COURSE SPECIFICATION DOCUMENT

Academic School / Department: School of Liberal Arts

Programme: All UG Programmes

FHEQ **Level:**   5

Course Title: Service Learning: Leadership in a Globalised World

Course Code: LIBA 5302

Total Hours: 160 (Lev 3-5) (4 US Credit)
Timetabled Hours: 45
Guided Learning Hours: 15
Independent Learning Hours: 100

Credit   16 UK CATS credits
                                      8 ECTS credits
                                      4 US credits

Course Description:

This course helps students make a real difference in the world. Service learning as experiential learning combines community service with academic study.

This course will apply service learning to global challenges and how to be a leader that creates positive change. Students will work on live projects and challenges to address real-world issues. Students will learn how to lead and work with diverse teams to make a positive impact. Skills will be gained from working on a project with charities, NGOs, or non-profit organisations on citizenship concepts which will enable the student to critically reflect through service-learning. This course builds professional, entrepreneurial and personal skills to engage with a variety of stakeholders. This course is underpinned by JEDI approaches to justice, equality, diversity and inclusion across the global community.

Prerequisites:

LIBA 4301 Academic Research and Writing or 40 US credits.

This course cannot be taken alongside another Service-Learning Course.

Aims and Objectives:

The aim of this course is to enable students to combine their understanding of service learning and real world issues to work collaboratively with external organisations to build professional skills in real world environments. Students will gain insight and valuable experience through live projects and community-based partnerships. They will focus on developing entrepreneurial and professional skills through a self-identified service-learning experience. They will employ a structured, critically reflective practice to better understand the global landscape in the context of self, ethical, culture, digital, social and environmental issues. Students will be encouraged to select their own service-learning methodology and critically evaluate the quality, range of application and ethical use of this selection in relation to their chosen partner. They will be expected to contextualise and evaluate this through appropriate examples of global leadership theory. By maintaining a reflective progressive report that tracks learning, students will build a reference point for problem solving in the future.

Programme Outcomes:

C5I, C5II, D5II

- Demonstrates the ability to formulate and communicate arguments cogently, retrieve and generate information, and select appropriate criteria to evaluate sources and/or data.

- Delivers work with limited supervision and/or effectively engage in teamwork according to a given brief.

- Engaging in action-learning and develop links to external organisations and actors in the process of enabling career planning to take place.

A detailed list of the programme outcomes are found in the Programme Specification. This is located at the archive maintained by Registry and found at: https://www.richmond.ac.uk/programme-and-course-specifications/

Learning Outcomes:

By the end of this course, successful students should be able to:

- Demonstrate the ability to use appropriate self-selected methodologies to gather and organise ideas and information for a self-developed project, using critical thinking to analyse, and propose solutions within the context of JEDI approaches.

- Demonstrate the ability to communicate effectively through written, oral and visual presentation skills, presenting a range of technologies in a 'portfolio' of work.

- Demonstrates the ability to independently design and undertake substantial investigations of contemporary civic issues, events and problems through team and independent work and by drawing upon different types of sources.

- Demonstrates an ability to relate particular phenomena and service-learning experience to wider social processes, and critically and reflectively analyse information and the consequences of actions

- Demonstrate the ability to meaningfully engage with external stakeholders within the context of entrepreneurial education.

Indicative Content:

- Leadership Concepts

- Leadership Development Theory

- Social, Environmental and Economic Concerns

- Organisational Ethics, Values and Identity

- Presenting research results to broad audiences (e.g., blog post, op-ed column, podcast, professional reports, etc.)

- Service Learning Theory

Assessment:

This course conforms to the University Assessment Norms approved at Academic Board and located at: https://www.richmond.ac.uk/university-policies/

Teaching Methodology:

This course will be delivered face to face through a combination of lectures and interactive sessions. In addition to classroom activities, there are guided learning elements that are tutor led and arranged through Blackboard. These activities can be asynchronous online sessions, flipped classrooms, set readings with discussion boards or set guest lectures for example. Set activities are monitored by the instructor to ascertain student engagement. Students are encouraged to prepare for class and to play an active part, to raise questions, following-up ideas and interact with a wide range of provided material.

Indicative Text(s):

Arslan, A., Altuntas, S. (2023) 'The role of democratic leadership in promoting innovation in teams', *Leadership & Organisation Development Journal*, 44(3), pp. 287-302.

Cauthen, T. (2016) 'Developing Socially Responsible Leaders in Academic Settings', *New Directions for Higher Education*, 2016(174), pp.69-78.

Conger, J., (2013) 'Mind the Gaps: What Limits the Impact of Leadership Education', *Journal of Leadership Studies*, 6(4), pp.77-83.

Hobden, C. (2021) *Citizenship in a Globalised World*. New York: Routledge.

Jackson, D. (2016) 'Developing pre-professional identity in undergraduates through work-integrated learning', *Higher Education*, 74(5), pp.833-853.

Jacoby, B. and Howard, J, (2015) *Service-Learning Essentials*. San Francisco, CA: John Wiley & Sons.

See syllabus for complete reading list.

Change Log for this CSD:

Nature of Change	Date Approved & Approval Body (School or AB)	Change Actioned by Registry Services
First edition	Nov 2024	