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教育曙光

第五十七卷 第三期 (特刊) 二零零九年十二月

服務學習

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From the Editor

This is the second special issue [Vol.57, No 3] of New Horizons in Education, focusing on Service-Learning. A total of 27 manuscripts were received for consideration in this issue. Nine could pass the double blind review process and were revised in time. Unfortunately, all the accepted manuscripts were written in English. However, this did not defeat the purpose of our journal since each manuscript still had a Chinese abstract. The average reviewing period was about 3.9 weeks in this issue, actual time ranging from 1 to 16 weeks, depending on individual reviewer's time and support.

Service-Learning is a teaching and learning strategy that combines rigorous academic study with voluntary community service. Student's academic study is enhanced through the process of critical thinking and self-reflection structured in the service tasks performed by the student. Learning through serving others helps facilitate students' personal growth as well as provide lifelong commitment to service, research and leadership. With the commencement of New Senior Secondary (NSS) curriculum in Hong Kong in 2012, Service-Learning is advocated as one of the learning and teaching methods to Other Learning Experiences.

Authors and reviewers for this issue come from different parts of the world, mainly Australia, Canada, India, Indonesia, the Philippines, Singapore, Taiwan and USA, besides Hong Kong. They are educators and Service-Learning practitioners from the tertiary and secondary schools, educational administration, research organization, non-government organization, and corporation. We have invited Prof. Jane S. Permaul, who established Service-Learning at University of California, Los Angeles and nationally works with Service-Learning pioneers since late 1960s, to contribute to the theoretical bases for Service-Learning.

Readers from 111 different countries around the world access our journal by internet (<http://www.hkta.hk/newhorizon/>). Our journal is at present abstracted / indexed / cited / listed by the following major databases, journals and catalogues which provide online academic search services to thousands of university libraries in the world: AERA e-journals, Apeejay Stya Education Research Foundation (ASERF) [<http://aserf.org.in/>], Australian Education Index, Cabell's Directory of Publishing Opportunities in Educational Curriculum & Methods, CopacR library catalogue [<http://www.copac.ac.uk/>], Contents Pages in Education, CSA Social Science Collection (Linguistics and Language Behavior Abstracts) of databases, Ebsco, Electronic Journals Library [<http://rzblx1.uni-regensburg.de/>], ERIC, Guang Zhou Institute of Educational Research, Journal Finder, NewJour (A Listing of New Electronic Journals), OCLC-WorldCat, Scopus, Scottish Centre of Research in Education, SFX Knowledge Base, Singapore Education Research Association, and WWW e-journals.

HO Kwok Keung, Editor NHE

CHAN Alfred Cheung Ming, Guest Editor

編者語

本期是教育曙光第二期的特刊，特刊以「服務研習」為專題。本期共收到廿七篇來稿，經過雙重不記名的評審後，能被接納而又趕及在出版前修正寄回的稿件共有九篇，雖然全部九篇文章都是用英文寫成，因每篇文都附有中文摘要，故此仍未失去本刊作為雙語期刊的原則。來稿的評審時間平均約3.9個星期，最長的要16個星期，最快壹星期便可知道結果，主要視乎個別評審者的效率及合作，編者能做的只是多和評審者溝通及催促。

服務研習是學術和社區義務工作二合為一的教與學方法。學生的學習透過服務實踐及有系統的自我反省得到提升。學生透過服務他人得到個人成長，並培養對服務、研究和領導才能的終身承擔感。新高中學制將於2012年在香港展開，服務研習將成為實踐「其他學習經歷」的其中一個教學方法。

本期作者和評審者主要來自澳洲、加拿大、印度、印尼、菲律賓、台灣、美國和香港，擁有豐富的服務研習經驗，背景包括大學、中學、教育行政、研究機構、非政府組織及企業的服務研習實踐者。本期邀請了Prof. Jane S. Permaul就有關服務研習理論基礎撰寫文章，Prof. Jane S. Permaul是首位美國加州大學（洛杉磯分校）提倡服務研習的先驅者，並自一九六零年代末開始與美國其他服務研習先驅者緊密合作，對服務研習的實踐擁有豐富的經驗。

來自世界111個國家的讀者在互聯網中(<http://www.hkta.hk/newhorizon/>)閱讀本刊各期的文章。

下列的期刊／研究資源中心／搜索網站收錄／摘要／索引／引述本刊：美國教育研究學會電子期刊網、印度ASERF 教育研究基金會 [<http://aserf.org.in/>]、澳洲教育索引、卡博教育課程及方法出版索引、CopacR圖書館索引 [<http://www.copac.ac.uk/>]、教育文獻、CSA社會科學(語言學及語言行為摘要)資源網、Ebsco、德國電子期刊圖書館 [<http://rzblx1.uni-regensburg.de/>]、美國教育研究資源中心、廣州教育科學研究所、期刊搜尋、新期刊、美國國際圖書館電腦中心、Scopus、蘇格蘭教育研究中心、SFX 知識網、星加坡教育研究學會、和萬維網電子期刊網。

賀國強 教育曙光主編

陳章明 客席編輯

徵稿

教育曙光 整年徵稿，每年刊登三期。歡迎教師、學校行政人員、輔導工作者、教育學者及研究人員投稿，發表他們從研究和實踐所得的新思維和新啟示。如文稿被接納（及修訂），將於下一期刊登。

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Theoretical bases for service-learning: implications for program design and effectiveness

Jane Szutu Permaul

University of California, Los Angeles

Abstract

Background: Service-learning as pedagogy and a curricular consideration has been introduced to tertiary education of the Asia-Pacific Region. Theoretical framework and research in this area is still in its infancy. However, much can be learned from related theories and concepts, on which service-learning research can be conducted.

Aims: This paper examines existing developmental, learning and cognitive theories, based on empirical research, in relationship to service-learning, with the objective of strengthening the effectiveness of service-learning program design and practices.

Conclusion: An integrated service-learning conceptual model for development of the whole person and the enhancement of academic learning emerged from the examination of related theories. The service-learning conceptual model is the result from an integration of experiential learning theories, the understanding of brain functions, and impact studies of students who engaged in service-learning

Keywords: Service-learning; developmental theories, cognition

服務學習理論基礎：課程設計及有效性的應用

Jane Szutu Permaul

加州大學（洛杉磯分校）

摘要

背景：亞太地區高等教育界已漸漸引入服務學習作為教學法和課程設計的考慮，唯相關的理論架構和研究仍處於萌芽階段。不過，我們可以從相關的理論和概念學習，並推行服務學習的研究。

目的：本文基於與服務學習有關的實徵研究(empirical research)，探討現有的發展、學習和認知理論，以加強服務學習課程設計及實踐的有效性。

結論：透過相關理論的探討，一套以全人發展及提升學習為目標的綜合性的服務學習概念模式得以建構。服務學習概念模式綜合了經驗學習法(experiential learning theories)、大腦功能的認識和服務學習對學生的影響研究。

關鍵詞：服務學習、發展理論、認知論

*I see and I forget
I hear and I remember
I do and I understand*
(Confucius)

Introduction

In recent years, colleges and universities in the Asia-Pacific Region has begun to embrace service-learning. Programs are sprouting in diverse forms, some with greater success than others for a variety of reasons, but all have enjoyed positive results for most participants. Why the variations in program design? Does one design have greater impact than another? Who is affected by service-learning and why?

This paper highlights selected theories, based on empirical research, in response to these questions. Applying these theories to the design of service-learning programs increases their respective effectiveness as tools of education and development for all participants.

What Is Service-Learning?

Service-learning has many definitions, but they all share some common characteristics. Alfred Chan Cheung Ming and his colleagues, Carol Ma and Florence Fong of Lingnan University, note that “Service-Learning combines rigorous academic study with voluntary community service. The service performed by students illustrates and reinforces their academic study through the process of critical thought and self-reflection.” (Office of Service Learning, 2006, p.8). Ten years prior to that, Jacoby describes service-learning as “a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and

reciprocity are key concepts of service-learning.” (Jacoby, 1996, p.5)

Yet, Odyssey Travel, a non-profit organization specializing in educational travel programs established in 1983, describes service-learning as “a method of teaching and learning that combines community service with instruction to enrich the learning experience and add worthwhile service within the community.” (Simond, 2007) And, at the University of California, Los Angeles, it has been guided by this definition:

Service-learning is an active form of teaching and learning in which all involved, namely the students, faculty, community sponsors, mentors, and those served, engage together in activities, that address human and community needs, with structured opportunities designed to promote learning and the development of all. (Permaul, 2009)

Finally but equally significant is the model adopted by Office of Service-Learning (OSL) at Lingnan University, Hong Kong: *Serving to Learn and Learning to Serve*. In examining this motto, it becomes obvious, that service-learning is more than a process of teaching and learning (serving to learn), but also is a source of learning from serving (learning to serve) and consequently a curricular issue as well. It is therefore not surprising that in one of the first comprehensive studies on the affect of service-learning yields both cognitive and affective learning, with “the performance of service” being the prime source of learning. “The single most important factor associated with a positive service-learning experience appears to be the student’s degree of interest in the subject matter. Subject matter interest is an especially important determinant of the extent to which (a) the

service experience enhances understanding of the ‘academic’ course material, and (b) the service is viewed as a learning experience.” (Astin et al, 2000).

These definitions provided by individuals affiliated with different institutions, one with a liberal arts university, another a scholar involved in research on teaching and learning, a third from an educational-enrichment institution and a fourth from a comprehensive research university. These institutions have in common the mission of education, the pursuit of knowledge and skills. The definitions have in common active learning, involvement beyond the boundaries of the classroom and the campus community, response to real needs found in local community and engagement in purposeful activities with emphasis on learning and development by serving others.

Given the nature of service-learning as defined, one can build on existing theories based on empirical research that speak to active learning, cognitive and affective development, and relationship between learning and various services as stimuli, in guiding the design and administration of service-learning courses and programs. Theories discussed in this paper have significant implications to successful service-learning efforts.

Theories on Active Learning

Active learning frequently is related to learn by doing. An age-old example of this type of learning is apprenticeship, learning by doing under the instruction and supervision of masters, while the masters perform their respective trade or profession. Contemporary versions of apprenticeship include medical internship and residency, moot court and clerkship as part of legal professional training, field work for training of social workers

and practice teaching for training of elementary and secondary teachers. But these contemporary forms of apprenticeship all require traditional classroom studies as preparation and concurrent support to the apprenticeships.

Such practices led John Dewey to proclaim in School and Society that:

“No number of object lessons, got up as object lessons for the sake of giving information, can afford even the shadow of a substitute for acquaintance with the plants and animals of the farm and garden acquired through actual living among them and caring for them. ... Verbal memory can be trained in committing tasks, a certain discipline of the reasoning powers can be acquired through lessons in science and mathematics; but, after all, this is somewhat remote and shadowy compared with the training of attention and of judgment that is acquired in having to do things with a real motive behind and a real outcome ahead.” (Dewey, 1902, pp.11-12)

Dewey’s declaration broadens the practice of apprenticeship. He acknowledges the respective contribution of “object lessons” and “actual living among [the objects] and caring for them” as critical to education. He further emphasizes the importance of “training of attention and of judgment” with “real motive” and “real outcomes” as parts of education.

These elements of education identified by Dewey set the stage for today’s theories on experiential learning and service-learning. Learning is more than memorizing facts and formulas, but is understanding of the subject (not just the object) in the context of real life with real consequences. Further, active learning is more than “doing”, but involves active engagement in the processes of gathering the facts, and thoughtful analyses of the facts in the context of reality with consideration of the

consequences from “doing”, albeit with intentional deliberation before taking actions.

Separate and distinct from Dewey’s train of thoughts, the National Training Laboratory (Dale, 1946) developed the Learning Pyramid which holds well for active learning. As depicted in the Pyramid, there is a positive correlation between the degree of active engagement used by instructors with the degree of retention of subject matter by the students.

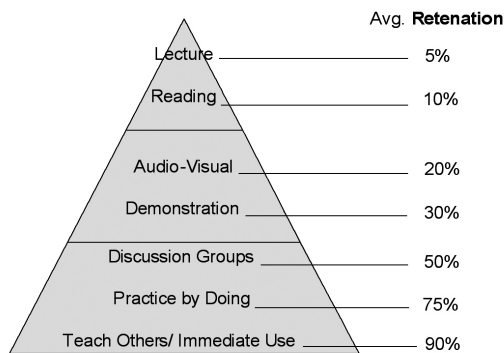


Figure 1 : Learning Pyramid, based on work by National Training Laboratories, Bethel Maine

David Kolb and associates on the other hand was researching learning outside of the classroom, primarily in the work place.

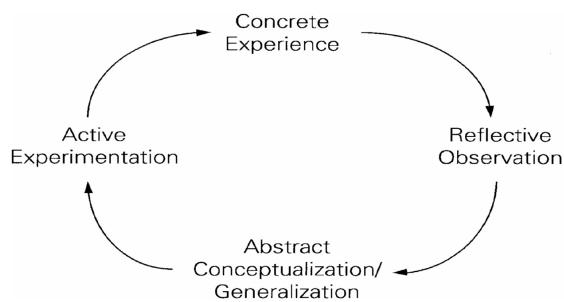


Figure 2: Experiential Learning Cycle (Kolb & Fry 1979)

In this and many efforts which followed, Kolb identified four experiences which are essential to successful learning and produced the experiential learning cycle (1979). Their notion of successful

learning goes beyond acquisition of skills and knowledge, but the understanding, appreciation and application of the object.

Kolb observed that most learning by students is partial and that successful learning requires the learner to complete the entire cycle, and in some cases, over and over again over a period of time before the object is learned. Where one enters the learning cycle is inconsequential, but once in the cycle, one must complete the four experiences. In many respects, research activities conducted at the academy is an excellent example of Kolb’s experiential learning cycle.

Aside from prescribing a “service experience” as the “concrete experience in the experiential learning cycle, service-learning as a pedagogy has been found to required more “structure”. The need for more structure may be due to the developmental stage of students, predominantly 17-24 years of age, participating in service-learning programs, although this possible explanation has not confirmed by research.

The need for more structured has been clearly confirmed in a longitudinal study of over 22,000 college undergraduates attending baccalaureate granting colleges and universities in the United States, by Alexander Astin and Associates (2000) on *How Service Learning Affects Students*, comparing differences between students participating in voluntary or community services (less structured) and those participating in service-learning courses (more structured). They concluded that “both the qualitative and quantitative findings provide strong support that service-learning courses should be specifically designed to assist student in making connections between the service experience and the academic materials.” In part, they conjecture that in

a course format, students are more likely to reflect on their service experiences through interchanges with peers and instructors, more likely to complete the experiential learning cycle than their counterparts in voluntary and community service. They also found that “the single most important factor associated with a positive service-learning experience appears to be the student’s degree of interest in the subject matter [of the service experience].”

Further, Astin and associates found that the students enrolled in service-learning courses during their tenure as undergraduates improved and achieved more in the areas noted below than their counterpart in voluntary and community services:

- Improvement in overall academic performance as measured by grade point average, and especially in writing and critical thinking skills;
- Greater commitment to selected values, especially activism and promotion of racial understanding;
- Increased self-efficacy, referring to a sense of self, self-confidence and self-worth;
- Taking on leadership role, as measured in initiative and interpersonal skills; and
- Clarification of career choice, tending toward service-oriented fields.

Instructors who conduct service-learning courses suspected the need for more structured even before the 2000 Astin et al study, as suggested by the definitions given to service-learning. One way to infuse more structure is the inclusion of a “facilitator”, a role added onto the traditional instructor. The role of the facilitator is to assure that service-learning students move through the learning cycle, insists on reflection through journals and papers and class discussions, and provides references to existing

knowledge to enhance learning from the service experience.

Cognitive and Developmental Theories

Beyond active learning, it is important to know how people acquire knowledge. Over the years, many scientists have mapped various parts of the brains and their respective functions related to processing information. Figure 4 represents a consensus on the brain functions.

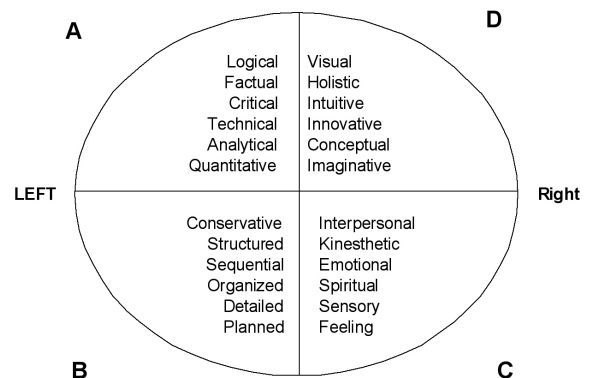


Figure 3: Brain Functions adopted from Ned Hermann (1986); Lumsdaine & Lumsdaine (1995)

Knowing which parts of the brain perform which tasks is critical, pending on the learning objectives, including the development of the “whole person” or the development of all four quadrants of the brain. It is also important to know that human brain is not static; each part is developed as one grows, subject to cultural and social environmental influences, including service-learning experiences. (Lumsdaine and Lumsdaine, 1995).

David Kolb, combining his experiential learning theory with the brain functions mapped by cognitive theorists, discovered that students engaged in different post-secondary studies develop differently in terms of their brain functions (Kolb et al, 1980).

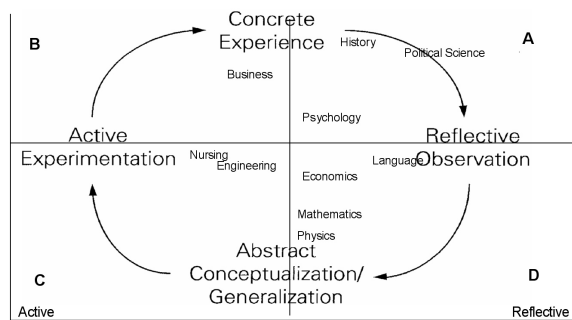


Figure 4: Based on work by David Kolb, Paul Torrance, A. Newbrough and Ronald L. Rubenzer (1984) relating work of right / left brain, teaching / learning, and professional training research.

The capital letter of each quadrant of Figure 4 is equivalent to the same lettered quadrant of Figure 3 depicting the brain functions. The academic majors scattered within the respective quadrant and the experiential learning cycle point to the degree of student development and tendency when one pursues a particular major. For example, a business major student tends to be more developed in those functions found in Quadrants A and B of Figure 3 and tend to thrive on concrete experience, more so than abstract conceptualization and generalization. Consequently, in the development of the whole person, it is not surprising that liberal arts education is found in most undergraduate programs, attempting to develop all parts of the brain.

Conclusion by Integration of Selected Theories and Research

Integrating all the theories and research discussed, it becomes obvious on the effectiveness of service-learning in developing students as whole persons, as service-learning demands participants to function in all four quadrants of the brain, regardless of the subject of the service experience. For example, mentoring high risk youth demands those brain functions in Quadrant B and C of Figure 3. But, working with the sponsoring social agency leads one

to observe and use functions found in Quadrant A and D. Yet, to be sure that those brain functions are developed (learned), the participants must experience the entire experiential learning cycle.

Figure 5 emerges as the integrated service-learning conceptual model, having integrated research and theories discussed. This also can provide the framework for service-learning programs.

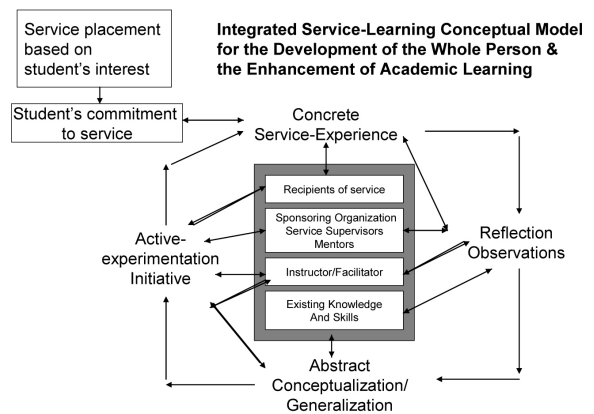


Figure 5: Integrated Service-Learning Conceptual Model

Students begin their service-learning journey by entering into a service experience related to their respective interest. They then enter into the experiential cycle. The students at each stage of their respective experience interacting with various elements noted in the center portion of the learning cycle. Each element within the center of the cycle contributes to the students learning and quality of service, and in return students contribute to each element within the center. As each student completes a cycle of the service-learning by interacting with the four elements, his/her competence in providing the service increases, while developing all quadrants of the brain. Further, as one develops and gains competence, chances are that commitment to serving increases, to the point of possibly pursuing a career

related to the service. The W.T. Chan Fellows Program founded in 2000 adopted its program design from this service-learning conceptual model. While more evaluative study on the program is needed, there are definitely encouraging indications that all fellows experienced positive impact from their participation, in ways that are suggested by the theories discussed. (Permaul, 2010)

Although existing theories contribute extensively to understanding service-learning, they are studies, based on research conducted in the United States, among its colleges and universities and students who studied in American elementary and secondary schools. Do students from Asia-Pacific Region have similar characteristics and attributes as their American counterpart? Would similar studies using samples of students and programs from another part of the world yield similar results?

A study by Prem Ramburuth (2001) suggests there might be differences. He noted differences in learning styles between Australian (with western orientation) and Asian students. And, if there are differences among students from different parts of the globe, is it due to different stages of student development or cultural orientation? Or, are the differences attributed to deviations in the theories discussed? Only more research and study can answer these questions.

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Where we are now: a review of service-learning among SLAN Colleges and universities in Asia

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Abstract

Background: Service-learning in the Service-Learning Asian Network (SLAN), is organized as part of the academic structure of member institutions, and includes both international and community (domestic) service-learning. SLAN began with the exchange of students between SLAN institutions and has progressed to multicultural service-learning exchange programs and collaborative research.

Aim: The intent of this article is to illustrate the development of Asian service-learning by reviewing the progress that has been made in six SLAN service-learning programs, illustrating differences and shared characteristics. These include: consistency in programs, multicultural exchange, and collaborative research. Lessons learned and main outcomes of the research are presented.

Argument: Among lessons learned are the importance of multicultural programs to promote greater acceptance and understanding of socio-cultural differences by students; the importance of student preparation before service, and community agency orientation to enhance the reciprocities of exchange between students, agency staff, and local people. Student outcomes include personal growth, enhanced social skills, intercultural learning, and increased academic abilities.

Conclusions: Progress has been made in institutionalizing service-learning among SLAN institutions. However, community improvement and consistency in program connections, funding sources, and the need for further research are issues that need attention.

Keywords: service-learning, multicultural programs, collaborative research

我們的現狀： 亞洲SLAN學院和大學之服務學習述評

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摘要

背景：服務學習在服務學習亞洲網路（SLAN）中是作為成員機構中教學結構的一部分而被組織起來的，它既包括國際也包括社區（國內）的服務學習。SLAN以 SLAN學院之間學生交流為開始，現在發展成了多文化服務學習交流課程和合作研究。

目的：本文意在通過對六個SLAN服務學習課程所取得的進步進行回顧來闡述亞洲服務學習的發展，展示它們之間的差異和共有特點。它們包括：課程的一致性、多文化交流和合作研究。本文闡述所獲得的經驗和主要研究結果。

論點：所獲得的經驗包括多文化課程對促進學生對社會文化差異更多接受和理解的重要性；學生服務前準備的重要性，學生、機構工作人員和當地人民之間增強交流互動性的社區機構情況介紹會。學生結果包括個人成長、社會技能增強、文化間學習和學術能力提升。

結論：SLAN學院之間服務學習制度化已取得進步。但是社區改進、課程連接中的一致性、資金源，以及進一步研究需要是需要注意的問題。

關鍵字：服務學習、多文化課程、合作研究

Service-learning as a pedagogy to revitalize undergraduate education has been flourishing amongst numerous Asian Colleges and Universities for many years. While ‘service’ is incorporated into the missions of many institutions, and provides a natural segue-way to service-learning, it was the specific linking of ‘service to classroom learning guided by reflection’ that set academic service-learning apart (McCarthy 2001; McCarthy 2002). Two institutions, the International Partnership for Service-Learning and Leadership (IPSL), and the United Board for Christian Higher Education in Asia (UBCHEA) have been instrumental as catalysts in supporting the development of service-learning in Asia. IPSL provided much of the early training and program development for service-learning beginning in 1999, and the United Board has been instrumental in providing continuous leadership and funding for these activities ever since. Ten years later, the 2009 Service-Learning Conference in Hong Kong provided a fitting occasion to consider where we are now, and where we go from here.

While this article features six higher education institutions that have developed strong service-learning connections, it should be noted that many other institutions in Asia have long histories in promoting and developing service-learning, among them Fu Jen Catholic University in Taiwan, and the Trinity University of Asia in the Philippines. So the colleges and universities in SLAN are not claiming to be the first or the best among institutions promoting service-learning.

Rather, the intent of this article is to illustrate the development of Asian service-learning by reviewing the progress that has been made in creating

and implementing the SLAN service-learning programs, and to share the results of the research that has been done (SLC, 2009). Among the member institutions that participate in SLAN are faculty and students from Silliman University, the Philippines; Petra Christian University, Indonesia; Payap University, Thailand; Seoul Women’s University, Korea; Lady Doak College, India; Chung Chi College of the Chinese University of Hong Kong, and the International Christian University, Japan.¹ Soochow University, Taiwan, has sent faculty members as participants in various workshops, and its students have participated in the international exchange of students. Soochow University has also hosted other SLAN member students. American College, India hosted students in the past, and two students participated in the India summer multicultural international service-learning program. Nanjing University and the Amity Foundation from China are also recent members.

A group of twelve faculty members from six SLAN institutions began working together in 2007 to undertake research on various aspects of our shared endeavours. SLAN first began international student exchanges in 2004 as an outgrowth of the first service-learning conference in Asia held in 2002 at the International Christian University (Yamamoto, 2002). So by 2007, collaborative research was planned to consider what difference service-learning had made to 1) students and faculty at each university or college, and to local institutions and community agencies, 2) bi-lateral forms of student exchanges and 3) international multicultural service-learning exchange programs.

The articles that resulted from this research

1. Unfortunately, one university was unable to carry out the research due to other commitments, but continued to participate in workshops and meetings.

have been published in the monograph *Lessons from Service-Learning in Asia: Results of Collaborative Research in Higher Education (Service-Learning Center SLC, 2009)*. In addition, the researchers were asked to write a short history of their program, and to respond to a short email questionnaire prepared by Professor Sato at ICU. These histories and the answers to the questions, as well as long association by the author with these institutions, provide the basis for this article. Throughout the article, citations of the academic's views are based on their responses to these questionnaires, and student statements are drawn from Service-Learning Center (SLC, 2009) monograph.

A Profile of Service-Learning in SLAN Institutions

While the service-learning curricula and programs among SLAN institutions are quite varied in their organization and implementation, some common characteristics are:

1. Service-learning is generally well institutionalized, meaning there is continuity in the programs, with on-going forms of student, community, and agency participation; administrative and faculty support; and clear forms of integration into the curriculum.
2. Service-learning has depth both in domestic programs that place undergraduates in community sites meeting community needs, and in international and multicultural service-learning programs that send and receive students from other Asian institutions. These programs contribute to multicultural understanding and growing appreciation of the diversity among local

populations as well as among other Asian cultures and people. Locally the insight gained from service-learning can contribute to more socially aware students, and internationally these experiences create an important pathway for future regional cooperation.

3. In addition to integrating teaching and agency connections into their service-learning programs, SLAN members have developed a research program. This research creates an ongoing means of improving program activities and agendas through periodic evaluation, and offers faculty members an opportunity to pursue their own research interests within the context provided by service learning.

While it is recognized that other institutions have likely made similar progress in their service-learning programs, this article focuses on SLAN accomplishments as a way of illustrating how service-learning has developed in the region.

Program organization and the institutionalization of service-learning

SLAN institutions have developed clear *definitions of service-learning* which are tied to the missions of their respective institutions. It has taken time to create a clear understanding of the differences among service-learning, volunteering, and the national service which some countries demand. But SLAN institutions focus on academic service-learning: combinations of service, classroom learning reflection, and earning academic credit.

Among SLAN colleges and universities service-learning programs take various forms. It is often

an integral *part of academic classes*. Students earn academic credit in service-learning classes by meeting standard criteria similar to what governs other subjects. Particularly in institutions such as Silliman University (the Philippines), Payap University (Thailand) and Lady Doak College (India), attaching service-learning to established classes such as English, Nursing, Sociology/Anthropology, Chemistry, Biology, and Social Work provides students with opportunities to apply what they are learning as theory to real life situations in rural communities, local schools, or community agencies. Each institution has its own way of linking service and classroom learning: some programs feature *community-based service* placements, while others rely on *agency-based* placements. This will be discussed below.

Service-learning is also organized as an *independent or stand alone series of classes*. Thus, students take it as part of General Education at Chung Chi College of the Chinese University of Hong Kong, or at the International Christian University in Japan. Another alternative exists at Petra Christian University where the main program is organized as a *multicultural service-learning summer program* which is led by senior Petra University students and is attended by students from Korea, Hong Kong, Japan, Taiwan, and the Netherlands.

As these examples illustrate, there are many ways that service-learning can be embedded in the fabric of institutions of higher education. It is this necessity of meeting local social and institutional conditions that makes Asian service-learning programs so diverse.

In terms of administrative support, five of the six SLAN research institutions receive budgetary support, administrative assistance and/or have a centre

to coordinate their service-learning activities. Four institutions have a separate service-learning centre: the International Christian University, Petra Christian University, Chung Chi College, and Silliman University. Lady Doak College has two coordinators who supervise their service-learning programs who work in conjunction with the Deans of Academic Affairs. Funding is provided to the Departments from the college budget, and classroom faculty are responsible for making and maintaining connections with community agencies. Payap University's program is organized at the Departmental level, with faculty taking the responsibility for organizing the service-related component of their classes. Faculty members from at least eight Departments are involved in linking service to classroom learning. With the restructuring at Payap, service-learning is now part of the Cooperative Learning section reporting to the Office of Academic Affairs.

Domestic and International Dimensions of Service-Learning

Traditions of service exist in most SLAN colleges and universities and the first service-learning faculty workshop was held in 1999 organized by IPSL, and hosted by Trinity College, Quezon City. All future SLAN members sent participants to this event. As an outcome of the seminar, participants applied for and received a grant from the United Board in 2001 to begin actual work in service-learning. Since that time both the domestic/local as well as international and/or multicultural dimensions of their work has progressed.

At **Silliman University**, service-learning is integrated into senior classes at the discretion of teachers. They decide how service is to be incorporated into their classes, and how extensive

the service will be. To facilitate this integration, a series of syllabus writing workshops have been held to assist faculty members in modifying their class syllabi. There is an over-all service-learning Coordinator, and each Department is granted a small budget from the administration to cover the costs of students going to communities which serve as service-learning sites. The university has a well-established community extension service and it is natural that service-learning is linked to this. Service-learning is defined as a *community-based experience* for students, which means that as part of their service responsibilities, students have to negotiate and reach agreement with local community leaders about what kinds of activities they will do and which households will be involved.

In international service-learning, Silliman University co-hosted the first multicultural, international service-learning model program (ISLMP) in 2006. In addition, students from various countries such as Japan, Korea and the US participate in study abroad programs on campus. Given the organization of service-learning at Silliman, any international student has the option of enrolling in classes that include a service-learning component.

Lady Doak College has at least one service-learning class in each of its 18 Departments. The service-learning activities of the College are managed by two Coordinators who provide training to teachers, oversee the budget allotments to each Department for their service-learning activities, and manage student evaluations. Service placements are usually arranged by the respective subject teachers, and they are responsible for maintaining the relationships with their community agencies. Students are attached for their service to various *community agencies* where they assist in meeting community needs. Many

of these agencies have a long association with the College. Assessments are based on students meeting standard criteria set for successful service as part of the markings of each class. Last year, roughly 250 students participated in 22 service learning classes.

Lady Doak College was the co-host for the second multicultural, international service-learning model program (ISLMP) in 2007. In addition, the College has been actively exchanging service-learning students with ICU, and regularly receiving students from SLAN institutions such as Seoul Women's University, Korea.

At **Payap University** service-learning began in 2001 in the departments of English, Sociology/Anthropology, and Finance and Banking. Service was attached to the regular syllabus of each class. Students worked in groups or on individual projects. In an English class, students went on Saturdays to tutor primary school students in English in two schools about 20 kilometres from Payap. Later this approach was extended to another class in Business English. In these two classes service-learning activities extend over the entire academic year. Reflections, assignments, and journals are incorporated into the regular syllabus of each class, and students are assessed on their overall performance.

The same structure was used in the Sociology/Anthropology classes and in Business, except that these classes were only a semester long. Restructuring at the university has resulted in service-learning currently being located at the Departmental level, with teachers organizing and managing service-learning in their own classes. There is little coordination from the top administration and little cooperation among the Departments. However, individual classes have extremely positive results in terms of student learning.

Payap University is the host every year to IPSL students coming for a semester-long service-learning program. The University also has exchanged service-learning students with ICU in Japan, and Soochow University in Taiwan. It annually hosts the Thai Work Camp which is attended by both Payap and ICU students in a ten-day service program in the rural areas.

Among the SLAN members that have independent, stand-alone service learning classes, **Chung Chi College** began its program in 2000 and it is run from the General Education office of the university. Currently, each final year student in the College has the choice to do service-learning as the final project required of all of them. Students work in teams of four, each student from a different faculty. Students provide service for an NGO that focuses on the elderly, disadvantaged populations, children with disabilities including autism, juvenile offenders, or they tutor children in underprivileged areas. The overall coordination of service-learning is provided by a Coordinator, supported by a volunteer and two staff from the student office of the College. Students are expected to visit their agencies and develop a proposal of service based on the needs of the agencies. Service lasts for a six-week period, and the actual service is to encompass 21 hours. Reflections occur during the service period, and students are expected to make team reports and submit both journals and a final report in order to earn academic credit.

Chung Chi also has a two-week intensive program in rural China where University students live and tutor young school students in English, and provide guidance and mentoring to Chinese teachers in the teaching of English. Students from ICU and Seoul Women's University participate in this

program.

At the **International Christian University**, formal service-learning classes began in 1999 and by 2002 the core classes of an Introduction to and Preparation for service-learning were organized. Since that time, five more classes have been introduced. The service component is organized to occur during the summer, as this fits best with the term system structuring the academic year. Two classes represent the summer activities of students where service is performed in either a local Community site or an International site. Every student is expected to perform the equivalent of 30 days of service in their sites, whether in Japan or abroad. In addition, they are expected to take the two preparatory classes: Introduction and Preparation. Upon returning from their service experiences, students have the option of participating in an intensive reflection workshop, or in a longer reflection class. Assessment for grades is based on a report students write, on the assessment of their site supervisors, and on the 15-minute presentation they make to the ICU community. There is an additional set of advanced courses dealing with the theoretical aspects of service-learning. All classes are for academic credit. Starting this year, students will be able to combine service-learning classes with other course work in certain departments to earn a Certificate in Service-learning.

International service-learning at ICU resulted from a melding of the international internship class with the community service-learning program. Given the emphasis on international studies at the university, it is not surprising that most ICU students participate in this form of service-learning. For example, as of 2007, a total of 445 students have participated in service-learning; of these, 347 students have been involved in some kind of international experience; 98

have done community service-learning.

Since the beginning of the international service-learning student exchange program in 2003, ICU students have participated in service-learning exchanges in Korea, Thailand, India, Hong Kong, Taiwan, China, Indonesia and the Philippines. Students from these countries have also come to ICU to participate in service placements, attend classes, and participate in the life of the university. From 2005 to 2008 ICU was the recipient of a three-year grant from the Japanese government that enabled the collaborative multicultural summer programs to be run with Silliman University as co-host in 2006; with Lady Doak College as co-sponsor in 2007, and with Washington State University (USA), and Bunda College of the National University of Malawi in Malawi, Africa in 2008. (See: Silliman University, 2007; and Lady Doak College, 2008).

In 2004, **Petra Christian University** (PCU) expanded its service-learning focus from the Community Outreach Program (COP) to the various departments within the university. Each department has been encouraged to include service-learning in the structure of their regular semester-long classes. Currently, there are 11 service-learning classes being offered in four faculties at the university. PCU has also taken a lead role in promoting service-learning among other Indonesian universities and has hosted two national workshops in 2006 and 2007 with support from the United Board.

In terms of international service-learning, PCU first organized the Community Outreach Program in 1996 and in 2004 transformed it into a service-learning program with the addition of reflective journal writing. COP has always been international, and currently students from six Asian universities (in Korea, Hong Kong, Japan, and Taiwan), and from

one university in the Netherlands participate.

Collaborative Research among SLAN Members

The first seminar dealing with program research was held at ICU in 2005 for SLAN members and Japanese institutions involved in some form of experiential education. The grant from the Japanese Government made it possible to integrate research into the format of the International Service-learning Model Programs (ISLMP). Since 2007, SLAN partners have been encouraged to design research that would look at their own institutional service-learning programs, and at the effects of the SLAN international service-learning student exchanges on their campuses. Articles based on this research have been published in Service-Learning Center monograph (SLC, 2009).

Major Program Outcomes

In terms of *major program outcomes* among the six SLAN institutions, the overwhelming response was that students' *personal growth* was the most significant result. This has been corroborated by the students themselves as reported in SLC (2009). For example, Indian students reported overcoming shyness, and becoming more independent. One Japanese student reflected that she was given the courage to live her own life, and another said that her English improved. Students became clearer in their thinking about social issues and interests, like the Hong Kong student who said that he learned to appreciate and respect Asian cultures. Students also became more aware of, and better able to relate to other people indicating that their confidence in working with others has increased (SLC, 2009). Others stated that no matter how cultures differ there are always common aspects to them and that although we have different cultures and tradition, respect for

each other is a must. Other outcomes for students included improved academic accomplishment such as the Japanese Student saying that she wanted to learn more about Asia; or the Filipino student who made it clear that she was more serious about social work. Students reported greater clarity regarding career interests like the Indian student who reflected that on time she felt money is more important but now earning a lump sum of money is good for nothing. We have to do something meaningful (SLC, 2009).

Regarding problems encountered, students noted issues around language, particularly speaking English, and adjusting to different cultures. Sometimes there was conflict and misunderstanding among students. Other students said they had difficulty in expressing their ideas, or sharing. However, most students also felt that through communication nothing was impossible (SLC, 2009).

Lessons learned

SLAN researchers were asked about *the lessons learned* from their service-learning experiences. Three of the respondents identified *prior preparation* for students before a service-learning experience as essential. Also important is a *good orientation* program before sending students to their service-learning sites. In terms of promoting multicultural sensitivities, the respondents noted that creating situations where students had to live and work as team members with others from diverse religious, cultural, and language backgrounds was a successful way for students to come to understand and appreciate difference. A caveat was added to this, however, because these very differences, the “peculiarities of students” coming from different countries and cultures must be realized and understood by the organizers, early in the program. In responding to the

email questionnaire a faculty member wrote:

“Students do change after service. If not all, many of them do. By hearing other student’s tales of their experience, they also learn a lot, and so do the faculty. Personal relationships, trust, network and prior preparation are most important in making service-learning successful.”

Moreover, the dynamic and reciprocal nature of service-learning was noted as faculty said that “students needed to be reminded of the basic principals of service-learning throughout the process” of a class or program. In addition, “sufficient effort must be made with community agencies, including giving them a good orientation, before the students arrive for their placements.” This dimension continues to be one of the greatest challenges in making service-learning sustainable. Academic institutions need to remain cognizant of the needs of the communities and/or agencies that choose to incorporate students into their active agendas. These relationships need to be nurtured, and agency participation in decisions and the assessment of student’s performance at their sites must be acknowledged and celebrated. Further research on the benefits derived by community agencies from service-learning participation is also needed.

Administrators reported seeing service-learning as supporting their institutional mission and encouraging students to learn values such as caring and making meaningful social contributions that they would not likely learn if they were only in the classroom. The SLAN network was perceived

as providing meaningful and expanded connections Asian among institutions.

Researchers identified both positive and negative aspects of service-learning programs. On the positive side, many instructors were convinced that service-learning is an effective method of teaching and learning to develop student's skills necessary for life-long learning and to encourage students to be more mature (email questionnaire). Students acknowledged gaining an understanding of learner autonomy stating that they were responsible for their own learning and working, of academic skills such as putting theory into practice, and social skills involving how to work and adjust to other people (SLC, 2009).

The negative aspects of service-learning involved all participants: the students, the teachers, and the agencies themselves. Issues for students revolve around time constraints, distance to service sites, financial costs, and exploitation by some workplaces. For the instructors, negative factors include their heavy work load and the degree of involvement required in managing all aspects of the service experience of students, and all the details of sustaining links with community sites. Another factor hampering faculty involvement is the lack of systematic training and preparation of teachers who are interested in adding service-learning to their classes. Moreover, minimal academic and financial support from the administration further hampers the expansion of service-learning.

A final set of issues revolve around the community agencies. In some cases, a lack of clear understanding about service-learning and the role of students have led to the misuse of students by a few agencies. For the agencies, the discontinuity in the

provision of students on a regular basis means that they are often caught short in continuing projects or being able to rely on students' participation. Clearly, these are issues for most service-learning programs. Developing and maintaining service-learning is not a problem-free exercise, and being on top of problems as they arise is a continuing challenge.

Most Significant Research Findings

One of the reasons the SLAN research project was undertaken was to encourage faculty members to see the value of systematic program research (beyond the self-reports of students) as a way of addressing problems and improving their efforts. SLAN research reported in the SLC (2009) monograph included all aspects of service-learning including: a retrospective study of service-learning alumni, experiences of students in various classes and programs that incorporated service learning in them, and the views of administrators and faculty members about the benefits of service-learning in one institution. In addition, research on the international multicultural summer programs, including the community outreach program of Petra Christian University, were undertaken.

From these studies, the researchers were asked to summarize what they felt were the most significant findings of their work. In some regards, their research confirms the insights they have gained from being actively involved in teaching service-learning. The advantage of the research is that it provides qualitative and quantitative data as evidence of the benefits derived by students, faculty, agencies and communities from service-learning participation.

For example, improved social relations were identified in a questionnaire response of one

researcher: Students enjoy the big autonomy they have. They feel good at the warm regard (shown them) from their clients. They enjoy friendship with their team mates. In some cases these experiences encouraged students to rethink career choices, and perhaps life-style changes. Students also showed improved academic skills. Service-learning was shown to assist students in becoming independent learners: developing learning strategies, self-awareness, problem solving and critical thinking skills. These findings illustrate the dimensions of learning that students experience—from the people they serve, from fellow students, and in perceptions about themselves. Other researchers documented the increased appreciation among all participants of the rich heritage and cultural diversity of Asian countries. Particularly apparent were the benefits students gained from learning to understand and live with people who are different from themselves.

Some caveats were mentioned. One researcher observed that what students gain from service-learning depends on “how they prepare for, perceive, and act.” The more students put into their service experiences, the more they are likely to gain from it. Additionally, a good classroom or theoretical background is important for students who are applying specific academic knowledge to service experiences. In community-based service situations, considerable time is required to allow students to explore, learn, plan, get approval for, and then implement and reflect on their service.

To summarize, the SLAN researchers reported that service-learning is an effective educational process that transforms individuals; and that multicultural service-learning helps students become more global citizens. One respondent summed up the

experience by writing:

It is very fortunate to have colleagues in different Asian countries to work with on the same agenda. We can learn different perspectives and approaches from each other. Friendship and the network count when doing things together.

The Contribution of Service-learning to Asian Colleges and Universities

While service-learning is perceived by the SLAN researchers as improving student learning, they think it is much more than this. By doing service-learning, students can become more socially aware and responsible citizens, not only in their own societies, but globally as well. Operating in global contexts will be increasingly likely for many young people, and having the opportunities to learn from and about others is incredibly important. Moreover, bringing Asian students together allows them to discuss and share their countries’ histories which often are fraught with violence and warfare. In this sense, service-learning becomes a vehicle for reconciliation. As one SLAN member wrote, “Service-learning provides students the means of meeting students from other countries and to identify the good attributes of other’s cultures to be used as a model for their own personal growth.” Another researcher reported, “Much of the modern emphasis on individualism can be modified or at least tempered by values of service to others, and the sharing of skills and talents.”

In terms of colleges and universities, an

important benefit of service-learning is that it provides the means of improving the ties between the university/college and the community, and encourages networking with other institutions. This expands the parameters of how institutions engage in service-learning, and encourages academics to think beyond students to local communities, countries, and possible networks and connections to each other.

Improving Service-Learning among SLAN Institutions

Half the researchers were quite adamant that service-learning shouldn't be just for students, but that real benefits should be created for the communities and agencies that are partners in service. This requires that service-learning be more seriously planned, and that other university resources be brought to bear so that the welfare of poor communities is improved. For example, Petra Christian University is considering adding a small business technology transfer dimension to their Community Outreach Program that will require different kinds of commitment and effort on the part of faculty, administrators and students.

Moreover, greater efforts must be made to provide continuity to agencies, schools, and communities so that the benefit of student input continues even though the students themselves may change. For both of these things to happen, it may indeed be necessary for the faculty and administrators of Asian universities and colleges to expand their thinking about the nature of their ties to their surrounding communities and more actively engage with making a difference, not just providing a service.

Underlying all of this is the issue of funding and resources. SLAN institutions have been fortunate because the United Board has generously funded so many activities. They have also been the beneficiaries of the grant ICU won from the Japanese Government. However, expanding the funding sources available for service-learning, within our communities and societies, as well as internationally remains a critical issue.

Suggestions for the Future

A good beginning has been made and guideposts exist for the future: better and more collaborative research; expanded service-learning opportunities at home and in multicultural contexts; greater recognition for and involvement of faculty; improved forms of administrative support and recognition; expanded networks, and new forms of community engagement. Because of the importance of all players in service-learning, the future requires that all of them be involved in creating the way forward if we are to move service-learning from the margins of our institutions to a much more central position.

The data shows that service-learning has profound impact on most students; that faculty also benefit from engaged learning and what it brings them. Administrators also realize service-learning brings many benefits to their institutions. What is needed is a vision of how to move forward. A good beginning has been made, we should not stop here. This is the challenge for all of us: Where and how do we go from here?

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From community service to service-learning leadership: a program perspective

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Abstract

Background: One of the debates around service-learning is if and what changes can be affected in the short duration of a college course, typically 15 weeks. This study explores how one education program addresses this challenge by taking into consideration students' cognitive and social development and systematically designs a progression of community service and service-learning experiences. Prospective elementary education teachers begin this program by engaging in community service during their sophomore year. In their junior year in a required course in learner diversity, they are students of service-learning. Then, in their senior year, they become teachers of service-learning projects in their elementary classroom placements.

Aims: The aim of this investigation is to ascertain whether prospective teachers demonstrate growth in cultural understanding and content knowledge through a credential program which has a community service/service-learning component that develops over three years.

Sample: During a three year period, 413 elementary education majors responded to surveys about their service-learning experiences.

Method: Students responded to surveys at the conclusion of each of two courses with a service-learning component. Qualitative and quantitative data were collected and analyzed.

Results: Findings from the data reveal that service-learning has broadened students understanding of social issues; helped them to examine their own views and biases; provided them with a greater responsibility to the community; and assisted them in acquiring skills useful in their career.

Conclusion: Students gain a deeper understanding of themselves and their community as they experience community service and service-learning at different levels throughout the program. Students who participate in this program not only benefit from a change in their own personal views, but also learn the importance of facilitating changes in attitudes, beliefs, and practices in others. This progression of experiences significantly influences students' abilities to apply what they have learned as teachers in a classroom.

Keywords: community service, service-learning, teacher education

從社團服務到服務學習的領導藝術：項目展望

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摘要

*背景：*圍繞著服務學習的爭論之一是：短短十五周的服務學習課程是否會產生影響以及何種影響。本文探討一個教育計劃是如何解決這個問題的。這個教育計劃充分考慮到學生的認知和社會的發展，並且有系統地規劃他們在社團服務和服務學習方面經驗的發展。在這個項目中，未來的初級教育老師從二年級起開始參與社團服務。三年級時，他們需要修習服務學習課程。四年級時，他們走進初級教育的課堂，自己成為服務學習課程的老師。

*目的：*透過問卷調查所收取的書面回應，本項目試圖探討未來的教師是否會通過教育學程中三年的社團服務/服務學習，增進對各種文化和知識的理解。

*調查對象：*作者利用三年時間，對四百一十三個初級教育學專業的學生進行了問卷調查。

*調查方法：*學生在兩門服務學習課程將結束時，書面回應問卷調查。作者以此採用和收集量性和質性的數據。

*調查結果：*調查數據發現服務學習課程的經驗不僅大大加深了學生對社會問題的理解，還幫助他們對自己原有的觀點與偏見進行了反思。學生們也由此意識到對社會更大的責任感，並獲取了日後有用的工作技巧。

*總結：*學生在參與這個教育計劃中多層次的社團服務和服務學習過程中，對自己和他們的社團獲得了更深入的理解。通過學習，他們不僅改變了許多個人看法，而且意識到影響別人的觀點、信仰和實踐的重要性。這種經驗的演進對學生日後課堂中作為教師將學到的東西應用於實踐的能力有極大的影響。

關鍵詞：社團服務、服務學習、師資教育

Introduction

Service-learning is a progressive teaching method that connects community service and academic study. Various scholars and practitioners in higher education recognize service-learning as a unique opportunity to foster personal growth and civic responsibility (Colby, Beaumont, Ehrlich, & Corngold, 2008; Eyler & Giles, 1999; Washburn, Laskowitz-Weingart & Summers, 2004). Service-learning pedagogy aids students in transforming community service experiences into intercultural and global understandings with the ultimate goal of building on these understandings in ways that promote active citizenship and leadership (Colby, Beaumont, Ehrlich, & Stephens, 2003; Eyler & Giles, 1999).

Research findings from a large-scale, longitudinal study in higher education provide evidence of the positive effects that service-learning can have on students' cognitive and psychosocial development (Astin, Vogelgesang, Ikeda, & Yee, 2000). These findings indicate that service participation contributes positively to academic performance, self-efficacy, leadership, and a plan to participate in service after college. Further, these findings substantiate that an important component for personal growth is the opportunity to process the service experience with others in a service-learning course. In the teacher education field, findings from the literature attest to the effectiveness of using service-learning in preparing teachers (Bell, Horn, & Roxas, 2007; Boyle-Baise, 2004; Brown, 2005; Karayan & Gathercoal, 2005; Root, 2005).

Preparing students for active participation in a democracy is a goal of higher education (Colby et al., 2003). How to better prepare students to meet the challenges of the 21st century is a topic of discussion

at many universities as globalization and diversity increase (Colby et al., 2008; Fitzgerald & Lauter, 2004). Amidst these discussions, the elementary education program area faculty at a comprehensive university in the southeast, in conjunction with the university's office of service-learning, added a community service/service-learning component to their undergraduate program. *The 20/20 Program: Bringing Community Issues Into Focus* was developed with the ideas set forth by the International Partnership for Service-Learning and Leadership (IPSL, 2008):

Service-learning is the pedagogy that links academic study with the practical experience of community service. It has become an international movement that offers new approaches to teaching and learning and to the civic engagement of institutions of higher education. It provides students with an education that meets the highest academic standards *and* delivers meaningful service that makes a difference to the well-being of society. Service-learning aims to develop in students a lifelong commitment to service and leadership. It promotes understanding of local issues as well as recognition of the interrelatedness of communities and societies across the world.

Further, the program was created to address the changing demographics in society and, specifically, the K-12 classroom. The predicted enrollment in elementary schools shows the number of children of color is increasing (Banks et al., 2005; Villegas, 2008) and that prospective teachers have limited interaction with cultures outside of their own (Cochran-Smith, Davis, & Fries, 2004; Ladson-Billings, 1996; Nieto,

2000). Through community service and service-learning, students interact with other cultures and engage in active citizenship in their community.

A University/Program Partnership

The 20/20 Program, enacted in 2001, strives to prepare teachers to be active participants in the life of their school and community by seeking to empower future teachers to work toward social justice through an ethic of caring, commitment and conscience (website omitted for review). The 20/20 Program is based on the integration of community service and service-learning experiences over the course of an undergraduate teacher education program. Emphasis is placed on transitioning from participation in community service projects, to experiencing service-learning in a course guided by an experienced faculty member, and, finally, to leading a service-learning project in an elementary classroom. This progression enables students to recognize the needs of communities, respond to those needs, and help apply the pedagogy of service-learning in a classroom. Essential in this program is the integration of course content, field experiences, and leadership.

The 20/20 Program seeks to align with the *Principles of Good Practice* set forth by IPSL (2003), which state that effective service-learning programs ensure that a reciprocity between the community and the university exists; learning is rigorous, sound, and appropriate; service is truly useful; there is a connection between university studies and service; students are encouraged to develop and demonstrate leadership skills; opportunities for reflection are provided, and there is an appropriate level of support services. These principles provide a framework useful in guiding the development of service-learning programs. The 20/20 Program was created with a particular emphasis on providing students with

opportunities to develop as service-learning leaders. Students who participate in this program not only benefit from a change in their own personal views, but also learn the importance of facilitating changes in attitudes, beliefs, and practices in others.

Critical to the development and implementation of this program is the on-going, collaborative effort between the university service-learning office (name omitted for review) and the elementary education program area faculty. The service-learning office is the university's clearinghouse for community service, service-learning, and community-based research opportunities within the region as well as across the state, nation, and world (citation omitted for review). The 20/20 Program is aligned with the university's mission to "produce students and aid faculty in active involvement in addressing the educational, economic, cultural, and societal needs of the changing region, state, nation, and world" which requires each student to participate in at least one experiential learning program for which service-learning is an option (University's Strategic Plan, 2008-2012, website omitted for review).

Progression of Experiences

Phase I: 20 Hours of Community Service

To better prepare teachers for civic engagement, elementary majors are first required to complete twenty hours of community service in two, self-selected agencies during their sophomore year. Distinct from the service-learning component that is housed in two courses, students participate in community service independently. In this component of the 20/20 Program students experience volunteerism which is particularly important for those with limited amount of service. This service helps them develop awareness about the complex issues members of a community face and the different types of service agencies that

are available. Prior to their service, students attend orientation meetings where they learn the importance of listening to the agencies' needs and meeting those needs rather than imposing their own views upon the agency. Students are exposed to a wide range of view points, life styles, and experiences during their service. Most importantly, they are provided with the opportunity to be an active citizen, invested in, and connected to, others with whom they may not otherwise cross paths. Students often participate in community service with local organizations such as food distribution agencies, homeless shelters, battered and abused women's shelters, and programs for migrant workers and their families.

Phase II: 20 Hours of Service-Learning

The second phase of the 20/20 Program consists of a service-learning component which occurs in two consecutive courses required of elementary education majors. Different from community service, service-learning is part of an academic course, has a strong reflection component, and typically has a culminating project. First, in their junior year, prospective teachers experience service-learning as students in a required course entitled *Learner Diversity*. This is followed by a social studies methods course, *Social Studies in the Elementary Classroom*, in their senior year. During this course, prospective teachers become leaders of a service-learning project in their internship placement in a public elementary school. In both courses students critically analyze their service-learning experiences in hopes to apply their understandings of service-learning one day in their own classroom.

Learner diversity course. The goals of the Learner Diversity course range from students beginning to understand the systemic issues of poverty to learning about various exceptionalities that are part of diversity. They study stereotypes and

begin to become aware of their own thinking and that of their families on matters such as ethnicity, race and bias. These students benefit from examining their own thinking and from having a first-hand experience with someone who walks a different path in life. Generally students write three reflections about their service-learning experience: (a) an anticipatory reflection outlining their expectations and feelings; (b) a reflection mid-semester in which challenges are discussed; and (c) a final reflection in which they may reveal changes in their views of those who are culturally and linguistically diverse.

During the Learner Diversity course, the students perform a service as a group under the guidance and support of the course instructor. Students in one section participate in a Family Literacy initiative in a rural school. Over a period of ten weekly meetings, prospective teachers, children, and their parents write stories together that are relevant to the families' history and culture which are then published in an anthology. The parents report that the individual tutoring sessions are helpful to their children in understanding the parts of a story, the importance of sequence, and the value of details. The children are delighted to see and read their words in a book while gaining important skills from this interactive writing process (Ohio Literacy Collaborative, n.d.). They are especially encouraged that others are genuinely interested in what they write. The university students appreciate the opportunity to form relationships with their story partners, the parent(s) and their peers in a way that helps them begin thinking about their role(s) as a teacher:

I really enjoyed the experience and I learned a great deal about myself as well as family relationships. I also enjoyed working with my fellow classmates in regards to problem solving and collaboration. The most surprising aspect about the whole experience was how I started to think like a teacher... The writing project started this way of thinking for me (student reflection, 2006).

In a second Learner Diversity class, students write poetry as a form of reflection on their service-learning experiences. Writing poetry requires them to call on the senses that are stimulated in the course of their service-learning experiences. They write about sights, smells, sounds, and feelings that accompany them while performing their service (Co-Author, 2009).

Students often report that they did not realize how poverty exists in their immediate community. For example, one student stated the following, "I had no idea these poor families were out there. I mean I had heard about them, but I didn't realize how they actually existed...I will remember this when I have my own classroom" (student reflection, 2007).

Social studies methods course. The second course in the sequence that exposes students to service-learning opportunities is the social studies methods class. During the first semester of their senior year students participate in an internship in the public schools as a requirement for this course. The major goal of the service-learning component of this course is for students to apply all that they have learned through their community service and Learner Diversity service-learning projects: they become teachers of service-learning. These prospective teachers learn to align the service-learning projects with the state curriculum standards and to specifically

address ideas of democracy and citizenship which are addressed in the K-12 state standards.

According to Oldendorf (2004), an instructor in the program, "As a social studies educator, I wanted to see my students work with social studies concepts and examine what it means to be an effective citizen in a democratic society (p. 11)." She developed a rationale for her students to follow as they became leaders of service-learning projects with elementary children. She directs her students to (a) empower children with the meaning of service to their communities; (b) help children experience how they can make a difference; (c) connect learning standards (content, concepts, & skills) to real work situations; and, (d) experience actions that support the values of character education and living in a democratic society (p. 10). The prospective teachers help the children in their classrooms build consensus about where and how they will complete their service. They work with community agencies, faculty members, parents, and the children in their classroom to plan and implement a service-learning activity. Sometimes they begin recycling groups at their schools, plant gardens, or gather litter. Other classes sponsor a school collection drive for items needed at a local women's shelter or they collect canned goods and presents for a needy family in the school. The reflections these students write about their experiences are inspiring. Some write that they had no idea that people would be so generous and give so freely of their time and energy to others. Others comment on their new role as teachers of service-learning. One prospective teacher reflected on her increasing confidence in her leadership role by reporting, "Knowing that I am capable of helping kids to participate in service-learning increases its meaning and impact tenfold" (Keeton, 2004, p. 13).

Methodology

Qualitative and quantitative data were collected during the academic years of 2004-2005 to 2006-2007 in an attempt to identify what students had learned over the course of the 20/20 Program and to provide data useful in evaluating program effectiveness and identifying areas for improvement. The primary data source was an electronic survey, approximately 1-2 pages in length, completed at the end of the semester by students enrolled in the Learner Diversity and social studies methods courses. The questions on the two surveys differed and were based on the goals and service-learning experience connected to each course. The total response rate from both courses varied over the years based on faculty participation and student enrollment with approximately 174 respondents in the first year; 145 respondents in the second year; and 94 respondents in the third year.

Specific processes were followed to accurately analyze and interpret the data. For the quantitative data, responses for each survey question were compiled and reported. Responses in the “strongly agree” and “agree” categories were grouped to determine the

effectiveness of the learning experiences in relation to each item. For the qualitative data, Creswell’s (2002) process for analyzing and interpreting qualitative data was used. The data were analyzed to identify emerging themes using the following four-phase process: coding the data; developing themes from the data; defining themes based on the findings; and connecting and interrelating themes (Creswell, 2002). A few responses from the qualitative data for each course and each semester did not fit the primary themes identified. These items were classified under a “miscellaneous” category.

Findings

Learner Diversity Course

Overall, students in the Learner Diversity course gave high ratings when asked about specific outcomes from the service-learning project. Table 1 provides the quantitative questions and percentage of student responses in the “strongly agree” and “agree” category for each of the three academic years.

Table 1

Quantitative Results from the Learner Diversity Course			
Survey Question	2004-2005 (n=106)	2005-2006 (n=54)	2006-2007 (n=60)
(Number denotes percentage of students that responded “ <i>Strongly Agree</i> ” or “ <i>Agree</i> ”)			
Working on this service-learning project has significantly increased my knowledge about issues/concepts presented in my class.	72.6	81.3	86.6
My service-learning project has broadened my understanding of social issues that affect my community.	87.7	88.8	98.3
This course caused me to question my own views about people who are different than me and/or live a different lifestyle than I do.	49.9	64.7	78.4
As a result of this course, I feel a greater sense of responsibility toward my community.	58.4	66.6	83.3
Working on this service-learning project has allowed me to acquire/practice other skills that will be useful in my career.	86.7	92.5	93.3

To provide qualitative information, responses to one open-ended question were analyzed: *What was the most important thing you learned from this service-learning project?* Seven themes emerged based on the

158 responses analyzed over three academic years. Table 2 provides the themes, key phrases compiled from the student responses, and number of responses per theme.

Table 2

Learner Diversity: Themes and Key Phrases from Responses	
<i>What was the most important thing you learned from this service learning project?</i>	
<i>Diversity/Differences:</i> The importance of respecting diversity; backgrounds differ; our stories are similar in many ways; there is much to be learned from others, a realization of how privileged one can be	n=32
<i>Helping Others/Community:</i> The importance of helping others; there is important work to be done in a community; communities care about persons less fortunate	n=25
<i>Working with Children:</i> All kids are teachable even if they have a disability; children need to be listened to, cared for, and loved; enjoyment in working with children	n=20
<i>Self-Improvement:</i> The importance of examining stereotypes; serving people shifts the focus from self to others; the importance of selflessness, flexibility, patience, open-mindedness, and accountability to others	n=20
<i>Impact on Others:</i> One person can make a difference; small things make the most difference; the importance of doing what you can	n=19
<i>Interactions with Others:</i> Communication is the key to understanding; communicating with others is difficult but rewarding; how to work with people from different backgrounds; how to work in a group; how to compromise	n=14
<i>Fair Treatment/Equality</i>	n=14
Every person is of equal value; regardless of background, people should be treated the same; person before disability; income and material goods don't matter; don't judge people on first impression; everyone deserves a chance	
<i>Miscellaneous</i>	n=14

The data from surveys completed by students at the end of the Learner Diversity course provided evidence that service-learning has increased their knowledge about issues/concepts presented in class; has broadened their understanding of social issues that affect their community; and has allowed them to acquire/practice skills that will be useful in their career. The quantitative data suggests that there was an increase over time in the percentage of students that agreed or strongly agreed with the effectiveness of the service-learning experience. This is likely due to modifications made by faculty members such as developing stronger connections between coursework

and service-learning, facilitating significant whole group service-learning projects, and strengthening relationships with organizations that provide service to the community.

The qualitative findings indicated that service-learning has helped students question their views about people who are different from them or lead a different lifestyle, understand the importance of serving and helping others, and gain a greater sense of responsibility for the community. Students participating in service-learning projects learned the inherent value of all people regardless of background, worked on skills that will help them

interact effectively with a diverse range of people, and discovered the value of helping others.

Social Studies Methods Course

Students in the social studies methods course also gave high ratings when asked about specific outcomes from the service learning project taught to children in a public school. These questions were

designed to provide feedback about their ability and comfort level in designing and implementing a service learning project. In addition, students were asked about the perceived benefits. Table 3 provides the quantitative questions and percentage of student responses in the “strongly agree” and “agree” category for each of the three academic years.

Table 3

Quantitative Results from Social Studies Methods Course			
Survey Question	2004-2005	2005-2006	2006-2007
(Number denotes percentage of students that responded “ <i>Strongly Agree</i> ” or “ <i>Agree</i> ”)	(n=68)	(n=91)	(n=34)
My sponsoring teacher was supportive of this SL project.	98.5	99.9	97
My students willingly participated in the SL project.	98.5	99.9	100
My students learned new concepts from their involvement in the project.	89.6	90	90.9
I felt well prepared to use SL in my classroom this semester.	80.8	90	94.1
After this experience, I am much more comfortable using SL in my elementary classroom.	92.5	95.5	100
Within the next 3 years, I plan to use SL in the elementary classes I teach.	88.2	94.5	100

To provide qualitative information two open-ended questions were analyzed: *Overall, what did you learn from using service learning as a pedagogical tool?* And, *In your opinion, what were the most important things the students learned?* Themes

were identified for each question based on a total of 58 and 64 responses respectively. Table 4 provides the themes, key phrases compiled from the student responses, and number of responses per theme.

Table 4

Social Studies Methods: Themes and Key Phrases Per Questions	
<i>Overall, what did you learn from using service learning as a pedagogical tool?</i>	
<i>Helping Others/Community</i>	n=22
Children are willing to pull together to help someone in need; SL teaches children to look past their own world and into someone else’s world; even young children are capable of SL projects; it’s important to be involved in the community to build a sense of unity; children feel a sense of pride when helping others	
<i>Effectiveness as a Teaching Method</i>	n=14
SL is easily integrated into the classroom; effective SL is an extension of a lesson- not a separate event; SL is a great way to teach a variety of subject areas while benefitting society; SL allows children to be involved both in and outside of school; SL can be a lot of fun	
<i>Aware of Impact on Others</i>	n=10
Children learned that anyone can have an impact on those around them; children learned that they are an important part of their community; children became aware of the effect people have on each other; children learned the importance of giving back	

<i>Developing Good Citizenship</i>	<i>n=7</i>
SL can teach children a great deal about citizenship and communities; SL gives children the opportunity to learn the true meaning of service; children can learn some of attributes of character education; SL instills empathy in children	
<i>Importance of Engagement</i>	<i>n=5</i>
SL is a great motivational tool for children; children work together and take ownership; children need the actual experience of SL to truly get meaning from it; children learn a lot more with hands on activities such as collecting and distributing food	
<i>In your opinion, what were the most important things the students learned?</i>	
<i>Moving Beyond Self</i>	<i>n=22</i>
Children learned they don't always have to do things to get a reward- when they help the community they feel good about themselves; how to be empathetic to others; the importance of supporting our fellow human beings; that giving is more important than receiving; about meeting a need that was greater than anything they have ever known	
<i>Helping Others/Community</i>	<i>n=15</i>
Children learned the importance of community service; to be active in their community; how important it is to help others in need; the closeness of the community they live in; how valuable it is to have neighbors that care about you	
<i>Developing Good Citizenship</i>	<i>n=11</i>
Children learned community responsibility; the importance of the democratic process; the responsibilities of a good citizen; how to become better citizens	
<i>Content Area Knowledge</i>	<i>n=11</i>
Children learned how to write a letter; revising and editing skills; about the electoral process; the importance of voting; about war and conflict; about the world; about current issues	
<i>Miscellaneous</i>	<i>n=5</i>

Data from surveys completed by students at the end of the social studies method course provided evidence that students were well prepared to use service-learning in the classroom, felt comfortable with using service-learning as a pedagogical tool, and planned to use service-learning in the classes they teach. Most importantly, students believed that the students they interacted with benefited from involvement in the service-learning project they led. The qualitative data suggested that students grew in their understanding of how to design and implement

an effective service-learning project; experienced the benefits of leading their own service-learning project; and witnessed the positive outcomes their efforts had on children involved in the service-learning project of their own creation.

Conclusion

The findings from the qualitative and quantitative data provide evidence that participating in service-learning experiences has been beneficial to the students enrolled in this program. While this

conclusion is based on students' self-perception, it can be considered one indicator of the value and relevance of service-learning for these students. Program statistics show that in an average academic year 400 sophomores participate in community service activities; 200 juniors participate in service-learning projects; and 200 seniors use service-learning in their field placements. These school-based projects actively engage approximately 4000 elementary students per year. While activity alone doesn't equate to consequential learning, these numbers do attest to an increased level of awareness as many university and public school students are actively experiencing community service and service-learning. Hopefully this exposure will produce benefits that will positively affect individuals and the communities to which they belong.

Much has been learned about the effectiveness of the 20/20 Program from the data and from conversations with students, faculty, and public school partners. First, we have learned to vary our data sources over time in an attempt to better answer questions related to the benefits of the program and program improvement. For example, we revised our evaluation instrument and data collection process for the academic year 2008-2009. After three years of similar student responses to the survey questions, an understanding of what students gained from the program existed while critical information helpful for program improvement was lacking. Therefore, in 2008-2009 students responded to two 20/20 Program questions in their comprehensive program survey given during student teaching rather than responding to the surveys at the conclusion of the two courses. The first of these two questions addressed in the program survey focused on the "most important thing learned" during the 20/20 Program. Responses to this

question were similar to those analyzed in the course surveys discussed above. The second question, "In what ways can the program be improved?" elicited new information useful in revising the program. Students discussed the need for more connections between coursework and service; more connections to teaching; more structure in the assignments for each course; and more guidance in the first 20 hours of the program. These responses have proved helpful in our revisions and plans for the 20/20 Program. Based on this information, elementary education faculty recently decided to incorporate the 20 hours of community service into a required course for all majors taken prior to the Learner Diversity course in an effort to strengthen the community service component of this program and build connections to the service-learning activities they will encounter later in the program.

The data we have analyzed thus far have relied on student perceptions collected at the conclusion of a course or program. This has its limitations and we realize that to better understand the effects of this program we will need to expand our data collection methods and instruments. In the future it would be beneficial to gather pre/post data that can identify changes in philosophy and/or practice over the course of the program and cumulative effects of participating in the 20/20 Program. Further, we need to gather data from our graduates as they begin their teaching careers in the form of surveys and/or observations: Do our students actually use service-learning in their new positions? If so, how much of this is the result of the 20/20 Program? What did they learn from the 20/20 Program that they now apply in the classroom? What does service-learning in their classrooms look like? There are many questions that can, and should, be addressed in our attempts to strengthen the

evaluation of our program.

Second, we have learned that maintaining the quality of the 20/20 Program requires a significant commitment from many stakeholders. It requires consistency in our expectations and requirements for all 800 of our majors. While we have sought to build a community of learners with the faculty in this program (approximately 21), it has been, at times, a painstaking process. Constant shared decision making about the goals of the program, the policies, and the activities and assignments that will enable students to reach these goals is essential. Developing and revising relevant assignments, building connections between the courses and the experiences, indentifying and conducting meaningful class projects for the Learner Diversity course, and guiding our students as they lead relevant community service projects in the public schools requires considerable time and effort. While it is a challenge to achieve these goals, we believe the results are worthwhile and aligned with our philosophy of striving to prepare teachers to be active participants in the life of their school and community.

Along with ideas for program improvement, we have learned more about the strengths of this program. Consistent with our college's conceptual framework which espouses a constructivist model for learning (website omitted for review), the 20/20 Program recognizes that students, even at the university level, need modeling, support, and scaffolding to better integrate new understandings. In this program students are engaged in planning and implementing a service-learning project with their Learner Diversity instructor. They receive guidance and feedback from their social studies instructor as they work in schools to lead a service-learning project. Modeling, mentoring, and scaffolding are an

integral part of the learning process at all levels.

The 20/20 Program is effective due to its developmental approach that asks students to participate in meaningful work in the community both individually and as a group and then facilitates the development of their own service-learning leadership skills. Students in this program experience a series of activities designed to expose them to the needs of the community and the importance of civic engagement in a democratic society. While most service-learning programs are designed to "link one course or subject to service or it may join several disciplines" (IPSL, 2003, Declaration of Principles), the 20/20 Program seeks to build on service experiences over time to increase the capacity of its students to lead service-learning projects that affect change in the community and school. The 20/20 Program moves beyond service-learning conducted by one professor in one class by systemically building on student experiences across a program.

With an emphasis on transitioning from community service to service-learning, students in this program evolve in their understanding, attitudes, and abilities. This progression enables students to recognize the needs of communities, respond to those needs, and lead a service-learning initiative in a wide variety of situations (IPSL, 2008). As students grow cognitively, emotionally and socially over their undergraduate years, their participation in community service and service-learning builds the foundation for them to enact a deeper understanding of themselves, of their students, and of the community in which they teach.

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Human resource building- an approach to service learning

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Abstract

Background: Isabella Thoburn College at Lucknow, Uttar Pradesh, India has initiated Service Learning Program for its students through 4 issue based centers. One of the centers AIDS Awareness Center for Counseling, Education, and Training (AACCT) is in the field of HIV/AIDS. It follows 6 pronged approach to achieve its objectives and one of the objectives is Human Resource Building. The paper explains the whole concept and methodology of human resource building as an approach to service learning.

Focus of Discussion: Paper deals in detail with the various training programs carried out by AACCT. Training is provided to 4 target groups- college students, educators, village animators, and primary health workers. Basic procedure and activities are the same for all the groups but the communicative language, resource material, guest speakers, games, presentations and so forth vary according to the group needs. Variety of experiences provided to the groups transforms them into peer educator, counselor and trainers who go and work with the community

Comments: Human resource building brings teaching and learning, educators and society, theory and practice into new relationships and understanding. Our venture into human resource building is an effort towards modeling a behavior and approach which focuses on sharing so that we can build a better world in the new millennium.

Conclusion: Human resource building aims at bringing change in the minds of people. Change is needed in the present world which can be witnessed only when people change at the emotional level and that is what Human resource building is aimed at.

Keywords: Peer Educators, Village Animators

「建立人力資源」 -- 作為服務學習的一種方法

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摘要

背景：勒克瑙北方邦的印度伊莎貝拉Thoburn學院通過4個問題基於中心創始了它的學生的服務學習計畫。AACCT是其中一個提高人們對愛滋病(HIV/AIDS)認識的教育及培訓中心。中心根據6種交錯相關的方法以達到其宗旨，而其中一個目標是「建立人力資源」。本文解釋建立人力資源整體概念及作為服務學習的一種方法。

討論焦點：本文詳細列出AACCT執行的各種各樣的訓練計畫。訓練提供給4位元目標群大學生、教育家、村莊設計卡通者和主要公共衛生工作者。基礎的程式和活動是同樣所有小組的，但是直言語言，資源材料，特邀報告人，比賽，介紹等等根據小組需要變化。經驗品種提供給小組變換他們入連同並且工作社區的同輩教育家、顧問和教練員。

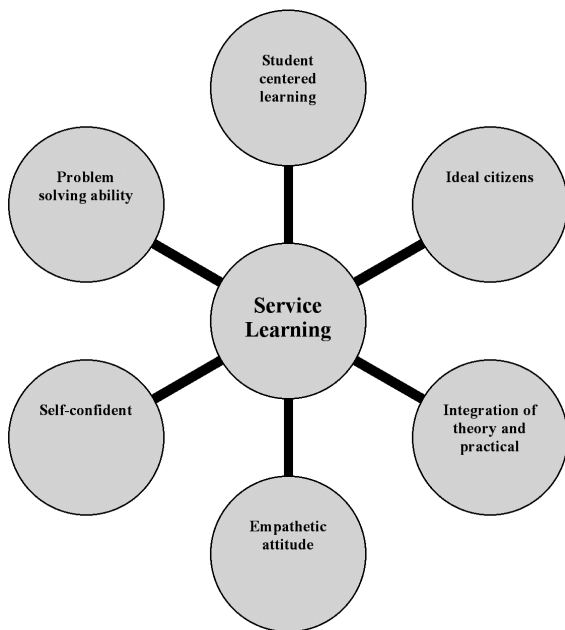
評論：人力資源帶領教和學，教育家和社會、理論和實踐進入新關係和瞭解。我們的事業到人力資源大廈裏是往塑造集中於分享的行為和方法的努力，以便我們在新的千年可以修造一個更好的世界。

結論：人力資源目標是讓人們在思想上的改變。改變可以是視為當前世界必要，只有當人們的情感上得到改變，而這個改變正是文章提及的人力資源所能夠帶出的。

關鍵詞：同輩教育家，村莊設計卡通者

Background

Service Learning is a method of teaching, learning, and reflecting that combines academic class room curriculum with meaningful service, frequently youth service throughout the community. It is a method by which young people learn through active participation in organized service experience. It is linking community service to the educational mission in such a way that these links are in consonance with one's culture. Service learning programs are meant to measure the learning by volunteers as well as how the recipients have been benefited.



Goals of Service Learning

As a teaching pedagogy, it falls under the category of experiential education. More specifically, it integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibilities, encourage life- long civic engagement, and strengthen communities.

By service learning programs, it is our endeavor to address a wide variety of human and community needs. If we want the world to be a better place, the problems and issues of society inevitably become a matter of everyone's concern. It is a strategy for attacking these all important areas. There is a great need for students to experience the world beyond their own borders.

In the traditional system of education in India which is rigid and theory oriented, students are busy in finishing the required curriculum. As a result, they lack an opportunity to understand the grass root problems of the society. The experience of service is a powerful means of introducing students to global issues and realizes that each problem may and must contribute to the good of whole. Keeping all this in mind, program of Service Learning and Service Action was initiated at Isabella Thoburn College and special emphasis was laid on four aspects - HIV/AIDS, Women, Nutrition, and Education.

The college established four centers to deal with these issues. The Centers are -

- AIDS Awareness Centre for Counseling, Education, and Training - (AACCET)
- Centre for Education beyond Curriculum - (CEBEC)
- Nutritional Initiatives for Community Health and Education - (NICHE)
- Centre for Women Studies and Development - (CWSD).

In this paper, pedagogy being followed by AIDS Awareness Centre for Counseling, Education, and Training (AACCET) is being highlighted. Prior to this, a little background of the centre and its activities is being narrated. The State of Uttar Pradesh in India, is one of the most backward (economically, educationally and socially) states of India. With

a very high population and a very low awareness level of HIV/AIDS pandemic, this State is ripe for devastation by the spread of virus unless immediate steps are taken to raise awareness level in all the strata of the society but particularly among the youth and young adults on whose shoulders the future rests.

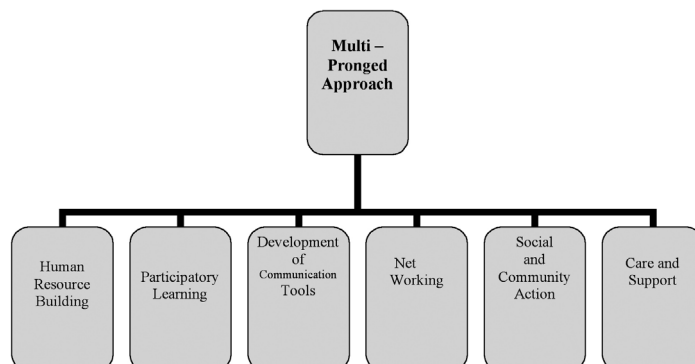
Risk of HIV infection is one of the major problems facing young people today. They face fear if they are ignorant, discrimination if they or a family member is infected from HIV/AIDS. They are ill equipped in terms of both information and skills to handle the life situation which they are to face. Due to lack of information, they consult peers, books, magazines and so forth and in the process have a lot of queries which they are unable to openly discuss. In the context of the evolving HIV/AIDS pandemic, acquisition of relevant information and life skills for dealing with risky situation becomes vital.

Isabella Thoburn College has organized and successfully conducted workshops and seminars for its faculty, students as well as women leaders of Methodist Church in India. Majority of these women have responsibility for schools, hostels (dorms/ residence) in addition to working with women in churches and communities. After the review of contemporary situation as well as need of the hour, the following objectives were framed for AAC CET

(Brochure of AAC CET, 2005) -

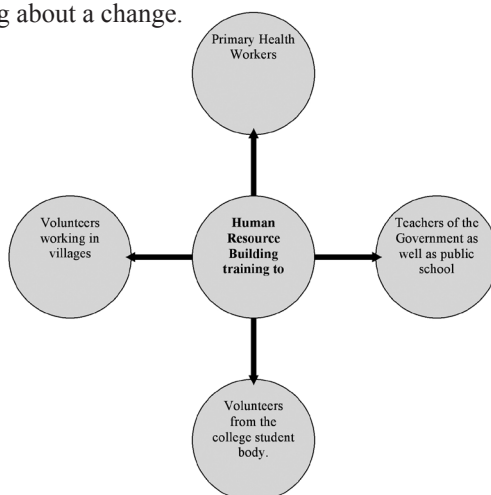
- To educate and build awareness related to HIV/AIDS
- To create and develop resource material for generation of information, education, and communication (IEC)
- To conduct workshops, seminars, conferences, and advocacy campaigns
- To provide training and mobilize volunteers under capacity building
- To generate facilities for utilization of media, performing arts, and other communication skills
- To corporate facilities for the community at large for counseling and training
- To provide ongoing support to people needing psychological and emotional help
- To strive to bring about attitudinal and behavioral change towards people living with HIV/AIDS
- To organize and motivate people to form Self Help Groups in both rural and urban areas
- To develop partnership and promote coalition by networking with the International and National organizations

Multi pronged approach is followed at the centre to achieve its objective---



Human Resource Building is a field of inquiry and practice focusing on the process of improvement in learning and performance in individuals and groups. In a way it is marshalling talent (Dave Ulrich quoted in Times of India, August 26, 2009). It is also a systematic process to secure general and targeted individual competencies and organized capabilities. Human Resource Building is meant to build team work, to foster human resourcefulness through training, to develop soft skills, to create leaders, and to assess the quality of talent. It is generally achieved through domains of expertise such as life long training, career development, life skill programs and so forth.

A plan of human resource building is a systematic process of matching the interests, skills and, talents of individuals with the long term goals and opportunities in the community. Thus, creating a human resource needs to involve the community, so that their participation and input will lead to strong support. It is a strategic and coherent approach to the building of an institution's most valued assets-the people working there who individually and collectively contribute to the achievement of the objectives of any venture. In a nutshell, human resource building means preparing individuals in such a manner that they are able to bring about a change.



Target groups of Human Resource Building

It involves extensive training of the selected group of people as well as the volunteers. The target groups of human resource building as an approach to service learning at Isabella Thoburn College are-

- College Students.
- Voluntary Village Animators.
- Government Primary Health Workers.
- Educators.

Pedagogy

The component pedagogy includes curriculum, teaching methodology, use of teaching learning material, supervision, evaluation, innovations and so forth that leads to quality improvement in teaching learning process. In a way, pedagogy is a science of teaching something to learners. For human resource building, the pedagogy followed is –

1. Training

- Training to college volunteers
- Training to educators
- Training to village animators
- Training to Primary Health Workers

2. Supervision and Coordination

3. Evaluation

1. Training

Trainings meant for the four target groups have certain objectives which are training specific. They are framed keeping in mind the age group of the participants, the area of their outreach activities, infrastructural facilities available, financial resources, duration of the training, and educational background of the stakeholders. Specific objectives of these trainings help in deciding the methodology, resource material to be distributed and other related matters. Detailed activities of each type of training are elaborated here.

Training to College Volunteers

Training to college volunteers is given in three phases

First phase – assigning the work according to the interest and abilities of students

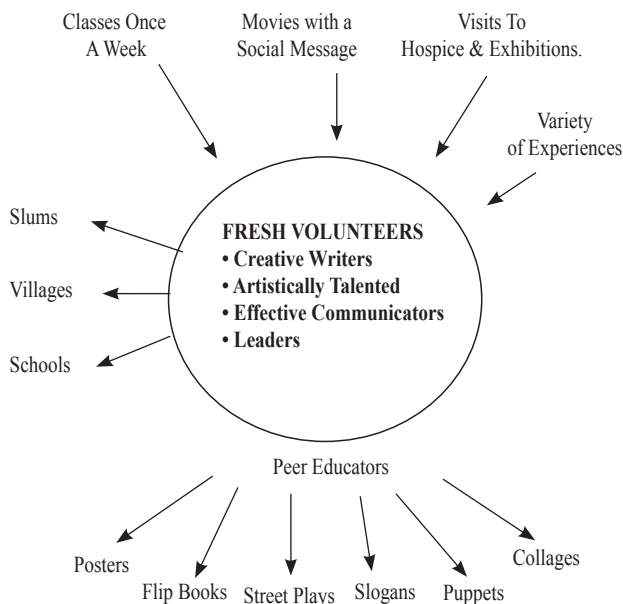
Second phase – preparing them as peer educators

Third phase – working in the community

In the beginning of the three year graduate program or first phase of the program, students are given a choice to choose and register in any of the four service learning centres of the college. Students registered in AACCT are trained in such a manner that they are able to shed their inhibitions on HIV/AIDS and spread the message around. The volunteers are screened to identify their hidden talents and on this basis they are assigned tasks. Some of the students being artistically creative are very good at producing information and communication material. Some other is creative writers and is helpful in publishing the monthly newsletter ‘AIDS and YOU’. Irrespective of the special talents all the volunteers undergo the scheduled activities of training. Every Saturday a class is held of two hours which is usually taken by educationist, eminent doctors, social workers and so forth. Indian Society is very traditional and conservative. Discussing about one’s body, sex life and reproductive health, rights is a taboo here. As a result even the students from rich and affluent families are very shy in talking about such things. They just cannot share their problems in the families and their queries cannot be satisfied anywhere. Being young they are curious and satisfy this curiosity by wrong means.

Once a week class which is a mix of lectures, illustrations, questioning, and discussion enables the students to open up. Once they are confident they

act as Peer Educators. In the next phase depending upon the choice and interest of these peer educators; they are assigned responsibilities for producing resource material (street plays, posters, bookmarks, puppets and so forth). Street plays and puppet shows have been found to be the most effective as they touch all the three domains of human personality i.e. Cognitive, Affective and Psychomotor. These modes are interesting, interactive, informative, and cost effective. The volunteers themselves write the scripts, choose the cast, and narrate the events. Further, street plays and puppet shows are produced separately for English medium schools, regional language schools, slums, and villages as the requirements and understanding level of the target groups are different.



In the third phase, these peer educators are divided into three groups which go and work with the community. Social outreach programs are planned and organized for schools, villages, and slums where different groups of peer educators perform. Besides

this, from time to time rallies and exhibitions are held in the city for some or the other cause such as Blood donation day, World AIDS day, Tuberculosis day and so forth in which peer educators actively participate and work for the cause.

Isabella Thoburn College is an affiliated college of the University of Lucknow, Uttar Pradesh. Due to this, the college is bound to follow the evaluation pattern as framed by the University. There is no provision of giving credits to the students for service learning program. However, at the end of the session, the volunteers are awarded certificates of appreciation by the college to recognize their time and effort, to encourage and motivate them further and to boost their morale. Thus, a raw student is converted into a trained peer educator who is capable of facing the world through a series of interactive classes and activities.

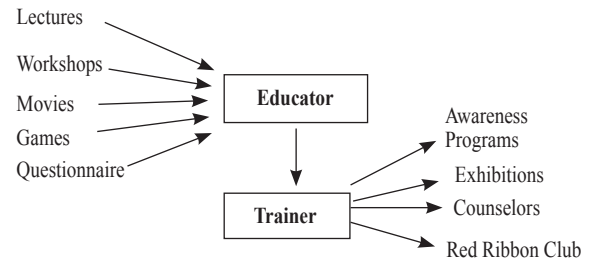
Training to Educators

A teacher or educator is an individual who is in regular contact with the students or the youth of the country. Teacher also holds the most important place in a person's life as he/she is the one who moulds the raw clay. So, to fulfill the objective of spreading awareness to as many people as possible, educators were considered a target group for human resource building.

Trainings with a specific theme like life skills, counseling, adolescent problems are organized for the educators either in their schools or at Isabella Thoburn College. Experts are invited as key notes speakers and activities are included along with lectures to make these programs interesting and fruitful.

Educators fill up the self evaluation sheets before and after the training. At the end, educators who were unaware get transformed into trainers who are able enough to initiate various programs in their

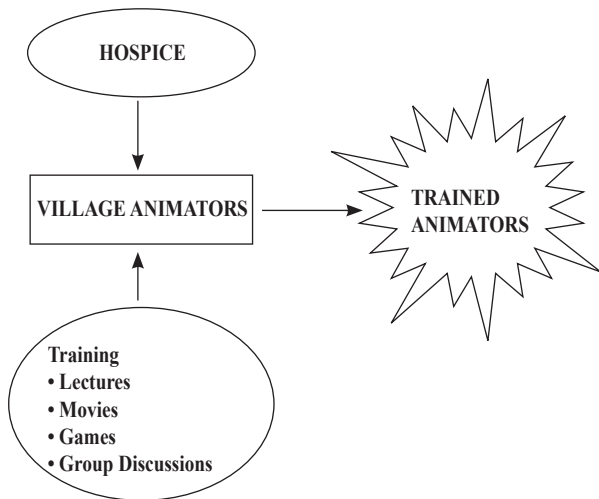
respective institutions. These educators do carry out awareness programs, start Red Ribbon Clubs (Manual of Uttar Pradesh State AIDS Control Society) and actively participate in rallies, exhibitions and so forth.



Training to Village Animators

India is an agricultural country with around 75% population living in villages. Village folks are busy with their work throughout the year and thus education takes a back seat. As a result, level of awareness in rural areas is negligible. Governments as well as Civil Society Organizations (CSOs) engage in various literacy and awareness campaigns in these areas. People associated with CSOs and working in villages are also called as village animators. Since, these workers are directly interacting with locals; they themselves should be properly oriented with their areas of work. So, we ventured into this by collaborating with a hospice 'Shanti Niketan' which looks after terminally ill patients. This hospice is run by Christian nuns. They appoint a resident of the village as a worker who visits each and every house and tries to spread the message as well as acts as a counselor. From time to time, 20-25 village animators are selected for the training in which almost the same pedagogy is adopted as for the educators. Some times relevant movies or documentaries are also screened and focused group discussion is organized. Training for village animators is more focused on making them good counselors who can advise the client not only on the

issue of HIV/AIDS but also health , hygiene , family planning, and general cleanliness .

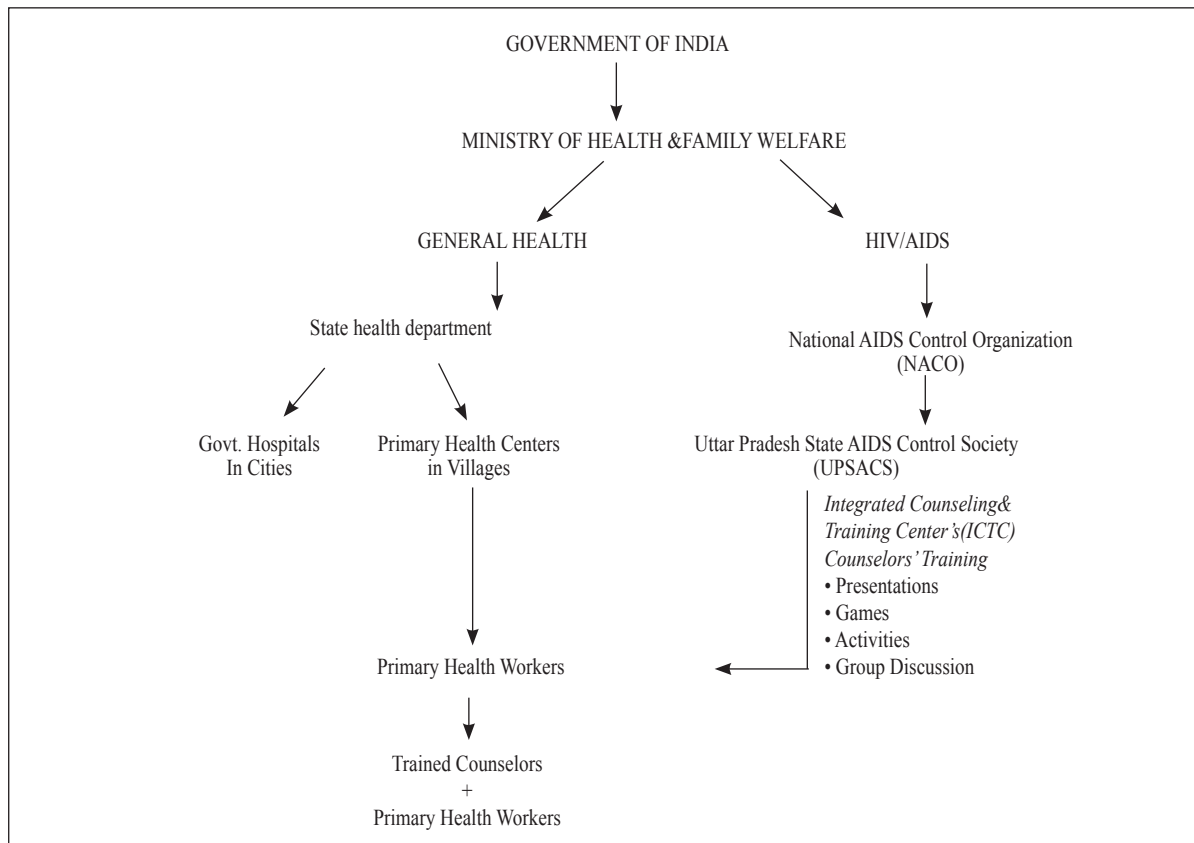


Training to Village Animators

Training to Primary Health Workers

In the government run programs, every village has one primary health center. Qualified doctors, nurses, and health workers are appointed for this. There are two agencies working at national and state level namely- National AIDS Control Organization (NACO) and Uttar Pradesh State AIDS Control society (UPSACS) which work in coordination with each other. Government is planning to train the Primary Health Workers (PHW) as counselors' also (Hand outs of UPSACS for training). Therefore, training programs are held for them which are called as Integrated Counseling and Training Centers' Counselors Training (ICTC Counselors Training).

Initial training is of five day and advanced training is of thirteen day duration. AACCT is an

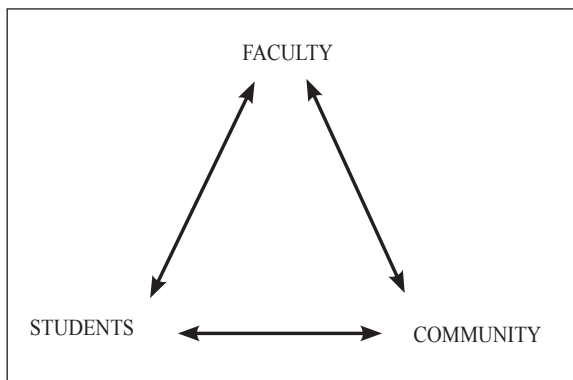


Training to Primary Health Workers

organization chosen by UPSACS as a nodal agency to impart and implement the training schedule. These trainings focus on various aspects of counseling such as role and responsibilities of a counselor, micro skills, causes and reduction of stress, pre test and post test counseling, family planning and maternal health. Eminent personalities from the fields of medicine, social work, UNICEF, UPSACS, and Department of Health take up sessions which include presentations, games, activities, group discussions, questionnaires, and slide shows._

2. Supervision and Coordination

No service learning program can be accomplished without the involvement of faculty, student, and community. Their mutual interaction and cooperation is pre-requisite for a successful program.



During various activities of service learning program, organization and planning part is taken care of by the faculty, which acts as supervisor and guide. Students are assigned individual responsibilities as per their aptitude and then, they carry out the respective roles in the field. Community placement agencies are required for these activities as they help in coordinating the programs. These agencies are instrumental in motivating the local population and in

making them an integral part of the whole program. Without the active participation of these three components, no goal/objectives can be achieved.

3. Evaluation

Evaluation is inevitable in any learning process. It is needed in all the fields of activity when judgment needs to be made. Evaluation includes a series of activities that are designed to measure the learning outcomes. At Isabella Thoburn College, to assess the success of service learning program, certain techniques are employed such as -

i. Inquiry Forms - These include

- Questionnaires - Pre test questionnaires are filled by students in the beginning of the program. This gives the data on conceptual knowledge base of students. Post test questionnaires are filled at the end of the program. This enables to assess the change in conceptual knowledge of the student after they had been a part of the service learning program.
- Schedules - It is a set of questions which are asked and filled by an interviewer in a face to face situation with other persons. During village outreach programs, students of AACCT fill these schedules while interacting with villagers to get a feedback on the program conducted there. It helps in the assessment of the performance of students and improving it if required.
- Opinionnaire - Using opinionnaires, the data is collected in the form of opinions of an individual. During the training program, the participants fill up these opinionnaires indicating their levels of satisfaction with the program. As students are involved in various aspects of training such as preparing IEC material, the responses help in their assessment.

- i. Observation - Students are observed in a specific planned and systematic manner by the faculty. Their personality, mannerism and behavior are recorded by all the teachers involved and finally a cumulative record is made. It helps in appraising growth in working habits and manipulative skills. It also provides evidence of a student's level of maturity and social adjustment.
- ii. Pupil Products – Students' learning outcome assessment is also done with the help of various articles prepared by them. They are engaged in the preparation of IEC material which is used for training activities. The quality and usefulness of material is an indication of student performance.

The above listed techniques help in rating a student as she is being evaluated continuously. At the end of the program, certificates and trophies are awarded to the deserving students.

Comments

Human resource building at AAC CET focuses on individuals. It is marshalling the talent (Dave Ulrich, 1996). Also, it brings teaching and learning, educators and society, theory and practice into new relationships and understanding. The relationship becomes more collaborative and people involve learn the skills and benefits of collaborations. They discover their own talents the rewards of service to those in need and the purpose for their own life. They further realize educations' purpose and that the privilege of higher education comes with the responsibility of applying once knowledge to the benefit of not so privileged. Persons involved in education especially higher education must commit their resources to the tasks of society.

We are living in 21st Century, which requires a person to be a national citizen as well as a global

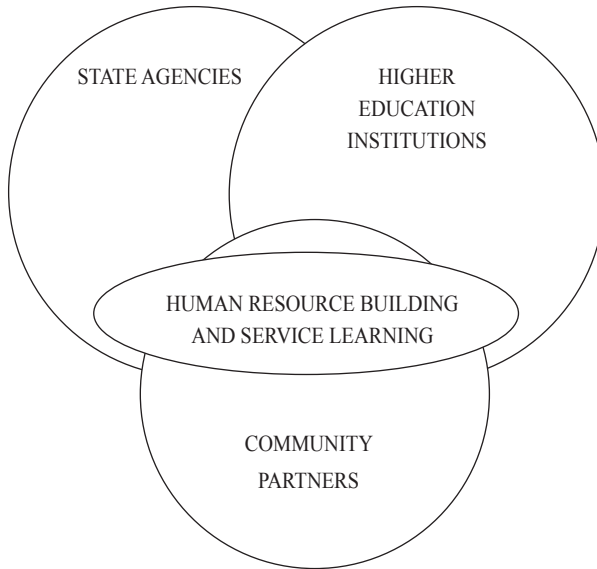
citizen .Global citizenship is directly dependent on values, personality, attitudes, and relationships inherent in a person . This citizenship also brings the feeling of service to society closer to their heart. It instills the belief that what they learn and what they do with what they learn matters. Thus, human resources are useless if we fail to share them. Wide gulf between the rich and the poor is due to the feeling of 'Me Only'. Thus, our venture into human resource building is an effort towards modeling a behavior and approach which focuses on sharing so that we can build a better world in the new millennium.

Individuals and groups who undergo the training imparted by AAC CET in its service learning program get transformed in such a way that they are more committed, have developed soft skills, are more humane in their approach, and thus can reach out to the community in their endeavor for equality.

Conclusion

Social problems are growing in communities and nations around the world. There is growing disparity amongst people due to class, caste, sex and so forth. In some parts HIV/AIDS is leading to a society with only children and elders and no adults. Even developed countries are realizing this crisis. So, education has to be in the forefront to tackle this. It should act as a major player and link the service with community. Further these links should be compatible with the national and cultural context. Service learning has captured the imagination of educators as it provides the power to solve social and intellectual problems. They have understood that academic knowledge in itself means nothing. Action is more important than words. It is hypocrisy to sit in the comforts of four walls and discuss the world

problems. Thus, change is needed in the minds of people and that is what human resource building aims at.



It links community, educational institutions and government agencies so that the objectives can be achieved in collaboration and consonance with each other. In conclusion there is a quote by Dr. Walter Doyle Staples ‘*To Change the world; you need only to perceive it in a different light*’. (Staples, 1991)

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“Classroom in community: serving the elderly people, learning from senior citizens” community-based service learning for secondary schools students in Hong Kong

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Abstract

Background: In recent years, more and more secondary schools in Hong Kong begin to employ service learning in designing student learning activities. A vast majority of these attempts is developed based on the philanthropic ideas of altruism, love and care; it involves serving elderly people living in the elderly homes far away from the school community. While it is quite right to say that both the students and the elderly people benefit from these projects; the connection of these students to their community, as well as the student learning from the senior citizens in these projects are still in question. In other words, there is a missing linkage between student learning and the community in these philanthropic service learning projects.

Aims or focus of discussion: In this paper, we suggest to bridge this missing linkage with the concept “classroom in community” to connect students, and their learning, with the community.

Arguments / comments /suggestion: Based on the service learning curriculum derived by us with local secondary schools, we will illustrate how “classroom in community” could facilitate students to learn from and learn for their community, and to act with the community to co-produce public goods. Examples of community based services for elderly people will be used to further elaborate how students could initiate community services through collective dialogues with the community, in these cases, to get connected with their community by serving the elderly people and learning from them as senior citizens.

Conclusion: A summary of the characteristics of the approach of classroom in community to service learning is suggested to conclude the paper.

Keywords: Community-based Service Learning, Classroom in community, intergenerational community services

“社區有教室：服務老人，向長者學習” —— 以社區為本的香港中學學生服務學習計劃

陳國邦

香港小童群益會

摘要

背景：近年，香港越來越多中學開始嘗試以服務學習作為教學活動。當中大部份的計劃，多以推廣關懷慈愛或慈善救濟作為理念基礎，而服務對象大多是遠離學校所在社區的長者。誠然，從上述服務當中，學生與長者是有所得著的。但是，在這些計劃能否連繫學生與身處社區和使學生從長者身上學習這兩個問題上，就值得存疑。換句話說，這些以慈善為理念基礎的服務學習計劃，欠缺了結連學生學習於身處的社區當中。

目的或討論焦點：我們透過本文提出善用“社區有教室”的概念來彌補這些不足，把學生、學習、以及社區三者緊密地結連起來。

論點/評論/建議：根據我們在中學進行服務學習課程的經驗，我們將透過本文說明“社區有教室”如何促進學生向社區學習和學習關顧社區，並以社區的集體利益為依歸，建構投入社區的具體行動。本文將以長者服務為例，闡述學生如何透過與社區展開對話來構建社區服務，結連學生學習於身處的社區當中，並達致“服務老人、向長者學習”的目標。

總結：我們會提出在應用“社區有教室”於服務學習中的幾點特色作為本文的總結。

關鍵詞：社區有教室，社區為本服務學習，長幼共融社會服務

In Hong Kong, service learning is in its initial phase of development in secondary schools and related documentation is limited (Lee, 2004). In recent years, more and more secondary schools in Hong Kong begin to employ service learning in designing student learning activities. Hong Kong is an aging society. According to the Hong Kong government statistics, around 17% of Hong Kong people is over ages 60, and the trend is increasing.¹ In recent years, issues of intergenerational solidity and community support for the elderly people gain increasing concerns in the government and NGO sectors. Service learning in this area catches the attention of community, teachers and students and becomes increasingly popular among secondary schools in Hong Kong. From our practice experiences with teachers of local secondary schools, we observe a vast majority of these attempts is developed based on the philanthropic ideas of altruism, love and care; it usually involves serving elderly people living in the elderly homes far away from the school community.

While it is found that charity model is an acceptable pedagogy to service learning (e.g. Chesler & Scalera, 2000; Harper, 1999; Kahne & Westheimer 1996), it has its inherent limitations and could be mis-educative (King, 2004). Literatures in service learning in general agree that charity model is not a sound pedagogy to promote mutuality and collaboration among students and between students and the community (e.g. King, 2004; Ward & Wolf-Wendel 2000); to empower community and students (e.g. Werner, Voce, Openshaw & Simons 2002); to respond to social justices and social issues (e.g. Boyle-Baise, 2002; Codispoti 2004; King, 2004; Sementelli, 2004);

and to facilitate the lasting development of service learning project (e.g. Codispoti 2004).

It is further revealed that these community services are usually arranged by established government funded elderly services agencies outside the geographical community of the schools. They are usually one-shot activities held outside the regular school hours. While teachers are contented that both the students and the elderly people benefit from the service learning projects, they identify several weaknesses of these projects. Firstly, students are “feeling good” after serving the elderly, but their reflections are “superficial”. Secondly, students and elderly people interact, but chances for them to work together are limited. Mutuality is seldom developed. Thirdly, the linkage between curriculum and the community services is not strong. Service part is “weak”. It could not arouse social concerns. This teachers’ feedback is parallel with the service learning literatures. Students’ learning in the community services is minimal and their learning from the senior citizens in these projects is in question.

Moreover, teachers also identified that community services arranged in non-school hours at distant community is not favorable for school arrangement, students’ learning and engagement. It incurs additional costs for transportation, and discourages teachers’ participation and students’ motivation to learn and to serve. All these impede the development of service learning. Teachers urge for new ways to practice service learning to connect students to their community.

1. Extracted from Hong Kong Statistics, Hong Kong Government website (http://www.censtatd.gov.hk/hong_kong_statistics/statistical_tables/index.jsp?subjectID=1&tableID=002) on 25th May, 2009.

Many writers (e.g. Hargreaves,1982; King, 2004; Ogden & Claus,1999; Ward & Wolf-Wendel, 2000; Werner et al., 2002) have addressed the teachers' concerns and suggested elements of good practice. However, connecting students and their learning with the community is rarely as neat and tidy a process as it is suggested. As little in the literature on service learning provides conceptual framework regarding the process of dynamic of connecting students learning to their community, in this paper, we propose the "Classroom in community" on service learning as one of the approaches in responding to the concerns of the teachers. "Classroom in community" is not only an approach to connect students, their learning and the community; as a pedagogical praxis to achieve holistic community building, it also realizes students' potential to become change agents of transformative social movement.

In the first part of the paper, we will outline the principles of "Classroom in community" and how we could employ these principles in service learning to develop lasting service learning projects. Based on the service learning curriculum derived by us with local secondary schools, we will illustrate how "classroom in community" could facilitate students to learn from and learn for their community, and to act with the community to produce public goods.

Examples of community based services for elderly people will be used to further elaborate how students could initiate community services through dialogue and collective action with the community, in these cases, to get connected with their community by serving the elderly people and learning from them as senior citizens.

Classroom in Community

"Classroom in Community" and Service Learning

Yu An Bang in his books (written in Chinese) *Classroom in Community: The Interplay and Dialogue between School Curriculum and Holistic Community Development* (2002) and *When School Curriculum Encounters Local Culture: A Critical Praxis of "Classroom in Community"* (2005) proposes "Classroom in community" as a pedagogical praxis to connect student learning to community, as well as a pedagogical model to achieve holistic community building (Yu, 2002: 20-21). "Classroom in community" is a form of experiential education that facilitate student learning and development through engaging in intentionally designed learning activities with and in the community. As a pedagogical praxis to achieve holistic community building, community service is considered to be one of the important constituents of "classroom in community" (Chen, 2005; Yu, 2002, 2005). According to Jacoby (1996), service learning is a form of experiential education wherein students engage in activities that address the human and community needs together with structured opportunities intentionally designed to promote student learning and development. Service learning can be a vehicle to engage student, school and community (McCathy, 2002; Vickers, Harris & McCathy, 2004) and to integrate community issues into curriculum (Couto, 1996). These all provide theoretical linkages between "classroom in community" and service learning, and the possibilities of employing principles of "classroom in community" in service learning. We will outline these principles, and in the latter part of this paper we will show how to apply these in service learning

by combining students’ learning and community service in a symbiotic manner that link students’ learning with and in the community that progress towards the service goals to achieve social cohesion or community building in that community.

Principles of “Classroom in Community”

In these two books, Yu (2002, 2005) sets out a numbers of interwoven ideas that are particularly relevant to guide educators to develop effective and sustainable curricula to connect students, and their learning, with the community. These concepts are (1) Community Education / Classroom in Community, (2) teachers as community learners and problem-posers, (3) “Community Capital” and “Curriculum capital”. Each of these concepts represents different part of the overall process and dynamics of the “Classroom in community”. We consider that these 3 concepts can be correspondingly regarded as the process and dynamics of (1) connecting school and the community, (2) connecting teachers and the community, and (3) connecting the curricula and the community.

We would like to discuss these briefly here to create a framework for better understanding of the philosophy and design of the Classroom in community.

To connect school and the community: community education / classroom in community (CIC). Yu (2002, 2005) states that school is one of the constituting parts of the community. The meaning of classroom should not be limited to the physical settings of schools, and should be extended to all implicit, explicit and hidden learning situations

that happen inside and outside the school premises. Curriculum, which is a form of learning situation that consists of series of learning activities, refers to all formal, informal and hidden knowledge, tradition and cultural transmissions. Curriculum thus also constitutes part of the community activities and culture, which is non-linear, fluid and dynamic in nature. With this understanding, he proposes the concept of classroom in community to realize his ideas about the relationship between the schools and communities.

Yu (2002) describes the community education / classroom in community (CIC) as three interlocking parts; (1) education *about* the community, (2) education *for* the community, and (3) education *in/through* the community. Education *about* the community is the course of action the teachers, based on their own concerns in the community, facilitate students to think over their experiences about the community and to generate a preliminary understanding of it. Education *for* the community refers to the practices that teachers encourage and guide the students to explore different community issues of their interests based on their preliminary understanding. Education *in /through* the community is the process teachers and students engaging in the direct interaction with the community and its members, as learning resources to validate their understanding of the community, and as community resources to formulate action which is relevant to both the community members and the students.

The CIC curriculum is designed in the way to begin with education *about* the community, followed by education *for* the community, and then education *in/through* the community. When students validate

their understanding with the community members, or formulate their action for and with them, students have to involve in further investigating or even redefining the community issues with the community members (i.e. education *for* the community), and hence devise a new plan of action (i.e. education *in/through* the community). He sees this cycle of investigating, dialogue, planning and action as an “upwards spiral cycle” of knowledge / action integration. The integration is twofold. Firstly, students’ living experiences and their understanding of the community are integrated with their action to community building, which is “local integration” (Yu, 2002). Secondly, in this “upward spiral cycle”, students, teachers and community members are engaged in mutual dialogues and collaborative actions with their living experiences and shared understanding. He postulates this as a “system integration” because new system knowledge / action, which originated from living experiences and shared understanding, is developed to address the community issue at a higher system level.

Diagram 1 shows a pictorial representation of these three interlocking parts of community education (Yu, 2002):

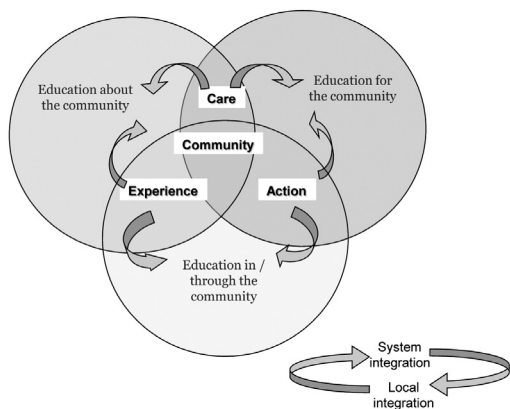


Diagram 1

The keywords “experience”, “care”, “action” represent the significant learning encounters of students engaging in respective two of these interlocking parts.

While considering CIC as an everyday life experiences to community building, Yu (2002) supplements that the three interlocking parts of CIC should reflect respectively the following three components: “learning social issues”, “managing the relationship with the community members” and “engaging community members to act in the community”. Diagram 2 shows a pictorial representation:

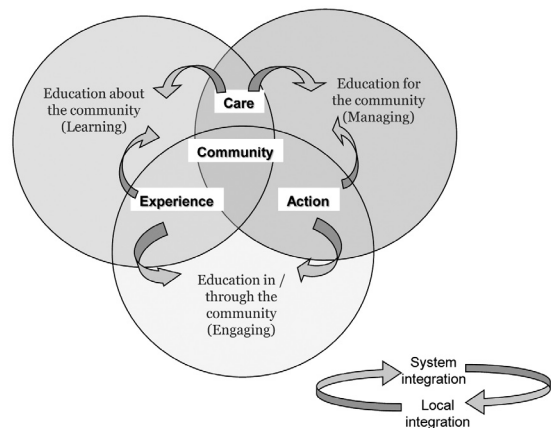


Diagram 2

Yu (2002, 2005) concludes that CIC forms the base for situated and constructive learning for students. Situated learning of CIC means that CIC learning is rooted in the lives, interests, themes, and concern of the students, and the real situations of the community. CIC also forms the basis of constructive learning because new knowledge / action are developed through active investigation and dialogue between students, as well as among students and community members. This provides possibilities of

teaching and learning in service learning. Literature in service learning (McCathy, 2002; Vickers et al, 2004) suggests using the schematic representation of triangle to illustrate the interconnection among community agencies, schools and students in service learning. Simply stated, in this triangle, schools teach knowledge, agencies provide service experiences, students learn by doing and through reflection. Vickers et al.(2004:133) argues “when that done correctly, service learning combines strong ties among the partners involved in the activities, and fluid and reciprocal forms of learning and reflection among all participants”. The CIC does not only allow teachers to teach knowledge; the collective inquiries and the collaborative action natures of CIC draw people together to learn and act towards the goal of the holistic community building. Therefore, students in CIC learn from both the teachers and the community, as well as from their action in the community. Reflection happens during both the courses of collective inquiries and collaborative action. These affirm students as active learners and active change agents in the community. The community is empowered during both the processes of collaborative inquiries and collaborative action.

Moreover, CIC also empowers teachers to make use of both the discipline knowledge, and all possible learning from the community to teach. CIC affirms teachers as initiators to develop community-based curricula to engage students and community members in community building. The meaning is twofold. Teachers and curricula are the essential components of the school and the operant of CIC. They are also the constituting parts of the community. In this sense, teachers are both the initiators and partners of the CIC, and curricula are both learning activities and community activities. Yu(2005) goes

on suggesting how teachers position themselves as curriculum initiators and partners in CIC, and how to develop lasting curricula, hence connecting teachers and curricula with the community.

To connect teachers and the community: teachers as both the community learners and problem-posers. Yu (2002, 2005) sees that students, teachers, school and the community are the participants, contributors and users of the CIC curriculum. When CIC is initiated by teachers, they shall work collaboratively with these “curriculum participants”. As such, Yu (2005) suggests teachers to shift their traditional roles of teacher-centered teaching and problem-solvers to that of community learners and problem-posers respectively.

Teachers as community learners. CIC suggests community is open and dynamic in nature. It is full of learning resources and learning opportunities for students. Yu (2005:25-26) deduces that teachers, in order to make use of these valuable resources in the community, shall see themselves as learners in the community. Teachers can learn from, for examples, senior citizens and professionals in the community, devise learning activities with them and invite them to be “teachers” of the school. He argues that the traditional teacher-centered model of teaching, in which teachers often “download and copy” a predetermined universal curriculum to teach, blocks the participation of “curriculum participants”.

Learning in community is a continuous lesson. Teachers as community learners implies teachers are moving from “teaching knowledge for” the community to “realizing knowledge with” the community. This is a “know-how” to “know-why”

shift. In this move, teachers engage continuously in the collective inquiries with community members, i.e. “curriculum participants”, which in turn facilitates teachers to generate meaningful and contextual questions for student learning in the course of CIC.

Teachers as problem-posers. While culture, tradition and mutuality are key elements to community building, Yu (2005) suggests these elements have to be renewed from time to time, so that the community have the power to renew itself. In doing so, teachers should see their mission as problem-posers in CIC.

Yu (2005), quoted the work of Apple (1990), argues the mission of problem-posing education is to demythologize;

“we need to place the knowledge that we teach, the social relations that dominate classrooms, the school as a mechanism of cultural and economic preservation and distribution, and finally, ourselves as people who work in these institutions, back into the context in which they all reside.”
(Apple, 1990:3).

He further elaborated with the ideas of Macedo (1993), who sees problem-posing education as “men and women develop their power to perceive critically the way they exist in the world which and in which they find themselves; they come to see the world not as a static reality but as a reality in the process of transformation” (Macedo, 1993:12)

He considers that integrating the problem-posing approach in community education shall

encourage teachers to develop their critical understanding towards the existing social arrangements and conditions, to engage “curriculum participants” in this dialogical process, and to generate critical, relevant and motivating questions for and with them. Questions of these kinds provide the necessary momentum and tension for the “curriculum participants” to work together. They collaboratively inquire into these questions, form critical understanding in them and discover new knowledge towards the power structures to the existing social arrangements and conditions, and then try to answer the questions.

He further points out that the process is full of curiosity, enlightenments, while it is also a process with tension, stress and negotiation. As such, Yu (2005) considers problem-posing education is a dynamic, learner-centered process towards conscientization for each individual “curriculum participant”. On the other hand, it engages “curriculum participants” together to address the issues and problems of interests to them and that are of significance to community, which will direct them to emancipation and naturally motivate them to act in the community.

We can go back to the CIC model. The 3 interlocking components: “learning”, “managing” and “engaging”. Teachers as community learners is more related to the “learning” and “managing”, whereas teachers as problem-posers focuses more in “learning” and “engaging”.

In short, while teachers as community learners facilitates cooperative and collective nature of enterprise, teachers as problem-posers induces a

critical nature in it, which naturally leads to critical action in the community.

**To connect curricula and the community:
“Community capital” and “Curriculum capital”.**

It is clear that for teachers to initiate a curriculum in CIC in any community, it requires them to have a solid sense of community resources of that community, be able to locate the resources and involve them during the course of curriculum development. Meanwhile, Yu (2005) alerts that even though the notion of “community resources broker” is practical at the beginning phase of the CIC; it is not a sufficient notion for the teachers neither to set off continued CIC curricula, nor to sustain CIC to be a pedagogical movement to community building. Yu (2005) further proposes the concepts of “community capital” and “curriculum capital” to supplement the “broker” notion.

Yu (2005) proposes that “community capital” can present itself in four forms: as economic capital, cultural capital, social capital and environmental capital. The first three forms of capital are borrowed from the Bourdieu’s (1986, 1992) concept of forms of capital. Environmental capital, as described in Yu(2005), is simply defined as the way our strategies to promote a more harmonious relationship between human and nature, or to preserve and conserve biodiversity and environmental assets, etc.

The concept of cultural capital suggests that individuals can acquire cultural capital through adopting certain kinds of cultural practices (Bourdieu, 1986). According to Yu (2002, 2005), curriculum in CIC is one of these cultural practices. Similar to those studies of Bourdieu’s ideas about the role of cultural

capital in schools (e.g. Dumais, 2002; Emmison & Frow’s, 1998; Graff, Graff & Kraaykamp, 2000; Gorder, 1980; Kingston, 2001; Martin & Szelenyi, 1987), Yu (2005) also asserts that schools have the reproductive role in cultural practices. Schools reflect and are responsive to the dominant cultural orientations that reproduce inequality and is usually oppressive in nature. He argues further one of the objectives of CIC is to open up new forms of structure of social relations among school, teachers and students within the community by connecting them with that community. Through bringing back teachers into the community, the teachers have to struggle for new positions within the community in the course of CIC curriculum development, such as to shift their roles to community learners and problem-posers as discussed earlier, the original habitus of these teachers is moved. Scholars (Harker, 1990; King, 2005) conceptualized this process with the ideas of structure and agency. In this sense, while school could have structural impediments to remove oppressive reproduction of dominant cultural practices, the CIC curriculum could cultivate education around the greater role of agency among teachers and individuals within the community, and hence a progression towards the pedagogical movement to community building to a just and equitable community.

As social capital exists in social network, the reproduction of social capital presupposes an unceasing effort of sociability, a continuous series of exchanges in which recognition is endlessly affirmed and reaffirmed (Bourdieu, 1986:52). Based on this notion of the reproduction of social capital, Yu (2005) considers that to connect curricula to the community is to cultivate a continuous series of exchanges

among teachers and individuals of the community to effect knowledge transfer with a good learning motivation from students. This is also the recognition that teachers and individuals of community would most like to be affirmed and reaffirmed.

Yu (2005) elaborates further on the transformation and dynamic between the “community capital” and “curriculum capital” in curriculum development. Teachers shall identify and mobilize different forms of “community capital”, and then transform them into the “curriculum capital”, i.e., the capital available during the course of the curriculum development in CIC. As the CIC directs to community building, new “community capital” is produced, and hence, new “curriculum capital” is developed. The convertibility of the different types of capital is the basis of strategies aimed at ensuring the reproduction of capital (Bourdieu, 1986:52) and among other forms of capital, Yu (2005) considers that social capital is the most ready form of capital for transformation in CIC curriculum development. The cycle of capital transformation and reproduction is a spiral process. It inherently directs to the process of student learning and community building, i.e. the spiral cycle of “local integration” and “system integration” in CIC. If the school could develop favorable conditions for capital transformation and reproduction, the CIC can be prolonged in the community.

Service Learning Curriculum: Serving the Elderly, Learning from Senior Citizens

Background of the Service Learning Curriculum

During these four years, we have derived several community-based services learning project with local secondary schools echoing to the theme “Senior Citizens and the Community” in response to the recent trend in Hong Kong. The CIC approach to service learning has been used. The projects share these common characteristics: (1) community services include cross-disciplinary courses, (2) community services are initiated by students, and (3) community services are ran within the local community. These projects are derived for S2 or S3 students. As these projects are included in the prescribed subjects of study, participation of students is universal and compulsory. The projects last for at least one school semester, for example, around 4-6 months. These projects are the joint ventures between us, as youth workers in the community, and the school teachers, we see us as a team is the curriculum initiator of these projects. In the following paragraphs, we will discuss how CIC guides the development of these projects.

Community Investigation: Mapping community resources

Yu (2005) proposes to initiate CIC with community investigation and mapping community resources. Community investigation is not only about identifying the needs or deficits of the community. We also need to discover the community assets, such as resources persons, community lives and stories, places and buildings, tradition and gifts of the community, and map them out as

“community capital”. Observations, dialogues and empathic understanding are the essential activities in conducting community investigation. Kretzmann and McKnight (1993) and Yu (2005) suggest ways to do it. While we cannot go into their ideas further in this paper, they both agree that the relationship or the social capital we built in the process is the most important in the whole community investigation. Social capital is the most ready accessible form of “community capital” we could use in the CIC (Yu, 2005).

Teachers and we also follow the path of community investigation to initiate our service learning curriculum. To echo the overall themes “Senior Citizens and the Community”, we focus the community investigations on expanding our understanding to the lives and living experiences of elderly people in the community. In this stock checking exercise, it is quite common for us to network senior citizens to “teach” in class and identify new community services opportunities. Most importantly, teachers begin to realize the positive aspects of elderly people and think about linking community assets in teaching.

Indeed, when community investigation is conducted with students, it could also provide a good basis for the developing meaningful service learning projects. For examples, students study Economic and Public Affair (EPA) could conduct community investigation to explore the attitudes of senior citizens towards “old ages allowance” and students study Design and Technology (D&T) could conduct community investigation about the facilities and equipment of community gardens to see whether they are user-friendly for senior citizens.

The community investigation turns students, teachers and social workers to be “community learners” and engages senior citizens as “curriculum participants”. It ties students, school and community together (Yu, 2005). This creates “curriculum capital” for curriculum initiators and hence facilitates the development of strong and reciprocal service learning project (McCarthy, 2002; Vickers et al., 2004).

Initiating Service Learning Curriculum

Transformation of “community capital” to “curriculum capital” is the central issue of curriculum initiation. This is the process of transforming the capital we have identified to the capital we could use in our curriculum. A powerful curriculum issue is favorable for this process. A powerful issue is a set of motivational and relevant questions that could engage students in the learning process (Yu, 2005), and connect to larger communities (Codispoti, 2004; Hargreaves, 1982) which provide the momentum and tension for the “curriculum participants” to work together (Yu, 2005).

While we design the service learning curriculum, we include cross-disciplinary subjects and team teaching strategies in our design. Cross-disciplinaries team could facilitate us to put forward a powerful issue in our curriculum (Chen, 2005; Codispoti, 2004; Ogden & Claus, 1999; Yu, 2005). Issue setting is sequences of dialogue and capital matching among social worker and teachers of different disciplines, and among different disciplines of knowledge and our community understanding. It is the realization of how much “community capital” we can transform to “curriculum capital”. In our project experiences, powerful issues could facilitate students to find

answers from senior citizens in the community and motivate students to apply their learning to develop community services which are relevant to the senior citizens. For example, in one of our projects, teachers from disciplines of Economic and Public Affair, Home Economic and Design and Technology form a team and set a powerful issue: “A healthy and wealthy lives and lifestyles for senior citizens”. We will discuss it in the following paragraphs to show the characteristics of CIC service learning.

Service Learning Curriculum

Following the CIC learning cycle discussed above, learning in community is the integral part of student learning. Our curriculum is designed in this connection. It is structured in a way that traditional classroom teaching sessions interlace with community experiences sessions. While traditional service learning curriculum is often a linear curriculum, following the knowledge-service-reflection prototype, in which knowledge is mainly came from school, CIC service learning curriculum is spiral in nature. Classroom knowledge and community learning inform each other. We outline the sessions of “A healthy and wealthy lives and lifestyles for senior citizens” in the below paragraphs to show the spiral and dialogical nature of CIC.

In the first two sessions, teachers as a community learners shared their understanding of the issue with the students in the form of classroom teaching. They, as problem-posers, at the same time facilitate students to formulate, from their experiences, to articulate their initial understanding of the issue. These first two sessions are education *about* the community. Followed with these is two sessions of community learning. Students learn from direct interactions with senior citizens, who

we mapped out in the community investigation, in the communities. The dialogues among students and senior citizens are in the areas of their shared concern, which is, in this case, healthy lifestyle and senior citizens, is a process of education *for* the community. Students validate their previous understanding *about* the community and expand their learning *for* the community. While they are working together, care and empathetic understanding are developed. Subsequent sessions are structured with this interlacing, spiral and dialogical format.

Before going on with the curriculum, we would like to add one more point here. These seniors come from everywhere from the community. Some of them are living alone. Some of them are living in the elderly homes. Some of them are taking care by health professions. We reached them at the places where they live, the places they work or come across them at street corners, community gardens or markets. Each of them represents different socio-economic background or different styles of living and lives, that constitutes part of the whole picture of senior citizens in the community. Students, in these exercises, can immerse into different parts of elderly lives and livings, in the sense that original fixated understanding of elderly people, such as “weak” and “useless”, has been moved. We consider that it is the initiation of the conscientization process (Yu, 2005). Interestingly, in this exercise, some students showed enthusiasm to meet some more elderly people. Some of them were then referred by the elderly people to see their friends and relatives. Some of them interviewed their grandparents. We can understand these situations in two levels: (1) “Curriculum capital” reproduces itself, through the social capital of students and elderly people; (2) powerful issue can induce learning motivation and attracts people

together (Odgen & Claus, 1999; Yu, 2005). Another key point we note is that when we involve students and elderly people in the alliance of “curriculum participants”, new “curriculum capital” evolves, learning activity generates itself. It is a very common experience we have in our projects. It happens also in community services and we will describe it at the part “Community service C” below.

Community service A: dialogue with critical understanding. In the latter part of these sessions, students learn the discipline knowledge. In this case, it is the healthy eating. Our curriculum, at that moment, is targeted to facilitate students to integrate discipline knowledge and community understanding in the formulation of community services, i.e., the process of education *in / through* the community. The subject knowledge, home economic, is a static knowledge. In Hong Kong, it employs western ideas of cooking and eating, which is not relevant to local Chinese elderly people. Having learnt the home economic knowledge, a group of students, for example, learn from elderly people how to make Chinese cakes and puddings. The students then develop low sugar Chinese pudding recipes. Promote it to elderly people and teach them to cook are their community services. Students learn the discipline knowledge, distill the principles, evoke and engage in another round of dialogue with elderly people and formulate collaborative action. This forms another integral spiral cycle of CIC. Though it is a simple community services, it has its critical meaning. In this service learning project, power position of discipline knowledge and the social conditions of elderly people are brought into concern by the students, and reconsidered by them. Students then act as change agent, induce changes in the community. More importantly, as understanding and collaborative

working are the key elements in this course of action, it is noted that care, empowerment, mutuality and reciprocity are inherently addressed.

Community service B: initiate another level of social changes. The other team of students approached “A healthy and wealthy lives and lifestyles for senior citizens” in another way. In their community learning activities, community investigation at the community gardens, they discovered the chairs and benches at the community gardens are not used by the elderly people there. The elderly people preferred to sit on floor or at the flower pots. Some even brought their own stools. Students engaged in subsequent dialogues with these elderly people to find out what are the problems of those chairs and benches. Students targeted their services to promote changes in community gardens for the elderly people so that they could enjoy their leisure there. They then consolidated a problem list of these chairs and benches. They integrated it into the Design and Technology knowledge and designed several models of new community furniture, which are user-friendly for the elderly people. Students and elderly people studied these models and put forward their preferred designs to the councilors and officials. Students are empowered in this community services.

Community service C: process of capital transformation. The third team approached “A healthy and wealthy lives and lifestyles for senior citizens” with the theme of “promoting intergenerational solidity in community”. They developed the following community service. Students learnt Baduanjin (八段錦), which is one of the most common forms of Chinese qigong (氣功), from the senior citizens. They convinced their Physical Education teacher to open the school mini-

golf field for them to teach senior citizens mini-golf. After that, they gained the support from their Chinese teacher in having some senior citizens to sit in their Chinese lessons, followed by that is the Chinese History lessons. This service is interesting. The community service is initially an intergenerational exchange between students and senior citizens, i.e. the reciprocal learning of Baduanjin and mini-golf. Because the students and elderly people are motivated by this powerful issue, they both invest; the message of intergenerational solidity is spreading over other students and teachers. In CIC notion, students and their learning has connected to the broader community. They are empowered when they develop and mobilize capitals. Besides, it is also interesting to note the school becomes more ready to open up its resources for the community. In capital terms, it represents several capital formation and transformation. Students, as “curriculum participants”, identify school physical environment and people as resources for the community, turn them into “curriculum capital”. When the message is spreading over, the “curriculum capital” reproduces itself. School realizes the “curriculum capital” and accumulates it as “community capital” by opening up the school resources to public, in which this “community capital” is ready to be used in the coming curricula. This is a small example, but the meaning is clear. In this notion, students, teachers, schools and the “broader community” are involved in developing lasting curricula, as well as in community building.

One step forward: connect to broader community. Though leisure, healthy eating, intergenerational solidity are powerful issues for community services, we hope our students shall attend the issue in a larger social context. Connecting

learning in the school and community with the larger community is an educative process for students (Arther, 2000; Codispoti, 2004; Hargreaves, 1982; Yu, 2002, 2005). The discipline of EPA knowledge informs students with knowledge about social lives and social theories. It helps students to reflect on their experiences in community services to examine the existing social services for elderly in promoting health. In this project, teachers pose the question: “how social policies relate to golden old ages”. They conducted another community investigation and going through the similar CIC cycle, some students gradually formulated their views on public policies, such as the old ages allowance, retirement fund and medical care for elderly.

Community services. We have just gone through briefly how community services respond to important issues of critical understanding, initiate social change, capital transformation and connection to broader community. Of course, we are not suggesting that these issues are responded one by one in each community service, the process is spiral and dialogical. Our presentation in this manner is just for the ease of reading. Before going to the conclusion, we would like to make remarks about community services in the following paragraph.

As we have seen in the above examples, community services in CIC is not a preset activity in the curriculum, it is a product of dialogues among “curriculum participants”, as well as a collaborative action developed by them gears to certain forms of community building or transformative social changes. In these examples, when community service emerges in the flow of the curriculum, the role of elderly people changes at the same time. They are not only elderly people being served,

but also senior citizens actively contribute. They have dual role. If we consider it as the agenda of empowerment, elderly people are empowered in the CIC process of education *in /through* the community (engaging) together with the students. Thus, CIC service learning is inherently empowering for both the students and elderly people. So, the question is how could make it happen easily? From our projects experiences, we reaffirmed these two key factors: social capital and powerful issue. Social capital is the fabrics of human relationship which bring people together (Putnam, Leonardi & Nanetti, 1993) and powerful issue provide direction to change. It returns to our earlier discussion that it is important to set off the service learning project with in-depth community investigation, and then target the project to the caring of people, in our case, lives and living experiences of elderly people in the community. This could nurture social capital (Yu, 2005). Thirdly, we put forward a powerful issue, in our case, healthy and wealthy lifestyles for elderly people, for the students to study and work on with the elderly people. We believe these preparations could facilitate meaningful community service to emerge.

Conclusion - classroom in community: Serving the Elderly People, Learning from Senior Citizens

In this paper, we have tentatively proposed the concept of “Classroom in community” to service learning, and illustrated with examples of service learning curriculum and community services derived by us with local secondary schools. We have argued that “Classroom in community” is a community-based curriculum that connects school, students and community together to achieve social goods or induce social changes. “Classroom in community”

is inherently empowering, which affirms mutuality, collaboration, empathy and care. It asserts students as change agent. In “classroom in community”, learning is student centered. It is a holistic and situated learning. With these characteristics, we propose that “Classroom in community” can be the sustained service learning curricula in the community. While literatures in service learning (e.g. Codispoti, 2004; Odgen & Claus, 1999; Vickers et al., 2004; Ward & Wolf-Wendel, 2000; Werner et al., 2002) provide us with principles of good practices in service learning, “Classroom in community” suggests the details of the process, dynamics and mechanism of how these principles work. Among various things, powerful issue and social capital are two of the key factors we have identified. We have mentioned several examples of intergeneration community services in this paper. We believe that while “Classroom in community” is employed, cultural and powerful issues are addressed in the process. We observed that students are working collaboratively and happily with elderly people, both serve and both learn. To sum up, CIC to service learning is a way to facilitate students to initiate community services through collective dialogues with the community, in our cases, to get connected with their community by serving the elderly people and learning from them as senior citizens.

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Service-learning model at Lingnan University: development strategies and outcome assessment

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Abstract

Background: The Service-Learning and Research Scheme (SLRS) is the showcase of Lingnan's Service-Learning model, which is the manifestation of Lingnan University's Liberal Arts education and mission "Education for Service". The scheme was a pilot project, from 2004 to 2005, which led to the development of a University-wide protocol for Service-Learning at Lingnan University.

Aims: This paper highlights the processes and the strategies of incorporating Service-Learning into courses, based on the experiences in Lingnan University. Implementation and evaluation models are suggested to provide a framework for other interested parties to apply Service-Learning in their learning and teaching.

Results: This is a descriptive analysis, associating outcome measurement (three outcomes: "ABC" quality – Adaptability, Brainpower and Creativity) through the process of Service-Learning. Evaluation contents and guidelines for doing Service-Learning are developed based on the past experience in doing Service-Learning at Lingnan. The research element procedures offer instructors with guidance as well as a well-defined protocol and evaluation for Service-Learning programs in Lingnan.

Conclusion: In consolidating the above experience and in detailing the validity of the Lingnan Model of Service-Learning, a manual is produced documenting our efforts. This is the first manual which can be the protocol of applying Service-Learning in higher education for students' whole-person development.

Keywords: Service-Learning, Education for Service, whole-person development

嶺南大學服務研習計劃：發展策略和成果評估

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摘要

背景：服務研習計劃正好展示了嶺南大學的服務研習模式。服務研習計劃是嶺南大學博雅教育及辦學宗旨「作育英才，服務社會」的實踐。計劃在2004年至2005年推行先導試驗計劃，並有助嶺南大學發展全校性的服務研習計劃草案。

目標：本文以嶺南大學的服務研習計劃作例，握要說明將服務研習元素融入在課程中的程序和策略，並提供執行政程序和評估模式的架構，以供其他有興趣人士將服務研習融入在學習和教學中。

結果：本文結合了服務研習成果評估方法（三項成果 “ABC” 素質：Adaptability 適應力、Brainpower 智力和Creativity 創造力）的描述性分析。實踐服務研習評估內容和指引是建基於過往在嶺南大學執行服務研習的經驗而制定的。研究元素能為導師提供明確的嶺南大學服務研習執行指引、草案及評估。

結論：本文作者統整過往經驗，以推出執行手冊，手冊並詳細列出嶺南模式的服務研習計劃的有效性。這本執行手冊是第一本有關應用服務研習的草案，推動高等教育界學生的全人發展。

關鍵詞：服務研習、作育英才，服務社會、全人發展

Background of Service-Learning Programs at Lingnan University

Service-Learning is a concept that imparts practical meaning to Lingnan University's long-standing motto, 'Education for Service'. It is a pedagogy that is manifested first and foremost in providing tangible assistance to others, while at the same time involving a reflective element for student participants. Secondly, Service-Learning reflects a whole-person approach to education. It is designed to provide students with a valuable educational tool, while at the same time delivering a meaningful service to individuals and organizations in the community. Lingnan University has traditionally stressed both academic excellence and outstanding service. However, these goals cannot be actualized solely within ideas and concepts; application in real life is needed. Individuals doing Service-Learning should find fulfillment, not in isolation, but rather in a social milieu; Service-Learning promotes 'knowledge transfer' and seeks to provide a vital link between the University and the community.

Service-Learning is a form of education in which students engage in activities that address human and community needs, together with structured opportunities intentionally designed to promote student learning and development in a real-life environment. Lingnan University's Student Services Center (LUSSC) promotes community services in over 137 projects, such as the Integrated Learning Program (ILP) and the Lingnan Off-campus Volunteers Experiences (LOVE) Project, in cooperation with Non-Governmental Organizations (NGOs) and the Government of the Hong Kong Special Administrative Region (HKSAR). The Asia

Pacific Institute of Ageing Studies further developed Service-Learning program by launching the Research Internship Program (RIP) and the Lingnan Angels Program (LAP). In the first semester of 2004-2005, a pilot Service Learning and Research Scheme (SLRS) was implemented, mainly funded by the Kwan Fong Charitable Foundation. The primary aim of the SLRS was to provide students with opportunities for learning through providing voluntary services to needy people. Through participation in voluntary service under the guidance of course instructors and agencies, students develop positive attitudes and skills, and integrate their knowledge. The specific objectives of the SLRS are to help students to (1) understand the real environment and situation of the local community; (2) experience the spirit of mutual help and develop a sense of commitment to community; (3) enhance problem-solving, communication and organizational skills, and social competence; and (4) apply classroom knowledge to the community. These objectives are believed to be indicative of our University motto "Education for Service" and actualization of Lingnan's liberal art education for developing students' adaptability, creativity and brainpower.

The proposal to look at the possibility of developing our own Service-Learning model was followed the successful insertion of what was referred to as a 'service practicum' for two social sciences courses; namely "Crime and Delinquency" and "Health, Illness and Behaviour". The practicum component was added in year 2000 where students used their tutorial hours (in all 15 hours) to do a subject-related project in groups of 3-4 in service agencies, so that students were exposed to a real environment for applying their knowledge (e.g.

promoting anti-smoking in schools) and at the same time the project served the needy populations (e.g. pupils at risk of smoking). This modification attracted very good responses from students and service agencies (mainly NGOs). Up till then the practicum component was not taken as Service-Learning, in fact Service-Learning was not a term used in Hong Kong at all. It was not until January of 2004 when the International Partnership for Service-Learning (IPSL) organized an International Conference on Service-Learning in Chingmai, Thailand, that we started to notice the term. Our former Associate Vice-President, Professor Barton Starr¹, with the full support of our former President (Professor Edward Chen²) and sponsorship from the Lingnan Foundation, took a delegation of some 15 faculty members and postgraduate students to the Conference. Our former President secured a modest donation of HK\$500,000 to pilot a protocol of Service-Learning in late 2004. The years between 2004 and 2006 were important landmarks for Lingnan's Service-Learning. Service-Learning represented the mission and pedagogy of Lingnan's liberal art education. This pilot added value to the practicum-based learning: students from University should do community services with a difference, a difference that highlights what they have learned. The Lingnan model emphasizes both research and evaluation aspects. Hence, in Lingnan, Service-Learning became Service-Learning and Research Scheme (SLRS). Following its successful validation, our former President obtained a huge donation of HK\$10m for establishing a University-wide protocol for Service-Learning for the next 10 years. This led to the establishment of "Office of Service-Learning", which is charged with the responsibility of supporting

Service-Learning in all courses, and to make possible within five to ten years at least one third of its total student population (i.e. 1,000) having done Service-Learning before their graduation.

In retrospect, the development of our SLRS was aided with timely support and with legitimacy from the top i.e. President's Office; however, these came with working on the right strategies at the right time. In the following we shall detail the different strategies and components making Service-Learning in Lingnan University a success.

1. Establishing a Rationale/Philosophy for Service-Learning and to turn this into measurable goals

In thinking for a University-wide Service-Learning promotion, support from the top and from the faculties is extremely important. To start with, it is a good strategy to align the learning objectives with one that University mission puts weight on. Lingnan University is a liberal arts University with a steadfast mission, "Education for Service", which emphasizes whole-person education and enables students to think, judge, care and act responsibly in an ever-changing Hong Kong and world. In the age of the "new economy", success depends not only on science and technology but also innovative capabilities. The educational aims of Lingnan University are to equip students with the "ABC" of the liberal arts education, namely, Adaptability, Brainpower, and Creativity. These are exactly the qualities that the "new economy" requires. Liberal arts education at Lingnan aims to cultivate such timeless qualities through its whole-person development programs.

1. Professor Barton Starr: Associate Vice President of Lingnan University from 1999 - 2006

2. Professor Edward Chen: President of Lingnan University from 1995-2007

These principles have been engrained in every Lingnanian’s mind, and Service-Learning has been tasked to implement these philosophies.

Based on the review of the learning outcomes of Service-Learning programs suggested by educators as well as the advocated ABC outcomes of Lingnan’s liberal arts education, the framework of the instruments for the SLRS was developed. The instruments were validated for measuring the effectiveness of the SLRS (Chan et al., 2006). The evaluation design aims to provide cross-checking on information collected by students, social service agency supervisors and course instructors. Each

domain was computed on the Cronbach’s alpha to test the internal consistency of the scales. The reliability values ranged from $\alpha = 0.70$ (communication skills) to $\alpha = 0.93$ (research skills). All the scales’ reliabilities are above average and in some cases highly reliable. The outcome indicators developed are as following:

Adaptability: social competence and communication skills

Adaptability includes two domains, namely the social competency and communication skills. Their item contents and psychometric properties are tabled below:

Table (1) Measurement for Adaptability

Adaptability	Social Competence (5 items with 10-point rating scale)	Item-total correlation	Alpha if item deleted
Item 1	❖ I cooperate successfully with other students in a variety of situations	0.63	0.87
Item 2	❖ I remain calm when problems arises	0.72	0.85
Item 3	❖ I am confident in my abilities	0.78	0.84
Item 4	❖ I am more aware of social happenings in the community	0.66	0.86
Item 5	❖ I am dynamic and adapt easily to new environments	0.76	0.84
	Communication Skills (4 items with 10-point rating scale)	Item-total correlation	Alpha if item deleted
Item 1	❖ I am tense and nervous while participating in group discussions with peers/agencies/course instructors/ coordinators	0.43	0.67
Item 2	❖ Generally, I am comfortable while participating in a discussion with peers/agencies/course instructors/ coordinators	0.50	0.61
Item 3	❖ Presentation in front of peers/agencies/ course instructors/ coordinators usually makes me uncomfortable	0.58	0.55
Item 4	❖ I feel relaxed while talking with clients during practicum	0.41	0.66

The Alpha of overall Social Competency is 0.88.

The Alpha of overall Communication skills is 0.84.

Social Competence – several aspects form the vital parts of this component. Life skills including confidence and self-presentation to others are necessary for one to be accepted socially. Of course as a University student, knowledge and subject-related practice skills are indicative of one’s expertise too. Cutforth & Puckett (1999) argued that besides enhancing subject-related knowledge, communication and organizational skills are also crucial in making a successful leader. Service-Learning programs can be effective vehicles for preparing young people to become active citizens or community leaders through being engaged in a ‘giving’ culture. The experience improves their self-confidence, care and concern for others, intrapersonal and interpersonal skills, problem-solving skills, and most of all the enthusiasm for learning. The alpha of overall social competence in our SLRS is 0.88.

Communication Skills – the ability to express ideas clearly and to listen to the ideas of others. A plethora of research cites communication skills as a

core requirement for senior managers and leaders, and are important attributes for responsible jobs (Bradshaw, 1992; Roebuck et al., 1995; Scudder and Guinan, 1989; Maes et al., 1997).

Tucker et al. (1998) argued that students’ communicating skills can be enhanced by a Service-Learning program as the nature of the program itself utilizes communication skills: students joining the program will inevitably learn how to communicate with people from other departments, organizations and students. In the SLRS, students are also required to liaise with different departments, clients and social service agency supervisors in launching their projects. It is expected that group projects could not have been completed without acquiring good communication skills.

Brainpower: Students need to have organizational skills and subject related knowledge to manage their Service-Learning programs for their learning objectives. Their item contents and psychometric properties are tabled below:

Table (2) Measurement for Brainpower

Brainpower	Organization Skills (5 items with 10-point rating scale)	Item-total correlation	Alpha if item deleted
Item 1	❖ I will evaluate myself when an activity is completed	0.58	0.83
Item 2	❖ I have good time management skills	0.63	0.82
Item 3	❖ I can work independently on case work	0.63	0.82
Item 4	❖ I know how to allocate tasks to group members	0.74	0.79
Item 5	❖ Generally speaking, I know how to take a leadership role in organizing a mass activity	0.67	0.80
	Subject-Related Knowledge (1 item with 10-point rating scale)	Item-total correlation	Alpha if item deleted
Item 1	❖ Subject-related knowledge learned e.g. social gerontology, society and social change, crime and delinquency, marketing, etc (any one of the related subject)	Various from different courses.	Various from different courses.

The Alpha of overall Organization Skills is 0.84.

Organization Skills– is the ability to put something into working order and arrange parts and people into an efficient and effective system in achieving the goals. Organizational skills are critical to effective job performance, career advancement and organizational success (Cohen, 1999; Messmer, 1999; Roebuck et al., 1995; Warner, 1995). In demonstrating their ability to instructors, agency supervisors as well as the clients they serve, our students need to think and to relate their actions to the pre-set goals in the whole Service-Learning process.

Subject-Related Knowledge – is the understanding of the key concepts and knowledge taught in the course. It has been evident that if students could apply their knowledge in reality, they would perform equally well in examinations or in academic assessments. (Chan, Ma and Fong, 2006) Several studies have also found that there is a positive relationship between Service-Learning and grades. For example, Sugar and Livosky (1988) offered students in a child psychology class a Service-Learning option, which required students to work two hours a week in day care centers. The results showed that Service-Learning students with a grade above C (i.e. those who did well in Service-Learning) scored a higher 3 to 5 percent in normal course Grade Points Average (GPA). Integration of course knowledge to services is an integral part of Service-Learning, it distinguishes Service-Learning from just community services, thus subject knowledge integration is an important indicator in showing students' academic brain power.

Astin et al. (2000) conducted a nation-wide, longitudinal study of 22,236 undergraduate college students with various majors. During college, 30 percent of the students participated in diverse types

of course-based Service-Learning, 46 percent participated in non-course-based community service, and 24 percent did not participate in any service projects. The researchers included student and institutional controls. They found that students who participated in Service-Learning achieved a higher GPA than non Service-Learning students. In addition, GPA was higher for students who participated in course-based Service-Learning than for students who participated only in non course-based community service. Ratings on subject-related knowledge will be given to related parties in order to assess the changes of students after joining the SLRS.

In our pilot we have found similar trends. Reasons for Service-Learning students to do well could be attributed to several observations. Service-learners are mostly a self-selected group who would wish to learn more and therefore tended to be highly motivated. Service-Learning itself is a process demanding more time and more commitments from learners and instructors (i.e. course instructors, agency supervisors and Service-Learning co-coordinator), hence quality and quantity inputs yield quality outcomes. The third observation relates to a natural creation of a constructively competitive environment. As the student's service would be seen by other students and rated by their users, their service standards or performance is therefore made public, this will drive the students to do better than others!

Creativity: The information students can access and make sense of (i.e. research skills) is crucial for students developing their creative thinking and also enhances their problem-solving skills. The item contents and psychometric properties of research skills and problem-solving skills are tabled below:

Table (3) Items of Creativity between Research Skills and Problem-Solving Skills

Creativity	Research Skills (5 items with 10-point rating scale)	Item-total correlation	Alpha if item deleted
Item 1	❖ I know the major research methodologies in social sciences/ business studies	0.72	0.92
Item 2	❖ I know how to collect for Service-Learning and Research Scheme	0.87	0.89
Item 3	❖ I know how to write up a research proposal	0.82	0.90
Item 4	❖ I know the process of doing both qualitative and quantitative researchers	0.81	0.90
Item 5	❖ I know how to write up a research practicum report	0.78	0.91
	Problem-Solving Skills (5 items with 10-point rating scale)	Item-total correlation	Alpha if item deleted
Item 1	❖ When faced with a hard problem, I believe that, if I try, I will be able to solve it on my own	0.67	0.82
Item 2	❖ Before I solve a problem, I gather as many facts about the problem as I can	0.77	0.80
Item 3	❖ I know how to design innovative methods to solve social issues	0.65	0.83
Item 4	❖ I go through the problem-solving process again when my first option fails	0.74	0.81
Item 5	❖ I used my imagination in designing my SLRS project	0.56	0.86

The Alpha of overall Research Skills is 0.93.

The Alpha of overall Problem-solving skills is 0.84.

Research Skills – the ability to search for relevant literature, to understand types of research methods and to collect and analyze data, a process which enables logical thinking and making reflective and reflexive actions i.e. able to evaluate oneself and to generalize meaningful actions.

Problem-Solving Skills – is the ability to recognize the core problems and to solve problems effectively. Owning two sets of skills is the prerequisite for being creative. A recent survey of over 200 faculties and administrators at 65 American colleges and Universities (Oak Ridge Associated Universities, 1993) found that academics hold a strong belief that research experience benefits the education of students and helps them select career goals and future activities. Research skills also help

to develop problem-solving and communication skills. Glenwick & Chobot (1991) found that actively involving students (particularly undergraduates who may not pursue graduate training) in community-based research projects will equip them with critical-thinking, problem-solving and communication skills. It is believed that by integrating research projects focusing on improving the quality of life of others, students may be nurtured with self-pride, sense of belonging and willingness to give to a larger community they see themselves as part of (Ferrari & Geller, 1994). In our SLRS, students are required to complete research methodology training. At the same time, students are expected to develop many of the research skills by themselves through the process of designing and organizing the programs.

2. Procedure

Service-Learning affects the quality of teaching and learning of our students. As such of its acceptance requires soul-searching and the procedure in accepting it should correspondingly be the most stringent. The trial started in 2004 with three courses with about 18 agencies with whom Lingnan University, through Asia Pacific Institute of Ageing Studies, has already a good collaboration in elderly projects. Upon its success, a proper pilot was launched with proper funding support from the Kwan Fong Charitable Foundation. A design covering all the major programs offering a wider range of service experience, including elderly, children and youth, new immigrants, disabled and other disadvantaged groups, were adopted. The completion of this University-wide pilot properly established the validity of Service-Learning as a pillar of learning in Lingnan University's liberal arts education (Chan, Ma and Fong, 2006). The project further promotes the image of Lingnan University especially in the North West New Territories in which the University resides.

In 2004-2005 academic year, a total of 199 students enrolled in the SLRS from nine courses in three major academic programs. The SLRS worked with over 17 partnership organizations serving about 2000 people in the community, including children, the elderly, parents, ethnic minorities and mentally-handicapped people. In order to ascertain the effects of these Service-Learning programs, students' performances on the three domains (i.e. Adaptability, Brainpower and Creativity) were measured before and after the programs (i.e. a pre and post design). The reliability scores for the scales ranged from $\alpha=0.70$ (communication skills) to $\alpha=0.93$ (research skills) (stated in the previous tables). More than one

data sources were solicited for data, these can be considered as a triangulation of methods to cross-check the data collected from both quantitative data (pre-test and post-test questionnaires) and qualitative data (log sheets, self-reflective essays, interviews, fieldwork observations and agency feedback forms, especially those related to the processes of learning). The mean percentage differences in learning in pre and post-tests ranged from +13% (organization skills) to +27% (problem-solving skills). Most students' confidence increased after socializing with the elderly, children and agencies' staff. They developed good interpersonal skills from the interactions. Most importantly, they experienced learning beyond lecture rooms and applied their knowledge to serve and contribute to the community.

With the success of the SLRS, the Lingnan model of Service-Learning has been developed. The scheme gained valuable support from the community, and further donation was secured. The generous donation enable the University to set up, in May 2006, the Office of Service-Learning (OSL) which aims to provide a vital link between the University and the community so that students can find fulfillment in their academic pursuit as well as in serving those in need.

With enhanced institutional support, a manual regarding the content, modes of Service-Learning programs, implementation process and evaluation was developed which further consolidated the foundation of the Service-Learning model at Lingnan.

3. Content

Three distinctive programs were proposed for tackling the problems/challenges of the community,

developing student motivation and extending life-skills learning through commitment to voluntary work participation.

Lingnan Health Care Program (LHCP) aims at promoting health education and elderly care services at elderly or medical care centers. Students will be trained as health care ambassadors under the supervision of professional and academic staff in the medical settings. This program suits courses on ‘Health, Illness and Behaviour’ and health sciences.

Lingnan Community Care Program (LCP) aims at enhancing the development of civic engagement skills among students in different settings through inter-generational and cross-cultural activities. Courses on social policy courses and social enterprises fit this program.

Lingnan Service-Learning Evaluation Program (LS-LEP) aims at training students with basic social research skills. Each group is required to design a research project under the guidance of an experienced researcher. This program compliments social and marketing research courses.

4. Modes

In addition, we have developed different learning and teaching modes in our Service-Learning programs to accommodate the diverse student-learning and instructor-teaching experiences.

(a) Mode 1: Community-based ILP Mode

Students are awarded with Integrated Learning Program (ILP) credits by providing community services. The number of ILP credits depends on the nature of program.

(b) Mode 2: Partially Integrated Course Mode (PICM)

PICM is a learning mode that combines both lectures and service practicum. Students are required to submit a service practicum proposal and a report at the end of the program.

(c) Mode 3: Fully Integrated Course Mode (FICM)

FICM is a type of community-based Service-Learning program in which students are required to submit their research proposal and senior thesis. (Please refer to the Table 4: Summary of the three modes of the SLRS in 2004-2005)

Table 4: Summary of the three modes of the SLRS in 2004-2005

	Mode 1 Community-based ILP Mode	Mode 2 Partially Integrated Course Mode (PICM)	Mode 3 Fully Integrated Course Mode (FICM)
Entry Requirements	Mostly Year 1	Year 2-3	Year 3
Enrolment	OSL/ SSC	Department	Department
Award	12 ILP credits	3 credits for each course or 3 <i>credits and *6 / 12 ILP credits</i>	6 credits for each course or 6 <i>credits and *12 ILP credits</i>
	Xian Exchange Tour (held in mid-April 05, only for nominated students in the first semester) / SLRS Certificate for both semesters / Bonus point for students in SLRS semester presentations		
Duration	One year	One semester	One year
Training	Minimum 20 hours	Minimum 20 hours	Minimum 30 hours (to be discussed with course instructors)
Hours of Service	Minimum 30 hours	20-30 hrs/over 30 hrs	60 hours
Forms of Service Practice	Assigned by social service agencies	(i) One-to-one work/ (ii) Group work/ (iii) Community program	
Field of Study	All disciplines	Examples: SOC 203: Social Gerontology SOC 204: Society and Social Change SOC 330: Crime and Delinquency HRM 352: Teamwork and Leadership BUS 301: Strategic Management SOC 327: Social Welfare and Social Problems in Hong Kong SOC 333: Health, Illness and Behaviour CHI 219: Creative Writing in Chinese	
Student Output	(i) Weekly log sheets (ii) Assignments	(i) Service practicum proposal and report	(i) Research proposal and Senior thesis
Supervision	Agency supervisor	Course instructor Agency supervisor	Course instructor Agency supervisor
Agencies	Various NGOs and medical settings	Various NGOs and medical settings	Various NGOs and medical settings
Assessment	(i) Attendance record (ii) Weekly log sheets	(1) Pre-post test questionnaires for students (2) Summative questionnaires for course instructors, social service agency supervisors and program coordinators (3) In-depth interview with social service agency supervisors (4) Attendance record (5) Service practicum proposal and report	(1) Pre-post test questionnaires for students (2) Summative questionnaires for course instructors, social service agency supervisors and program coordinators (3) Social service agencies' evaluation forms (mid-term and final) (4) Course instructors' assessment reports (mid-term and final) (5) Students' self-evaluation reports (mid-term and final) (6) In-depth interview with social service agencies (7) Attendance record (8) Research proposal and senior thesis

* ILP Units will be awarded by Lingnan University Student Services Centre.

The above three modes are foundations for the future development of Service-Learning programs at Lingnan University.

5. Implementation Process

Furthermore, from our trial and pilot, a well defined implementation process has been identified. This helps to liaise with different stakeholders and to create a tedious procedure on organizing Service-Learning programs for agency supervisors, students,

Service-Learning coordinators and course instructors.

The process involves four major stages: preparation, training, practicum and assessment. The following chart 1 shows the implementation procedures and framework:

Chart 1: Implementation Process of SLRS

Responsible Parties	Stages
1. Course Instructors (CI), Program Coordinators (PC) and Agency Supervisors (AS)	Identify interested course instructors and agencies
2. CI and PC	Integrate SLRS into courses, prepare necessary SLRS outline for students Modify pre- and post-test questionnaire for all parties (optional)
3. CI, PC and Students (S)	1 st lecture: Briefing and recruitment of students Students making tentative choices within 1 st week of term visit to at least one agency 2 nd week of term: finalize SLRS student list and practicum groups
4. CI and PC	Pre-test questionnaire to be filled out by all parties (optional)
5. CI / PC	Agency on-site orientation for students
6. CI / PC	Training workshops
7. CI, PC and S	Consultation
8. CI, PC, AS and S	Practicum and supervision
9. CI, PC and S	Reflective meeting during practicum On-site evaluation (i.e. log sheet)
10. CI, PC and S	End of practicum Evaluation (reflective) meeting
11. CI, PC, AS and S	Post-test evaluation (questionnaires, self evaluation report and assessment report by all parties) In-depth interview with agencies
12. PC and S	Focus groups with students (optional)
13. S	Practicum group report, individual reflective essay
14. CI, PC and S	Formal seminars delivered by students
15. PC	Closing ceremony (optional)

At the *Preparation Stage*, ideally three months prior to commencement, course instructors and program coordinators should identify appropriate courses for the community service element to be added to the teaching module. In the meantime, they should also identify and liaise with interested social service agencies that are able to provide student placements and supervision. Through sharing the rationales and objectives of the SLRS, they should also discuss with the agency supervisors the placement arrangement, such as duties and responsibilities, and come to an agreement before the commencement of the SLRS.

Course instructors should modify the course structure, depending on the course content, schedule, assessment and the nature of service, by integrating the service practicum either partially or fully into the courses in replacement of tutorials as well as providing students with practicum guidelines. Meanwhile, when necessary, pre and post-test and summative evaluation questionnaires for all parties should be modified by course instructors and program coordinators to reflect the academic component, in accordance with the designated courses.

A SLRS website could be set up to provide all parties with easy access to the latest SLRS information, e.g. program brief, application form, log sheets, pre and post-test questionnaires, timeline and participant list. If possible, a UOP (University Orientation Program) booth could be arranged to attract students in late August. Hence, a student kit with all relevant material should be prepared prior to the briefing section in the first class of each course. Followed by a formal introduction to the course structure by course instructors, a briefing section should be arranged and delivered by course instructors and program coordinators in the first lecture.

A student kit (prepared by course instructors and program coordinators), including guidelines, an application form, a list of agencies and practicum groups should be given to the students. Students, therefore, are required to make tentative choices after a visit has been arranged within the first week of the term. In the second week, a list of practicum groups should be finalized. In case an outcomes evaluation is necessary, pre-test questionnaires for students should be completed and returned to program coordinators within the second week of the term.

At the *Practicum Stage*, a series of workshops, orientations, consultations and Service-Learning programs will have to be arranged.

(i) Training Workshops

Training workshops, i.e. general and specific training workshops, should be held to equip the students with proper skills by course instructors, program coordinators or other professional trainers. For instance, communication skills (both interpersonal and intergenerational), self-discipline and leadership skills are the core skills that all participants should possess and demonstrate in an effective way during the practicum. The specific training workshops, whenever necessary, should provide students with specialized skills for designated tasks, such as child education skills and magic skills. For convenience, workshops could take place after school on weekdays or weekends. Half or whole day training for weekend workshops is recommended.

(ii) On-site Orientation

Before beginning the practicum, it is necessary to familiarize the students with the context of agencies. Course instructors or program coordinators should arrange on-site orientation for students at their chosen agencies and meet with their agency supervisors and clientele at least one week before the commencement day.

(iii) Consultation

Followed by on-site orientation, consultation meetings with students on practicum and activity proposals should be held by course instructors and program coordinators. Students are required to write detailed proposals about the activities they would like to carry out at the agencies. Thus, consultation meetings with program coordinators on the feasibility of the activities and agency supervisors should be arranged within two weeks after on-site orientation. The activities should associate with the course, such as concepts and theories. The proposal should clearly state the objectives, provide a brief run-down, including a budget summary, the expected number of clientele and achievements, etc. Regarding funding, students could apply for social activities funds from the Students Service Center (SSC).

(iv) Practicum Implementation

Agency supervisors should provide professional guidance to students in planning, implementation and evaluation of the proposed tasks and programs during practicum. The practicum can be in the following three forms.

(a) One-to-one Work: Students identify the needs of the assigned cases through interviews, home visits and personal contact. They will then be able to suggest intervention strategies for the assigned cases, requiring students to draw from the learnt skills and knowledge from their selected courses.

(b) Group Work: Students organize group activities to improve interaction between service-targets and students.

(c) Community Programs: Students organize mass activities, e.g. exhibitions, workshops, to learn how to liaise with different parties in the community. Meanwhile, reflective meetings should be organized in the first half and at the end of the practicum in order to receive feedback from the students.

On the completion of the practicum, all parties should complete and return the post-test/summative questionnaires to the program coordinators. Also, in-depth interviews with agency supervisors should be carried out. Focus group discussions among students could be arranged to gather an in-depth understanding of the students' learning efficacy. Students are then required to submit a practicum report and encouraged to participate in a formal presentation, in the form of either a poster or panel, preferably after the examination weeks.

(v) Closing Ceremony

The closing ceremony, which is optional,

could be hosted to provide a platform for all the program coordinators, social service agency supervisors, course instructors and students, preferably with service receivers as well, to overview the learning and teaching experience, and community impact. All parties could be invited to share their experience with each other.

comment and express their feelings about the program implementation. Formative evaluations can help identify and categorize areas that need improvement. Summative evaluation takes places when the learning experience is complete. The objectives of the learning experience (i.e. the subject-related knowledge, communication skills, organizational skills, social competence, problem-solving skills and research skills) provide the framework for the summative evaluation.

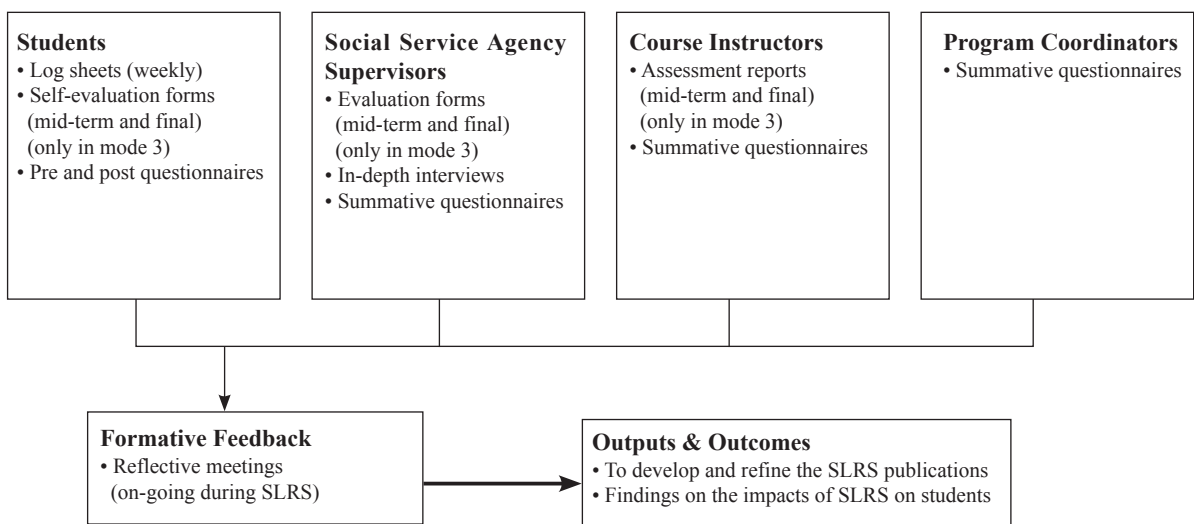
6. Evaluation: Stakeholders' Evaluation for Learning Outcomes

The evaluation design adopts both formative and summative evaluation designs. Formative evaluation is often described as ongoing evaluation that occurs at progressive stages and allows for adaptations and change throughout the learning experience (Flagg, 1990). For instance, if a student is not happy with the program or the experience is not working out as planned, formative evaluation can highlight the need for change and suggest possible directions. Furthermore, different parties, including students, social service agency supervisors, course instructors and program coordinators, can also

Both formative and summative evaluations will provide guide to the implementation of the whole program. In this current validation protocol, both types of evaluation will guide the development of the overall evaluation framework including evaluation methods and the nature of evaluation.

The whole evaluation design will be student-oriented where all parties (students through self-evaluation questionnaire, social service agency supervisors, course instructors and program coordinators from summative evaluation) will evaluate from their professional perspectives whether students have achieved their learning objectives (Please refer to Figure 1).

Figure 1 Evaluation: Process elements (Modes 2 & 3) Subjective Measures



Recommendation and Conclusion

The SLRS has successfully demonstrated Lingnan's motto – “Education for Service” and its mission to equip Lingnan students with the “ABCs” (Adaptability, Brainpower and Creativity). Students learn subject knowledge, communication skills, organization skills, and problem-solving skills through service practicum in our Service-Learning projects. The University's reputation is further enhanced when students are trying to build a positive image and are being trained as community leaders. The community too has earned a great deal from student services. For example, approximately 200 students served about 2000 bodies, including the elderly people, ethnic minorities and mentally handicapped people in the local community in 2004-2005. As mentioned, Lingnan University is the first University to set up a Service-Learning office to implement Service-Learning program. Lingnan is perhaps the first institution to formalize learning in its curriculum in Hong Kong. Despite of great accomplishment, there are several outstanding tasks that need to be dealt with.

First of all, there is a need to develop a theory to guide our practice. But this is not an easy task. Though there are bits and pieces of typologies for Service-Learning documented in the US (e.g. Campus Compact), there is not at present a consensus for core theories used for Service-Learning. Cross-cultural adaptations too are issues for practices whether it is in ethnic, age, gender or class contexts. Without theoretical foundations, Service-Learning in Hong Kong will be just practice wisdom. Therefore, the development of a theory for Service-Learning in Hong Kong is a primary concern.

Institutionally, setting up a University wide recognition system and developing different kinds of Service-Learning programs will be our priority agenda. The University wide recognition system should be addressed to our teachers, students, course instructors and community partners, e.g. issue of a certificate for teachers and students, recording Service-Learning practicum in students' transcript etc. Such recognition would enhance participation and opportunity for both students and teachers. It would also enhance the social standing of service agencies. Since course instructors find Service-Learning a good practice to reinforce quality teaching and learning, faculty training about Service-Learning programs would be provided. The most important thing is that our students have also learned a great deal, not just to strengthen their book knowledge, but the application of knowledge in real life. This is the realization of liberal art education and knowledge transfer.

Developing modules or courses for Service-Learning is our second task. What we have done in previous years was to modify part of existing course into a practicum (i.e. partial mode). We are at the stage of development where Service-Learning modules are developed to stand alone as a full-fledged pedagogical package. The design will have to be flexible enough to accommodate students from most academic disciplines, and yet be sound enough in meeting the same academic standard as stipulated by the University. There are course models available from Campus Compact and some famous colleges e.g. University College at Berkeley. But again these need to be modified and tested for local uses.

Another task is the training of Service-Learning course instructors. Much of Service-Learning material

focuses on students' learning without mentioning the importance of instructors being role models and reflective listeners. As 'doers' we do learn that doing Service-Learning is not easy for instructors. They have to be devoted, spend more time with students, more competent in communication (as instructors too are required to deal with agencies) and in general research (as University students involve in their own program evaluation), and more resourceful (as students always ask for resources). Not every instructor can be expected to perform at all these levels. Trainings are needed in order to acquire these qualities. The key is for these instructors to be at least 'reflective' (i.e. able to critically review oneself and express inner feelings), and be the best 'reflexive' (i.e. able to critically evaluate oneself and to transform the experience into other situations).

Finally, we should continue to expand the service agency network, not just the NGOs, but also different corporate firms (e.g. Deloitte Touche Accounting Firm, Towngas) to strengthen community solidity etc. And if possible, we shall also promote the regional/ international Service-Learning programs and set up allies among different institutions for solving/researching inter/intra countries social problems.

These are the tasks ahead of us. Lingnan University has made a bold step forward in establishing the SLRS as the model of Service-Learning. The above basic structure can be the foundation and the stepping stone in support of future accomplishment and development of Service-Learning.

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Service-learning in Duta Wacana Christian University: past, present, and future States

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Abstract

Background: The concept of linking academic study with the practical experience of community service has been considered since the first university in Indonesia had been founded in 1949 but has been realized since 1951. This program evolved to be a community service and was called Kuliah Kerja Nyata (KKN) or Student Study-Service. Since 1973, KKN has been integrated into the higher education curriculum for Indonesian universities, and it became one of higher education's threefold responsibilities besides teaching and conducting researches. This study described how KKN and all of its variations are implemented in Duta Wacana Christian University.

Aims: Firstly, to explain that KKN and Service-learning have commonalities in their concept and implementation. Secondly, to claim that KKN is an Indonesian version of Service-learning. Thirdly, to share the implementation of KKN & Service-learning at Duta Wacana Christian University from past, present and in future. Fourthly, to describe how Service-learning became a variant of KKN.

Arguments/ comments / suggestions: The claim that KKN has commonalities with Service-learning can be proved by their concepts such as, the concept of reflection activities, live-in into the community for some periods of time, participatorily planning and implementing programs, and working in a mono- and interdisciplinary areas of study. Because of the political unrest, the need of modifying the implementation of KKN has emerged. In present, there are at least two forms of KKN done by UKDW: the regular KKN and aperiodic KKN. The Service-learning falls under the category of aperiodic KKN that is done in response to specific demands or urgent needs. In future, Service-learning is projected to be a long-term project that is collaborated with other institutions.

Conclusion: The Service-learning activities in future such as realizing IT village (Kampoeng IT) depend on the cooperation and networking with the local government, and other institutions.

Keywords: Service-learning, Kuliah Kerja Nyata, Student Study-Service.

服務學習在度它華卡那基督教大學： 過去、現在及未來

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摘要

*背景：*自1949年第一所印度尼西亞大學成立時已考慮將學術研究與實際的社區服務經驗連接起來，但一直至1951年才實踐出來。這項計劃演變為Kuliah Kerja Nyata (KKN)或學生學習服務的社區服務。自1973年以來，KKN已被納入印度尼西亞大學高等教育課程，並成為除了教學及研究工作以外的第三重責任。這項研究描述了KKN及其所有變化如何在Duta Wacana Christian University實踐。

*目的：*首先，闡釋KKN與服務學習是有共同的實踐概念。第二，主張KKN是印尼版本的服務學習。第三，分享在Duta Wacana Christian University過去、現在及未來如何實踐服務學習。第四，描述服務學習如何成為KKN的變種。

*論據/評論/建議：*KKN與服務學習的共通處，可以從他們的概念而證實，例如，反思活動概念、融入社區一段時間、參與規劃和實施計劃及於單一和各學科間的領域作研究。由於政治不穩，有需要對KKN作出修改。現時，最少有兩項KKN是由UKDW所做的：定期的KKN及不定期的KKN。服務學習是屬於不定期的KKN，工作是因應個別及緊急情況而定的。今後，預計服務學習會是一項與其他機構合作的長期項目。

*總結：*未來的服務學習活動，例如科技村的落實(Kampoeng IT)，需要依靠與當地政府和其他機構的合作。

關鍵詞：服務學習，Kuliah Kerja Nyata，學生學習服務

1. Introduction

The word ‘Service-learning’ (SL) is quite a new term for most universities in Indonesia, yet its concept and philosophy have been recognized since 1950s. It has been implemented for more than four decades under different name, i.e. ‘*Kuliah Kerja Nyata*’ which means Student Study-service (“*Ensiklopedi Tokoh*”, 2007). *Kuliah Kerja Nyata* (KKN) is comparable with Service-learning in terms of its definition, goals and standards. The National Youth Leadership Council (2008) defines Service-learning as a philosophy, pedagogy, and model for community development that is used as an instructional strategy to meet learning goals and/or content standards. This implies that Service-learning is linked to curriculum and implemented as a medium for students to offer services to the community by applying what they have been learnt. Further, the National Youth Leadership Council has established the standards of Service-learning. Some of these includes, services should be personally relevant to participants; reflection activities should be included before, during and after the Service-learning processes; Service-learning activities should address community needs; students should learn to plan, implement and evaluate Service-learning activities together with the community; and SL should encourage its participants to gain understanding of multiple perspectives.

Meanwhile, Director-general of Higher Education in Indonesia defines KKN as a community empowerment program done by students as a means of applying their knowledge systematically in the form of community development Programs (Prastowo & Suyono, 2007). The goals of KKN are to train students in planning, implementing and evaluating programs needed by the community, to give students opportunity of increasing their interpersonal skills, to encourage students to solve community problems together with community stake

holders in both mono-disciplinary and interdisciplinary approaches, and to link the university with community. As for the standards, students should spend a period of some weeks or months to perform KKN; lecturers and community stake holders monitor and assess the ongoing process of KKN; both for students and community being served the process is collaborative and mutually beneficial; Reflection is imperative and is done before and after the program’s implementation. How KKN – the Indonesian version of Service-learning -- evolved and has been implemented in many Indonesian universities will be described on the next section.

A Brief History of KKN

The concept of linking academic study with the practical experience of community service has been considered since the first university in Indonesia had been founded in 1949 but it was only implemented in 1951 in a program called ‘Student Power Mobilization’. Pioneered by a young student, Koesnadi Harjosoemantri who turned to be a professor and then rector of Gadjah Mada University (GMU), this program sent students to teach subjects related to their study at school. The objectives were to provide and improve education in remote areas, and to provide qualified social workers. Until 1962, 1487 students have been involved in this program. To this time, Student Power Mobilization had taken place in 161 schools that was distributed in 98 regions outside Java (“*Ensiklopedi Tokoh*”, 2007). In 1962, the need of doing community service reemerged and this program transformed itself to become ‘Student Community Service’. Since that time, the Student Community Service program spread to 4 other universities and institutes in Indonesia (Shiddieqy, 2005).

In 1971, the general director for Department of Higher Education evaluated the Student Community Service Program. He suggested that all students should

do this program and live in villages for three months (“Ensiklopedi Tokoh”, 2007). The argument is that by living three months in the service site, students would be able to address real community needs and to learn more through their active involvement in communities. This newly adapted form of student community service program was named *Kuliah Kerja Nyata* (Study Service Program).



Figure 1. the Evolution of Kuliah Kerja Nyata in Indonesian Universities

In 1973, the general director for Department of Higher Education issued a decree which integrated *Kuliah Kerja Nyata* into the higher education curriculum in Indonesia. Since then, most universities in Indonesia have been conducting KKN as one of higher education’s threefold responsibilities namely teaching, conducting research, and doing Community Service. Figure 1 describes the evolution of KKN.

2. Service-learning at Duta Wacana Christian University

2.1. Past State

The implementation of Service-learning at Duta Wacana Christian University (DWCU) can be traced back from its founding history. DWCU which was founded in 1985 originally stems from Duta Wacana Theological Seminary founded in 1965. Duta Wacana Theological Seminary had conducted Service Learning in a form of program called *Stase*. Through this program, a group of theological students performed religious services in churches, gave counseling to church members, and also tried to solve the community problems around the church, such as poor sanitation and illiteracy, but the main target of the program is church member.

As a University, DWCU had to apply the decree issued by the Department of Higher education concerning the implementation of KKN and its integration to the curriculum. *Stase* was transformed to be KKN as the Seminary was transformed to be Theological Department. In fact, DWCU conducted *Kuliah kerja nyata* for the first time in 1989, when its first students were at the last year of study. The service was carried out in urban and rural areas with the objectives of improving community standard of living in the areas of finance, health, education and social life. Because of Duta Wacana’s resource constraints, since 1994 DWCU has concentrated its Student Study Service on rural communities.

During 1994-1998, the services were done in 3-4 regencies and the programs were set up to be long-term programs that were done successively by different students in the same regions. In those days, students, lecturers and staffs from Center for Community Development Service cooperated and built partnership with local, national and international NGOs to realize these long-term projects. One example of such a project is programs in villages around Sermo Dam. Sermo had been an agricultural area where most of its inhabitants were farmers. But the New-Order Government (Soeharto Era) forced four villages off their land, transforming their villages into a dam. Therefore, many farmers were displaced and lost their rice fields without any proper reimbursement. The services provided to these ex-farmers included assistance to become fish-farmers by providing training in fish-farming, entrepreneurship, marketing, packing and simple accounting. Trainings on carpentry were provided for the young males. For women, trainings offered included sewing, cooking and how to serve fish-dishes. The assistance for various income-generating activities were provided for both men and women.

The financial and political crisis in 1998 greatly influenced the succession of Study Service Programs (KKN). Because of financial shortages and the safety

reasons, the Study Service Programs were transformed into a ‘Social Service-learning’ where students did not need to stay in villages or rural areas for a period of time. Students did their services by becoming volunteers in various NGOs or did assistance to groups of small entrepreneurs and vendors for management, accounting and raising capital. In 2002, DWCU restored KKN to both rural and urban areas for the reason that the political situation had stabilized (G. Adinirekso, interview, May 2nd 2007).

2.2 Present State

As for the present, DWCU has developed a practice of *Kuliah Kerja Nyata* (Student Study-Service) which conducts various forms of services. Though various, all sorts of these services are under the name of KKN, since it is an official name of a course in the curriculum (N.A. Haryono, interview, May 2nd 2007). The various forms of KKN can be seen in figure 2 below.

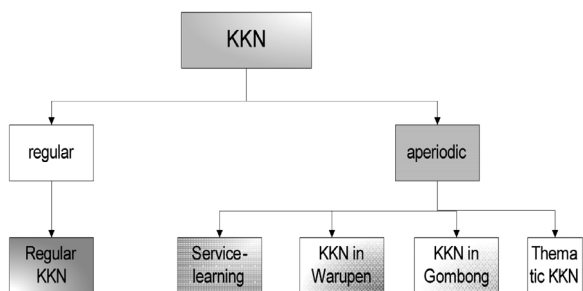


Figure 2. KKN scheme in Duta Wacana Christian University

As illustrated by the figure above, KKN are implemented regularly and aperiodically. The aperiodic KKN is KKN which is conducted in response to some phenomena such as natural disasters, existent community needs, or the needs of university partners. One form of non-regular KKN is Service-learning. The term ‘Service-

learning’ here is used to refer to services done by students in mono-disciplinary approaches.

The activities in both regular and aperiodic KKN are divided into three phases, i.e orientation, implementation, and reporting. In orientation phase, students are given additional practical courses on participatory approach, action research and cross-cultural communication. Shortly after these courses, they need to conduct surveys and observations on their service sites. Under the supervision of a field-lecturer, a group of 7-8 students interview some community stake holders and hold open discussions with the target community. The goals are to discover communities’ potentials as well as their problems, and to work out solutions. Over two weeks, students make observations and findings that are brought to campus to be discussed with the field-lecturers. Then, they are required to set out some programs, writing proposal and action plans for their implementation. The proposals are presented both to field-supervisors and the community on different occasions. The community has rights to object to the proposed programs if the programs do not meet their needs. During orientation phase, students go back and forth from Campus to service site. Students take two days for doing reflection, thinking about how to take effective steps to meet the identified needs of the local community, before they do their services and put their programs into practice.

The second phase is the live-in and implementation. For a month, Students live among the community they serve in order to put the approved programs into practice. By living together with the community they serve, the student’s civic and social awareness is heightened. In addition, they will learn to use direct experience in taking initiative, assuming responsibility, applying what they have learn to solve problems at hand, as well as learning to work as a team. The programs in regular KKN can be classified into 4 major categories. First, teaching: the student gives tutorials and courses in the evening for elementary and junior high

schools students. Second, health care, the student provides healthy and nutritious food for babies and children under five years old. Third, community development, just to name an example, the student empowers the host community to care for their environment by not throwing garbage carelessly, providing trash bins that are made of available local resources such as used car tires or facilitating training on making organic fertilizer. Last, improving the local infrastructure, the student may help in drawing the village map, renovating village streets or making street signs. The host community members participate in realizing these activities.

The last phase is the reporting. After finishing their service, students come back to Campus, where they have a week for reflecting on what they have done during their time in the village or in urban areas. Then they write a report and present it to their field-supervisors. In this presentation, they write an evaluation and recommendations on programs that need to be done for the next KKN.

The difference between regular and aperiodic KKN lies in its events and number of participants. Regular KKN is done once a year and it involves a huge number of students. The aperiodic KKN is implemented whenever there are urgent needs or demands from the local government or community. For example, the thematic KKN in Gombong was done due to local government's demand and cooperation between DWCU and Nam Seoul University. Service-learning was conducted due to the need of recovery services for the earthquake victims. The next section describes the implementation of SL as a recovery effort of 2006 earthquake in Yogyakarta.

Service Learning in Time of the 2006 Earthquake

As it is explained before, the concept of Service-learning (SL) has been deep rooted in the academic life

of DWCU, but the term is quite new. The work bearing the name 'Service-learning' was done for the first time by DWCU students in 2006 in response to the natural disaster that destroyed hundreds of thousands of homes and killed around 6.000 people in Yogyakarta that year. As a university located direct in the area of earthquake, DWCU conducted relief efforts for the first 15 days after the earthquake struck. Observing that the earthquake victims and refugees had needed assistance and experts for their recovery, DWCU decided to conduct SL in an area that was badly affected by the earthquake -- Pundong, Bantul. There were 44 students who volunteered for recovery services. Students involved in SL had to perform their activities in three phases as explained in section 2.2. They had to live also in the area of service for four weeks. The objectives were that students would be able to develop their social awareness, address theories that have been studied regarding community needs and therefore they would be able to apply those theories, increase the educative competence through various academic activities, and develop empathy by making a contribution to the recovery of earthquake victims.

Through observation and interviews, students discovered that earthquake victims had difficulties in obtaining clean and fresh drinking water. This was caused by the sliding of the layers of the earth. Other findings included, the downfall of industry sectors caused unemployment; victims lacked resources to rebuild their residences; and services provided by public Health Care centers tended to decline. Those problems were classified into four areas of services. Each area of services was under the supervision of a lecturer whose interest correlated with it. These four areas of service were financial recovery and unemployment, the Information system for public facilities, building construction, and sanitation.

In its implementation, students were grouped into 4 working teams consisting of students from different

subjects. The working team on the financial sector tried to solve the unemployment problem and rebuild the home industry sector. They gave assistance to small snack home industries by offering them production tools, seeking information for the possibilities of having credit from banks or local government, and helping to market their snack productions. The team dealing with public facilities created some software in the form of an Information System for the local public Health Care Center (*Puskesmas*) and schools, giving training on how to operate the information system program and giving some computers to local schools and Health Care centers. These were aimed to increase the service quality of the public services in post-earthquake period.

The construction team was led by architecture students and sought to solve housing problems. As it is well known, the lost of a home affects mental and physical health. The anxiety and restlessness from staying outside without proper shelters caused victims to become sick and suffer mental fatigue. This team attempted to solve such problems by providing shelters, providing training on how to construct housing that is resistance to earthquakes, providing clean and healthy drinking water by constructing wells, public toilets, and giving carpentry tools to the host community especially those whose jobs are bricklayers and technicians so that they were able to work on their residences. The social and psychological problems were unsolved because we lacked experts in psychology and social matters.

The team working on sanitation that was guided by students from environmental Biology provided training and assistance on constructing a hygienic environmental sanitation, testing the water hygiene in the lab, constructing clean water distribution system and creating waste controller tanks for holding fluid waste from home industries before it can be recycled. The problem of a clean water supply was tackled by two groups because it played

such an important role in supporting the daily activities of earthquake victims such as cooking, washing and bathing. It also influenced victims' health and the activities of the home industries. But these two groups approached this problem differently. In implementing the programs, the host community members were actively involved, not only as targets in trainings, but they helped students in organizing trainings, and construction programs.

After implementing those programs, students reflected on what they had done and wrote reports. Upon evaluation, most students wrote that one month period of service for the recovery of earthquake victims was very inadequate. This fact was demonstrated in that most students extended their service at least a week more, though they have been officially withdrawn to the Campus. The extended service was done without living in the service location.

2.3. Future State

Examining the practice of regular KKN and SL, we realized that each has its own advantages and disadvantages. One of regular KKN's advantages compared to SL is set on the host community's participation. The community where regular KKN is performed is involved from the beginning of KKN process, i.e. since the observation phase. The community is also involved in approving programs that will be implemented, and in putting them into practice. In SL, the host community is involved only in the process of program implementation. This can turn to be SL's weaknesses, since if it is not carefully managed, the host community's involvement becomes merely a superficial and lip-service participation.

As a new term, SL is able to stimulate student's curiosity and encourage them to do the service better. This is one of SL's advantages. Having been done for years as a compulsory subject, regular KKN has lost its meaning. This

leads to KKN's weaknesses. Another problem for KKN is that many students lack field experiences and problem-solving skills. This condition is normally ignored and unseen by the society. They consider students doing regular KKN as "saviors" of their communal problems. This high expectancy from the target community can make students frustrated. Not surprisingly, some students have negative view of regular KKN, since they have to live in villages, change their life styles, spend their money, and work hard for the implementation of their programs. Students having such view of regular KKN usually will fail but students who can grasp the meaning and the concepts of regular KKN will benefit from it.

Learning from both strengths and weaknesses of regular KKN and the implementation of SL, DWCU is formulating a new form of service that combines the concepts of SL and regular KKN. The exact form has not yet found its final shape but some criteria which shape it are as follows:

- students keep working as a team in an interdisciplinary group
- students learn to use an interdisciplinary approach to solve multidimensional problems.
- Students work individually as well as in a team
- In their individual work, they need to solve, at least, one problem that is approached through their single discipline.
- The service avoids making the community merely as an object of service, but maintains community participation a central value to the concepts of KKN.

The current collaboration between DWCU, *Mertidusun* Foundation which is run by Gusti Pembayan, the daughter of Yogyakarta Sultan, and Danamon Bank triggered a thought on shaping new form of SL implementation in the future. This collaboration has worked

to realize a "village corner" – a place where villagers can learn computer applications. Such collaboration should be continued and enhanced by having the participation of local government and creating contracts that the new form of services would be applied in a specific region for some periods of time. Based on this occasion, we plan to realize a concept of an IT village that will be implemented in a long term. There students from Informatics department would apply researches on providing low cost internet connection, economics students could assist farmers in managing their farms and developing their entrepreneurship, students from Multimedia and Information system might give assistance in designing web sites for local farmers, students from environmental biology might give assistance on how farmers can increase their crops productivity without destroying the environment, and students from architecture department could help in designing the needed infrastructure. An IT village is one of our dreams in applying Student Study Services (KKN as a whole).

Another discussion that is taking place is the SL plan to assist small and medium enterprises in increasing their local business competitiveness through "technopreneurship". Because of the global financial crisis, many small and medium enterprises in garment, furniture, handy craft industries suffered severe financial loss and went bankrupt. As a university having IT department, DWCU has a duty to stem the losses by doing its threefold responsibilities, especially, community service. This idea has begun by organizing an Information and Communication Technology (ICT) Business Solution Fair taking the form of Seminar, workshop and exhibition. The ICT Business Solution Fair was held on May 2009. To follow up, students will be sent to assist small and medium enterprises which have not applied Information Technology for their businesses. What students do will be considered as doing SL. In this SL, the students will use their knowledge of software design to help small and medium

entrepreneurs. Also, they will transfer their knowledge in constructing a website, blog, and how to do marketing on the Internet. This transfer of knowledge enables small and medium entrepreneurs to reduce their product expenses. For example, a furniture firm used to send a sample of its chair design by making its prototype. They need to spend time and money for shaping and crafting a chair as a prototype. But by using a design software, what they send is a softcopy of their chair design. This softcopy of chair design can also be marketed also on the Internet. It is hoped that “technopreneurship” will be a new form of SL at Duta Wacana Christian University, Jogjakarta.

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Role of service learning in water quality studies

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Abstract

Background: Chemistry students often complain that they are unmotivated because they see no applications of chemical principles in “real life.” It was thus decided to put into use the knowledge gained during the course on water quality and analysis. Learning the principles of quantitative chemical analysis requires innovative, hands-on laboratory experiences that would challenge students to think independently about a problem.

Aims: The water project selected by the Department of Chemistry was meant to serve two purposes. One of the objectives of the programme is to increase student interest and critical thinking skills while reinforcing the concepts learnt in the classroom. The second objective is to remind the students of the benefits derived from the society. With a view to enrich the moral and civic values inherent in serving others, this project was integrated into community service to form a package called “Service Learning” and this package formed a part of the curriculum.

Sample: A community pond near the College was chosen for its restoration and the local residents were made partners of this project.

Method: The students first interacted with the community and got their views and concurrence regarding the restoration of pond ecosystem. Then the pond water was analysed for the physical and chemical parameters and on the basis of the result, restoration process was carried out. In order to evaluate the effectiveness of the service-learning component, students were surveyed at the end of the semester about their service-learning experiences.

Result: The students with the help of local community and the municipal authorities were able to completely restore the quality of the pond water. The students responded very favorably to the service learning programme involving the water project. The programme, in the opinion of the students was both challenging and time consuming. The service-learning project achieved the educational objectives of requiring the students to think critically and work as a team. Almost all students agreed they had learned more about course concepts as a result of their service-learning experience, and the majority felt their service-learning activity provided a needed service to the community.

Conclusion: It was observed that effectively linking service-learning to course content not only offered students a powerful opportunity to maximize academic learning, but also promoted their personal growth and instilled a commitment to lifelong, civic engagement.

Keywords: Restoration of Pond, Water analysis, Civic responsibility

服務學習在水質研究中的角色

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摘要

背景：化學系學生常常抱怨說他們缺乏學習動機，因為他們不知道如何在「現實生活」中應用化學理論。這篇文章就是要運用化學科裡所學到的知識對水質作出研究及分析。學習化學量化分析的原則是需要創意思維和實質的實驗室經驗，而這都是考驗學生獨立思考問題的能力。

目的：化學系所挑選的水工程計劃主要有兩個目標。其中一個目標是要提高學生的興趣及批判性思考，同時加強學生在課堂裡所學到的概念。第二個目標是要提醒學生從社會中所得利益的意識。為了加強從服務別人而固有的道德及公民價值，這計劃揉合了社區服務，形成一套「服務學習」，並成為課程的一部分。

調查對象：挑選了一個位於大學附近的社區池塘作復修，當地居民亦成為這計劃的合作伙伴。

調查方法：學生首先與社區接觸，得到他們對池塘的生態系統作出復修的同意。然後，對池塘的池水作出物理和化學參數的分析，根據這些結果進行修復工程。為了要評估服務學習成分的有效性，在學期結束時，對學生的服務學習經驗進行了調查。

調查結果：得到社區及市政府的協助，學生能完全恢復池塘的水質。學生對水工程計劃加入服務學習反應非常好。這計劃，在學生的角度來說是既富挑戰性亦很費時。服務學習計劃能達到要求學生批判地思考及團隊合作的教育目標。幾乎所有學生都認為由於服務學習的經驗，他們更了解課堂的概念，而大多數人都認為服務學習活動為社區提供了所需的服務。

總結：有效地連繫課程內容與服務學習，不但能有效地加強學生在學術上學習，更能促進個人成長及灌輸終身學習，公民參與的承諾。

關鍵詞：池塘復修，水分析，公民責任

Background

Community and social service during an academic programme were always carried out as a part of extra curricular or co curricular component. Students as well as the staff in charge of such programmes often chose topics and fields which are not connected to the classroom activity. As the community service was delinked from the academics, there developed a tendency, where academicians and students believed that there could be no connection between subjects learnt and the service provided to the community. However, service learning approach has been found to provide adequate motivation to the service components as it involved application of principles learnt in the classroom to the problems faced by the society. This is the principal reason for its success in many science settings. Many practitioners (Kesner & Eyring, 1999; Nix, 2000; O'Hara, Sanborn & Howard, 1999; Alison, 2004) have found success in increased student learning, using service learning as their active approach. Chemistry is well suited for the promotion of service learning, as there are a number of scientific issues that affect the society.

In addition, it is found that with standard laboratory exercises, many students are not challenged to think independently. The students are usually required to complete a very specific list of tasks, which does not require them to think about what they are doing. A multi-week project would allow students to think independently about a problem. Water is one of the most abundant substances on earth's surface. However, most of this water is salty and so it unfit for human consumption. The fresh water which is available for human use is

only 0.003% of the total availability of water. This is not evenly distributed and the fresh water availability varies from place to place. If the available water per person per year is more than 1700 m³, then the area is regarded as one where there is abundant water. The area where less than 1700 m³ of water is available per person per year is called water scarcity area. In India, though the water available is 2200 m³ per person per year, the situation in Tamil Nadu, where Madras Christian College is situated, is totally different. Only 800 m³ of water per person per year is available in these areas and so management of water resources poses a big challenge to the society.

A need for sustainable management of available water supply thus gains importance. Generally, the onus of managing water resources is left to the government. Implementation of service learning programme under these conditions will result in a paradigm shift in the attitude of the society. Instead of an individual surrendering to the state, there is community participation. The society realizes the need to join hands with the government in solving the problem faced by them. The people begin to realize that water shortage is not about the mere failure of rain or enormous increase in the population level. It is about the failure of the society to live and share its water endowment.

The society is made to be partner in the integrated water management system. This involves various elements such as water augmentation through rain water harvesting, water conservation through judicious usage and preservation of existing water reservoirs like lakes and ponds. The interactions among the elements within the system are related to quality and quantity of available water. Water quality

is a term used to express the sustainability of water. The statistics provide by the government agencies reveal that there has been a steady and marked fall in the water table from 7 meters in 1995 to 20 meters in 2004 in the study area. Ponds and lakes help to main the water table by recharge process. The vanishing of lakes and ponds has resulted in a drastic reduction in the quantity of available water. Further, the water quality of such resources has deteriorated as a result of runoff of from surroundings.

The service learning programme aims at the preservation of such water resources. Water chemistry, which involves the characterization of water using physical and chemical parameters and the analysis and treatment of water for domestic consumption and domestic waste production, are taught as an academic programme in the third year of study of chemistry. The academic programme also involves practical classes where the systematic procedures of the analysis of a water sample are taught. Instead of carrying out such exercises as a routine academic process, it was decided to apply these principles to real life situations. Provision of clean drinking water is inherently important to everyone and thus it has become a part of social issue. Thus water project, which would involve taking samples from a natural water reservoir and analyzing their quality, would keep the students interested in their contribution to the society (Juhl, Yearsley, & Silva, 1997; Richter, 2001; Schaumtoffel & Joubert 2001).

Project Timeline

The service learning project was carried out for a year consisting of two semesters. Each semester had a contact time of 13 weeks and throughout the 26

weeks, the work was carried out outside the regular class hours. Most of the days the students worked from 2.00 p.m. to 5.00 p.m. but the duration were not rigid and on several occasions they spent time beyond 7.00 p.m. Substantial class time was also devoted to discussion of the projects. In these discussions the students shared their experiences, challenges they faced and exchanged ideas. The residents of the local community were invited to discuss the progress of the project and their views regarding the restoration process were incorporated in the project. The students made clear to the community, that the success of their effort and sustainability of the project required their continued support. Thus the local community was invited to the release of final draft and in the ensuing celebration process where some of the locals who helped the process were also honoured. The assignment schedule is outlined in Table 1.

Table: 1 Service Learning Course Schedule

Week	Assignment
1	Project proposal
3	Project plan & Interaction with community
6	Project plan – Pilot analysis
10	Ethical issues & awareness programme
15	Sampling and analysis
18	Bailing out of water
19	Analysis of water in households
21	Distribution of kits
23	Analysis Report & Reflection
26	Final draft & celebration

Site Description

A large pond, called “Tamarai Kulam” in native language, near the College was chosen as the field of study partly because of its proximity to the institution and partly because of accumulation domestic waste and unusable condition of water in the pond. The pond is one of the oldest water reservoirs of

Tambaram, the name of the town where the pond is situated. In fact, the name Tambaram is itself derived from Tamarai Kulam, which in olden days served as a source of fresh water for the local community. It also served as a recharge repository for the wells that used the water for agriculture. At present all cultivable lands have been converted into construction sites and thus the pond is surrounded by a cluster of houses. The pond also serves as a place to take ‘‘holy dip’’ during festival seasons in the nearby temple. For the past two decades or so, the pond was used as a place to discharge all domestic wastewater and all the solid wastes generated during festival times were dumped into the pond. The pond water has thus lost its original nature and became physicochemically and biologically unfit for human consumption. It was a case of neglected water resource and no steps were taken either by the local authorities or the community to restore the pond to its original glory. Thus the pond posed the required challenge for the students who wanted to study the quality of water and who wished to implement the remedial measures for the purification of the pond.

Method

The physico-chemical and bacteriological parameters were analysed as per the standard methods described in APHA and by using the analysis kits designed for this purpose. The physico-chemical parameters selected were pH, chloride, alkalinity, total hardness, calcium, magnesium, iron, sulphate, nitrate, carbonate, bicarbonate conductivity, Total dissolved solids (TDS), dissolved oxygen (DO) and chemical oxygen demand (COD).

The local government authorities were contacted and permission was sought to carry out the sampling

process. As a part of learning the students were introduced to the method of sampling techniques from a water body (Harris, 2001).

The tests to be carried out were classified into two types .i. on site testes and ii. off site or laboratory tests. The sampling procedure itself posed great challenges to the students as they could sample as per the plan proposed by the statistical method of sampling. There were places in the pond which could not be reached by them. They were forced to engage manual labor for this purpose. When a man came forward to take sample from the inaccessible portions of the pond and from places where there was domestic grey water, for a small cost they were shocked to see the reality in the outside world. The manpower in terms of manual labor is not very expensive and poor people do not care about the health hazards associated with the labor. Their primary aim was to earn money, even if it means at the cost of one’s health. The students were moved by the pathetic conditions of poor and the have-nots in their society.

At the conclusion of the sample analysis, a group discussion was held to pool the results and to compile them.

Results

The water samples were turbid, yellow liquids. The results of physico-chemical and bacteriological parameters are given in tables 2 and 3. The background sample quality indicated that the pond is truly contaminated by human activities and the characteristics of pond are not due to natural background of the given area.

No heavy metal contamination was observed and

this augured well with the absence of heavy metal industries around the pond area.

The dissolved oxygen (DO) levels very low (2.2mg/L) and this indicated that the concentrations of organic matter and nutrients should be high. This high concentration decaying organic matter was also responsible for the fish kill observed during the period of sampling. The high COD value accounts for the presence of high level of organic contaminants.

The chloride content, alkalinity, total hardness, calcium, iron, phosphate, nitrate, sulphate and pH were all well within the permissible limits. All these suggested that the deterioration of water quality was not due to natural leaching of minerals from soil and could only be due to organic waste generated from domestic waste. The presence of indicator microorganisms proves the contamination through discharge of human sewage.

Execution of Action

It was very clear to the students that the deterioration of water quality was mainly due to the discharge of domestic waste from the houses surrounding the pond. They understood that the discharge of the domestic waste has to be stopped first and the pond has to be cordoned off from the public misuse.

They approached the municipal authorities and the person in charge was kind enough to allot money to build a compound wall around the pond. The local community was sensitized regarding the need to have a pond with good quality water and their cooperation in this regard was sought. All of

them agreed to stop the discharge of waste into the pond and they were given suggestions to use the wastewater in a better way. They also understood the need to improve the water quality and to use the pond as water recharging repository for their wells.

The water in the pond was bailed out completely just prior to monsoon rains and clean water allowed to seep into the pond. As the discharge of wastewater was completely stopped and as the compound wall prevented the unauthorized entry of people into the pond, the water quality of the pond had greatly improved. The students are monitoring the quality of water from time to time and are reporting to the local authorities.

The local community was provided with low cost, simple chemical kits so that any common can assess the quality of water using the kits.

The students were so proud of what they done to the local community and also what they learnt by way of tackling problems arising from poor quality water. They appreciated the local wisdom of using the gum obtained from a country tree to remove excess iron in water. This led to the execution several small scale projects using the natural gum as a coagulant.

Survey Results

Some of the students were so impressed by the work that they wanted to share their experience with other academicians. Four of the students presented the results of the study in two national conferences and impressed upon the academic population the need to include such service learning programmes in the curriculum. Since the advice came from the students who were partners of the programme their view was well received by the students as well, as the staff.

The staff understood the impact of service learning as a pedagogical tool to impart basic principles of chemistry to students.

As a part of self evaluation of the programme, a questionnaire, on a five point scale, from strongly agree to strongly disagree was circulated and the students were made to respond to the questions (Table 4).

It was clear from the survey results that the students generally agreed that the water project was more interesting than typical chemistry laboratory assignments. Instead of wondering why a particular experiment was introduced in their curriculum, students now realize the relevance of the experiment. (question 5). The students unanimously agreed that they needed to use critical thinking skills in the project. The structure of the project allowed the students to work independently which most of them enjoyed. (question 6). As with any investigative chemistry problem, not all parts of the water project went as planned (question 8). This is a valuable lesson for the students. The students were allowed to understand the reality of the problems that may arise while executing a plan. The interaction with the local community may not take place as nicely as envisaged. Many people have their own idea of service and the approaches by students were sometimes viewed with suspicion. Some of the on site tests could not be conducted as planned due to practical difficulties in obtaining the sample.

While students did not feel that they discussed chemistry more with their classmates during water project, (question 7), the instructors found a substantial increase in instructor-student interaction. Many students did not hesitate to ask the instructor

for clarification when they encountered problems. Even when they were solving the practical problems using their skills, they did not miss a chance to check with the instructor whether they are following the right path. The informal atmosphere allowed the students to interact with the instructors without any inhibition.

The students also agreed that the project was time consuming than other laboratory assignments. (question 2). This is true because the analysis involved traveling to place, doing some tests on site and returning to laboratory to continue other tests and complete the analysis. The number of parameters chosen was also relatively high because the students did not want take risk with the public health. Majority of them were also surprised by some of the results that they obtained during the project. (question 9). This again confirms the basic theory that the quality of water or any chemical for that matter cannot be quantified by its appearance. There will always be differences between what we assume based on appearance and the actual chemical composition.

As they gained major insight into the rudiments of water chemistry through this project, an overwhelming majority of the students recommended continuing the water project as a part of the course in the future. (question 10).

The students were given elaborate instructions prior to the project and sample analysis was carried out to get them familiarize with the techniques and to give them confidence to carry out the tests with the test kit in front of a crowd. This has helped many students to face the public and this factor is acknowledged by majority of students. (question 4).

Feedback from Staff

The staff involved in practicing service learning programme for the past two years reported that such approaches took students beyond the simple cognitive levels of knowledge and comprehension. The service component reinforced the connections to fundamental chemical principles emphasizing the unification of knowledge. They agreed that the students had an empowering experience through connections between the general principles and the service they render to the community. The students learnt the subject using skills of synthesis and analysis rather than rote memory. Faculty can use this tool to identify and document students' lack of understanding and thus design more effective intervention strategies. This instrument is adaptable across institutional and discipline contexts, making it a valuable assessment method for anyone interested in scholarly and reflective teaching.

Community Response

One of the major difficulties in integrating the service learning into the curriculum is to find a good community partner. The community, which the students interacted with, was a heterogeneous group. There were well educated people at one end of the spectrum and at the other end were people from lowest strata of the society who were illiterates. There were business people and those who were daily wagers. Therefore no questionnaire was prepared to get the opinion of the project once it was completed. We felt that such step may alienate the lower strata of the society. However, the community people were encouraged to voice their opinion at every stage of the project and their help was sought in the implementation of the project. For example,

when students found it difficult to sample water in the interior of the pond, the local community was asked to suggest a method to sample water from that spot. They identified a daily wagger from among them who did the job of sampling for us and also received his wage from us. Some influential persons of the community did the job of liaisoning between the students and the municipal authorities. As all of them felt the need for a clean water reservoir, they commended the students for their service. These interactions helped students to identify and analyze different points of view to gain understanding of multiple perspectives of the present problem. A local vendor by name Mani, felt that the supply of water kits is irrelevant and that the students should continuously monitor the quality of the water on behalf of the community. A few others like Dr.Raman, wanted a water purification kit, which was beyond the scope of the course.

We firmly believed that the development of transactional and transformational relationships can result in benefits for both parties involved. Transactional relationships between faculty and community organizations or between students and residents are temporally discrete due to their project focus, whereas transformational relationships leave open the possibility that the process of relationship development will be sustained and ongoing beyond the completion of a project.

Conclusion

The students responded very favorably to the service learning programme involving the water project. The programme, in the opinion of the students was both challenging and time consuming. The service-learning project achieved the educational

objectives of requiring the students to think critically and work as a team. Based on the instructor availability and the current laboratory equipment, it would be difficult to attempt such a project with an enrollment larger than twenty students. Our chemistry staff are encouraged by the success of the project and hope to incorporate similar projects into the service learning programmes. Students learned more than they did with a traditional approach and gained insight into how environments chemists work.

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Comparison of characteristics of Pond water with IS 10500 of BIS (1991)
Table 2: Parameters falling within desirable limit

S.No	Parameter	Pond water	Background blank	Desirable limit of BIS
01.	pH	7.7±0.1	7.3	6.5 to 8.5
02.	Chloride	168 ± 5	163	250
03	Alkalinity	169 ± 9	152	200
04.	Total hardness	162 ± 8	160	300
05.	Calcium	65± 5	67	75
06.	Phosphate	0.13± 0.01	ND	0.1
07.	Sulphate	130 ± 6	57	200
08.	Iron	0.3 ± 0.01	0.15	0.03

Table 3 . Parameters falling outside desirable limit

S.No	Parameter	Pond water	Background blank	Desirable limit
01.	Magnesium	77 ± 2	48	30
02.	Electrical conductivity	882 ± 20	93	400
03.	TDS	1231 ± 35	65	500
04.	DO	2.2 ± 0.02	6	7
05.	COD	70.6 ± 4	ND	5
06.	TBC/mL	4800 ± 611	500	0

Table 4. Survey Results

S.No	Questions	Strongly agree %	Agree %	Neutral %	Disagree %	Strongly disagree %
1	I was challenged by the water project portion of the course	31.58	42.11	21.05	5.26	0
2	The water project was more time consuming than other laboratory assignments	15.79	52.63	5.26	26.32	0
3	I needed to use critical thinking skills to complete the project	0	26.32	47.37	21.05	5.26
4	Prior laboratory assignments in this course helped prepare me for the project	10.53	68.42	10.53	5.26	5.26
5	The water project was more interesting than typical laboratory assignment	31.58	52.63	5.26	0	10.53
6	I enjoyed working independently during the project	31.58	42.11	21.05	5.26	0
7	I discussed chemistry with other students during the project	0	26.32	31.58	31.58	10.53
8	All parts of the project went as planned	10.53	20.21	5.26	64.0	0
9.	I was surprised by some results I obtained during the project	42.11	42.11	5.26	5.26	5.26
10	I would recommend continuing the programme as part of the course work	52.63	31.58	5.26	0	10.53

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The impact of service-learning in supporting family empowerment and welfare program

Case study: packaging design class project for micro industries in Kediri

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Abstract

Background: Facilitated by Community Outreach Centre, the Packaging Design class of Visual Communication Design major at Petra Christian University implements Service-Learning Program to assist micro-industries that have joined in the Family Empowerment and Welfare Program in Kabupaten Kediri. Students, in cooperation with lecturer assist micro-industries in solving the problems of how they market their products, due to the poor condition of packaging design. Short after finishing the Service-Learning program, we find that micro-industries undergo some difficulties in implementing student's packaging design.

Aim: This study investigates the impact of packaging design Service-Learning project for micro-industries in Kediri, and how much it contributes the Family Empowerment and Welfare Program.

Sample: Ten micro-industries are interviewed, from total population 12 manufacturers. There are totally 13 products are examined.

Method: A research using qualitative method to know how much impact did our Service-Learning has on supporting the program. Researchers visit every respondent's home industries and do in-depth interview in each of them.

Result: The examination result show that Service-Learning is utterly beneficial. However, we find some obstacles that made micro-industries are not well motivated to implement the students' packaging design.

Conclusion: Many of producers' expect that this program progressively persist. Family Empowerment and Welfare Center in Kediri fully nourish this Service-Learning Program. We have applied some condition to fulfill the expectation of the community and benefit all the participants of Service-Learning.

Keywords: Service-Learning, Family Empowerment and Welfare Program

支援家庭福利建設專案實習的成果 專題研究：為基甸尼小企業包裝設計課程項目

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摘要

背景：為說明在Kediri加入家庭福利建設組合的小企業，實習教學中心便利於彼得拉基督教大學視力通信設計系包裝課程去執行這項實習專案。由於包裝設計不合格，老師與大學生就幫小企業解決銷售他們的產品的問題。實行這項實習研究後，研究者發現當小企業執行大學生做好的包裝設計時遇到一些困難。

目的：為研究在Kediri 小企業實習學生所做的包裝設計的成果與這種對家庭福利建設設計的支持有多大。

研究方法：為瞭解實習工作支持這項計畫的程度有多大，這項研究使用定性研究方法。研究者採訪每個受訪者的家庭工業以及進行仔細的訪問。

研究結果：指出實習活動非常有效，但是還發現一些障礙引起不能推動小企業來執行大學生所做的包裝設計。

總結：許多小企業希望繼續實行這種項目。家庭福利建設局非常支援這種實習項目。研究者已應用一些方法使這次實習能滿足社會的需求與獲得他們的支持。

關鍵字：實習 家庭福利建設項目

1. Introduction

The education of Art and Design Faculty emphasizes in development of creativity, basic techniques and the implementation of knowledge academy. The development of creativity is important in design major, accomplished with basic technique, students become well prepared. In order to gain practical knowledge and experience, students must implement their knowledge academy. As educator, Visual Communication Design lecturers realize to accomplish those development they must expand their knowledge. The fact is quality and quantity development of Visual Communication Design lecturer is not enough if it's only based on theory and personal experience. Having considered that, Packaging Design lecturer's has initiative to implement Service-Learning as a part of social commitment, so the result of packaging design can be used directly in the market. Service-Learning is essential not only for students and societies but also lecturers in order to update their knowledge, to experience the learning process, and know the real problem.

The teaching should represent all levels of the activities that are emotional and rational, the communication, the technology, and the awareness of the social context (Frascara, 1995). Higher education does not only develop knowledge and trains young minds, but disseminates and applies such knowledge as well (Rao, 2003). No school could attempt to deal with all design requirements in every area of professional practice. Design studies is emerging today for the same reason that the design profession is experiencing a resurgence: immediate problems of integrating design into industry and long term cultural questions about the role of design in the modern

world and its potential for contributing to human experience (Buchanan, 1995).

Local, national, and international problems have an impact on colleges and universities, and educators are acknowledging and accepting the responsibilities they have for leadership in the society. Among the specific issues for which college and university leaders are assuming their share of responsibility and that they declare are reasons for engaging their students and faculty in programs linking service and learning are: education reform, the development of human values, leadership, citizenship, cross cultural communication, theory and practice, institutional mission, student interest and demand (Berry, 1999). Beyond its traditional functions of teaching, training, research and study, all of which remain fundamental, we should made a point of asserting the importance of the educational mission of higher education, which consists in promoting development of the whole person and training responsible, informed citizens, committed to working for a better society in the future. Higher education also has contribution to make to the solution of the major problems of planetary, regional and local importance (Mayor, 2003).

2. The Study

2.1. Background of Study

The academic has a big responsibility for the welfare of the society and awareness of the social context, the integration should be made between academic and industry. As colleges and universities seek to link community service to their educational mission, they realize that they must design those links to be compatible with their national and institutional

cultural context. To be successful they cannot merely replicate the models in use at other institutions. The immediate issues of their communities- the geography, history, mores, and values must all be part of the way service learning is organized. (Berry, 1999). Each higher education institution must define its mission in harmony with the overall goals of the sector itself, translate this mission into observable indicators and allocate the required resources (Rao, 2003).

Visual Communication Design has conducted the fourth times Service-Learning Program. In 2006, we assisted the micro-industries in *Surabaya* and *Sidoarjo*. It was our first experience in conducting Service-Learning. Even though the aim of Service-Learning was to help micro industry, our students encountered difficulties to approach them and obtain their product information for re-designing their packaging. We comprehended that though this is a social work, trust is required. From 2007 until now, facilitated by Community Outreach Centre, the Packaging Design class of Visual Communication Design major at Petra Christian University implemented Service-Learning to assist micro-industries that organized by the Family Empowerment and Welfare Executive Committee in *Kediri* district (*PKK Kabupaten Kediri*).

In the Service-Learning process, students in cooperation with lecturer and tutors' assist micro-industries in solving the problems of how they market their products, due to poor condition of packaging designs. Short after finishing the Service-Learning program, we find out that micro-industries undergo some difficulties in implementing student's packaging design. After three times conducting this project, we carried out a research using qualitative method in order to know whether our Service-Learning is

influentially supported the program. Generally, the aim of this study is to observe the advantages and the problems in order to obtain the description of suitable Service-Learning implementation. The primary concern in this project is how to make a suitable design based on the theory in a limited budget. The packaging design that made must be able to be re-printed by micro-industries manufacturer. It is a big challenge for every designer to create a suitable design with a limited budget.

2.2. Participants

There are two major participants in this program, which are micro-industries manufacturer from *PKK Kabupaten Kediri* and Visual Communication Design students from Petra Christian University, *Surabaya*. Packaging design lecturer supports this program and community outreach center as the fasilitator between *PKK* and university. As Service-Learning research has developed, more experts are arguing that Service-Learning activities should be integrated into course objectives (Howard 1998; Weigert 1998; Eyler & Giles 1999).

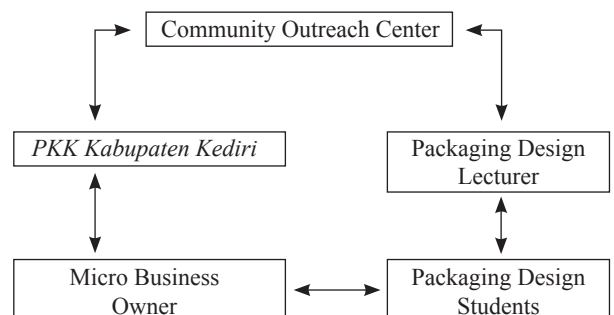


Figure 1. The Link in Service-Learning Program

Since 2006, this class has been implemented Service-Learning, all the students projects were actual project that hopefully could be used to assist micro industry. In 2007, there are totally 15 packaging, designed by 30 students and assisted by four tutors. In 2008, there are totally 34 packaging designed by 34 students and assisted by three tutors and continue in 2009 the participants are 31 students. Totally, from 2006 we produced four packaging designs for *Surabaya* and *Sidoarjo* and 80 packaging designs for micro industries in *Kediri*. There was increasing number of micro industries that eagerly motivated to join this Service-Learning Program. Micro industries have realized the importance of packaging design.

2.2.1. Packaging Design Class

Packaging design class is an elective class. Before beginning of the semester, the packaging design's lecturer have presented the curriculum of the class so that the students realize that Service-Learning is integrated into the course. The aims of packaging design class are introducing and understanding the packaging design and kinds of elements needed in designing the packaging so they can perform the effective plan using the modern equipments. The class curriculum is developing the early knowledge about packaging and the development, introducing and understanding the impact of packaging design in marketing and some factors supporting packaging design (Jurusan Deskomvis, 2006). The package is a marketing and communication tool, a permanent omnipresent medium that acts as a salesman. (Japan, 1995). The most basic function of packaging is to preserve and protect the product and its contents throughout its distribution and sale but in a changing society, packaging is increasingly called upon to

fill a more complex role. In today's self service environment, packaging has to sell the goods and its contents. (Sonsino, 1990). Packaging has become one of the most exciting and challenging areas in the design world, with the fast moving pace of development in both graphic design and material technology, which is continually creating new possibilities in shape design- the use of color, texture, typography, images or graphic, cost, structure and logos- remains at the heart of design profession (Sonsino, 1990; Denison, 1999).

2.2.2. Family Empowerment and Welfare Program

In Indonesia, we have the similar Family Empowerment and Welfare Program in all areas. Each district must put this program into success. There are ten programs of Family Empowerment and Welfare, which are:

1. Total Comprehension And Implementation Of Pancasila As The States fundament (Pengahayatan dan Pengamalan Pancasila)
2. Mutual Assistance Among Others (Gotong-Royong)
3. Foodstuff (Pangan)
4. Clothing (Sandang)
5. Housing And The Quality Of House Hold Arrangement (Perumahan dan Tata Laksana Rumah Tangga)
6. Skills Education (Pendidikan Keterampilan)
7. Health (Kesehatan)
8. The Development Of Economic Enterprise (Mengembangkan Kehidupan Berkoperasi)
9. Environment Preservation (Kelestarian Lingkungan Hidup)
10. Health Plan (Perencanaan Sehat)

Our Service-Learning Program supports the

skill education of micro industry as stated in program number six.

2.3. Research Questions

The research questions are as follows:

1. Micro industries condition
 - Sustainability of the products
 - The quantity of the products
 - The number of effective Human Resources
 - Products' segmentation
2. The implementation
 - The implementation of students' design
 - The obstacles
 - The solution
3. The Impact
 - The impact of Service-Learning in products' quality and quantity
 - The impact of Service-Learning in supporting Family and Welfare Program
 - Product's quality improvement
 - Suggestion

2.4. Research Methodology

A number of studies have been conducted in order to review the evaluation process of Service-Learning programs, which include interviews (with protocols), journals, syllabus analysis, surveys, classroom observation, and focus groups. Interviews and focus groups are becoming more common for identifying outcomes (Kezar, 2002). In this research we perform open interviewed, it means the informing person knew the aim of interview and realized that they have been interviewed (Singarimbun, 2006).

Service-Learning is a complex process that involves students, faculty, the university and the

community, but this research is focusing on the micro-industries that experience this program and received student's packaging design. At the beginning of Service-Learning process in 2007, there was a plan to design 30 packaging, but until the due date there were only 15 packaging. Total of ten micro-industries manufacturer is interviewed from total 12 micro-industries. There are 13 packaging design examined. The date of each micro industry is collected from *PKK Kabupaten Kediri* Executive Committee and students' reflection report. That sample is considerably enough, it represents more than 60% of total population.

The survey is conducted by visiting each of manufacturers' home industry of snack and instant beverage who has received the packaging design. In this research we collect the primary data directly from respondent and the secondary data from other parties. To collect the primary data, this research use in-depth interview technique. While we are interviewing each manufacturer, we implement another technique to strengthen the analysis, such as:

1. Observation

This technique is used to support the primary data and sharpen the analysis by observing directly the home industrial activities, collecting some design samples and visit some retails to know the products' market.

2. Documentation

In this research the methods of data collection are namely: filling questioner list, writing notes, recording the interviewing process through video, sound recording and photography.

These collections of interview questions will be analyzed with qualitative method. Based on the data, we find out that there is a certain character

of micro-industries in implementing the students' packaging design, so we analyze the type the micro-industries by grouping them. Qualitative research is, therefore, not based upon a fixed set of rigid procedures, but nevertheless the researcher does need to develop a set of strategies and tactics in order to organize, manage and evaluate. Such strategies involve the researcher in considering how to plan, organize, collect and analyze data. (Burgess, 1985).

2.5. Research Conceptual Plan

This research will discover whether the students' packaging designs have been made into implementation, whether or not useful for society, including the obstacles and the impact of Service-Learning.

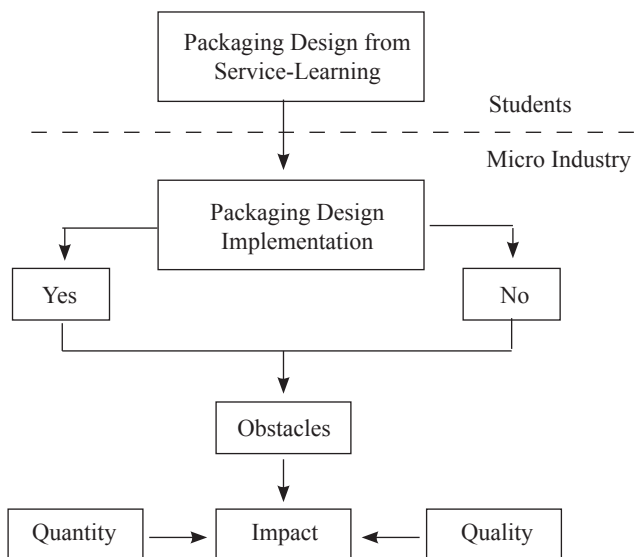


Figure 2. Research Conceptual Plan

3. Service-Learning Process

There were five important stages in this process. First, students must decide the product then accomplish the observation and research before making the design. For the first program, the focus of design was for snacks and instant beverage product. Students must design at least one until as many as they could. They also must design two or more innovative packaging to be used by producers in the future if they have progressive production. Most of the students design the primary packaging. Essentially, there are two types of packaging: either 'primary' or 'secondary'. The primary packaging is that which immediately covers a product; the secondary package contains the many individual primary units, usually for transportation purposes. The primary package has the most important task in the area of product or brand identity. It will contain all relevant or necessary information regarding the product. It will be a standardized size and dimension, so that it fits standardized shelf layout and transportation containers. It will bear a strong graphic identity and product imagery (Denison, 1999). Second, students must have presentation in front of the lecturer and tutors to gain input. Students must meet the micro-industries manufacturer and have presentation for one day in *Kediri*. After presenting their design, they must have discussion to know what kind of design that more actually needed by micro-industry owners. When designing a package, no single package is necessarily right or wrong but one might be considerably more appropriate than another (Denison, 1999). The result of the meeting would become great consideration for design revision. The fact was there were many design revisions because there were different kinds of views and tastes between students and micro-industry manufacturers,

like: material, size, shape and especially color. The micro-industry manufacturers usually wanted the eye-catching design with the contrast color in the lowest budget. Students considered the elegant, beautiful and innovative design without considering the industry owner's budget. Students thought that the colorful design would underestimate the design, made the design look cheap. Sometimes students would have argument about their design but finally they would listen to the micro-industry manufacturer. In the first meeting, students learned to interact with clients and real projects. The students experienced the new ways of education that make them have different points of views and life circumstances. Besides, of the different ethnic, education and economic, background, students and producers must work very hard to eliminate the gap between them. Different language use between Javanese as the vernacular language and Indonesian language also become a small problem in communication but they tried hard to find the perfect solution. Hammond and Heredia (2002) showed that participation in Service-Learning helped individuals to become better "cultural brokers." Service-Learning was also found to have different meanings and challenges based on the racial or ethnic background of participants. Vang (2004–2005) found that Service-Learning is an unfamiliar concept in many cultures and that service activities need to be culturally sensitive.

After discussion process, the design must be revised and approved by their client and tutor. Because the distance was too far between *Surabaya* and *Kediri*, students and their clients should communicate progressively via cell phone or short message service (SMS). Students spent more budgets due to distance process. The approved design must be printed on 50 – 100 packages; it depended on the price of packaging and the students' budgets because

they paid for the printing. Almost all the students design implemented silk screening printing. The decision of using that printing technique was mainly because it was cheaper than offset printing. Few of them used digital printing due to the limited time.

The third process was packaging the product in the newly designed packaging. Students together with the micro-business manufacturer package the product in the new packaging. The activities included putting the product into the new packaging, weighing and sealing. Some of the product didn't have to be weighed because they have already been taken into the inner package. After finishing packaging the product, students must carry the product to *Surabaya* and reserved it for exhibition and sales. Some of the product that was not long lasting was sent later near to the exhibition date.

The fourth process was exhibiting and selling the product with new packaging in one day. The exhibition was held two weeks later because students must make point of purchase design and two other samples for innovative design. The purpose of exhibition and sales were for:

1. Grading consideration. There was a good design but when it was filled with the product, the design was not eye-catching and marketable and vice versa.
2. Grading the point of purchase design that was designed for exhibition and sales. It was not possible just borrowing the product and giving it back after that because some product would be expired. The selling purpose was also as our gratitude towards the micro industry owners and Family Empowerment and Welfare Center in *Kediri*.
3. The importance of students' experience. They used to believe that school was the only source of learning but through

this process they could learn from their experience.

Kirkham (2001) reported that nearly all of the teachers who connected Service-Learning to their curriculum reported that students who participated in Service-Learning mastered more knowledge and skills than they would have learned through regular instruction, and that their grades improved and absenteeism decreased.

The exhibition and sales were held only in six hours. Most of the products were sold out, and some points of purchase stands were donated.



Figure 3. Service-Learning Process from Presentation until Exhibition

A last stage was reflection. Reflective thinking requires the teacher to constantly examine his or her aims, beliefs, assumption and actions (Dewey, 1933; Schon, 1983) and to modify his or her skills in response to the students' needs (Darling-Hammond, 2000). Cress et al (2005) defined Service-Learning is truly a different way of learning...(for) the focus is places upon connecting course content with actual experience...learning through reflection on experience is at the center of Service-Learning courses. At the end of the semester, students must make a reflection paper for the whole process of Service-Learning. The reflection was very important as a report to evaluate and improve on the next

Service-Learning program. Most of the students give positive comment to this program like: it's different with other major, give them so much experiences, students become closer with their friends, tutor and lecturer and this program also encourage them to deal with real client who had different social, economic and education background. The major problem was when few of them couldn't meet the agreement with client regarding to design and budget.

Eyler and Giles (1999) found that reflection activities helped students apply learning to real-life situations and acquire stronger problem-solving skills. Engaging in reflection also was related to increased openness to new ideas, the ability to see issues in a new way, and the ability to analyze issues systemically. Shumer (1997) summarized the research on Service-Learning and concluded that reflection and feedback were necessary for helping Service-Learning practitioners to monitor the flow and direction of practice to ensure that goals were met.

After doing all the Service-Learning activity, we found the urgent need to do research to community. Based on some reports, some producers have used the students' packaging design. They also re-printed the packaging. In some case some students reports that their micro-industries appear didn't well motivated to implement their design. Two months after Service Learning activity, we had information that one of the micro-industry manufacturers tried to market her product with new design in *Simpang Gumul* exhibition place at *Kediri*. All products were sold out quickly, even though she raised the price. Her packaging design also got attention from *Kabupaten Kediri* and also *Kabupaten Ponorogo* local government. Both of them were willing to have cooperation with packaging design class at Petra Christian University.

Results

From our research, we found that there were five types of responses to students' packaging design from the micro-industry manufacturer. First, there was micro-industry manufacturer who were very enthusiastic implementing the student's packaging design, she reprinted the design, made the design variation similar with the new design but implemented in a different material, like: plastic, jar and mica. She also joined some exhibition and competition. This product was carang mas crackers (Figure 4).



Figure 4. The Development of Student's Packaging Design by Manufacturer

Second, manufacturers reprinted the design given by students. The products that used students' packaging designs were Wilis crackers (rempeyek Wilis), gambir crackers (semprong or krupuk gambir), Kalika tomato candy (permen tomat Kalika),

Baroni peanut (molen kacang Baroni). Third, some of the manufacturers didn't want to use the new design but they were motivated to redesign their packaging with their own design that according to their opinion was cheaper and same as interesting as student's design. The products in these categories were: banana crackers (kripik pisang), Raja Nangka banana snack (gethuk pisang Raja Nangka) and Zeinza bon-bon (kembang gula Zeinza). Fourth, we found some facts that some of manufacturers didn't response the new design with many reasons, but they still used the new design given by students for market testing. Fifth, in the interviewing process we found that manufacturers kept the student's design, they didn't use it because they didn't want to reprint. They also didn't use the new design for market testing. They said if they used the packaging in a little amount of product, consumer would be confused.

What made we proud, there were two producers who won the competition. Kalika tomato candy has joined the National product competition. That product got third runner up in province best product competition. Mrs. Sumini, the manufacturer said that students' design gave many contributions in her winning. There were also two products belong to Mrs. Sunarti, which were carang mas and gambir crackers won the second prize winner of best product and second place in food stuff category in 2007.

Tabel 1. Data and Type's of Micro-Industries in Kabupaten Kediri

No	PRODUCT	MICRO-INDUSTRIES LOCATION	TYPE'S OF MICRO-INDUSTRIES					REMARKS
			1	2	3	4	5	
1.	Carang Mas WILIS	Mrs. Sunarti WILIS Home Industry	V					
2.	Rempeyek Udang Kacang WILIS	Mrs. Sunarti WILIS Home Industry Dsa. Temboro 125, Ds. Plaosan,.		V				2 nd price winner of best product & food stuff.
3.	Semprong (Krupuk Gambir)	Mrs. Sunarti WILIS Home Industry Dsa. Temboro 125, Ds. Plaosan.		V				2 nd price winner of best product & food stuff.
4.	Permen Tomat KALIKA	Mrs. Umar PBHFK CEMPAKA II Dsn. Tegalsari, Desa Tulungrejo		V				3 rd runner up in province best product.
5.	Molen Kacang BARONI	UD Baroni Langgeng Kediri- Jatim.		V				
6.	Kripik Pisang RAJA NANGKA	Mrs. Napsiyah & Ms. Umi Ds. Petok- Mojo- Kediri			V			
7.	Getuk Pisang RAJA NANGKA	Ms. Umi Kulsum Desa Petok- Mojo, Kediri, Jatim			V			
8.	Kembang Gula ZEINSA	Atmojo, Kediri, Jatim.			V			
9.	Sambel Pecel PUTRI DAMAYANTI	Mekar Sari Kediri				V		
10.	Kembang Gula BAROKAH	Bu Sutini Ds. Gondang, Plosoklaten Kediri.				V		
11.	Kripik Bayam KRIYUK	Mrs. Hartyani Dsn. Muning RT 03 RW 04				V		
12.	Jahe Instan ARROMA	Mrs. Hartyani Dsn. Muning RT 03 RW 04					V	
13.	Jahe Merah GUNUNG WILIS	Industri Jamu PARANG HUSADA,					V	
14.	Kripik GOTHE AYU	Mrs. Titiek & Mrs. Suzana PKK Desa Kandangan						Not interviewed
15.	Bidaran IKAN BENDERA	Mrs. Arik Hardiani J.M Food, Kediri						Not interviewed

5. Discussion

5.1. The Implementation and Its Obstacles

We expected that micro-industries applied the students' design, but in the implementation we found two major obstacles from producers and design. Some of the producers said they got a beautiful design but not compatible with their financial condition.

Some of them have implemented the new packaging but unfortunately they faced difficult to market the product. The product without packaging was cheaper and most customers didn't consider design as an important factor. Some of manufacturers used the new packaging but there wasn't any significant sales improvement, that's because with the new packaging the must raise the price. Based on survey, we found one manufacturer said that the design was good but

the size is too big for his ginger instant beverage. These days, consumer wanted the practical ways of serving. The packaging trend for instant beverage was sachet. Mr. Suparno didn't want to use the student's packaging because he was afraid his product wasn't marketable because of the low consumer buying capacity. The worst fact we found was some of producers were not motivated and pessimistic because they were not to sure that the new design could increase their product selling.

For the design, some manufacturers said that students' design was unrealistic. The material was too expensive and they couldn't find in local market. Students implemented more than two colors, so it was expensive and impractical. They were only able to use one or two colors in average. In the re-printing process, some producers said that it was hard to find the similar quality like student's design because she couldn't find the qualified printing service in *Kediri* (Figure 5).



Figure 5. Inconsistence Re-printing Packaging Design

5.2. *The Impact of Service-Learning*

We divided the impact by two categories, quality and quantity impact. After getting the new design, micro-industry said that they were more motivated to develop their product quality than

before. Most of them said that they have given attention in their product quality in the first time, like they used certain brand of fried oil, they used drying machine to dry the crackers, so they said that they didn't need to improve their quality. To gain the quality improvement they wanted to eliminate the oil permeation that wasn't well seen and unhealthy. With the existence of new design, producers wanted to develop the quantity and increased the product market. However, without new packaging design they wanted to develop their market. Ironically, the quantity development problems were most because of human resources and fund.

For Family Empowerment and Welfare Program, this Service-Learning motivated them to develop their products' quality and quantity. They were motivated to support micro-industries by facilitating them comprehensive training to get product registration number, capital loan program and permanent showroom establishment.

5.3. *The Micro-Industry Expectation*

Generally, manufacturers wanted to get funding to develop their micro-industries, for examples getting capital funding or equipment like spinner. The micro-industry manufacturers needed help to market and distribute their product. Some of them wanted to ask for product registration number.

The manufacturers expected the formal and informal cooperation especially with local government and also Petra Christian University. They really hope that they could sell the product in a special place provided by local government. Actually, there was a temporary showroom provided by local government, but many producers didn't know about it because there was not enough publication. They also

expected that their products could be well known as *Kediri* special products.

For design, they wanted a simple and practical design. The packaging price is the main factor to get a decision whether they used the new design or not. They looked for the cheaper printing factory with a better quality in *Kediri*. The micro-industry manufacturers who implemented a new design and got the benefit, they asked for another design for their product variation.

6. Conclusion and Recommendation

Generally, the micro-industry manufacturers who used the packaging design made by students felt the new packaging was very useful. The new design could boost up their product sales and directly increasing their income. The area of product market was also more developing than before, even though they still can not sell in big retail. With the new design, some of them joined the product competition and exhibition in their district or province. Two of them have won the competition.

Based on interview, we defined five types responses from the producers. First, there was manufacturer who was very enthusiastic in implementing the student's packaging design, making design variation, experimenting the color and materials. Second, there were manufacturers who implemented the student's packaging design. Third, the manufacturers who didn't want to use the new design but they were motivated to redesign their packaging with their own design. Fourth, the manufacturers who didn't respond the new design, but still using it for market testing. Fifth, the manufacturers who just stored the students' design. From 15 products, there were five products

implementing the students' packaging design. During observation, we was hardly locate the respondents' product, it's because most of them sold their product in small retail; they made their product based on order and exhibition or competition only.

The reason of using the packaging design from Petra's students were mostly because they like the new design, reasonable price and they were motivated and optimistic if they use a new design their product would be wider market and more well-sold out, like: in Supermarket and famous store. There were two main reasons producers didn't use the students' packaging design, which were:

1. Internal factors

Internal factors were related to the ability of producers to reprint the packaging, which were including: the financial ability, limitation of human resources and mainly because no enthusiasm.

2. External factors

The expensive material and cost of printing made the producers didn't want to use the new design. Some of the producers said that the new design couldn't fulfill the consumers' need, especially from the packaging size.

Just few of them said that they didn't like the new design.

In this Service-Learning process, there were psychological obstacles between producers and students when they had interaction and discussion. They didn't have the agreement as their hope. In the producers' point of view, they felt reluctant to criticize or discuss about their design taste and local consumers' need. Producers feel "pity" if they had to reject or revise the students' design. Meanwhile, students were not intensive to explore the hope and need of producers because they were worried to

burden the producers. In the mean time, we haven't seen the impact of Service-Learning to producers' life quality in generally. It might be because the research conducted only one year after the program. Specifically, for manufacturers who implemented the new packaging design said that they had a quality life improvement. Family Empowerment and Welfare Program committee said that Service-Learning was very beneficiate for micro-industry and supporting their program in developing skill education for the micro-industry welfare. They were motivated to support micro- industries by facilitating some workshops for micro industries, the product registration process, capital loan program and permanent showroom establishment. Wade (1997) showed that strong Service-Learning partnerships yielded strong outcomes for teachers, youth, and community members in the form of skill and resource acquisition, meeting genuine community needs, and widening partners' understanding of each other and community issues.

Based on this research, we recommend this program progressively persist. Family Empowerment and Welfare Center in *Kediri* fully supported this Service-Learning program. For better implementation, we have applied some condition for all the Service-Learning participants. The packaging design class would have selection to students who join this Service-Learning class and they must give complete data of producers in reflection paper. For micro-industry, we applied some condition to get the eligible manufacturers, like: their products must in appropriate condition, the manufacturers must be selected by Family Empowerment and Welfare Program committee in *Kediri* and they must register their product to Health Department before submit their product to be designed. Hopefully, the product

quality could be appropriate in the new package. Based on our experiences, the level of motivation and ability of manufacturers that registered their product would be higher than those who didn't. Students and micro-industries need social interaction mechanism in interesting and participating ways, so there will be balance and compatibility both between input that students receive and output that manufacturers got in a form of packaging design.

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Developing leadership and cultural competency through service exposure attachment program

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Abstract:

Background: Seventeen pre-service teachers from The Hong Kong Institute of Education involved in a service education project during the summer vacation in 2008. They spent seven weeks in an orphanage and a commune in Vietnam to provide various services for disabled children and to help constructing a house for the poor villagers respectively. They learned how to cope with challenging environment through developing service leadership, problem solving and communication abilities in a different cultural context.

Aims: To reveal what respondents have experienced, reflected and gained through involving in the cross-cultural service exposure project and how such fruitful learning experiences can be enhanced.

Sample: All seventeen pre-service teachers involved in the project.

Method: Content analysis was conducted on service-learning journals, day logs and writings prepared by the students after the service-learning experience.

Results: The analysis based on respondents' reflective writings revealed that the development of genuine relationship among participants through mutual care, their generic skills, leadership abilities and cultural competencies are enhanced while they work collaboratively and support each other to overcome difficulties.

Conclusion: As a multicultural service-learning co-curricular activity, participants can acquire new knowledge, change attitudes and develop constructive behaviors through a genuine and caring environment and reflection. They are perceived to attain gains in leadership abilities, cultural competence skills and professional commitment.

Keywords: service-learning, cultural competency, leadership ability

從服務體驗實習計劃中培養領導及文化勝任能力

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摘要

背景：在2008年的暑假，十七位來自香港教育學院師資培訓的學生，遠赴越南參加了一項為期七個星期的服務學習計劃，他們分別在兒童院為有肢體障礙的孩童提供服務，並為貧困村民修建房屋，同學在過程中學習面對種種環境及文化差異上的挑戰，從而鍛鍊出服務領導才能、解決困難和溝通能力。

目的：作者透過參加者的文章以描述他們在這異地服務計劃中所得出的經驗，從而總結出如何更有效地推展此種在文化差異環境中的學習經驗。

調查對象：十七位參加該服務學習計劃的師資培訓學生

調查方法：作者以內容分析方法，從同學們的學習日誌及反省文章中探討他們的學習經歷。

調查結果：從參加者文章中反映出學員間在合作和支持解困的過程中，能建立起彼此照顧的誠懇關係，以促成共通能力、領導才能及文化勝任能力的培養。

總結：學生在參加不同文化背景的服務學習聯課活動中，透過相互關懷和誠懇相處環境和反思過程，學習到新知識、改變生活態度及培養出正面行為，更在領導才能、文化勝任能力和專業投入感等各方面，自覺有所裨益。

關鍵詞：服務學習、文化勝任能力、領導才能

Introduction

Volunteer service becomes one of the core values for Hong Kong people. Students, housewives, elderly and employers appreciate the volunteer efforts people have involved to help those in need. But, for university students, volunteer service means much more than just community service. It is an integration of *service* with *learning* – an integral part of whole person education. Service-learning integrates community service with experiential learning, an effort to develop leadership and organizational abilities, enhance professional knowledge and promote social justice (Lai, in press; 2009b). In brief, it connects meaningful community service with academic learning, personal growth, and civic responsibility (Lake & Jones, 2008).

Service-learning as Co-curricular Experiential Education

The National Service-Learning Clearinghouse (2009) defined service-learning as a “teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.” It is an evolving pedagogy that incorporates student volunteering into the dynamics of experiential learning and the rigors and structure of an academic curriculum (Hinck & Brandell, 2000), a way to apply theory and knowledge to local problems and to improve relationships between campus and community through addressing public perception that higher education exists for its own good (Stavrianopoulos, 2008). The hyphenation of the terms *service* and *learning* suggests a codependent relationship between achieving learning goals and service outcomes (Zlotkowski, 1998). In other

words, service and learning are of equal importance throughout the practicum period and students are encouraged to approach the learning experience with an open mind and an open heart, together with a desire to serve. This echoes Dewey’s (1938) theoretical work focuses on education that is not simply for the sake of intellect but education that is tied to social action and progress.

So, it is generally assumed that this learning strategy is *academic* service-learning based in coursework. However, the value of non-course-based (co-curricular) learning that includes a reflective component and learning goals (Eyler & Giles, 1999, p.5) should not be overlooked (Keen, 2006; Vogelgesang, 2004; Keen & Hall, 2009). For instance, in a longitudinal study, Astin et al. (2000) compared the effects of classroom-based service-learning and other forms of community service demonstrated that students who participated in one or more service-learning classes and community service experiences which were enhanced by opportunities for reflective dialogue were more likely to evidence personal and academic growth that lasted through the end of the senior year than were students who participated only in academic service-learning (p. 41-42).

Through service-learning activities, university students are believed to attain various personal, social, career development, and academic learning outcomes, including increased student engagement, improved atmosphere for making ethical decisions and enhanced moral reasoning, promoted critical-thinking and problem-solving skills, increased awareness of community problems and challenged social inequalities (Bringle & Kremer, 1993; Cohen & Kinsey, 1994; Eyler, Giles & Schmiede, 1996; Furco & Billig, 2002; Gray, Ondaatje, & Zakaras, 1999; Astin & Sax, 1998; Eyler & Giles,

1999; Cutforth, 2000; Lai & Chan, 2004; Baldwin & Buckanan, 2007; Meaney et al., 2008). It also contributes to professional enhancement through increasing students' perceived competence as instructors (LaMaster, 2001), improving teaching skills and increasing use of varied instructional strategies (Kahan, 1998; Watson et al., 2002; Freeman & Swick, 2001; Verducci & Pope, 2001; Lake & Jones, 2008). In brief, it facilitates students to develop their generic skills, especially collaboration, communication, critical thinking, problem-solving and self-management (Lai, 2009a). These are important attributes of leadership ability.

Besides, multicultural service-learning allows students learn through engaging in experiential and reflection-oriented approach that addresses social issues and community needs, with special reference to its cultural context. It emphasizes reflection, equality, mutual reciprocity and empowerment. Numerous service-learning programs have documented decisive influence on university students' cultural competence skills and even increased their perceptions of competency in dealing with diverse populations, as a result of participating in service-learning (Ladson-Billings, 1994; Flannery & Ward, 1999; Alexandrowicz, 2001; Domangue & Carson, 2008; Meaney et al., 2008). The purpose of this paper is to analyze students' learning experiences from daily and weekly logs and writings and examine how generic skills, leadership abilities, cultural and professional competencies are developed.

Service Exposure Attachment Program

Service Exposure Attachment (SEA) is a multicultural service-learning program that enhances students' learning through real life experiences while serving the community. This is one of the co-

curricular student development activities organized by the Student Affairs Office of The Hong Kong Institute of Education (HKIEd). Students are engaged in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development, especially on their service leadership abilities and cultural competence.

Partnership Organization

Although foreign investment in Vietnam has been growing very fast in the past years, the wealth distribution between cities and rural areas is extremely uneven. Education for children above 11 years old is not free. Some poor families are facing difficulties to support their children to attain basic education. There is great demand for volunteers to render community services for villagers and residents in need. The Volunteers for Peace Vietnam (VPV) is a non-profit, voluntary organization founded in 2005 with the aim to promote voluntary service as a means of cultural and educational exchange, and to develop peace and friendship among volunteers and host villagers. VPV is a full member of the UNESCO's Coordinating Committee for International Voluntary Service and of the Network for Voluntary Development in Asia (NVDA). It is also a partner of the Alliance of European Voluntary Organization and the International Cultural Youth Exchange Federation. It is a great honor that VPV serves as the host organization for the Institute's SEA Program.

During the summer vacation of the academic year 2007-08, seventeen pre-service teachers from the HKIEd participated in a 7-week community service-learning activity in Vietnam in which they could develop their service leadership abilities, build teamwork skills, enhance problem-solving

and communication abilities in a cultural context that they were unfamiliar with. They need to cope with difficulties and challenges in the primitive living environment and to assimilate themselves into different cultures through interaction with local as well as foreign volunteers of the work-camp and native villagers. Throughout the activity, participants had to work in two different project sites.

First Project Site – Ha Tay Orphanage

The first site is the Ha Tay Orphanage which is located at Ba Vi District of Ha Tay Province. It is a centre with accommodation facilities specially built to serve 300 disabled children, both mentally and physically, together with over 100 staff who are teachers, doctors and nurses. Children are taught some basic subjects and self-management skills. For the mentally disabled children, teachers cultivate their emotional-controlled abilities through music, painting, and games in class. The physically disabled students are divided into primary and secondary levels for attending English and Mathematics classes. Except the dormitories, the centre also provides some basic facilities, such as a library, a computer room, rehabilitation hall, sports facilities and television. The participants are engaged in tasks, such as cooking, washing, gardening, teaching, and helping children in the rehabilitation hall.

Second Project Site – Ban Pheo

The second project site is the Ban Pheo, Hy Cuong Commune of Viet Tri, Pho Tho Province. It is about 150 km north of Hanoi capital. Participants stay there for 4 weeks. The commune is peaceful and tranquil with fascinating scenery. Community facilities include a temple, grocery, market and sugarcane stores. Families are in a poor living

condition and VPV supports those poverty-ridden families by helping them to build houses. The students are involved through clearing the work site, transporting building materials, and constructing the house under the guidance of local workers and volunteers. During leisure time, they lead games with local children and teach them English. Participants are sub-divided into four groups, each with a Vietnamese volunteer, to complete assigned tasks in rotation, namely, house construction, English teaching, cleaning, washing and cooking for the host family.

Method of Study

Content analysis is conducted to analyze students' learning experiences reflected from the logs, learning journals, and the book published by the students themselves. The most obvious advantage of employing this method is its unobtrusiveness – the presence of the observer does not influence what is being observed and the author does not need to enlist the cooperation of subjects or get permission to do the study (Ary et al., 2006). However, as a respect to the concerned students, the author formally requests for the students' consent to read through and transcribe from their writings they have submitted to the Student Affairs Office for this study.

Students are required to keep a learning journal. Journaling is an informal and expressive form of writing, and a way to actively engage students and promote learning (Connor-Greene, 2002). It provides students with the opportunity for reflection, self and subject matter exploration, and most importantly for making links between the service and personal experiences. The learning journal consists of three main parts. The first part includes a description of the major service activities, achievements accomplished

and suggestions for improvement for every week. The second part includes a series of worksheets for students to complete to describe the nature and mission of the service agency and the work of their respective team that provides the service-learning experience, to reflect on what the students have learned from their immediate supervisor and peers, to assess the extent of application of classroom knowledge in daily work, and to give suggestions on how performance can be improved. The last part outlines some reflective questions for students to answer, such as how to be better prepared for service exposure experiences in future, learning experiences gained, effects of such experiences on views towards cultural diversity and global citizenship, plans for self-advancement after the service experience, etc.

On top of the learning journal, all pre-service teachers and local volunteers are invited to contribute a piece of reflective article to consolidate their experiences. The students also describe their experiences in the form of weekly reflective narratives and compile them into a book called *The Seven Wealthy Girls in Vietnam* (Student Affairs Office, 2008). All these documents constitute the data source for the study.

Besides describing the experiences with the local volunteers and service recipients through written daily logs and weekly reflective narratives, participants also share such experiences in group discussion sessions regularly and the debriefing and evaluation sessions among themselves as well as with the SAO staff. Representatives of the project also conduct a presentation to new students at the Orientation Camp. The content of such presentation and sharing sessions helps the author to specify the phenomenon to be investigated and how the documents can be analyzed. The three perspectives

identified for the study are leadership ability, cultural competence and professional competence as they are most frequently expressed by the participants in discussions and presentations, and thus, the author assumes that they have relatively important meanings to the participants.

Since the sample size is only seventeen, the author decides not to employ a systematic data coding procedure to develop themes and abandon the counting of frequencies and calculating the percentages in categories. The text is simply analyzed and interpreted mainly from the above-mentioned perspectives identified by the author. The focus of the analysis is on how these three areas are developed and the process of change is the essence of what the data reveal. Through searching and examining the content of the students' writings, it is hoped that the study can reveal how fruitful learning experiences can be gained through this co-curricular activity.

The Learning Experiences

Kolb (1984) defined learning as "the process whereby knowledge is created through the transformation of experience" (p.38). In order to transform the service experience into a learning process, learners must be provided with sufficient opportunities, space, and guidance to reflect upon the service experience. In other words, the key pedagogical ingredient for service-learning is thoughtful reflection, whereas the goal of reflection is for students to construct meaning out of their experiences (Horwood, 1995, p. 227) and transform their experience into learning (Schon, 1987). Group meetings are conducted before, during monitoring visits and after the completion of the service-learning tour by the student affairs staff. Group discussion and reflection helps students process their experiences

while recognizing that their peers share similar experiences (Hilligoss, 1992). Student reflections on service-learning projects usually express satisfaction with their experience and the difference they have made in the community. However, it should be aware that the study cannot report everything recorded and also, the students may selectively report what they experience. All these directly affect the credibility (accuracy or truthfulness), transferability (generalizability), dependability (trustworthiness) and confirmability (objectivity) of the study (Ary, et al., 2006).

Developing Generic Skills and Leadership Abilities

According to Howard Prince, leadership is “a process of reciprocal influence among members of a social unit intended to help members of that unit achieve a shared goal that matters to more than one person” (Johnson, 2002). What is striking about this concept of leadership is its interactive nature that requires “reciprocal influence” among members. This happens when all students become increasingly engaged in a process and develop confidence in their ability to experiment with new ideas, improve their skills, and consequently, speak out on issues that influence on the achievement of “shared goal”. Although charisma, determination, focus, and “rugged respect for principle” are important to attributes of leadership (Wills, 1994), some basic generic skills are the pre-requisites for the transformation of leadership abilities.

Interaction with local people Nearly all participants report that the most salient aspect of the Service Exposure Attachment Program is the daily interaction with the local volunteers and the children. One student admitted:

“I treasure most is not those learning, but the friendship we have built during these seven weeks with both local volunteers and the seventeen of us. The days are harsh but really treasurable. It’s hard to explain and I feel warm and close while staying together with them. Another student shared that: We call them mummy, daddy, papa and mama and this in fact makes our relationship really close.”

In fact, a participant initiates to visit the local volunteers again during Christmas time after five months and at her summer vacation one year later. This reflects how close friendship can be developed after staying with them for nearly two months. One student said: “We have a great time. It is a pity that she has to leave us. We miss her very much.” Another one reflected: “During the journey, I face various problems. Cultural shock and sickness has made me feel frustrated. But, I am not alone!”

Building genuine relationship There is an “unforgettable cultural exchange night” in which volunteers from local villagers, Hong Kong, and other countries share among themselves through songs, dances, games and performances. Farewell parties and evaluation meetings are held at the last two weeks in which camp fire is organized at night and the students enjoy the “wonderful” sunset scenery over the top of the mountains. They have a very “warm” dinner with “papa” and “grandpa” and they would not forget what “papa” said: “Though we may not have another chance to meet again, this is your home in Vietnam.” In the weekly log as described in *The Seven Wealthy Girls in Vietnam*, they wrote: “We will never forget that we have Papa, Mama, grandpa and grandma in Vietnam, and they also have 17 daughters from Hong

Kong.” Some participants cry when they say goodbye to the local volunteers at the airport. They said: “We know that our friendship can last forever.” Another one added: “These seven weeks in Vietnam are built up of laughter, friendship and reflections. I will store this precious memory carefully in my heart.”

Reflections from Vietnamese volunteer

Besides the daily and weekly logs, all local as well as the Hong Kong participants write short articles to share their feelings and experiences throughout the trip. A Vietnamese volunteer expressed her appreciation on two Hong Kong participants:

“Although this is my last voluntary trip before I will work for another company, the passion for doing voluntary work comes up again when I see them at the airport. We have the same feeling and same thought about the work. It is great to share and understand each other. I feel so relieved that they understand me. I feel so lucky to have such good partners and friends. We are sad to say goodbye to such a memorable place, but also looking forward to the new project site. I am impressed by the Hong Kong volunteers as they can draw, sing, play music, and are very active – so amazing. I am so happy and so proud of them.”

Another local volunteer wrote a poem and drew a picture to express her feelings:

“When the sun rises, marking a special day... Seventeen beautiful Hong Kong girls, seventeen smiles dedicated the day... The second of July, it was just the first of a chain of shining days... of joys and friendship, smiles and warm hearts, and cheerful tears. We have gone through the sunny and rainy days.”

Building a strong team Service-learning fosters close bonds among students and it is this genuine relationship that builds up their self-confidence through mutual acceptance, support and caring. In fact, participants gain a lot through eating, sleeping, laughing, dancing on sticks at the Vietnamese cultural day, playing shuttlecock and chess, taking shower together and “there seem no secrets among [them].” One revealed: “We learn to work collaboratively as a team. It requires mutual understanding and consideration.”

Develop personal competence Besides friendship, students have developed their personal competence and maturity through overcoming hardship and difficulties. They also find that service-learning has enhanced their understanding of themselves. One student described:

“I am the first person who feel upset, and I cry and want to go back home. I express my gratitude to all the people and deeply appreciate their tolerance of looking after me. Now, I find out that this is really a meaningful journey and an unforgettable lesson in my life.”

Another girl expressed: “Thanks for giving me the chance to explore and learn to be more independent! One of them got such feeling: The happiest thing is that I know more about myself. I see my toleration, potential and limitation.”

Through the organization of the cultural exchange night, parties and leading meetings to review learning experiences, students have developed genuine relationship and through enhancing mutual support to face challenges and difficulties, collaboration and problem-solving skills are developed. At the same time, from what the

writings have reflected, these girls have become more independent and learned a lot on self-management. The weekly log is concluded by the following sentence: “After these 49 days in Vietnam, we realize that we’ve gained a lot.”

Promoting Cultural Competence through Genuine Relationship

Stuart (2004) defined cultural competency as “the ability to understand and constructively relate to the uniqueness of each [individual] in light of the diverse cultures that influence each person’s perspective” (p.6). To become more culturally competent, one must gain a significant understanding and appreciation for cultural differences relative to one’s personal identities, values, and beliefs (Wachtler & Troein, 2003).

Interacting with the local volunteers and the children has changed many of the participants’ knowledge and beliefs. For instance, one participant shared her experience of relating to a ‘naughty’ girl:

“I used to hate her when I see her keep bullying a boy cruelly. But, after sharing with Tina, I try to spend a lot of time to cope with her and we have a good relationship very soon. She behaves much better now. This reminds me that friendship and love is about to give not to take. I will keep reminding myself to treat my students in a fair and tolerant way in future.”

Providing experiential opportunities

Multicultural service-learning provides students with the opportunities to actively and experientially participate directly in the environments that develop their cultural competency and learning while meeting the needs of disadvantaged or underrepresented

communities (Flannery & Ward, 1999). Throughout this process, the participants are influenced to tolerate and accept the differences in people, pressed to go beyond the boundaries they have set for themselves, and pushed to see people and the world from a fresh and enlightened perspective. Besides, it also provides a challenge for pre-service teachers to reflect on their assumptions, prejudices, or beliefs about students of a different ethnic background and to develop more positive view toward the diverse youth they will be expected to teach (Wade, 2000).

Impact of environment on learning Working in the children’s home is the first time that many participants have a firsthand experience with people from a low socioeconomic background. This imposed environment, an orphanage in a poverty-stricken neighborhood, forces the students to process, interpret, and react to challenges. In fact, social-cognitive theory (Bandura, 1986) underscores the impact one’s environment may have on the learning process. That peripheral integration serves as a starting point for gaining deeper insight into the children’s lives and opens the participants’ eyes to the resiliency necessary to survive the day-to-day struggles of poverty, care and love. As one student claimed:

“I think I am confident and qualified to travel abroad to provide service during the first week, but it is the toughest time in my life. Most of the girls in our team cannot accept the great passion of those disabled children and the low living standard in that centre. But, I am deeply touched as girls do not give up. We support each other. After three weeks, those children become our very good friends and we call ourselves ‘Vietnamese’.”

Another student said: “It is useful for us to communicate with local villagers and experience the Vietnamese culture.”

Learn to appreciate simple life style Through interacting with local people, students start to adapt and appreciate the beauty of Vietnamese culture. In the weekly journal, one student wrote:

“We grasp every opportunity of knowing more about Vietnamese culture. We even join a local wedding party where we are invited to join their lunch together with the family. To show our gratitude, we sing several songs for the new couple.”

Another one claimed:

“I do not expect I can get so much in this journey as I think this would be like providing community services in Hong Kong, but just in another country. Apart from the new experiences, I’m glad that we have the chance to live with the local people and explore Vietnamese culture, which we can seldom do so when we travel. Comparing with Hong Kong, their lives are simple, or even poor, but you can see more smiles on people’s faces. People there maintain a good relationship with their neighbor, and also with guests like us. Their sense of mutual care among people and hospitality are maybe what Hong Kong people are lacking of nowadays.”

Similarly, another one added:

“The villagers are living simple lives. They do all works by hands. It seems that their lives are hard and boring but I could see peaceful smiles on their faces. Why? How can they live without technology and the

internet? What makes them happy? When I see the rainbow in the blue sky and the green fields under the golden sun, I know the answer. I feel sad of what our city has sacrificed for her development!”

Reflections after exposing to a different cultural setting From the students’ writings, the

author believes that they have learned a lot from reflecting what they have perceived after genuine involvement and interaction with the local villagers and learned to appreciate the cultural differences and the livelihood of the native population. The participants report that their interaction with the local volunteers and the children has altered preconceived stereotypes of underprivileged minority groups, their home environment, and their motivation to learn. One student wrote:

“The children of the village have neither PSP nor i-Pod, but they enjoy and find lots of happiness in lives. Being simple is sometimes the happiest. No electricity and water supply unexpectedly, with insects everywhere, but the whole team supports each other. I am now more able to cope with adverse living environment. I can accept running out of electricity, and understand the importance of saving energy. From the happy faces of those lovely children, I understand they are no longer deprived.”

To echo this feeling, another one added:

“We learn to be strong and tough, to treasure what I have now and know how fortunate we Hong Kong people are. What impresses me most is their attitude towards learning. Even though they are suffering from illness, they are always active learners and are so eager

to learn new things. Although the children are physically disabled, unsatisfied living environment cannot stop them from learning. I can feel their passion and eagerness to learn in my lessons. How about the children with excellent study and living conditions in Hong Kong? Do they treasure what they already have? How about myself?"

There are more and more literatures emphasizing the need to prepare prospective teachers to be multicultural competence (Barrett, 1993). To the author, the first step in developing cultural competency is to learn how to appreciate differences in lifestyles. If the student affairs offices have to provide opportunities for students to reinforce their cultural competency through service-learning, they need to demonstrate their own global competencies in order to best serve the diversity of students (Bresciani, 2008; Lai, 2006).

Enhancing Professional Competence through Interaction

With the rapid development of the globalized community and internationalization of education, service-learning programs embedded within teacher education curriculums are founded on the premise that the pre-service teachers' interaction in an energetic educational environment enhances learning and impacts their pedagogical behaviors while simultaneously meeting specific needs within the community or expectations from a culturally diversified learning environment. As a co-curricular service-learning activity, the SEA Program hopes to enhance these pre-service teachers' insight into the needs of culturally diverse students, assist in breaking down stereotypes, and increase the participants' cultural competency skills. From the day-logs and

reflective writings, the participants have reflected to have gained through developing instructional strategies and teaching skills, through the use of a culturally relevant language in their daily interaction with local volunteers, villagers and children. Using language that promotes an inclusive and welcoming atmosphere is paramount to nurturing a culturally responsive curriculum and fostering mutual respect between students and teachers (Meaney et al., 2008). Such learning experiences are believed to be very useful to prepare these pre-service teachers to develop their career in future education jobs which require teaching in classes that have a significant ethnic minority population.

Learn to apply skills not taught in class The SEA Program provides pre-service teachers a real-world setting for actively applying and understanding the course material in a powerful and authentic way. Students learn skills not taught in classroom and the values of being a teacher through serving others. One student revealed:

"We learn many children songs and international songs; we learn how to communicate with the deaf and dumb people; we learn how to play with disabled children; we gain experience in classroom teaching."

Another student wrote:

"I think teaching is the most meaningful work in Vietnam. We play games and use our limited teaching aids such as drawings and songs to teach them. I love those deaf and dumb children most because they are very sensitive to my feelings. They use their own way to make me happy. Through interacting with them, I can learn some teaching skills."

One of the participants revealed: “After working in the orphanage, I understand the special needs of these children more and eliminate the misunderstanding towards them.” Another said: “It gives me great satisfaction to teach the hearing-impairing class. I draw pictures on the blackboard to teach new words with the help of sign language. This proves to be effective.”

From these reflections, the author confidently believes that non-formal co-curricular experiences can also bring about fruitful learning experiences for professional enhancement. It would even be more effective if the service-learning component can be integrated with the formal curriculum.

Develop teaching competencies Students’ evaluations and final “write-ups” at the concluding remarks of *The Seven Wealthy Girls in Vietnam* echoed: “What we have encountered in Vietnam equip us to be an all-round teacher in the future. Through cooperating with our own team members and the Vietnamese volunteers, we have realized our own strength and weaknesses. The understanding of ourselves allows us to shape our images as teachers. With ‘patience’, we treat everything as a learning opportunity. We are sure that it will be extremely useful when we apply ‘patience’ in our future teaching. We will no longer be narrow-minded and will try to promote this idea to our future students too. This trip has also strengthened our dedication to teaching in deprived areas when we become in-service teachers. We strongly hope that more and more HKIED students would have got such experience before they enter the field of education.”

Content analysis of the daily logs, weekly reflections, and the booklet published by the students themselves tend to support the notion that daily

interaction with the disabled children and local volunteers has broadened participants’ understanding of underserved children, changed their preconceived stereotypes, improved their language and communication skills, and impacted future teaching expectations.

Future Development of SEA Program

After completing the 7-week SEA Program, 9 out of 17 participants volunteer to take up mentoring roles for students who have enrolled for SEA programs in the coming semester. In view of the positive feedback and response from fellow students, the Student Affairs Office expanded the Program to cover service exposure attachment sites in the Philippines, Mongolia, Nepal, India, and Japan on top of Vietnam for the academic year 2008-09 during Christmas, Easter and summer vacations. Experienced participants who have joined the SEA Program last year are invited to serve as mentors to take up leadership roles for these newly developed project sites.

Besides, initiatives to incorporate service-learning component in a General Education module on *Humanitarian Services for Developing Countries in a Globalized World* was launched starting from the second semester of the year 2008-09. Students enrolled for the above-mentioned module were required to complete a 10-day service-learning practicum in Vietnam during the Easter holidays.

Limitations and Suggestions for Future Research

This study is a first attempt to examine the learning experiences gained by pre-service teachers after engaging in a service-learning program. The content analysis of the day-logs and reflective

writings reflects how knowledge, attitudes and behaviors have developed among the pre-service teachers, especially in leadership abilities, cultural competence skills and professional commitment.

The author must admit that the lack of a systematic assessment of the outcomes related to the program limits this investigation. Students' self-reporting data that lack any sort of triangulation cannot become an evidence to support a conclusion that they have gained specific competencies. Students may tend to report positive perceptions of their gains. Since the total number of students involved for this study is small, the author has not adopted more systematic method for analyzing and interpreting the qualitative data to identify emerging themes through coding, developing, defining, layering and interrelating themes (Creswell, 2008), but focuses on the change process through interpreting the text data. It is suggested that more systematic approach, such as formulating exhaustive and mutually exclusive coding categories, and synthesizing data after counting the frequency of specified words, can be employed for student writings of all overseas service exposure attachment activities throughout a number of years. To enhance the credibility, transferability and dependability of the findings, triangulation, member checking, audit trail, peer debriefing, negative case sampling and code-recode methods (Ary, et al., 2006) can be employed in future researches. For instance, replicating and extending these findings to include perceived benefits and outcomes by the service recipients and the community would significantly contribute to the literature on service-learning programs.

Besides, more sophisticated evaluation approaches by adopting validated instruments to measure changes in students' level of competencies

before and after the service-learning experience can be considered to supplement the qualitative analysis in future. Such quantitative measurement can provide more concrete evidence of how students' generic skills level and cultural competencies shifts over a prolonged period of time.

Additionally, examining individual differences in pre-service teachers' levels of leadership abilities and cultural competence, that might influence perceived benefits and outcomes, is not investigated. Future studies may include interviewing all participants before any involvement in the service-learning program in order to establish a baseline viewpoint of the participants' perspectives on leadership abilities and cultural competency. Furthermore, a focus group design may allow researchers to gain an enhanced understanding of the role of service-learning in developing students' generic skills, leadership abilities and cultural competency. Future service-learning investigations should be designed to address these limitations.

Conclusion

The 7-week service-learning experience provides students an opportunity to develop their constructed environment and nurtured their behaviors that Ladson-Billings (1994) identified as important characteristics of culturally competent teachers: gaining respect for cultural differences; understanding that children from low socioeconomic backgrounds possess the capabilities and desire to be successful in school; and adapting language and communication patterns to be culturally sensitive. At the same time, with the development of genuine relationship through mutual care, their generic skills, leadership abilities and cultural competencies are self-perceived to be enhanced while they work collaboratively and support

each other to overcome difficulties. The fruitful and ever memorable learning experience of exposing these pre-service teachers to notable situations further develop their confidence to become effective teachers after their graduation.

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