. Indirect service is one approach to increasing student access to service-learning courses. This poster presents concrete examples, proposes best practices, and invites discussion.

THEMATIC FOCUS: LEARNING THE CHORDS | PLAYING AROUND

BIO(S):

KATHRYN KLOEPPER

Dr. Kathryn Kloepper, vice provost of engaged learning at Mercer University, leads a team in the Center for Engaged Learning. The Center for Engaged Learning directs service learning and service-research (Research That Reaches Out) while also serving as a hub for collaboration for additional high-impact practices, engaged learning practices, and community engagement. In her faculty role as professor of chemistry, she regularly teaches chemistry courses, including an online general education course with a citizen scientist service-learning project. She also has taught in the Great Books Program and was program director for two years.