

SERVICE LEARNING FOR HOLISTIC TRANSFORMATION: HANDS, HEAD, AND HEART. A CASE OF TANGAZA UNIVERSITY COLLEGE

INTRODUCTION

Tangaza University College (TUC) espouses the philosophy of Catholic higher education and seeks comprehensive training in the philosophy of physical, moral, social, intellectual and cultural dimensions. This is well expressed in the motto of teaching minds, touching hearts and transforming lives.

METHODOLOGY

Qualitative method was used and the respondents were targeted through a survey. Data was collected from students in CLM at TUC. Considering that the data was collected during Covid-19 period and students are not physically available at the campus, the questionnaire was uploaded in a google form and shared to students from the Center

OBJECTIVES

1. To find out the input, output and outcome of academic programmes at TUC
2. To analyze the autistic motives that drive the 3H towards service learning
3. To examine the challenges of integrating theory and practice in learning

RESULTS

- ❑ Service learning is so important because it changes the mindset and atmosphere of the students from theory to real life situations
- ❑ It is evident that most students understand Service learning as a combination of theory and practice and they are striving to strike a balance between the two.
- ❑ In service learning, students reflect deeply on what they learn in class and match it with real life situations in order to bring sustainable or long lasting change.

DISCUSSION

There is need to understanding Service Learning and how it contributes to the holistic transformation (Hands, Head and Heart) of a person. It's clear that what is learnt in class when it's well understood by the students and well internalized in the mind, then the heart can articulate and transfer to the hands which will apply it physically or make it practically feasible. The three parts are inseparable since everything begins in the heart then it is analyzed by the head then action takes place using the hands. Service learning promotes holistic transformation of the society

CONCLUSION

The researchers recommend a review of the academic programmes at TUC in order to integrate service learning. This implies capacity building for faculty so as to overcome the challenges they may face in their strive to integrate theory and practice as they facilitate teaching and learning. This way, the students will find it easy to put into action the pastoral cycle in service learning as a contribution to the whole person education of hands, head and heart.

- Thematic section: Service-learning as a contribution to whole person education: hands, head, and heart.
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