Chapter 5

NuuED, Academia, and Community: Driving Engaged Scholarship and Civic Responsibility Through Enhance Learning

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ABSTRACT

Exploring the development of an engaged scholarship and civic responsibility policy and procedure, and project plan with the purpose of providing an avenue for enhancing knowledge retention for the disadvantaged and low-income is the purpose of this chapter. This avenue of knowledge retention is driven through data collection, that was designed and developed into a tool to enable the pulling of data according to the learning and social styles of its users. Academics learn how the tools supports their deliveries of information to be learned. This chapter will enhance its readers’ knowledge reach regarding the usage and value of scholarship through learning and social styles learning. Second, the chapter provides a reach into communities to embrace academics, thereby supporting the uplift of the human condition. Next, the chapter adds to the body of knowledge regarding engaged community outreach, learning and social styles, and knowledge retention for individuals of all ages.

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INTRODUCTION

The data shows that academics believe that all learners do not grasp knowledge in the same manner (Kasl & Yorks, 2016; Vinales, 2015). Educators, whether in the academic world, business environment, or community, are involved in educating a diverse group of learners. Therefore, these educators must expand their social competencies in diverse socio-cultural contexts. Also, these educators must assemble a complex comprehension of how learners grasp subject matter, improve the learner’s competencies through skillful use of language and knowledge (Kolb, 1984), in addition to attaining information depiction mastery.

Even though the data shows that students learn in different ways, reviews of school systems all over the biosphere will leave observers with the opposing understanding. Far too frequently, educators endure to teach all learners in a like traditional pedagogical manner, this is providing students with explicit information, which is predetermined by the instructors. Conversely, these instructors continue speaking to teaching as an art and science regarding the diversity in learning styles. The clear understanding is that instructors understand that learners comprehend knowledge in different ways.

Keefe (1979, p. 4) defined learning styles as “the cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment.” NuuEd Spiral captures diversity of learning and social differences through an initial online data capture system. This data housed in a matter that when a student makes a request through the database, the system provides knowledge in a manner that is most conducive for that learner. This push of data works to support instructors in their efforts to teach students with different learning styles and backgrounds. Learning styles categorized broadly, as cognitive, affective, social, or perceptual styles was significant. Cognitive theorists declare that information is remembered quicker when it is (a) rehearsed, (b) provided in an exact order, (c) partnered with current knowledge construction, (d) organized, or (e) used with memory joggers and inducements or some combination of those elements (Good & Brophy, 1990). Affective learning styles refer to learning that emphasizes feeling, emotion, or a level of acceptance or rejection (Emporia State University, 2016). Social learning style refers to the learner that prefers interaction with others in the learning process (Bandura, 1977). Perceptual learning styles include visual, auditory, and kinesthetic (Leopold, 2012; Mehrabian, 1972).

Today, not only can instructors speak to learning styles and backgrounds, they have support in getting learners to understand the information. Most educators can talk about learning differences, whether by the name of learning styles, cognitive styles, affective type, social, or perceptual. Learners bring their own individual approaches, talents, and interests to the learning situation.
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