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Session 1: Leadership and Global Citizenship

Educating Service Learners for Leadership: Creating a Stronger Global Community

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1. Introduction

In this talk, Dean and Professor Dayle Smith shares her journey from service learning educator to academic dean, speaking to the integral connections of service learning education and leadership in designing curriculum; aligning university and college level mission; and sharing a vision for the an increasingly interconnected global community. She outlines what is needed in a call for globally responsible leadership. Experiential education and community-based learning experiences are the beacons of hope and instrumental tools if we are to educate the next generation of leaders and meet the needs of a global community in crisis.

Specifically, Smith shares why integrating service learning and leadership education is vitally important. She advocates for community-based learning experiences as a strong pedagogical tool for developing global leadership attributes, using examples from social movements ranging from the United Nation's articulation of the 17 Sustainable Development Goals (SDGs) to the Globally Responsible Leadership Initiative. Pulling from her expertise in business education, leadership and a passion for social entrepreneurship, Smith discusses what leaders need and how to develop those skill sets through service learning education in a global context.

2. Literature Review

Surveys of literature on research conducted on the qualities of effective global leadership abound from the seminal work of Kets de Vries to more popular press articles appearing in HBR or captured in white papers from consulting organizations around the world. One such study identified presents results from a survey of 195 leaders from 30 plus organizations in 15 countries around the world. The author of the survey documents 10 key leadership competencies necessary for success, globally. These competencies group around five strongly "themed" areas: Strong Ethics and Safety (high ethical and moral standards); Self Organizing (providing goals and objectives; clear communication of expectations); Efficient learning (flexibility in change/pivot); Nurtures Growth (committed to developing others); and Connection/Belonging (open to new ideas and approaches; helps others; communicates openly and often), (Giles, HBR, 2016).

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Similar research has identified other key leadership attributes in the leadership literature. One of the leading 360 degree inventories the Global Executive Leadership Inventory (GELI), considered seminal by many, measured 12 competencies in the following dimensions: visioning, empowering, energizing, designing and aligning, rewarding and

feedback, team building, outside orientation, global mindset, tenacity, emotional intelligence, life balance, resistance to stress (Kets De Vries, 2004, 2018). These competencies applied to the most significant challenges facing global executives. The list of dimensions also lends insight to understanding how the C-level leader might apply these attributes to address and execute on strategy; solve problems and grow organizations. The GELI, as a development tool, provides an educator with a strong sense of what personal learning outcomes might be important in designing integrated curriculum, service learning or otherwise, if linking the service learning engagement to leadership development learning goals.

In business, we can look to the skill sets and success factors that C-levels use when evaluating their own effectiveness. From a leadership development perspective, the attributes captured in the 2018 Global Leadership Forecast, for example, provide a glimpse into what it will take for C-level executives to be successful. The research from the forecast identifies the “top 10 business challenges” in order of importance including: Developing next generation leaders , Failure to attract and retain top talent; Dealing with new global competitors; Addressing concerns related to cyber-security; Understanding and executing on slowing economic growth in emerging markets; Managing labor relations, Reacting to and addressing global recession; Assessing income inequality/disparity; Considering outdated or insufficient national infrastructure; and Leading in an environment of global political uncertainty (DDI, The Conference Board, Ernst & Young, 2018).

3. Result and discussion

This same study, conducted annually, strongly suggests that the leadership skills required to excel in the C-suite are sadly lacking. While the impact may vary across country and industry, the findings presented in the Global Leadership Forecast are clear in an analysis of 25,000 leaders: perceptions of leadership capability over the years, “despite billions spent on leadership development annually” are decreasing. Concerns over quality of leadership and “bench” (leaders for the future) are expressly noted by HR respondents. How are we educating tomorrow’s leaders? What skills will they need? What problems will they face? How might that connect to the interests of service learners or educators?

From the United Nations perspective, the greatest needs of a global community are identified as 17 sustainable development goals (SDGs) running the full spectrum of issues that 1) are clearly linked to social justice perspectives; 2) require community and/or collective action to ensure change; and/or 3) require

sophisticated leadership skill sets to address in meaningful ways. The SDG's can be categorized into five major global challenges related to poverty, inequality, environmental degradation, prosperity, peace and social justice. The goals are inherently interconnected with a goal of making significant progress by year 2030 (Agenda for Sustainable Development, United Nations Summit, 2015).

As a springboard for service learning activity, the SDG's also provide a context under which community based action may have major impact as citizens enact strategies, develop programs and measure the ability to "end all forms of poverty; fight inequalities and tackle climate change, while ensuring that no one is left behind....ending poverty must go hand-in-hand with strategies that build economic growth and address a range of social needs including education, health, social protection and job opportunities...." (2030 Sustainable Development Agenda, 2016). The call for action is targeted at all countries to promote prosperity and safeguard the planet through 17 specific goals: No Poverty; Zero Hunger; Good Health and Well-Being; Quality Education; Gender Equality; Clean Water and Sanitation; Affordable and Clean Energy; Decent Work and Economic Growth; Industry, Innovation and Infrastructure; Reduced Inequalities; Sustainable Cities and communities; Responsible consumption and production; climate action; life below water; life on land; peace, justice and strong institutions; partnership for the Goals. Even a superficial analysis of the SDG's results in the conclusion that the UN is calling for collaborative leadership and service, globally.

Intuitively, one can see how our academic disciplines--- business, engineering, science, social science, arts and the humanities—have the ability to inform, collide, and offer innovative solutions to the SDG's and indeed, the world's greatest challenges. Our role as educators is designing curriculum that engages and enables students to do deep dives into their disciplines and develop experience, mindsets and skill sets that build leaders for an interconnected global community.

Students can look to SDG's for inspiration, develop leadership skills and use their discipline knowledge in meaningful ways. In making the link of leadership qualities required and the challenges we face as global communities, we are able to outline our own agenda for what pedagogical tools and curricular designs best prepare global leaders. Why service learning and why now? The SDG annual report (2018) emphatically reminds us that there are just 12 years left to a 2030 deadline in making significant progress on the 17 goals. Secretary General Antonio Guterres writes, "Achieving the 2030 agenda requires immediate and accelerated actions by countries along with collaborative partnerships among governments and stakeholders at all levels... (the agenda) necessitates profound change that goes beyond business as usual... (we need to be) more effective, cohesive and accountable" (UN, 2018). In short, the world needs engaged, moral leaders.

A key role for all of us, as educators, is defining the importance in what we do and how we do it. Our ultimate role as educators is how we influence learners

and tomorrow's leaders to "create the world in which we want to live" which will require colliding disciplines and perspective. To solve the world's greatest problems, we will have to challenge ourselves to organize around problems rather than disciplines, span boundaries and educate leaders around the most pressing needs facing the planet. Ironically, that is something that service learners have done through pedagogical intention since schools began using this methodology.

Problem solving in this context make the intersections between disciplines, collaborative learning opportunities, service learning pedagogy and leadership development inextricably linked. As a business educator, in particular, this approach to problem solving is inherent in the way we prepare managers and leaders. In business disciplines, specifically in working around issues related to corporate social responsibility, we apply critical thinking and business ethics principles to help students develop a moral compass and make better decisions. We educate students to be "transdisciplinary" (using what they learn from their general education experience coupled with their business curriculum) to understand the "triple bottom line" orientation --a key value in corporate social responsibility. Fundamentally, leadership in this context affirms that business success is rooted in people, planet and profit. Having an entrepreneurial mindset will be key as part of their success.

However, that approach is not limited to business curriculum's program learning goals. All disciplines must face the reality that the next generation of leaders will need to be more agile and able to pivot as the global landscape shifts with rapid change in markets, technology, big data, politics and the way we engage with each other.

The tools of service learning: experience, engagement, reflection and application - are all essential to developing effective leaders. The attributes or qualities they develop from effective service learning will correlate well with the Global Executive Leadership (GELI) attributes described above. The context in which they will use their attributes couldn't be more important as we look to the global challenges facing all countries, all careers, all people.

4. Conclusion

Building these leadership skills and using service learning and related experiential education will be game changing. Students must develop empathy and have the moral courage to learn not only from the "sages on the stage" but from the communities in which they hope to impact. They will have to engage with their peers and other stakeholders to have a voice at the table. It is when those voices come together in partnership, that leadership for change evolves. Smith argues that academic institutions are the "linchpins" in disrupting "business as usual" and accepting the responsibility for educating tomorrow's leaders in government, business, and in the non-profit sector in an inherently different way, if they are to be meaningful contributors to making the world a better place.

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Evaluating Global Citizenship in International Service-Learning: Development and Validation of a Short Form of the Global Citizenship Scale

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1. ABSTRACT AND KEYWORDS

Global citizenship development is gaining attention as a major learning outcome and is becoming a common component in higher education. This study aims to examine the cross-cultural validity of the Global Citizenship Scale (GCS) developed by Morais and Ogden (2011). Following findings from previous studies, this paper sought to create and validate a short version of the inventory. Using exploratory factor analysis (EFA), we identified a 15-item structure and then verified the relationships between the latent and manifest variables by confirmatory factor analysis (CFA).

Keywords: International Service-Learning, Global Citizenship, Scale Development, Cross-cultural Validation.

2. INTRODUCTION

Global citizenship is defined as the knowledge, skills, and attitudes for a person to learn, live, and work in a globalizing world; the ability to recognize and analyze one's cultural biases and predispositions, and the acceptance of joint responsibility for solving global issues and participation in actions that contribute to a better world (Van Ongevalle & Carabain, 2014). Through cultural immersion, community engagement, and structured reflection, international service-learning programmes have been shown to be an active and effective learning strategy that nurtures students into global citizens (Bringle, Hatcher, & Jones, 2011).

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A number of instruments have been developed to measure the impact of study-abroad programmes on students. However, very few of them include all the core dimensions of global citizenship with demonstrated reliability and validity. Also, most of the instruments were developed in the Western context, and their applicability from a different culture is yet to be established. In addition, given the length of the survey, the administrative cost is expensive when implemented with other measures. Therefore, there is a need for a shorter, cross-culturally-validated version of the instrument.

3. THEORETICAL FRAMEWORK

Following the eight-step scale development process, Morais & Ogden (Morais & Ogden, 2011) developed an empirically validated a 30-item inventory named Global Citizenship Scale (GCS) to measure the impacts on US students in three dimensions, Social Responsibility, Global Competence, and Global Civic Engagement. The Global Competence scale is further divided into 3 subscales: Self-Awareness, Intercultural Communication, and Global Knowledge. Likewise, the Global Civic Engagement scale includes 3 subscales: Involvement in Civic Organization, Political Voice, and Global Civic Activism. Findings from confirmatory factor analysis supported the construct validity of the instrument. Since then, the instrument has been used in a number of studies for measuring the impact of a study-abroad programme in the US (Anthony, Miller, & Yarrish, 2014), as well as ISL programmes in Hong Kong (Siu, Tang, & Lai, 2013) and Macau (San & Wan, 2015).

In 2014, an initial exploration of the GCS with 86 students was conducted (Lo, Kwan, Ngai, & Chan, 2014) in a university in Hong Kong. Results showed that the subscales of GCS have good internal consistency and the factor analysis provides partial support for the proposed seven-factor model. The second phase of validation was conducted between 2014 and 2015, and the sample size was expanded to 1,179 students. Analysis shows that the three dimensions have generally good internal consistency (Lo, Kwan, Chan, & Ngai, 2016). However, the subscales are only barely acceptable, which means that the factor structure can only be partly replicated in the Hong Kong setting. Our findings suggest that GCS can only maintain the three dimensions and the subscales of Global Competence. The subscales of Global Civic Engagement are merged into a single factor. Specifically, among the 30 items, three items did not load on the corresponding factor as predicted, three items cross-loaded on more than one factor, and one item did not load significantly on any of the factors.

These studies suggest that refinement of the instrument is needed to make it more parsimonious while maintaining its reliability and validity in measuring the key dimensions of global citizenship. This study therefore aims to develop a short version of GCS and investigate the cross-cultural validity for measuring the impact of ISL on students' global citizenship development in the Hong Kong context.

4. METHODS

The target participants were 1,179 students who had participated in service-learning subjects or programmes offered by the university and surveyed either electronically or in-class using a paper-based instrument. 941 of them completed the survey before their SL experience, while 141 students completed after and 97 students were asked to complete the questionnaire both before and after their international SL trips. After applying casewise deletion, a total of 1,052 valid responses were returned, with an overall response rate of near 90%. To develop the short-scale version, the full 30-item version of the GCS was subjected to exploratory factor analysis (EFA) to uncover the underlying constructs or factors. Based on the EFA result, we sequentially discarded items that fulfilled the following criteria:

1. Items that did not load as predicted, i.e., with factor loadings of less than 0.32 (Levesque-bristol & Richards, 2005), or with cross-loadings with a difference of less than 0.15 from the item's highest factor loading (Worthington & Whittaker, 2006);
2. Factors with fewer than two items with a correlation of <0.70 (Worthington & Whittaker, 2006); and
3. Items that would increase or do not significantly reduce the reliability of the scale if deleted.

Confirmatory factor analysis (CFA) was then applied to verify the relationships between the latent and manifest variables under the modified structure. The reliability of the resultant scales/subscales were estimated, and the Pearson correlation was calculated to examine the equivalence of the original GCS and the short-scale version (GCS-SS).

5. RESULTS AND DISCUSSION

The factor structure of the GCS-SS is depicted in Table 1. It contains 15 items grouped under 4 factors, which explains 47.06% of the variance. Factors 1 and 2 clearly correspond to the dimensions of “Global Competence” and “Social Responsibility” respectively. One item is deleted from the “Social Responsibility” dimension. Four items are excluded under “Global Competence”, which results in the removal of the subscales of “Global Competence”. Factors 3 and 4 are grouped under the same dimension “Global Civic Engagement” with different subscales, each containing three items and corresponding to “Involvement in Civic Organization” and “Political Voice”.

Compared to the seven-factor model proposed by Morais and Ogden (2011), the three main dimensions of global citizenship, “Social Responsibility”, “Global Competence”, and “Global Civic Engagement”, are retained while all of the three subscales (Self-Awareness, Intercultural Communication and Global Knowledge) under the Global Competence dimension and one subscale (Global Civic Activism) under the Global Civic Engagement dimension were deleted.

Items		Rotated Factor Loadings			
		1	2	3	4
Social Responsibility	SR_1		0.62		
	SR_3		0.63		
	SR_5		0.49		
	SR_6		0.64		
Global Competence	GC_1.3	0.53			
	GC_2.2	0.62			
	GC_2.3	0.71			
	GC_3.1	0.57			
	GC_3.2	0.56			
Global Civic Engagement	GCE_1.1				-0.83
	GCE_1.3				-0.73
	GCE_1.5				-0.43
Political Voice	GCE_2.1			0.77	
	GCE_2.2			0.62	
	GCE_2.3			0.75	

Table 1: Factor Structure of four-factor model of GCS-SS

Regarding the reliabilities of GCS-SS, the Cronbach's alpha values of the three dimensions and subscales were slightly lower than those of the full version, shown in Table 2. All of them were above 0.7, indicating acceptable to good reliability. The values of the corrected item-total correlations were all greater than or equal to 0.3, ranging from 0.30 to 0.63, indicating that the items within the scales/subscales were strongly correlated. Taken together, the results support the internal consistency of the GCS-SS.

Dimension and subscales	Cronbach's alpha	
	GCS (30-item)	GCS-SS (15-item)
Social responsibility	0.71	0.70
Global competence	0.82	0.76
Global civic engagement	0.89	0.81
- Involvement in civic organizations	0.86	0.76
- Political voice	0.82	0.80

To examine the extent to which the short-version fit the hypothesized factor structure, the goodness of fit were compute. Results of the CFA shown in Table 3

Table 2: Comparison of the coefficient of internal consistency between GCS and GCS-SS

indicated that the revised model provided a better fit with the data than the full version model (CFI = 0.93; TLI = 0.91; NFI = 0.91; RMSEA = 0.06).

Model Tested	X ²	Df	CFI	TLI	NFI	RMSEA
GCS	1668	369	0.87	0.85	0.84	0.060
GCS-SS	363	80	0.93	0.91	0.91	0.060
Criterion for goodness of fit	-	-	≥ 0.90	≥ 0.90	≥ 0.90	≤ 0.08

Table 3: Comparison of the Goodness-of-fit statistics between GCS and GCS-SS

Table 4 presents the correlation scores between the GCS and the GCS-SS. It can be seen that the corresponding scale and subscale scores are highly correlated, with correlation coefficients ranging from 0.85 to 0.97. The results provide support that the two versions of the instrument are strongly related and that the short-scale version can broadly measure the major constructs and dimensions of global citizenship.

	GCS	SR	GC	GCE	ICO	PV
GCS_SS	.934**	.494**	.606**	.699**	.666**	.277*
SR_SS	.515**	.943**	-0.148	0.013	0.041	-.232*
GC_SS	.631**	-0.124	.956**	.516**	.477**	0.204
GCE_SS	.597**	-0.098	.450**	.903**	.840**	.682**
ICO_SS	.543**	0.028	.446**	.638**	.846**	-0.017
PV_SS	.264*	-0.167	0.159	.593**	.284**	.973**

6. Conclusions and contributions to theory and practice

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table 4: Pearson Correlation scores between GCS and GCS-SS

The purpose of this study was to create and validate a short scale version of the Global Citizenship Scale. The instrument was shortened from 30 items to 15 items while retaining the three dimensions with acceptable to good internal consistency. The results of CFA and Pearson correlation supports the short-scale version as a reasonably reliable and valid measure of global citizenship in terms of its three core dimensions.

However, to examine if the short-scaled instrument is able to detect any change in the students' level of global citizenship, the criterion-related validity is yet to be established. Furthermore, since the nature of civic learning is context specific and different in locales such as North America, Asia, Europe, and Australia, there may be cross-cultural differences in understanding and interpreting the context of the

items. For example, one question in GCS-SS measures civic engagement with the question “Over the next 6 months, I will contact a newspaper or radio to express my concerns about global environmental, social, or political problems.” In western countries, university students tend to write an opinion letter to local media to express their concerns over global inequalities and issues. Comparing to Hong Kong, students may prefer using social media, rather than local media. This therefore calls into question the appropriateness of the survey question. With cultural differences such as these, although the instrument can maintain the reliability and validity in measuring the key dimensions of global citizenship, further investigation needs to be done in the context of the questions.

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The challenges of integrating “Leadership Identity Development” and “Global Citizenship”, adjunct to off-shore service-based projects in higher education

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1. ABSTRACT AND KEYWORDS

Leadership development is a process of experiential learning in a diverse context and experiences, while global citizenship is the state of improving the world through business's engagement & partnership, addressing global societal challenges. This study employs content analysis in exploring the attributes of students' learning with respect to leadership identity development and global citizenship by retrieving their submitted reflective journals from 2014-2018. Findings show positive learning experiences in leadership identity development together with knowledge gained, attitude and behaviour changes as global citizens. The off-shore service-based projects has created a valuable & extraordinary experience for the participating 14 student leaders learning and transforming with “leadership identity development” and “global citizen” in higher education. Challenges ahead are the off-shore service-based health related project exposed the student leaders to a context of a global service-related environment not necessarily brought along the expected learning and transformation as global citizens. There are room and space to be improved implying a more structured / semi-structured programme in governing the learning experiences.

Keywords: Leadership identity development, Global citizenship, Service-learning, Experiential learning, Challenge

1. INTRODUCTION

Leadership development is a process of experiential learning in a diverse context and experiences. Meanwhile, global citizenship is the state of improving the world through business's engagement & partnership, addressing global societal challenges (World Economic Forum, 2008), exploring the linkage between people, places & cultures. The student leadership development programme is an integrated programme aligned with the vision and strategic objectives of the School of Nursing, the Hong Kong Polytechnic University (PolyU). Primary objectives of the programme designated in empowering motivated students with more experiences and opportunities in global outlook, leadership development,

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inter-disciplinary and international collaboration. The programme originated in 2014, aimed at enhancing experiences of students in global citizenship and leadership development. It provides opportunities and incentive support for interested and committed students to enhance their learning experiences as part of a designated off-shore service-based health related project. This paper explores the impact of the student leadership development programme, adjunct to the off-shore service-based project. It focuses on what and how participating student leaders integrate their experiences in leadership identity development and global citizenship in higher education.

2. THEORETICAL FRAMEWORK/LITERATURE REVIEW

According to Kotter (2010), leadership refers as:

“the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives”.

Leadership development is a growing trend highlighting the importance of the impacts and efficacy of promoting leadership development through service-base projects (Wurr & Hamilton, 2012). It can be seen as a process of experiential learning with structured or unstructured, formal or informal, inside or outside of the conventional learning environment. The range of pathways towards learning includes learning from failure, self-awareness, adaptability (understanding the context), continual reflective learning, etc. Meanwhile, the World Economic Forum (2008) denoted global citizenship as:

“the state of improving the world through business’s engagement & partnership whilst addressing global societal challenges”.

The nature and equality of these relationships (Oxfam, 2015) help to show concern for global well-being beyond national boundaries, based on the understanding of global well-being, and influences on national and local well-being (UNESCO, 2014). Hence, through associating with responsibilities & obligations transcending national boundaries, global citizenship can be enhanced (Lough & McBride, 2013). Therefore, developing undergraduate students in higher education accomplish better preparation of graduates with leadership identity and global outlook (Hammond, 2016). Thus, global competencies conducive to both national competitiveness and regional co-operation can be enhanced.

The student leadership development programme adjunct to off-shore service-learning (SL) projects adopts the learning process by Kolb’s ***learning cycle*** (McLeod, 2017). The four learning cycle accomplishes learners to enhance their ability in reflection and improvement. Participating student leaders are required to attend all related activities, support the fellow students, engage in the service-based project, report regularly to the mentors and promote the programme to others. It is expected that they can actively reflect upon coaching and demonstrate as role models as student leaders and global citizen. The successful use of this learning cycle is associated with relevant responsibilities and obligation transcending in an international environment (Lough & McBride, 2013). Hence, they can gain insights into their strengths, weaknesses, opportunities and threats which significantly shape their leadership identity. The student leadership

development programme pursues new areas to (a) inspire student leaders to emphasise on increased awareness; and (b) understand problems that arise from the project. Thus, they can learn to handle these issues with respect to “leadership identity” and “empowerment” to be global citizens. Hopefully, they can apply, integrate and sustain these attributes as part of their lifelong learning.

The conceptual frameworks adopted are Leadership Identity Development Model (Komives et al., 2009) and A-B-C dimensions of global citizenship (Harlap, 2008; Oxfam, 2015; UNESCO, 2015). The Leadership Identity Development Model has six stages: a) Awareness: recognizing that leadership is happening around; b) Exploration / engagement: intentional involvements in groups and meaningful experiences, taking on responsibilities; c) Leader identified: trying on new roles and responsibilities, managing others; d) Leadership differentiated: awareness that leadership can be non-positional—that leadership is a group process; e) Generativity: accepting the responsibility for the development of others and for sustaining organizations, and f) Integration / synthesis: continued self-development and lifelong learning; striving for congruence and internal confidence.

For global citizenship, the experiences is categorized as A-B-C: “A” is the affective domain, including being respectful of diversity, with ethical responsibility, cultural understanding, empathy towards others, concern for the environment, being open-minded and with commitment to action. “B” is the behavioural domain, referring to being able to act effectively and responsibly at local, national and global community, strive for a more peaceful and sustainable world; and “C” is cognition, implying the use of knowledge and understanding, critical thinking, reflective thinking and strategic thinking.

3. METHODS / ANALYSIS

Design and participants

This is an exploratory qualitative study employing content analysis to review students' reflective journals on what and how they learnt, using the perspective of leadership identity and global citizenship. It was adjunct to an off-shore Service-Learning (SL) projects in Cambodia by the School of Nursing from 2014-2018. Convenience sampling was adopted where participants are interested students who had applied and selected of the following criteria: completed a credit-bearing SL subject of PolyU scored B+ or above (engagement); GPA at 3 or above (academically satisfactory), demonstrated commitment to peer mentoring (willingness), submitted a proposal for an off-shore service-based health-related project (with an idea). A total of 14 high geared students participated in the study, namely student leaders, who were dedicated and committed to the student leadership development programme. They all consented to submit the reflective journals and joined the study. There were three male and eleven female student leaders. Thirteen of them were from the School of Nursing, while one of them was from Department of Radiography, all within year two to year four of their studies.

Data collection

Data were collected through the submission of post-service reflective journals in

2014-2018. A guideline consisting of the open-ended questions on “What?”, “So what?” and “Now what?” were provided to the student leaders in guiding their reflections.

Data analysis

All fourteen reflective journals were analysed with content analysis by two independent reviewers reading their reflective journals line-by-line. Key phrases of students' reflections and common content were coded and grouped into themes. Themes were abstracted and analysed according to the Leadership Identity Development and Global Citizenship models. The triangulation of data was adopted by external observers, who were available in 2014 and 2018. They submitted overall observation log / reports to supplement after the service-trip, where their reports helped to validate some of the content in the reflective journals.

4. RESULTS AND DISCUSSION

Themes in the data were analysed, coded and classified into the 6 stages of the Leadership Identity Development Model. Most of the participating students indicated positive learning experiences in the leadership identity development. As anticipated, results of attributes on leadership identity development were skewed towards Stages 1 to 4, thus, a certain proportion of them reflected deeply entering to Stages 5 & 6. For global citizenship, the results showed gaining in knowledge, while others implied changes in attitude and motivated in affection and behavioural changes.

There are two sides of a coin. One outstanding student leader showed both transformation and full engagement. He came back every year joining the student leadership development programme and the “self-initiated-project” for three successive years. Regretfully, two participating students showed adverse learning experiences blinded by their personality with little preparedness in problem solving skill and reluctant to be open-mind in coaching. The challenges of the off-shore service-based health related project exposed the student leaders to a global service-related environment but not necessarily brought along the expected learning and transformation. The findings of this study imply that there are room and space to be improved. Perhaps, a more structured training kits highlighting in the topics and personalized coaching may help to better prepare and guide students to become deep learners with respect to leadership identity development and global citizenship.

5. CONCLUSION AND CONTRIBUTION TO THEORY AND PRACTICE

This exploratory study helps to understand the attributes of students' learning experiences in terms of leadership identity development and global citizenship. Creating such learning opportunity and space has inspired them to have a broader reflection on leadership identity development as well as global citizens in an off-shore service-based setting. It is a valuable & extraordinary experience for the participating student leaders learning and transforming with “leadership identity

development” and “global citizen” in higher education. However, there are always room for improvements so that the programme can be more structured and goal directed towards leadership identity development and global citizens empowerment.

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Session 2: Reflection

Learning through Reflection: Enhancing Nursing Student Experiences of Primary Health Care (PHC) Placement

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1. ABSTRACT AND KEYWORDS

Nursing students' experience in the primary health care (PHC) placement in the community is important but PHC placement in gerontology through the service-learning approach has not been extensively studied. This study aimed to explore students' experiences of the PHC placement and the impacts of the placement on their learning. An exploratory qualitative design was employed. Thirty-three pre-registration nursing students joined this study. Eight themes were identified, including: 1) enhancing knowledge, communication, health assessment and health promotion skills; 2) encountering various challenges in PHC; 3) various strategies to enhance the success of health promotion; 4) students' strategies for better preparation for the PHC; 5) developing a sense of belonging to the nursing profession; 6) developing characteristics of a nurse; 7) broadening students' horizon in community nursing; and 8) suggestions for improving PHC. The PHC placement, which echoed the service-learning approach, provided positive learning experiences for nursing students. This study provides insight how to further improve the PHC placement to facilitate students' learning.

Keywords: Community-dwelling older adults, Gerontology, Nursing students, Primary health care, Service-learning

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2. INTRODUCTION

In response to the changing health care needs and the increasing longevity, primary health care (PHC) for older adults worldwide is becoming more and more important (World Health Organization, 2018). Nursing students' experiences of the learning environment varies in different clinical settings (Bisholt, Ohlsson, Engström, Johansson, & Gustafsson, 2014). Learning in the PHC settings allows students' perceptions of primary health nursing to be challenged, consolidating learnt skills, acquiring new skills, and viewing the health care delivery in a broader way beyond the acute settings (McKenna, Parry, Kirby, Gilbert, & Griffiths, 2014). In addition, PHC provides students opportunities to interact with older adults, through which positive attitudes can be developed (Yamashita, Kinney, & Lokon, 2011).

PHC placement in gerontology through the service-learning approach has not been extensively studied. Nursing students' experience in the PHC placement in the community is important, as it: (a) provides insights to further develop the PHC placement; and (b) suggests the possibility of the formal development of the PHC placement as a service-learning subject. This study aimed to explore students' experiences of the PHC placement, which echoed the service-learning approach and the impacts of the placement on their learning.

3. THEORETICAL FRAMEWORK/LITERATURE REVIEW

In term of teaching and learning, service-learning is a powerful pedagogical approach. "Serving to learn and learning to serve" is the motto of service-learning in The Hong Kong Polytechnic University. Service-learning can increase the awareness of social determinants, justice and inequality in resources allocation and facilitate leadership skills in nursing students (Groh, Stallwood, & Daniels, 2011). It can also increase the cultural competence and cultural knowledge (Chen, McAdams-Jones, Tay, & Packer, 2012) and enhance students' social, academic, and personal development (Basi, 2011). Students' positive attitudes toward older adults were enhanced after joining the service-learning programme (Yamashita et al., 2011). A study in Australia found that nursing students, having clinical placement in a service-learning programme in the community, gained personal and professional insights with valuable learning, and their understanding of the social determinants of health was increased (Townsend, Gray, & Forber, 2016).

Using home visits as a service-learning opportunity changed students' experiences from feeling overwhelmed to feeling more competent, with increased awareness of cultural and religious factors affecting people in their care, thus strengthening their perception of the roles of health care providers (du Plessis, Koen, & Bester, 2013).

Besides students, both the service-recipients and the community stakeholders gain benefits from the service-learning. Service-recipients experience care and attention from the nursing students and, through this, also receive health education during the home visits (du Plessis et al., 2013). The community stakeholders can help to support the social determinants and facilitate in identifying solutions for sustaining the health of older adults (Sabo et al., 2015).

4. METHODS/ANALYSIS

Description of the Primary Health Care Placement

The PHC placement echoed the approach of service-learning and aimed to provide students with learning experiences of PHC in gerontology, while meeting the changing needs of community-dwelling older adults. It allowed students to learn through serving others. It was intended that the placement would inspire nursing students with the core skills and attitudes required as future professional caring nurses. The PHC placement involved four sessions of training workshops, four sessions of community service and submission of a reflective assignment. The training workshops aimed at reinforcing students' health assessment skills, empowering skills in delivering health promotion on healthy lifestyle, strengthening communication skills with older adults, and deepening their understanding of the normal ageing process. The community service was arranged on four half-day sessions. Two home visits were provided to each service-recipient. In the first home visit, students were required to conduct health assessments and identify problems in the recipients' lifestyles. Then, under supervision, they developed individualized health promotion plans based on the information concluded from the health assessment on healthy lifestyle. In the second home visit, students were required to deliver health promotion. Debriefings were conducted at the end of each home visit to discuss the students' feelings and process. Thus, relevant coaching would be given by the supervisors to reinforce their learning experiences. After the community service, students

submitted a written reflective assignment about their service-learning experience.

Design and Participants

This study employed an exploratory qualitative design, as students' experience was important for further development of the PHC placement. It was conducted in three different community centres in various districts in Hong Kong from 2017 to 2018. Convenience sampling was adopted. The inclusive criterion for joining this study was nursing students who had chosen the captured PHC placement. Only 20 out of the 33 pre-registration nursing students who had undertaken the PHC placement were willing to join this study.

Data Collection

Data were collected through students' reflective assignment about their learning experiences upon the completion of the community service. A guideline consisting of open-ended questions relating to the PHC placement was provided to the students to guide their writing of the reflective assignment. Feedback was also collected from the participating centres through a feedback sheet.

Data Analysis

All reflective assignments and feedback from participating centres were analysed by content analysis. Two researchers read each of the reflective assignments and feedback line-by-line and independently analysed it. Key phrases and common content of students' reflection and the feedback were coded and grouped into themes. Themes were then reviewed and further developed to answer the research question.

5. RESULTS

Among the participants, seven of them were males and thirteen were females. Ten of them were first year students from the Master of Nursing programme. Nine were second year students from the Bachelor of Science in Nursing programme and one was the first articulation year student from the Bachelor programme. Feedback sheets were returned by all three participating centres. Eight themes were identified, including: 1) enhancing knowledge, communication, health assessment and health promotion skills; 2) encountering

various challenges in PHC; 3) various strategies to enhance the success of health promotion; 4) students' strategies for better preparation for the PHC; 5) developing a sense of belonging to the nursing profession; 6) developing characteristics of a nurse; 7) broadening students' horizon in community nursing; and 8) suggestions for improving PHC.

6. DISCUSSION

Overall, participants of this study gained positive experiences in the PHC placement. As anticipated, the students' knowledge, communication, health assessment and health promotion skills were all enhanced. It has been suggested that whether the students can achieve the desired learning outcomes in the learning environment should be considered (Bisholt et al., 2014). These findings supported the premise that PHC placement had great potential to enhance students' essential nursing skills. As it was the first clinical placement, and they had not yet learnt all the theories and knowledge, it was not surprising that they encountered challenges during the placement. These challenges are not frequently mentioned in the literature. However, students' reflections showed that they adopted various strategies to enhance the success of the health promotion. The participants also became aware of their own weaknesses and thus they identified strategies to better prepare for the PHC.

Some positive experiences of the participants were out of our expectation. Although the placement was short, the students still developed a sense of belonging to the nursing profession and developed the characteristics of being a caring nurse. It might be because it was the first time for the students to apply the learnt skills and knowledge in the provision of services. Surprisingly, the PHC placement had broadened students' horizons in community nursing. With an ageing population, there will be an increasing demand from the community for nursing in gerontology. The placement supported the learning needs of students in community-based services, and prepared and enhanced their all-round competence to take up the roles of a nurse in community nursing.

The findings of this study are encouraging, as students also provided suggestions for improving the PHC. This study has also concurrently provided insights how to improve the learning experience of nursing students in the future and the quality of care to the community-dwelling older adults.

7. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

The PHC placement in the community, which echoed the service-learning approach, has provided positive learning experiences for nursing students. Educators can consider incorporating PHC placement in gerontology in the nursing curricula and promoting community nursing as a future career option in the ageing society. Further research should explore: (a) how the students may benefit from the PHC placement; and (b) the impacts of the placement on older adults and community stakeholders.

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Reflective Learning for Medical Students at Duta Wacana Christian University

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1. ABSTRACT AND KEYWORDS

Phenomenon. Community and clinical exposure is important in medical education. Medical Faculty of Duta Wacana Christian University provides experiential learning for medical students to practice their skills in Early Community and Clinical Exposure (ECCE) subject as part of the third and fifth semester curriculum.

Approach. Second and third year students take this subject and earn 2 credits for one semester. Second year students were assigned to conduct observational studies and voluntary works with partner communities, under supervision of faculty instructors. Third year students were posted in clinical settings, with elements of community works. Students wrote a reflective report at the end of the semester. Evaluation is conducted involving students, instructors and partner communities.

Findings. Students learned how to interact/communicate with the community and enhance their clinical skills. Partner institutions give positive response to ECCE program and provide suggestions to improve the service portion of this program, according to their unique needs and characteristics. Instructors/teaching staff give insights for a more concise and clearer structure of this program. ECCE is well-received by the stakeholders and will be improved continuously to achieve the optimal balance between service and learning, as well as to give a better contribution to the community.

Keywords: Community exposure, Clinical exposure, Medical education, Experiential learning, Service-learning

2. INTRODUCTION

Indonesia has its own standard of medical education, which is in line with the trend of higher education by implementing Problem-Based Learning (PBL) and Competency Based Curriculum (CBC) (Tim KKI, 2012). It was initiated by the national policy on national curriculum of higher education in 2005. Medical faculties in Indonesia have made the transition from conventional teaching to

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PBL (Tim KKI, 2012). A year later, Indonesia's Council of Medicine (Konsil Kedokteran Indonesia=KKI), that oversee the competencies of medical graduates in Indonesia, composed a list of competencies to be acquired by medical students. It was titled Indonesia's Medical Doctor Standard of Competencies (Standar Kompetensi Dokter Indonesia = SKDI). The latest version of SKDI was released in 2012 (Tim KKI, 2012).

Faculty of Medicine, Duta Wacana Christian University (Fakultas Kedokteran Universitas Kristen Duta Wacana = FK UKDW), established in 2009, fully complies with the competency standard (SKDI) as the benchmark for curriculum development. In order to achieve those core competencies, an Early Community and Clinical Exposure's (ECCE) program was established.

3. THEORETICAL FRAMEWORK/LITERATURE REVIEW

SKDI has 7 areas of core competencies for medical graduates to have, such as: (1) Ability to do solemn professionalism; (2) Self-awareness and awareness for continuing education; (3) Ability to do effective communication; (4) Ability to process information; (5) Ability to practice evidence-based medicine; (6) Good clinical skills; (7) Ability to do health management (Tim KKI, 2012). ECCE is focused on 3 core competencies, such as effective communication, ability to process information and ability to do health management. Those were the expected themes to come up from the reflective reports.

4. METHODS/ANALYSIS

A core team of 4 Public Health experts was established to design and develop this course. ECCE is implemented in the 3rd and 5th semester of undergraduate medical education, with 2 credits for each semester. The team designed ECCE to collaborate with multiple partner communities. These multiple partners were intended to provide vast and various exposure to the medical students, so they can observe and experience interaction with different kinds of communities outside of a classroom or laboratory.

The ECCE program for 3rd semester students focused more on community exposure, with some element of clinical service. While the 5th semester ECCE program had more clinical elements, with some element of community service. Each semester was divided into 4 blocks, which last for 4-5 weeks. At the beginning of the semester, the 3rd and 5th semester students were divided into 6 groups, consisting of 15-17 students each. Every group was posted in one partner placement for one block. The groups and the posting were rotated throughout the semester. Thus at the end of the semester, each group experienced exposure to 4 different placements.

At the end of the program, each students wrote a reflective report of their ECCE's activities during the whole semester. ECCE's core team lead 2 separate Focused Group Discussions (FGDs) with faculty instructors and partner institutions. Data

gathered from the written reports and FGDs analyzed with phenomenology approach.

4.1. Finding Partner Communities

Affiliations with partner communities were established via core team network. Each member of the core team contacted key persons in each prospective institutions, to discuss the prospect of ECCE, including the benefit for the communities. When given the green light by key persons, formal letters were sent to partner communities and formal agreements were made.

For the 3rd semester, six partner institutions have agreed to participate in ECCE. The communities were Pusat Rehabilitasi Yakkum (Yakkium Rehabilitation Centre), Kampung Pingit Center for Street Youth, Hana Nursing Home, Sawokembar Foundation Nursing Home, Gereja Kristen Jawa (GKJ) Sarimulyo Diaconate, and Gereja Kristen Indonesia (GKI) Gejayan Diaconate.

Yakkum Rehabilitation Centre is a non-profit Christian-based organization, empowering persons with disabilities and their families. They had various programs including trainings for children with cerebral palsy and their caregiver (Pusat Rehabilitasi Yakkum, 2017)). The posting at Yakkum Rehabilitation Centre was meant to provide an opportunity for the medical students to learn and experience how to interact with children with disabilities and how to communicate with their caregivers. The students also learned how to serve families with cerebral palsy's children together with the centre's highly skilled staffs.

Kampung Pingit Centre for Street Youth, a Catholic-based organization, provided an opportunity for students to interact with street youth (Perkampungan Sosial Pingit, 2017). Students learned how to communicate with street youth, interact with their families, and observed their living conditions. Most street youth supervised by the centre still lived with parents/relatives. However, since they came from poor families, most of them did not attend formal education. The Kampung Pingit centre provided education and some other trainings for these youth.

Hana and GKJ Sawokembar's Nursing homes are both Church-based organization which provided service for older people with various problems due to illness or old age. The socioeconomic background of older people staying in Hana and Sawokembar nursing homes was quite different, with the former had older people coming from middle-income families, while the latter came from low-income or had no families at all. The difference in socioeconomic background made quite a stark difference in facilities and services provided by each nursing home (Yayasan Panti Werdha Hana, 2017). The medical students learned about programs and services delivered to the older people in different nursing home facilities.

Church-based postings in GKI Gejayan and GKJ Sarimulyo Diaconates provided unique access to different community, i.e. convicted criminals in a local prison. The churches also had primary health-care centers offering free medical service in the afternoon of workdays (Gereja Kristen Indonesia Gejayan, 2017). Students

helped at the medical centre and learned how to communicate, interact, and serve the different communities within the church' service.

For the 5th semester students, the partners were 2 institutions and 2 community-based organizations. The institutions were Bethesda Hospital and Indonesian Red Cross in Yogyakarta. The community based organizations were Pos Pelayanan Terpadu Lansia (Posyandu Lansia = Integrated Service Post for Older People) of St.Antonius Padua Catholic Church and GKI Gejayan Church. Bethesda Hospital, which is also the main teaching hospital for FK UKDW, provided the experience for students to learn about the management of hospital waste, about clinical tests conducted in the laboratories, and the medical services of the Accident and Emergency department (Rumah Sakit Bethesda, 2017). The Red Cross Community in Yogyakarta provided the experience to learn how to manage blood bank and emergency responses with the Red Cross Ambulance team (Palang Merah Indonesia Kota Yogyakarta, 2017). Posyandu Lansia provided the experience for students to give basic health check-up for older people with chronic diseases, such as hypertension and diabetes.

These ECCE's partners served and empowered marginalized communities. Interactions with underserved communities are important for undergraduate medical students to develop emphatic attitude and interpersonal skills. These skills will alleviate distress during clinical rotation, as the students have acquired interpersonal communication skill with patients (Littlewood et al, 2005).

4.2. Selecting Faculty Instructors

In the implementation of the program, the core team needed assistance in supervising and guiding the students through postings. Therefore, 6 FK UKDW teachings staffs were selected and trained to be a mentor for each group of second and third year students. These instructors participated in a training about ECCE, about how to guide the students throughout the postings, how to communicate with partners institutions, and how to evaluate students' reports.

4.3. Preparing Students

All students were presumed to have completed the communication and basic health examination skill's training in the first year. Before postings, students had lectures from the core team and representatives from partner institutions, to prepare the students before community posting, and to give guidance on how to compose the reflective reports.

4.4. Implementing ECCE

After the first block of each 3rd and 5th semester, all 6 groups of students were posted in each posting, according to the schedules which were designed by the core team. On the first week of posting, students would make an introductory visit to the facilities with their faculty instructors. On the second to fourth week, students conducted their activities with partner institutions, based on the services that each institutions provided. With exceptions for the students posted on Posyandu Lansia, which they planned and organized basic health checkup for elderly with chronic diseases, during the first to third week of a block, and it would be

conducted on the fourth week. After each posting, students were required to make a written group report, group reflection, and personal reflection. Reports were submitted and evaluated by their faculty instructors. Students presented their report of ECCE activities via power point and video presentation at the end of semester. The core team and faculty instructors attended the session, to give direct feedback to the students. FGDs with faculty instructors and partner institutions were held to gain feedback about the ECCE implementation and suggestions to improve the program in the future.

5. RESULTS AND DISCUSSION

5.1. Student's Perspectives

A total of 92 third semester students and 99 fifth semester students took this course. The recurring theme in their reflection was the challenges in communicating with the communities, since most of them were not familiar with the situation. A lot of things seemed to be new for them. However, they welcomed the challenge and found satisfaction when they could overcome it. These findings were in line with findings from previous studies. A systematic review from Dornan et al 2006 reported that students of health professions who were exposed early to clinical and community settings have more confidence, gained more self-reflection and appraisal skill, which were useful in building their professional identity (Dornan et al, 2006). The exposure helped students understand health from patient's perspective, which could be different from medical professional's viewpoints. The students acquired new insight of the patients' standpoint, which could help them align themselves with the patients. This is consistent with the findings from Yardley et al 2010, where they also learned to manage time and balance their study schedule with ECCE tasks, since most ECCE activities took place in the afternoon to evening time on workdays, and sometimes even weekend. There were some feedbacks about scheduling, and those were good inputs for program improvement.

5.2. Faculty Instructor' Perspectives

The faculty instructors appreciated the experience in being mentors for the students during ECCE's postings. They enjoyed the interaction with different communities, which they themselves did not experience during their former medical trainings, due to the older version of curriculum. They even suggested to be involved more in health education/ promotion for the communities, if requested by the community partner(s). The sentiments of our faculty instructors were consistent with the findings from a systematic review which was conducted by Hunt et al 2011. Hunt et al concluded that educators were eager to use community-based setting to clarify complex issues such as social determinants of health (Hunt et al, 2011).

5.3. Partner Institution's Perspectives

Partner institutions embraced ECCE program and the medical students' involvement. They suggested several health education ideas to be delivered by the students in the future, because they saw the potentials of ECCE program to be developed to give further benefits to the community in the long run.

Overall, feedbacks from the students, instructors and partners were used to improve the ECCE program. Which in turn, would strengthen the curriculum of FK UKDW's medical education.

6. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

ECCE is a vital program in medical education. It helped the students to build better professional identity. It provided real setting that enabled faculty instructors to explain complex concept of health-related issues to the students. Marginalized communities who were participated as our partners also benefited through basic medical examination and health education, delivered during the program.

ECCE is an ever-growing model for medical students to do service learning. Maintaining its uniqueness of multiple partner institutions and communities to be served, the program Proceedings of the 3rd International Conference on Service-Learning, Jan 10-12, 2019, Hong Kong will continue to improve the service for communities and also improving the learning experience for the medical students. A consideration for each group of students to spend one semester in each partner institution/communities for a service program is currently in the talks between all stakeholders. Quantitative measurements for the program, based from and in complement to the qualitative data which has been acquired so far, is planned for future evaluation.

7. FUTURE OF ECCE

ECCE is constantly adapting to meet the needs of both the students and the community that it served. A new non-rotational posting format is currently implemented for the students to have more depth of interactive experience with the partner communities. Quantitative evaluation tools is being developed to complement the qualitative assessment of the program.

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Reflecting on Relations: Youth Mentoring as Critical Service-Learning to Develop Relational Pedagogies

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1. ABSTRACT & KEYWORDS

Critical service-learning provides opportunities for teacher candidates to examine power, privilege and disadvantage in society and in educational institutions, and to develop culturally responsive, relational pedagogies. One-to-one youth mentoring is a service- learning activity in which the relational nature of pedagogy is central. Being a youth mentor potentially helps student-teachers see each individual young person as a unique human being whose lives are impacted by host of social, cultural, economic and historical factors, and learn to care and support the individual across self-other boundaries. The present paper is a co-authored narrative inquiry examining this process. In this paper, the teacher of a youth mentoring service-learning course together with five current and former undergraduate education majors reflect on their experiences of youth mentoring and service-learning in initial teacher education. The authors examine the tensions in their mentoring relationships, and how they developed critical consciousness of their own privilege and the inherent power relations in service learning. In addition, they developed relational pedagogies as classroom teachers.

Keywords: Youth mentoring, Critical pedagogy, Relational pedagogy, Narrative inquiry

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2. INTRODUCTION

Within teacher education for social justice, critical service-learning provides opportunities for teacher candidates to examine power, privilege and disadvantage in society and in educational institutions, and to develop culturally responsive, relational pedagogies (Butin, 2015; Paris, 2012). One-to-one youth mentoring, in contrast to

whole-class, subject-based teaching methods promoted in teacher education programmes, is a service-learning activity in which the relational nature of pedagogy is central. Being a youth mentor potentially helps student-teachers see each individual young person as a unique human being whose lives are impacted by host of social, cultural, economic and historical factors, and learn to care and support the individual across self-other boundaries. Critical service-learning involving youth mentoring thus needs to engage student-teachers in reflexive dialogues that make meaningful connections between mentoring, classroom teaching, and their growing professional identities. This collaborative paper, focusing on student-teachers as mentors, explores the following questions: What did we as student-teachers learn about self-other relations from engaging in youth mentoring as critical service-learning? How did our experiences shape our development as classroom teachers?

3. THEORETICAL FRAMING

Youth mentoring is relationship where a non-parental adult provides socioaffective and academic support to a young person on a one-to-one basis, regularly, over an extended period of time. Youth mentoring programmes typically target those who are disadvantaged socially, economically or academically (Rhodes, 2002). There are two broad approaches to youth mentoring, one is *instrumental* typically focusing on academic improvement, and the other is *relational* aiming to developing a close, trusting relationship through which personal growth can emerge (Karcher & Hansen, 2014).

Fostering interpersonal relations across difference is crucial for teachers in today's world, characterized by increasing social and political tension. Becoming a professional teacher is a complex process and student-teachers need to critically engage with the "interplay between socially determined and interhuman relations" (Bingham & Sidorkin, 2004, p. 2) to address the needs of diverse learners and teach for social justice. Indeed, human relationships are fundamental to all pedagogic interactions. Relational theory suggests that learning itself happens within and through relationships, and that "human words and actions acquire meaning only in a context of specific relations" (Bingham and Sidorkin 2004, p. 7).

The 'critical' in critical service-learning challenges and reconfigures relations between server and served. Drawing from Paulo Freire's (1970) critical pedagogy, a critically oriented youth mentoring focuses on the lived

experiences of mentors and protégés, and interrogates societal structures which negatively or positively impact those lived experiences. Self-reflection within critical pedagogy leads to critical consciousness of the constructedness of social relations.

4. CONTEXT AND APPROACH

This paper arises from a larger qualitative study investigating Hong Kong student-teachers' development of social justice pedagogies as they engaged in one-to-one mentoring of youth from a secondary school as part of a service-learning course on an undergraduate teacher education programme. The present paper is a co-authored narrative inquiry: the teacher of the youth mentoring service-learning course and principal investigator of larger research project (Margaret) together with five current and former undergraduate education majors (Esme, Holly, Constance, Sunny and Hye Joo) who participated in the youth mentoring service-learning course, reflect on their experiences of youth mentoring and service-learning in initial teacher education. A narrative approach assumes that service-learning is "extended over time, shaped by personal and social conditions, and situated, correspondingly in a multiplicity of places" (Clandinin, Pushor, & Orr, 2007, p. 26). Narrative is also employed as a reflective tool and vehicle for teacher professional development (Johnson & Golombok, 2011).

The course

The credit-bearing youth mentoring service-learning course combined university lectures and workshops on youth mentoring, critical pedagogy and social justice in Hong Kong, and an experiential learning component in which student-teachers mentored youth from a high-poverty, low ranked secondary school in a northern district in Hong Kong. The youth were Form 3 students, many of whom were recent immigrants from Mainland China. One youth was a Form 1 student of South Asian heritage. During the academic year, mentors met their protégés once a month and interacted in between meetings on social media. A relational approach to youth mentoring was adopted. Mentor-protégé pairs focused on developing a close, mutual trusting relationship through which academic, social and emotional support could arise. Mentors regularly wrote a reflective, dialogic blog on the course's online learning platform and their posts were responded to by their teacher(s).

Data and analysis

Drawing upon our narratives posted on online blogs during the course and developing key themes in our experiences, we as mentors each wrote narrative reflections on mentoring experiences and explored the influences on our formation as professional teachers. The narrative texts were reviewed and discussed collaboratively with Margaret providing the research questions as prompts, and then re-storied (Clandinin & Connnelly, 2000) as a form of

analysis in which dialogic threads within and across texts were identified, allowing for key themes to emerge via theories of relationality and criticality.

5. REFLECTIONS

Our stories explored tensions around relationships in their experiences of youth mentoring. Hye Joo reflected that her relationship with her protégé was neither fixed nor predictable as it “hover[ed] somewhere between friends and teacher-student relationship.” Holly expressed how in the early stages of mentoring her protégé she was “plagued by doubts” about her role and responsibilities as a mentor and whether she should emphasize academic improvement over developing a friendship. She decided to let the relationship “run naturally”. Similarly, Sunny narrated how he drew upon stereotypical teacher roles when he first met his protégé, “a 15-year old who shared very little common ground” with him. As the “badge” of ‘mentor’ and ‘protégé’ were put aside, his relationship with his protégé deepened. “I truly believe social relationships are always dynamic and mutual,” he reflected.

We also gained critical consciousness as we engaged with concepts in critical pedagogy. Esme gained clarity about wider societal inequities and her place in them. She wrote, “... we looked inward at ourselves, how our perspectives are formed and how we came to be where are at least in part, through the privileges we hold.” Constance questioned the foundation of service-learning itself, challenging its inherent capitalist relations. She reflected, “I am not comfortable with the idea of mentoring as ‘providing service’ since it sounds like we sell our care as a profitable product”.

Our mentoring experiences taught us to value our students’ identities as professional classroom teachers. Holly’s experience of the individual mentoring relationship enabled her to view her class of 30-45 students as made up of individuals each “with a unique story and their own difficulties.” As she enters the teaching profession she wishes to “truly understand every one of them...and empathize with them.” Constance came to realize that in the classroom, students’ identities are partially invisible. Students are “real people with stories, and they also have their lives outside the classroom”, she reflected. Hye Joo also interrogated how she viewed students. She reflected, “This mentoring experience led me to evaluate my biased and hasty judgment I make on my students based on their outward image or actions.” Esme resisted deficit constructions of students. “I went into my practice better equipped with the understanding of difficulties my students may face. But it is important to note... that people are not their difficulties, nor a product of them,” she explained. Sunny, already a practicing English teacher in a local school, reflected on the nature of professionalism and the central role of student- teacher relationships. He argued that “developing a relationship with students” came “first” before learning could emerge. Critiquing

instrumental views of teaching, he argued that he must practice the “qualities of a professional, including being reflective, meticulous, observant, collaborative, willing to admit mistakes, and most importantly, bearing the duty of care.”

6. CONCLUSIONS

Our narrative reflections suggest that youth mentoring was a service-learning experience through which we could explore and experience a relational pedagogy. It enabled us to refine our beliefs about being a professional teacher and place greater importance on the student-teacher relationship and recognizing students as unique human beings. The critical orientation to service-learning adopted in the course also allowed us to challenge the limited identities and roles assumed in ‘mentor-protégé’ and ‘teacher-student’ relations, and to question the very nature of ‘service’ and ‘mentoring’. Thus we experienced new, more socially just relationships. While this paper does not focus on our protégés’ perspectives and experiences, nevertheless, as discussed above, they are central to the relational learning we have narrated.

This paper suggests that service-learning curricula need to explicitly explore and reflect upon the relational nature of community service. To do this critically means to defamiliarise the assumed roles and identities constructed within specific service-learning contexts. This requires “a willingness to be self reflective” which “precedes the ability to develop fruitful learning relations across difference” (Hinsdale, 2016, p. 2). As service-learning becomes institutionalized in higher education and as it reaches marginalized communities around the world, it is crucial that service-learning attends to the quality of its interhuman relations if it is to be transformative for both students of service-learning and the people in the communities it aims to support.

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Learning by Serving: Our Students' Reflection on Their Service Teaching to The Ethnic Minority Children

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1. ABSTRACT & KEYWORDS

This paper outlines the course design of a service project in which the students learn to teach Chinese to the children of ethnic minorities with the language arts element. Reflective journal is seen as a key assignment to review what students have learned in this subject. Students are encouraged to take log of each lesson from the very beginning when the lecturers prepare them for the teaching. During the service period, they are required to record the major activities of each lesson, service recipients' response and what they can do to improve. At the end of the service teaching, each group has to write up a report for the organization they serve. Finally they have to write reflective journal incorporating all the log sheets, teaching records and reports as appendices. The guideline of the reflective journal is given to students before they set off do the service teaching, and from the journals, students reviewed they personal growth, teach work, teaching performance and the care of children from ethnic minorities. Some extracts were chosen to show the students' reflection on the learning outcomes we expect.

Keywords: Reflective journal, Ethnic minority children, Teaching Chinese

2. INTRODUCTION

This paper presents the case of service learning subject CBS2S03 which is Language Arts for community projects: teaching Chinese as a service learning experience. Students taking this subjects are required to teach Chinese to needy children by incorporating the language arts element. From 2014 when the subject was first offered, the reflective journal has been adopt as an assessment at the end of the service period. However, the input to the journal begins from the very first lesson of the course. While the reflection is personal, guidelines have been given to students to ensure they do not deviate too much from expectation, We take this opportunity to reflect on whether the learning outcomes set out at the beginning of this course have been achieved, and how they have been achieved.

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3. COURSE DESIGN, CONTENT AND ASSESSMENT

The objectives of this subject include raising students' awareness of social issues in Hong Kong and understanding the challenges faced by children with special learning needs; enhancing students' sensitivity and awareness of the roles and functions of language in addressing the different needs of people from various domains, and the generic competencies of innovative problem solving, communication and teamwork. The targets of this service project are students from lesser background who need some extra help in learning Chinese, and it turned out that most service recipients were children from ethnic minorities, mainly Nepalese and Pakistani. These children cannot afford to go to international schools and instead attend local schools that have Chinese programme for Non-Chinese speaking (NCS) students. However, students of the same year may have very different levels of Chinese standard, thus making the teaching job very difficult. Language arts is used as a more integrated way of learning the Chinese language in a less traditional but more pragmatic and yet playful manner.

On the other hand, university students taking this service project have all learned Chinese, and many of them worked as part-time private tutors. Some thought they can make use of their experience to teach Chinese to our target students. However, they soon found out the job is not that simple. The written form and spoken form of Chinese is not consistent in Hong Kong. Although some Nepalese and Pakistani students were born in Hong Kong and can converse in Cantonese, most of them find it very difficult to read and write Chinese, and thus their learning incentive is low. The teaching job involves understanding the nature of Chinese language in Hong Kong, understanding the needs and difficulties of the target children, being able to select suitable teaching materials and use some teaching skills, and good communication skills, which many students thought they have.

The five assessment components of this course covered the concept of service learning, the taught content of this course, the organization teaching plans and teaching materials, and the implementation, and a reflective journal.

4. THE ROLES OF THE REFLECTIVE JOURNAL

Quality of service learning matters and the quality that matters most is the amount and type of reflection (Eyler, 2002). Bringle & Hatcher (1999) identified five types of reflective journals: key phrase journal, double-entry journal, critical incident journal, three part journal and directed writing. We have modified the three part journal and constructed a guideline to help our students write up the journal. In the first part, students are expected to give a brief account of the whole learning and serving process. In the second part, they should analyze their strengths and weaknesses, and highlight their gains and thoughts. The third part should be a reflection on the service. Students also need to include appendices of seminar notes, teaching records and report to servicing school/organization. Content weighs 60% and the quality of the write-up weighs 40%. The journal is expected to provide insightful self-reflections after the service with evidence of personal growth, deep learning and mastery of skills. It should also show the student's sense of responsibility and contribution to the community he/she has served, and how he/she can further improve his/her

service.

Students knew from the first lesson that they are to write a reflective journal at the end of the course, and they are encouraged to keep log of what they have learned, experienced, or felt from each seminar during the initial learning period. The students were divided into groups when servicing, so they took turns to teach or take the leading role in activities. They need to write up a record of the lesson they taught, and the involvement of each team member. They have to update the teaching schedule as it goes, and at the end of the course, they have to write up a report to the servicing school or organization. All these constituted to the content of the reflective journal, and the write up should reflect the awareness to the use of Chinese language by the student himself.

5. RESULTS AND DISCUSSION

There are four themes for students to focus on in the reflective journal: personal growth, collaboration with team members, the teaching practice, and serving others. Most student reviewed their personal growth as well as the awareness of the needs of the ethnic minorities. Many of them expressed the comfort they found in team work and the insights they gained in this kind of teaching. Those who took our advice to start taking log from the first lesson and could hand in lesson records punctually were more disciplined and thoughtful, and earned more eventually. Here are some translated quotes from the students:

“We have prepared several activities for the first lesson (in a school) hoping to give the students a good impression. However, we could only done half of what we have planned and the class was a chaos.....I wish I could start over (in a NGO course which started three weeks later), but things did not go our way. From students’ learning difference to the crowdedness of classroom setting, it was just not a lesson in my expectation. However, didn’t the lecturers tell us to be prepared for all these? Resilience is what we need.....”
(Siu Wai, 2015)

“When the lecturers pointed out the problem (at the end of the first lesson), I thought hard about it: I wanted to set the rules, but I also want the students to learn happily, so I changed my tone and smiled more in the following lessons, and students reacted positively..... knew this project is very demanding and I was afraid that I cannot handle the workload, but the lecturer helped me solved the problems.I never thought I could establish a good relationship with these students, I never thought I could gain much happiness because of their attentive in class, I never thought I could complete all the teaching work and gained trust and friendship with my groupmates, I would not regret taking this subject”. (Nga Yan, 2016)

“In the teaching practice, I started by teaching them what I think

was suitable for students and eventually learned to select materials according to their interests and life experience.I realized that I don't need to provide too many examples, just a few typical ones and that let students try to use them in their expression to check their understanding. I had wanted to be a teacher from young and the service teaching gave me a precious chance to examine my wish. It is really not easy to be a teacher, but I had a memorable experience, and I would remind myself to do better in the future." (Tsz Ki, 2017)

"I could not get into a university (in the first place) because my Chinese is weak, but I chose a service project that needs to teach Chinese just because the service locations are convenient.the course plan we presented was said to be loose and unclear, but the comments were to the point. I don't know when I fell for my students. They acted naturally all the time. They doze off because they could not understand, they laugh because the class was fun.There was an assessment on my teaching in lesson 6, so I worked hard to prepare for that and the response was overwhelming, from students and groupmates. I found the "me" in the Associate Degree days. Your attitude determines your altitude, I reckon." (Yiu Fai, 2018)

6. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

The students of this subject are not language majors. The way they learn Chinese is mainly from school settings and as first language. They thought they understand what they prepared to teach, but when it comes to teaching the ethnic minority children, they found themselves inadequate in many areas. We did not design the course to train up teachers of Chinese instantly, we hoped that students could look at the learning of Chinese in a more active manner, we wanted them to be aware of the situation the ethnic minorities face in Hong Kong especially when language is so important in daily life and societal upward movement. We are glad to find that most of our students matured in one way or more. As teachers, we also learn from our teaching, and reflect on students' performance to find ways of improvement. The assessment methods we adopted are reflective of the work of students, and the reflective journal is a good way of summing up the students' experience.

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Teachers' Conception of Reflection in Service-Learning

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1. ABSTRACT & KEYWORDS

In service-learning pedagogy, reflection is important in enhancing students' learning and attaining some expected learning outcomes. Different studies highlight that teachers have a critical role to facilitate students to have their reflection in their service-learning courses. Yet, scarce studies investigate how teachers understand reflection in terms of its meaning and roles in service-learning. This study examined teachers' conception of reflection in service-learning by adopting a qualitative approach and employing semi-structured interviews with 24 teachers who developed service-learning subjects and/or have been teaching service-learning subjects in one of the large public universities in Hong Kong. The findings supported that teachers shared the similar concepts of reflections in service-learning literatures, while it showed some emerging insights on how teachers perceived reflection. It also suggested that some teachers have relatively narrow understanding of reflection based on their teaching experiences and professional expertise. Implication of the findings for teachers' practices of reflection in service-learning and future research directions were also discussed.

Keywords: Teachers' conception, Reflection, Service-learning

2. INTRODUCTION

Reflection is one of the key components in service-learning pedagogy. Many studies have emphasized the role of reflection in enhancing students' learning. It is known that if reflection is to be effective, teachers need to create a trusting learning environment for students (Bringle & Hatcher, 1999). Past research also suggests that designing effective reflection activities is a crucial element for quality service-learning programs (Hatcher, Bringle, & Muthiah, 2004). Obviously, how teachers understand reflection would affect how they integrate reflection into their teaching. Yet, studies about teachers' conception of reflection in education are relatively scant (Çimer & Paliç, 2012; Laverick, 2017). This study aims to bridge the gap by investigating teachers' conception of the meaning and role of reflection in service-learning.

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3. THEORETICAL FRAMEWORK/LITERATURE REVIEW

3.1 Reflection and reflective thinking

Dewey (1933) defines reflective thinking as “active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the future conclusions to which it tends [that] constitutes reflective thought” (p. 9), and casts it as an educational goal. Schön (1983) further practice as a dialogue between thinking and doing, through which individuals can more critically review their experiences / actions, which can further stimulate their academic growth. Boud et al. (1985) defined reflection as “an important human activity in which people recapture their experience, think about it, mull it over and evaluate it” (p. 19), which could lead to new understandings or appreciations to the learners.

Though these major theoretical approaches suggest different ways of conceptualizing reflection, they share some common elements in their definitions of reflection (Rogers, 2001). Reflection serves as a cognitive and affective process or activity of individuals, through which they reflect on their unexpected situation or experience by exploring and re-examining their responses, underlying beliefs, and premises, and eventually integrate the new understanding into their experience so as to take better choices/actions in the future.

3.2 Reflection in service-learning

Service-learning researchers and practitioners emphasize that reflection serves as an important link between community experience and academic learning. Eyler (2001) stated that “reflection is the hyphen in service-learning” (p. 35). Reflection serves as the process to help students make a connection with what they experience in the community with their academic study. Hatcher, Bringle, and Muthiah (2004) further summarize the commonality between different service-learning scholars’ conception of reflection to illustrate the role of reflection in service-learning:

“When reflection activities engage the learner in examining and analyzing the relationship between relevant, meaningful service and the interpretative template of a discipline, there is enormous potential for learning to broaden and deepen along academic, social, moral, personal, civic dimensions.” (p. 39)

3.3 Teacher' understanding of reflection in education

There are limited studies examining teachers' understanding of reflection in literature. Çimer and Paliç (2012) investigated teachers' perceptions and practice of reflection by interviewing 7 secondary school teachers and assessing their weekly guided journal entries. Their study suggested that the teachers had inadequate understanding of reflection and relatively low level of reflectivity. Laverick (2017) showed that teachers mainly defined reflection as a merely meaning-making process which students create meaning out of experiences by connecting one experience to another, but they neglected other elements of reflection, such as reflective as a rigorous way of thinking, reflection on community and reflection as a set of attitudes. These studies have some interesting research implications, but they share some common limitations. First,

their relatively small number of teachers selected from one single school makes their findings less generalizable. Besides, they both focus on the understanding of reflection among secondary school teachers in an American context. On the contrast, studies examining teachers' understanding of reflection in higher education and in other cultural contexts can barely be found in the literature.

4. METHODOLOGY

This study was conducted in one large public university in Hong Kong by using a qualitative approach and semi-structured individual interviews. The target participants were teachers involved in the development of service-learning subjects/projects and/or had taught a credit-bearing service-learning subject for at least one semester during 2012/13 and 2016/17 academic years. This study employs a purposive sampling design. Out of a total of 65 service-learning teachers, 24 were randomly selected based on their academic discipline and experience in teaching service-learning. The selected teachers were invited to attend a face-to-face semi-structured individual interview by an invitation email. Non-respondents were followed up twice by reminder emails and phone calls.

Altogether 24 teachers were interviewed. In the interviews, teachers were asked to describe their understanding of reflection and the role of reflection in service-learning. With the teachers' consent, the interviews were audio-recorded and transcribed verbatim in Chinese for data analysis. The data from the interviews were coded, categorized and analyzed by using the grounded theory approach.

5. RESULTS AND DISCUSSION

From the data analysis, two main themes of teachers' conception of reflection were identified: *Tool for students' learning* and *Tool for teachers* (See Figure 1).

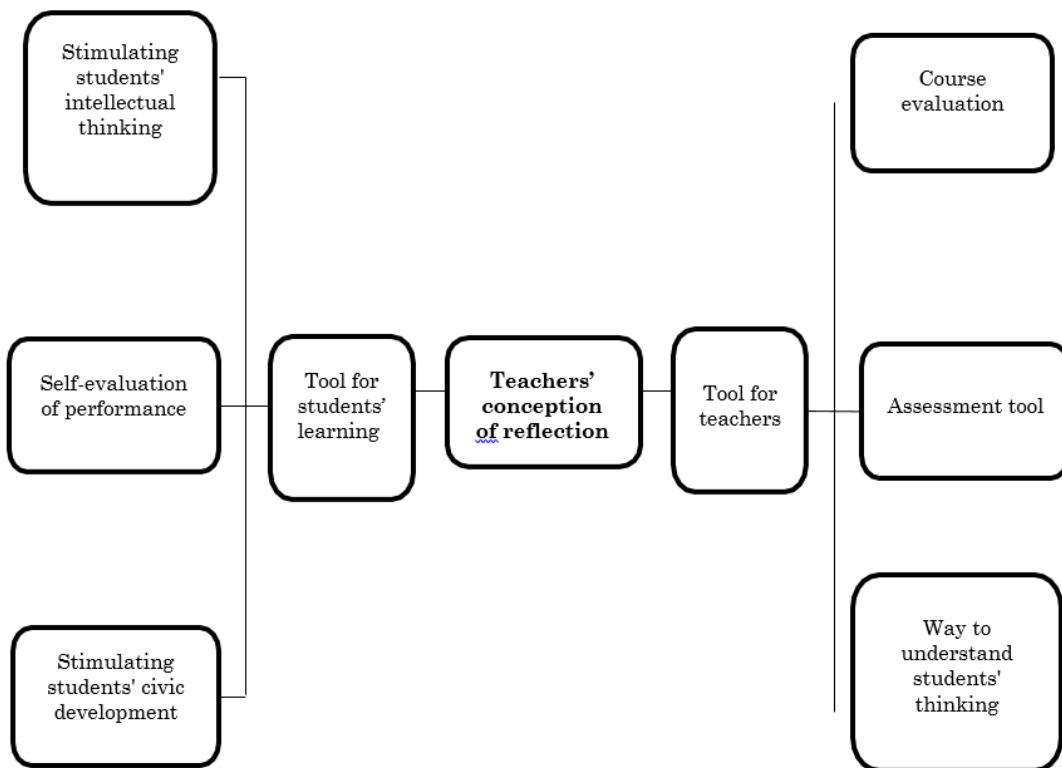


Figure 1: Themes of teachers' conception of reflection in service-learning

5.1 Tool for students' learning

Many teachers regarded reflection as a tool for stimulating students' learning. They saw reflection as aiding in three dimensions of student learning, albeit with varying degrees of perceived importance.

Stimulating students' intellectual thinking

Many teachers emphasized the role of reflection to stimulate students' intellectual thinking. The perceived benefit of reflection to students was thus in the sense that reflection can stimulate students' critical thinking and develop their meta-cognitive skills. Teachers also agreed that reflection facilitated students to re-examine their existing values, beliefs, and practices, generate new understanding and transform their perspectives.

Self-evaluation of performance

Some teachers viewed reflection as more of a vehicle for students to self-evaluate their performance in the service-learning subjects. Through evaluating their own performance, students can learn where they have done well and identify their areas of improvement. Students can also realize the need for self-growth by recognizing their strengths, weaknesses and potentials, through reviewing and consolidating their experiences.

Stimulating students' civic development

Developing students' civic thinking through reflection was more emphasized by some teachers. They expected students to think beyond the classroom and develop a sense of commitment to the society through deeper reflection on

community needs and their own contribution to the community after taking their service-learning subjects.

5.2 Tool for teachers

Instead of recognizing reflection as a tool for students' learning, some teachers also highlighted the role of reflection as a tool for teachers. Three different dimensions were mentioned.

Course evaluation

Some teachers viewed students' reflection as more a means of evaluating their service- learning subjects. For example, students' perceived learning gains mentioned in their reflections can provide insights into the academic input and service arrangement. This can lead to improvements in the subject design for maximizing the learning outcomes.

Assessment tool

The role of reflection as an assessment tool was mentioned by some teachers. They viewed reflection as a kind of assessment that can be used to grade students in a credit-bearing service- learning subject. They also stated that using reflection to assess students' learning gains in service-learning was suitable.

Way to understand students' thinking

Some teachers feel that they are better able to gain an insight into underlying insights/thoughts about students' learning experiences through reflection. Through reading their reflection, teachers can understand more about students' thinking and have the chance to respond to these ideas/thoughts.

This study finds that teachers have the views similar to conventional views of reflection from service-learning literature while it also offers an emerging insight into how some teachers perceive reflection – not so much as a tool for *learning*, but as a tool for *teaching*. More importantly, our findings show that teachers have varying degrees of emphasis on how they perceive reflection under the two identified themes. For example, many teachers viewed reflection as a tool for learning, but they usually emphasized one dimension only. Some mainly emphasize the role in stimulating students' intellectual thinking while some mainly focus more on self-evaluation of performance or stimulating students' civic development.

Our findings suggest that teachers possess different insights into the rationale underpinning the integration of reflection into academic service-learning, which have some implications for teachers' practices of reflection in service-learning. Previous work suggests that how teachers understand reflection has a critical impact on their practices of reflection. Beveridge et al. (2014) found that student misconception about the purpose of using reflection in a course, together with instructors' limited guidance, would prompt students to use reflection for merely self-assessment. Cheng and Wong (2017) suggest that teachers with higher levels of reflectivity are more motivated to explore emerging teaching practices, not only where students' learning is concerned, but also with respect to society outside the classroom. Our findings suggest that teachers have different concepts of

reflection, and this may well lead to different motivations for using reflection in the service-learning subjects. This motivation, in turn, will inevitably influence the design and focus of the reflection activities, and how teachers prompt students what to reflect, which may adversely influence students' learning outcomes.

Besides, our findings show that some teachers have relatively narrow understanding of reflection based on their teaching experiences and professional expertise. They mainly emphasize one dimension for students' learning, which will influence them to prompt students to reflect their service-learning experiences in a single perspective. This will certainly narrow the scope of students' reflection resulting in weakening the benefits that students can gain from reflection. We suggest that teachers should be more aware of different notions of reflection so that they can prompt students to reflect on their service-learning experiences from different dimensions.

6. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

This study presents an understanding into teachers' conceptions of reflection in academic service-learning. We show that while teachers often share the same concepts of reflections as in previous work, there are some emerging findings that have not previously been discussed. This suggests further investigation on how teachers' understanding of reflection affect their practices of reflection. Yet, this study has its limitations. Firstly, though this study involved more participants than previous similar studies, it was conducted in one single university only. Besides, the study was conducted in Hong Kong, which is an Asian context. The findings are not always generalizable to other cultural contexts. More comprehensive and in-depth studies involving more institutions with cross-cultural context can provide a more holistic picture about teachers' understanding of the meaning and role of reflection in service-learning.

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Session 3: Experiential Learning and Experience

“The Good, the Bad and the Ugly”: Lessons Learned from a Mandatory EL Component on a Teacher Preparation Programme

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1. Introduction

This paper describes the salient lessons learned from an innovative approach to teacher preparation at postgraduate level through the establishment of a *mandatory* experiential learning (EL) block across ten subject disciplines on a teacher training programme at a university in Hong Kong. We position our paper at the intersection of the interrelationship between three key areas of initial teacher education (ITE): constructivist learning theories, teaching practicum (TP), and the promotion of reflective practices. We draw on qualitative data collected from more than 300 participants and 20 community partners involved with multiple EL projects in Hong Kong, India, Australia and China over three academic years.

These credit-bearing EL projects are structured, curricula-based and linked to specific course goals and learning outcomes and include overseas research projects, group projects, language-immersion programmes, exchange studies, regional service learning projects, and internship opportunities. Students have the chance to undertake EL through extended participation with overseas and/or local community projects, aimed at enhancing students' understanding of real-world environments, expanding their capacity to integrate theory and practice, promoting collaboration and broadening their global outlook. From a situated learning perspective we present the community outside the university classroom as a vital ‘inter-space’ for knowledge building and the source of multiple learning opportunities. Insights gleaned from this study add to a deeper understanding of what the benefits and the challenges of EL projects might look like and how they might be attended to by teacher education institutes (TEIs).

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2. Theoretical framework

Set against the backdrop of curriculum change at tertiary level, this study also attends to global changes in education. Research on constructivist teaching emphasizes the central role of learning from experience and social interactions as a way for teachers and students to co-construct knowledge (Kolb 1984; Mezirow, 2000). Constructivist theories challenge teacher educators to consider whether education should only be limited to classrooms, books, or video demonstrations. Promoting constructivist models of teacher education is undoubtedly a complex process and one reality of a constructivist approach is that it functions in a traditional university which can provide challenges for teacher educators and teachers (Beck & Kosnik, 2006), but in this paper we aim to present a pedagogical approach that takes pre-service teachers out of their institutionalized tertiary setting and places them in community settings to acquire meaningful learning experiences and bridge the theory-practice divide. Reflective teaching principles are at the heart of constructivist pedagogies and we adopt Dewey's (1938) view of 'reflection' as being active, persistent and careful consideration. In Dewey's eyes, teacher education programmes should not only produce teachers who are proficient in practical instructional skills, but teachers who are also voracious students of teaching.

With these factors in mind we have established a raft of EL projects with local and international non-governmental organisations (NGOs) and other community partners, in order to enhance beginning teachers' understanding of real-world environments, broaden their global outlook, expand their capacity to integrate understanding of theory and practice, and enact their identities as they 'become' teachers. In short, through a process of boundary crossing we are attending to what is involved in the process of becoming a teacher (see Harfitt & Chow, 2018).

3. Methodology

We draw upon qualitative data collected over one year from more than 300 participants and stakeholders involved with our students' EL projects in Hong Kong and other regional contexts since the 2015-2016 academic year. The chronology of the student teachers' experiences was organized around their participation in EL projects before, during and after their EL trips (students were from ten subject disciplines). Participants wrote monthly journals and posted written reflections to an online learning platform throughout the year. We also conducted semi-structured interviews with them to glean information on the following research questions: (1), how did their experiences mediate

personal and professional change and (2), what are the perceived benefits of EL on their process of becoming a teacher? We also sought insights from community partners who mentored our student teachers during the mandatory EL block and included feedback from colleagues at the TEI concerned; this allowed us to triangulate the data.

We adopted an iterative approach by undergoing three stages of data coding and data reduction: open, axial and selective coding across the different interview data. These were processed separately, but we maintained a constant view of the data before bringing the codes together for analysis (Strauss & Corbin, 1998). Attending to ethical issues, we reviewed all research texts with our participants to ensure respondent validity. Ethical approval for this study was also granted at institutional level.

4. Results and Discussion

We first present qualitative data from focus-group interviews and reflective journal writing with postgraduate student teachers who participated in a range of mandatory EL projects set up as part of a reformed teacher training programme in a Hong Kong university. These findings reveal some of the positive outcomes of the EL initiative on our student teachers' personal and professional development.

In this extract it is possible to see a student teacher really unpacking the benefits of his EL project in terms of reflecting on the wider goals of education in Hong Kong. This student teacher was placed at the HK YMCA and was responsible for coordinating sports days and camps for hundreds of visiting primary and secondary school students. His awareness of constructivist teaching principles came through his situated practice at the NGO:

Not only has it (the EL project) helped me look at things differently, but it also allows me to see a bigger picture regarding my educational point of view or my future path. Most of these experiences gained during the placement can be transferred and applied in a normal classroom. For example, how can we teach students constructively, so that we are not drilling knowledge into their heads? I am much more aware of the importance of being able to change to meet my students' needs now. (A

In this final student teacher extract from a beginning teacher placed at Hong Kong Ocean Park we can see evidence of genuine and productive collaboration with peers and with professional groups through formal and informal mentoring models:

This EL experience was rewarding as it allowed me to work with different children and adults coming of different age groups and backgrounds. With the other camp leaders, I learnt the skills that are needed to work with older children and was moved by their passion and energy in leading camps. It was also a perfect opportunity for me to try differentiated learning and do some play based learning practices learned in my lessons back at HKU. (A student major in Early Childhood Education)

Many of the findings from community partners were equally positive as these interview extracts demonstrate:

We are really impressed by the students for their creativity and their problem solving skills...especially their flexibility because they actually have to change their presentation skills or the way to present information to connect and engage with different participants who have different needs and backgrounds. They have contributed a lot to our projects and we have adopted many of their ideas. (A community partner at Ocean Park).

This extract and others like it reveal the reciprocity that was achieved through

To teach I need to have more classroom practice here...I came here to learn to teach not to do charity or service work. I believe it has very little connection to my future career and I think the EL block wastes valuable time which should be spent in schools learning from teachers and observing lessons. (A student major in Economics)

the establishment of a compulsory EL programme which connected a TEI and the local community. However, our findings also demonstrate a degree of dissonance towards the EL opportunities as this extract shows:

A small, but vocal, group of student teachers argued throughout the year that the EL block was unnecessary and should be removed from the curriculum based on the embodied belief that teachers can only learn to teach by being placed in a classroom or school. To some Faculty colleagues the compulsory block for EL was also taking valuable time away from ‘teacher training’ in the lecture rooms. Such findings were disappointing, but highly significant in the context of implementing a major curriculum reform in ITE.

5. Conclusions and contributions to theory and practice

The EL initiatives described in this paper are aimed at articulating the central tenets of constructivist learning theories: recognising our student teachers developing as individuals but within a social context, triggering ongoing reflection and providing multiple learning experiences in and out of the university classroom. These boundary crossings between universities and local or regional organisations allow novice teachers to see the community as a powerful knowledge space where they encounter different types of learners than they might in traditional practicum models. Based on our experience of implementing a mandatory EL component on postgraduate teacher training programmes we will present some of the salient benefits as well as some key challenges which has important implications for TEIs, student teachers and policy makers.

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Integrating International Exchange Students into Local Service-Learning Projects in Hong Kong: Key Factors for Effectiveness

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1. ABSTRACT & KEYWORD

Members of four teams comprising local and international exchange (IE) students, who had undertaken service-learning (SL) projects in Hong Kong, were interviewed about factors influencing cohesiveness within their teams. They indicated that a major barrier was language-related and could result in the withdrawal or exclusion of IE students. Students also identified three factors that fostered cohesiveness. These were: (1) local students' willingness to conduct meetings in English; (2) local students' readiness to provide interpretation and translation at external meetings; and (3) the willingness of IE and local students to establish reciprocal and empathetic relationships. Students reported that the benefits were improved English language skills, greater flexibility and broadened horizons. We offer suggestions about to prepare local and IE students to work together on SL projects.

Keywords: Service-learning, International exchange students, Adaptation, Cooperation, Cultural barriers.

2. INTRODUCTION

Two ostensible 'high-impact' experiential learning platforms that are used in tertiary education are International Exchange (IE) (Gallarza et al., 2017), and SL (Yorio & Ye, 2012). Programmes combining SL and IE are no longer unusual (Niehaus & Crain, 2013). SL typically involves teamwork, but literature on team-based SL projects is sparse (Falk, 2012; Snell et al., 2015). We investigate the development of cohesiveness in teams of local and IE students undertaking SL projects.

Combining SL with IE might induce highly impactful learning. However, linguistic and cross-cultural barriers can impede the integration of IE students and local students (Sato & Hodge, 2016). There is a need for deeper understanding of the experience of IE and local students when undertaking SL together (Wen et al., 2016).

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Below, first we define cohesiveness and identify the barriers to cohesiveness in SL project teams of local and IE students. Second, we analyze the facilitating factors for cohesiveness. Third, we identify benefits arising from cohesiveness in such SL teams. Fourth, we suggest practical steps to develop cohesiveness.

3. COHESIVENESS

Cohesiveness may be defined as the extent to which a team works in unity toward a common goal while meeting members' emotional needs (Carron & Brawley, 2000). It is comprised of task cohesiveness and social cohesiveness, which converge if team members form attachments in order to achieve objectives (Ötken, et al, 2017). Cohesive student teams have strong potential to support positive learning outcomes (Williams et al., 2006).

We consider that the development of cohesiveness is an important success factor in SL. An interviewee made this point:

"[SL] is different from a course which comprises team assignments only. For team assignments, we can just divide up an assignment into different parts. With appropriate allocation of assignment parts to each member, we members can then do the parts on our own. But for an SL project, we really need to come together to have discussions and to express our opinions. [F24L]"

4. BACKGROUND TO THE RESEARCH

Since 2016, it has been a graduation requirement for undergraduate students at Lingnan University (LU) to complete at least one credit-bearing SL course. Students, who are visiting LU on exchange, are free to join such courses. Typically, during a given semester, around 25 IE students and around 400 local students are engaged in service-learning

5. METHODOLOGY

Data were collected at the end of the autumn semester of 2013-14. Students, from four teams conducting locally-based SL projects, volunteered to participate in focus groups (Greenbaum, 1998) or semi-structured individual interviews (Kvale, 1996). These lasted around 1 hour and 30 minutes, and followed a critical incident protocol (Bitner et al., 1994), which encouraged storytelling (Boje, 2001). The focus groups comprised either local students or IE students. The interviews and focus groups were conducted in Cantonese with local students, and in English with IE students. The interviews and focus groups were recorded and then transcribed in English.

Table 1: List of informants from the four SL project teams

Teams	Local students	IE students and home country
Team 1	M18 L M19 L	M20E, France M21E, Sweden
Team 2	F24 L F25 L	M22E, Germany M23E, Germany
Team 3	F2 L F3 L	F1E, USA F4E, Portugal
Team 4	M10 L F11L F12L	F9E, France

Codes: F = female; M = male; L = local; E = IE.

6. FINDINGS: BARRIERS

Some local students perceived that the IE students had assigned a relatively lower priority to their SL projects than they had. They mentioned three contributing factors. First, SL was a graduation requirement for the local students, but not for the IE students. Second, grades counted toward the grade point average (GPA) scores of the local students but not for the IE students. Third, they perceived that the IE students treated their sojourn in Hong Kong as an opportunity for socializing and tourism. The IE students did not contradict these perceptions.

Local students perceived that cultural differences vis-a-vis IE students along the individualism-collectivism dimension was a barrier to team cohesiveness. For example:

“Among mainland and local students, if three out of the five members agree to something, due to the team pressure, the last two members will accept the opinions ... Foreign people are different.

The [IE] students will insist on their own views.” [M19L]

Some local students also identified instances where they perceived that IE students found practices commonly adopted at the host University unacceptable. For example, one local student appeared to have been taken aback by the negative reactions of two German students in her team regarding the use of drawings for representing ideas and reflections. Another difference concerned IE students’ insistence on holding meetings during standard ‘working day’ hours as opposed to local students’ habit of working long into the night.

Comments from local and IE students alike suggested that some local students regarded working with IE students as burdensome:

“With us [IE students], not everyone speaks English easily and they [locals] must try even harder.” [M21E]

“When forming teams, we [local students] assumed that the [IE] students would not be familiar with the local culture and would make things more difficult.” [F3L]

Students identified language barriers. Not only did most external stakeholders not speak English, but also many local students were reluctant to speak English. When faced with language barriers, the IE students typically withdrew psychologically or physically. In Team 4, language barriers persisted throughout the semester, and the IE student in that team was excluded from most of the project work.

“They were giving me almost nothing to do ... I said give me more, I can do it, but no ... I regret that I did not work a lot with the local students, a bit sad.” [F9E].

7. FINDINGS: OVERCOMING BARRIER

Three of the four teams eventually developed a moderate or high level of cohesiveness. One description of cohesiveness was:

“Our team fitted very well together as our personalities were complementary with each other ... We each had the chance to express our ideas ... I am very lucky that we got an awesome team.” [F1E]

The students adopted various means to overcome the barriers mentioned above. One approach involved appreciating the strengths of IE students. For example:

“If the instructor assigns us a topic to work on, we Chinese will focus narrowly on that topic. Foreign people will go beyond the frame. If asked for any new methods, Chinese will find readily available solutions. Foreign people will think of new methods.” [M19L]

Three of the four teams found that the most effective approach to building cohesiveness was to hold team meetings entirely in English. In addition, IE students were empowered to participate in service delivery by being allocated non-verbal roles, and by receiving simultaneous interpretation during direct service. IE students contributed to the development of team cohesiveness by being sensitive to local students' difficulties with English and being patient and good-humoured in helping others to understand them and feel at ease with them. For example:

“We would make some jokes and ... so the whole atmosphere was good. Casual and fearless and so ... We showed them that we are normal people and don't harm anyone ... We tried to show our best side.” [M23E]

8. FINDINGS: BENEFICIAL OUTCOMES

Where the barriers to cohesiveness had been overcome, a major beneficial outcome reported by informants was improved English for both the local

students and those IE students from non-Anglo countries. Mutual project engagement enabled local and IE students alike to appreciate the insights arising from cross-cultural sharing, decision-making, and problem solving:

“I benefited from the experience here working with people from a different culture with different working styles and different attributions and everything, and so I learned to adapt even with people not of my style.” [M21E] “After this experience, [I realize that] it is helpful working with [IE] students. We can widen our knowledge horizon through our diversity and different ideas.” [F24L]

9. CONCLUSIONS

Breaking down language-related barriers required extra effort from local students and patience and good-humour on the part of IE students.

Compromises were necessary regarding meeting times and deadlines for project contributions. Resolving conflicts required students to invest time in expressing their different needs and concerns openly, and in coming to understand and appreciate the needs and concerns of others.

Our findings imply that if the host University stipulates SL as a graduation requirement for locally-registered students, this should be explained to IE students, to sensitize them to the associated concerns of the local students.

Furthermore, local students should be advised to hold team meetings in English, and to provide local language to English interpretation in community settings. It may be advisable to discourage having only one IE student in a team, unless that student already has strong intercultural skills.

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Challenges of Service-Learning: From the Students' Perspectives and the Roles of Educators.

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1. ABSTRACT AND KEYWORDS

Introduction: Service-learning (SL) is beneficial to students' learning in different ways. However, educators also need to consider the potential challenges that students are facing. This paper explores the challenges faced by students during their SL in an associate degree programme.

Methods: Twenty students participated in this qualitative study. Data were collected by focus group interviews.

Findings: Results showed three main themes, namely the insufficient skills, communications skills with the service providers and the embarrassing emotions encountered.

Conclusion: Suggestions on the roles of educators were discussed, such as the promotion of critical thinking and showing empathy. Time commitment, psychological support and comprehensive debriefing skills are also vital for the educators to pay attention to in SL.

Keywords: Service-learning, Reflection, Educators' role, Challenges

2. INTRODUCTION

Service-learning (SL) has been adopted for a long time and has been widely incorporated into nursing and social science education. It is a form of experiential learning that allows students to transform the learned knowledge into community practice. Students learn through planning, execution, and reflection. The advantages of SL are well-documented in the literature. However, studies on the challenges that students encounter during service-learning are scarce. This paper discusses the challenges faced by students during their SL in a programme of Associate of Health Studies.

3. LITERATURE REVIEW

Challenges are always present for students to put theory into practice. Traditional teaching methods through lectures may not be the most effective way for students to apply the learned knowledge in practice. Most likely, the future career partners of the students in health studies will be the community service bodies. Therefore, the application of knowledge in leading community projects and their engagement in the community are important.

Educators should understand the pros and cons of using SL in the curriculum. SL is a complex educational approach, involving a partnership among the communities, students and institutions (McMenamin, Mc Grath, Cantillon, & MacFarlane, 2014). It is also a suggested method to equip students with social responsiveness (McMenamin et al., 2014) and leadership (Foli, Braswell, Kirkpatrick, & Lim, 2014; Groh, Carla, Stallwood, & Daniels, 2011) in higher education. Educators should embrace the essential elements of SL included, being experiential in learning, allowing students' engagement in addressing the human and community needs, incorporating reflection, and embracing the concept of reciprocity between the learning and service recipients (Bailey, Carpenter, & Harrington, 2002). Because limited evidence exists for the educators to understand the challenges that may be encountered by students, during the process of service-learning, the purpose of this study was to explore the challenges during SL.

4. METHODS

This study examines a semester-long course in the Associate of Health Studies programme. Twenty second-year students participated in a SL activity, which was a part of the assessment requirements of their health promotion course and represented 40 percent of their final grade in the course. Their age ranged from 20 to 22. All were Hong Kong citizens. The purpose of the SL activity was to provide an opportunity for students to embrace the learned concepts in health promotion and to implement them in the community. Teachers would provide the facilitation in planning the activity, the communication skills for negotiating with the community service providers, and the health promotion strategies for the specialised population group in the service providers. Rehearsal was performed once in the school to ensure the success of the SL activity.

Evaluation was carried out by the teachers' on-site assessment and guided by rubrics. Students were required to write a reflective journal. Guiding questions were provided to facilitate their reflection. A final presentation to their classmates was required after the SL activity, to share their activity and experiences.

A focus group design was used to investigate the students' challenging experiences during the SL activity which was performed after the completion of the SL activity. Three interviews were held with each group comprising six to seven students. Thematic analysis of the scripts and the reflective journal was used to examine the students' views on the challenges of SL.

5. RESULTS AND DISCUSSION

The qualitative analysis led to the emergence of three themes from the focus group data. From the students' point of view, "insufficient skills", "barriers to the service providers", and "restricted resources" were considered as the main challenges in the SL activity.

5.1. Insufficient Skills in Holding Events

Almost all of the students stated that this was their first SL activity. They lacked skills and experience in holding events, from organising to handling the unexpected events, and were unfamiliar with the learning characteristics of the participants, especially when delivering the SL to a population with special needs.

The unexpected events usually found in the focus group session were the change in mood among those service recipients who had special health needs. Students may not have sufficient knowledge to understand their characteristics.

"The most challenging situation is when there is a sudden change in the mood of the participants. I can't even control the situation, or know whether I should move on or wait until their emotions have calmed down." (Student 14).

Participants losing interest or attention during the activity was a common situation.

This would be difficult for students to handle as well.

"Originally, we planned the activity for an hour. After the first 15 minutes, some of the elderly started to fall asleep. I was thinking what I should do to arouse their attention." (Student 3).

5.2. Barriers in Communicating with the Service Providers

Students also expressed difficulties in seeking cooperation with the service providers because of various reasons, i.e. tight schedule and operational reasons.

"The service centre may have some limitation in catering for the service-learning because of their tight activity schedule. Alternatively, some of the centres may refuse our invitation because of the infection control measures of the institution. It is quite frustrating in the cold-call process, as we don't have any network in the community." (Student 12).

"We need to spend a lot of time explaining our purposes and detailed activities. A prior meeting with them was needed of course, to better understand the settings and resources. However, it was quite difficult to squeeze the time into our teaching schedule to hold a meeting." (Student 5).

5.3. Embarrassing Role

Students expressed the embarrassing role of being a student and not being a professional nurse, when facing questions from the participants.

"As we are not professional nurses, it is quite embarrassing that we may not be able to answer all the questions from the participants. Maybe our preparation is not enough, and we have limited knowledge. Luckily, our teacher also came with us and provided some knowledge support to us." (Student 9).

From the results of the students' view on the challenges faced during the SL, firstly, more preparation in handling different health needs of the service recipients should be taught in the classroom, no matter in regard to emotions or physical needs. It can provide them with the skillsets to overcome the potential challenges beforehand.

Educators need to guide the students to use critical thinking skills as well, to prepare them to meet the challenges that will be encountered in real-life situations (Adegbola, 2013), especially when handling these unexpected events. Teaching strategies including writing, reading, and practising can promote students' critical thinking (Brown & Schmidt, 2016). Prior preparation and rehearsal are essential for smooth implementation. If unexpected events happen, more empathetic understanding of the events should be encouraged. However, it may take efforts for educators to strengthen students' empathy, as the level of empathy may stay at a superficial level (Jarrell et al., 2014).

Secondly, educators can facilitate more in networking with the community service providers. Also, students may be green regarding the required telephone skills and email writing skills with the service providers. To facilitate learning, frequent communication between the students and educators is vital to integrate the academic teaching and learning into social practice (McKay & Estrella, 2008). Of course, time commitment is required, which has been frequently mentioned in the literature (Cooper, 2014). Educators should understand that it is their role and different features of SL as compared with traditional teaching methods.

Thirdly, psychological support is needed for the students. Educators should encourage students to enjoy the learning. Regular meetings should be arranged with students to follow their progress and any difficulties encountered during the preparation process. Post debriefing should be done immediately after the SL event and in a group context, which can assist comprehensive reflection after the SL (Curtin, Martins, Schwartz-Barcott, DiMaria, & Ogando, 2015). This debriefing should not focus on personal failure but reflect on their successful and meaningful group learning experience. The educators' facilitation work has a great impact on positive reflection.

6. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

To conclude, service-learning is beneficial to students' personal development and achieving the learning outcome of a programme. This paper provides the

knowledge that educators should consider with regard to the potential challenges during the SL activity, such as insufficient skills, communications skills with the service providers and the embarrassing emotions encountered. Educators should encourage students to learn with critical thinking and empathy. Moreover, sufficient time, psychological support and comprehensive debriefing skills are essential as well.

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Impact of Hydroponic-Planting Service Program on Green Space Participation, Happiness and Stress among Hong Kong Chinese Adolescents

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1. ABSTRACT AND KEYWORDS

Abundant literature showed that exposure to nature, or green space, can have beneficial effects on mental health. Studies of the impact of green space program in mental health among Chinese adolescents are very limited. This service project aims to study the impact of a pilot program on green exposure, green activity, green satisfaction, stress and happiness among adolescents in secondary schools. The quasi-experimental design with control group was adopted. The intervention program focused on the hydroponic planting; group practice in the hydroponic planting at school, green eating, green tasting and relaxation exercise. The control group consisted of the usual stress management program of learning stress coping, sharing leisure activities and relaxation exercise in classes. Three secondary schools were recruited. Each school involved two classes in grade 7 and 8. Females displayed significantly higher overall green exposure level than males. The green space program introduced impacts on the levels of exposure, activity, satisfaction, stress and happiness in green participation one month after the program. The long term effect of integrating the Hydroponic planting techniques in promoting green space and mental health among Hong Kong Chinese adolescents worth further investigation.

Keywords: Green-space; Hydroponic-planting; Happiness; stress; Chinese adolescents

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2. INTRODUCTION

Previous studies on green space programs in mental health focused mostly on adults. Its impacts on Chinese adolescents are very limited. In Hong Kong, school adolescents are often under inter-personal pressure in forming new social relationships and academic performance (Perry & Pauletti, 2011). Due to increasing urbanization and densification in Hong Kong, most students live far away from green nature. The impact of green school programs on stress and greenness participation remain unknown. This project aims to study the impact of a pilot green space program on green exposure, green activity, green satisfaction, stress and happiness among adolescents in secondary schools. Specifically, we investigated whether there were differences of these outcomes at baseline and one-month post-intervention. Gender differences of the above-mentioned outcomes were also examined. Implications to the service design will be discussed.

3. THEORECTICAL FRAMEWORK

Abundant literature showed that exposure to nature, or green space, can have beneficial effects on mental health. For example, adolescents who were in contact with green space could help establish a more relaxing lifestyle and improve their mental health (Feda, Seelbinder, Baek, Raja, Yin, & Roemmich, 2015). A study by Hui (2006) found that visual or physical contact with the green space could improve both mental and psychological well-being. Other studies showed that more physical activities and visits to green space could positively impact on the mental health and reduce stress levels of young people (Janssen & Rosu, 2015). Previous studies showed that there were gender differences in attitudes towards green space; females displayed greater enjoyment towards both green environment and planting activities than males and the impact of green space on males and females displayed substantial variations (Sang, Knez, Gunnarsson, & Hedblom 2016). Earlier studies investigated the effects of green space program holistically but the specific effects remain unexplored. There was also a lack of local research on the relationships between green space and gender differences on mental health in secondary schools.

4. METHOD AND ANALYSIS

The quasi-experimental design with control group was adopted. The Green Space Program consisted of six one-hour sessions which were conducted in three months service program. The intervention program focused on the hydroponic planting; group practice in the hydroponic planting at school, green eating, green tasting and relaxation exercise. The control group consisted of the usual stress management program of learning stress coping, sharing leisure activities and relaxation exercise in classes. Both the control and intervention programs were conducted by the trained faculty students under a service learning course in collaborative care in school health and safety offered by a university institution in Hong Kong.

Convenience sampling was used to recruit participants in both groups within a mainstream school in Hong Kong. Three secondary schools were recruited. Each school involved two classes in grade 7 and 8. The classes were randomly assigned to control and intervention groups. The self-developed questionnaire on green exposure, green activity, green satisfaction and adopted DASS-stress subscale and happiness- face scale (Ian McDowell, 2006) were distributed to the school students in both groups at baseline and one-month post-intervention. Inclusion criteria would be being able to read Chinese, communicate in Cantonese and no experience in hydroponic planting.

Questionnaires at baseline and one-month post-intervention were matched to students using the class and class number of students. Demographic characteristics were summarized with descriptive statistics and compared using Chi-squared tests. The outcome variables were checked for normality using the Kolmogorov-Smirnov test. As non-normality was found, Mann-Whitney U tests were used to test for statistically significant differences between intervention and control groups. Similarly, Mann-Whitney U tests were also conducted between males and females. All statistical analyses were performed using IBM SPSS version 25. Statistical significance was assessed at 0.05 level.

5. RESULT AND DISCUSSION

Sample characteristics

At baseline, 59 students were recruited, 18 students and 41 students joined the intervention and control groups respectively. No student dropped out from the intervention group and 4 students dropped out from the control group. Thus, the final sample size was 55 students, with 18 and 37 students in intervention group and control group respectively.

Sixty percent of the participants were male and eighty percent of them was between 13 and 14 years old. Slightly more than half (58.2%) was at grade 8. There were significantly more grade 7 students in the intervention group than the control group (61.1% vs. 32.4%, $\chi^2=4.29$, p-value=0.045). Majority of the participants (61.8%) lived in public housing. Over three-quarters (76.4%) of them received not more than HK\$100 (approximately US\$12.8) pocket money per week. There were significantly more students receiving not more than HK\$100 pocket money in the intervention group than the control group (94.4% vs. 67.6%, $\chi^2=4.85$, p-value=0.028). Majority (67.3%) of the students lived with both parents and more than half (60%) lived with siblings.

Exposure Level

The intervention group had a significant higher green exposure level than the control group. The significance was related to the increase of the frequency of accessing green community facilities and participation of planting in school. There was a greater impact on green exposure levels on females than males.

Activity level

The overall mean score for activity level between the intervention and control groups at one-month post intervention was not statistically significant (2.82 vs. 2.72, p- value=0.47); though the overall activity score was slightly higher in the intervention group than the control group. The intervention group showed a higher confidence in planting techniques, a stronger agreement towards the beliefs of “green planting increases concentration”, and that “group planting helps promote communication”.

These results may imply that the program may positively increase the students’ participation in green activity.

Satisfaction level

The overall satisfaction level showed no difference between the intervention and control groups at one-month post-intervention. Students in the intervention group were more satisfied with the green environment at school and green community facilities than in the control group.

Happiness and Stress level

The intervention group had a higher happiness score than the control group. Both the control group and the intervention group had a reduction in the stress score after the program. The control group felt more relaxed when using the green facilities or viewing the plants. These results could be due to the effect of peer pressure to perform better than their classmates (Simuforosa, 2013) during the group planting activity that may result in these feelings.

Consistent with earlier literature (Astell-Burt, Mitchell, Hartig, 2014; Richardson & Mitchell, 2010), there were gender differences in the outcomes at both baseline and one-month post-intervention. At baseline, females in the intervention group showed a higher satisfaction level. Females showed a higher exposure level to green space in the control group and in the intervention group. Males reported slightly lower stress level when compared to females in the intervention group. The gender differences in these outcomes are in line with previous evidence, which suggests males and females respond to the green space program differently (Beil & Hanes 2013). Further exploration of the mechanism behind is needed when designing the service activities for the male and female students.

6. CONCLUSION

In conclusion, females displayed significantly higher overall green exposure level than males. The green space program introduced impacts on the levels of exposure, activity, satisfaction, stress and happiness in green participation in one month after the program. The long term effect of integrating the hydroponic planting techniques in promoting green space and mental health among Hong Kong Chinese adolescents in schools worth further investigation.

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What Matters in Service-Learning? – From Faculty's Perspective

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1. ABSTRACT AND KEYWORDS

The present paper attempts to explore what consists of key elements in the design and delivery of service-learning in higher education in Hong Kong, East Asia. Ten individual interviews with academics from four higher education institutions in Hong Kong were conducted in a pilot study. Each interview lasted around 1.5 hours and interview questions focused on what types of service-learning the faculty delivered, what were perceived as good practice and experience in teaching the course, and what were the barriers and challenges they encountered. The findings echo the research into the importance of five key elements: *link to curriculum, partnership, service placement quality, reflection, facilitator or tutor's support*. The study also provided empirical evidence on the three elements that had rarely been reported in the previous quantitative studies: *uncertainty avoidance, student training, and assessment*. In addition, two novel elements were identified: *community of practice, role model*.

Keywords: service-learning, key elements; undergraduate students

2. INTRODUCTION

Extensive research has examined the impacts of service-learning upon undergraduate students' learning. Although most studies reported positive results of students' learning and growth (Conway, Amel, & Gerwien, 2009), a few studies showed no changes or negative results of students' learning in such context (Covitt, 2006). These conflicting evidences imply that if it is not well designed and implemented, engaging in service- learning can actually lead to negative outcomes for students (Morgan & Streb, 2003). Much literature has attempted to address the issue of what consist of high quality service- learning, however, the majority of the studies are situated in the western countries, especially in the North America. Little is known about what works in a non-western context. The present paper attempts to explore what consists of key elements in the design and delivery of service-learning in higher education in Hong Kong, East Asia.

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3. THEORETICAL FRAMEWORK/LITERATURE REVIEW

Both conceptual discussion and empirical evidence have been accumulated about what comprises good practice in teaching service-learning and what elements in the design and delivery of service-learning are essential to benefit students' learning and community.

Regarding the conceptual analysis of principles of good service-learning, a few institutions have suggested some key elements based upon literature analysis. For instance, the K-12 standards were created on the basis of an extensive review of the literature (Billig, 2009), comprising eight categories: *duration and intensity, meaningful service, link to curriculum, reflection, diversity, youth voice, partnerships, and progress monitoring*. According to certain researchers (Eyler, et al., 2010), these K-12 standards may serve as a definition for how quality service-learning practice might look, which may also be applied the higher education settings. Similar conceptual work can be found in the work of Keith (1997), National Service-Learning Cooperative (1998), Billig (2002), etc.

Empirical studies have examined what elements in service-learning programs impact upon students' learning in certain areas. Key elements that have attracted much research attention over the past two decades include *reflection* (for instance, Chang, Anagnosopoulos, & Omae, 2011), *youth voice* (for instance, Covitt, 2006), *relationship and partnership* (for instance, Clayton, Bringle, Senor, & Morrison, 2010), *duration and intensity* (for instance, Conway, Amel, & Gerwien, 2009), *quality of service placement* (for instance, Chang, Anagnosopoulos, & Omae, 2011), *link to curriculum* (for instance, McCrea, 2010). Rather than examine individual elements, Celio, Durlak and Dymnicki (2011) examined how the interplay of multiple elements in service-learning programs that incorporated different number of key elements.

The elements reviewed above served as sensitizing concepts (Bowen, 2006) in the present study, employed in the interview questions as probes, as well as in data analysis as reference to develop the coding system.

4. METHODS/ANALYSIS

Ten individual interviews with academics from four higher education institutions in Hong Kong were conducted in a pilot study. The ten academics were recommended by core members from a cross-institutional service-learning project team and the members are familiar with their individual service-learning colleagues.

Each interview lasted around 1.5 hours and interview questions focused on what types of service-learning the faculty delivered, what were perceived as good practice and experience in teaching the course, and what were the barriers and challenges they encountered. Subsequent questions probed the specific elements, such as *reflection, youth voice, partnership, link to curriculum*, etc.

All interviews were conducted in Cantonese, audio-recorded and transcribed

verbatim. The elements that emerged from the literature served as a framework to code the transcripts. Any novel elements that perceived as good practice in service-learning in the Hong Kong context were also identified. The variations across the academics were noted during the analysis, and sub-codes were then created to specify the categories in each element. One of the authors coded all the ten transcripts first and the other two authors then checked the coding. When there were any discrepancy occurred, the authors discussed to achieve the consensus. After the coding system was developed, the authors used the system to double check each of transcripts. Relevant documentation such as course outlines and teaching materials were also collected and analyzed to obtain a holistic picture of the design of the course.

5. RESULTS AND DISCUSSION

The findings echo the research into the importance of five key elements: *link to curriculum, partnership, service placement quality, reflection, facilitator or tutor's support*. The study also provided empirical evidence on the three elements that had rarely been reported in the previous quantitative studies: *uncertainty avoidance, student training, and assessment*. In addition, two novel elements were identified: *community of practice, role model*. To sum, ten elements were found from our pilot study as key elements in service learning in the Hong Kong context. A brief summary is laid out in the following table 1.

Key elements	Indicators
Link to curriculum	make the explicit link between academic knowledge and service experience, which means that various sections of the course - objectives, content, teaching activities, assessment, and readings - are connected with certain parts of service experience.
Placement quality	meaningful service; proper sites; appropriate and prompt supervision from the agency staffs
Partnership	developing and maintaining good partnership with community: intention, needs, communication, and trust
Training and preparation	content-based learning; service-based training and preparation
Support system	guiding or giving prompt support to students
Uncertainty Avoidance	Strategic preparation for uncertain matters and emergency
Community of practice	peer and social support for faculty; sharing and supporting each other among peer faculty members
Reflection	multiple forms of reflection; reflection at different stages of the course delivery with various focuses; guiding questions that facilitate students' thinking
Role model	Demonstration and inspiration
Assessment	Multiple assessment methods; Assessment for student learning

Table 1. Key elements in service-learning programs that foster students' learning

Service is a term that covers a variety of service activities to serve multiple groups of underprivileged people with various goals in promoting student learning over different periods of time, however, a systematic understanding of the extent to which individual service-learning program elements foster student learning and how the interplay of program elements influence upon the positive changes of student learning is still lacking. The present study shows what works

best, what works best for whom, and which components of service-learning course design and implementation result in particular student learning outcomes in the Hong Kong context. Apart from the elements the present study echo the literature, the result of this study also explored the unique elements may have the Asia culture meaning: role model(以身作則) to set an example is important facet of Confucius' ideas was that teachers, should be models of high moral upstanding. Further, under Confucian influence, emphasize the ideal of the common good as building a “fellowship of goodness” , in which highlight another distinct factor-community of practice,(以和为贵. 以和为贵. yǐ hé wéi guì)harmony is to be prized.

6. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

What comprise high quality service-learning and how to integrate the key elements into individual service-learning teaching to enhance students' learning are key issues when faculty design and develop a service-learning course/subject/project. The present study identified ten key elements in service-learning programs that positively foster students' learning in the Hong Kong context. Such knowledge will provide practical implication for faculty to develop and improve their service-learning teaching. Suggestion on how an individual faculty member may translate a particular element in individual service- learning course design will be given at the end of the paper.

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Session 4: Learning Outcomes

Impact of Service-Learning Pedagogy on Students' Learning Outcomes

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1. ABSTRACT & KEYWORDS

International service-learning (ISL) has become a common practice of higher education institutions around the world. Research demonstrates a positive impact on students' growth in multiple areas after participating in an ISL course. Literature finds student growth linked to certain ISL course designs but there has been limited comparison of courses from an East Asian perspective. Instead, much of the literature and frameworks developed around ISL comes from a North American perspective. This study mainly focused on students' growth in five categories: Self-reflection, Working in Diverse Groups, Civic Engagement, Critical Thinking, and Cross-Cultural Awareness in the context of a University at Hong Kong.

The study utilized qualitative individual interviews with a total of 16 students across four courses in Cambodia in the early summer of 2018. The study found that the service project itself was the most important component that contributed to student growth. Service project natures such as participation in cultural learning sites visits and interactions with local communities promoted students' cross cultural awareness. Although some areas of growth were appeared to be lower than other areas, there was no question that students learnt and benefited from ISL. Limitations of the study, and implications for future research were discussed.

Keywords: International service-learning, Student growth, Hong Kong

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2. INTRODUCTION

International service-learning (ISL) has become a common practice of higher education institutions around the world to engage students in experiential learning. ISL serves to facilitate and strengthen educational institutions as they strive to meet pressures to produce well-rounded students whom have a global perspective and social awareness beyond their immediate surroundings. Research (Crabtree, 2009; Kiely, 2004; Yang, Luk, Webster, Chau, & Ma, 2016) demonstrates a positive impact on students' growth in area of personal, academic, social, and civic engagement after participating in an ISL course. There has been increasing attention to ISL in East Asia (Xing & Ma, 2010; Yang et al., 2016) where many universities are providing mandatory service-learning courses and demonstrating positive results on students' growth (Chan, Ngai, & Kwan, 2017; Sato, McCarthy, Murakami, Nishio, & Yamamoto, 2010). However, there is continued debate over best practices in ISL. Literature (Chan et al., 2017; Eyler & Giles, 1999; Yang et al., 2016) finds student growth linked to certain ISL course designs but there has been limited comparison of courses from an East Asian perspective. Much of the literature and frameworks developed around international service-learning comes from a North American perspective. Many service-learning researchers in the United States define the motives of ISL with the orientation of social justice awareness and often, through a critical lens aimed at examining and disrupting power (Crabtree, 2009; Kiely, 2004). This study considers the context of a university in Hong Kong, and which for the purposes of confidentiality, will be referred to as Service-Learning University (SLU).

2.1 Categories of growth

Recent studies such as Yang et al. (2016) build on older research (Eyler & Giles, 1999) findings demonstrating a connection to students' participation in service-learning experiences to increased awareness of social issues, a heighten commitment to civic engagement as well as increased empathy while retaining a charitable attitude rather than one of reciprocation. Yang et al. (2016) found that students from two universities in Hong Kong experienced different levels of self-conception based on their views of their service-learning experience. In particular, students' interest in service versus personal goals from the international experience and their engagement with the community appeared to impact their ability to reflect on their own values.

For this study, we explore students' growth in five categories: Self-reflection, Working in Diverse Groups, Civic Engagement, Critical Thinking, and Cross-Cultural Awareness. Self-reflection refers to the ability to examine one's own strengths and weaknesses as well as position in relation to others. Many ISL courses strive to build students ability to work with a diverse group through effective communication, tolerance, and leadership (Oracion, 2010; Yang et al., 2016). Growth in civic engagement reflects an increased interest and commitment to serve people in need as well as striving to become a more responsible member of the community (Kiely, 2004). Critical thinking is demonstrated through the ability to engage in problem solving by considering larger issues within the phenomenon (Kiely, 2004). Cross-cultural awareness is a process of changing and

moving from one cultural frame to another by learning, respecting, and accepting sharp cultural differences. Although past research has demonstrated students experienced a substantial growth in these categories after their ISL experience (Bracci, Bella Owona, & Nash 2013; Nickols, Rothenberg, Moshi, & Tetloff, 2013), most of them were conducted in an American context and research from an East Asian context remains scanty. Therefore, this study will examine whether students undergo a change of perspective (i.e.: disrupting an us vs them mindset and moving away from the “tourist gaze”) and how, if at all, students’ cultural awareness have increased in the context of a University at Hong Kong.

This study seeks to examine: To what extent do students report growth in the five categories (Self-reflection, Working in Diverse Groups, Civic Engagement, Critical Thinking, and Cross-Cultural Awareness) from their international service-learning experience?

3. METHODS/ANALYSIS

This study employed qualitative individual interviews to explore how students self-report growth from participating in an international service-learning course at SLU. Four courses, from different academic disciplines and conducting different service-learning projects, brought students to Cambodia in the early summer of 2018. All courses carried three credits, and had a 40-hour service component that is closely linked to the academic focus of the subject. Students’ reflection was required, and their performance and learning were assessed. For the study, a total of 16 students (two male and two female students) from each of the four courses were interviewed at the end of their service-learning experience. Drawing on Yin (2009), this study used focus individual interviews. A focus interview permits for an in-depth exploration of a defined topic. Semi-structured, open-ended questions were used as a guide during interviews with the students. The duration of each individual interview was a maximum of 60 minutes. Each interview was conducted in a private place and all interview data will be held in confidentiality. The interviews were audio-recorded with the consent of the participant.

The data collected was analyzed into themes by using deductive and inductive coding. All audio recordings of interviews were transcribed and translated into English, as necessary, and uploaded to Dedoose software. The Dedoose software assist to organize and analysis the data. Descriptive deductive codes were identified based on the research questions and frameworks related to each area of growth such as: Process Model of Intercultural Competence for cross-cultural awareness; Bloom’s Taxonomy for critical thinking skills; Perry’s levels of meta-cognition for self-reflection; and models of civic engagement (Clayton, Bringle, & Hatcher, 2012). After going through the data once to apply deductive codes, each researcher reviewed categories of codes for a phrase of inductive coding. Inductive codes are codes developed based on themes that emerge from the data but was not part of the original deductive coding (Yin, 2009). The codes revealed themes to address the research question.

4. RESULTS AND DISCUSSION

Based on the findings of this study, the service project itself is the most important component that contributes to student growth. This study found that this particular ISL model, one in which students worked on diverse teams, and tasked

to design and implement a service-project in a foreign community, was pivotal in student reported growth. The implementation of the service-project allowed students to develop and apply several skills: critical thinking, problem-solving, working in groups and teams, leadership skills, and addressing scarcity in a low-resource environment. Students articulated growth and increased self-awareness in these areas.

Certain components of the nature of the service project facilitated growth in cross-cultural awareness. Students reported exposure to a new environment along with participation in cultural learning sites visits, interactions with local communities, and working on diverse teams changed their cross-cultural understanding and attitudes. Equal roles among the Khmer and Hong Kong peers appeared to enhance cultural awareness among the Hong Kong students. This is in line with the Contact Hypothesis developed by Allport (1954) which emphasizes the need for equal status in order to develop intercultural competencies. Direct interaction or service heighten students' exposure to the context but demonstrate more complex critical thinking skills or self-reflection in cross-cultural awareness.

Virtually all students expressed increased empathy and the desire to provide service as charity in the future, for a short-term. However, there was no other means of civic engagement that the students expressed interest in being part of upon their return to Hong Kong. This could be due to the Hong Kong context and how civic engagement is thought of in China. There was an absence of a critical analysis or a commitment to social justice. This is not surprisingly as this is not the motivation for the courses set by the instructors nor is a critical lens brought into classrooms.

5. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

There is no question that students are learning and benefiting from the ISL at SLU. While some areas of growth were lower than other, this is not necessarily unusually or different from student growth observed in other global ISL programs. Additionally, research on this model of ISL could be beneficial as there is a commitment to the community that is often not seen with other ISL courses as well as some evidence in other countries (See Spear & Chapman, nd) that there is a positive impact on the community recipients. However, like all models, there is room for improvement. Instructors could benefit from trainings on cross-cultural awareness and reflection, with the consideration of their student profiles. Limitations of the study, and implications for future research will also be discussed.

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Curricular and Pedagogical Features Influencing International Service-Learning Outcomes

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1. ABSTRACT AND KEYWORDS

International service-learning (ISL) is a form of experiential learning combining service-learning, study abroad and international education. It has been hailed as an effective pedagogy to facilitate students' intercultural competence and global citizenship development, enabling them to excel in an increasingly interconnected and globalized world. However, critics argue that the pedagogy, if poorly implemented, could potentially reinforce prejudice and discrimination. While some research has looked into factors that affect ISL outcomes, empirical studies on how course and pedagogical features affect students' learning from ISL are scanty. This study aims to bridge the gap in literature on factors influencing ISL outcomes. The specific research question is: What were the salient curricular and pedagogical features of ISL that facilitate students' learning outcomes from the students' perspective?

This study was conducted in a large public university in Hong Kong, using individual semi-structured interviews with a total of 44 students. The study identified nine key curricular and pedagogical features in ISL programmes that promote students' learning outcomes and offered insights on how to develop and deliver an ISL programme that maximizes learning outcomes from the students' perspectives. Limitations of the study, and implications for practice and future research were discussed.

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Keywords: International service-learning, Curricular factors, Pedagogical factors, Learning outcomes

2. INTRODUCTION

International service-learning (ISL) is a form of experiential learning combining service-learning, study abroad and international education (Bringle & Hatcher, 2011). It has increasingly been integrated in university education across a broad spectrum of disciplines (Nichols, Rothenberg, Moshi, & Tetloff, 2013), and hailed as an effective pedagogy to facilitate students' intercultural competence and global citizenship development, enabling them to excel in an increasingly interconnected and globalized world (Plater, Jones, Bringle, & Clayton, 2009). Converging studies suggest that ISL promotes a wide range of cognitive, civic and intercultural benefits to students, including global awareness, personal competencies and intercultural development (Dixon, 2015; Nichols, Rothenberg, Moshi, & Tetloff, 2013). However, critics argue that the pedagogy, if poorly implemented, could potentially reinforce prejudice and discrimination (King, 2004).

Student learning is not automatic. Similarly, ISL, without any intentional intervention, does not automatically lead to adaptive learning outcomes (Crabtree, 2008). It is therefore imperative to examine the curricular and pedagogical factors associated with the merits of ISL (Grusky, 2000). Previous research has identified opportunities for intercultural exchange, authentic dialogue with culturally diverse host communities and reflection as the key factors affecting ISL outcomes (Kiely, 2005; King, 2004). However, empirical studies on how course and pedagogical features affect students' learning from ISL are scanty (Crabtree, 2013), and most current studies utilize small samples and/or focus on a few selected programme components, or a particular project (Nichols, Rothenberg, Moshi, & Tetloff, 2013).

This study aims to bridge the gap in literature on factors influencing ISL outcomes. The specific research question is: What were the salient curricular and pedagogical features of ISL that facilitate students' learning outcomes from the students' perspective?

3. METHODOLOGY

The study was conducted in a large public university in Hong Kong, using individual semi-structured interviews. Target participants were students enrolled in eight credit-bearing ISL subjects with thirteen offshore projects from a wide range of disciplines, service locations and service natures in the 2016/17 academic year. Each subject consisted of semester-long lectures and workshops, and at least forty hours of services in the target community. Students were expected to achieve a broad range of academic, social, personal, intercultural and civic learning outcomes from the ISL experience. Two to four students from each project were selected for the interviews, making up a total of forty-four participants.

The interviews were conducted in Cantonese, Mandarin or English according to the language preferred by the interviewees. The interview protocol comprised four main sets of questions, including (a) students' personal background; (b) project background; (c) impact of the ISL experience on their learning and development; and (d) good aspects of the project/subject and suggestions for improvement. This study mainly addressed the results from the last questions relating to good practices in ISL. The interviews, each lasting for about 1.5 hours, were audio-recorded and transcribed verbatim for analysis. Using grounded theory approach, two researchers analyzed the data separately on NVivo. The interpretations of coding and themes were then discussed and compared for consistency.

4. RESULTS AND DISCUSSION

Analysis of the interviews revealed multiple key features facilitating students' learning outcomes from ISL, as follows.

4.1. Cultural immersion

Dialogic intercultural service experiences

Students expressed the importance of having direct interactions and dialogues with the local communities. This interaction, with the less-advantaged groups, from unfamiliar cultures, helped students to better understand personal stories in context. This facilitated students to feel more connected, and from there to compare, contrast and reexamine their own value sets.

Cultural training and visits

The pre-service cultural training and local visits to historical and cultural sites were important for students. They mentioned that this cultural exposure provided them with knowledge on the served countries' history and development, culturally preparing them to meet the service recipients.

Homestay

Students appreciated the homestay arrangement, as it enabled them to know more about the locals' habits and provided opportunities for interaction with the local families, outside of the services. They were able to not only exchange ideas and thoughts, but also form more intimate relationships and bonding with locals. Students reported improvements in intercultural awareness and understanding through this immersion experience into local life.

4.2. Subject design

Structured reflection

Students reported that reflection was crucial to connect their service experiences with learning. They shared about how reflection consolidated their learning, and stimulated them to explore issues and questions that they might not think about otherwise. Reflection provided a valuable platform for them to evaluate performances, share ideas and feelings and brainstorm social issues on a broader scale. Students generally preferred a smaller group which allowed them to reflect in more depth and with more ease.

Collaborative learning

Teaming with multicultural and multidisciplinary students in collaborative tasks took students out of their comfort zones. Students admitted that they would choose to work with their friends or peers with similar cultures and majors if not for this project. The collaborative working opportunities broadened their perspectives, reduced stereotypes and prejudices, and enhanced their teamwork abilities.

Students' autonomy within a broad framework

Students mentioned it was good to have autonomy to plan and implement their service project, within some general guidelines. They could make use of their creativity and ideas to explore different methods to deliver the services. The trial-and-error process provided them more space to learn, which helped them to develop greater understanding of different problems.

Challenging but manageable tasks

Students shared their satisfaction with being able to successfully manage some unforeseeable problems which challenged them beyond their experiences. They stated that their learning would be limited if the service delivery only involved simple tasks.

Preparation for services

Students pointed out the while lectures and seminars provided them with the necessary knowledge, hands-on workshops and mock services were essential to help them link the classroom theories with actual experiences, enhance their understanding of and practice skills needed for delivering the service. Besides, they expressed that the pre-trip orientation on the social and cultural background of the served countries mentally prepared them for the unfamiliar cultural settings, and reduced their anxiety and tensions about the service.

4.3. Teacher

Teachers as role models

Students highlighted the positive influence of heartfelt teachers who were passionate about community services and genuinely cared for both the service recipients and the students' learning experience and outcomes. Students remarked that they regarded the teachers as role models and were inspired and motivated by them. Constructive and timely support from teachers was also identified as factors enhancing their personal competencies.

The study shows that features that influence students' learning from ISL are mainstays of a student-centered progressive pedagogy, which enables students to become active participants in their own learning. The study also reiterates that students' learning from ISL is not automatic, but influenced by certain curricular and pedagogical factors. Three of the factors (dialogic international service experiences, cultural training and visits, and homestays) are closely related to cultural immersion, an element applicable mainly to ISL and other study abroad programmes. It is crucial to provide opportunities for students to have intensive authentic dialogues and interaction with the culturally diverse locals to facilitate their intercultural understanding and learning.

Features related to subject design and teacher apply to both local and international service-learning. While the importance of reflection has been largely recognized, the study provided some ideas on the contents and format preferred by students. Practices which move students out of their comfort zones, including collaborative learning with diverse others, students' autonomy within a broad framework and challenging but manageable tasks, played critical roles in maximizing students' learning. Adequate preparation for services helped manage students' cultural shock and prepared them to face uncertainties without being overwhelmed. Few studies to date have highlighted the important role of teachers in SL, which have been found to be a key factor in affecting students' ISL outcomes in this study. Students consistently reported that they were inspired and motivated to do their best work by the dedication and behaviours of their teachers, and saw them as role-models. It appears that effective ISL practices involve teachers' heart for service and learning, in addition to their curricular and pedagogical knowledge and skills in ISL.

5. CONCLUSION

Using semi-structured interviews, the study identified multiple key curricular and pedagogical features in ISL programmes that promote students' learning outcomes. Apart from supporting the notion that learning from ISL is not automatic, it emphasizes the importance of thoughtful preparation and implementation of the pedagogy. It also offers insights on how to develop and deliver an ISL programme that maximizes learning outcomes from the students' perspectives. Nevertheless, the qualitative study only examined a particular form of ISL in one single university in Hong Kong. Moreover, the findings were derived from interviews with a small sample of students, and reflected mainly students' perspectives. Further research should explore in greater depth the major determinants of different types of ISL outcomes, using more quantitative data with bigger samples from multiple institutions and drawing on other stakeholders' perspectives.

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Session 4: Learning Outcomes

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Evaluating Service-Learning Impacts on University Students' Developmental Outcomes through Control Group Study

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1. ABSTRACT AND KEYWORDS

A control group study with a mixed method approach was conducted at Lingnan University in 2017-18 for investigating differences in developmental gains between students who engaged in Service-Learning (S-L) and those who did not, and for identifying factors affecting students' learning. The quantitative study involved 250 S-L and 169 Non- S-L students, who were matched for both course and instructor, and who completed pretest and posttest questionnaires in 2017-18. In the qualitative study, 61 students from 16 courses with S-L elements participated in the focus groups in the same period. S-L students reported greater improvements than non-S-L students in 6 out of 7 developmental domains (subject-related knowledge, communication skills, social competence, organization skills, problem-solving skills, and civic orientation). Students also mentioned that S-L projects provided more opportunities for their development through interaction with stakeholders and real-life knowledge application. In addition, some critical factors were indicated for improving the design and implementation of S-L projects. This study contributes further evidence to support S-L as an effective pedagogy.

Keywords: Service-Learning, Control group, Student learning outcomes

2. INTRODUCTION

Service-Learning (S-L) is an innovative pedagogy, which combines rigorous academic study with meaningful community service and reflection (OSL, 2016). S-L is widely adopted in higher education in Hong Kong, and was introduced as a graduation requirement at Lingnan University in 2016-17, reflecting Lingnan's motto, "Education for Service". Lingnan's approach to S-L seeks to embed the service into academic credit-bearing courses, most of which are one semester in duration. Efforts are made to align the service both with genuine community needs and with course-level academic goals, and to help the students appreciate such alignments through guided proposal-writing and reflection. Even where the services are 'direct' in nature, there is typically a research element, such as needs identification and information sourcing. Although many studies have indicated that S-L positively impacts students' development, such studies typically focus on S-L participants only. We considered that a control group study would provide fresh evidence about the impact of S-L on students' development because of the

scarcity of prior comparative studies. This study investigates the differences in student development, regarding gains in knowledge, skills, and attitudes, between students who engaged in S-L and those who did not.

3. LITERATURE REVIEW

S-L is a powerful pedagogy for fostering the whole person development of students. Many studies have demonstrated the positive impacts of S-L on students' development, including academic performance (Astin, et. al, 2000; Ma & Chan, 2013; Ma & Lo, 2016), civic engagement (Steinberg, Hatcher & Bringle, 2011) and whole person skills (e.g. communication skills (Tucker & McCarthy, 2001) and leadership skills (Snell, Chan, Ma & Chan, 2015). However, most research in Hong Kong has focused exclusively on current S-L participants (Chan et al., 2009; Shek, Yu, Wu & Chai, 2014), and no prior published study has been undertaken involving control groups. The control group study fills an important gap in evidence about the impact of S-L on students' development because "the comparison of the control group and experimental group at the end of the experiment points to the effects of the experimental stimulus" (Babbie, 2013, p.273). This can address the question: What are the differences in developmental gains, in terms of knowledge, skills, and attitudes, between students who engaged in S-L and those who did not?

4. METHODS

A mixed methods approach was adopted in this study. This is because "the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone" (Creswell & Plano Clark, 2007, P.5).

For the quantitative approach, 10-point scale self-rating pre-test and post-test questionnaires were administered. The items cover seven domains of developmental outcomes (Ma & Chan, 2013), comprising: subject-related knowledge; communication skills, social competence, organization skills, problem-solving skills, and research skills; and civic orientation. These domains are well matched with Lingnan's emphasis on whole person development and with the university's ideal graduate attributes. Very high internal consistency within each domain was reported with Cronbach alpha coefficients ranging from 0.92 to 0.95. Both S-L and Non-S-L students in undergraduate courses with S-L elements, which took place in 2017-18 semester 1 and 2 completed the questionnaires at the beginning and end of the respective semester. In total, 250 S-L and 169 Non-S-L students, who were matched for both course and instructor, completed both the pretest and posttest questionnaires. The response rates for the S-L and Non-S-L students were 100% and 35.9% (169/471), respectively, the difference reflecting that questionnaire completion was voluntary for the latter, who received a small financial incentive on completion of the post-test. The descriptive analysis and T-testing will be used in SPSS 23 for quantitative data analysis.

For the qualitative approach, end-of-semester focus groups were conducted, with membership based on purposive sampling with students, who had taken S-

L on the same courses as those that have been investigated through the quantitative approach, in order to investigate students' perceptions of the factors associated with S-L that contribute to students' development. 61 students from 16 courses with S-L elements participated in the focus groups. Each was audio-recorded and transcribed. Grounded Theory, which is "an inductive approach to

	S-L students		Non-S-L students		Total	
	No. of students	%	No. of students	%	No. of students	%
Year						
Year 1	24	9.6%	12	7.1%	36	8.6%
Year 2	37	14.8%	33	19.5%	70	16.7%
Year 3	71	28.4%	48	28.4%	119	28.4%
Year 4	118	47.2%	76	45.0%	194	46.3%
Total	250	100.0%	169	100.0%	419	100.0%
Gender						
F	165	66.0%	131	77.5%	296	70.6%
M	85	34.0%	38	22.5%	123	29.4%
Total	250	100.0%	169	100.0%	419	100.0%
Faculty						
BA	120	48.0%	86	50.9%	206	49.2%
BBA	62	24.8%	34	20.1%	96	22.9%
BSS	68	27.2%	49	29.0%	117	27.9%
Total	250	100.0%	169	100.0%	419	100.0%

the study of social life that attempts to generate a theory from the constant comparing of unfolding observation" (Babbie, 2013, p. 336), was used for the qualitative data analysis.

5. RESULTS AND DISCUSSION

The demographic characteristics of the quantitative study respondents are shown in Table

1. Significant positive improvements regarding development were reported in both the control (e.g., non-S-L students) and the experimental group (e.g., S-L students). However, S-L students reported greater improvements than non-S-L students in 6 out of 7 developmental domains (subject-related knowledge, communication skills, social competence, organization skills, problem-solving skills, and civic orientation). These differences in gains were, however, not statistically significant. For more details, please refer to Tables 2 and 3.

Table 1: Demographic characteristics of respondents

Indicators of Student Learning Outcomes	N	Pretest		Posttest		% ***
		M	S.D.	M	S.D.	
Subject-related Knowledge	169	6.65	1.49	7.38	1.32	11.05%***
Communication Skills	169	6.96	1.25	7.44	1.31	6.97%***
Organization Skills	169	6.91	1.18	7.37	1.28	6.57%***
Social Competence	169	7.29	1.33	7.57	1.32	3.90%***
Problem-solving Skills	169	7.25	1.10	7.57	1.18	4.37%**
Research skills	169	6.89	1.28	7.50	1.19	8.82%***
Civic orientation	169	7.39	1.22	7.69	1.21	4.03%***

***p< 0.001; ** p< 0.01

Table 2: Results of Pretest and Posttest Questionnaires (Non-S-L students)

Indicators of Student Learning Outcomes	N	Pretest		Posttest		% ***
		M	S.D.	M	S.D.	
Subject-related Knowledge	250	6.99	1.45	7.77	1.36	11.17%**
Communication Skills	250	7.27	1.37	7.98	1.26	9.70%***
Organization Skills	250	7.24	1.20	7.78	1.20	7.39%***
Social Competence	250	7.60	1.30	7.91	1.21	4.09%***
Problem-solving Skills	250	7.42	1.14	7.92	1.19	6.72%***
Research skills	250	7.20	1.17	7.77	1.26	7.78%***
Civic orientation	250	7.52	1.11	8.03	1.19	6.67%***

***p< 0.001

Table 3: Results of Pretest and Posttest Questionnaires (S-L students)

In the qualitative study,

students mentioned that S-L projects provided a greater sense of purpose and more opportunities for their development through interaction with stakeholders and opportunities to apply their knowledge in real-life situations, as compared with traditional tutorials/projects. The commitment of faculty and community partners, appropriate S-L project design, and the need to produce deliverable outputs for social impact were perceived as contributing to the improvement in students' developmental outcomes through S-L projects.

6. CONCLUSIONS

The findings indicate that S-L is a high impact method for student's whole person development as well as an effective platform for community-engaged learning curricula. They provide evidence that S-L as an effective pedagogy. Also, the qualitative findings highlighted some critical factors for improving the design and implementation of S-L projects.

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Entrepreneurship-in-Action Program: Promoting Entrepreneurship through Service Learning

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1. ABSTRACT AND KEYWORDS

This paper presents the evolution of Entrepreneurship-in-Action (EIA), a service-learning program of Ateneo de Manila University (ADMU) wherein college sophomores share their knowledge of startup entrepreneurship with marginalized communities. This program satisfies the National Service Training Program (NSTP) as mandated by Philippine law, while enabling both the college sophomores and the marginalized communities to develop their own microenterprises even without starting capital, "Making Money without Spending Money." The program is divided into two parts namely, skills training for the college sophomores and area engagement, where the college sophomores work with the marginalized communities. Each part involves various experiential learning methods such as games, simulations, class presentations, group discussions and microenterprise project assignments. It utilizes Outcome Based Education (OBE) by monitoring revenues of the microenterprise projects developed.

Keywords: Service learning, Entrepreneurship, Student enterprise, Outcome-based education, Experiential learning

2. INTRODUCTION

This is a continuation of the Entrepreneurship-in-Action: Service-Learning Program for School of Management Majors poster session presented in the The 2nd International Conference on Service-Learning last 2016.

The Ateneo de Manila University – Loyola Schools (ADMU-LS) provides its students social formation programs that aim to form them into "persons for others". These service programs provide them an avenue to serve others, while utilizing the skills and knowledge they learned from their specific disciplines. (Dela Cruz, 2013).

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As part of its third full run for the school year 2017-2018, college sophomores from different courses of the John Gokongwei School of Management (JGSOM) enrolled under the mandatory NSTP (H.R. 3593, 2001), signed up in the EIA program. Mr. George Quitoriano, a faculty of the ADMU-LS, crafted the program to help the Ateneo college students and marginalized community members in creating their own micro-small enterprises even without starting capital, “Making Money without Spending Money.”

3. THEORETICAL FRAMEWORK

In ADMU-LS, the students are formed into “persons for others”, a service-centered formation that focus on: academic excellence, cultural rootedness, spiritual maturity and social involvement. In line with their courses, Ateneo college students must go through a social formation program per school year (Dela Cruz, 2013).



Figure 1 Integrated Ateneo Formation (InAF Programs)

As part this program, NSTP is designed to fulfill the requirements of the mandatory NSTP Act, in accordance to Philippine Law, which seeks to “inculcate in the youth patriotism, nationalism, and advance their involvement in public and civic affairs.” (H.R. 3593, 2001).

The ADMU-LS follows the following definition of service learning:

“We view service learning as a credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.” (Bringle, Hatcher 1996)

3.1. Academic Discipline

The EIA caters to JGSOM sophomore college students with management specializations. The program was designed using principles of Student-centered Learning and Outcome- based Education. It was developed from the books of both Philippine and international experts on start-up entrepreneurship (Kotler and Armstrong, 2013; Lapid and Sotto, 2013; Sanchez and Lapid, 2013; Morato, 2015; Osterwalder and Pigneur, 2010; Ries, 2011). It teaches the basic tools for entrepreneurial planning, marketing, finance and operations. The program emphasized four basic business models namely Recycling (Scavenge & Sell), Service, Trading (Buy & Sell) and Manufacturing (Build & Sell) (De Vera, Morandarte, Cruz, Quitoriano and Mamaril 2016).

3.2. Identified Community Needs

At the beginning of the School Year 2016-2017, the beneficiaries came from mothers from Gawad Kalinga Christ the King and Park 7 communities. The NSTP students taught the program's modules to the mothers with the main objective of giving the beneficiaries an additional source of income through a microenterprise.

During the second semester of the School Year 2016-2017 until present iteration, EIA ran its engagements in selected public schools on Marikina City, Metro Manila, Philippines.

With the recent approval of the Enhanced Basic Education Act of 2013 (R. A. 10533, 2013), all public and private schools in the Philippines need to follow the K to 12 Program that covers (GOVPH,2018):

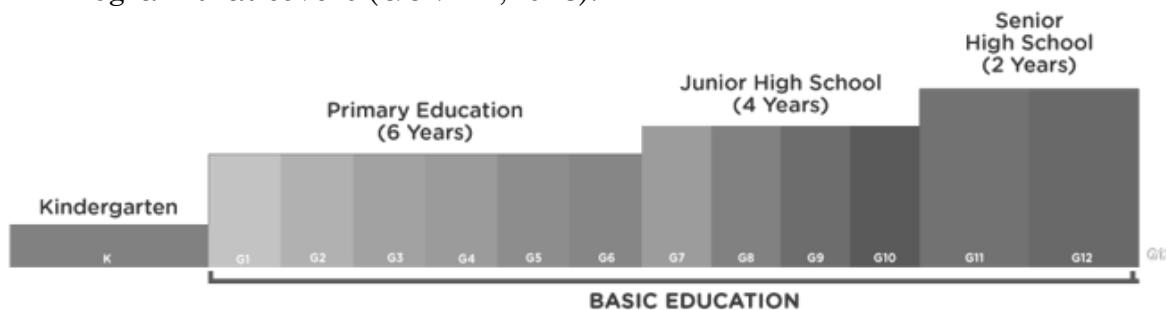


Figure 2 K to 12 Program

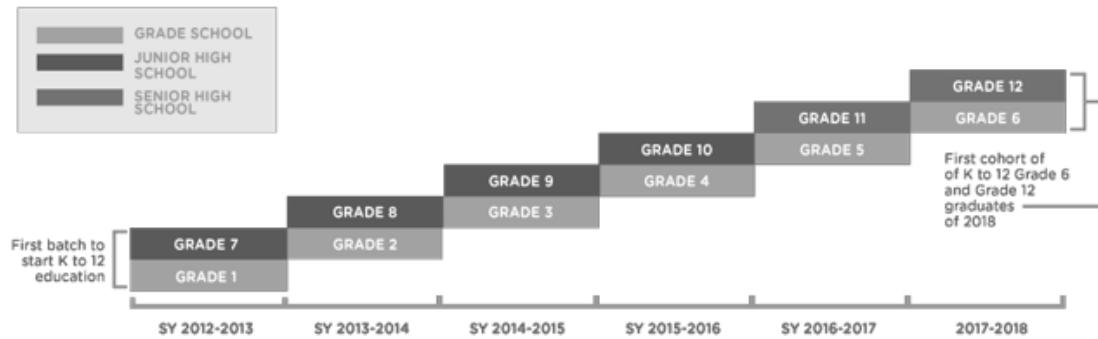


Figure 3 K to 12 Public School Implementation (2012 – 2018)

EIA's first run was during the period (2016-2017) when the public were still adjusting to the new Senior High School curriculum. (GOVPH,2018). EIA refocused on helping the marginalized Grade 11 students in preparation for the Entrepreneurship Applied Track Subject to be taken during their Grade 12.

In a Socio-Economic Survey conducted to parents of the current Grade 12 students who took EIA last SY 2017-2018, majority of which are 40-46 years old, married (65.5%), with highest educational attainment Junior High School (Grade 7-10) (44.8%), 5 family members/household with 2 kids between 0 – 17 years old. The mothers are mostly housewives (55.1%) while the fathers work in blue-collared jobs. Of the respondents, 34.5% are earning USD 208 – 379, while 20.7% are earning USD 190 or less. Due to their meager family income, the parents/respondents expressed that the program helped their kids guide their family to either start their own microenterprise or improve their family's existing microenterprise. The kids also get selling experience, learn the value of money and become practical in life.

4. Method

4.1. Sample

The continued success of the program has resulted in a consistent increase in the number of student learners and indigent community members involved with the program.

Period Covered	Total no. of ADMU College students	No. of ADMU College Students per Area	No. of Marginalized Community Members	Marginalized Community Served
1 st Semester 2016-2017	167	48	12	Pabahay ng Diocese Antipolo (Housing of Diocese Antipolo)
		73	19	Gawad Kalinga Christ The King
		46	12	Park 7 (Sta. Maria Della Strada Cooperative)
2nd Semester 2016-2017	156	42	11	Gawad Kalinga Christ The King
		25	7	Park 7 (Sta. Maria Della Strada Cooperative)
		89	122	Marikina Senior High School
1 st Semester 2017-2018	146	88	164	Marikina Senior High School (ABM Strand)
		58	76	Sta. Elena Senior High School (STEM Strand, HUMSS Strand)
2nd Semester 2017-2018	137	84	150	Marikina Senior High School (ABM Strand)
		53	92	Sta. Elena Senior High School (STEM Strand, ABM Strand)
1 st Semester 2018-2019	220	100	165	Marikina Senior High School (ABM)
		29	50	Concepcion Integrated School – Secondary Level (ABM)
		31	45	San Roque National High School (ABM)
		60	75	Parang High School (ABM)

4.2. Program Methodology

The program is divided into two parts namely, Skills Training for the college sophomores, and Area Engagement where the college sophomores work with the marginalized communities.

Each skills training and area engagement would utilize various experiential learning methods. A typical session would involve class presentation, structured learning experiences, workshops/group discussions and a microenterprise project assignment.

For efficient and effective teaching of the modules, the program decided to recruit student Senior Facilitators (SF) who underwent advanced training. In the initial iterations, Mr. Quitoriano conducted all the class discussions with the SF's handling the SLE's, class presentations and group discussions. Later iterations would result in more responsibilities for the SF's (i.e. as supervised by Student Affairs Professional) and eventually the service learners themselves taught the modules. In the latest iteration, the SF's conducted all the skills training sessions, while the Ateneo college students were provided materials to conduct certain class discussions/lectures during the area engagements.

4.3. Instrument for Evaluation

The participants' learnings are monitored through weekly progress reports that include their revenues vis-à-vis their target. The Student Affairs Professional would monitor the weekly submissions and conduct consultations with students.

The principle quantitative measure would be the revenues generated by each group's microenterprise.

An evaluation form is also administered at the end of every semester. This evaluation form contains both quantitative and qualitative feedback from the program participants. The results of these evaluations are reviewed between each semester and used as input to evolve the program throughout the semesters.

5. RESULTS AND DISCUSSIONS

The program has evolved considerably in its iterations. Its biggest changes are:

1. Transition of serviced community from marginalized residents of selected communities to marginalized grade 11 students of selected public high schools
2. Empowerment of SF and ADMU college students to conduct the sessions, especially during area engagements
3. Gradual increase in emphasis of the manufacturing business model as the service business model material has been removed
4. Increased support for food business ventures
5. Addition of more learner-centered activities based on participant feedback such as new selling activities and mentoring sessions from practicing entrepreneurs.

EIA Revenues	ADMU Students	Grade 11 Students
2 Semesters SY 2017-2018	USD 7,928	USD 5,977
1st Semester SY 2018-2019	USD 12,383	USD 1,574

Table 1 EIA Revenues for SY 2017-2019

Alongside the sales achievements, we acknowledge that there's still a need to improve the training of our Senior Facilitators, further challenging them to also build their own enterprise to more effectively mentor the student groups assigned to them.

The program will continue to run for school year 2018-2019, with three (3) more public schools, focused on Grade 11 ABM Track students.

6. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

The Entrepreneurship-in-Action program is an example of a service-learning program for management students wherein both the service-learners (i.e. ADMU college students) and the marginalized communities learn entrepreneurship through experiential learning. It shows that marginalized participants can raise substantial revenues from microenterprise projects with no capital, guided by trained college students, and helping their family.

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Session 5: Engagement and Initiative

Co-creation of Learning through Ethical Engagement – Students as Partners in Student-developed Case Learning

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1. ABSTRACT AND KEYWORDS

Ethical community engagement is an important topic but it is also not easy to teach effectively. This paper is intended to present a work in progress on how to co-create learning with students through ethical overseas community engagement, adopting students as partners approach. This presentation will share student-developed cases as well as reflection on the form of partnership and process involved in co-creating the case bank. What we learnt from this exercise is that overseas experiential learning opportunities provide an appropriate context for fostering genuine students as partner approaches. The teacher-student relationship has been transformed when they together shape and design the teacher materials as partners.

Keywords: ethical engagement, experiential learning, service learning, students as partners

2. INTRODUCTION

Students in overseas experiential learning projects can find themselves in situations where the socioeconomic distance is significant, giving rise to ethical engagement issues (Crabtree, 2013). While there is a general common understanding and awareness of the importance of ethical engagement in overseas service learning, it is also a difficult and personal topic to teach in terms of student preparation. This paper is intended to present a work in progress on using the student-developed case learning approach to help students to shape their own learning process and agenda in the area of ethical engagement. By encouraging students to identify their own ethical concerns in their learning journey, we encourage them to become both co-creators and agents of change in developing cases to enhance their own capacity for ethical engagement.

This approach is related to the notion of students as partners (SaP), an emerging and contested topic attracting increasing attention in teaching and learning in higher education. In SaP, students are viewed as equal contributors to the enhancement of teaching and learning, assessment, design, and evaluation of pedagogy. This presentation will share student-developed cases as well as reflection on the form of partnership involved in co-creating the case bank.

3. THEORETICAL FRAMEWORK/LITERATURE REVIEW

SaP is gaining momentum in higher education institutions globally. The change of technology and social expectation have brought structural changes in the delivery of education. Gardebo and Wiggberg(2012) stated that the most important changes in the coming decades is the structural change of role of student engagement, as a result of students getting more room to define and contribute to higher education. Matthews, Dwyer, Hine, and Turner (2018) attempted to conceptualize SaP in three ways: (1) as a counter-narrative questioning the traditional teacher-student relationship and a reaction to the neoliberal agenda of students as consumers; (2) as a value-based practice, reducing power imbalances; and (3) as a cultural change destabilizing the notion that teachers hold more power than students. This change of student role has transformed into a teacher- student relationship into a form of partnership. Healey, Flint, and Harrington (2014) defined partnership in this context of SaP as a process of engagement that uniquely puts reciprocal learning at the heart of the teacher-student relationship, such as trust, risk, interdependence, and agency. They also distinguished four broad areas in which students can act as partners in teaching and learning in a new conceptual model: (1) learning, teaching, and assessment; (2) subject-based research and inquiry; (3) teaching and learning scholarship; and (4) curriculum design and pedagogic consultancy.

In this presentation, the reflection on this student-developed case development process on ethical dilemma will be based on Matthew's (2017) five guiding propositions underpinning genuine SaP approaches: (1) fostering inclusive partnerships; (2) nurturing power-sharing relationships through dialogue and reflection; (3) accepting partnership as a process with uncertain outcomes; (4) engaging in ethical partnerships; and (5) enacting partnership for transformation.

4. METHODS/ANALYSIS

The student-developed case study approach (Fig. 1) adopted in this paper is intended to engage students as change agents in shaping and leading their own educational experiences. The students will first be sensitized to the principles and potential ethical challenges of overseas projects through lectures and case discussions as part of the preparation for their overseas service learning. And when they go to the field, they will need to submit a reflective journal every two weeks, describing their observations and critical reflections on their overseas engagement. The students are also required to present their critical reflection on their experience upon their return to Hong Kong. Cases from students will be identified and further developed into a case study.

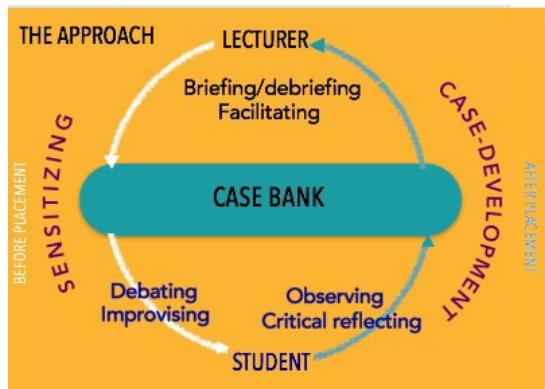


Figure 1: Student-developed case approach

The following is a summary of four cases developed by the students participating in the experiential learning trips in Vietnam, Indonesia and Sri Lanka in 2016 and 2017.

“I am an outsider ... can I really help?” (2017 Vietnam)

The language barrier reinforced the student’s view of herself as an outsider at the beginning of her internship. She had to rely heavily on interpreters, who are from the local university, for her needs assessment interview and when teaching living values in the classroom. She struggled with the questions, “Can I really help as an outsider?” and “Why am I here?”

Sri Lankan time?” (2016 Sri Lanka)

The students were puzzled by the locals’ lack of punctuality. They thought it was the local culture and jokingly spoke of “Sri Lankan time.” However, an incident challenged them to critically review the underlying assumptions of their own construction of “Sri Lankan time.”

“Whose standards count?” (2017 Vietnam)

The engineering student was conscious of the need to respect different construction and safety standards in the construction site in Vietnam, which is very different from Hong Kong in terms of social and economic development. However, she did feel there were certain safety matters that should be universal. She struggled over whether she should voice her concerns.

“The toilet” (2016 Indonesia)

The toilet was broken in the host’s house, which caused great inconvenience, and the student wondered if they could just go back to the hotel in town without offending the host.

All these cases were set out in a multimedia format and served as teaching materials.

5. RESULTS AND DISCUSSION

The four cases of ethical dilemmas that occurred over the course of three overseas experiential learning opportunities in 2016 and 2017 indicate the learning process and how the ownership of the process gradually passed on to the students. The sensitizing process before their departure was important, but in the final case development process, the students took charge to make sense of their own learning and to identify their own personal ethical struggles as well as possible strategies to deal with them, both alone and as a group. The issues identified by the students could be roughly group under two broad main concepts: (1) cultural humility and (2) power and privilege. And these cases will be used as teaching and discussion materials for the next cohort.

6. CONCLUSIONS

SaP is still in its formative stage and there is no formula for forming a genuine partnership. What we learnt from this exercise is that overseas experiential learning opportunities provide an appropriate context for fostering genuine SaP approaches as all five elements identified by Matthews (2017) are there. The teacher-student relationship has been transformed when they together shape and design the teacher materials as partners. On the other hand, without a genuine SaP approach transforming the student-teacher power relationship and tapping the potential of students as change agents, overseas experiential learning could be just another sightseeing tour or public relations event for the university.

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Factors Affecting Teachers' Continual Engagement in Service-Learning

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1. ABSTRACT & KEYWORDS

This qualitative study aims to identify the factors that motivate and deter faculty's continual engagement in service-learning (SL) in an Asian context.

The results showed that 21 out of the 24 respondents (87.5%) indicated their willingness of continual engagement in SL. The three key motivations were 'facilitating student learning and development', 'personal commitments to their service recipients, their own subject, colleagues or the University', and 'personal interests or growth'. On the other hand, heavy workload and lack of recognition from department deterred few teachers from continuously engaging in SL. It was interesting to find that very few respondents mentioned their motivation for continual engagement was related to the benefits of SL to the community even though it is a key beneficiary of an SL subject. Future studies can focus more on the community dimensions of SL.

This study provided some insights to address the gap of scanty research on teachers' continuous SL engagement in Asian contexts.

Keywords: service-learning, faculty, continual engagement

2. Introduction

Service-learning is a form of experiential learning that integrates meaningful service to the community with academic study and reflection. Research has shown that service-learning is a powerful educational practice that impacts student learning and development (Furco, 2001). The equal emphasis on student learning and the community service component makes it vital to manage and teach a service-learning subject well, ensuring less harm to be caused to the students and the community (Wood, Banks, Galiardi, Koehn, & Schroeder, 2011). As Bringle and Hatcher (1995) pointed out, faculty roles and engagement are fundamental in service-learning as implementing this pedagogy is a curricular decision and teachers are primarily responsible for the direction and design of the curriculum. To promote or institutionalise service-learning, it is essential to understand faculty motivation for using service-learning (Driscoll, 2000).

Previous research suggests that the primary motivation for faculty's engagement in service-learning is their belief that it will increase students' understanding of course materials and enhance student learning (Hammond, 1994; Blakey, Theriot, Cazzell, &

Sattler, 2015). Some embrace service-learning as they value the experiential element of this pedagogy (Hesser, 1995) or see respected colleagues' active participation (Gelmon, Holland, Shinnamon, & Morris, 1998). Commitments to social changes, social issues or social justice have been cited as personal motivations for some faculty (O'Meara & Niehaus, 2009). On the other hand, the time commitment and logistics required to engage in service-learning are cited as the most significant hindrances (Abes, Jackson, & Jones, 2002, Blakey et al., 2015). Another common deterrent is the lack of recognition and support, such as lack of promotion and tenure recognition, budgetary constraints (Abes et al., 2002, Blakey et al., 2015). Students' different levels of readiness and willingness to participate in service-learning also deter some faculty to use service-learning (Banerjee & Hausafus, 2007).

Nonetheless, as Abes and colleagues (2002) noted, the existing research regarding faculty members' motivation and deterrents to incorporate service-learning into their courses was insufficient and much of the research utilised relatively small samples. "Though still relatively nascent, research focusing on service-learning as it relates to faculty is becoming more sophisticated" (Blakey et al., 2015, p. 4). It is therefore imperative that more studies explore faculty's experience in service-learning. This study, based on a wide spread of the participantstratums, aims to identify the factors that motivate and deter faculty's continual engagement in service-learning – among the teachers who have planned and/or implemented a service-learning subject in an Asian context.

3. Methods/analysis

The study was conducted in a large public university of Hong Kong which has introduced service-learning as a mandatory graduation requirement for its undergraduate students. It used semi-structured individual interviews as the main method of data collection. Target participants were teachers who had planned and/or implemented a service-learning subject during the 2012/13 and 2016/17 academic years. They were invited for the interview through a two-stage purposive sampling. Firstly, 65 service-learning teachers were identified based

on their years of experience in service-learning and discipline nature. Secondly, 4 teachers were randomly selected from each stratum. A total of 24 were selected and invited by an invitation email. Non-respondents were followed up twice by reminder emails, phone calls were also made to ensure the response rate. If the selected participants rejected or neglected the invitation, others from the same discipline nature and with similar years of service-learning experience would be invited. Altogether 24 teachers were interviewed, yielding around 15 hours of material. The interviews were audio-recorded and transcribed verbatim in Chinese for further analysis. The data was content analysed by the researcher using a grounded theory.

4. Results and Discussion

Motivators to faculty's further service-learning engagement

Twenty-one out of the 24 respondents (87.5%) indicated their willingness of continual engagement in service-learning. Analysis of the interviews revealed three key motivations, as follows:

Facilitating student learning and development

The most mentioned motivation that drives faculty's continual service-learning engagement is their belief that service-learning can bring about benefits or positive impact to students. On the one hand, faculty thought that in service-learning, students were required to complete some experiential tasks in a real-world setting, this could help hone their multiple skills, such as problem-solving skills, critical thinking and enhance their personal development through the process of learning by doing. Most of them, on the other hand, found motivation and satisfaction from witnessing the growth and transformation occurring within their students. Faculty also found their students were becoming responsible, caring or contributing members of the society. In these cases, students' learning outcomes and development from service-learning positively influence the faculty's desire of continual service-learning engagement.

Personal commitments to their service recipients, their own subject, colleagues or the University

Many noted their motivation for further engagement in service-learning related to their commitments to the service recipients, the subject they had created, their

colleagues or the University. Faculty found it meaningful or worthy to utilise education as means to serve the underprivileged students. The sustainability of a service-learning subject also drove some teachers to continually engage in service-learning. Interestingly, two experienced teachers shared a broader motivation to their continual engagement in service-learning. One said service-learning provided resources, a chance to cultivate new teachers for the department, and the other considered service-learning was one of the strengths of the University and therefore wanted to continually engage into it.

Personal interests or growth

Teachers expressed their motivation for continual engagement in service-learning was related to their personal interests or growth. Some embraced service-learning as they were interested in the experiential element of this pedagogy that matched their desire to improve student learning through practical learning tasks. A few teachers pointed out service-learning provided them an opportunity to embed their research interests into the subject. Some less experienced service-learning teachers shared they also learned alongside with the students throughout the service-learning experience.

Deterrents to faculty's further service-learning engagement

In terms of the remaining three teachers, two were reluctant and one expressed reservation to continually engage in service-learning because of heavy workload and lack of recognition from their department. They commonly shared that the workload of teaching a service-learning subject was nearly as twice as that of teaching a non service-learning subject. The heavy workload mainly originated from the interaction with community partners to confirm the service details and the efforts put into supervising students in the service setting. They thought their department did not understand the time and efforts they had put into service-learning and recognition was scarce.

Consistent with the findings of previous studies (Hammond, 1994; Blakey et al., 2015), this study also reflected the intrinsic motivation to improve student learning and development was the most prevalent driving factor. The high percentage of teachers' willingness of continual engagement reveals that the majority of the participants were engaged and devoted, they could help advance

the service-learning provision of the University with their continued engagement. This study has also identified new motivations that are related to cultivating new teachers for the department and reinforcing the University's strength through their continual engagement while these are not mentioned in the previous research. Future research can adopt a more representative sample to have a much comprehensive understanding of faculty's motivation for continuous engagement in service-learning.

Heavy workload and lack of recognition impeded a few faculty from continuously engaging in service-learning, this has been confirmed by the previous studies (Abes et al., 2002, Blakey et al., 2015). However, these teachers valued the understanding and recognition from their departments rather than the funding, tenure or promotion recognition cited in the existing research (Blakey et al., 2015). Indeed, doing service-learning well is time-consuming and its impacts are not easy to measure (O'Meara, 2008). It is therefore recommended to instill not only faculty, but also senior management and the supporting staff with a deeper understanding of service-learning, including its nature, challenges involved and efforts required to plan and deliver a service-learning subject, and ultimately they can realise the endeavor that the service-learning faculty has to make, and its impact on students and the community.

Based on the reciprocity principle of service-learning, the community is a key beneficiary of a service-learning subject. However, very few participants of this study mentioned their motivation for continual engagement was related to the benefits of service-learning to the community. It may suggest that faculty members mainly focus on students rather than the community when planning and delivering a service-learning subject or regard the community as a social classroom to facilitate student learning instead of a beneficiary, and thus the community is not in their service-learning agenda. The existing studies on the value of service to the community in the service-learning literature are also sparse (Cruz & Giles, 2000). Teachers should have a balanced view towards this reciprocity rule. Future studies can focus on the community dimensions of service-learning to address this significant gap in the literature.

5. Conclusions and contributions to theory and practice

The study sought to explore the factors affecting teachers' continual engagement

in service-learning. It provided some insights to address the gap of scanty research on teachers' continuous service-learning engagement in Asian countries by investigating 24 teachers' willingness of continuous service-learning engagement in a university of Hong Kong. Nevertheless, the qualitative study only examined service-learning faculty in one single university in Hong Kong. More studies are needed to understand deeper about faculty's service-learning experience in different contexts so universities or relevant parties will have the strategies to promote teachers' use of service-learning and address the barriers impeding some faculty from embracing service-learning.

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Sustainability of Service-Learning – Student-led Initiatives

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1. Introduction

Service-learning (SL) has been shown to have a profound impact on students (McKee, 2016). Many studies have examined this impact including areas such as students' growth in terms of academic knowledge, skills development and attitudinal changes (Celio, Durlak & Dymnicki, 2011). While most studies make use of cross-sectional data, there are very few studies that scrutinize how the growth and development of students are sustained longitudinally. This paper contributes to this gap by sharing findings from a case study of a student-led project where students are the leaders who initiate their own project after completing a credit-bearing SL course in Cambodia. The study examines how structured SL impacts students and sustains development in local community through student-led initiatives. Particularly, the current study examines the following research questions:

- *What is the motivation for change makers in the context of SL?*
- *What are the lessons from these students for institutionalizing and sustaining SL?*

Keywords: Service-learning, Sustainable development, Student voices

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2. Literature review

The internationalization of higher education drives the development of adopting service-learning (SL) as a pedagogy to prepare undergraduates to become more engaged citizens of the global village (Intolubbe-Chmil, Spreen and Swap, 2012). 94% of higher education institutes have institutionalized SL by having at least one unit to look after these types of fieldwork placements (Campus Compact, 2015). While the staff in these units play a central and critical role as change agent leaders for institutionalising SL within higher education (Astin & Astin, 2000), no particular professional preparation path has been provided for them and more research in this regard will be needed to help inform practice on community engagement in higher education (HE) (Dostilio, 2017).

This trend of institutionalizing SL in HE notwithstanding, experience per se does not guarantee growth and transformation. For transformative learning to take place, reflection plays an active role. Critical reflection allows students to change their perspectives that result in transformative learning (Mezirow, 1991) whereas SL, as pedagogy provides an ideal platform for such transformation to take place. One cannot change their frame of reference easily in a regular classroom setting whereas through SL, as explained by Deeley (2014), students have a chance to reflect on their own assumptions critically through writings or critical incidents that happen through a diverse learning process. Such reflections lead to new and probably more global views towards self and the society around them which leading to high impact learning. While the learning outcomes associated with this high impact learning are widely documented in the literature (see Celio et al, 2011), few have looked into the students' readiness for transformation and students' continuous application of what they have learned beyond SL (Taylor et al, 2017). In other words, what factors promote transformative learning and how can this transformation be sustained in another context?

3. Methods

An embedded case study approach was adopted in this study (Yin, 2014) with the empirical research project reported here being the principal case and the three student participants whom initiated their own SL project in Cambodia as the embedded unit of analysis.

The three student participants participated in a faculty organized credit-bearing SL course in summer 2017 where they had chances to learn about the social and cultural landscapes in Cambodia. In the subsequent year they conducted another site visit themselves to Cambodia and initiated a student project under the support of some funding sources from the University and a private charity foundation.

The case study made use of reflections and qualitative interview data entailed: 1)

impact of SL; 2) motivation for self-initiated project; 3) benefits and challenges; & 4) sustainability of SL. An iterative process was adopted in the initial coding of transcripts (Creswell, 1998) until recurring themes and categories appeared to reach the final coding framework.

4. Results and Discussion

Thematic analysis produced four emergent themes: drive to make an impact, variables that smooth out SL, growth moments and perspective change (see table 1). The first and fourth core themes answered the first research question (RQ1) on understanding the motives of change makers whereas the second and third themes responded to the second research question (RQ2) on lessons to be learnt from these change makers.

Motivation for change makers

The first emergent theme ‘drive to make an impact’ was consistent among the three change makers. In particular, they mentioned the core driver for change as they saw their role and responsibilities could make a difference (quote 1):

I realise that the authenticity of being a volunteer is to connect with the community sustainably. To go further, we should also have cultural awareness to make a more thoughtful and feasible plan for the specific community (quote 1).

These change makers did not perceive SL as a temporary service. They realized their real impact directly on the community and such perception probably came from the first SL course and thus built up expectations for their own project. They considered the responsibility behind their actions and were thoughtful about how the work with the community was being sustained.

Lessons from the change makers

The second emergent theme ‘variables that smooth out SL’ contained important lessons from these student leaders and provided insights for sustaining and institutionalising SL. The quote below illustrated this:

I think the post-trip reflection and sharing are needed to sustain the EL project..... The flow of ideas may guide students to think out of the box to improve the next project or sustain the project.... I decided to serve the underprivileged group in Cambodia more after my first visit mainly because of the calling in my mind which comes from group- and self-reflection sharing (quote 2).

This student shared how reflection and sharing sessions consolidated her motive to continue the community engagement in Cambodia. Critical reflection transforms learning experiences (Mezirow, 1991) and from the above quote, it can be seen that the student had a chance to connect to her inner calling in one of the sharing and continued her learning and transformation in the community.
(More quotes will be shared in the presentation)

5. Conclusions

SL transforms students' development and learning process in profound ways. The current study bridges the existing gap in the literature by showcasing how structured SL can impact on the students beyond the period of the SL project. It demonstrates the potential of SL to nurture student leaders who are committed to long-term engagement with their community. Because many SL projects tend to be one-off and stand alone, the longer-term student-led initiatives proposed in this paper could be of great potential as part of the engagement process that is sustained beyond programme level. Also, the learning process of these students contained important lessons to be learnt for the course instructors or administrators who wish to sustain EL at institutional level. By scrutinizing the core variables that smooth out SL as well as the growth moments among the students, SL can be structured and designed to promote engaged citizenry and for public good.

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Table 1. Themes and categories

	Themes	Categorical property
1	Drive to make an impact	Contribute with sustainability Self-worth to impact Responsibility to impact
2	Variables that smooth out SL	Mentorship & coaching Past students as intellectual resource Significance of reflection
3	Growth moments	Self-doubts Project management Intercultural communications
4	Perspective change	Seeing oneself as global citizen Perceiving the world differently

Evaluation on Impact of Self-Initiated Project Scheme on University Education: Case Study

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1. ABSTRACT AND KEYWORDS

Objective: To evaluate whether self-initiated project (SIP) can promote the development of *global leadership* as part of holistic education.

Participants: 16 students who joined the self-initiated project.

Methods: All participants finished Reflective journals with five open-ended questions. Two-independent reviewers summarized and counted the main points of learnt attributes from the reflective journal based on nine components of global leaderships.

Results: Individual attributes, group dynamic and global vision were the three major categories identified. Being flexible and creative, passionate, have an open and cooperative mind, skills of conflict resolution and effective communication are the attributes that are frequently mentioned by the students in the reflective journal.

Conclusions: Creativity thinking, interpersonal/social skills and inquisitiveness are the three significant components on global leaderships.

Keywords: Global Leadership, Self-Initiated Project, Global citizen, Experiential Learning.

2. Introduction

“Whole-person development” or “holistic education” is the vision promoted by the Hong Kong Government under the New Secondary Scheme (Curriculum Development Council, 2017). It is defined as teaching which involves a broad spectrum of human experiences in philosophical learning and influential teaching so that students can learn in an environment with more autonomy, democracy, development of critical and comprehensive mindset thinking as a unique individual and global citizen with individual, social and global perspectives (Mahmoudi et al., 2012). Since 2012, students in The Hong Kong Polytechnic University (PolyU) are required to take a credit-bearing service-learning (SL) subjects before graduation.

Being mandatory, SL is a subject which integrates serving with learning through a combination of knowledge input, practice and reflections to enrich students’ experiences (Office of Service Learning, 2018). The aim of SL is to provide an opportunity for students to apply acquired knowledge into their experiences of community services, as well as to enhance students’ sense of civic responsibility through serving. Meanwhile, resources and services are provided to the needy in the local community, all of which contribute to a win-win situation.

Upon completion of SL subjects, outstanding students are eligible to join a non-mandatory Self-Initiated Project (SIP) Scheme which will be led by students themselves, combining their knowledge, experience and demonstrating their love by extending provision of service to the needy population.

As SL is a structured credit-bearing course, for which the service plan is mostly

pre-arranged by the teaching team, participating students might not have the chance to be involved in the logistics planning of the service that they deliver. By contrast, SIP is a voluntary non-credit bearing student-led project which greatly highlight their independence, autonomy and leadership. Since there is no longer a teacher in the team, all participating students are wholly responsible for the planning, implementation and evaluation. These phases include activities, such as brainstorming with the objectives, drafting of the project proposal, seeking the funding, searching for collaborative organizations (NGOs), logistics on site, and finally, evaluating the outcomes. Moreover, SIP allows students to "drill deep" into specific topics by takings insight from previous service experiences, visits and consultations made with local NGOs. Whilst SL might have a designated area planned in the curriculum, as an alternative approach, SIP aims at promoting students to be more all-rounded and also to sustain their overall development due to the nature of full autonomy and self responsibility for the whole project as the context of overseas projects.

3. Research Aim

This paper reports on a study that explores the impacts of SIP. The focus is on both what and how participating students learn and it evaluates SIP can promote the development of ***global leadership*** as part of holistic education.

4. Theoretical Framework

The framework as explained in the book "*From noble to global: The attributes of global leadership*" by Patterson, Dannhauser and Stone's (2007) is adopted as the basis for discussion in this paper. They argue that a special set of competencies and skills are required to be a "global leader", namely:

1. *Foreign experience* - able to learn from cross functional and international experience
2. *Cultural interest and sensitivity* - able to learn about cultures, work with and learn from people of many cultures simultaneously;
3. *Creative thinking and innovative* - able to build a social climate for innovation;
4. *Empower others* - able to coach, teach and develop teams, foster teamwork;
5. *Collaborative leadership* - able to build strategic relationships; interact with foreign colleagues as equals;
6. *Self management skills* - able to drive for results, think analytically to make decisive judgments, lead ethically to make value-based decisions;
7. *Interpersonal/Social skills* - able to work effectively in social systems, adapt to living in a foreign culture, practice active listening and giving feedback;
8. *Self-awareness* - to possess a deep sense of themselves, including emotions, strengths, weaknesses, frustration sources and reactions to problems; and
9. *Inquisitiveness* - to consistently seek out knowledge and expertise beyond boundaries, obtain knowledge and information from multiple sources.

5. Research Method

The study focuses on the SIP Scheme namely “**You only live once (YOLO, 柬、愛)**” consisting of 16 students from various faculties of PolyU. Fifteen of them have enrolled for the SL subjects in previous years, including “*Healthy Lifestyle Challenges for Developing Communities*” (SN2S03) which shares the similar background, experiences and possible collaborating NGOs such that the SIP can be considered as the logical expansion and extension of the SN2S03. The SIP team drafted the proposal, planned for the project, prepared the materials and visited a selected orphanage, slum community and rural villages in Cambodia, as targets for healthcare related services. The service components are mainly transferring knowledge about prevention of mosquito-borne diseases prevention; demonstrating skills on wound management; and oral health and promoting food safety. All of these are executed in a self-organized and self-managed manner after seeking advice from a project advisor, the subject lecturer of SL subject SN2S03, School of Nursing, PolyU.

6. Data Collection

For data collection, a qualitative retrospective approach was adopted in this study. A total of 16 reflective journals from all participating students were collected based on the template designed by the School of Nursing Student Leadership Development Programmes. Students are required to answer the 5 questions when writing the reflective journal.

7. Data analysis

For data analysis, the main themes as related to the 9 dimensions of a Global **Leader** were manually captured and summarized from the student reflective journals for further comparison by 2 independent reviewers in the SIP.

Data was analyzed using the conventional content analysis. Researchers wrote down as many headings as possible while reading through the 16 reflective journals to describe all aspects of content. Researchers were paired up to code the competencies or skills independently. The coding labels were then continuously compared and discussed. After open coding, lists of categories were grouped under higher order headings and similar ones were collapsed so as to reduce the number of categories.

8. Results and Discussion

The common ideas mentioned in the reflections are categorized into 3 domains: individual attributes, group dynamics and global vision. Several attributes of global leadership (Patterson, Dannhauser & Stone, 2007) are of prime importance as reflected in students’ words, includes creativity thinking, interpersonal skills and inquisitiveness. The most significant impact upon the teammates is the individual’s flexibility and creativity as part of the problem-solving skills. Empowering the service recipients, such as the local volunteers, is necessary, as they can locally transfer the knowledge to others. Being passionate in applying

professional knowledge into useful information for the service recipients is also another notable influence for the students.

Group dynamic

In terms of teamwork, an open and cooperative mind are frequently mentioned in the reflective journals, which is the prerequisite of *inquisitiveness*. Moreover, regarding the interaction among teammates, the skills of conflict resolution, which involves effective communication, is another notable lesson for the group. When the team needs to work together, division of labour is useful in productivity, which allows the more confident to help the less confident.

Individual attributes

The component of *creative thinking* and innovative is the most significant in SIP. A situation which highlighted by a student in reflective journal is that they had freedom to use the local resources and tailor-make the cover of the water tank in order to carry out mosquito prevention for the local village residents. As the materials brought from Hong Kong were not enough for students to make a secure water tank cover. This incident indicated that students can be flexible when facing unexpected events. This can further help the empowerment of the service recipients, as long as they have the intention to learn from the knowledge which truly fits their environment, situation and limitations. Flexibility and creativity are crucial elements in global leadership. Thus holistic education, such that students are able to adapt to any unexpected changes and deal with them actively with their broad experience learnt in the past, is part of the risk management when students were required to develop contingency plans and react to any unexpected events during the trip in Cambodia.

The second and third significant impacts of component is *self-management skills* along with *interpersonal* skills. Since SIP is organized, designed and guided by the students, they are able to participate in active planning and decision making without the limit from faculties or departments such that they were able to acquire self-management skills under high autonomy which is highlighted under the principle of holistic education (Flake, 2000). During the decision-making process, conflict resolution plays an important role in the process of a healthy team dynamic. A notable point of reflection by a student highlighted the experience of harmonic participatory democracy during the discussion, such that the whole team was able to discuss critically and work without solely following the leader's instruction. This process develops self-management simultaneously as students were required to think critically in multiple aspects, including adjusting their own point of view with the views of their other team-mates. Students could realize that helping the less confident team-mates was not only a kind act, but also important in keeping everyone in the same pace, so as to enhance the productivity. This is an important composition of social skills, which is one of the components of being a global leader, in order to work efficiently and also empower the team.

Global vision

In the perspective of individual attributes, SIP can strengthen the concepts introduced by SL subjects in terms of the *cultural interest and sensitivity* and *collaborative leadership*. During the planning of the overseas project, students fully utilized the characteristics of SIP and tried to adjust their expectations when they saw the needs in the slum. Such action allowed students to have a deeper understanding of the situation in communities, such as fitting in with the level of understanding and educational level of the service recipients. Through such adjustment, students could teach these communities healthcare knowledge with the use of local resources, with the aim of tailor-making them in a sustainable manner. Such persistence engenders the spirit of empathy, as mentioned by Hoffman (2001), making the service recipients realise that our perception of their situation is as congruent to their perception as possible as another meaning of cultural sensitivity as culture and values are part of empathetic consideration. Furthermore, as mentioned by a vice president in the team, the progress of collaborating and cooperating with NGOs also consolidates the development of responsible global citizenship, as participating students had a deeper understanding of the culture and more chances in exchanging ideas with the locals. In this context, the students could learn deeper and more diversely in different aspects in such an independent and cooperation-demanding scenario.

9. Conclusions and contributions to theory and practice

SIP is an invaluable and indispensable experience in developing students to learn in a holistic perspective. It enables participants to be responsible global citizens, with self-management, independent learning, individual development, team-building and enhancement of communication skills. These elements are unique and irreplaceable, when compared to a traditional conventional classroom setting in university education. Such experiential learning should be promoted for university students in order to enhance their attributes of self-awareness, self-management, creativity, empathy, interpersonal / social skills, collaborative leadership and responsible citizenship in preparing them continue to serve the society after graduation.

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Session 6: Partnership and Community

Multi-Disciplinary Partnerships between Higher Education Institutions and Learning Cities through a Service-Learning Forum

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1. ABSTRACT & KEYWORDS

Cities in Africa are growing rapidly with concomitant conditions and social challenges. South Africa has developed policy and legislation to address these which include the contribution of higher education and municipalities. Higher education is expected to contribute to the transformation of society through Service –Learning (SL) programmes. Similarly, municipalities are tasked with responding to challenges at local community level in terms of the Municipal Systems Act 32 (2000). However there is no framework for developing and strengthening collaborative partnerships between higher education institutions and cities. In addition, African universities have the expertise to contribute to the transformation of their cities, yet the learning city concept is unfolding at a slow pace.

This paper presents the findings from a consultation workshop, part of a qualitative study, where participants from academia, municipalities, service organisations and communities shared their SL and other forms of community engagement experiences.in the city of Durban, one of the major cities in South Africa.

The findings were that services to communities are fragmented and therefore in order to render holistic services, a multidisciplinary stakeholder forum should be formed which could inform the formalisation of policies and institutional arrangements to facilitate partnerships between higher education institutions and learning cities.

Keywords: Service Learning, Learning Cities, Higher Education, Partnerships, Social Development

2. INTRODUCTION

Cities in Africa are growing rapidly with resultant social problems. In responding to the social injustices and contextual issues, South Africa has adopted a social development approach with policy promoting human rights and an integrated service delivery model. The approach which is extensive and inclusive, multidisciplinary, eclectic and, transgresses all spheres of society, is interdisciplinary, and advocates holistic development (Patel, 2005) thus promoting the formation of partnerships with “development agents” (Patel, 2005), similar to Service–Learning (SL) and the creation of learning cities.

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Policy and legislation in South Africa also play a significant role in social development. The Constitution of the Republic of South Africa (1996), National Development Plan (2013), and South Africa's commitment to the attainment of the Sustainable Development

goals (United Nations Development Programme, 2015), together aim to ensure that all South Africans, through various levels of government, attain a decent standard of living through the elimination of poverty and reduction of inequality. Similarly, municipalities are tasked with responding to challenges at local community level in terms of the Municipal Systems Act 32 (2000).

Higher education, traditionally classroom-based, must likewise contribute to the political transformation process by addressing the social injustices of the apartheid legacy in South Africa, through mandated service-learning programmes. These serve as a vehicle through which higher education institutions are committed to connecting with their surrounding communities, thereby responding to contextual challenges (Department of Higher Education and Training, 2013).

Given these common goals, it is rational for higher education and municipalities to form a partnership with the aim of creating learning cities thereby increasing the quality of life of their communities.

Despite the complexities of SL, universities and technicons, through their SL programmes, complement, support and render integrated services to the development of cities. This study was undertaken to explore ways in which to develop SL partnerships that would enhance collaboration between higher education institutions and municipalities, to respond to social injustices thus improving the quality of lives of marginalised communities.

3. LITERATURE REVIEW

Service learning is a pedagogical strategy that links students with communities with specific educational and civic goals. Bringle and Hatcher (1996) formally defined SL as: “a course-based, educational experience in which students: (a) participate in an organised service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility” (p. 112).

Internationally, it has been recognised that students benefit from a global education through international civic engagement in which ethical issues, such as human rights and sustainable development through experiential reflective activities, also prepare students for global citizenship (Annette 2015). Universities across the United States have recognised the importance of SL engaging students in “critical thinking around politics and civil society” (Barber in Annette, 2015), encouraging civic responsibility and promoting research. British universities have

placed the role of SL in terms of “local and regional development high on their agenda” (Annette, 2015)).

In 2005, heads of universities globally, including several South African universities, signed the Talloires Declaration on the Civic Roles and Social Responsibilities of Higher Education which led to the formation of the Tallories Network thereby committing institutions to strengthening their civic engagement and social responsibilities through teaching, learning and research. The intention was that the signatories of this declaration would “build a global movement of engaged universities” (Tufts University, n.d) and would serve to encourage universities and communities to work together thereby creating avenues through a democratic process to empower themselves and endeavour to increase the creation of social capital. It was proclaimed that through a process of action and reflection universities would be able to contribute to local, regional and global development (Tufts University, n.d).

In terms of policy and legislation in South Africa, and the country’s history of apartheid, higher education is expected to contribute to the transformation of society by producing graduates who apply their knowledge and skills to respond to societal challenges thereby demonstrating a sense of social responsibility. Service-learning, according to the Higher Education Quality Committee (2006), is therefore embedded in South African policy documents. To this end organisations were instrumental in promoting SL in South African higher education through research grants and capacity building (Osman & Petersen, 2013).

The Community-Higher Education-Service Partnerships (CHESP) model, as depicted in Figure 1, has been used as a vehicle by a number of South African higher education institutions (HEIs) to initiate and facilitate the development of such partnerships for the implementation of SL. The main goal of CHESP has been to contribute to the development of South African civil society through the development and promotion of socially responsive models for higher education. Central to these models is the development of partnerships among communities, HEIs and the service providers (Lazarus in HEQC, 2006).

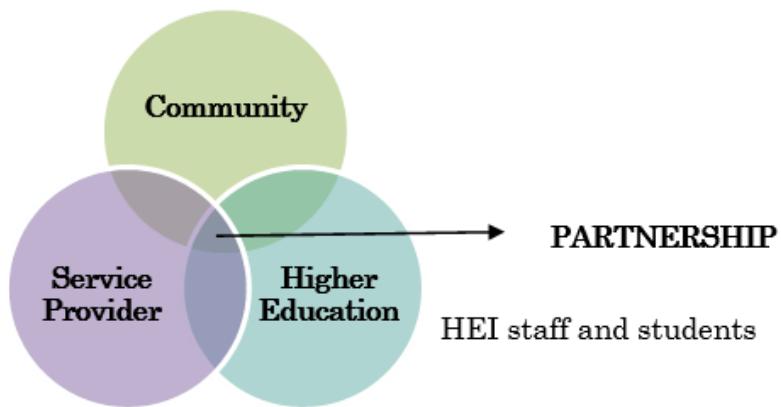


Figure 1: Triad Partnership Model: The CHESP Model

Source: Lazarus (2011) in HEQC (2006)

The learning city is a relatively “new approach to urban development where learning is a key tool for social inclusion and urban generation. Learning refers both to individuals (usually life-long learning) and institutions (awareness to innovation), and strategies are developed through active partnerships and networking between cities, towns and communities” (Key Term Definition: Learning Cities, November 1, 2010). A learning city furthers the aim of social and environmental justice thereby creating the avenues for communities to empower themselves (Osborne, n.d.).

4. METHODOLOGY

In this study, the dominant paradigms are constructivist and transformative. The study is to a large extent transformative. The reason for this is that it addresses ways in which issues faced by marginalised, disempowered communities can be addressed. Change would be effected by linking social and political services (Creswell, 2014).

From a constructivist perspective the study sought to understand the experiences of the participants within their contexts; their interpretation of SL and partnerships; and their views on ways in which the partnership between higher education institutions and learning cities can be strengthened through SL.

A qualitative research approach was followed. A consultation workshop was used for the collection of a triangulation of data from multisectional partners.

According to Levers (n.d.) a consultation workshop is an effective qualitative research method to address new and emergent cutting edge information with theoretical grassroots links to participatory action research and rapid appraisal methods. Influenced and informed by elements of Emergent Design methodology, small groups comprising academics, students, service and community partners, and municipal representatives (as reflected in Table 1) were formed to present their expert knowledge and insightful suggestions on the strengthening of

partnerships between higher education institutions and learning cities through service learning programs.

Participant	Expertise/Role	Description of service learning and/or community engagement program
1	Research	Co-ordinate amongst research institutions community and municipality
2	Urban Management	<ul style="list-style-type: none"> • Local economic development • UNISA Bright Site Project: Early Childhood Development
3	Project Management	<ul style="list-style-type: none"> • Facilitating and co-ordinating local community development • Working with local leaderships, councilors and ward committees • Operation Sukuma Sakhe (War Rooms)
4	Academic: Community development	Linking communities with universities and government
5	Masters student: Criminology and Forensic Studies	Crime Prevention with Community Safety and Liaison
6	Service Learning Co-ordinator: Social Work	Placement and management of Social Work students in schools
7	Finance Administrator	Project Administration for Service Learning
8	Regional Co-ordinator: Social Work	Project manager for Service Learning site, Coordinator/Administrator of Practicum Hub
9	Academic Leader: Teaching and Learning: Science Education	Research and Service Learning: (Biology Education)
10	Student: Drama	Applied Theatre with marginalised communities

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11	Academic Leader: Teaching and Learning Lecturer: Applied Theatre (AT)	<ul style="list-style-type: none"> • Westville Female Correctional Centre/UKZN Drama-Applied Theatre for Debate • Interdisciplinary-Architecture/Drama (AT) • Schools (Bechet, Chesterville, Soloman Mahlangu Primary) • University of KwaZulu-Natal drama students
12	Masters Student: Homeopathy	Cato Ridge Community Engagement Project
13	Researcher and Curriculum Developer for Community Engagement: Social Sciences	On-line, distance S.L. with Humanitarian Aid workers in emergency contexts
14	Municipal Manager: Waste Management	<ul style="list-style-type: none"> • Facilitating community projects and education in waste management • Scout Movement
15	Municipal Manager: <ul style="list-style-type: none"> • Knowledge Management • Organisational Learning • City to City Learning 	Welbedagt East Human Settlement Project
16	Academic: Development Studies <ul style="list-style-type: none"> • Research • Service Learning • Co-production of knowledge sustainability and resilience 	<ul style="list-style-type: none"> • Lead researcher: Palmiet Rehabilitation Project • Partnership with municipality around water governance, climate change and informal housing
17	<ul style="list-style-type: none"> • Social Worker • Program Facilitator • Supervisor for students 	<ul style="list-style-type: none"> • Crime Prevention • Offender Rehabilitation
18	<ul style="list-style-type: none"> • Educator • Facilitator • Community Worker 	<ul style="list-style-type: none"> • Mathematics Education • Business Skills • Community Outreach Programmes
19	Businessman-Construction	Building: skills development in the community
20	Community Liaison Officer: Housing	Allocation and maintenance of houses
21	Principal: Education	<ul style="list-style-type: none"> • Training of Social Work and Education students • Operation Sukuma Sakhe

22	Building Management	<ul style="list-style-type: none"> • Training in Home Construction • Community Liaison Officer-Chatsworth Magistrate's Court
23	Social Worker	<ul style="list-style-type: none"> • Human Settlement projects • SASSA Debt Collector
24	Student: Education	Service Learning: Biology Education
25	Academic: Social Sciences	Lecturer: Marriage Guidance Community projects in low-cost housing development.
26	Academic/ Service Community Development:	Community projects in various contexts
27	Academic: Social Sciences	Service – Learning Co-ordinator
28	Academic: Health Sciences	Director of Service- Learning

Within the larger group reported data was captured through note taking and the use of an audio recorder and then transcribed by the researcher. The data was collated and summarised as themes. In addition to several other verification strategies (as identified by Ballinger, 2008 and Cresswell, 2014) the credibility of the study was ensured as the data presented different perspectives and viewpoints that provided a holistic understanding of the situation.

5. RESULTS AND DISCUSSION

The findings of the study are presented as the themes derived from the guidelines used for the small group discussions.

5.1. Partnerships

Service – Learning was regarded as successful where strong partnerships, based on trust and commitment, existed with the municipality, civil society organisations (NGO's) and universities. Partnerships were sustained and were mutually beneficial. "There must be a mutual gain between the two" (student). However participants recommended that partnerships should be formalised with clear goals and objectives for all partners. "If we formalize service learning relationships between universities, communities and NGO's, then we will find that it will be given its full impact" (service partner). This would help alleviate the bureaucracy involved in obtaining ethical clearance from gatekeepers for entry into organisations for undertaking research. Bureaucracy was also seen to hamper development. It was regarded as important to utilise indigenous knowledge by making use of champions in the community who are passionate about the

development of their communities. Their knowledge and passion helped counteract the “arrogant” attitude of students when engaging with the community.

5.2. Matching of the Context and Course Objectives

Course objectives are aligned to the policies of the organisation through screening of suitable placement sites. Similarly, Naidoo and Devnarian (2009) found the curriculum was informed by the context “and if the programme did not respond closely to the context, then it was regarded as ineffective” (p.943). Participants felt strongly that the length of student placements should be increased to afford them the opportunity to have more exposure to engage with communities.

Youth development was regarded as extremely important to curriculum development. A need was expressed to work collaboratively to focus on youth development. “I think one of the essential things we need to be focusing on is the development of skills among the youth” (academic partner).

5.3. Research

Good community profiles were compiled based on research. On the contrary it was felt that there was oversubscribing of the same organisations due to inadequate community profiling. A thorough profile would identify all the organisations that exist in the cluster, so these could also be utilised for student placements. “I found that eThekwin municipality had gone into the Inanda area and found a large number of organisations and wrote up a page on each of them, which gives you the contact numbers and all the details” (municipal partner).

Research undertaken should be relevant. “Make sure that the research that the academic institute is doing does talk to the priorities of the country” (municipal partner). Monitoring and Evaluation ensured that the goals of the service organisation are being met and was used as an important tool to assess the effectiveness and impact of projects. Participants felt strongly that feedback on research studies undertaken by academia should be shared with service partners as well as the community.

5.4. Community Consultation

The lack of community consultation, one of the fundamental principles of community development, contributed negatively to the community members taking ownership of community projects. “I feel that the community knows their needs more than anyone else” (student). Of importance is that existing community assets and strengths should be utilised in the planning and implementation of projects. “So rather than focusing simply on challenges, to look at opportunities and focus on aspirations” (academic).

5.5. Funding of Service – Learning Projects

Lack of funding for SL projects was regarded as a major challenge despite the fact that several South African universities pledged their commitment to SL in their mission statement. SL programmes as suggested by Lima (2009) requires sustainable funding.

5.6. Lack of basic services and infrastructure

Service- Learning practitioners found it challenging to practise in communities which lacked basic services and infrastructure and were dull, drab and monotonous living environments. Despite the access to basic services and infrastructure as being a basic human right in South Africa, communities have several unmet priorities which include inadequate housing and unhealthy living conditions. Lack of and inaccessibility to community facilities such libraries and sports facilities impacted on keeping children and youth gainfully engaged. “Community needs are extensive” (community partner). “If a child has to get to a library they have to walk about 5km.- now you are just exposing the child to danger” (service partner) More significantly Ward Councilors lacked knowledge of political and social factors existing in the communities under their leadership. Accessing the Ward Councillor was also regarded as a major challenge. Transparency and equitable allocation of resources, as opposed to political favoritism was recommended.

5.7. Fragmentation of Services.

In order to prevent fragmentation and to ensure co-ordinated, balanced and holistic planning of communities, professionals from various fields and communities should work together. “Like this, bringing the people together so that there can be some kind of exchange of ideas and knowledge in order for it to be a strong partnership” (academic partner). This can be achieved through the establishment of a forum by meeting regularly, instead of working in isolation. It was further recommended by one of the groups that the PROUT (Progressive Utilization Theory) which advocates the promotion of holistic development of every person, should be utilised, and in doing so improve the quality of people’s lives through integrated holistic development of communities.

6. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE FOR DEVELOPING SERVICE-LEARNING PARTNERSHIPS

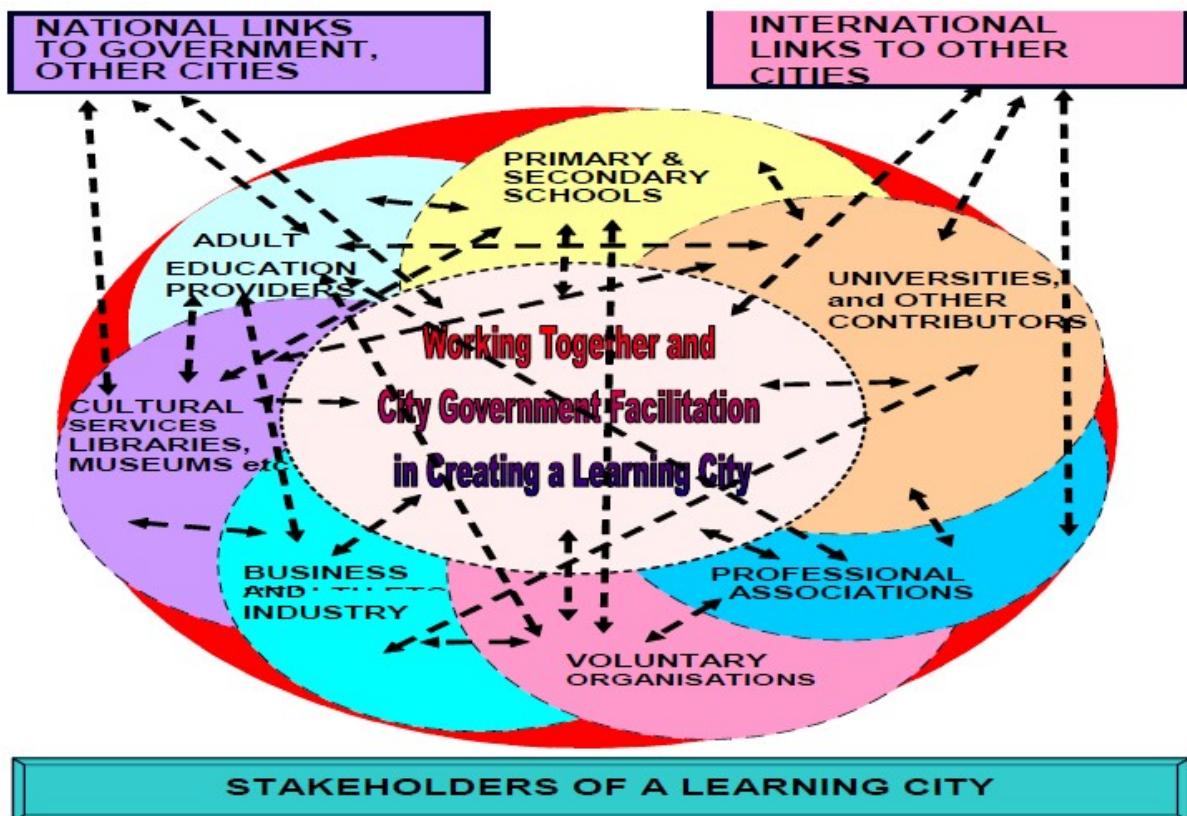
The concept ENGAGEMENT emerged very strongly as a recommendation from the findings of the consultation workshop. In response, a Service–Learning Forum was formed with “development agents” (Patel, 2005) from several university sites (academics and students), service (government and private sectors) and community partners. This gives life to eThekini Municipality’s vision in that “by 2020 Durban will enjoy the reputation of Africa’s most caring and liveable city”. Its Area–Based Management Unit which strives to “improve

the quality of life through building relationships between different stakeholders by improving socio-economic, environmental and service delivery issues within the area.” (eThekwini Municipality 2018) found it apt to provide logistical support to the SL Forum.

The vision of the Forum is to achieve a sustainable and equitable multi-stakeholder forum committed to the advancement of SL with the following focal areas:

- Research
- Placements
- Partnerships and
- Curriculum Development

Learning city strategies, as well as SL objectives, address the most immediate issues of high unemployment, social deprivation as well as other challenges. Therefore the building of ‘social capital’ (Larsen, 2011, p.73) through collaboration is vital. Yang (2010) added that universities can contribute to the creation of learning cities through commissioned research; participation in meaningful partnerships with various stakeholders; encourage students and staff to volunteer their skills, creativity and knowledge; and make university facilities and resources available for learning city activities and events (Wodicka, Swartz & Peaslee, n.d.). They added that such university-government partnerships can improve community services, while at the same time provide a stimulating and challenging learning environment for students. Figure 2 gives an overview of multi-sectoral partnerships and networking that learning cities could engage in. through SL partnerships.

**Figure 2: Partnerships and Networking**

Source: Yang 2010

According to Clos (2016) cities in Africa will soon have an urban population of 50% and recommends that Africa should view urbanisation as an opportunity rather than a challenge. However, although there is evidence of pockets of learning city features, the concept is emerging very slowly in Africa as compared to their international counterparts. So whilst universities provide the expertise, their curricula must be relevant to contribute to the transformation of society thereby playing a major role in the advancement of African communities. In doing so, the asset-based approach to community development which is based on the premise that all communities have assets and capabilities (Preece 2011), together with the social developmental approach should be adopted. In meeting the global challenge higher education institutions should be encouraged to express the nature of support that they can offer to all structures of society in order to foster learning city initiatives in Africa (Biao, Esaete and Oonyu, 2013) through the formation of multidisciplinary SL partnerships.

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Service Learning through Action Research in Disability-Inclusive Education

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1. ABSTRACT & KEYWORDS

In the Philippines, the Commission on Higher Education (CHED) has established that graduates of an Occupational Therapy (OT) program at the University must exhibit competency in research-related skills to perform its various roles. In addition, OT graduates are expected to engage actively in the advocacies of the profession and its stakeholders, and demonstrate social and professional responsibility by responding to the occupational needs of society. Higher Education Institutions (HEI) have different strategies to attain learning outcomes of research courses. In the case of the University of Santo Tomas College of Rehabilitation Sciences (UST-CRS), service learning approach is one of the strategies utilized in the research courses by partnering with Save the Children (SC). SC is a non-government organization (NGO) that works for the welfare of children across the world through quality education, health care, economic opportunities, and provision of emergency aid in times of disaster or conflicts. Through the alliance, the students engage in research activities led by the faculty, in working on commissioned topics that build on evidence-based programs needed by the three partner sites of SC. This paper presents experiences towards successful attainment of learning outcomes of the students and the goals of the communities through action researches done for the disability-inclusive education program of SC.

Keywords: Disability-Inclusive Education, Save the Children, Philippines, Action Research, Service Learning

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2. INTRODUCTION

According to National Statistics Office (NSO), there is an increasing number of Children with Disabilities (CWD) in the Philippines, but a small percentage (3.5%) of these children are enrolled in public schools. The Department of Education (DepEd) raised the urgency to address problems regarding full access to education of CWD through the implementation of Inclusive Education (IE). Save the Children (SC) secures the welfare and rights of the children in terms of health, nutrition and education. One of their existing projects is called KASALI or “Kabataang-Aralin Sa Lahat ay Ibahagi”, which translates to “Education for All Children”. It aims to support Children with Disability (CWD) and provide them quality Inclusive Education (IE). To support the advocacy for IE in the Philippines, the partnership of Save the Children with UST-CRS was forged to provide evidence based programs that will help in the inclusion of CWD in regular public school settings. This way, SC and its partner communities learn from the research conducted by the University, while the students and faculty attain the intended learning outcomes. This report describes the challenges and success of using Service Learning approach in attaining the learning outcomes of the students and the set indicators of the KASALI program, which ultimately benefit the communities.

3. DISABILITY-INCLUSIVE EDUCATION IN SERVICE LEARNING

Service Learning is a pedagogical model that intentionally integrates the achievement of outcomes for both academic and community through reciprocal teaching and learning.

Although there are a variety of definitions, the essence of Service Learning rests on the philosophy of service and learning that occurs in experiences, reflection and civic engagement within a collaborative relationship involving community partners.(Flecky, 2011; David, 2006) It equally benefits the provider and the recipient of the service. (Bringle & Hatcher, 1996).

As a contribution to the Education for All (EFA) movement of UNESCO, SC launched KASALI program in 2014. The project aimed to benefit mainly the CWD through general interventions designed to improve Early Childhood Care and Development (ECCD) centers and elementary schools for a broader goal of providing a holistic support for children with and without disabilities in 35 barangays and 89 learning sites in the 3 key cities of Paranaque, Taguig, and Pateros. It was projected to be of impact to a total of 3,787 children, including 568 CWD. Together with the children, adults were also stakeholders of the project, from local government community partners at the city/municipal and barangay levels, regional partners from national government agencies such as the Department of Education (DepEd), Department of Social Welfare and Development (DSWD), National Council for Disability Affairs (NCDA), and the

Department of Interior and Local Government (DILG), to partners from the civil society and private institutions.

With the initiative of SC on the transition to IE in the Philippines, Occupational Therapy (OT) has a significant role in supporting this aim. In the Occupational Therapy Practice Framework (OTPF, 2013), advocacy refers to efforts geared towards the promotion of occupational justice and empowerment of clients to seek and obtain resources to fully participate in occupations. OTs advocate for the successful participation of CWD by assisting teachers with providing an adaptive school environment to facilitate optimal performance.

4. RECIPROCAL TEACHING AND LEARNING PROCESS

4.1 Intended Outcomes of the Students and Save the Children

In its thrust for Outcomes Based Education, the OT program of the College of Rehabilitation Sciences has 10 outcomes, which must be achieved within 5 years. The curriculum depicts its strength in research through four major research subjects, distributed in the fourth and final years of the students in the program. It is developmental in approach with outcomes in research conceptualization in the fourth year, and its implementation, manuscript writing and presentation during the internship year.

In the fourth year, OT students learn about descriptive, correlational and inferential statistics involving biomedical data, thematic analysis, research design and methodology, research protocol writing, types of researches and methods of sampling. At the end of this year, the students are expected to have secured their technical and ethical approval in preparation for the internship year. In this final year, they are required to conduct an actual research study on topic related to occupations, occupational therapy and occupational performance. In the culmination of this course, the student is required to have an oral and poster presentation of the research.

On the other hand, SC aims to have evidence of the attainment of their program goals and outcomes, or to document insights which may streamline their programs, further enhancing their effectiveness and efficiency as an organization. To support this, the logic framework of the KASALI program indicates research output to document baseline, midline and endline status of the covered sites.

4.2 Challenges in Reciprocity and Participation

Considering the timelines of both parties was initially difficult as it required the students and faculty to closely collaborate with SC to determine which topics to prioritize. This required intensive involvement of the faculty as focal person from the University and the Monitoring, Evaluation, Accountability and Learning (MEAL) Officer as point person from SC. Expectations setting is done each year in the process of choosing the scope of the research. Major challenges in the timelines is encountered

at several levels. First is the timeline of the faculty and students to finalize a proposal atleast eight months before the research implementation, requiring foresight on the part of SC and the faculty lead researcher. Next is the need to harmonize schedule of activities by the monitoring team of SC with that of the student and faculty researchers. Each party is aiming for participatory approach with the community, hence, the need to invest time in ensuring that the public school teachers, administrators, CWD, families and community key persons in Pateros, Paranaque and Taguig are engaged in all methods.

4.3 Harmonizing Protocols

In all research endeavors of UST-CRS, rigor is achieved by requiring all protocols to secure technical approval. Separately, each commissioned paper of SC also requires technical approval by the monitoring officers, thereby entailing two technical approvals in order to proceed with its implementation. In addition, each research undertaking by the University requires ethical approval as well. On the part of SC, the organization requires all who are involved in the program to adhere to their child protection policy. With this, the monitoring officer conducts a session with the students to help them understand how they should conduct themselves in their encounters with the children in the field. Lastly, the students and faculty present their research findings in two avenues: first is in the annual oral defense of the students in the university, and second with the SC staff and community representatives in Save the Children's Office.

5. RESULTS AND DISCUSSION

In the partnership of UST-CRS with Save the Children, both the outcomes of the students and SC are achieved. Table 1 depicts the output produced by the faculty and students since 2015, which are utilized by the organization in rendering services to the community. These researches benefit all the 3 partner communities involved in the KASALI program.

Completed Researches	Objectives	Methodology and Participants	Results
Perspectives of Children with Disabilities and their Representatives on Facilitators and Barriers to Inclusive Education	To identify the facilitators and barriers to educational participation in IE of public schools from the perspectives of CWD, their parents, and NGO supporting their welfare.	Qualitative descriptive study Focus Group Discussions (FGD) participated by 11 CWD, 11 parents and 6 non-government organizations (NGO) supporting their welfare. Analysis: Inductive analysis using NVivo 11	Two overarching concepts emerged namely school system and environment. Several themes generated from the concepts were clustered as either a facilitator or barrier producing a dissenting view among the groups of participants

Perspectives of Public Elementary School Teachers and Principals on the Role of Occupational Therapists in Inclusive Education	To describe the perspectives of public elementary school teachers and principals in the role of occupational therapists in inclusive education	Qualitative descriptive study Key informant interviews involving 3 principals, focus group discussion participated in by 13 teachers, and review of records Analysis: Inductive analysis using NVivo 11	Two key themes (1) Knowledge about the role of OT in inclusive education, (2) Factors affecting the perspectives of teachers and principals about the role of OT in inclusive education
Inclusive Classroom: Making it Work for Peers of Children with Disabilities	To describe the program implementation and the outcomes of the Equality and Non-Discrimination Module in improving attitudes and perspectives of peers of CWD towards CWD in order to assist in improving the conceptualization of the module by providing evidence based background	Descriptive Mixed Methods Study Pre- post test, non-randomized study that utilized Revised Chedoke – McMaster Attitudes Towards Children with Handicaps Scale assessment tool (CATCH-R) was administered to 49 typically developing students ages 9-12 years old. 3 Key Informant Interviews and role play was done to complement the data collected from the questionnaire. Analysis: Independent t-test; Inductive analysis using NVivo 11	The quantitative pre-post test results reveal 3 questions with significant difference (Q5, Q12, & Q14) which suggest improvement in the children's knowledge. Peer responses in the post-intervention role play elicited positive responses among peers of CWD. Two themes were generated from the FGD of the teachers to depict factors that affect program: external factors and internal factors.
Outcomes Evaluation of Early Detection and Intervention of the KASALI program of Save the Children	To engage the family and key persons in the schools of CWD in describing outcomes brought about by the EDI activities	Outcome evaluation using qualitative methods Three Focus group discussions (FGD) participated in by 21 public school teachers and three Key Informant Interviews (KII) participated in by four school administrators. Focus Group Discussion were done with 15 parents of CWD in the three sites. Analysis: Inductive analysis using NVivo 11	Three major themes emerged: (1) Disability-Specific Outcomes seen in Children; (2) Disability- Inclusive Outcomes experienced in the System, and (3) Factors affecting these outcomes

Table 1. List of Completed Researches of UST-CRS with Save the Children

In the process of producing and disseminating these research output, Tables 2 and 3 presents the outcomes and goals achieved by the OT Students and Save the Children

Occupational Therapy Program Outcomes
Work effectively and collaboratively with clients and/or in a team of inter-professional practice settings
Demonstrate beginning research-related skills in the performance of various roles, to use in best OT practices for quality outcomes
Engage actively in the advocacies of the OT profession and its stakeholders, to respond to the occupational needs of society

Demonstrate proficiency in oral and written communication skills, for inter-professional education or to educate an individual client or population
Promote community health and well-being in the practice of the profession and community mobilization

Table 2. Outcomes attained by the OT Students

Save the Children Logical Framework Goals
Research on CWD in the targeted barangays and social attitudes among parents, teachers and children undertaken
All covered barangays and learning sites actively participate in the research.
KASALI Inclusive Education training package
Plan for equality and non-discrimination in 25 preschool and elementary schools
Network of advocates for inclusive education and CWD organized and functional at national, regional, city and barangay levels

Table 3. Goals attained by Save the Children in their partner communities

5.1 Conclusion and Contribution to Practice

While there are several challenges in terms of timelines and harmonizing protocols, the partnership has been successful. In the process, the intended learning outcomes of the students led by the faculty, and the needs of the community through the project goals of Save the Children are met through the Service Learning approach. With this, Service Learning through action researches yield technical support to the organization in providing evidence-based programs that benefit the partner communities.

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Disability Inclusive Disaster Risk Reduction and Management: Advocacy to Transformative Action in Service Learning

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1. ABSTRACT & KEYWORDS

The Philippines, being one of the most disaster prone countries, has made significant reforms in disaster risk reduction and management (DRRM). One of which is the integration of DRRM into the tertiary education curricula through the National Service Training Program (NSTP), a mandatory Service Learning Course. In these efforts, the concept of disability inclusiveness is non-existent in the current program. Persons with disabilities (PWD) is one population with particular vulnerabilities in times of disaster. As such, their rights and needs should be addressed and their involvement in planning and implementation of DRRM efforts is of particular importance. This led to the ongoing three phase participatory development project using a mixed method concurrent triangulation design, which aims to revise the current DRRM module of the mandatory NSTP of the University of Santo Tomas (UST). Stakeholders including students, teachers, administration and community are at the forefront of this project. Insights on student learning, community involvement and systems approach to changes in service learning are drawn from this experience. This process of transition highlights the need for an inclusive approach to service learning programs where all stakeholders are teaching and learning to embody participation, empowerment and reciprocity.

Keywords: Disability-Inclusion, Disaster Risk Reduction and Management, Philippines, National Service Training Program, Service Learning

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2. BACKGROUND

The National Service Training Program (NSTP) is a program in the Philippines aimed at enhancing civic consciousness and defense preparedness among college students. This program, through one of its program components, equips students for community engagement to improve the community's general welfare. The Philippines, being fourth among countries most affected by disasters (UNESCAP, 2014) has enacted the Philippine Disaster Risk Reduction and Management (DRRM) Act of 2010 leading to the institutionalization of DRRM education into the NSTP. With the intention of integrating academic learning to relevant community service, students engage in activities that address the identified needs of the community including education, environment and safety. In this engagement, students experience reciprocity of learning and develop civic consciousness skills in line with the tenets of Service Learning (SL).

Persons with disabilities (PWD) have been identified to have greater risks of vulnerability in times of disaster as PWD are disproportionately affected by disasters (UN-ESCAP, 2014). With this, a disability inclusive DRRM module in the NSTP is needed to address the rights and needs of PWD in these times of overlapping vulnerabilities including capacity building and training of evacuation techniques and communication strategies. This prompted the three phase participatory development project to transition to disability inclusive DRRM (DI-DRRM) module. This is based on the four phases of service learning: planning, action, evaluation and reflection, and celebration (Stewart & Wubbena, 2014) with the first two already in place. This report generates insights from the transition process involving the stakeholders (teachers, administrators, students and the community), to make reforms leading to a more disability-inclusive program, which ultimately aims for safer and resilient communities.

3. DI-DRRM PROGRAM DEVELOPMENT FRAMEWORK

The National Disaster Risk Reduction Management Framework (NDRRMF) of the Philippines provides a comprehensive, all hazards, multi-sectoral, interagency and community-based approach to DRRM, envisioning a country of safer and disaster-resilient Filipino communities towards sustainable development.

Philippine universities may opt to implement DRRM in different pedagogical strategies. The University of Santo Tomas (UST), utilizes a Service Learning approach through blended learning strategies. Online and face to face sessions ensued to equip students on Participatory Capacities and Vulnerabilities Assessment (PCVA), Basic First Aid and Immobilization before they are deployed to identified partner communities. Knowledge and skills learned in classes are practiced in the classroom and are cascaded to partner communities.

Given the abovementioned efforts on strategies for DRRM integration into the school curricula, the concept of disability inclusiveness is non-existent. The Sendai Framework, which aims to guide the management of disaster risk in development at all levels and within and across all sectors including PWD

support this move towards disability inclusiveness. Humanitarian organizations such as Handicap International (2012) and Christian Blind Mission (2013) have pioneered DI-DRRM programs advocating a twin track approach, ensuring continuation or increased plans for inclusion and equality at the systemic level, while supports for differently abled persons are addressed and empowerment is encouraged at the individual level.

The framework of the NDRRMF and the Twin-track approach are the two guiding concepts in this process of transition towards a DI-DRRM module. The NDRRMF guides in the evaluation of the DRRM program of the University based on the four areas of Disaster Prevention and Mitigation, Disaster Preparedness, Disaster Response, and Disaster Rehabilitation and Recovery. In the same manner, the Twin-track approach directs this development process by engaging the PWD in the process, making it participatory in terms of the program development, at the same time making services and facilities accessible to them.

The NSTP DI-DRRM revision framework (Figure 1) guided the three-phase methodology utilized in the transition towards a more disability inclusive program which will produce a module that is ready for implementation following a service learning approach.

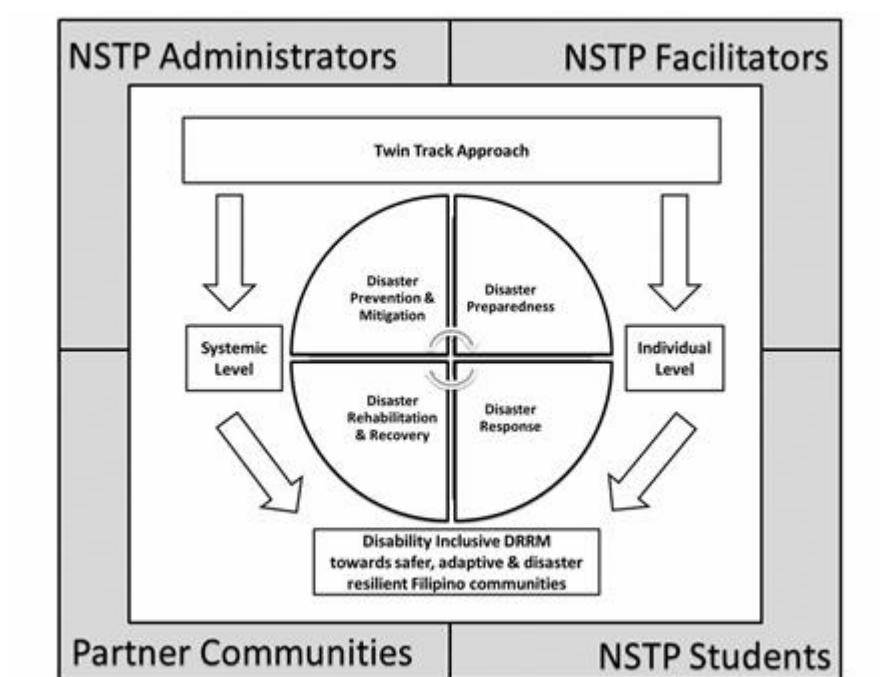


Figure 1. DI-DRRM NSTP Program Revision Framework

4. PROGRAM PHASES

Keeping the vision of implementing this program through an SL Approach, this project entailed three phases which are reflective of the SL approach's first two phases: planning and action. The evaluation and revision phases of this project is reflective of planning while pilot testing is of action. Linking the DI-DRRM module to serve community needs in the implementation of the course will be

reflective of planning and action. The student and community evaluation on the experience as well as appreciation of the program after the planned activities will be reflective of the evaluation and celebration phases of SL, respectively. Mixed methods design, specifically concurrent triangulation was used in this process of transition. Qualitative and quantitative date were collected and analyzed at the same time and integration was done thereafter to corroborate findings from the different stakeholders and experts. Refer to figure 2 for the specific methods and analyses used.

4.1 Phase 1: Evaluation

The disability inclusiveness of the current program was evaluated using a checklist developed from the perspectives of stakeholders, DI-DRRM experts and documents review. The stakeholders' perceptions on disability and DRRM were highlighted. The community's insights were given greater emphasis, being the end recipients of the program. The experts provided valuable insights on DI-DRRM concepts and activities.

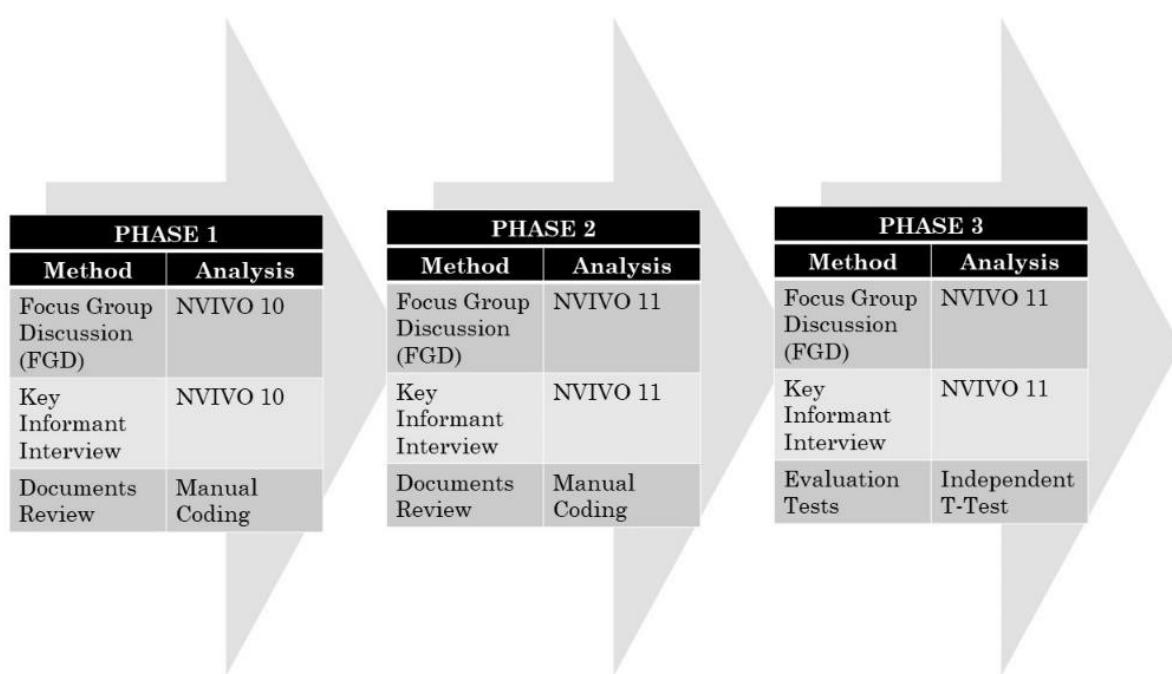


Figure 2. Methods and Analysis

The evaluation determined items to make the current module disability inclusive such as concepts and activities on four phases of DRRM, disability education, and DI-DRRM in the context of UST partner communities.

4.2 Phase 2: Revision

Initial revision of the program based on evaluation results changed the module's content, composition and implementation structure through consultations with instructional design and DI-DRRM experts and documents review. The

stakeholders and experts provided additional insights leading to the final revision including structure and implementation redesign, enhancement of DRRM and DIDRRM content as well as teaching-learning strategies.

4.3 Phase 3: Pilot Testing

The pilot testing of the revised module determined changes in knowledge, skills, and attitudes (KSA) of students through the use of evaluation tests such as teacher-developed quizzes and skills-based performance assessment along with the validated Self-Assessment Tool for Disability Inclusive Disaster Risk Reduction Management (SAT-DI-DRRM) tool given as pretest and posttest. The SAT-DI-DRRM has a content validity index of 0.87 and 0.79 internal consistency. Insights of the 28 student participants on the teaching-learning strategies, module effectiveness and the retention of KSA and of the teacher on implementation experience were analyzed to provide qualitative results of the pilot testing.

Quantitative and quantitative results indicate positive outcomes, generally regarding the module to be generally beneficial and effective. However, the need for disability awareness and sensitivity training and additional improvements on program content and implementation were also suggested.

5. REFLECTIONS

This project, being a transformative action towards DI-DRRM provoked insights on student learning, community involvement and systems approach through a service learning approach.

5.1 Student Learning

Disability and DRRM are recognized by both students and teachers to be an area for improvement and for consequent infusion into the module. They are vital to improving university outcomes for student learning and community engagement. This is corroborated by the community stakeholders to have a more responsive community-based DI-DRRM efforts. The UST Department of Occupational Therapy (OT) being the initiator of the transition, has continued efforts on improving this advocacy through research-based program development linked through various courses of the OT program. The OT curriculum is designed such that it ultimately achieves a set of program outcomes. Two of which are (1) Promotion of community health and well-being in the practice of the profession and community mobilization and (2) Active engagement in the advocacies of the OT profession and its stakeholders, to respond to the occupational needs of society, in the aim to inculcate in the students improved community engagement skills. This advocacy for inclusion has led to impact in the intended learning outcomes of all students of NSTP in developing partner communities to have a DI-DRRM for safe, adaptive and resilient communities.

5.2 Community Involvement

Involving the whole community in planning and implementation of DI-DRRM efforts improves disaster response. A participatory action approach shifts to a disaster resistant from a disaster resilient community. A disaster resistant community resists or at most minimizes impact of disasters. This emphasizes a proactive stance rather than a response- driven DRRM effort.

5.3 Systems Approach to Changes in Service Learning

Systems development has two major components: Systems analysis and Systems design. System design is the process of planning a new system or one to replace or complement an existing system. Prerequisite to this, it is necessary to thoroughly understand the old system and determine what strategies may be used to make its operation more effective. System analysis, then, is the process of gathering and interpreting facts, diagnosing problems, and using the information to recommend improvements to the system. In the revision of the program, it was evident that reforms are not limited to the program of the NSTP, but encompassed the faculty, the administrators, the student and the community.

This system-wide reform is initiated with disability awareness and sensitivity, as identified by the stakeholders. Students and teachers, who are from non-health related courses recognized enhancement of their knowledge on disability, skills in handling PWD in community activities as well as attitudes towards PWD. The communities also expressed the need to be made aware of different disabilities and be equipped of specific strategies in handling PWD during disasters.

In addition, the participation of the PWD in whole process of development of DRRM programs and activities was seen as an empowering element in the process. All stakeholders and experts agree and recognize this as a vital aspect of the advocacy towards disability inclusion. With these, PWD are empowered as self-advocates, such that they are not mere recipients of services and programs but are also planners, implementers and evaluators, breaking the stigma that they have limited capacity to participate in these kinds of endeavors.

6. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

This project aims to revise the DRRM Program of the NSTP program in UST to realize a more inclusive approach to safer and resilient partner communities. The three-phase participatory project involving all the stakeholders yielded several outcomes encompassing students, teachers, administrators and the community. A deeper look at the process of transitioning to a disability-inclusive program reveals that system reforms is key for service learning programs to be more inclusive, where all the stakeholders are teaching and learning to embody participation, empowerment and reciprocity.

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Session 7: Experience Sharing and Case Study

Sustainability of Service-Learning Projects——a Case Study of SCU

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1. ABSTRACT & KEYWORDS

Long-chi Village is in the stricken area of 2013 April 20th Lushan earthquake which occurred in Ya'an, Sichuan province, China. It is estimated that the direct economic loss caused by this earthquake is roughly 42.26 billion and now it is facing a serious extinction crisis due to the shortage of labor force, fund, etc. Aiming at revitalizing the village, the Service-Learning Research Club of Sichuan University carried out a series of projects, from which ways are explored to promote the sustainability of Service-Learning projects.

Keywords: Service-Learning, Sustainability, The Service-Learning Research Club of SCU, Promotion

2. INTRODUCTION

This paper introduces The Service-Learning (SL) Research Club of Sichuan University (SCU) and a project conducted by the club. It lists the success and deficiencies and illustrates the development and sustainability exploration of the club. Then three ways are explored to promote the sustainability of Service-Learning projects in universities by sharing experience from this case.

3. LITERATURE REVIEW

SL originated in the United States in the early 1980s. It is an “experiential education in which students engage in community service activities to achieve desired learning outcomes” (Jacoby, 1996). Researches of SL projects are mainly divided into two groups. One is the experimental SL activities which are conducted in schools or communities. For example, community volunteer services launched by Fu Jen Catholic University in Taiwan (Fu Jen Catholic University. n.d) The other one is the professional SL conducted in communities aiming at helping students to get professional knowledge and practical experience as well (Morton

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& Troppe, 1969). For instance, the physiotherapy SL program of University of Indianapolis (Indianapolis University. n.d). By analyzing the strong-points and the shortages of the Longchi, Ya'an project conducted by the club in SCU with the latter model, three ways are concluded to promote the sustainability of SL project.

4. METHODOLOGY AND ANALYSIS

The program in Long-chi Village is a pioneering SL practice and exploration conducted by Sichuan University. The SL program of Long-chi Village bases on community needs and implements all the steps of SL. The students launched a variety of SL activities in the village, including the establishment of the Longchi village SL base, the investigation of the basic information in Longchi village, the operation of free clinic for the elderly and the conduction of the “Bee Project” (including crowd-funding, buying bees, guiding beekeeping, perfecting contracts, gathering and selling honey, etc.). Among these activities, the “Bee Project” has the longest duration, the largest number of participants and investment, and the most significant benefits for the teachers, students and villagers involved.

5. RESULTS AND DISCUSSION

It has been proved that this comprehensive SL program of Long-chi Village could lead to a win-win situation. Students' responsibility and service awareness have been greatly enhanced and the situation of community has been dramatically improved. Meanwhile, from this case study, three practical measures are explored to promote the sustainability of Service-Learning projects.

5.1. Matters have been conducted in the project

- 1) The project launched a bee-keeping crowd-source funding, which has raised up to 32465.27RMB. With this funding, 18 families can keep 42 more boxes of bees to increase their incomes.
- 2) The project has successfully conducted health screening on 42 villagers and has established their personal health information files as well.
- 3) All the surveys on family information of the whole 18 local families has been completed.
- 4) A complete aerial map of Longchi village has been obtained, with which, a risk-avoiding map has been drawn.
- 5) Successfully undergone a collecting and collating process, one brochure about local village culture has been compiled and three public media platforms on Service-Learning, hit over 8000 times, have been established.

5.2. Problems lying in the project

- 1) The sustainability of the programs is not strong enough. The project was suspended one year later.
- 2) The enthusiasm for this program is decreasing among students. The number of members participating in this case has reduced from more than a hundred to less than twenty.
- 3) Lack of communication between various platforms.

5.3. Efforts to against the problems

- 1) Establishing the Service Learning Research Council of SCU and training qualified students to guide each sub projects.
- 2) Encouraging and guiding students to participate actively in this program and maximize their benefits.
- 3) Taking advantages of new media ' s platforms to establish a communication system among governments, NGOs, universities and so on to share information.

All these countermeasures contributed to promote the sustainability of this case in SCU and can also serve as an example to promote the sustainability of Service-Learning project.

5.4. Measures to promote the sustainability of SL projects

On analyzing the reasons of the big success and the countermeasures to solve the existing problems, following are some measures to promote the sustainability of SL projects. The measures can be divided into three parts. The first one is the carrier - team, the second one is the guiding ideology - adjustment, and the third one is the innovative mode - SL plus the Internet.

1) The carrier - team

Cooperation among schools, enterprises and communities is a must. For one thing, students are vigorous and imaginative. They can propose passionate and original notions, but they are deficient in experience. For another, communities are affluent in experience. But they sometimes may be blinkered and not able to come up with new solutions. Additionally, with enterprise's sponsoring, the results of Service-Learning activities might be ameliorated. In this process, students can solidify their theoretical knowledge and improve practical ability, communities can get human resource and intellectual support, and enterprises can be propagandized by the project thus improve themselves.

The advantages of team cooperation to promote the sustainability of SL project can be examined in the SL Research Club of SCU. In the project mentioned above in Long-chi, Ya'an, students from SCU cooperated with both the community of Long-chi and the honey enterprises. In this process, students learned how to manage a team and enhance their ability to communicate and

negotiate, communities helped farmers become richer and enterprises made profits. By this way, the sustainability of SL project can also be promoted.

2) The guiding ideology - integration

Another aspect to promote the sustainability of SL is integration. When promoting the sustainability of Service-Learning, students should be the contributors and erectors of their own hometowns. Also, great significance should be attached to being established to places and adjusting to local conditions.

The main reason for the success of the program lies in its integration. Rather than focusing on improving one aspect of the community condition, the program aims to provide comprehensive service to the target village according to its actual needs, which has successfully improved the village's condition and the sustainability of the SL projects.

3) The innovative mode - SL plus the Internet

The "Internet plus" refers to the application of the Internet and other information technology in conventional industries. The Internet plus form can be used for reference and thus an innovative mode - SL plus the Internet can be created.

From the case mentioned above, students from SL Research Club in SCU helped the local farmers in Long-chi, Ya'an raise bees and sell honey via the Internet. By taking advantage of The Internet, SL programs gain new vigor and vitality and can be done in a more efficient way, leading to a win-win situation for both farmers and students. And the sustainability of SL can be promoted in this process.

6. CONCLUSIONS

The given case in Ya'an, Longchi shows its success and countermeasures in promoting the

Sustainability of SL project. It also illustrates how it helps the communities in a wider range and more effective as well as promoting the students' professional skills and sense of civic responsibilities. More importantly, by taking the case study as an example, three practical measures are explored to promote the sustainability of SL, which are suitable for all SL projects.

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The Impact of Service-Learning: A Case Study of a Corporate-Community- University Partnership in Hong Kong

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1. ABSTRACT AND KEYWORDS

Service-learning (SL) program provides an opportunity for students to apply their academic knowledge in real-world contexts. Through experiential learning and community engagement activities, students offered a chance to collaborate with people from diverse backgrounds and to meet community needs. In 2017-18 academic year, a total of 272 university students enrolled in two SL subjects and provided services to students from nine secondary schools. The purpose of the present study was to examine the effectiveness of the program from the service recipients' perspective with the use of qualitative and quantitative evaluation methods.

Keywords: Service-learning, Service recipients, Community-University Partnership

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2. Introduction

Service learning is a type of experiential learning that integrates real-life experiences into academic knowledge (Bringle & Hatcher, 1996). Different from the traditional approaches to teaching and learning, it aims at promoting students' intrapersonal and interpersonal competencies and strengthening their civic responsibilities (Benson, Harkavy & Puckett, 2007). Although the benefits of service learning program are well documented (e.g., Cronley, Madden, Davis, & Probe, 2014; Eyler, 2009; La Lopa, 2012), little is known whether the findings can be generalized to other non-western contexts. Thus, there is a need to explore the positive outcomes of this unique pedagogical approach in other settings or population groups.

3. Theoretical Framework/Literature Review

Over the past decades, the number and type of organized after-school programs have been rapidly increased (e.g., Kremer et al., 2015). Organized after-school programs could be a significant contributor for promoting positive psychological well-being and better academic performance among adolescents (Durlak, Weissberg, & Pachan, 2010). This is particularly important among adolescents living in poverty. Low socio-economic status was associated with poor school adjustment, higher emotional and psychosocial problem (Shek, 2002; Becker & Luthar, 2002). In Hong Kong, 180,000 adolescents suffered from financial hardship (Hong Kong Census and Statistic Department, 2016). However, research on the effectiveness of after-school programs is scarce in Hong Kong. Clearly, more research is needed to understand whether Chinese adolescents in low socio-economic neighborhoods benefit from after-school programs, such as service-learning activities. The present study attempted to address this research gap.

4. Methodology

This study was conducted in the 2017-18 academic year where a total of 272 students enrolled in two courses "APSS2S09 Service Leadership through Serving Children and Families with Special Needs" and "APSS2S05 Promotion of Children and Adolescent Development" at the Department of Applied Social Sciences at The Hong Kong Polytechnic University. Students were required to provide 40 hours of mandatory services to serve children and adolescents of low socio-economic status. To ensure the comprehensiveness of the assessment of learning outcomes, multiple assessment methods are used to evaluate the impact of the program and perceptions of the subjects from different stakeholders. The current study sought to evaluate the service recipients' perception of two service-learning subjects and its impacts on their developmental characteristics with both qualitative and quantitative methods.

Measures

Subjective outcome evaluation—Secondary school students (service recipients, N = 498)

At the end of the semester, a total of 498 secondary school students were asked to completed a 28- item questionnaire, which assessed their perception of the service activities (9 items), the service implementers (9 items) and the effectiveness of service activities (10 items). A 6-point scale from “1-very unhelpful” to “6-very helpful” was used. Descriptive statistics were derived using SPSS version 23.

Focus-group interviews

Second, qualitative data were selected from service recipients' reflection in a focus group interview in one cooperated local secondary school under the Project WeCan Project. A list of semi- structured questions were used to guide the participants to reveals their in-depth feelings and perception towards the service learning subjects we provided. The focus group interview last around 1 hour and consisted 7 participants in full transcript. The questions were mainly related to service recipients' evaluation of the contents of the activities, the evaluations of the service providers and the personal gains after joining the service. Their views on all service activities were also investigated. The data was examined, categorizing and tabulating with evidences to address the goal of the study and bring the meaning to the study in an in-depth manner. Framework analysis (Ritchie & Spencer, 1994) would be used for data analysis.

5. Results and Discussion

In general, the service recipients perceived the service activities positively. The percentage of the rating of “4” or above on a 6-point Likert scale ranged from 76.0% to 96.5% (Tables 2-5). Regarding the findings of students' evaluations of the contents of the activities, 92.7% of the students perceived the content design of the activities prepared by the service providers as very good, 92.3% of the students felt that the format of the activities was appropriate, and 93.1% of the students found that the atmosphere of the activities was pleasant (Table 2).

On the evaluation of service providers, 96.1% of the service recipients found that the university students showed professional attitudes, 96.5% thought that the university students were actively involved in the services, and 95.1% reported that the university students showed readiness to offer help to them when needed (Table 3).

Regarding to the service recipients' evaluations of the effectiveness of the service activities, 83.9% of the students found that the service activities had enhanced their self-confidence, 85.2% thought that they had broadened their horizons, 78.8% thought that the activities were very useful to them, and 82.3% of them reported that it had promoted their holistic development (Table 4).

Qualitative method, such as focus group interviews were conducted to elicit feedback from service recipients. Results showed that the service recipients have

a positive evaluation to the service content and the service providers, as well as perceived that the service activities were very useful to them in their personal development.

Focus group interview - Secondary school students (service recipients)

Apart from completing a subjective outcome evaluation form, qualitative method, such as focus group interviews were conducted to elicit feedback from service recipients. The major theme were analyzed as follow:

Service recipients' perceived the service positively

They used “have fun”, “meaningful” “a special place”, “learned a lot from the school visit” and “treasure the chance to visit university”. They thought that joining service activities were valuable to their learning and gave them personal satisfaction.

“What impressed me the most is PolyU visit...A group of university students took us to visit their departments and the lecture rooms.it was meaningful.”(Male 2, joined the service for two years)

“I gained a lot when I went to PolyU, those university students have competence to teach us and shared their professional knowledge to us deliberately.”(Female 1, first time to join the service)

Service recipients treasured the mentoring relationship with the service providers

They mentioned that service providers were “kind”, “responsive”, “patience”, “professional”, “cared them a lot”, “encouraged them to complete a task”, “give them direction in their life” and “feel good” to have them.

“I have never met university students before... they really cared us a lot. They are young and energetic...for example, they taught me how to answer the English questions with care and patience...I think I will give up without their support.”(Female 1, first time to join the service)

“My co-walker was very nice. She proofread my writing and taught me grammar in the service activities. Meanwhile, she gave me ideas and suggestions on my career planning. I accepted and chose what she suggested to me.”(Female 4, first time to join the service) “I was impressed by one of the university students’ professional attitude. I remembered he was the only one to wait for me as I just finished a competition and arrived there at 7 pm. He was waiting for me ... I couldn’t believe how responsible he was.”(Male 2, second year to join the service)

Developed the service recipients' competence, aspiration and resilience

Service recipients witnessed their changes after joining the services. The co-walking experiences with service providers helped them realized their potential, gave them aspiration and strengthen their resilience level.

"From their (university students) sharing, I learned that they had their drawbacks in academic. They strived for a university degree with efforts. I think I can do it, I can try..." (Male 1, first year to join the service)

"I know more about the university... I want to work harder and hope that I can be the one of them (university students) in the future... I understand my goals... I know what I want to be, what I want to do..." (Female 5, second year to join the service)

"I was a person with low self-efficacy. With the support of teachers (university students) and my classmates, I know I have to work harder for my future and upgrade myself undoubtedly. I cannot let them down. How to say, they (university students) gave me motivation, value and positivism that change my personality a lot." (Female 1, first time to join the service)

6. Conclusion

The current study demonstrates the positive impact of service-learning subjects among Hong Kong students. More specifically, the mutual benefits were shown in both secondary and university students. Using qualitative and quantitative approaches, students' learning experiences have been enhanced in caring and supportive environments. Our study sheds light on the importance of providing different learning opportunities for students in Hong Kong.

Table 1. Summary of students' perception toward the subjects (N=498)

	Mea	SD
1. The contents of the activities (9 items)	4.97	0.93
2. The evaluations of the service implementers (9 items)	5.15	0.88
3. The evaluation of the effectiveness of the service activities (10 items)	4.92	1.01

Note: All items are on a 6-point Likert scale with 1 = Strongly Disagree, 2 = Disagree, 3 = Slightly Disagree, 4 = Slightly Agree, 5 = Agree, 6 = Strongly Agree.

Table 2. Descriptive statistics of secondary school students' evaluation of the contents of activities

		Mean	Respondents with positive responses	
			n	%
1.	The content design of the activity is very good.	4.91	458	92.7
2.	The format of the activity is appropriate.	4.97	454	92.3
3.	The atmosphere of the activity was pleasant.	5.04	461	93.1
4.	There was much peer interaction amongst the students.	4.98	452	91.5
5.	I participated in the activity actively.	5.00	459	93.1
6.	I was encouraged to do my best.	4.84	434	90.8
7.	The learning experience enhanced my interests towards the service.	4.91	449	90.9
8.	Overall speaking, I have a very positive evaluation on the activity.	5.00	456	92.9
9.	On the whole, I like this activity very much.	4.98	442	90.4

Note: All items are on a 6-point Likert scale with 1 = Strongly Disagree, 2 = Disagree, 3 = Slightly Disagree, 4

= Slightly Agree, 5 = Agree, 6 = Strongly Agree. Only respondents with positive responses (Options 4-6) are shown in the table.

Table 3. Descriptive statistics of secondary school students' evaluation of service implementers

		Mean	Respondents with positive responses	
			n	%
1.	PolyU student(s) was (were) well prepared for the activity.	5.12	460	93.3
2.	PolyU student(s) showed professional attitudes.	5.19	473	96.1
3.	PolyU student(s) understood my needs and potential.	4.94	438	88.8
4.	PolyU student(s) was (were) actively involved.	5.30	474	96.5
5.	PolyU student(s) encouraged me to participate in the activity.	5.16	463	93.9
6.	PolyU student(s) cared about me.	5.05	451	92.0
7.	PolyU student(s) showed readiness to offer help to me when needed.	5.20	470	95.1

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8.	PolyU student(s) had much interaction with us.	5.11	456	92.9
9.	Overall speaking, I have a very positive evaluation on the PolyU students.	5.24	464	95.1

Note: All items are on a 6-point Likert scale with 1 = Strongly Disagree, 2 = Disagree, 3 = Slightly Disagree, 4 = Slightly Agree, 5 = Agree, 6 = Strongly Agree. Only respondents with positive responses (Options 4-6) are shown in the table.

Table 4. Descriptive statistics of secondary school students' evaluation of effectiveness of service activities

		Mean	Respondents with positive responses	
			n	%
1.	It has strengthened my resilience in adverse conditions.	4.78	401	81.8
2.	It has helped me to face the future with a positive attitude.	4.87	403	82.4
3.	It has enhanced my self-confidence.	4.95	412	83.9
4.	It has broadened my horizons.	5.05	416	85.2
5.	It has enhanced my interests towards my studies.	4.97	398	81.7
6.	It has enhanced my ability of caring.	4.97	401	82.0
7.	It has helped me to develop a good relationship with adults (for example, teachers and parents, etc.).	4.81	371	76.0
8.	It has promoted my aspiration.	4.95	381	78.6
9.	It has promoted my holistic development.	5.01	399	82.3
10	On the whole, I think the activity is very useful to me.	4.98	383	78.8

Note: All items are on a 6-point Likert scale with 1 = Very Unhelpful, 2 = Unhelpful, 3 = Slightly Unhelpful, 4 = Slightly Helpful, 5 = Helpful, 6 = Very Helpful. Only respondents with positive responses (Options 4-6) are shown in the table.

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A Case Study on Engineering Based Global Service-Learning

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1. Introduction

It is very important to give students the opportunity to understand the correlation between what they learn in their engineering class and how it is applicable to their lives outside of their studies. Service-Learning specifically allows for that connection to take place (Kim & Jeong, 2009; Reynolds, 2016). Service-Learning is an educational process that brings together two aspects of life that are not easily bridged; learning and applying (Ryu, 2018). It is easy to learn something and theoretically apply it to a situation, but to go out and practically apply those lessons to a real-life situation is much more difficult. Service-Learning allows individual students to put their knowledge to the test by transforming their knowledge and skills into actions.

Successful Service-Learning should combine meaningful learning and volunteer work, allowing students to understand what society needs in order to bring about real change that will be done by their own free will.

This educational process strengthens their social relationships with families, friends, and other social communities over the local to the global ones as well. These social relationships bring students to develop a idea of what it means to be a healthy citizen (Cruz & Giles, 2000; Hartman, 2014; Kaye, 2004; Kim, 2017). The societal expectations for individuals of the future have changed from ‘problem solving’ to ‘knowledge creating’, ‘specialist’ to ‘multi and integrated talented person’, and ‘individual success’ to ‘relational success’ (Oh & Yu, 2015). Especially for students with engineering majors it will be very helpful to have an opportunity to apply engineering knowledge and understanding in the world of business and learn professional, relational, and global skills.

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This case study of Engineering based Global Service-Learning (GS-L) was conducted with two goals: (1) to explore students majoring engineering learning global citizenship and civic engagement; and (2) to document the foundation of close co-operational system involving university, NGOs, and global communities. The findings and discussion focus on the advantages of this type of major specific global service learning experience, best practices within such a partnership and the challenges in establishing and implementing an ongoing global partnership of this type.

Keywords: Global Service-Learning, Engineering Approach, Engineering Education

2. Theoretical framework/literature review

In order to provide successful Service-Learning in universities, it is useful to follow these core principles from Situated Learning Theory. Service-Learning is implemented in the real contexts that are ill-structured, complex, and dynamic. It should not be ignored that students also have their contexts with all different starting points, complex motivations, and various experiences and diverse abilities. Therefore it is important to design how students learn in the class, in the real world, and during their reflection, which is the process to construct their knowledge from experience and accord value to it. These are the four principles from Situated Learning Theory (Ryu, 2006).

- 1) Create environment facilitating students to define the problems they are facing and solve them, and create useful knowledge.
- 2) Supports should be provided only to the extent that the learner can do it themselves, and finally be faded out.
- 3) Professors should try to make the new culture of learning and develop their roles from instructing to more creative ones.
- 4) Grading is conducted during the process of learning which must be done throughout the course.

They will be applied as following 10 strategies of S-L in Global Service-Learning (GS-L) program (Ryu & Seo, 2011).

- 1) Credit will be granted on the changes achieved in student academic and whole person development through Service-Learning rather than on the results of their services.
- 2) Academic progression must be graded closely. Service-Learning must not only satisfy the purpose of the educational process, but also the requirements for

being a responsible global citizen. Therefore, students must show progression of their understanding of what it means to be a global citizen.

- 3) Set the GS-L goals in group jointly and severally on an individual basis.
- 4) Set the guide and criterion for selecting the community partners and placement.
- 5) Provide appropriate learning strategies for academic development
- 6) Get students ready to learn from local communities with open mind, learning skills and strategies, and good examples of successful GS-L.
- 7) Minimize the gap between what students learn in the class and the field in which students provide services.
- 8) Professors must reconsider their role from informers to learning facilitators, guide, and resource providers, and get soon good at them.
- 9) Student are allowed to learn anything outside of the designed outline if only not dangerous nor harmful.
- 10) Support students to experience democratic value and practice first in the class with a democratic atmospher.

3. Methods

This study was measured in three different phases. (a) Preparation: Pre-Action, (b) Action, and (c) Reflection: Post-Action. We measured seven GS-L participants, one NGO staff, one local supporter, two staffs of local volunteer associates, and one Service-Learning specialist. Total 7 students majoring engineering were selected in May, developed engineering related educational program for elementary school children in Cambodia, performed GS-L for 2 weeks from 14 to 27 July, and have final meeting for presentation and celebration on 30 July 2018. The data for this study consisted of daily reports of each participant including field notes, final reports and presentation in group and individually, individual interviews, and survey for each service.

4. Results and Discussion

This study reveals that the interests towards global issues including world peace, global famine, and environmental problems are increased. Students also showed enhanced awareness and respect on another culture along with understanding of their own, and an urge to serve others in different countries as global citizens. The results revealed that their engineering performance competency is enhanced through GS-L. However, these quantitative results were not statistically significant because of the small sample size of 7 S-L participants, which is the

primary limitation of this study. The qualitative results indicate that engineering-based Service-Learning was well prepared through effective communicated cooperation. Students had developed a engineering related educational program first according to the information provided by the NGO agency partner. It told them about the situations and needs of the service institutes and the community. The program was adjusted and modified by the feedback of children and the school teachers during the S-L, and finally revised up after the GS-L celebration. Throughout the process, students were able to build a good friendship within the group and outside with various cultural groups, which has positive effects on global citizenship that is highlighted in GS-L.

5. Conclusions and contributions to theory and practice

The purpose of this study was to find the possibility of GS-L as a powerful global citizenship education, along with having S-L as a foundation of effective engineering education. This case study can be applicable on following points; First, Engineering based GS-L will be well designed through an effective system of communicative cooperation among universities, NGOs, and global communities.

Second, Engineering based GS-L will be effective when the process of the preparation of service, field assessment, revision and improvement, and diffusion of the final program.

Third, the relationships students create and experience throughout GS-L will have critical effects on the results of the whole program.

These findings of this case study will be a useful foundation of Engineering based GS-L.

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KAYA CLÍNICA. An Innovative Learning Service Experience Focused on the Right to Shelter.

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1. ABSTRACT AND KEYWORDS

KAYA CLINICA, is a LS academic body for university scholars involved on habitat construction. This experience has been implemented by two public universities, Universidade da Coruña (Spain) and Universidade Eduardo Mondlane (Mozambique) -one at the global north and another at the south-with the aim to learn/research thorough a citizen's service. And this will happen while improving the conditions of self built neighborhoods of a sub-Saharan city.

There are two parallel objectives in this LS experience: to learn what the self-managed city has to offer to academicians and bring to deprived dwellers the service they are unable to access in the way to upgrade their habitat and achieve the rights they can't access.

Kaya Clinica represents an innovative LS experience as it works from an office located at the heart of the area, where all academic stuff is allocated.

KC run from December 2015 until March 2018. It has been granted by the referred universities, the Municipality of Maputo and AECID, the Spanish international cooperation agency. The area elected to deploy the activity was the 45.000 inhabitants Bairro Dimitrov, north of Maputo, the capital city of Mozambique.

Keywords: Slum Upgrading, Habitat, Habitability, Mozambique, SDO

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2. THEORETICAL FRAMEWORK

A poor living condition of most urban areas in sub-Saharan Africa is out of control. In this regard, institutional or private action has proved itself unable to reverse the situation.

This is the landscape where KAYA CLINICA (the “Clinic of the Houses” in Xangana language) emerged. So KAYA CLINICA (in short, KC) arises as a practicum to allow academia to undertake the provision of BASIC HABITABILITY and related humans rights to those populations in lack of them because of inattention from current structures.

KC takes three learning-service major goals:

- Enrich the educational activity through the realization of practices in social and physical real environment, usually not on current academic agenda.
- To research in a scientific way about the rules that are followed by dwellers to build their own and therefore define what can be *added* from academia.
- Complement -from a human's right point of view- what the State -or the market- are unable to provide to impoverished citizens.

3. THE LEARNING SERVICE EXPERIENCE

Workforce is based on teams of students-professors. They voluntarily perform their participation through a programmed track, previously included within the syllabus of the university degrees as training activities.

KC connects training and action to improve scholarship from academic communities involved on habitat construction: architecture, civil engineering, geography, medicine, economics, law and sociology, developing the points indicated below:

- **Architecture.** Drawing up the plans of the houses, either for social cadastral purposes and to start upgrading process in terms of ameliorating shelter ventilation—especially at kitchen-, heating insulating, barriers placement to keep out home insects and water and sanitary facilities' implementation.
- **Engineering.** Direct technical assistance in building technology, mainly on standardization of building processes.
- **Geography.** Establishment of plots' boundaries and embedding all data into a general Geographical Information System of the studio area.
- **Medicine.** Conducting a survey on the public health situation at the study area. All the date obtained addressed to a final analysis on the relationship between public health circumstances and habitat and shelter conditions.
- **Law.** Ensuring the right to use of the squatted plots. Carrying on all the legal procedures related to it citizenship: census, civil identity, succession, women empowerment...

4. RESULTS AND DISCUSSION

4.1 Results

The LS experience has obtained positive results on these three major points: Improving the capabilities and skills of future practitioners (professionals, civil servants, media influencers and neighborhood leaders...) through working on real situations, no longer included on academic syllabus.

- Unveiling knowledge and practices coming from popular methods and procedures used to build city.
- Satisfying citizens' needs on the effort to solve major difficulties when dealing with self-managed city.

In terms of learning, KC has been a complete success:

- Up to 70 students and 12 professors, plus other stuff were involved on the academic activities either in field or in Office in both Universities in two semesters time.
- A number of papers on scientific journals, a book, a website and several presentations on scientific meetings have been launched to disseminate the experience.
- Kaya Clinica syllabus has been included as a methodology at Universidade Eduardo Mondlane.

In terms of Service KC has been a complete success:

- Up to 1,100 householders have been attended.
- The City of Maputo has found a feasible partner to empower some of its technical services in deprived neighborhoods.

4.2 Outcome evaluation

At the end of the project it was requested that the students who were involved in the project to participate in an evaluation of the personal experience, the project, the organization, the syllabus and so on. This evaluating procedure was included at the project itself as a tool to study the replication of the experience.

These are the results:

- 90% of the participating students wondered to continue working on initiatives related to KC; would recommend colleagues to participate in activities such KC; and they would be willing to participate in the training of new incoming students.
- 100% of participating students consider the field of Development Cooperation a feasible and interesting option for their professional future.
- 100% of participating students positively evaluate the contact close contact with real population when in the fieldwork.
- 50% of the participating students –architecture, engineering, sociology, geography, law and medicine- consider that university degrees should include a "multidisciplinary environment" to allow gathering with students from other faculties under a common goal. When asked about other faculties to work with – and never call before- they require the participation of agronomic and

environmental engineering, also education sciences, biology and economics.

In general the students' body consider that KC helped them on a personal level with the acquisition of tools such as...

- Learning how to deal thorough people with different personalities and cultural backgrounds.
- To work as a team.
- To organize activities according to a timeline.
- To be more responsible on personal actions.
- To be more active when addressing the problems they observe.

Participants in KC consider that the practice gained on it will be useful for their professional future as it allowed them...

- To improve in the organization and management of projects.
- To develop personal initiatives and a proactive spirit in solving problems and learning how to work with real people.
- To put into practice the theoretical knowledge acquired in the classrooms.

Despite the positive aspects, inquired students also raised reviews to the project and proposals for its improvement:

- The objectives were not always clear or well formulated so that they could be fulfilled in the short term, which could make the students sometimes to feel lost and did not know what they had to do.
- Students consider that the local government should participate in the project – not only academia- as students felt they were carrying out tasks that are part of the municipal agenda.
- Scholars pointed out to use more digital tools in order to optimize the field work activities and the management of data bases in discharge of repetitive and non productive work routines.
- Participants asked to enlarge the number of involved students to fit the huge size of the work to be done, referring to miss coordination between goals and workforce.
- Also some of the students pointed out the difficulties to share experiences and knowledge out of the walls of Academia umbrella.

5. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

After the end of KC as a pilot experience it can be said that KC by itself cannot guarantee the resolution of improving substandard habitat around the world.

However, in the referred context KC is eligible

- To be included within university syllabus as a standard practicum to ameliorate practical formation of academic community involved in habitat construction.
- To be included as a complementary state policy for slum upgrading and the construction of social rights as it complements current policies and the traineeship of civil servants.

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Early Collaborative Service Learning Activities and Suggestions for Service Learning Courses at a University in the Mekong Delta Region

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1. ABSTRACT AND KEYWORDS

Service learning (SL) is a teaching method that combines meaningful service to the community with curriculum-based learning. Students improve their skills by applying their academic knowledge into the real world; they then reflect on their experience to enhance the connectivity between their service and their learning (Baltimore County Public Schools, 2018). However, in fact it seems that this learning approach has not widely been applied in Vietnamese higher education institutions (HEIs). This paper reviews the SL application in foreign and national HEIs and its benefits towards instructors and students in the SL project process. In accessing some websites of institutions regarded as strong in the applicability of the SL approach, the authors used the document analysis method to explore the resilient advantages of the SL application. Then, an open-question survey was sent to 14 participative students from a Mekong Delta region university to learn about their SL perceptions, and finally this paper provided recommendations for the SL employability in some undergraduate training programs of this institution.

Keywords: Application, Community, Employability, Higher Education, Teaching Method

2. Introduction

Service learning (SL) has a long traditional origin of existence and it is defined by Barbara (1996) as a form of experiential education in which students participate in community activities to address the community needs, combined with structured opportunities for learners' reflection designed to achieve desired learning outcomes. Similarly, Xing (2013) stated that SL is a form of learning that occurs as students work with their peers through applying their academic knowledge to community needs, and simultaneously students reflect their experience and the real outside-world knowledge relevant to their skills. This teaching approach has been employed in various American HEIs for over three decades and this approach has been expanded in application in East Asian universities, especially in Hong Kong and Japan for over a decade. However, SL has, in fact, still seemed to be new in the Vietnamese HE context. As academic

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researchers working at An Giang University (AGU), located in the Mekong Delta region, the authors have gained some opportunities to attend international SL conferences at the Hong Kong Polytechnic University (HKPU) and at Ateneo de Manila University, the Philippines. We have had a valuable time to learn models and experiences of the SL practices applied in Hong Kong and Filipino universities.

The writers of this paper aimed to provide the basic literature reviews of the SL approach and models used in foreign HEIs as well as in Vietnamese ones. This is followed with the volunteering practices and the beginning SL appearance AGU. Finally, the authors suggested needs to introduce some SL course forms that can be applied in this university to enhance the core quality of voluntary activities implemented by its Youth Union and Student Association and to promote students' sense and empathy for communities.

3. Literature Review

1. What is Service Learning (SL)?

So far there have been numerous definitions of SL. According to Knapp, Bradley, and Fisher (2010), SL is the engagement of students in service projects to apply classroom learning for local communities and agencies that exist to affect positive changes in the community. The National Youth Leadership Council (2008) defined SL as "a philosophy, pedagogy, and model for community development that is used as an instructional strategy to meet learning goals and/or content standards. SL refers to learning that actively involves students in a wide range of experiences, often benefitting others and the community, while also advancing the goals of a given curriculum (University of Washington, 2018). Carleton University (2017) considers that SL is a form of experiential education supporting deep learning. Through their SL activities, students apply classroom knowledge in practical settings to enhance their understanding of classroom knowledge. West Virginia University (2017) considers SL as a form of civic engagement in which students participate in a set amount of community service to learn more about community needs, the value of community involvement and to look for course content applied in the real world.

2. SL Benefits

Numerous studies have indicated that there are some obvious benefits of service or community learning bringing to the participants. Carleton University (2017) stated that SL can benefit all participants, including students, faculty, academic institutions, and communities. Students gain academic knowledge and skills, interpersonal skills, and self-confidence. Faculty can enhance the quality of their teaching, find opportunities for research and outlets for professional expertise. SL supports the civic engagement mission of colleges and universities and improves town relationships. Community members receive valued service and institutional support. There is also great evidence of SL benefits. A number of researchers like Giles (1999), Astin, Sax, & Avalos (2000), and Elyer (2001) have documented the SL benefits to students and, to a lesser extent, faculty, academic institutions and

community members. SL improves student learning outcomes and contributes to student personal and social development. Faculty report enhanced teaching, service, and research opportunities; academic institutions report increased student retention and improved community relationships. Community partners receive additional resources to support their agencies' mission.

It can be stated that SL brings lots of benefits for all participants, not only for students and faculty but also for academic institutions and their communities. Due to obvious benefits to communities, SL enables institutions to create and design training programs to be more applied and practical in life. It helps to shorten the gap between theory and practice in life realities. Moreover, it helps students to gain practical and deep learning and inspires them more civic, community and global engagement. Therefore, almost all universities in the United States have compulsory policies for SL. An increasing number of Asian universities such as in Japan, Korea, Hong Kong and the Philippines are designing practical SL programs and put them into practice.

3. Overview of service-learning practices in Vietnamese HEIs

A glance at the model of Vietnamese HEIs

The first Vietnamese HEI, Temple of Literature (Quốc Tử Giám), was founded in 1076. This institution helped the Royal dynasties to train elite people to become national leaders. The university perceived as it is now is in fact that it appeared in Vietnam since the 1920s. It followed the model of French HEIs until 1954. Later, the HEIs in northern Vietnam followed the mono-disciplinary Soviet system while the ones in southern Vietnam were influenced by the comprehensive US model. Since the reunification of the country in 1975, the Vietnamese HEIs were still influenced by the Soviet model, including two main characteristics: focusing on teaching and mono-disciplines. This theoretical learning convention has been viewed to have weak linkages between universities and community by Billig and Furco (2002), and Kirkham (2001). According to Pham Thi Ly (2014), in HEIs' three core tasks: teaching, research and community services, she considered that most Vietnamese HEIs merely focused on the task of teaching while research is conducted by research institutes separating from universities. Community learning services were considered as extra-curriculum activities.

The connectedness of communities and universities in Vietnam

It was stated by Ly Pham (2014) that the model of Vietnamese HEIs has existed as an ivory tower due to two reasons: (i) most HEIs are public institutions granted by the state's finance, having limited autonomy and weak motivations for innovation, and (ii) between 1975 and 2011, many Vietnamese HEIs did not really need to attract students and they did not see their community engagement as a survival matter. She added that the traditional model of „ivory tower“ formed by a central planning economy did not create incentives for HEIs to have engagement into local communities serving the society's specific needs. HEIs' community engagement activities are seen most popular such as “Green Summer Volunteer Campaign”, “Summer Youth Volunteer Campaign” launched by Vietnam's Youth

Union (VNYU) in the late years of the 20th century. In the past years, these youth – activity movements have attracted thousands of students every year in the called – Youth Month (26th March, 1931, the foundation date of VNYU) and in two summer months (July and August). Green Youth Summer is voluntary activities of college and university students in their summer holidays that target to serve disadvantaged people in remote areas. These activities, according to Mr. Le Quoc Phong, the first Secretary of the VNYU, actually create a practical and experiencing environment for students to actively excel their soft skills such as planning, time management, teamwork, public speaking and communication (Thu Hang, 2017). Ly Pham (2014) stated that although the youth movements greatly helped in students' capacity building, the past years' youth voluntary activities were simply a mode of temporary educational activity/movement rather than true community services that universities offer to transform the community. She also added that over nearly two decades there has been an increase in the number of private HEIs in Vietnam which accounted for 19% in the total number of Vietnamese HEIs and the students from private HEIs took for 1% of the total number of students. She stated that community service programs implemented by private institutions such as FPT University, Nguyen Tat Thanh University were more meaningful to communities' needs than public ones. She, however, admitted that one public institution in the Mekong Delta region - namely Can Tho University did quite well their practical research to serve the needs of local communities in the fields of agricultural and environmental sciences (Ly Pham, 2014).

AGU's voluntary activities

In this section, the writers only revised AGU's voluntary activities from 2014 to 2017. In general, AGU's Youth Union organized youth activities in March and two summer months (July and August) every year. For instance, in the Youth Month (March), frequent activities such as "Philanthropic Blood Donation", "Voluntary Saturday for Environmental Protection", "Youth Leader Competition", "Max-Leninism Sciences and Ho Chi Minh's Ideology" Competition", Job-orientation Consultancy Day, International Women Day (8th March), and Celebration of Youth Foundation Day (26th March) were organized. For the two summer months, several common activities (including teaching primary students, organizing sport games for local youths, cleaning paths streets, schools, and cemeteries; propaganda activities, social activities of thanking and gratitude such as offering gifts for policy families: invalid soldiers, Vietnam's Heroic Mothers.

Every year, according to AGU's Youth Union, nearly 300 AGU students (in the total student number of nearly 16,200) participated into voluntary activities to get peripherally "practical or movement marks" (ĐRL - Điểm Rèn Luyện) rather than „true community – engaged services. Only about two percent of students participated in these activities (An Giang University Youth Union, 2014). In general, voluntary activities and movements operated by AGU's Youth Union partly encouraged its students to engage in local community services. Still, their community- service engagement has not really been in a sense of proactive, deep, sincere meaningfulness. Therefore, only few AGU students truthfully desired to actively join those voluntary activities.

In the past three years, within the collaborative framework agreement on implementing the SL Program between AGU and HKPU, about 30 students of different academic disciplines from HKPU were annually sent to AGU to implement their SL activities [with the assistance of AGU students of the Foreign Language Faculty (FLF)] in schools and local communities in remote and disadvantaged areas such as in Thoai Son District and the Tiger Island in Long Xuyen City. The students of the two universities were organized to work in groups of three (2 HKPU students and 1 AGU student). Before the SL project, the students of the two institutions were given careful instructions and duties on their SL responsibilities. For instance, the students explored and learned the local knowledge and cultural practices of communities, and Hong Kong students, simultaneously, introduced some basic knowledge of healthy lifestyle that they gained in academic settings to the local residents and encouraged them to eat locally nutritious meals to reach a simple and healthy lifestyle. Additionally, the students instructed the local residents to practice common simple and physical exercises to keep healthy. What the Hong Kong students did for the Tiger Island (My Hoa Hung Commune)“s local communities in the time of their SL activity truly moved the hearts of the local people and AGU students participating in the activity. From 2015 to 2018, the collaborative SL projects of the students from HKPU and AGU sincerely came into the hearts of the local communities and of the participative students although they did not share the same language. The students from the two universities developed their empathy towards the poor communities around them. Many participative AGU students stated that they actually had positive changes in their minds about voluntary work. They developed the friendships with their Hong Kong peers and instructors. Many of them cried on the farewell party day. They wished that AGU“s Youth Union and the Faculty of Foreign Language could organize some similar SL activities for AGU students.

Why to use SL approach

Carleton University’s lecturers considered that service learning could promote a deep approach to learning for participative students (Carleton University, 2018). They stated that SL required students to use classroom knowledge to provide effective community service. Howard (2001) noted that students participating in SL could apply knowledge by applying and testing academic learning. They might synthesize knowledge by bringing their past and present learning together to add coherence to their academic studies. They also might have a critical thinking and a distinction of important things in the real world that can be filled in their minds. They, additionally, could learn cultural diversity from the local communities around them, and finally it was likely for them to develop their communal and social values through experiencing community issues.

Due to goals of sustainable education development, many educators from the US universities such as West Virginia University, Carleton University, and Wisconsin University have made efforts to help their students to apply classroom knowledge to the real communities. By doing so, it means that they are enhancing the connectivity between university and community through SL. A group of Carleton University instructors defined SL as an effective means to teach about

sustainability and to link classroom learning to community challenges (Carleton University, 2018). Through the application of SL in undergraduate and postgraduate training programs, students can gain the following benefits:

- see the relevance and tangible application of how concepts learned in class relate to society;
- develop an understanding of the research process from "big ideas" to experimental design to analysis;
- experience the complexity and unpredictability of engaging with real world problems;
- learn to synthesize, integrate, and infer relationships;
- develop independence and learn professionalism;
- understand the nature of non-unique solutions;
- be resourceful to solve challenges independently and creatively,
- develop "soft skills" in working with community partners,
- see themselves as relevant and empowered,
- strengthen civic agency, and
- improve motivation and take their work more seriously when they have a real client.

(Carleton University, 2018).

Base on such benefits, the SL experts of Carleton University suggested strategies for teaching with service learning by designing, executing and assessing a service learning project. In this project, lecturers can take advantage of the wealth of experience, resources, and materials developed by their colleagues:

- (i) scale the project so that it is appropriate for the skill level of the students and the time frame allotted;
- (ii) have classroom content that dovetails with service learning activities;
- (iii) have students write about their activities in a journal, blog or web page as one mechanism for assessment;
- (iv) make use of expertise and resources from the community/stakeholders;
- (v) have the class collectively participate in a research project from conception to completion;
- (vi) use scaled activities. These can be effective and increase student motivation. For example, there might be an expected level of effort for a course, but additional effort may lead to co-authorship of a paper;
- (vii) outsource research experiences in order to help manage faculty loads and broaden student experiences, and
- (viii) use service learning successes to improve town-gown relations

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- (viii) use service learning successes to improve town-gown relations (Carleton University, 2018).

Coming back to over thousands of years in the teaching history in China and in some countries including Vietnam that in some extent have been affected by the Confucian education, the Five Constant Virtues (wǔ cháng 五常) (Ngũ thường) of the Chinese Culture or the Traditional Virtues (chuán tǒng měi dé 传统美德) such as benevolence (rén 仁) – Nhân, righteousness (yì 义) – Nghĩa, propriety (lǐ 礼) – Lễ, wisdom (zhì 智) – Trí and fidelity (xìn 信) – Tín have been used in education in those countries. These Constant Virtues have still been taught and nurtured to form the moral code that has played an important role in the development and progress of learners' personal and social characteristics at the general education level in many countries of Oriental culture (ForeignerCN.com, 2018).

4. Methodology and study results

The authors used a document analysis to review previous studies to learn about SL benefits and understand the SL practices in the current Vietnamese HEIs. In order to learn about the participative AGU students' SL perceptions in June 2018, the authors designed an open-question survey to learn about their positive and negative perceptions, and difficulties they had while joining this year's SL project. All the 14 participating students were invited with a request mail to join in completing the open survey before the reflection day of this service learning project. The authors received all the 14 completed 14 surveys. All the students greatly appreciated the practical meaning of the SL project conducted by the HKPU's Nursing School. These participated students reported that they learned and developed essential skills and necessary academic knowledge from this year's SL project. They all had positive perceptions about the SL projects. They included: (i) recognizing the civic responsibility for community and society, (ii) developing communication skills, teamwork skills, money and time management skills, and interview skills, (iii) improving intercultural communicative competence with Hong Kong peers in their work groups, (iv) having a sense of hearted empathy towards disadvantaged people and local communities, (v) having initial senses of wider regional ASEAN citizenship and global citizenship, (vi) improving their pedagogical competence and translation skills, (vii) learning difficulties in life of the local people, (viii) learning some basic healthy lifestyles, and (ix) developing the foreign friendship and having a closer friendship with international students. For difficulties, most of them admitted that they did not have much difficulty when participating in the project. Specifically, one respondent said that perhaps Hong Kong friends had more difficulties in food, culture than AGU students had. Another student stated that he had some difficulties in communicating with their

Hong Kong peers on initial days due to lack of vocabulary to express, but then he could overcome these difficulties in next days and they had better mutual understandings and became good friends. In brief, AGU students had lots of positive perceptions and emotions about the SL project in 2018, expanded their international friendship, and they themselves developed their senses of civic social responsibility and community engagement.

5. Suggestions for the SL employability at AGU

From the above-mentioned SL benefits, the writers believed that in order to develop students' empathies towards local communities and simultaneously to promote the Five Constants of Confucius's virtue ethics (Ngũ thường): (Rén (仁, benevolence, humaneness) - Nhân; Yì (義/义, righteousness or justice)- Nghĩa; Lǐ (禮/礼, proper rite) – Lễ; Zhì (智, knowledge) - Trí; Xìn (信, integrity) – Tín (Runes, 1983) for AGU students to become ASEAN and global citizens in the future, some current BA training programs of AGU need to be considered to integrate them in a manner that they can encourage students' community-service engagement. Following are my suggestions to introduce some integrated subjects to turn these academic subjects to become some modes of service learning at AGU.

- Group 1: Integration of English, natural science and environment subjects
 - Group 2: Integration of English, business and agriculture sciences
 - Group 3: Integration of English, IT, business and arts
 - Group 4: Integration of English, culture, tourism, and environment subjects
- There are some reasons why we suggest these groups of integrated subjects. Firstly, in the four groups of interdisciplinary SL project, English is seen as a core element enabling AGU students to engage into the ASEAN regional integration successfully because at the moment, an increasing number of ASEAN and Asian higher education institutions have been used English as a medium of instruction to develop their international training programs. Therefore, it is essential that the English subject should be added into each integrated-group SL project in An Giang University. Later, AGU lecturers and students can be more confident in joining international SL collaboration projects. Secondly, from the preliminary result of AGU students' responses mentioned above showed, we found almost all respondents agreed that they could improve necessary academic knowledge competence. They remembered the theoretical knowledge longer and could apply it into the target community in the SL project. This type of learning, to some extent, seems to meet the UNESCO's second pillar of education (Learn to Do). Additionally, the students could develop some of the 21st century skills such as communication skill, critical thinking skill, analytical and synthetic skills, and collaboration and teamwork skills. Importantly, the students in the project also enhanced their greater awareness of living communities, society and their civic responsibilities towards communities. They really had open-hearted empathies toward the disadvantaged and loved people in the community.

However, in order to have those suggested integrated subject groups to be implemented successfully in An Giang University, the AGU lecturers need to have discussion meetings to find out how they can combine their disciplines to create

interdisciplinary service learning projects to address local community needs in An Giang province and in the Mekong Delta Region. Secondly, they need to survey to learn practical needs of the local communities and adjust their expected curriculum-based outcomes. Thirdly, in order to have SL projects and the applicability of project-based learning methods to be implemented conveniently in AGU, there primarily needs to have greater support from the Rector Board, and relevant faculties, supportive offices and units of AGU. Last but not least, service learning subjects will be greatly supported by the AGU's Rectorate Board to gradually replace theoretical and political-driven subjects that are hard to apply in practical life and less meaningful voluntary activities so that they will officially become compulsory graduation requirements for AGU students.

6. Conclusion

In conclusion, the paper provides the literature review of SL practiced in national and foreign HEIs. It is followed with the introduction of the benefits of the SL approach towards teachers' professional development activities and students' learning outcomes. Lastly, the paper ends with some recommendations for future SL courses that can be applied at a university in the Mekong Delta region to address local communities' needs and to enable its staffs and students to have higher competences in their journeys of becoming ASEAN and global citizens in the time of integration deeply and broadly to come.

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An Alternative Blueprint? Institutionalizing Service-Learning in a Comprehensive University in China

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1. ABSTRACT AND KEYWORDS

This paper discusses a case study of institutional design and implementation of a university-wide credit-bearing service-learning curricula program at a large public comprehensive university located in an urban center on the east coast of Mainland China. The program oversees a group of courses organized through a decentralized “SUPERVISOR-TA” system which models on social work professional supervision practices. The case study shows that this model can be a viable starting point for many universities that are committed to systematically adopting service-learning curricula but under institutional constraints. Findings of this study bear implications for universities in China and other developing contexts.

Keywords: Service-learning, Social work, Supervision, Institutionalization, Curricula Program

2. THEORETICAL FRAMEWORK/LITERATURE REVIEW

Service-learning as a credit-bearing educational experience offered within the structure of academic curricula calls for university-level commitment and comprehensive planning (Bringle & Hatcher, 1996). However, given constrained resources and limited consensus, it can be difficult for universities in Mainland China to institutionalize service-learning as a set of courses organized through a centralized system (Bringle & Hatcher, 2000). Alternatively, service-learning visionaries in higher education may benefit from learning pedagogies and educational practices established in other disciplines. For example, it has long been noted that service-learning shares similar values and goals with the social work profession, especially social work practicum (Lemieux & Allen, 2013; Phillips, 2007; Jarman-Rohde & Tropman, 1993) because of their shared commitment to an experiential learning model (Goldstein, 2001; Giles & Eyler, 1994). In the context of Mainland China, attempts to link social work education with service-learning have begun to emerge in the literature (Xiang & Luk, 2012; Peng, 2012). Considering the development of the social work profession in China, service-learning educators can take advantage of social work expertise in course design, student supervision, and practice ethics to help their curricula achieve various learning goals that have been identified in the literature (Eyler & Giles, 1999). Particularly, social work practicum supervision practices may be drawn on to fill the gaps between components of a complete experiential learning cycle

(Kolb, 1984), so that service-learning courses are more likely to succeed.

3. METHODS/ANALYSIS

This paper reports a case study of a service-learning curricula program at a comprehensive university in East China. Information presented in the paper is based on a larger study which serves as an ongoing program evaluation of the curricula program.

The case study draws on data collected using two methods: 1) qualitative in-depth interviews with 25 students, 10 service supervisors, 8 instructors, and 1 administrative staff member, who were involved either in individual service-learning courses or in the development and implementation of the curricula program, and 2) ethnographic observations conducted by the author in the capacity of a curricula developer. Interviews were audio-recorded and transcribed for coding and analysis together with field notes. Analysis of the data followed a combined narrative-thematic approach, giving a balance to both story-telling of individual participants and emerging themes and patterns that characterize the whole study domain.

4. RESULTS AND DISCUSSION

Service-learning as a university curricula program requires time and resource investment by all the three main parties involved: instructors, students, and the university. It can be challenging to reach timely consensus or to mobilize adequate commitment of stakeholders within the structure of a comprehensive university. Implementing a curricula program is further troubled by the diverse course contents and objectives. This study shows that these systemic challenges may eventually translate into negative impacts on students' overall experience in service-learning courses, in particular thwarted agency, hindered reflection, passive engagement, and to do the most harm, growing weariness for the specific course work and volunteer work broadly. In order to tackle these issues by bringing some levels of standardization in implementation of a curricula program, a SUPERVISOR-TA (ST) system was designed and introduced by the university as a developmental strategy. In the ST system, Master's students of social work, psychology, and other applied social sciences background are recruited to assume two roles: 1) students' field supervisors who lead students through the entire learning and service experience cycle, and 2) instructors' teaching assistant who connect different stakeholders and resources. Before going into their roles, the STs are required to complete a 10-hour or 2-day training offered by service-learning curricula developers. Training typically involves a general introduction of the curricula program, service-learning theories, reflection group skills, reflection assignments, program design, and service ethics. With this skill set, the STs are expected to guide students through the service process and facilitate them in design, preparation, and implementation of community service projects. Crucially, STs lead reflection

groups every 2 weeks to help students digest their field experiences.

This study shows that the ST system enables some levels of uniformity in a service-learning curricula program, which involves multiple courses, without relying on a centralized, resource-intensive office. It is particularly effective in steering individual courses toward common learning goals, such as attitudes towards social responsibility, critical thinking, and volunteerism, which are set at the university level and shared between courses. To achieve these ends, the ST system brought ideas and practices from professional supervision in social work and the experiential learning theories. The STs can become pivotal links between the processual components of an experiential learning cycle. The reflection groups and assignments bridge the gap between service and learning, affording students vital opportunities to orient, make sense of, critically assess, and share their experiences. Furthermore, the STs can instill a commitment to social justice, awareness of community needs, and ethical considerations into the students throughout community engagement experiences. These important moral characters are routinely emphasized in social work training and supervision; yet they were not always made visible or explicit in previous service-learning practices in China. Another potential benefit of adopting the ST system is the relative ease for program evaluation, because the curricula program can now be examined as a whole in terms of learning experiences associated with supervision and reflection tasks, although individual courses are offered in different academic disciplines.

5. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

Based on information generated through qualitative interviews and ethnographic observations, this study demonstrates that universities with constrained resources and limited consensus can strategically address the key issues in an early stage of university-wide service-learning curricula program development. By tapping into social work disciplinary expertise, service-learning curricula programs can facilitate students' reflection and bridge the gap between learning and service, bring about some level of uniformity, and make evaluation of a complex system less challenging.

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“What”, “Why” and “How” for Service Learning---- Reflection of Implementing Service Learning in Chinese Universities

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1. ABSTRACT & KEYWORDS

In this paper, through the exploration of three essential aspects of Service Leaning (SL)---concept, reasons for its implementation and promotion, possible ways for promotion, we summarized that SL in universities of China have some of crisis and vitality, and can get a hint in promoting its value.

Keywords: Service Learning, Impacts, Promotion, Survey

2. INTRODUCTION

SL has been recognized by our educational circles and has been able to develop in Chinese universities. After two seminars being joined by some top universities, the theory and practice of SL was promoted, and the exploration of it began. However, there is no complete SL mode in Chinese universities and the mode combining professional courses with SL seldom appears. To promote SL, we need to understand three basic features: “what”, “why” and “how”. These aspects are broad, but “what” and “why” always serve for “how”.

3. LITERATURE REVIEW

Currently, there are many theories about SL. In terms of “what”, definition varies. In the service of citizenship, Rhoads explained that SL “has a direct connection to academic mission” (Rhoads, 1998). In another article, Service learning: Groping towards a definition, Stanton pointed out that SL “determines the purpose, nature and process of social and educational exchange between learners and the people they serve” (Stanton, 1990). In defining what it’s not (community service/classroom learning), U.S. Department of Education regards community service as “student volunteers participating in activities organized by non-school organizations which have no direct formal connection with courses.” (Hao & Rao, n.d.). Dewey also argued that the social and interactive processes of learning are more important than classroom learning (Dewey, 1997).

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In terms of “why”, there are many reasons. Rifkin, a famous economist, alleged in 1996, that SL could be the primary means to solve social problems (Rifkin, 1996). The second is the problematic current situation of SL in universities of China (Xu, 2010). However, hope also lies behind. In the book Service-Learning in Asia, it describes two cases. In Hong Kong Baptist University, they used various approaches to achieve the project, such as “preparing the special community-based education syllabus for students of each class; providing out-of-class briefings to introduce the CBI program and explain the nature of the service program; Arranging students’ site visits...”. In Fu Jen Catholic University, they mentioned four stages in curriculum development (Xing, 2010).

In terms of “how”, SL in America has developed from the edge to the mainstream of education, through the support of the government----two Acts being passed; monetary support; help from states and schools. PARE Mode (preparation, action, reflection, and evaluation) from American universities is also inspiring. Also, American educationalists found a connection between the success of SL and the support from teachers. American Association for Higher Education (AAHE) helped make the plan work by publishing books. They also established a relationship between teachers and the trainers of teachers. Therefore, training teachers can be a possible way (Stewart, 2009).

4. METHODOLOGY AND ANALYSIS

The dissertation research is based on a questionnaire, an interview and a case study. In the questionnaire, the researcher surveyed 171 students and asked them: what is SL? Why do we need SL? How can we promote SL? 84 of the interviewed are in southwest China.

In terms of “what”, students surveyed equated it with Social Practice, but 78.9% of them couldn’t conceptualize it.

In terms of “why”, 73.7% think the current social practice effective but most of them can’t offer reasons. However, a student in the Hong Kong Polytechnic University said, “SL is compulsory. You can enroll in various social practices and they’re salutary.” A student in Wuhan University said, “It depends on which kind of social practice it is. I think Social Practice of Subject Cognition is rewarding. It’s teacher-involved, report-needed, and thesis-required.” A student in New York Institute of Technology articulated the existence of SL in campus and a student in University of Sydney said, “The law department encourages students to provide voluntary services to Community Legal Aid Centers, and awards credits to students whose service meets certain requirements. It can effectively help students integrate theory with practice.”

In terms of “how”, the survey already indicates that publicity is needed, since many didn’t understand SL.

In the interview, the researcher asked students who engaged in community service through a platform called pandashock (offering information and selecting capable students) about their general feelings of the working experience for 2018 Panda music festival. According to their feedback, many students think the work was boring and tiring. One student said, “It’s my first volunteer job in music festival and will be the last.” None of them think they enhanced the sense of social responsibility and service awareness. 5 students came for knowledge about festival arrangement but found themselves learn very little.

In the case study of Sichuan University, the researcher compared two SL teams. The senior members of the association of SL were under the administration of the former dean and they did on-the-spot inspection, and went to Longchi, Hong Kong, or Japan for on-site study while newcomers stayed in their private orbits.

From these quantitative and qualitative strategies, it can be analyzed that promotion of SL is needed because of its benefits (positive SL experiences’ existence), current situation (negative SL experiences’ predominance), the success rate and international standards (overseas situation); to promote it, a stronger engagement of school is required since platforms are already contributing to SL as service provider. Through interpretation, it can be found in the questionnaire and case study that whether a social practice is effective depends on whether it is guided by good teachers. Therefore, train teachers and make practice mandatory for teachers are approaches of promoting SL.

5. RESULTS AND DISCUSSION

After analysis, the results are clear. SL bridges classroom to communities and is not community service or classroom learning. Promotion is needed because of its benefits, its severe condition in universities of China, the high possibility of its successful promotion, and international standards. And the ways of its promotion include increasing publicity and forming connections; imitating American model; training teachers and making practice mandatory for teachers.

In increasing publicity, firstly, the main measure is to provide more activities about SL concerning more fields. The questionnaire shows the fields are mainly restricted to nursing home and teaching programs. Secondly, information about activities should be popularized online and offline. Thirdly, related courses can be offered for students to form a cognitive understanding. Fourthly, make an award system to attract students can be beneficial.

In forming connection, financial support is vital. The incentive for supporters is

the awareness of SL's value. If schools become a part of this connection, volunteers can learn knowledge effectively in a systematic way.

In imitating PARE mode, we stress equality of action and reflection; the importance of evaluation. As SL depends so much on experience and reflection, preparation and evaluation are often ignored. If publicity amounts to preparation, what equals to evaluation? Can we form objective reflections on our own?

Through training teachers and making practice mandatory for teachers, they can better instruct the whole process. A reward system can also be applied.

In the discussion, some limitations of survey research are found. First, for facilitating sampling, sample representation is weakened; second, to get multidimensional information, unstructured interview was employed, which led to difficulty towards quantitative analysis.

6. CONCLUSIONS

This paper interprets SL in terms of “what”, “why” and “how”. Based on researches in regular institutions of higher learning in China and international cases, we can summarize that SL in universities of China is full of crisis and vitality and can get a hint in promoting its value. Through qualitative research, we can conclude that we need more work on publicity and training for teachers. By analyzing PARE mode and HK/Taiwan examples, we can see that a more specific procedure is needed to conduct the reflection and evaluation part.

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A Qualitative Study on University Students' Community Engagement in Service Learning Courses in China

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1. ABSTRACT AND KEYWORDS

In Mainland China, service-learning is now being introduced to higher education, in part to help raise students' awareness towards social responsibility and in part to experiment on new educational approaches conducive to university-community partnership. In this study, we try to use a qualitative approach to examine students' change in different processual phases of the service learning cycle. We primarily used semi-structured interviews as data collection method. We purposefully sampled 15 students from 5 service learning courses that ran from 2017 to 2018 and conducted one-on-one interviews. After coding and analyzing the data, we find that interacting with the community, service self-efficacy, and reflection are all factors contributing to successful community engagement experiences. By contrast, factors that impede community engagement include a set of course design, skill readiness and logistics problems.

Keywords: Service learning, Community engagement, Student experience, China

2. INTRODUCTION

The service-learning model has spread to many parts of the world and has been indigenized to promote local educational advancement. Service-learning may have strong positive impact on students' personal development. In this paper, we attempt to examine undergraduate students' community engagement experiences in a series of service learning courses offered under the framework of a university-wide service-learning curricula program. Our purpose is two-fold: 1) to explore factors that influence students' overall community engagement, and 2) to look at engagement experiences' effects on students' personal development.

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3. THEORETICAL FRAMEWORK/LITERATURE REVIEW

Service-learning literature is abundant in the area of learning outcomes. Eyler and colleagues reviewed service-learning literature between 1993 and 2000 and summarized the multitude of service-learning impact on participants and stakeholders (Eyler et al., 2001). Based on this and works alike, Butin (2010) extended the discussion on the issue of community engagement in higher education on both theoretical and practical fronts and explored limitations and challenges for service-learning. Community engagement has been defined as a process of building connectedness with different populations in the community, through which students experience “learning about population, change of attitudes, emotional investment, and reflection” (Fu & Li, 2017). A proposal was made to redirect research attention from studying learning outcomes to unravelling mechanisms of change. For example, Wang (2015) explored the formation mechanism of participant’s social capital in service projects. Some researchers focus on learning styles in their investigation on the outcomes of service learning. Anderson (2016) held that it is useful to determine an individual’s learning style to recognize strengths and limitations in learning opportunities.

Hatami’s (2013) research highlighted the importance of diagnosing students’ learning styles and matching them to teaching methods in order to enhance learning outcomes. Currently in China, research in this subject area primarily rely on cross-sectional quantitative approaches, paying inadequate attention to experience and mechanism of students’ growth through service learning (Zhao & Zou, 2011). We therefore focus on undergraduate

students’ community engagement experiences throughout service-learning courses cycles, important factors that influence the experiences, and the meaning making processes for students. This study draws on Kolb’s experiential learning cycle (Kolb, 1984) as a guiding framework and looks at students’ changes related to the process of engagement over the course of the learning cycle.

4. METHODS/ANALYSIS

In this study, we primarily used semi-structured interviews, informed by Furco’s (1995) work, as data collection method. We purposefully sampled 15 students from 5 service learning courses that ran from 2017 to 2018 and conducted one-on-one interviews with them. The conversations were audio-recorded. This study followed careful research ethics considerations and practices, such as informed consent, anonymity and safety of data storage, detachment of research from course requirements and evaluative components. Interview data were transcribed and coded for thematic analysis. We obtained 34 key categories after the initial analysis. They were later arranged into 6 conceptual themes, which were then grouped into “protective” factors, which may contribute to successful community engagement, and “risk” factors, which may impede community engagement.

5. RESULTS AND DISCUSSION

Interacting with the community, service self-efficacy, and reflection are all factors positively influencing community engagement experiences. First, students' continuous presence in the community helps them develop close bonds with community members and gradually establishes their connectedness with the community. Direct interaction with community members changes their previous views on vulnerable groups, dissolving bias and stereotypes and at the same time strengthening an emotional investment.

During the involvement with the community, feedback is a reinforcing factor that result in positive changes. Prompt feedback from the community shores up students' sense of "being valued" and offers an opportunity for students to informally evaluate their previous work. By contrast, if feedback is weak or non-existent, students are more likely to develop a "low sense of relatedness" and to discount their own work. Furthermore, compared to other disciplinary courses, service-learning curricula emphasize "here and now". Students report a clear sense of achievement when the knowledge learned in classroom is put in use to help others and make a difference in the society. A sense of achievement directly links to a higher self-efficacy. The elevation of self-efficacy also happens when students critically reflect on the problems and difficulties that they encountered in the service process.

Reflection is known to be a critical element of successful service-learning projects. It is found that reflection process is sometimes more important than the end product or result of reflection. Students' reflection on the self, the interplay between the self and the environment, and social issues all have positive effects on students' engagement experiences.

Factors that impede community engagement include course design, skill readiness, and logistics problems. When course contents are loosely connected to service-learning activities, students feel a low sense of involvement. They expect service activities to bear strong relevance to course knowledge and contents. Good service experiences are described as a "natural extension of course contents". Feeling under-prepared with certain knowledge for service activities may render it difficult for students to meaningfully engage in community services. Some other students reported "indigestion" of classroom knowledge because they feel pressured to quickly apply the large amount of knowledge or skills learned in classroom to community projects. Therefore, during service-learning courses, students must simultaneously maintain good time arrangement and a proper level of knowledge input. This often requires good course design and pacing.

Social skills may also impede students' engagement in the community, particularly when they have to interact with populations that they previous had no experience communicating with. Some soft skills are related to theoretical knowledge, which may not be covered by the current course. For example, in the services involving children, these "soft skills" are described by the students as being related to developmental psychology. Lacking these skills can be a challenge to quality community engagement experiences.

Logistics issues are also often mentioned by students as impeding factors. For example, uncertainties and shift of service time and distance of service location can both result in students' confusion and fatigue, which may eventually become a barrier to community engagement.

6. CONCLUSION AND CONTRIBUTION TO THEORY AND PRACTICE

This study used qualitative interviews with university students who were enrolled in service-learning courses to explore their community engagement experiences and the factors that influence these experiences. The kernel of community engagement is to establish connectedness with the community through meaningful contact. Therefore, building a conducive environment in service-learning courses for students is crucial for enhancing engagement experiences. Results and conclusions of this study can be used for development of service-learning courses or university-wide service-learning curriculum programs in China and other developing contexts.

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Session 8: Student Development

The Impact of International Service-Learning on Student Development of Skills, Social Awareness and Level of Happiness

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1. ABSTRACT AND KEYWORDS

This paper contributes the file of Service-Learning by providing evidence for the impact of International Service-Learning (ISL) on the student's development, in term of skills, awareness, social responsibilities and level of happiness. The paper also indicates the important role of teachers and instructors in student's development during ISL projects: students who were supervised/guided by instructors and teachers had stronger development than those who were simply volunteering on their own. The research has been done in Cau Ke district, Tra Vinh province, Vietnam, where 193 students from Singapore joining ISL projects held by ECO Vietnam Group from March to June of 2018. The paper hopes to increase the confidences in Higher Education in developing more ISL projects.

Keywords: International Service Learning, Local NGOS, Skill development, Social awareness, Level of happiness, Importance of teacher.

2. INTRODUCTION

Recently, there is high demand of sending students to overseas for ISL. ISL is very complicated field since it involves a lot of different stakeholders, logistic arrangement, culture sensitivities and difference perspectives.

ECO Vietnam Group (EVG) is a non-profit organization, pioneering in promoting sustainable development of the Vietnamese communities through Service-Learning (SL) model. EVG is established in 2009 with the missions of (1) empowering volunteering works and the development of remote areas and (2) creating the educational environment in which youth can improve skills and social awareness. Since its establishment, EVG has been hosted successfully 105 ISL at 10 rural communes with the participation of 4000 volunteers from Vietnam and abroad. EVG has partnered with many institutes such as The Hong Kong Polytechnic University, Nanyang Technological University- Singapore, National University of Singapore, and

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Ngee Ann Polytechnics to develop different ISL for their students.

There is not much research on the impact of ISL on the student development. Will ISL with short project periods make real changes in students' skills and social awareness? What is the key factor in ISL to increase the learning experience of students in ISL? Those questions inspire EVG conduct a small research about the impact of ISL project on student development of skills, awareness and attitudes.

3. LITERATURE REVIEW

Learning from serving the community (Service-Learning) is defined as a learning method in which students participate in the community services whose the purposes of tackling a practical demand of the community, then gain more knowledge from the school curriculum, sharpen the self-discipline and community awareness (Bringle & Hatcher, 1996). The theoretical knowledge will be linked together to figure out the solution for recently community's problems. Those problems are not written down clearly on textbook. It exists in real life concept, the maze of social situations, art, religion and history.

SL enables students to develop their moral virtues and comprehension of principles of society. It helps students adapt to diverse environments, tolerate the differences of various communities and cultures, enrich their perspectives of life which contributes to form the lateral thinking.

Recently, there is high demand of sending students to overseas for ISL. ISL requires a lot of the involvement and partnership with different stakeholders such as local people, local government, and local NGs. It also requires a lot of logistic arrangement, culture sensitivity and certain respect for different perspective. Despite it all, ISL has a high potential to be one of the most effective instructional and learning tools in higher education. Students who participated in ISL project also gain global competence and they become more aware of their role as global citizen (Brown, 2011, Bringle, 2008; Skelly, 2009).

4. METHODS/ANALYSIS

Hypothesis 1: Skills, attitudes and social awareness of students who joined ISL have been changed positively.

Hypothesis 2: Groups of students who have their teachers take part in ISL have had better experiences and improved more than the groups without teachers.

The research has been done in Cau Ke District, Tra Vinh Province where ISL took place from March to August – 2018 with the students from different schools/institutes of Singapore. There are 193 college and university students from Singapore joining ISL projects held by ECO Vietnam Group from March to June of 2018. A pre and post-project survey was conducted at the beginning and at the end of the ISL.

In the pre-project survey, students evaluated their skills and social awareness. Reasons for participating and their expectation are also asked. Regarding to the post-project survey, in addition to evaluate on students' skills and awareness, they evaluated the satisfaction level of project benefits. Besides, there are several open questions for the students.

Each ISL lasts for ten days in the chosen community. Local constructions to support the need of basic facilities at rural areas and teaching Science and English to local children are main activities. Moreover, there are some cultural exchange activities for students such as farming, poor households visit, Singapore-Vietnam cultural exchange and Vietnamese language and history classes.³

5. RESULT AND DISCUSSION

5.1. Demographic Characteristics

Particularly, five groups were from university level. Two groups were college students from Polytechnic and one group was from junior college. According to their educational levels, participants' age fell into 17-23. Most of them have volunteered before at their own country.

5.2. H1: Skills, mindsets, attitudes and social awareness of students who joined ISL have been changed positively.

Students are asked to assess their skills and knowledge on the scale from 1 to 5:

- 5 = Excellent
- 4 = Good
- 3 = Average
- 2 = Fair
- 1 = Poor

Chart 1 shows the result of students' soft skills, social awareness and level of happiness between pre-project and post-project.

Evaluating students' skills/knowledge before and after ISL

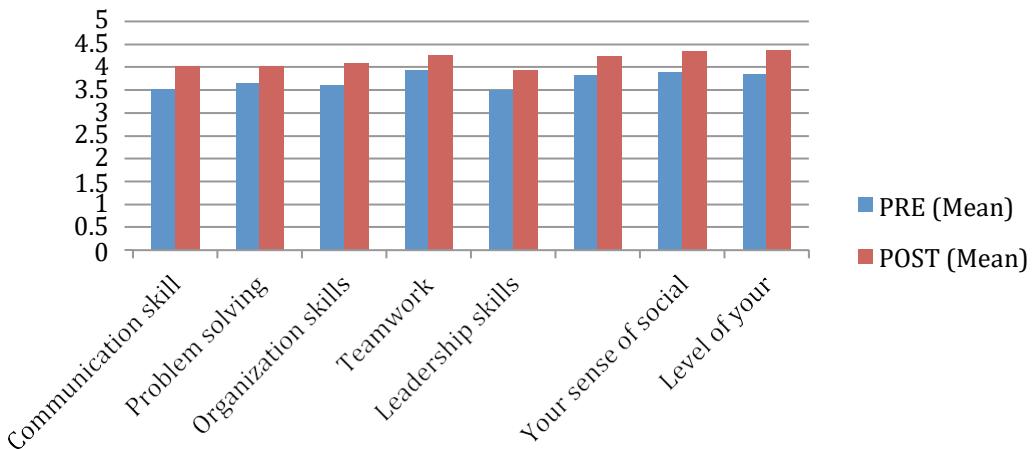


Chart 1: Result of pre-project and post post-project.

SKILLS	PRE (Mean)	POST (Mean)	DIFFERENCE
Communication skill	3.51	4.02	0.51
Problem solving	3.64	4.01	0.37
Organization skills	3.60	4.07	0.47
Teamwork	3.92	4.26	0.34
Leadership skills	3.49	3.94	0.45
Social issues awareness (inequality education, accessibility,...)	3.83	4.23	0.40
Your sense of responsibility in serving the society	3.90	4.34	0.44
Level of your happiness	3.84	4.35	0.51

Table 1: The average score of skills assessed in pre-project and post- project survey

Chart 1 and **Table 1** has proved the impact of ISL on the students development in communication skills, problem solving skills, leadership skills; social issues awareness; sense of responsibility and level of happiness.

5.3. H2: Groups of students who have their teachers take part in ISL have had better experiences and improved more than the groups without teachers

Some student groups came with teachers in charged and some groups came without teachers. The data collection's result is shown at Table 2.

	Group of students without instructors/ teachers in ISL			Group of students with instructors/ teachers in ISL		
	Pre (Mean)	Post (Mean)	Difference	Pre (Mean)	Post (Mean)	Difference
Communication skill	3.45	3.96	0.51	3.60	4.11	0.51
Problem solving	3.68	3.99	0.31	3.58	4.03	0.45
Organization skills	3.63	3.99	0.36	3.55	4.19	0.64
Teamwork	3.88	4.15	0.27	3.97	4.43	0.46
Leadership skills	3.50	3.89	0.39	3.48	4.01	0.53
Social issues awareness (inequality education, accessibility,...)	3.82	4.09	0.27	3.85	4.45	0.60
Your sense of responsibility in serving the society	3.86	4.19	0.33	3.96	4.58	0.62
Level of your happiness	3.74	4.15	0.41	4.00	4.68	0.68

Table 2: The data result between the Group of volunteers with instructors/ teachers and the Group of volunteers without instructors/ teachers

As can be seen from the **Table 2**, the students group with the teachers has showed more improvement in skills development, sense of social responsibility and level of happiness than the groups without the teachers. Some criteria with significant differences between two groups: Level of happiness (0.41 & 0.68), Organization skills (0.36 & 0.64), Sense of responsibility in serving the society (0.33 & 0.62), Social issues awareness (0.27 & 0.60). The conclusion can be drawn that groups of students with instructors/ teachers achieve the impact more than groups of students without instructors/ teachers in the ISL. Instructors/ teachers' experience and knowledge will help the students to learn more through sharing and reflection activities during the ISL.

5.4. Student's reflection:

In the survey after the project, we also asked the students what they have learnt from the project and how the will apply these questions back home, a few sharing from the students below:

“I learnt to appreciate my environment more as we are actually extremely privileged to be living in Singapore.” - Rene Ng Juyi, 3rd year student from NTU Hall 6.

“Leadership, organization, teamwork; it is always difficult to organize activities for 25 participants; not to say the need to uphold NUS and sponsor's reputation; in real life situation, many times such skills are needed to complete the job.” - Loh Yi Xuan, 1st year student from NUS CHESS.

“To see things from another perspective and discover how I can contribute to the society other than what I already know.” - Zhao YingJie, 3rd year student from Ngee Ann Polytechnic.

“Learnt the importance of community building from the bottom up. The members of the community must initiate change. We will utilize this approach when we control sports clinics for Down Syndrome Association of Singapore back home.” - David Aaron Chan Tze Ming, 2nd year student from NTU Hall 6.

6. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

6.1. Conclusion

Through our research, ISL is proven to have the great impact on the student's development, in term of skills, awareness, social responsibilities and level of happiness. Reflection is one of the crucial components regarding to SL, and ISL projects as well. Hence, the group with experienced teachers has improved themselves more than the groups without teachers. Therefore, the schools/institutes should provide comprehensive training for teachers/faculty staff so that they can lead the learning well during the ISL.

6.2. The contribution of research

This research on the effects of ISL on students' social awareness, skill enhancement, attitude and level of happiness was conducted in Tra Vinh province, Vietnam with 193 Singaporean students. This is the primary research conducted by ECO Vietnam Group in Vietnam. In the early period of Service Learning development, as there is a scarce resource on this aspect, this research is a contribution to Service Learning documents in Vietnam and over the world. Research is done by NGOs to give the different views for ISL's impact. We also aware that it is too soon to have the conclusion for our hypothesis but the results have built the foundation for us to carry deeper research on these topics, especially for the role of teachers/lecturers in the ISL program.

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Using Active Aging and Co-Creation Service Projects to Change the Attitude towards Elders and Enhance the Competence Development of University Students from China, Japan and Korea

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1. ABSTRACT AND KEYWORDS

This study aimed to examine the competence development and attitude toward elders after conducting a co-creation project in rural area in Sichuan among university students from China, Japan, and Korea. A total of 59 students from The Polytechnic University, Peking University, Ewha Woman's University, Yonsei University, Sichuan Agricultural University, Sichuan University, and Kyoto University participated in the study. The findings showed that there was a significant improvement in youth development competencies and attitude toward elders in rural area of Sichuan, China. In addition, students also had significant changes in their attitude toward their own aging process. The results of this study provided information for university educator about the importance of educating young generations in particular university students developed positive attitude toward elders. Further, competencies development could be built such a way that they cooperated with elders to contribute to the community

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2. Introduction

Globalization brings together people from different walks of the world. People can learn from each other and become more creative. Unlike most projects that aimed at learning by serving others, the China-Japan-Korea SERVE Initiative provided an opportunity for university students to learn from older people and co-create sustainable things in the communities where they lived. The Project not only enriched students' understanding about the traditional art but also helped them know more about the older people.

The China-Japan-Korea SERVE Initiative 2018 was a non-credit bearing leadership training programme organised by Global Youth Leadership and Service-Learning Institute (GYLSLI). It was jointly run by the Hong Kong Polytechnic University, Peking University, Ewha Womans University, Yonsei University, Sichuan Agricultural University, Sichuan University, and Kyoto University. The CJK SERVE Initiative was held from August 4 to 18, 2018 with the theme of building a better place to live through an inter-generational participation. Hence, it adopted the approaches of co-creation and place-making by the joint effort of the elders and university students. Hence, it adopted the approaches of co-creation and place-making by the joint effort of the elders and university students. The goal was to enrich students with basic knowledge on practice of active ageing and place-making with elders in three rural communities (i.e., Miaoxiacun, Hungcaocun, and Hekancun) in Sichuan, China. This study aimed to examine the competence development and attitude toward elders after using active aging and co-creation concepts to do projects in rural area in Sichuan among university students from China, Japan, and Korea.

3. Theoretical framework/literature review

Apart from traditional service delivery type of Service-Learning, the program is designed to use active aging and co-creation design concept to do inter-generational service practice. Students need to have new knowledge of global aging trend especially in China and advocacy of active aging. Under the concept of active aging, old people were encouraged to remain in their homes—aging in place. Since home not only meant the residential setting, but also about the surrounding neighborhoods and the broader community (Park, Han, Kim, & Dunkle, 2017), the involvement of people in the community could provide a platform to develop a sense of place. Consequently, it helped foster a sense of authentic human attachment and sense of belongings among older people and participants (Sime, 1986). The growing rate in ageing population has a sharp increase along with the provision of quality health care service. According to World Health Organization (2017), the number of people aged 60 years or older will rise from 900 million to 2 billion between 2015 and 2050, an increase from 12% to 22% of the world's population. In China, it was estimated that the elderly aged 60 years and above was 221 million in 2015 and the rate continued to increase at an average of 0.54% each year (Chinese elderly health guideline, 2015). The proportion of Chinese was projected to increase from 10 percent in 2000 to 27 percent in 2050 (Riley, 2004). Instead of taking a negative perspective

to view elders as a financial burden to the country, the World Health Organization (WHO) first published the active ageing concept in 2002. Active ageing is defined as “the process of optimizing opportunities for health, participation and security in order to enhance quality of life as people age”. This conceptualization provides guideline to the government to develop ageing policies in their countries.

Furthermore, several studies have been conducted to evaluate the youngsters' perception and attitudes towards older people have conflicting results. The results of some studies are generally positive (Cha & Seo, 2009; Liu, Pu, Wang, & Hu, 2014) while some are negative in their perceptions on elders (Lee, Kim, & Han, 2006; Williams, Anderson, & Day, 2007). It is important to have education design to nurture students with positive perception and attitude toward older people in the community. Studies have suggested that students' attitudes toward elderly care can be changed in a more positive manner through education (Jansen, & Morse, 2004). Therefore, we would like to study the attitude of the students towards elderly through this program.

4. Methods/analysis

A total of 59 students participated in the programme, including 12 students from The Polytechnic University students, 9 from the Peking University, 10 from Ewha Womans University, 5 from Yonsei University, 8 from Sichuan Agricultural University, 5 from Sichuan University, and 10 from Kyoto University. Students were assigned to serve older people at three communities in Chengdu. All participants had given their consent to participate in the studies and then the pre-test was administered to them before the programme began. The post-test was conducted after the programme had completed. Of these 59 students, 37.3% ($n = 22$) were males and 62.7% ($n = 37$) were females, aged between 19 and 28 (Mean=21.08, SD=2.03). Both paired-samples t-test and mixed factorial ANOVA were performed to compare the mean scores for all the measurement instruments of participants in the pre and post-programme surveys and mean scores differences among the groups. Different Instruments are used for the measurements: Positive Youth Development Competence Scale, Life Satisfaction Scale, Intercultural Effectiveness Scale, Person Social Awareness Scale, Revised Fraboni Scale of Ageism, The Attitude-Older Adult and Aging-Visual Analogue Scale.

5. Results and Discussion

The findings showed that there were significant difference in the mean scores of all instruments except Intercultural Effectiveness Scale and Personal Social Awareness Scale. The result suggested that the participants demonstrated an improvement of positive youth competencies, life satisfaction, positive knowledge and attitude toward older people, and positive attitude toward participants' own ageing process.

The results of the study showed that there was improvement in students' level of competence, life satisfaction, and change in their attitude toward older people and their own aging process after completing the programme. This might be related to

the task assigned to the students who possessed no knowledge in these tasks like tea plucking and brewing, paving, bamboo waving etc. before they joined the programme. However, they learned the skills in these tasks and developed a high level of competence and life satisfaction after the programme. The tasks accomplished in the programme might give the students a sense of competence and therefore enhance their life satisfaction.

Furthermore, the findings showed that students' attitude toward older people as well as their own ageing process changed positively after joining the programme. This implied that the students had learned from the elders through their contribution of service to the elders. The design of the program used co-creation and active aging perspective helped the students' attitude towards older people. This is a new perspective and design from traditional service delivery type of practice. There is no significant difference of the positive change in students' attitude towards older people among China, Japan and Korea.

6. Conclusions and contributions to theory and practice

The results of this study provided information for university educator about the importance of educating young generations in particular university students developed positive attitude toward elders. Further, competencies development could be built such a way that they cooperated with elders to contribute to the community. The active aging perspective and co-creation design of the program helped to improve their positive attitudes towards elderly and towards their own ageing process. Educators can use this design in their service-learning program planning.

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Engineering Design Solutions for Community Needs: Enhancing Undergraduates' Workplace Related Skills through Service-Learning

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1. ABSTRACT AND KEYWORDS

Service-Learning (SL) is a powerful educational tool that exposes students to the world of practice through well-structured opportunities for learning by doing. When SL subjects are developed for targeted students from selected disciplines, they can be used to enhance students' discipline specific skills. This paper presents the outcome from such an attempt to modify an open-to-all engineering-based SL subject to discipline specific SL subject. The key stages of preparation, execution and assessment of the SL subject have been modified to enhance students' workplace related skills. The results of the questionnaire survey and the reflective writings done by the students reveal that, when carefully designed, SL subjects can effectively be used to enhance students' workplace related skills. The challenges faced and strategies for sustainability are also discussed.

Keywords: Service-Learning, Workplace Skill Development, Engineering Design

2. INTRODUCTION

The Hong Kong Polytechnic University (PolyU) has a long tradition of offering Service- Learning (SL) subjects with the objective of enhancing students' social awareness and civic responsibility (C.K. Lau, 2016). The mechanical engineering department of PolyU offered its first engineering-based SL subject titled, 'Engineering Design for the Community' in year 2014. Main objective of the subject is to serve the underprivileged community in the Hong Kong society using engineering design and related skills of undergraduates while enhancing their civic responsibilities. Several researches have pointed out that SL has contributed positively in changing students' attitude and awareness of their role in the society as responsible learned members (Cheung Min Alfred Chan, 2014; Jacoby, 1996; Ngai, 2006).

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While satisfying the core learning outcomes expected from a SL subject, the subject management team explored the possibility of enhancing students' workplace

related skills (professional skills) through this SL subject. There are other similar attempts reported in the literature (Hansen, Muñoz, Crist, & Gupta, 2007; Malinin, 2017). This paper reports the methods we adopted, problems encountered, successes and future improvement directions. This could be a good case study for those who aspire to add more value to their SL subjects.

3. SUBJECT DETAILS AND PROJECT DESCRIPTION

The SL subject, ‘Engineering Design for Community’, is first developed as a general education subject that is available to all PolyU students. Each semester it enrolls around 60 students (120 per year) to engage in local service learning projects. Roughly, 70% of students are from engineering disciplines and the remaining from non-engineering disciplines. They are formed into groups of 4 members; each group consisting of both engineering and non-engineering students. Each student group is introduced to a client with a need that can be satisfied through an engineering design solution. The student group then go through a systematic design process where they identify the need, develop concept solutions, test the selected concept, redesign/modify and finally deliver appropriate product solution to the client. The subject management team collaborated with several elderly care homes, and community organisations to reach the underprivileged people with needs.

There are 4 distinct components of the SL project; preparation, execution, reflection and assessment. The preparation phase consists of classroom lectures, training workshops, guest lectures, and self-phased eLearning. During the execution phase, student groups have several meetings with the client to identify needs and then develop a suitable design solution which is implemented. The project provided them an opportunity to serve the community while providing them with a valuable opportunity to acquire new academic and professional skills through an experiential learning process. Figure 1 shows some of the customized design solutions developed by student groups.



Figure 1: Selected customized design solutions developed by students

Students from the non-technical disciplines made valuable contributions for each group in the early stages of the project. However, it was noticed that they are more

passive and lack the skills to contribute for technical aspects of the project that needs more manpower and time commitment. This has negatively affected the team dynamics, service project outputs and the learning gains of the students. Considering the long-term sustainability of the SL subject, the subject offering has then restricted only for engineering and design disciplines.

4. OPPORTUNITIES FOR WORKPLACE SKILL DEVELOPMENT

With the change in the student composition, the subject management team explored the opportunities of adding more value to the student learning outcomes. During the 4-year university life, engineering undergraduates are mainly engaged in academic training. They get limited opportunities to interact with outside world and real-life problems.

However, for engineering disciplines, workplace skill development is one of the major expected programme learning outcomes. It is one of the aspects critically evaluated by the professional accreditation bodies for programme accreditation. Currently, in Mechanical Engineering programme, final year capstone project is the major learning activity that focuses more on workplace skill development. Being an experiential learning module, with appropriate modifications, SL subject can also be used to impart essential workplace skills. Seeing this opportunity, new changes have been introduced for the preparation, execution, and assessment stages of the subject focusing more on professional practice while achieving service-learning goals.

Preparation: (1) General practice of group formation for SL projects has been changed into a formation of a design company serving under-privileged community. Students are trained to play the role of professional engineers and managers. (2) Training on art of communication with elderly and disabled by invited professional social workers (3) Providing experiential training at the community centers.



Figure 2: Experiential Training at Community Center

Execution: (1) Students play the roles of expert engineering designers at clients' site. (2) Use of professional project management techniques in managing time, and resources. (3) Providing the opportunity to work with different stakeholders of the project such as service recipient, social workers, technical experts, marketing

personnel, fellow teammates, and consultants. The teaching team, technical staff and invited physiotherapist served as consultants to projects.

Assessment: (1) Assessment of students' professional performance during the site visits through direct observation. (2) Reflection activity on individual's professional performance and skill development.

A questionnaire survey was conducted to solicit students' self-assessment on the improvement of their workplace related skills. Forty-eight valid questionnaires were returned. More than 90% agreed that the SL subject enhanced their awareness of professional ethics and social responsibilities. Over 80% of the students agreed that their leadership and communication skills have improved. (see Table 1).

Statement	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)
1. This SL subject helped me to enhance my skills in using computational tools necessary for design/engineering practice.	0	0	29.2	43.8	27.1
2. I am now more skillful in searching appropriate information for learning independently using variety of educational media	0	0	22.9	45.8	31.3
3. I am now more skillful in coming up with different strategies and options for dealing with complex social and technical issues	0	0	14.6	50.0	35.4
4. This SL subject enhanced my ability to function professionally in a multidisciplinary project team as a team member	0	0	6.3	60.4	33.3
5. I am now more confident in playing leadership roles in multidisciplinary project teams	0	4.3	14.9	59.6	21.3
6. This SL subject enhanced my awareness of professional ethics and social responsibilities of an engineer/designer	0	0	8.3	47.9	43.8
7. This SL subject helped me to improve my oral communication skills (technical presentations and general communication with peers, collaborators, and service recipients)	0	0	18.8	52.1	29.2
8. This SL subject enhanced my written communication skills	0	2.1	25.0	47.9	25.0

Table 1: Summary of survey results (N=48)

Some of the reflections from students provide evidence of how they acquired/enhanced professional skills through this SL subject:

"Service learning not only makes me realize that I can use relevant professional knowledge to help the community in need, but also enhanced my skills, such as communication skills, creative thinking and industrial production techniques. During the process of service learning, I realized that my knowledge on technology is inadequate. If I want to be an effective professional engineer, I need to improve my knowledge and skills in different aspects and work cooperatively with other professionals. In addition, after service learning, I realized that there are lots of underprivileged people in our society and I have a responsibility to make a change in their lives using my professional knowledge"

"The challenge I faced as a project manager and a member of my team was to ensure 'equality'. I wanted everybody to feel like a part of the team. I managed to guide my team to complete the project successfully. I think I have uncovered one of my hidden talents; I am a leader. I also developed my critical thinking skills to solve challenging problems systematically. Now I am more confident in taking up challenging real-life problems"

5. CHALLENGES AND WAY FORWARD

The modifications made to the service project demanded additional resource commitments. For manpower requirement, the teaching support team has been expanded from 2 members to 7 members (5 teaching staff + 2 teaching assistants). In addition, 2 student helpers were recruited as mentors. Financial support has been secured from a donor arranged by PolyU Office of Service Learning through a competitive process.

One of the unexpected challenges is the management of expectations of the service recipients. In several instances, inexperienced students, while playing the expert engineers' role, have overpromised the deliverables. Some student groups found it difficult to deliver the solutions they promised within the set deadline and budget limit. Learning a lesson from it, students were taught to 'under-promise and over-deliver' to manage client expectations in a more professional manner.

Knowing that the service project is a learning activity for the students, some service recipients wanted to keep students happy and motivated by appreciating their work without giving honest opinion about the design solutions being developed. They have revealed the problems only after the projects were completed and requested modifications later. The teaching staff then had to attend to those needs by themselves. It is hard to find a solution for this situation as it is a cultural habit of people in Hong Kong. Problems could be minimized by making students

aware of this situation and training them to use multiple ways to test the suitability of a design solution.

Some of the sustainability challenges are retaining the same staff or the core staff members in the teaching team, securing continuous supply of financial support, finding suitable projects with appropriate opportunities to develop professional skills, etc. Maintaining high percentage of successful service deliveries is one of the key factors in addressing those challenges. That will keep all the stakeholders enthusiastically engaged with the SL project.

6. CONCLUSIONS

When designed carefully, engineering SL projects provide an early opportunity to expose undergraduates to professional working environment and enhance their workplace skills. The effectiveness of the workplace skill development through SL subject ‘Engineering Design for Community’ is evident from the questionnaire survey results and the reflections provided by students. The major drawback is the high level of resource demand. If resource supply can be sustained, engineering SL subjects can successfully be used for students’ workplace skill development.

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An Intervention Study on "Service Learning" and the Comprehensive Ability of College Students

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1. ABSTRACT & KEYWORDS

Objectives: Our study aimed to prove whether the Service Learning Teaching Model from the Perspective of Social Work that we put forward is conducive to improving comprehensive capabilities. We explore the comprehensive ability especially the ability to innovate and reflect among college students. **Methods:** This study used the "Technology Innovation and Smart Senior Care" course as a case. We designed courses to intervene students and analyzed the student's final assignment. **Results:** 1) About 66.67% of the respondents did not have a fixed community service experience before. 2) According to the student's final work, the service learning curriculum can significantly improve students' social responsibility and ability in innovation, practical and critical thinking. 3) Compared with general teaching supervisors, social work supervisors has significant advantages in improving students' comprehensive ability. **Research implications:** The above service learning curriculum model has a positive impact on the comprehensive ability and should be promoted to other universities. For students who conduct less social services, teachers need to change the original teaching methods.

Keywords: Social Work; Service Learning; comprehensive ability

2. INTRODUCTION

The expansion of higher education has led to an increase in the number of college students in mainland China. However, this does not help to cultivate more elites who will make contributions to the society. Instead, there are more and more students who lack social responsibility and only care about personal gains and losses. At the same time, it has also caused some problems, such as reduced quality of education, difficulties in student employment, and low moral quality of students (Guo Yingna., Gao li, 2015). In addition, we

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can find that there is a predicament of attaching too much importance to theory and books but ignoring ability and practice in China's education system. Now, teachers pay more attention to instilling knowledge and take course scores as the focus of evaluation while neglecting the comprehensive ability training. For students, they just focus on how to get high scores in the final exam, but don't care about the usual participation in class. And this teaching method makes students out of touch with the society for a long time and generally indifferent to social problems. Under this circumstance, how to carry out effective value guidance, let students know more about the society, enhance their sense of social responsibility, improve their enthusiasm for learning and the comprehensive ability are the core appeal for teachers who are responsible for teaching undergraduates.

3. SERVICE LEARNING TEACHING MODEL FROM THE PERSPECTIVE OF SOCIAL WORK

Service learning is considered to be an open learning approach which puts students at the core and integrates community services with classroom learning. Students are able to apply knowledge which has been learned in class in service practices. Moreover, students have the opportunity to gain new knowledge and make a deeper understanding of the problems that have been described in the book by the reflection of service experience. Furthermore, reflection is also beneficial to form a sense of civic responsibility (Zhou Jiaxian, 2004). Compared with the traditional teaching mode, service learning has proven to have the advantage of promoting students' participation and initiative in learning (Russell G. Warren, 1997; Miller and others, 1997), enhancing students' sense of social responsibility (Anne R. Roschelle, Jennifer T., & Robert E., 2000; Kevin R. Kearney, 2004), and increasing students' self-esteem and self-confidence (Kevin R. Kearney, 2004).

As a practical profession that provides reasonable services to help socially disadvantaged groups, social work has systematic service theory, methods and ethics. Meanwhile, the superior perspective and the values of "respect, empathy, acceptance, self-determination" in social work have been found to have potential advantages in the education process. Therefore, we can draw a simple conclusion that the professional practice system of social work can be beneficial to the "service" practice in "service learning" (Liu Chunyi, 2017).

Based on the above ideas and referring to the elements of service learning, the research team designed the "service learning" curriculum model in the perspective of social work. This model includes teaching in class, community service and reflection. And teachers, social work supervisors and students will participate in the above three modules so that the learning, application and reflection will go throughout the curriculum. What's more, teachers will lead classroom learning and social work supervisors are mainly responsible for community service and reflection. The "service learning" curriculum model is shown in Figure1.

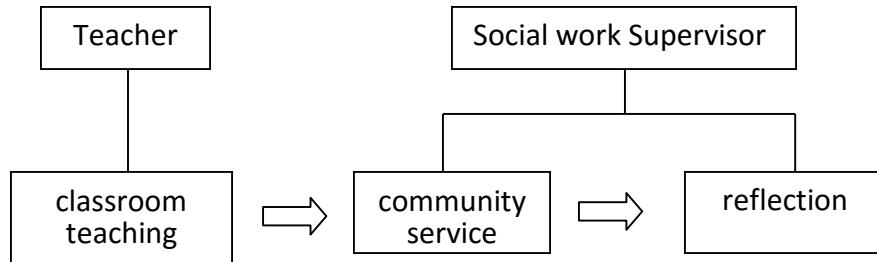


Figure 1: Service Learning Teaching Model from the Perspective of Social Work(Hong Liu, 2018)

4. A CASE : "TECHNOLOGY INNOVATION AND SMART SENIOR CARE" COURSE

In the spring semester of 2018, five service learning courses were carried out according to the above model which are called social innovation and design thinking, art and mind, technology innovation and smart senior care, art and creativity (pottery), effective communication and teamwork. Among them, the research team conducted the course of technology innovation and smart senior care. We take this course as an example in order to prove whether the above teaching design is effective and our research can be divided into four parts. Firstly, we examined the impact of service learning model on the comprehensive ability of college students. Secondly, compared with general supervisors, we explore whether social work supervisors have superiority in affecting students' comprehensive ability. Last but not least, we want to find out the mechanism for improving the comprehensive ability of college students. In this course, we also managed to measure the participated students' comprehensive ability before and after.

The "Technology Innovation and Smart Senior Care" course starts from the characteristics and development of global aging, and introduces the new technology products and concepts in the field of the aged care services. The original intention of the smart senior care curriculum is to stimulate students' creativity and imagination, explore their potential, and do some help to create a smart community. The program encourage students to focus on changing the aging situation, and think about how to achieve the professional value of social work in the practice of the aged care service. Meanwhile, students are encouraged to design new suitable products or service plans through the integration of interdisciplinary forces and social forces. Its specific objectives mainly include two aspects: one is to help students understand the development of various technology products, cases, and the related development of senior technology; the second is to enhance their comprehensive ability and let students master the people-oriented evaluation of the elders' technology product or concept by leading students to participate in practice to understand the technology products' auxiliary function and health management for the elderly and design apps or web platform, use intervention research method to track and evaluate the effect of intervention; and let students know how to provide technical services to meet the needs of different elderly groups, how to develop, improve and test new technology

products for the elderly with the help of interdisciplinary. The program includes the situation of global ageing technology innovation, and the application of information technology foundation, digital integration, robotics, game applications, virtual reality testing, biotechnology, etc. in the life of the elderly.

The teaching team consists mainly of geriatrics, gerontology, social work, information science theory and clinical experts, cross-professional and cross-border. The students interacted face-to-face with the interdisciplinary team, and collided with the cross-border integration between smart technology and aging. It is worth mentioning that we divide the students into two parts. A part of students are led by social work supervisor when they practice and reflect, while others are led by general teaching supervisor. The course schedule is shown in Table 1.

Table1

The course schedule

Item	Description
Service and reflection curriculum design	Community demand interview (once)
	Visit the elderly ward of Huashan Hospital affiliated to Fudan University(once)
	Visit Virtual Reality and Cognitive Training Lab in Fudan University(once)
	Watch the 4th National Service Innovation Competition(once)
	Visit for Wisdom Age Science Museum (once)
	Community service for the elderly (twice)
Theoretical course design	1、Opportunities and challenges in the context of global aging
	2、Digital integration in global aging
	3、Development of virtual reality and wearable sensor technology
	4、Pension&long-term care insurance
	5、Development of health support and assistive devices for the elderly
	6、Intelligent robot design and application challenges
	7、Application of game and cognitive regeneration devices in senile diseases
	8、Commercial Design for Ageing Technology Services: See Young Case
	9、Innovative concept: serving the elderly workshop
	10、Presentation for Team design and future competition

5. FINDINGS AND CONCLUSION

Before class, we conduct a survey about community service .About 66.67% of the respondents did not have a fixed community service experience before. It indicates that many students are not very concerned about the community and society. This also confirms our initial assumptions.

After a semester of course, students submitted some innovative works, such as Elderly friendly outlet which can be safer for the old. In daily life, the seniors can unplug the outlet easily. And they also proposed combining VR technology with retrospective therapy. According to the student's final work, the service learning curriculum can significantly improve students' social responsibility and ability in innovation, practical and critical thinking. Moreover, compared with general teaching supervisors, social work supervisors has significant advantages in

improving students' comprehensive ability.

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Service-Learning as a Vehicle to Promote Student Social Responsibility. A Qualitative Study

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1. ABSTRACT AND KEYWORDS

“Promotion of Children and Adolescent development” is a 3-credit service-learning subject offered to undergraduates in The Hong Kong Polytechnic University. The subject attempts to promote students’ understanding about the needs and challenges of children and adolescents living in disadvantaged environments, cultivate students’ positive values, care and compassion, and psychosocial competence, and promote students’ social responsibility through service learning and reflective learning. Based on qualitative data collected from in-depth interviews with eight student participants in 2016/17 academic year, the present study investigated students’ learning gains from this program, with a focus on their development of social responsibility. The findings showed that students experienced cognitive, affective and behavioral transformation in social responsibility and provided evidence for the impact of this service-learning subject on students’ social responsibility development.

Keywords: Service learning, Transformational learning, Social responsibility

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2. Introduction

Since 2013/14 academic year, the service-learning subject entitled “Promotion of Children and Adolescent Development” has been offering to undergraduate students at The Hong Kong Polytechnic University in every academic year. The subject adopts multiple teaching and learning approaches, including e-learning module that introduces the basic concepts and practice of service learning, lectures teaching core theories of child and adolescent development, a series of workshops that provide students with the background of their service target, hands-on skills for service design and implementation, experiences of micro-teaching, and opportunities for personal reflection, and eventually a five-day direct service in China mainland.

To facilitate students’ learning, a matrix of assessment methods has been employed. Students are guided to develop detailed service plans before the service-learning trip, and to write a reflective journal on what they have learnt in the lectures and workshops, as well as how such knowledge informs and is applied in their service design. During the service learning tour, students implement their service plans in a five-day summer camp for children of migrant workers, and apply the knowledge learnt to deal with complex problems they encountered in real-life practices. Teachers observe students’ service and provide instant feedback and support. Daily reflective meeting is held for students to review their service experiences, to understand and solve problems encountered, and to reflect on their learning gains and personal development. After the five-day service, students participate in post-service workshops, write reflective journal, and give group presentation that further help them consolidate and reflect on their learning experiences. To evaluate the impact of the program on participating students, post-service evaluation based on quantitative methods and qualitative analysis of students’ reflective journals have been conducted. While the findings showed that students benefited from the program in multiple domains of learning (Yu, Shek, & Xing, 2018), one key impact area of service learning, the development of social responsibility, has not been thoroughly examined. The present study focuses on students’ learning gains in this area through in-depth interviews with participants of this service-learning program.

3. Theoretical framework

The present study was based on Mezirow's (1991) transformational learning theory that "learning is understood as the process of construing and appropriating a new or revised interpretation of the meaning of one's experience as a guide to action" (p. 31). The transformation is typically triggered by an experience which did not fit with one's pre-existing meaning structure (i.e., "a disorienting dilemma"), and only occurs when there are reflectively practices (Mezirow, 2000). According to Mezirow (2000), transformational learning can be achieved "by elaborating existing frames of reference, by learning new frames of reference, by transforming points of view, or by transforming habits of mind" (p. 19). The theory has been argued to be a useful framework for service learning research (Eyler & Giles, 1999; Feinstein, 2005; Kiely, 2004). In the subject entitled "Promotion of Children and Adolescent Development", Hong Kong university students provide service to an underprivileged group, children of migrant workers in mainland China, a socio-culturally different context. The service-learning experience along with the structured reflective activities provide opportunities for students to transform their existing world view, preexisting perspectives, personal values, and stereotypes.

The present study analyzed the outcomes of students' transformational learning through service learning in terms of the cognitive, affective and behavioral domains, with a focus on social responsibility. This is because "transformative learning involves experiencing a deep, structural shift in basic premises of thought, feelings, and actions" (Transformative Learning Centre, 2004). In addition, the cognitive-affective-behavioral model has been commonly used in assessing student learning outcomes (Christensen & Menzel, 1998).

4. Methods and analysis

The present study was conducted in 2017 as part of an action research, which aimed to enhance the positive outcomes of global service learning projects. A total of eight participants were successfully recruited from the cohort of 2016/17 participants of the program to participate in individual interview after they completed the whole program. Semi-structured in-depth interviews were conducted. Two trained researchers interviewed the participants, with one as the interviewer and the other

as the observer. Each interview lasted for about 1.5 hours, which was audio recorded and then transcribed for analysis.

While analyzing the transcriptions, deductive coding based on the theoretical framework was employed. The transcriptions were coded according to the predetermined three dimensions of transformation regarding social responsibility.

5. Findings and Discussion

Cognitive transformation – from basic to broader understanding of social responsibility

By joining the service-learning program, participants gained more understanding toward social responsibility. The concept about being a responsible citizen has shifted from “not break the law” to “offer help to others”.

“At the beginning, I thought civic responsibility means abidance by law or regulations. This is, (we should act) within the laws or regulations. We do our own stuff and don’t violate the law. Everything will be OK. After this service-learning program, I think that apart from doing my own business, I can also help others. ... It will not cost us too much time, but help the society as a whole.” (Student 3)

Affective transformation -- from resistance to increased acceptance

Participants also showed affective transformation on social responsibility. Some students who enrolled in this program only to fulfill the university’s requirement at the beginning turned out to find this program meaningful and genuinely thought highly of the service learning experience at the end. One student had described the radical change of her attitude toward the service learning from “a waste of time” to “more important than money”.

“I myself quite resisted service learning, because I thought the 40 hours without payment was a waste of time. This is, because, I have not much money. I work (part-timely) a lot. For me, each hour counts. However, after I completed this service learning, I believe that many things are intangible. Particularly, I feel like what I have gained is not money, but something that is more important than money. Then my feeling towards the program has been changed.” (Student 2)

Behavioral transformation—from neglecting duty to act responsively

Besides the cognitive and affective dimensions, participants also made behavioral changes and gained socially responsible action during the program, sometimes even without teachers' explicit instructions. Below is a typical example:

'.... One kid did not like to sing, then he/she runs outside the classroom crying. If it happened before the program, I would let the kid run away and thought he/she would come back by himself/herself later. But since I was supposed to be responsible for that class, so I have to take good care of him/her. So I could not just let him/her run away, then I followed him/her out. I ran after him/her to the playground and talked to him/her. I think I would not do those things before the trip, but after it I did do something.' (Student 5)

6. Conclusions

The service-learning experience in “Promotion of Child and Adolescents Development” in Hangzhou has made transformative impacts on students’ in the cognitive, affective and behavioral dimensions of students’ social responsibility. The findings add evidence on the effectiveness of service-learning program with a focus on social responsibility. Future studies using quantitative research methods could be conducted to further generalize the present findings. It would also be valuable to conduct follow-up interviews to examine whether the transformative impacts of the service learning experience would last long.

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The Impact of Service-Learning on Students from Underrepresented Populations

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1. Introduction

Findings from research studies have suggested that constructivist, active learning instructional strategies that are linked with community-based learning experiences, such as service-learning, offer higher education students an opportunity to build greater connection with their academic studies and enhance their overall academic, civic, personal, and career development (Astin, Vogelgesang, Ikeda, & Yee, 2000; Eyler & Giles, 1999). In the United States, as in other countries, university students from groups whose families have less experience in post-secondary education (i.e., first generation university students, students from lower socio-economic status, students from non-dominant racial or ethnic groups) are less likely to be educationally and occupationally successful than their majority counterparts. When compared with students from majority backgrounds, students from underrepresented backgrounds have lower university attendance and completions rates, have poorer academic performance results, and tend to be less engaged in their academic studies (Terenzini, Cabrera, & Bernal, 2001). In this paper, we present the findings from three investigations we conducted that examined the relationships between underrepresented students' participation in service-learning and a set of educational achievement outcomes. Specifically, our investigations addressed the following three research questions:

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1. What is the relationship between underrepresented students' participation in service-learning courses and their grade point averages, academic units earned, probability of remaining at the university (retention), and graduation after four years, when contrasted with comparable students from underrepresented backgrounds who did not participate in service-learning?
2. Are there differences across collegiate units (faculties) in the relationship between service-learning participation and underrepresented students' grade points averages, academic units earned, and four-year retention?
3. Is there a relationship between early participation in service-learning (i.e., during students' first year at the university) and students' cumulative grade point average, continued enrollment at the university (retention), and four-year graduation?

Keywords: Underrepresented students, Educational success, Retention, Persistence

2. Theoretical framework/literature review

For our investigations, we relied on theories, conceptual frameworks, and studies situated in two areas of literature (mostly from the United States): studies focused on addressing the educational success of underrepresented students; and research exploring the potential value of service-learning as a pedagogy of engagement and student development. Our studies considered work conducted by Bridges, Kinzie, Nelson Laird, and Kuh (2008), who examined the unique challenges and obstacles that underrepresented students face on the path to educational attainment and persistence. Like Terenzini, Cabrera, & Bernal (2001), Bridges et al. found that lower social-economic backgrounds tend to be negatively related to students' capacity to achieve academic success, given that the students are less likely to receive financial assistance from parents and are more likely to have family obligations and job responsibilities that limit the amount of time available to spend on schoolwork. In addition, underrepresented students are more likely to have lower levels of academic preparation for university studies due to the poorer academic achievement and underdeveloped academic skills in secondary school (Terenzini,

Cabrera, & Bernal, 2001).

Studies of service-learning have pointed to potential positive and direct effects on students' problem-solving skills (Moely, Mercer, Ilustre, Miron, & McFarland, 2002), higher order thinking (Eyler & Giles, 1999), moral reasoning (Bernacki & Jaeger, 2008), leadership and communication skills (Eyler and Giles, 1999), and interest in spending more time on schoolwork (Astin & Sax, 1998). These studies have also found that high quality service-learning experiences increase students' subject-matter interest and overall engagement in learning and social activities (Astin, Vogelgesang, Ikeda, & Yee, 2000; Steinke & Buresh, 2002; (Lee, Olszewski-Kubilius, Donahue, & Weimholt, 2008). In addition, Yeh's (2010) study of low-income, first-generation students who participated in a service-learning course found service-learning participation to have positive impacts on students' retention, grade point averages, academic skills, and underrepresented students' development of social capital, self-efficacy, and coping strategies.

3. Methods/analysis

The data included in these studies were obtained from the office of institutional research at a large research university in the United States.

For the first two research questions, we matched service-learning students and non-service-learning (2,575 underrepresented students total) using propensity score matching (with the approach called full matching) on a set of key demographic variables (i.e., ethnicity, gender, age, United States Citizenship, international student status, first-generation university student, federal need-based aid eligible, and previous academic performance). We analyzed the data using weighted least square regression for students' fourth-year GPA and units earned, and logistic regression for retention and graduation rates. We conducted analyses within college (faculty) of enrollment, taking into account differences across six colleges in the practices and availability of service-learning courses in various disciplines, as well as differences in student characteristics.

For the third research question, we conducted archival analyses within each of two cohorts of undergraduate students who entered the university in fall 2011 and fall 2012. Prior to beginning our analysis, we used propensity score matching (and the optimal matching approach) to match underrepresented students who took their

first service-learning course(s) in their first college year with underrepresented students who did not take any service-learning course at any time over their college years. The matching model included a set of covariates conceptually associated with student college outcomes, including previous academic performance (i.e., ACT test composite scores) and personal demographic variables (i.e., gender, age, race/ethnicity, first-generation status, federal need-based grant eligibility, United States citizenship, and international student status). Using the matched sample, we employed linear regression analyses to examine the association between the first-year service-learning course participation and students' cumulative GPAs and credits earned by the end of each academic year (through students' fourth year), and logistic regression analyses to determine if first-year participation in service-learning course(s) was predictive of retention and four-year graduation rates. The matched group samples sizes for each of the cohorts were 431 students for 2011-2012 cohort and 419 students for the 2012-2013 cohort.

4. Results and Discussion

Overall, across the investigations, we found that when compared with peers who did not participate in service-learning, underrepresented students who participated in service-learning earned higher grade point averages, accumulated more academic credits, were more likely to re-enroll at the university, and graduate within four years. In addition, underrepresented students who took their first service-learning course(s) during the first year earned a higher cumulative grade point average and were more likely to graduate within four years than underrepresented students who did not take service-learning courses throughout their university years. Although not all findings were statistically significant ($p < .05$), in all instances, the service-learning groups' scores were more favorable than the comparison groups. The general consistency in findings across these studies suggests that for underrepresented students, service-learning can be a strategy for enhancing students' academic engagement and overall educational success (persistence, performance, and completion).

5. Conclusions and contributions to theory and practice

Our investigations sought to provide empirical evidence for engaging underrepresented students in service-learning and for how such engagement can enhance students' persistence, academic performance, and graduation. We focused

on addressing limitations cited in the service-learning literature (i.e., small sample sizes, self-selection bias, absence of random assignment, lack of control groups) by employing a statistical method (propensity score matching) to obtain comparability of treatment and comparison groups. Through this method, we were able to establish matched treatment and comparison groups that allowed us to employ analyses that brought to light some new understandings regarding the ways in which service-learning impacts students from underrepresented populations. As institutions of higher education continue to search for ways to enhance the educational success of their underrepresented students, the findings from these studies can offer support for the use of service-learning to achieve this goal.

Keywords: Underrepresented students, educational success, retention, persistence

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I.T. Education Need in Cambodia

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1. ABSTRACT AND KEYWORDS

The future of I.T. relies on the next generation and the knowledge of the next generation is built up today. However, the current I.T. education in Cambodia is often based on not properly trained teachers. There are also very few well-trained I.T. people working in the education field or I.T. industry in Cambodia. This will form an adverse cycle and the situation will never improve if no revolution is brought to I.T. education in this country. In this regard, it is proposed to offer a service-learning subject that helps reduce the gap of I.T. education between Cambodia and the developed countries. The objectives are to train the students, teachers and technical staff in Cambodia with proper I.T. knowledge. It is aimed to produce more well-trained I.T. people in Cambodian workforce so that Cambodian can help themselves for sustainable I.T. education in future.

Keywords: Information Technology, I.T., Education, Cambodia

2. INTRODUCTION

Nowadays, Information Technology (I.T.) is an essential and indispensable necessity. Without I.T., people will be disconnected from the world outside. The future of I.T. relies on the next generation and the knowledge of the next generation is built up today. There will be no bright future if we do not supply proper knowledge to children of today. However, the current I.T. education in Cambodia is often based on not properly trained teachers. One may imagine how worse the situation is if the I.T. knowledge is delivered by the teachers whose I.T. knowledge is inadequately educated. Electricity and I.T. infrastructure are the other issues. Though schools in Cambodia are equipped with computers, teachers in most schools can use computers only during lessons because of the need to save electricity. Students in the vast majority of schools do not have access to the Internet. These reasons make the development of teachers' and students' I.T. skills very hard to achieve. It is also difficult to develop learning infrastructure due to lack of funds. There are also very few well-trained I.T. people working in the education field or I.T. industry. This will form an adverse cycle and the situation will never improve if no revolution is brought to I.T. education in this country. In this regard, it is proposed to offer a service-learning subject that helps reduce the gap of I.T. education between

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Cambodia and the developed countries. The objectives are to train the students, teachers and technical staff in Cambodia with proper I.T. knowledge. It is aimed to produce more well-trained I.T. people in Cambodian workforce so that Cambodian can help themselves for sustainable I.T. education in future.

3. LITERATURE REVIEW

Richardson, Nash and Kevin (2014) performed a study to understand how upper secondary school students in Cambodia perceive the use of computers and the Internet. The data indicate that the more exposure a Cambodian student had to computers and the Internet, the more favourable their attitudes were towards these technologies. Unfortunately, less developed countries often experience difficulty with incorporating ICTs (Information, Communication and Technologies) into their education system. Even though computer lab is present, they lack skilled persons to incorporate ICTs into the formal learning environment.

Elwood and MacLean (2009) conducted a comparison of ICT usage and student perceptions in Cambodia and Japan. The result indicates that only in word processing did Cambodian students rate themselves as proficient. Similar to Japanese students, Hong Kong students would be more competent in terms of many computer and Internet skills, and they should be capable of teaching Cambodian students of these I.T. skills.

As early as in 2004, the Ministry of Education, Youth and Sport (MoEYS, 2004) had set policy to provide the workforce with the ICT skills needed for employment and use in a knowledge-based society. Richardson (2008) commented that the goals set by the MoEYS were ambitious. Despite the Master Plan for information and communication technology in education 2009-2013 (MoEYS, 2010) had set objective to develop the ICT-based professional skills needed by graduates for employment, the business was still not satisfied with the outcome in 2017. The Phnom Penh Post reported in 2017 that Cambodia's I.T. sector faces an enormous skills gap. 75% of businesses interviewed were unable to hire competent I.T. staff. The I.T. skills expected by the majority of businesses were not being delivered by the education establishments (Gaudemar, 2017). This calls for urgency that the Cambodian education system should incorporate the teaching of I.T. skills that satisfy the business needs.

4. METHODS

To reduce the I.T. gap between Cambodia and other developed countries, it is proposed to offer a service-learning subject titled "Serving the Community through Disseminating knowledge of Information Technology". In this section, the academic focus, intended learning outcomes and the service components of this subject would be discussed.

4.1 Academic Focus

There are three areas of academic focus:

1. Acquiring basic I.T. knowledge

Before rendering service on site, students learn all the required I.T. knowledge such as networking concepts, simple web and mobile app development regardless of their academic background.

2. Writing skills for preparing instruction manual and training kit

The students are divided into three groups based on their levels of I.T. knowledge. One group will train the Cambodian students, one group will train the Cambodian teachers and the other group will train the Cambodian technical staff. Students will develop different sets of instruction manual and training kit with respect to their assigned group. They will need to sell their packages through presentation and the best one will be selected for use.

3. Communication skills for presentation and training demonstration

Before going to Cambodia, they need to give a presentation to sell their training kits. After selecting the best one for use, all students need to do a training demonstration for quality assurance.

4.2 Intended Learning Outcomes

Upon completion of the subject, students will be able to:

1. link their service-learning activities and experiences with the academic content of the subject
2. plan, structure and deliver presentations that meet different audience' needs and speaking purposes
3. apply the knowledge and skills they have acquired in university education to deal with complex issues in the service setting
4. work effectively in teams to solve problems encountered in planning and delivering the service
5. communicate effectively with clients and/or other stakeholders
6. demonstrate empathy for people in need and reflect on their roles and responsibilities as a responsible citizen

4.3 Service Component

The service recipient is the needy school that lacks proficient I.T. staff, both technical and teaching, from the underprivileged community such as Cambodia.

Different schools may have different needs. Therefore, it is necessary to interview with target service recipients for their specific needs in terms of I.T. education and support. Since I have visited Emmanuel Community School in Cambodia, I will take this school as an example for illustration.

Emmanuel Community School has the vision to educate a new generation of leaders that will transform Cambodia. I had a site visit to this school and found that this

school was equipped with a good computer Lab, but the students were just taught to use Microsoft Office. This may be wasteful of the available facilities. Having interviewed with the Principal Mr. Heng Samphors, his response was that “Referring to I.T. concerning and planning, we wish to help and build up our students with an advanced level of I.T. to help them become advanced learners and be ready for the I.T. upgrading. As of now, our students are learning with Microsoft Office but we wish to deliver to them more than that. Hopefully you can help us.” This reflects the need of this school from the exterior to help them with advanced I.T. education.

In response to Principal Samphors’s suggestion, the service components of this subject would be:

- teaching the students of up-to-date I.T. knowledge such as simple webpage and mobile app development
- training the teachers to teach up-to-date I.T. knowledge
- training the technical staff to maintain network, web server, basic troubleshooting techniques, etc.

To prepare students for the above service components, there would be lectures for teaching required I.T. knowledge, and workshops for hands-on practice. For assessment, quiz/Lab/assignment are used to assess academic focus 1. Training kits or instruction manual are used to assess academic focus 2. Presentation and demonstration are used to assess academic focus 3. For the main part of service component, it is assessed by the on- site performance of rendering service and reflection. Reflection is an essential component in service-learning since it is the link between the service and the learning. The reflective activities could include individual reflective journal, group discussion during the service period, and student forum after the service.

5. IMPACTS AND CHALLENGES

The service aims at benefiting three groups of service-recipients: students, teachers and technical staff in the underprivileged community. For students, their horizons are broadened through learning new I.T. knowledge. Hopefully, this could arouse their interests in I.T. development and initiate their desire to become an I.T. educator or I.T. professional in future. With long-term effect, teachers receive training so that the teaching of updated technology can be sustained after service ends. Also, technical staff is trained to set up and maintain I.T. infrastructure which contributes substantially to the sustainability of I.T. learning environment.

Findings reveal that the biggest challenges to adopting the use of new technologies in Cambodia were hardware incompatibility; complexity; language barriers; the lack of electricity, computers, Internet access, and of practice for trainees; and the

inability to understand the advantages of these technologies (Richardson, 2011). Though not all challenges could be catered for, teachers and students who provide service should be well prepared for addressing these challenges.

6. CONCLUSION

Unless actions are taken soon, Cambodia will fall further behind its neighbours and its young people will lack the skills they need for life in the digital age (Richardson, 2008). It is hoped that by bringing the knowledge of up-to-date technology from the outside world to Cambodia, the I.T. gap could be reduced, more I.T. people could enter the workforce and the Cambodian could enter a new cycle of training the next generation by themselves.

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Service Learning as an Andragogical Tool for Building Graduate

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1. ABSTRACT AND KEYWORDS

As a developing nation Sri Lanka needs to gainfully engage the graduates from state universities (product of free education system) in the economic development process. However, employers are concerned about the level of readiness of the fresh graduates for their first job role where they expect the universities to play a significant role in preparing them.

Graduate Capital model presented by professor Tomlinson (2017) outlines graduate attributes that are acquired through experience and exposure that eventually contribute towards their employability. Service Learning as a new addition to Sri Lankan university system has potential as an andragogical tool for enriching student exposure to real world situations. This literature review examines the influence of Service Learning engagement of university students in enhancing their Graduate Capital that in turn enhances their employability. Followed by a literature review a conceptual framework was developed that researchers intend to use for a mix method research on the use of Service Learning as an Andragogical tool for building Graduate Capital.

Keywords: Andragogy, Employability skills, Experiential Learning, Graduate capital, Service learning

2. Introduction

An extremely competitive examination holds the key to education in Sri Lankan state universities where less than a fifth of the qualified applicants were enrolled in 2016 (University Grants Commission, n.d.). Graduates are expected to be effective in their first job roles immediately after being recruited by the employers. However, there is an ongoing debate and a concern by employers - especially the corporate sector organizations, regarding the level of readiness of fresh graduates in taking their first job roles. This expectation by employers seem to be impractical as university education in Sri Lanka is primarily not intended to be job oriented (Ariyawansa, 2008). Global economy is in cross- roads and being transformed. Along with the changes, education systems are

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also being transformed. One of the new pedagogical approaches and models is Service Learning. Service Learning being closely knitted with society and communities is poised to respond to this paradigm shift in economy that is underway (Stuterville & Ikerd, 2009). However, Sri Lankan education system has been suffering from inability to swiftly modify the traditional content in response to the need to the job market (Ariyawansa, 2008). Integrating Service Learning as an andragogical strategy in to the university curricula could espouse an opportunity for the undergraduates to interact and learn from the communities and address real world issues. Refreshingly, benefits from the outcomes of Service Learning are applicable to all the stakeholders involved – students, community, university and corporate partners. Aim of the current study is to examine whether the outcome of undergraduates' engagement in Service Learning, can influence the elements of Graduate Capital that boosts the potential in their employability.

3. THEORITICAL FRAMEWORK / LITRATURE REVIEW

Experimentalism, inquiry, and reflection being parts of learning from experience and that being based on foundational work of John Dewey are referred by many researchers as foundational building blocks of Service Learning (Bringle & Hatcher, 1999; Cress et al., 2010; Gils & Eyler, 1994). Experiential Learning Theory and the intuitive learning model of Kolb is used as a framework for reflection process in Service Learning (Bingle & Hatcher, 1995). Minnesota Campus Compact article (Simonet, 2008) highlights that increasing numbers in research suggests that Service Learning brings about four types of outcomes a) Cognitive outcomes b) Behavioral outcomes c) Emotional outcomes d) Social outcomes. While these outcomes are very important for academic success, they also have critical relevance in employment.

While many practitioners of experiential education apply Kolb's model and especially for Service Learning, driven by a clear need for non-traditional adult learning model, O'bannon and McFadden developed a six-staged model for experimental andragogy program. As adult learners need to construct their own knowledge by actively involving in the learning process, pedagogical approach that is largely a passive transfer of knowledge is less effective with adult learners. The term "Andragogy" was first coined by German educator Alexander Knapp in early 1800s and popularized by Malcom Knowles in 1968. Knowles (1980) defined Andragogy as "art and science of helping adults learn". University Graduates are considered as adults and therefore, universities must integrate more of andragogical methodologies for developing the undergraduates.

Graduate employability is a complex topic that embodies a broader set of drivers beyond skills and qualifications. More recently, focus of graduate employability discussions have moved towards career management skills. Tomlinson (2017)

departing from the dominant skills approach constructed a new term “Graduate Capital” - an amalgam of related Capitals -Human Capital, Social Capital, Cultural Capital, Psychological Capital, and Identity Capital. Tomlinson’s Graduate Capital model describes how these five capitals “acquired through lived experience” contribute towards employability. The current study attempts to develop the relationship between Service Learning and these five capitals and to build a basis for asserting that Service Learning influences employability.

Prior research suggests that Service Learning programs when properly implemented not only give a boost in improving the soft skills or transferable skills of the learner, but also help to figure out the relevance of learnt concepts and skills in the real world which matter towards employability. With reference to Sri Lankan university system, there seem to be little evidence of students getting the opportunity to engage in Service Learning projects during their undergraduate candidature except for the single instance found, where a credit bearing Service Learning course is offered by the Science faculty of University of Colombo. The nature of the program, the process of delivery, and the outcomes of the Service Learning program offered by the University of Colombo therefore, is worthwhile a study.

4. METHODS / ANALYSIS

Based on the literature review, a conceptual framework was developed to demonstrate the relationship between Service Learning engagement and Graduate Capital.

5. RESULTS AND DISCUSSION

The Service Learning dimensions of Experiential Learning, Community and Student Interaction make up the Service Learning engagement of undergraduates. The literature provides evidence on Service Learning outcomes such as development of skills, social outcomes, cultural outcomes, psychological outcomes, and identity outcomes, having a mediating relationship with the dimensions of Graduate Capital.

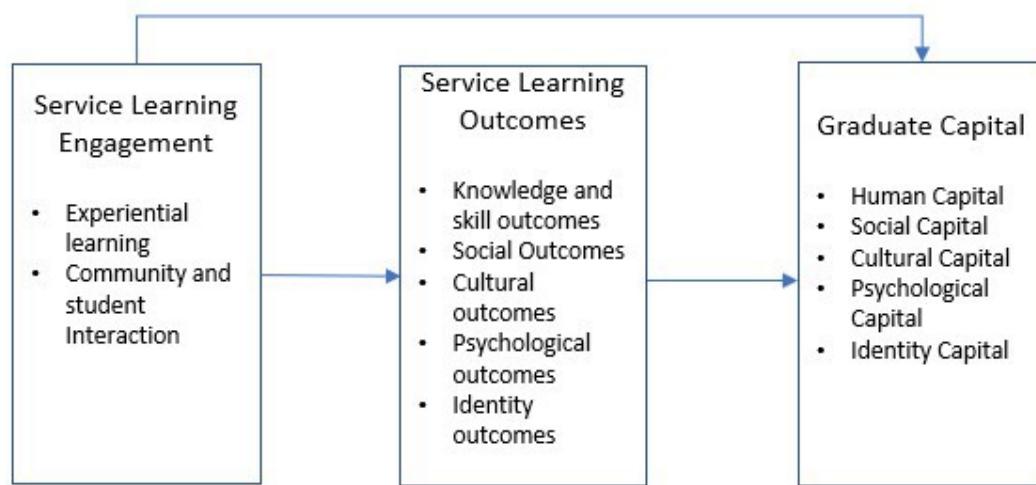


Figure 1. Conceptual framework Source: Researcher's original work

5.1. Service Learning Engagement

Studies by researchers (Bringle and Hatcher, 1999; Cress et al., 2010; Gils & Eyler, 1994) show that learning in service learning occurs through engagement and reflection as suggested in experiential learning theory by A. Y. Kolb and Kolb (2005). The involvement of universities in community-based projects that bring benefits to both the community and the student distinguishes Service Learning from volunteerism (Goldberg et al., 2006).

5.2. Service Learning Outcomes

Transferable skills such as Critical Thinking skills (Joseph, Stone, Grantham, Harmancioglu, & Ibrahim, 2007), Communication and presentation skills (Tucker, 2001), Problem solving skills (Easterling & Rudell, 1997) are built through Service Learning engagement. Social outcomes such as Interpersonal skills, conflict resolution (Astin & Sax, 1998) and building social capital with communities (Huffman & Hillyer, 2014) are developed among the participants of Service Learning. Cultural outcomes such as understanding people from different races and cultures (Astin & Sax, 1998), development of cultural competence (Amerson, 2010) result in participation in Service Learning programs. Psychological outcomes such as social self-confidence (Astin & Sax, 1998), Resilience (Kranzler, Parks, & Gillham, 2011; Yeh, 2010) and compassion and empathy (Huffman & Hillyer, 2014) developed through Service Learning programs. Identity outcomes such as development of professional identity (Beck, Chretien, & Kind, 2015) and self-authorship (Jones & Abes, 2004) are developed due to engagement in Service Learning programs.

5.3. Graduate Capital

According to Tomlinson (2017), Human Capital refers to technical knowledge and skills. Researchers (Clarke, 2017; Finch, Hamilton, Baldwin, & Zehner, 2013; McQuaid & Lindsay, 2004) have highlighted the importance of knowledge and skills for employability. The importance of social relationships and networks referred to as Social Capital have been established in studies carried out by Bourner and Millican (2011) and Clarke (2017). Culturally significant attributes that builds up Cultural Capital have been established in studies carried out by Kalfa and Taksa (2015) and Redmond (2006). Influence of Psychological Capital towards employment has been demonstrated in the work carried out by Chen and Lim (2012) as well as Darce Pool and Qualter (2013). Personal investment made by graduates towards their future employment is referred to as Identity Capital (Tomlinson, 2017). Work of Jackson (2016) and Smith (2010) shows the influence of Identity Capital towards graduate employability.

6. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

The relationship between Service Learning and Graduate Capital has not been well established by empirical studies except for a very few studies highlighted here above. In Sri Lanka, service learning is new in university curricula. Besides, there is a lacuna of studies carried out on the phenomenon in question in Sri Lankan context. This literature review serves to explore the efficacy, and applicability of Service Learning as an andragogical tool to enhance the 'Graduate Capital' as the same eventually holds the potential to make the graduates more employable and gainfully involving them in the process of economic development of Sri Lanka being a developing nation.

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Session 9: Learning Paradigm

Using Standardised SPOCs to Prepare Hong Kong Students for Service-Learning Programmes

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1. ABSTRACT & KEYWORDS

Service-learning and blended learning have both been touted in recent decades as pedagogical tools which may be used to enhance students' learning over more traditional instruction methods. This paper will present the initial findings from the pilot run of a small, private online course (SPOC) which was used in conjunction to face-to-face methods to prepare students in Hong Kong for their upcoming service-learning programme. The SPOC was utilised in one class each from three University Grants Committee-funded institutions, as well as opened up for self-enrolment at a fourth, for a total enrolment of 122 students. Following the completion of the course, students were asked to complete an online survey to gauge their reactions to the course, and face-to-face interviews were conducted to provide further insights through qualitative analysis.

Keywords: *Service-learning, elearning, SPOC, Online learning, Hong Kong*

2. INTRODUCTION

As a pedagogical tool for enhancing students' learning, Service-Learning has provided a number of advantages over more conventional teaching styles, although many drawbacks have also been noted. The attitude towards, level of preparation prior to, as well as their level of motivation during, their service experience have been cited as key issues which need to be addressed within the field of Service-Learning. In an effort to find remedies for these issues, more of the more universal elements of Service-Learning could be standardised, and teaching tools made

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available, through which students could engage with the material and their peers to come to a clearer understanding of the purpose, advantages, and methods of Service-Learning as it pertains to them. One method to achieve this could be through the incorporation of online-learning materials, integrated into a blended learning environment.

This paper aims to share the findings from a pilot iteration of a Small Private Online Course (SPOC) as a possible tool for addressing this issue by examining the self-reported outcomes from students from a number of prestigious higher education institutions (HEIs) in Hong Kong. As noted by some scholars, there is a shortage of literature relating Service-Learning to an online context (Helms, Rutti, Hervani, LaBonte, & Sarkarat, 2015). As such, it is hoped that this paper may provide some insight into the effectiveness of such a programme, and contribute to the understanding of the effectiveness of eLearning initiatives, particularly as they pertain to an East Asian context.

3. THEORETICAL FRAMEWORK / LITERATURE REVIEW

Previous research has demonstrated that students are often unclear, or unmotivated, when it comes to engaging in Service-Learning programmes; they are often perceived as irrelevant, or as a hurdle to be overcome (Jones, Segar, & Gasiorski, 2008). It has been theorised that this may be a result of unclear messages from institutions and staff as to the benefits of Service-Learning for the learners themselves, and the intended outcomes of such a programme (Averett & Arnd-Caddigan, 2014).

Research has also indicated that educators themselves are occasionally wary of Service-Learning as it is perceived to require a significant investment of time, to be difficult to coordinate logistically, and problematic to design effectively (Maddrell, 2014). One of the oft-cited issues in Service-Learning programmes is the level of preparedness of students in terms of their knowledge, skills, and competencies (Ferrari & Worrall, 2000). It has been suggested that technology may provide some methods for enhancing Service-Learning by providing students with a wider community and more avenues for communication (Sun & Yang, 2015).

Several scholars have noted that there is a significant gap in the literature regarding the use of technology in delivering Service-Learning within a modern context (Bossaller, 2016; Mcwhorter, Delello, & Roberts, 2016). Bourelle (2014, p. 249) notes that Service-Learning, if it is to be adapted for an online environment,

must be “student-centred”, “promote active participation”, whilst online learners must be “self-regulated learners who explore, reflect, and interact with others”. Learning is most effective when there is an active process of engagement between the learners and the material being presented (Maddrell, 2014), and some research has shown a positive impact on students’ learning from engaging in blended learning courses where there are opportunities for active engagement (Bell & Federman, 2013).

4. METHODS/ANALYSIS

Phase I - Development of the eLearning materials

As part of a University Grants Committee (UGC) funded project on Service-Learning, a course was created which contained instructional information, practice materials, further resources, discussion fora, and peer-assessment tasks aimed to develop students’ understanding of Service-Learning. This course was intended to be used as supplementary material as part of students’ preparation for a Service-Learning programme, and was designed in such a way that it could be used by various HEIs involved in the project. The course covered the following 4 areas:

- What Service-Learning is
- The benefits of Service-Learning
- Responsibilities, Attitudes, and Ethics in Service-Learning
- Reflecting on Service-Learning

The course was developed using the KEEP platform, which is based upon the Open edX architecture and hosted by the Chinese University of Hong Kong.

Phase II - Piloting of the course

Students from Service-Learning programmes at 4 UGC-funded universities in Hong Kong were invited to participate in the pilot run of the course as a supplement to their preparatory studies. The pilot run expects to attract between 50 and 120 students in total.

Phase III - Gathering of students’ feedback

Analysis will be done through the ‘end of course survey’, which is presented to all students upon completion of the SPOC. This is to be supplemented with focus groups to gain more in-depth insights into the attitudes, reactions, and insights of the students regarding the success of the SPOC.

5. RESULTS, DISCUSSION, AND CONCLUSION

Results and discussion section pending the results of the pilot run of the SPOC course.

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Flipped the Classroom for Service-Learning

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1. ABSTRACT AND KEYWORDS

Serving the Community through Teaching English is one of the approved Service-Learning subjects offered by The Hong Kong Polytechnic University. Students taking the subject are required to render English reading classes for underserved children. In the course of running the subject, one of the major challenges encountered has been inadequate teaching time. With a view of expanding students' learning time and learning space, a flipped classroom approached has recently been integrated into the subject curriculum and a 4-part video series, together with relevant online interactive activities, were developed. A two-year study has shown that students were generally receptive to the flipped classroom approach. The successful implementation of the approach, however, may be dependent on a number of factors, including the video presentation style and levels of teachers' support. This paper also attempts to discuss whether these video inputs have impacted students' output quality.

Keywords: Teaching English, Flipped classroom, Service-learning

2. Introduction and objectives

Serving the Community through Teaching English is a service-learning (SL) subject offered by the English Language Centre at The Hong Kong Polytechnic University. The subject has, over the past few years, offered opportunities for PolyU students to experience teaching English language to underserved elementary school children in Hong Kong, China Mainland, Taiwan and Cambodia. In the course of running the subject, a major challenge encountered has been inadequate teaching time. Within the limited classroom input hours, extensive teaching content needs to be covered, including the basics of English language teaching skills, and the design of a teaching kit for service recipients, which are skills notably challenging to university students with no or little teaching experience.

To address the challenge, the teaching team has integrated a flipped classroom approach into the subject curriculum since 2017. To facilitate this approach, a 4-part video series were produced and presented to students. These videos were entitled Giving Instructions, Writing your Story, Telling your Story and Teaching your Story. These videos were meant to provide a more efficient means of instructions. By viewing key subject input outside of the classroom, students would be able to spend more of the limited class time practising the skills that are necessary for carrying out their service, thus obtaining both input and sufficient practice more effectively. With more time devoted to application of the skills introduced in the videos, and feedback from subject teachers on such application, it was anticipated that students would be able to better achieve the subject intended learning outcomes, and as a result, provide higher quality of service to the service recipients.

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The working objectives of this study were to evaluate the effectiveness of integrating the flipped classroom approach into the subject and in specific to:

- determine if the approach has served its set purpose of extending students' learning time and learning space for the subject
- evaluate the suitability and relevance of the learning content of individual videos
- examine if the video series help enhance students' output quality.

3. Theoretical framework/literature review

Alongside the rise of educational technology, there has been a growing popularity of the flipped classroom approach. Bergman and Sams (2012) define a flipped classroom as a setting where that "which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class". This reverse of learning sequence is usually made feasible by supplementing or integrating instructional videos (Garrison and Vaughan 2008). While the video provides the input, Basal (2015) stresses a successful flipped classroom lies on how the class time is effectively used. Activities such as post-viewing discussion, clarification of difficult concepts, or hands-on practice can be conducted during class time, converting the classroom into an avenue where active learning occurs.

The literature has in general reported the educational value of the flipped classroom approach in relation to students' enhanced preparation, increased class interactivity, and even improved grades of students (for example Flumerfelt and Greeen 2013). However, a flip classroom emphasises students' preparation before class. How students perceive the approach and types of video input preferred, specially in the context of SL, have been relatively less discussed. In this vein, the purpose of this study is to investigate the perceptions of students attending the subject Serving the Community through Teaching English on flipped classrooms.

4. Methods/analysis

A multi-method approach was used employing qualitative and quantitative data. The following research tools were used:

1. A 16-question paper questionnaire using a 4-point Likert scale was completed by 38 SL students. The questionnaire included comment boxes for deeper responses.
2. A focus group meeting was hosted with 12 students.
3. The output quality of the pre-flipped group (2015-16 cohort) and the post-flipped group (2016-17 cohort) was compared and analysed. The two chosen outputs were students' storytelling videos, which were one of the assessed assignments, and their teaching kits produced, which were group deliverables for the service but were not assessed.

5. Results and Discussion

Extending students' learning time and learning space

The objectives of extending students' learning time and space might have been largely achieved (see details in Appendix 1). Half of the respondents ($n=38$) have watched all the four recommended videos as required. The vast majority of students tended to watch each video 1-2 times. Notably, Telling your story, had slightly more views, with nearly 30% of the students watching it at least three times. Regarding the viewing time, 2/5 of the respondents preferred watching the videos before class. One of the benefits of these videos over traditional lecture/classroom setting, as pointed out by the focus group students, was that videos could be rewound and played over and over again (which cannot happen in a classroom). When asked about their preferred viewing time, the focus group members unanimously voted for pre-class views as the videos enabled them to have more in depth discussion in class. Students, however, did point out that if subject teachers repeated contents of the video instead of extending them, students would be bored. This comment well corresponds to Basal's emphasis (2015) on the importance of how class time is used.

Students' preferred video types

The questionnaire survey also required students to comment on the usefulness of and their preference on the four videos. The great majority (>90%) of the respondents perceived the videos as useful or very useful. Telling your story and Teaching your story have slightly more votes as very useful. Telling your Story was students' favourite video out of the four, with about 2/3 of respondents choosing it as their preferred video.

The above findings seem to suggest that students, at least in the context of SL, prefer videos that showed authentic, real-life, visual, actual demonstration of tasks that they would do in their service. Perhaps because of this they liked Telling your story best as this is an authentic task they would do when rendering teaching service. Another possible reason for the popularity of this video is that it is directly relevant to students' first assessed assignment, which requires them to tell a story of their own choice. It is not surprising to note that this video is also the most frequently viewed one.

Teaching your story, although considered useful/very useful by students who were undergoing a process of teaching kit development, was regrettably not as popular as it was supposed to be. The video provided essential theoretical input about lesson planning and teaching kit design, which apparently put off some students. According to the focus group members, the video just contained narrators/teachers explaining how to plan a lesson and a teaching kit. The information presented was not any more effective than viewing them on conventional power point slides or even in lecture. Having seen videos that showed service in action or actual demonstration of tasks, students favoured video lectures less.

Enhancement of students' output quality

To investigate if the video input helped enhance students' output quality, we compared the number of students obtaining a letter grade "A" in the storytelling

assessment. As shown in Appendix 2, an additional 10% of the post –flipped cohort (16.1% as opposed to 6.7%) obtained grade “A” for this assessment. This finding well corresponds to the feedback from both students and subject teachers. Students liked Telling your story best and viewed it most frequently. Subject teachers also found the video helpful in illustrating what good storytelling skills constitute. The finding suggests that videos presenting imitable input might have a more direct impact on students’ performance.

The quality of students’ teaching kits, on the other hand, does not seem to have enhanced significantly after the launch of the videos (see Appendix 3 for details). Teachers’ experience in the subject interestingly seems to play a more important factor in determining the quality of students’ teaching kits. Teaching kits that obtained the highest scores in our evaluation were developed by students coached by the most experienced teaching team members. This finding is not difficult to comprehend. Developing a teaching kit requires students to process the input provided, integrate the learnt skills, and apply them in their own situations. The process is far more complicated than imitating some visual input, and therefore requires feedback and advice from experienced teachers. In short, the videos may serve to provide input but cannot replace the advisory role of a teacher.

6. Conclusions and contributions to theory and practice

This study suggests that students taking the present SL subject demonstrate a receptive attitude to the flipped classroom approach. The majority of them are ready to prepare before class, enabling the extension of students’ learning time and learning space. However, successful implementation of a flipped classroom, at least in the context of SL, lies on a few factors: a) in-class activities should build on and extend the learning contents of the videos rather than repeating them, b) videos that showcase real-life demonstration or service in action are more preferable to “lectures”. With regard to the impact on students’ learning, videos that present imitable skills might have a more direct impact on students’ performance. But for tasks that require students to perform higher order thinking, teachers’ feedback and advice still play an integral role in the learning process.

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Questionnaires results from students

Number of students: 46

Number of completed questionnaires: 38

Response rate: 83%

Table 1

How many videos did you view?

One	5%
Two	19%
Three	26%
Four	50%

Table 2

Do you prefer watching the videos before or after the lecture on the relevant topic?

Before	42.1%
After	21.1%
No response	36.8%

Table 3

How many times did you watch each video?

	0 times	1-2 times	3-4 times	>4 times	N/A
Giving Instructions	5%	82%	10%	3%	-
Writing your Story	13%	74%	13%	-	-
Telling your Story	2.5%	66%	29%	-	2.5%
Teaching your Story	18%	64%	18%	-	-

Table 4

How useful was each video in providing advice on your teaching kit?

	Not useful	Useful	Very Useful	N/A
Giving Instructions	-	79%	16%	5%
Writing your Story	3%	76%	21%	-
Telling your Story	-	68%	32%	-
Teaching your Story	5%	58%	29%	8%

Table 5

Which is your favourite video out of the 4?

Giving Instructions	13.2%
Writing your Story	2.6%
Telling your Story	65.7%
Teaching your Story	5.3%
No response	13.2%

Storytelling assessment: Grades of 2015-16, 2016-17 cohorts

2015-16 (Pre-flipped cohort)		2016-17 (Post-flipped cohort)	
Score	Number of students (%)	Score	Number of students (%)
A+	0	A+	0
A	3 (6.7)	A	10 (16.1)
B+	20 (44.4)	B+	27 (43.5)
B	17 (37.8)	B	17 (27.5)
C+	5 (11.1)	C+	5 (8)
C	0	C	3 (4.9)
D+ or below	0	D+ or below	0
	n= 45		n= 62

Appendix 3

Evaluation of teaching kits developed by
pre-flipped cohort (2015-16) and post-flipped cohort (2016-17)

		Story: message (10)	Story: structure (10)	Story: SS (10)	Story: Vocabulary (10)	Teaching kit: Objectives	Teaching kit: Activities function	Teaching kit: Objectives achieved	Teaching kit: coherence
2015-16 cohort	Story 1	8	8	7	7	19	17.66	19	6
	Story 2	7	5	5	4	17	18.3	20	6
	Story 3	6	6	5	6	18	10.5	11	5
2016-17 cohort	Story 1	7	7	7	6	11	11.33	9	6
	Story 2	5	4	6	3	20	18.3	18	7
	Story 3	7	6	6	7	12	15	17	6

Can Mixed Reality (MR) Make a Difference in Service Learning?

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7. ABSTRACT AND KEYWORDS

Service-learning (S-L) is one of the important educations that combines academic study with community service and reflection elements in tertiary. Service learning projects can benefit many different areas such as the public sector, non-profit and government agencies, etc. Despite the Hong Kong Government now putting much effort into promoting STEM education, carrying out S-L in local secondary schools is not common in Hong Kong, especially in teaching Secondary School students in science, technology, engineering and mathematics (STEM) knowledge. Mixed

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reality (MR) is known as hybrid reality which not only merges the real and virtual worlds into a new environment, but also allows users to interact with the digital content dynamically in real time. This study aims to investigate whether the use of MR can make a difference in service learning by measuring students' learning performance in secondary schools. We measure their ability in understanding three-dimensional (3-D) geometric and fundamental geometric mathematics. The results have shown that with the aid of MR, secondary students not only show a stronger motivation in participating in the S-L lesson, but the test results on basic geometric mathematics were also improved.

Keywords: Mixed reality, Service learning, HoloLens, STEM, Geometry

8. Introduction

Service-learning (S-L) is a pedagogy that combines rigorous academic study with meaningful community service and reflection. Service-Learning aims to help students develop into competent professionals with the heart to serve the community. Since 2010, S-L has been one of the major subjects in Hong Kong universities. Through a S-L subject and a significant service component, university students can apply the knowledge and skills acquired from learning to deal with complex service issues. The students are not only able to reflect on their own roles and responsibilities in both a professional and responsible manner, it can also help students to develop a stronger empathy for people in need and a stronger sense of civic responsibility. Figure 1 shows the service learning components involved at The Hong Kong Polytechnic University (PolyU), which is one of the local universities promoting S-L, that requires students under the new 4-year undergraduate degree programmes to complete a 3-credit S-L subject for graduation. The first batch of S-L courses were piloted in the 2011/12 academic year, with support from different academic departments and social agencies. In Figure 1, S-L components have grown to 60 approved courses, involving 171 teachers from 26 departments, involving 4,000 students in the 2016-17 academic year.



Figure 1: The service learning components at The Hong Kong Polytechnic University

More attention has been focused on the virtual reality (VR) technologies due to mixed reality (MR) being known as hybrid reality that encompasses both VR and augmented reality (AR). It not only merges the real and virtual worlds into a new environment which combines physical and digital content, but also allows users to interact with the digital content dynamically in real time (Milgram 1994). This study aims to investigate students' learning performance by making use of MR in delivering service learning to secondary school students. We measure the learning performance of secondary school students by making use of a pre-test and a post-test on their ability in understanding three-dimensional (3-D) geometric and fundamental geometric mathematics. The results have shown that, with the help of MR, the tests results and students' motivation in S-L can be improved.

9. Literature review and theoretical framework

S-L is a learning pedagogy that require students to integrates community service with academic study and reflection to enrich their learning experience. It enhances students' sense of civic responsibility and engagement on the one hand, and benefits the community at large on the other. Although S-L can benefit many different areas such as the public sector, non-profit and government agencies, etc., there have only been a few examples of delivering service learning in the school curriculum for secondary school students (Mueller, 2011).

S-L is one of the important education elements nowadays but carrying out S-L in local secondary schools is not common in Hong Kong, although some S-L projects can be conducted to serve primary and secondary schools. Some project examples are illustrated in (NYLC, 2004). Science, technology, engineering and mathematics (STEM) education has become an important issue in primary and secondary education, and a number of projects have been proposed to deliver S-L related to STEM worldwide. Lockeman et al. (2012) applied GreenSTEM which integrates STEM education with a focus on energy and the environment using service-learning techniques for middle school. Baumann (Baumann, 2013) used service-learning as an instructional strategy and investigated the relationship between students' interest and performance in STEM-related courses. It was found that service-learning is a powerful pedagogy for schools to drive student performance and interest in STEM fields. The service was conducted in the secondary schools and Lego kits were used to support the delivery of STEM knowledge. Tang et al. (Tang, 2016) used STEM as a vehicle for supporting service learning in a local university. To the authors' best knowledge, not much work has been conducted to apply latest mixed reality in service learning for STEM education.

10. Methods and analysis

In this project, we have designed an MR application for secondary students to experience 3-D geometric mathematics and learn basic geometry in mathematics in a S-L subject. We used a basic cube model to illustrate the basic relationship between the projection lines and angles. Figure 2 shows the cube model for the MR application. The MR application was developed based on the Microsoft HoloLens system. HoloLens uses MR head-mounted display smart glasses. It is a self-contained, holographic computer that can engage with digital content and interact with holograms (Microsoft, 2018). To allow secondary students to look at the model clearly from different angles, we provided several functions in the application to allow students to change the scale, position and orientation of the model. Students can signal the system and interact with the digital model using either voice commands or gestures.

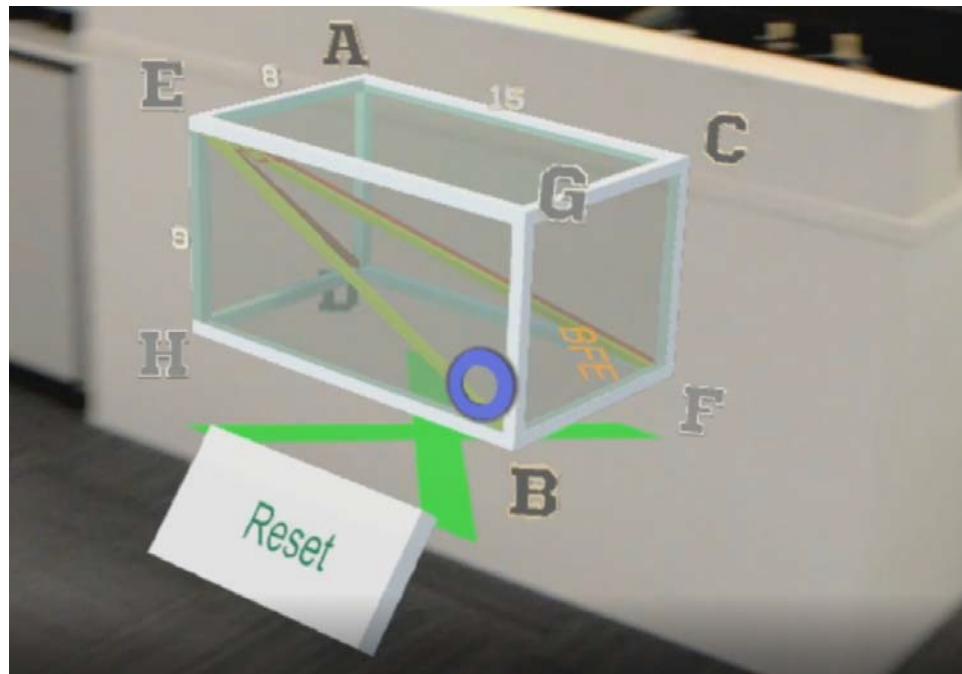


Figure 2: The digital cube model on the MR application

In order to investigate the secondary students' learning performance by making use of the MR application, we conducted the investigation in S-L subject. In this S-L subject, we delivered the service learning to local secondary school students in STEM education. This S-L was selected as our case study because the designed MR application and model can align with the theme of the S-L subject in teaching STEM. In this subject, university students are divided into a group of 4-6 students. Each group of university students is required to guide 3-4 secondary students and prepare their own materials to teach basic STEM knowledge. At the beginning of the investigation, secondary students are required to participate in a pre-test to measure the quantitative result that the students can achieve in respect to a certain level of understanding in basic geometry. The pre-test is conducted in the first service day of the S-L subject. On the second service day, we go to the classroom to introduce the MR HoloLens system to each student. The students are invited to play the MR application voluntarily. Around 5 minutes is given to the secondary school students to familiarize with the operation of the HoloLens system. Then, the students are allowed to view the digital cube model, and study the relationships between the angles and projection lines on the cube. With the aid of the MR application, the students are then required to complete a post-test and a questionnaire to collect feedback in learning with MR in the S-L subject. The tests are mathematical type questions with diagrams. We mark the tests based on student's final answer and the calculation steps.

We conducted our investigation in a S-L subject called "Comprehending and Overcoming Learning Hurdles in Science, Technology, Engineering, and Mathematics (STEM) for Local Schools". This subject is offered to the students at The Hong Kong Polytechnic University as an elective subject. The class size of this

subject is 140. We conducted the service at a local secondary school. In the investigation, secondary school students could experience the MR voluntarily. There were 92 Form 1 to Form 3 students and 53 of them experienced the MR application on the HoloLens, accounting for 59.8% of the secondary students enrolled the S-L subject. Among all the students in using MR HoloLens, 66.0% were Form 1, 15.1% were Form 2 and 18.9% were Form 3 (see Table 1).

Table 1: Number of students experience the MR HoloLens

Students Group	Number of Participants	Percentage
Form 1	35	66.0%
Form 2	8	15.1%
Form 3	10	18.9%

In order to determine the test results for different levels of students, we divided the students into two groups: Form 1 and Form 2-3. The tests used for the two groups of students were different. For the Form 1 group students, the investigation was mainly focused on their sense of geometric relationships. For the Form 2-3 group students, both the sense of geometric relationships and basic geometry calculations were investigated.

11. Results and Discussion

For the performance of Form 1 group students, it was found that the average score in the pre-test was 26.0% and the post-test was 54.6%, while for the students in the Form 2-3 group, the average scores in the pre-test and post-test were 12.8% and 20.0% respectively (see Table 2). It was found that both groups of students showed a positive improvement in the basic geometry mathematical skills after experiencing the MR HoloLens. To compare the performance between Form 1 and Form 2-3 group students, Figure 3 shows the average scores between the two student groups in the pre-test and post-test. Since the tests for the two groups of students were different, the average scores for Form 2-3 group students were lower than those of Form 1 group students in general.

On the other hand, we collected feedback from the students. Most of the students participated in the MR HoloLens because there were very interested in MR applications. Some of them expressed the view that MR can enhance their motivation to learn in the S-L.

Table 2: Average scores for different groups of students in the pre-test and post-test

Group	Pre-test	Post-test
Form 1 students	26%	54.6%
Form 2 and 3 students	12.8%	20%

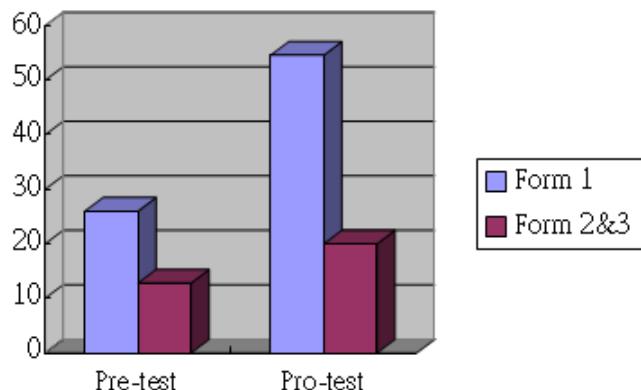


Figure 3: Average scores between two student groups in the pre- and post-tests.

12. Conclusions and contributions to theory and practice

In this article, we report the use of mixed reality (MR) teaching in S-L for STEM education. We investigated the learning performance of secondary school students in a pre-test and a post-test in answering questions on three-dimensional (3-D) geometry and fundamental geometric mathematics. With the aid of MR, the secondary students not only showed a stronger motivation in participating in the S-L lesson, but the test result on basic geometric mathematics was also improved. It may be because the MR HoloLens not only increased their motivation in their study, but also made them more confident and willing to try the best in answering the questions. It is believed that MR can make a positive impact in S-L education in local secondary schools. In the future, local secondary schools should adopt more VR and MR technologies to support their teaching. A larger sample size should also be used to validate the results. It is difficult to motivate passive and shy students to experience MR applications, more effort can be made by class teachers and classmates to motivate them in the future.

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The Adventure of Quantitative Methods for Community Services, a Research Service Learning Subject

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1. ABSTRACT AND KEYWORDS

Most service learning subjects can be classified into direct and indirect service learning. Within indirect service learning, there is a small group of research service learning, which aims to serve the community by performing research work. Research work may include research on how the general public think about a certain service or facility or how a policy is affecting the society. The service learning subject, “Quantitative Methods for Community Service,” aims to help NGOs to better understand their current and potential service recipients and how do their service targets rate their current and/or potential service. This paper will state the basic idea and arrangement for the subject. Discussion will be made about problems which are critical and influential in a research service learning subject and how the teaching team has tried to tackle the problems. Real-life examples are provided for the sake of discussion and no personal data will be revealed.

Keywords: Service learning, Quantitative, Research based service learning

2. Introduction

If we search for different types of service learning on line, we will find that mainly service learning can be classified into two types: direct and indirect. Some would include advocacy or research-based as the third type. This paper aims to give an introduction to the service learning subject, Quantitative Methods for Community Service, and discuss how the students could help the community through an indirect or research-based service learning subject.

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3. Literature review

UCA gave a short and neat definition on direct service and indirect service for service learning subjects. Direct service learning refers to face-to-face service projects in which students directly serve the service recipients and students work on board issues, projects that benefit the community without identifying the target during participation in indirect service learning subjects. Research-based service learning is the branch which conduct a research or a study to improve the community or solve a problem. Siu, BWY (2014) pointed out that direct and indirect service does not have to be mutually exclusive. Connor-Linton (1995) discussed students learning about a sector of the community through teachers' research and/or community service and applied what they have learned to create a service or product meeting the needs of the community. Hydorn, D.L. (2007) discussed course design and assessment of service learning project in her introductory statistics course. Duke (1999) described a few service learning projects including environmental monitoring, tax preparation for elderlies, tutoring, optimization of seating plan for a local theatre and using mathematics to design gardens, trails, landscaping, and building projects for the community. Anderson, J.E., and Sungur, E.A. (1999) described students helping with the 10-year comprehensive plan for the city of Morris.

4. Outline of the Subject

The aim of the subject, “Quantitative Methods for Community Service,” is to help NGOs better understand their service recipients and/or potential service recipients. NGOs are often required to apply for project funding through a competitive bidding process, which requires market research and/or performance report. The aim of this service learning subject is to bring in quantitative skills (such as questionnaire design and data analysis) to community service, such that the client NGOs can better understand the potential service needs and students can enhance their understanding of the underprivileged during the process. Students of this subject would communicate with the collaborating NGO, understand its needs and design a questionnaire. The questionnaire would be reviewed and endorsed by the community partner before implementation. After the questionnaire is finalized, interviews will be conducted by students within the service period. The teaching team would visit students during their fieldwork to provide guidance, assess their performance and help students to reflect on their service experience during debriefing. By the end of the semester, students will present their findings and finish their report.

The most significant part of preparation work in this subject is to select the right partner. It is very common that NGOs have a very narrow base of service recipients. Small amount of service recipients or interviewees lead to the need of several collaborators. A desirable collaborator, according to the comments of the teaching team, ideally should be able to provide a group of service recipients who are willing to share their comments and preferably a safe environment for students

to conduct their survey.

5. Discussion and Recommendations

Brown, E. (2015) listed a long list of challenges and strategies of Service Learning. As an indirect service subject, quite a few of these challenges were met and listed in the following table.

Challenges faced by collaborators	Challenges faced by students	Challenges faced by teaching team
Scheduling	Transportation	Student “no-shows”
Expectations	Expectations	Capacity of partner
Supervision	Communication	Meaningful and quality work / experiences
	Am I actually helping?	Relationship building
	Choosing community partner	Time
	Grouping	Safety issues
	Fear/Stress/Anxiety	

Brown, E., gave a very comprehensive list of challenges faced by service learning subjects and the above table has listed some of the bigger issues faced in this subject. There are a few points which the authors would like to elaborate and discuss.

5.1. Am I actually helping?

This is not quite a big issue for direct service learning subject. However, for an indirect service learning subject, this becomes quite an issue, especially in the early stage while students are deciding which subject to enroll. For a direct service subject, for example, teaching English to underprivileged children or examining the neighborhood of elderlies, students have a clear picture of what they are doing and how they are helping. Students often have mysteries on whether the questionnaire can help improve the lives of the underprivileged. Some even have the idea that, since the service recipients received aid from the NGO, the opinion from the service recipients must be biased. Students having this thought usually would feel that they are just filling satisfaction reviews with pre-selected answers.

Based on our observations and some guidance, students would understand one thing right after their first contact with their interviewees. For a lot of elderlies, as most collaborators in this subjects serve elderlies, having someone to talk to them is a gift already. Students would find out that, just by having casual conversation would be helping as there are isolated elderlies who are not willing or capable of basic interactions. As soon as students realized that their conversations could help, the problems caused by the confusion about whether I am actually helping will die

down.

5.2. What if I do not agree with the NGO or the questionnaire?

There were two obvious cases which students did not agree with the idea brought up by the collaborator in the short history of this subject. Due to privacy issue, the authors decided to name the collaborators A and B.

Case 1. Collaborator A was looking forward to promote a new service to its members and elderlys in its neighborhood. Students collected information from its members and found that less than 50% of its members declared that he or she would require the new service. One group of students based on the findings declared the new service was good for nothing during their group presentation.

Case 2. Collaborator B was looking to propose a change to the government. The survey was conducted on the street such that public information could be gathered. Some students did not agree with the idea and reflected by their body language and attitude.

For case 1, the teaching team did not find any lack of motivation or problems in attitude while the survey was conducted. Leading questions or different tones, which may lead to biases, were not found during surveys. In other words, even if students disagreed with the collaborator, they carried out the work professionally. After the presentation, the teaching team discussed with the group of students and conveyed the message that, often a service provided by a NGO serves a very small group of recipients and the approval rate before establishing may not be high as well. At last, students understood that the society has to help people in need even if the majority believes the service was not necessary.

Case 2 provided a much more difficult situation as students were not enthusiastic in serving. The teaching staff and the collaborator have discussed and decided to set up a meeting between students and one of their previous service recipients and asked the service recipient tell her story. This meeting allowed students to understand how their work may improve the community as how others are suffering under the current situation. Although we did not have the most enthusiastic students after the meeting, the number of successful interviews increased mildly.

6. Conclusions

The sustainability of this subject relies heavily in the trust of collaborators, professional performance of our students and support from the department and the office of service learning. The subject has been offered successfully with 90% of enrollment rate in the three offerings. This is not possible without the generous support from our collaborators and students.

We have seen students, who initially did not want to participate as service learning is mandatory in our university, to participate whole-heartedly on the field. We have found that our relationships with collaborators grew and establishing collaboration in other area. One thing we are certain about is that, just like any community, we are helping others and others are helping us at the same time, and mathematics and statistics can definitely help our community indirectly.

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Service-Learning as General Studies in Tertiary Level Education

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1. ABSTRACT & KEYWORDS

Service Learning (SL) is a teaching strategy used worldwide as a progressive move from traditional teaching. It helps students apply academic knowledge in realistic setting as well as meeting community needs. Unlike most SL that is tailored towards a specific subject, Methodist College Kuala Lumpur (MCKL), offers as a general subject. This paper aims to share this experiences. The Malaysian education system is based on standardized test which offers no practical application, hence the need for SL. Recommendations on how SL can be tailored to as a general subject will be reviewed.

Keywords: Service Learning, General Studies, MCKL

2. INTRODUCTION

There is a need revamp the teaching method in Malaysia. The ever increasing pressure to cover a number of modules within a short time frame hinders experiential learning. According to Yusof, Mohamad and Zainorabidin (2013) lecturers are aware of the shortfall of traditional teaching, they have high ambitions to help students learning but effective teaching is adversely affected by inadequate teaching infrastructure. Khor (2015) cited Higher Education Minister Datuk Seri Idris Jusoh that the Cumulative Grade Point Average (CGPA) system being used now is not an accurate reflection of a graduate's capabilities as it only measures student achievement in standardize test; theories are imparted with little room application. This causes the students to be narrow minded when they graduate. This may be a contributing factor to the high rate of unemployment (10.8%) in Malaysia (Dass, 2018).

Malaysian education system is starting to put focus on student's soft skills such as leadership, social and problem solving; SL is an effective platform for this. This sentiment was shared by Dr Md. Mahmudul Hasan (2018), who state that the integration pedagogical practices are the best way to address this. Integration can also embrace faith, civic duty and universally accepted moral values. To expend on that, it is reasonable to say that SL help students be more civic conscious, develop sense of awareness and be involve with the community. This paper focuses on how SL has been implemented as part of a general studies course in MCKL.

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3. IMPLEMENTATION OF SERVICE LEARNING AS PART OF GENERAL STUDIES

In Malaysia, students are required to complete General Education (or known locally as Mata Pelajaran Pengajian Umum: MPU) as determined by Malaysian Examination

Council as a pre-requisite for awarding diploma, undergraduate and professional degree (2 credit). Foundationand pre-university students are exempted (Laws of Malaysia, 2015).

SL is offered under this requirement in MCKL since 2014 and it follows a structured implementation system. SL is to be completed within one semester (14 weeks). Although Pre-University students aren't required to take MPU, MCKL has made SL a **compulsory subject** for all as the institution believes that it will help student growth.

This subject consist of:

1. 10 hours of lecture (students are exposed to different social issue within Malaysia and are guided in design thinking, reflection, critical thinking, project management and project evaluation)
2. 20 service hours,
3. Reflective journal and assignments.

Students work in groups of 6-8 depending on size of project as teamwork is important. There are 7 categories which students can choose to volunteer in an NGO or develop a project:

1. Social Activism,
2. Education,
3. Special Needs,
4. Environment,
5. Animals,
6. Health
7. Community Inclusion.

After the classes, students identify suitable organizations to carry out their service hours. During which students also completes a series of assignment which helps them reflect their experience and to analyze the social issue in an academic environment. After more than 4 years of implementation, there is clearly challenges and advantages to offering SL as general study.

4. ADVANTAGES OF SERVICE LEARNING AS GENERAL STUDIES

SL in MCKL started off to encourage social responsibility and to apply academic knowledge to a real-life setting. This humanitarian aspect of education encourages students to lead an examined life which cultivates critical thinking, self-reflection, empathy and tolerance that builds resiliency to life's challenges (Daniels, 2018). Over the years, improvements for the student and community needs. Some of these

advantages will be highlighted here based on the quotes from student journals.

4.1) SL as a general study does not require students to pick a project showcase or use a specific academic knowledge. This allows students to conduct project based on interest and community needs. This in turn, **exposes students to the different issues** around them. allowing them to incorporate various academic knowledge/skills from core subjects. During SL class, students are exposed to current social issues allowing them to understand what's happening and to create a service according to community needs.

"I always knew that there were refugees in Malaysia, but I didn't realize the amount of restriction they had just because Malaysia did not sign the 1951 Refugee Convention. Working with them has given me great insight to how oppressed they are and got me thinking about what the government could do to ease this"- Student A, Community Inclusion, Refugee

4.2) Having SL as a general study means that the class size is rather large (100-150 per class). Every end of the semester students come together to discuss their projects and due to the number of groups per class, they can see that their SL projects **made an impact** to the community. This helps them see the **importance of citizen participation**.

"It really was a fun experience to learn about the outside world and not just worrying in my studies only. From knowing there is an issue like that in to helping them and knowing their situations, I think that it is an issue that Malaysia should treat properly in effort to stop it as soon as possible. Although the help that I offered is just a little, but through the effort put in by the whole nationwide, I truly trust that this problem can be solved"- Student B, Community inclusion, Street Feeding

4.3) SL helps students be **more resilient and instill empathetic value** among students' mental wellbeing. They are more aware of the challenges people go through and this allows them to reflect on their own values. Students understand firsthand how these issues affect not only the beneficiaries but also on a larger picture. As this is an important aspect of student growth.

"I have learned the MOST important thing in a patient, which is his/her decision. One of the MAKNA patients that I met said he gave up on his Chemotherapy because it was too harsh for him. I utterly agree on him giving up because who are we to judge what he wants? In the 1 month with my grandmother, we did not respect her decision of "giving up", and we decided to let her go through one month of suffering (operations and tons of medication) just for the sake of saving her. But in the end, she suffered more and the end result was the same. That was the most regretful thing in my entire life, which is not respecting her decision because we were "selfish" and just wanted her to be alive, while she, herself has already declared her being 93 and there is nil chance of survival"- Student C, Health

5. CHALLENGES OF SERVICE LEARNING AS GENERAL STUDIES

As with any evolving program, there are still challenges that needs to be addressed which will be highlighted in this section.

5.1) The main challenge would be **the lack of resources**, there is only one SL coordinator for the whole college. This results in a large class (150 per class, **average of 600 students per semester**). Although teaching is manageable, the challenge lies with difficulty in monitoring the students project. Projects are monitored at face value and in depth monitoring and feedback can be given unless student approaches for help. Furthermore, coordinator may not be familiar in all areas of humanitarian work thus having difficulties when student approaches with project that is well outside the area of expertise.

5.2) SL in MCKL has to be completed within one semester and so **projects lack the long term sustainability** and impact as size project is small. Students are struggling to keep up with their core subjects and the fact that they only have 10 weeks to complete the project causes them to find the easiest way out like volunteering for term with not much thinking for continuity.

5.3) Also many **organizations don't understand the concept of SL**, thus students are tasked with do office job or cleaning. These organization takes them as an extra hand to help with trivial jobs without teaching the students about the concept and vision of the organization which defeats the purpose of the exercise.

5.4) As students go through their class and they start thinking of interesting projects, students have worthy ideas such as helping parolees get more access to job; but the **lack of accessibility to these populations** in Malaysia restricts them from carrying out their project. In MCKL, there is no budget for SL, this being said, students have to fundraise themselves which takes up half the time for service hours. Wasting time collecting funds and not much time improving, preparing and researching to better their project.

6. CONCLUSIONS AND RECOMMENDATION

SL as general studies is good start for students from lower level of education such as high school and pre-university but as students start specializing, there is a need to focus on application of academic knowledge. At a lower level of education, students may not yet know what their focus is and having service learning allows students to explore and experience the society to see where their passion lies. Reflecting on the MCKL's framework, there are indeed its own advantages and disadvantages. There are several recommendations that can be given to more efficiently meet its learning outcome.

First of all, SL is fairly new in Malaysia and is only starting a gain importance.

The first step to making a significant change is to alter societies vision of what educational success is. The individualistic culture of the society views success only through attainment of GPA has to be changed. Students need to understand that growth of a society correlates with many individual successes.

Another way is for students to run projects that is meaningful. As a general subject, more in depth planning can be done if there is a fund that is readily available for students to use. When no fund, student may have to spend majority of their time fundraising to carry out their project.

Another way would be for more organizations to understand that the concept of SL is for them to give assistance in terms of support of materials and ideas on project that will be mutually beneficial for the organization, the students and the community.

In conclusion, SL is in its infancy and still a long way from truly accepted among students in Malaysia but it is moving towards the right direction as there are students that went through the project and learnt how it affects their view, work ethics and even make a difference in the community.

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Session 10: Theory and Framework

Social Theories and Service-Learning: Towards Building a Service-Learning Modalities and Levels Framework

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1. ABSTRACT & KEYWORDS

This theoretical paper attempts to link Service-Learning (S-L) to its sociological theoretical foundations, and its modalities/modes and levels of community engagement. In the process, it produces a coherent framework that serves as a guide for S-L educators and practitioners to help them identify the type of S-L they are implementing and its possible social implications to students, faculty, and community partners involved.

Keywords: Sociological theories, Service-Learning, Modalities and Levels of Community Engagement

2. INTRODUCTION

Service-Learning (S-L) is informed by a variety of theoretical foundations and pedagogical value systems with varying degrees of intention in order to find a balance for S-L to equally benefit the students, faculty, and community partners involved (Flecky, 2011; Permaul, 2009). But in the theoretical discussions, there has been little attempt to link S-L to its sociological foundations, and its modalities/modes and levels of community engagement to build a coherent framework. Such is the goal of this theoretical paper.

3. THE FOUNDATIONAL SOCIOLOGICAL THEORIES OF SERVICE LEARNING

There are three broad sociological theoretical frameworks which helps clarify the understanding of S-L. These three are Structural Functionalism (or Functionalism), Conflict and Critical Perspectives, and Symbolic Interactionism.

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3.1 Structural Functionalism

Structural Functionalism, which is also simply termed as functionalism, looks at society or a community as consisting of different but related parts, each of which working together to promote solidarity and stability (Ritzer & Stepnisky, 2017). A common metaphor for functionalism is the human body, with its different organs serving specific purposes, but working for a full-functioning human system (Parsons, 1961).

When one applies functionalism in the context of S-L, one can see that S-L has a specific function in a society or in a community. The function of which is to make a school and its academic services more directly relevant to the immediate needs of its surrounding communities (Sinclair & Lillis, 1980). The other function is that since students learn and reflect best from first hand experiences (Giles & Eyler, 1994), community service is used as the experiential basis for reflective learning. In this way, S-L provides an avenue for students to render relevant service to their communities as means to enrich their academic learning, promote their personal growth, and help hone their civic responsibilities.

However, an S-L dominated by a functionalist perspective, is what Mitchell (2008) coins as the traditional charitable service approach, or simply the charity model as termed by Stoecker (2016). Such kind of S-L is much more concerned in measuring student outcomes, which is their learning, rather than measuring the outcomes for communities, which is whether the service rendered resulted to something good or it made things worse (Mitchell, 2008; Stoecker, 2016). S-L here operate within a paternalistic and unidirectional framework where the community is seen as an adopted entity that needs help and there is a one-way transfer of knowledge, expertise and service from universities to communities, characterizing a service that is “doing for” rather than “doing with” (Ward & Wolf-Wendel, 2000).

3.2 Conflict and Critical Perspectives

On the other hand, Conflict and Critical Perspectives provide an alternative view of society. In conflict theory, societies or communities are viewed to be made up of groups of people with opposing interests who use coercion in order to gain power so that they can exploit and oppress others (Ritzer & Stepnisky, 2017). Because of this view of reality where inequality defines human relations, critical theory steps in to argue that there is a constant need to understand the underlying factors and dynamics of power relations between the oppressor and the oppressed so that this can be used to find ways in order to free human beings from enslavement and manipulation and achieve social justice (Ritzer & Stepnisky, 2017).

Given the above explanation, in the context of conflict and critical perspectives, S-L embraces an emancipative nature that seeks social justice in order to address problems that beset a community. As Paulo Freire argues in his critical pedagogy, the primary function of education is to empower the powerless and transform those conditions which perpetuate human injustice and inequity (Freire, 2018).

An S-L dominated by conflict and critical perspectives is what Mitchell (2008) coins as the critical approach to service learning, or liberating service learning as termed by Stoecker (2016). As Mitchell (2008) explains, a critical approach to S-L

emphasizes working towards redistribution of power, building authentic relationships, and having a social change orientation where the students are focused on learning how to most effectively empower communities. Stoecker (2016), on the other hand, goes further by saying that liberating service learning should focus on evaluating the community outcomes of the service rendered by the students, boldly proclaiming that student learning about the service they rendered is a secondary consideration.

3.3 Symbolic Interactionism

Lastly, symbolic interactionism focuses on the language and symbols that help us give meaning to the experiences in our life. The premise in this theory is that we change the way we behave based on the meaning we create and continue to generate through our social interactions, thus, reality is socially constructed, or created by conversations, thoughts, and ideas (Blumer, 1986; Hustedde & Ganowicz, 2002). In brief, this means that people largely act on their perceptions and how people think about themselves and others is based on their social interactions.

Using the lenses of symbolic interactionism, S-L embraces a constructivist approach to learning where students actively participate in real-world problems, apply what they already know, and actively learn new ways on how to solve problems in their surrounding communities (Fosnot, 2013). In this way, S-L provides a myriad of meaningful interactions for students, wherein students actively gather and synthesize information they get from the community, debate with their fellow students on the best possible course of action until they arrive at a consensus, and consult and dialogue with community members in order to determine how their time can be most effectively used to help address the needs of the community.

An S-L dominated by symbolic interactionism is what Hammersley (2013) coins as community-based service-learning (CBSL), which is rooted in partnerships of reciprocal exchange. This means that S-L should be concerned in nurturing reciprocity between the students and the community by fostering respect and collaboration (Hammersley, 2013). This also suggest that mutual or reciprocal learning between the students and the community is the key service objective of S-L (Fox, 2002), since the sharing and exchange of ideas can lead to a level of cultural understanding that bridges cultural divides (Porter & Monard, 2001).

4. THE SERVICE-LEARNING MODALITIES AND LEVELS FRAMEWORK

In practice, actual implementation of S-L based on different sociological frames can lead to different modalities/modes and levels of community engagement. This results into four S-L modalities, namely: transactional, transitional, transformational, and transcendental with their corresponding respective levels of engagement: consultative tokenism, placation, partnerships, and citizen control. These are encapsulated in Figure 1 below.

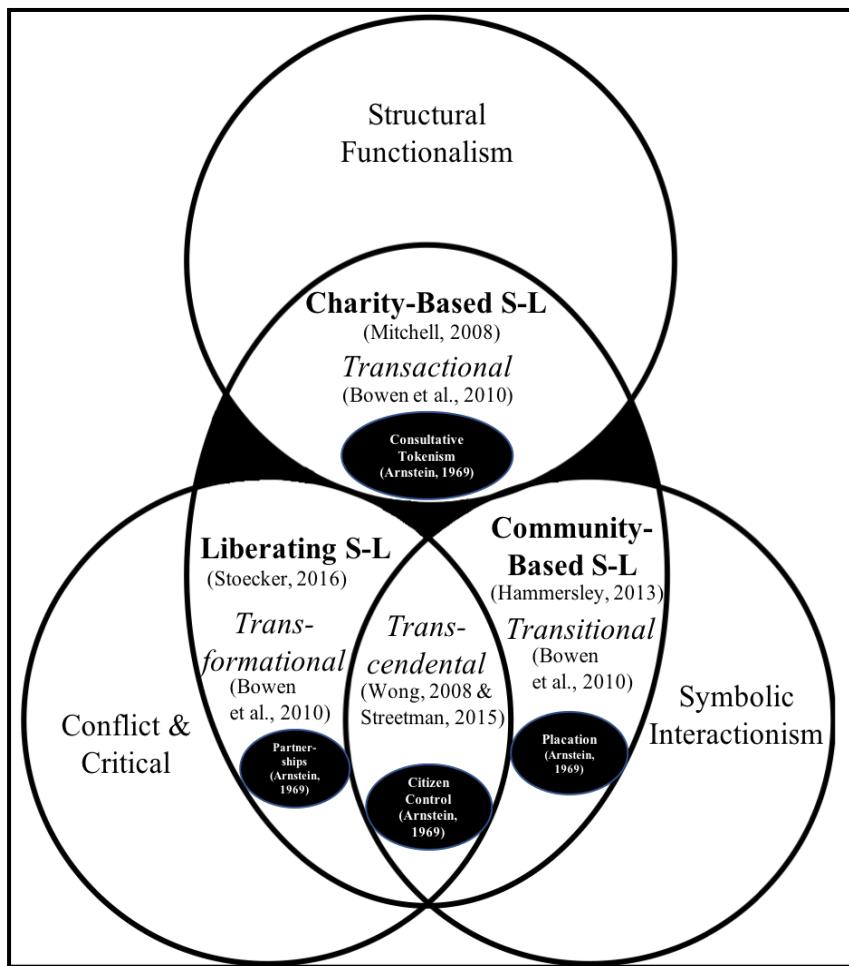


Figure 1: Service-Learning Modalities and Levels Framework

As seen in Figure 1, S-L anchored in structural functionalism produces a transactional modality. A transactional modality, borrowed from the concept of Bowen et al. (2010), means that the S-L project is usually one-way, that is, tangible project deliverables mainly come from decisions made by students based on consultations with the community. In here, interaction with the community is occasional, service comes on a need per need basis or is seasonal, and the service providers, which are the students, has full control of the community engagement process. This is because, as Eby (1998) explains, S-L here is often organized to respond to the needs of an academic institution which sponsors it, the needs of students, the needs of an instructor, or the needs of a course. The needs of the community often come last. Although people in the community are consulted about the project, this is what Arnstein (1969) calls *consultative tokenism* which means people are seen to be just mere providers of information and beneficiaries of the development project without having ownership of the entire project and its outcomes (Arnstein, 1969). An example of S-L projects that fall into this mode are organizing food drives, academic tutorials, and building houses without making use of participatory strategies in its assessment, planning, implementation, and evaluation.

On the other hand, S-L anchored in symbolic interactionism produces a transitional modality. A transitional modality, borrowed from the concept of Bowen et al. (2010), means that the S-L project is two-way, that is, tangible project deliverables are brought about by the process of consultation and collaboration between the students and the community. Repeated engagements between the students and the community occur due to the infusion of consultation and collaboration mechanisms in organizing and implementing S-L projects, but resources mainly come from the students and course instructor and they are still in full control of the community engagement process. Although community involvement in collaborating with students in S-L project implementation is seen as a priority, still the community are mainly expected to be involved in the implementation of the S-L project as either volunteer workforce or participants, while final decision making of the entire S-L project management is still dependent upon the academic institution which sponsors it, the needs of students, the needs of the instructor, or the needs of the course. This is what Arnstein (1969) calls the phenomenon of *placation*, wherein people from the community begin to have some degree of influence in the development project by being part of its planning, implementation, and evaluation. But their presence serve as mere tokenism since the value of their contribution is still subject to the judgment by the students and instructor of the course who decide if their contributions are helpful or not. Examples of S-L projects under this mode are those that make use of community-based research (CBR) and/or participatory action research (PAR) (Hammersley, 2013; Streetman, 2015) in the accomplishment of S-L projects. But in such endeavors, community members are considered as valuable research respondents and key informants instead of as co-researchers.

Further, S-L anchored in conflict and critical perspectives produce a

transformational modality. A transformational modality, borrowed from the concept of Bowen et al. (2010), means that the S-L project is two-way, just like transitional, but it is highly characterized by active dialogue and critical reflectivity brought about by the process of involvement and active participation between the students and the community. In here, there is joint learning and value-generation involved, and there is prioritization of community leadership in the decision-making process. Thus, control over the community engagement process is shared by the students and the community resulting to mutual trust based on sustained personal relationships and shared understanding. This is what Arnstein (1969) calls *partnership*, wherein stakeholders, who are internal and external to the community, have direct involvement in the decision-making process and in implementing the decision about agreed upon development projects. The internal and external stakeholders, through two-way communication, have a clear role and set of responsibilities and powers in order to achieve a shared common goal (Arnstein, 1969). In the context of S-L, the internal stakeholders are the members of the community while the external stakeholders are the students and instructor of the course. Examples of S-L projects under this mode involve community building and organizing work, advocacy campaigns, and/or political activist work, such as, facilitating community protest, public demonstrations, or staging boycotts. (Bahng, 2015; Stoecker, 2016; Stoecker, Tryon, & Hilgendorf, 2009).

Lastly, the combination of S-L anchored in conflict and critical perspectives and symbolic interactionism produce a transcendental modality. Transcendental modality, borrowed from the concepts of Streetman (2015) and Wong (2008), is an advanced form of transformational modality. This modality is anchored upon higher ideals of compassion (suffering for others and suffering with others) and pro-social attitudes where students and the community see themselves as change agents (Wong, 2008). Further, this modality has three features, namely: (a) first is intellectual transcendence where students and the community accept each other and exchange ideas freely without bias or prejudice; (b) second is moral transcendence where students and the community choose to act unselfishly for the benefit of each other's legitimate views and claims; and (c) third is spiritual transcendence where compassion evokes choice for the altruistic benefit of one another (Streetman, 2015). The transcendental mode is where mutual constructive learning and critical learning for community emancipation all meet together. In here, partnership among the students, the instructor of the course, and the community are intensified through long-term development programs with clearly anticipated outcomes leading to authentic community empowerment. This is what Arnstein (1969) calls citizen control, wherein internal stakeholders come up with an idea and set-up a development project, and they come to external stakeholders for advice, discussion, and support. In the context of S-L, it is the community that comes up and initiates a development project, and the S-L project by the students and the course instructor come in order to complement or bolster the successful completion of the community-initiated project. Examples of S-L projects under this mode are making use of CBR and/or (PAR), which treat community members as co-researchers, in community

organizing, advocacy campaign, and political activist work.

5. CONCLUSION

The S-L Modalities and Levels Framework leads to an understanding that the practice of S-L differs depending upon the sociological theories it is anchored upon. However, it is important to take note that the framework operate in a continuum. Meaning, most S-L projects begin as transactional modality with a consultative tokenism level of community engagement, but repeated engagements in the community increases the chances of the S- L to be transitional with a placation level of community engagement. When transitional modality is sustained, S-L can then evolve into a transformational modality with a partnership level of community engagement. Being comfortable with transformational modality eventually leads to S-L having a transcendental modality with a citizen control level of community engagement. But because it is continuum, the S-L modalities and levels can either evolve or devolve depending on the readiness and maturity of both parties to instigate active participation and build long-lasting empowering relationships.

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Applying Self-determination Theory to Exploring Students' Perception towards Learning Modes of Service-Learning

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1. ABSTRACT AND KEYWORDS

This research applied self-determination theory (SDT) to investigating undergraduate students' perceptions of the effectiveness of blended-learning approach in equipping them with the necessary skills to cope with international service-learning, in the aspects of autonomy, relatedness and competences. Qualitative research in form of focus groups was adopted to collect students' opinions about blended-learning activities, and comparative analysis was used to discern their manifested and latent views in relation to competence, relatedness and autonomy. Results showed that the students perceived having been well-equipped with the competences and skills required for the service delivery through the blended-learning activities. They also perceived that their relatedness and autonomy have been enhanced, which resulted in better preparation to face uncertainties in the service trip. It is suggested that teachers, researchers and administrators could contemplate how to fine-tune blended- learning activities to better integrate into the service-learning class for students' learning facilitation.

Keywords: Service-Learning, Blended-Learning, Self-determination Theory

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2. INTRODUCTION

Blended-learning approach was used as the main pedagogical mode in an international service-learning course in a university in Hong Kong to prepare students for serving the foreign communities. The diversified components incorporated into blended-learning enabled students to equip with the necessary skills and develop independence while fostering positive team relationships to cope with the service delivery. These primary qualities required aligned with the main domains of self-determination theory (SDT), which had its attention focused on the constructs of competence, relatedness and autonomy. This research thus adopted SDT as the conceptual framework to investigate undergraduate students' perceptions of the effectiveness of blended-learning activities in equipping them with the skills required to manage the service trip. Two main objectives framed this paper follows:

- 1) To investigate students' perceived effectiveness of the blended-learning approach as a learning tool in service-learning;
- 2) To examine students' perceived effectiveness of various blended-learning activities in developing students' competence, relatedness and autonomy.

3. LITERATURE REVIEW

SDT maintains the three fundamental psychological needs of competence, relatedness and autonomy will support or undermine people's holistic development within the dialectic between individual growth and social contexts (Ryan & Deci, 2000, 2002). In the educational field, SDT contributes to understanding these basic needs in defining those contextual factors facilitating students' study engagement, learning motivation and academic achievement (Ryan & Deci, 2000, 2002; Hospel & Galand, 2016; Ruzek et al., 2016). The three main domains of SDT aligned with the core requirements of service-learning, including the necessity for equipping students with competences in hospitality skills (namely food service skills and housekeeping skills) to serve the service-recipients, for developing their independence to manage the service trip, and for fostering positive group relationships to cope with any challenges faced. By understanding the main constructs of SDT, this would facilitate our assessing the perceived effectiveness of blended-learning in preparing students for the trip and serving the recipients.

Competence refers to feeling effective in expressing one's abilities during ongoing interactions with social environment (Ryan & Deci, 2002). This prompts individuals to continuously seek optimal challenges to enhance their capacities (*ibid.*). The focus is thus concerning the feeling of effectance in enacting the desired behaviours (*ibid.*). Competence need will allow us to comprehend the importance of not only equipping students with specific hospitality skills in serving the service- recipients, but also

cultivating a feeling of efficacy of coping with the service delivery.

Relatedness refers to a sense of belongingness to one's community (Ryan & Deci, 2002). The felt- secure interpersonal relationships not only is congenial to self-development, but also serves as impetus for self-motivation and buffer against stress (Ryan & Deci, 2002; Ruzek et al., 2016). A supportive community is associated with positive motivational climate, emotional and behavioural engagement, self-efficacy beliefs, and goal achievement (Ruzek et al., 2016). Having a strong sense of relatedness and belongingness among the students then became crucial in allowing them to engender a feeling of safety, security and support. The discussion of relatedness in this paper hence focused its attention on the group dynamics among the students, rather than that with the service-recipients.

Feeling of autonomy enables an individual to experience a sense of volition and an expression of the self (Ryan & Deci, 2002; Hospel & Galand, 2016). Teachers play an important role in creating a learning context to support autonomy, contributing to enhancing students' engagement and academic attainment (Ryan & Deci, 2002; Hospel & Galand, 2016; Ruzek et al., 2016). The effectiveness of service-learning in promoting students' autonomy and independence in coping with the service trip, managing the service delivery to service-recipients and overcoming challenges was explored.

4. METHODS

Qualitative research design was applied to this exploratory study of service-learning. Empirical data were collected through pre-service and post-service trip focus groups¹. The interviews explored students' perceived effectiveness of the blended-learning activities in facilitating their development of competence, relatedness and autonomy. Transcripts were coded and analysed. Open codes were then compared and contrasted by comparative analysis, allowing us to discern students' manifested and latent views of blended-learning approach to preparing them for international service-learning. The specific blended-learning activities were examined in relation to competence, relatedness and autonomy to different degrees.

5. RESULTS AND DISCUSSION

The credit-bearing international service-learning subject took place in Semester 3 in a Hong Kong university. The subject required students to provide hospitality operations training for a non-profit organization in Vietnam. Twenty-eight year-2 or year-3 undergraduate students from different faculties were enrolled in the subject.

¹ One student could not joined one of the scheduled focus groups, and hence an in-depth interview was arranged for the student concerned

Thirteen of them agreed to participate in this study.

Most of the blended-learning activities were collaborative in nature, so students participated in many of the activities as teams. One student acted as project manager, while all others were organized into four teams: waiter, housekeeping, bakery, and chef. The four teams usually trained and practiced in different laboratories with the related technician, and so the teacher spent limited time with each team at a time. Attendance was required for all blended-learning activities of the subject (See Table 1).

Table 1. Summary of Blended-Learning Activities in this International Service-learning Subject

Assessment	Weightin
1. E-learning Module	10%
2. Project-specific Seminars and Workshops	
3. Semi-final and Final Plans/Proposals	10%
4. Service Simulation	5%
5. Meeting and Product and Service Testing	5%
6. Performance Rendering Service	50%
7. Reflective Journal	15%
8. Oral Assessment	5%
Total	100%

Students agreed that their competence, relatedness and autonomy were developed through the blended- learning activities in the 7-week summer semester. Many students felt they could deliver the required services as expected of this service-learning subject, including training the service-recipients in Vietnam to perform the new hospitality skills they had learned during the service-learning class in Hong Kong.

Due to modest supervision during skills training, students were proactive in peer observation and feedback. Students knew they were responsible for learning and were committed to mastering the skills. The service simulation (Item 4 in Table 1) allowed students to have a trial run, facilitating them to reflect on improvements in their service level. The product-testing component in Vietnam (Item 5 in Table 1) reinforced students' competence by testing their ability to perform training tasks in an unfamiliar setting. Being able to see positive results motivated and further engaged students in the service-learning.

In terms of relatedness, the blended-learning activities offered plenty opportunities for bonding within the team. Congenial peer relationships were promoted as students supported each other in completing tasks. Students admitted to feeling anxious about the service trip because of travelling to an unfamiliar place and about the service delivery, but such feeling of helplessness was mitigated

by being together with the teams. One setback of strong relatedness was for students who were slower to learn. They would feel lack of opportunities to practice and a sense of awkwardness, because the other members were so quick in extending help. The instructor assumed an important moderator role in creating independent learning opportunities to students while harnessing the benefits of collaborative learning integrated into blended-learning activities.

Although the teacher was present throughout the semester, students did not experience enhanced relatedness with the teacher. It was enough for students to feel the teacher was available for help when needed. Students felt that relatedness with their peers were more important. However, students admitted that the blended-learning activities only helped with bonding among teams but not across teams. For example, some of them did not recognize their classmates until they were in Vietnam for the service trip.

Students felt there were many opportunities for them to act autonomously. While they followed the standard task guidelines, they could test and propose new ideas. This bonded the team together with a sense of pride towards the work produced. Local students felt critical thinking and problem-solving skills were improved. International students however did not perceive that autonomy or relatedness had been notably improved by the blended-learning activities, because they were independent in their everyday university experience in Hong Kong.

Students indicated that they were least attracted by the Blackboard online module, compared with other blended-learning activities. They completed the online modules with very little engagement with its contents. They could not understand the importance of this assessment. Students focused on the skills but not the theories behind service-learning. It may be deemed necessary for teacher to manage students' expectations for a better learning experience.

6. CONCLUSIONS

The students perceived that they have been equipped with the skills required by means of blended- learning for serving the Vietnamese community. They perceived that their competence, relatedness and autonomy have been enhanced, which has resulted in better preparation to face uncertainties in the service delivery. The blended-learning activities motivated students to take responsibility for mastering skills, gave space for them to make decisions, and encouraged them to bond and to be accountable for each other. Connectedness of the teams played an important role in sustaining students throughout their service trip in Vietnam. Some students gained insight into the importance of having peer support and feeling of belongingness in their future work and life. Applying SDT to understanding students' perceptions of blended-learning approach in service-learning thus allows teachers, researchers and administrators to contemplate how computer-aided

instructions could be integrated in a variety of pedagogical modes to address students' learning needs and knowledge levels for learning facilitation.

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The 4Es Empathy Model for Nurturing Empathy in Service-Learning

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1. Introduction

Many educators, taking up service-learning programs, have the attitude of “taking it for granted that students are naturally equipped with empathy” in conducting social services. Also, among the research which contribute to cultivating empathy, most studies are confined to conceptual model building without devoting much efforts in developing a practical pedagogical model in nurturing empathy. Bringle and Hatcher (1996) point out that education should be directed to pursue the mission of teaching students to be able to demonstrate empathy and also be a responsible citizen, rather than merely educating students for completing a task. Although empathy alone will not help generate interventions to alleviate the difficulties and poverty that disadvantaged groups face, it acts like a compass guiding the engine driving the community toward social and economic justice (Gerdes et al., 2011). However, the education system seems lack a well-articulated and driving strategy that we can apply reliably and utilize effectively. To fill the knowledge gap, the objective of this study is to develop a signature pedagogy which can help students develop empathy by interacting with the community. The 4Es (namely Exposure, Explanation, Experience and Evaluation) Empathy Model will be built, on one hand, to communicate the importance of empathy to students by linking the theoretical knowledge to application in field work, and, on the other hand, to evaluate the effectiveness of a social education program in cultivating empathy.

Keywords: Service-Learning, Empathy cultivation, Living condition

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2. A Literature Review

Kohut (1959) is one of the pioneers to articulate how unconscious affection-sharing integrates with conscious affective-response to others in achieving a true empathic reaction. Hoffman (2000) advocated empathy as an innate and involuntary response to an affective signal, whereas behaviorists focus on empathy as a learned communication and a conscious role taking (Gerdes et al., 2011). Miller et al. (1995) distinguished empathy between two kinds of responses, they are: emotional contagion which is an affective response of “feeling with” the emotion of another; whereas, empathic concern is an affective response of “feeling for” the emotion of another. Decety and Lamm (2006) advocated that, by linking the non-social-cognitive processes to social-cognitive processes, the three mandatory and functional components, namely affective-sharing, self-awareness and mental flexibility, will interact dynamically to form signature ingredients of empathy. Segal (2007) proposed a 3-tiered model for teaching people the experiences and realities of others. They include:

- (1) **Exposure** – to become aware that there are differences between ourselves and others,
- (2) **Explanation** – to understand what makes people different, and
- (3) **Experience** – to get a deeper understanding by participating into the day to day lives of others

Despite all the rich literature stating the importance of empathy leading to a success of social services, the education of empathy remains a neglected area in service-learning programs.

3. Methodology

To fill the gap, this study builds on Segal’s model and proposes a 4-tier pedagogical model, namely the 4Es Empathy Model, for cultivating empathy among students to lead to lead service-learning a success.

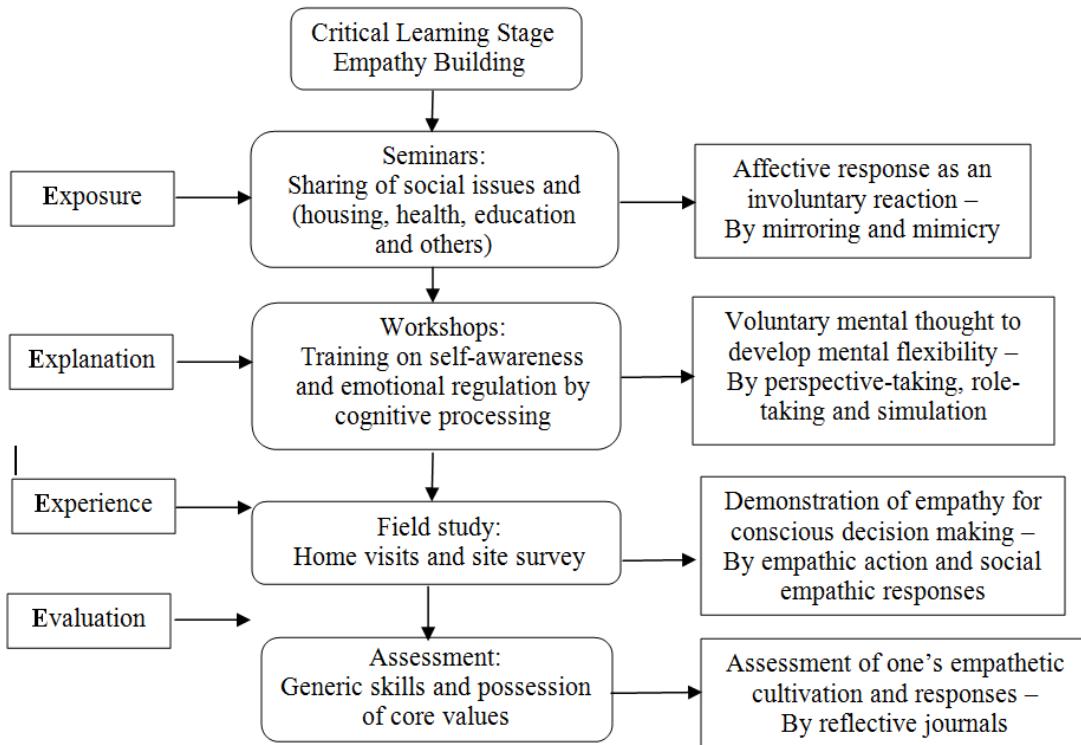


Figure 1: 4-E Empathy Building Model

The cultivation of empathy has to take place progressively in the 4E stages (Figure 1). In **Exposure Stage**, students must first acquire the critical learning of empathy by exposure to the social issues including housing, living, education and health of the disadvantaged groups which will be discussed in seminars. As proposed by a socio-cognitive neuroscience approach (Hoffman, 2000), involuntary reaction to the exposure would generate affective responses from students to start “feel what another person is feeling” through mirroring and mimicry of the vulnerable groups.

In **Explanation Stage**, apart from learning how others feel and looking for an explanation of diversity, students also learn to explore self-awareness and mental flexibility by processing voluntary mental thoughts through perspective taking and role-playing and simulation. Perspective-taking ability allows us to overcome our usual egocentrism, tailor our behaviors to others’ expectations, and thus make satisfying interpersonal relations. Emotion regulation creates the capacity to regulate one’s own emotions through the process of initiating, avoiding, inhibiting, maintaining, or modulating the occurrence. As such, the best response to other’s distress may not be distress, but efforts to soothe that distress.

In the **Experience Stage**, students are assigned to social services to interact with

the community members facing different extents of social issues. Students need to cognitively modulate their experience of empathy and control their emotional state when connecting with others whose socio-economic and cultural background are different from their own. In the field work, students should be able to demonstrate their empathy by taking appropriate empathic responses and prosocial actions if required.

Upon completion of the services, it comes to the ***Evaluation Stage***. Students will reflect upon their experiences in the community, synthesize the information collected, evaluate the situations encountered and contextualize their empathic responses in both sharing seminars and reflective journals. More important, it can be revealed from the reflective journals whether appropriate empathic responses can be made in coping with the situation based on the understanding of the service recipients.

A project-based service-learning subject investing the living condition of the disadvantaged groups including singleton, elderly and low-income families was developed to validate the 4Es Empathy Model. Apart from home visits, small household repairs were also conducted for households.

4. Results and Discussion

Apart from the findings reported in the seminar and reflective journals, comments were collected from students, instructors and NGOs. Pre- and Post-program questionnaire surveys were also conducted to evaluate the effectiveness of the pedagogical design of the subject developed based on the 4-E Model.

Design of the Service-Learning Project

In regard to the arrangement of the program, students found the lectures and workshops very useful which offered the knowledge, techniques and insights for critical thinking on the contemporary issues and for conducting the home-visits. As cited by students in their report:

“By getting ourselves to home-visiting the elderly has helped me get into understanding the real needs of disadvantaged households. We have always been sitting in classroom, getting lectured and studying issues that others have raised, so what is better than getting into a real situation, knowing what people need, and finding out the problems and solutions by ourselves?”

Development of empathy and social responsibilities

The interactive activities had been able to stimulate students with intense cognitive,

emotional, and behavioral experiences for developing new “tracks” of empathy in their brains. Here is a quote of reflexion of a student in her submission which was typical of the views of most of the students enrolled in the project:

“In our case study, our respondents clearly reflected that living in a small cubicle is not the type of living that they want, but they have no choice ... Being students, we have no power and no money. Although we cannot give them tangible support, we would like to help and fulfill our roles.... As a member of this society, we should act rather than just sitting in a classroom, go and seek for changes.”

In regard to social responsibility, students were more aware of social issues in the community after taking the subject, more concerned about the well-being of people and are willing to help others even if they didn't get paid for it. As cited by one of the students in the report:

“Getting myself enrolled in this course and workshops given by different parties has broadened me with new perspectives when looking at housing problems. ... These problems could not be alleviated unless different parties bear their own responsibilities and take up these tough jobs.”

5. Conclusions

Many studies studying empathy building are confined to conceptual model without linking the signature ingredients to a practical model in educating empathy. Even worse, many educators adopt the attitude of “taking it for granted” that students are naturally equipped with empathy and thus tend to fall short in communicating the importance of empathy to students. To fill the knowledge gap, this study proposes the 4Es (namely Exposure, Explanation, Experience and Evaluation) pedagogical model which provides a comprehensive strategy to cultivate empathy among students. The study reveals that the 4Es pedagogy, which has been adopted in a university's service-learning course studying the housing issues of disadvantaged residents in urban in Hong Kong, is capable of not only educating students about the signature ingredients of empathy by linking the theoretical knowledge to application in field work, but also evaluating the effectiveness of the program by reflection of their empathy and civic responsibility.

The findings reveal that students treasured the learning experience of the subject and were able to demonstrate empathy for the vulnerable groups that they visited. The interactive activities in the project were able to stimulate students with intense cognitive, emotional, and behavioral experiences for developing new “tracks” of empathy in their brains. In regard to social responsibility, students were more aware of social issues in the community after taking up the project, more concerned about the well-being of people and are willing to help others even if they didn't get paid for

it, and ready to take up prosocial actions.

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Is Transformative Learning Possible in International Service-Learning?

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1. ABSTRACT & KEYWORDS.

This qualitative study drew on Mezirow's transformative learning theory to explore the impact of international service-learning (ISL) on transformative learning of students in one university in Hong Kong. The purposive sampling method was employed to select a total of 26 undergraduate students to be interviewed three to five months after their ISL experiences. Altogether, 31.3 hours of interviews were audiotaped and transcribed verbatim, and 35 reflective journals and final reports were received from 24 participants.

The result is comparable to the literature; 10 participants (38%) demonstrated that they had experienced transformative learning in their ISL experiences. Most of the transformations occurred in personal aspects, then social, cultural, civic and intellectual aspects. None of the students demonstrated spiritual transformation or experienced re-evaluating cultural or ethnic identity, even though these had both been found in previous research. Over half of the respondents did not exhibit any transformative learning. However, according to Mezirow (2000), their reported gains and reflections are potentially transformative if accumulated over time. This indicates a need for further investigation and discussion.

This study adds to the literature by providing qualitative evidence of transformative learning in ISL in a non-western context.

Keywords: Transformative learning, International service learning, Service learning, Student learning

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2. INTRODUCTION

International service-learning (ISL) has been growing in popularity in the past two decades. It combines academic learning and community service in an international context with an aim to benefit both the students and the community. Research has shown that it can have tremendous potential to contribute to a wide range of students' learning outcomes, including transformative learning (e.g., Bamber, 2015; Kiely, 2004, 2005; Taylor, Jones, Massey, Mickey, & Reynolds, 2017). However, the existing literature is sparse, and most of the studies were conducted in the U. S. context.

3. LITERATURE REVIEW

This study drew on Mezirow's transformative learning theory, developed in 1978 (Mezirow, 2000), to examine the impact of the ISL experiences on students. Mezirow defined transformative learning as "the process of becoming critically aware of how we perceive, understand, and feel about our world; of reformulating these assumptions to permit a more inclusive, discriminating, permeable, and integrative perspective" (1990, p. 5). Transformative learning is also known as perspective transformation. It starts with a disorienting dilemma, then is triggered by critical reflection, which is a process of examining distorting assumptions and exploring a new perspective, and finally reintegrates the new perspective into one's life (Mezirow, 1991). Kegan (2000) differentiated transformative learning from informational learning. Informational learning is to "extend already established cognitive capacities into new terrain" (p. 48). Kegan argued that both kinds of learning are valuable and desirable, and the weightings of each in learning activities depend on their natures and objectives.

Previous studies have revealed that participants in service-learning and ISL can experience transformative learning, but that not everyone does (Bamber, 2015; Kiely, 2004; Taylor et al., 2017). The transformative learning could occur in various aspects, such as personal, social, political, cultural, intellectual, moral or spiritual (Kiely, 2004; Bamber, 2011). Researchers have argued that transformative learning takes time to materialise (Taylor et al., 2017) but that it has a lasting impact (Fullerton, Reitenauer, & Kerrigan, 2015; Kiely, 2004, 2005). Kiely (2005) developed a transformative learning model for ISL based on Mezirow's theory, and identified five transformative processes that lead to perspective transformation, namely, contextual border crossing, dissonance, personalising, processing, and connecting. However, the number of studies is limited, and most of them were conducted in a western context and focused on one single ISL programme. Thus, the findings may not apply to other contexts. More studies are needed to better understand transformative learning in ISL, especially in a non-western context.

4. METHODOLOGY

This study was conducted in a large public university in Hong Kong in which all undergraduate students are required to complete at least one 3-credit service-learning subject before graduation. In addition to lectures, seminars and workshops, the students are required to participate in a substantive service project that will benefit the community in a meaningful way. Students are expected to spend roughly a total of 130 study hours to complete the subject, 40 of which should be spent in direct service or interaction with clients. They are also required to reflect on the experiences and demonstrate their learning through debriefing, reflective journals, or presentations. They are assessed according to a letter-grade system, and the results are counted towards their grade point averages.

This study targeted nine international projects which were part of the service-learning subjects offered by the university in the 2016-18 academic years. The projects were offered by five academic departments at five different overseas locations. They were open to students from any discipline. In total there were 203 participants. The subjects lasted for one or two semesters, and the durations of the service trips ranged from 10 to 17 days. Table 1 shows the service nature of the participating ISL projects, the targets, durations and the numbers of participants.

Table 1: Details of the participating international service-learning projects

Project Name	Major service and targets	Trip Duration	No. of participants / No. of interviewees
1.Computing Cambodia	Set up solar panel station and indoor wiring for families in villages	17 days	40 / 4
2.Nursing Cambodia	Conduct basic health and lifestyle assessment and design tailor-made health care plan for low- income families in slum areas	15 days	31 / 4
3.Language Cambodia	Teach English to primary school children or college students and school teachers	10 days	29 / 4
4.Nursing Vietnam	Conduct basic health and lifestyle assessment and design tailor-made health care plan for low- income families in villages	12 days	15 / 2
5.Hospitality Vietnam	Provide hospitality basic skills training and workplace English teaching	11 days	28 / 4
6.Computing Rwanda	Set up solar panel station and indoor wiring for families in villages	16 days	13 / 2
7.Nursing Rwanda	Conduct basic health and lifestyle assessment and design tailor-made health care plan for low- income families in villages	16 days	14 / 2
8.Optometry Kyrgyzstan	Vision screening and eye care education for the community	15 days	18 / 2

9.Computing Myanmar	Set up solar panel station and indoor wiring for families in villages	11 days	15 / 2
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The purposive sampling method was employed to enable diverse and rich data to be collected. The students in each project were classified into two groups (more positive vs less positive) according to their ratings on the post-experience survey item asking how transformative the ISL experience had been for them. Based on nominations from the subject teachers, two or four students from each project were invited to take part in the study, half from the more positive group and half from the less positive group.

The data were collected from two sources: post-hoc semi-structured individual interviews and students' reflective journals and final reports that were submitted as course assignments. The individual interviews were conducted three to five months after the ISL experiences. Informed consent was obtained from each interviewee, and HK\$200 coupons were presented as an incentive to participate. Each interview was conducted in the student's preferred language (Cantonese, English or Putonghua) and lasted for about one to two hours. The interviewees were invited to indicate the level of impact and any strong emotions encountered, and to describe the changes and the incidents or reasons which might have contributed to such changes. In total, 26 undergraduate students were interviewed, with 31.3 hours of interview records generated.

After the interviews, the researcher collected the reflective journals and final reports which the students had submitted for their subject assignments. In all, 35 reflective journals and final reports were received from 24 participants. Two participants did not submit any reflective journal or report.

The interviews were audiotaped and transcribed verbatim to facilitate the data analysis process. Coding and categorisation were done using the software Nvivo. A qualitative content analysis approach was adopted to categorise, code, and analyse the data.

5. RESULT AND DISCUSSION

Analysis of the interview data and the students' reflective journals or reports showed that about 10 of the 26 research participants (38%), demonstrated that they had experienced transformative learning during their ISL experiences. This result is consistent with the findings of Eyler and Giles (1999) that about one-third of students participating in service- learning experienced transformed views. These students experienced transformative learning in the following aspects:

- Personal aspect: Seven students reflected on their previous self-concept, lifestyle, and future path. For example, a student majoring in the Chinese Language, who had not thought previously about his career path, was

inspired to pursue a career that can help others, such as social work. Another realised her tendency to manipulate others and to become negative and emotional when they disagreed with her.

- Social aspect: Four students experienced transformation through interacting with others. They changed their ways of dealing with people around them. For example, a student who was afraid to speak up built confidence to express his perspectives and ideas without worrying about being criticized in a group.
- Cultural aspect: In a cross-cultural environment, three students reflected their stereotypes and bias, and developed a relationship of mutual respect and care with the local people with whom they interacted. For example, one student re-evaluated her negative assumptions about the Cambodian people, and became more open-minded and learned not to make assumptions.
- Civic aspect: Three students developed or expanded their sense of social responsibility and citizenship. For example, one became motivated to understand the social problems and came to regard the service as necessary and an act to change unjust situations, whereas she had participated in previous service only as a leisure activity.
- Intellectual aspect: Three students had rethought their presuppositions or attitudes towards knowledge and problems. For example, one questioned her assumptions and approaches to solving problems when she could not figure out why a solar panel system had failed to function; she learned to think about more possibilities.

In the ISL experiences, the students were placed in challenging living environments with unhygienic water supplies, limited electricity, and often hot weather. Sometimes, they had to act differently to adapt to unfamiliar situations. They gained new experiences, learned surprising information which did not match their assumptions, and obtained new lenses to look at themselves in new ways. In the social aspect, they were required to work intensively in groups with members from diverse disciplines and interact closely with local people from different cultural backgrounds. They established equal relationships with people who were stereotyped as “needy” or “poor”. They learned how to get along with their teammates in conflicts, transformed by moving away “from uncritical, organic relationships towards contractual relationships with others” (Mezirow, 1978, p. 100). These lived experiences led them to think broadly, extended their comfort zones and triggered them to re-examine their presuppositions, self-understanding, or personal values critically, hence they thought they had become more mature, discriminating and inclusive.

Mezirow (2000) emphasized that transformative learning may also result from an accumulation of transformations in related points of view. In this study, although over half of the respondents did not exhibit transformative learning, some described their ISL experiences as “eye-opening”, “unforgettable”, or “life-changing”. They reported gains in knowledge and skills, changed attitudes towards a particular issue

or group of people, and reflections on how to do service better or to sustain the project impact in the community. These are potentially transformative if accumulated over time. At the same time, service- learning teachers should be more aware of the factors and processes affecting the transformation of students' perspectives, and incorporating them intentionally into the curricular and pedagogical design of their ISL subjects or projects.

6. LIMITATIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

This study adds to the literature on transformative learning in ISL by providing qualitative evidence of university students' transformative learning in ISL in a non-western context. The findings show that transformative learning occurred in different aspects. The aspects identified were comparable to the six types of transformation found by Kiely (2004) and Bamber (2011), except that none of the students in this study experienced spiritual transformation. Re-evaluating cultural or ethnic identity was one of the transformations most discussed in the literature (Kiely, 2005; Cox & Meadams, 2012; Mather, Karbley, & Yamamoto, 2012), but it did not emerge in this study. The differences observed indicate a need for further investigation and discussion.

Furthermore, this study explored the transformative learning of ISL projects across disciplines and service sites instead of focusing on one single ISL project, thus enhancing the level of generalisation and contributing to the development of a practical and theory- based ISL model. However, as the study focused on academic ISL projects at a single university in Hong Kong, the transferability of the findings to other contexts must be viewed with caution. With the growing number of ISL projects in Hong Kong's higher education institutions, future studies can use a larger and more varied sample and employ a more quantitative approach.

This paper presents only part of the findings from the first round of data collection. Further study will aim to explore the longitudinal effect of the ISL projects on students and the factors fostering transformative learning.

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