

## USING SERVICE LEARNING TO ACHIEVE EXPERIENCES IN APPLYING THEORIES IN BUSINESS THROUGH TEAM TEACHING

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### ABSTRACT

Team Teaching and Service Learning are not usually used in the same context. However, these two concepts can be used to expose students to real life projects. With learning outcomes and rubrics designed in advance, service learning and team teaching can allow students the ability to participate with real life experiences. According to Webster dictionary (2004) team teaching is "a system involving the assignment of a group of staff to be responsible for course teaching so that individual staff receive peer support and particular strengths can be exploited." This exploratory study is designed to show the relative usefulness of partial teaming of instructors in teaching preparation and delivery to achieve integration of business courses in a service learning project.

In Spring 2004 and Spring 2005, the authors of this paper were teaching Governmental Accounting and Professional Selling. The Governmental Accounting course is required for accounting majors. The Professional Selling class is taught primarily to students who major in Marketing. The authors were searching for a medium of instruction that would achieve Chickering and Gamson's (1987) objectives of good practice in undergraduate education. These

objectives are: encouraging contacts between students and faculty, developing reciprocity and cooperation among students, using active learning techniques, giving prompt feedback, communicating high expectations, emphasizing time on task, and respecting diverse talents and ways of learning.

The education industry is currently experiencing greater cultural and educational diversity which requires significant changes in the way business schools conduct business. The traditional method of instruction focuses on individual courses as if they are not interconnected. This exploratory study is designed to show the relative usefulness of partial teaming of instructors in teaching preparation and delivery to achieve an integration of business courses in a service learning project. More specifically, an attempt is made to explicitly show the interrelationship between two courses and its impact on service learning. The overall results suggest that team teaching has potential for integrating business courses and service learning. Moreover, the approach utilized in this study provides students the opportunity of observing decision-making and creating business plans in a real business enterprise.