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Service Learning: Bringing Real-World Education Into the B-School Classroom

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Abstract

Service-learning pedagogy that supports community involvement values and promotes leadership development offers more effectiveness and efficiency for management educators interested in incorporating real-world learning into their courses than traditional internships and cooperative education (P. C. Godfrey & E. T. Grasso, 2000). In this article, the authors argue for service learning as means of integrating real-world learning into curricula. They describe 2 longitudinal examples in an economics course and a management course from 2001 to 2004. Beyond qualitative data from student reflective journals, essays, and anonymous comments, the authors present quantitative evidence of significant differences that support arguments in favor of service learning.

Keywords:

longitudinal management qualitative quantitative service learning

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