4th Asia-Pacific Regional Conference on Service-Learning
"Service-Learning as a Bridge from Local to Global: Connected World, Connected Future"

4th JUNE TO 7th JUNE, 2013
Lingnan University, Hong Kong & Sun Yat-sen University, Guangzhou

ABSTRACT SUMMARY

1   **The Importance of Service-Leadership in Higher Education**
Mr. CHUNG Po Yang, SBS, OBE, JP
Co-Founder, DHL International
Chairman, Emeritus of DHL Express (HK) Ltd
Chairman, The Hong Kong Institute of Service Leadership & Management
Chairman, The Good Life Initiative Limited

93% of Hong Kong's GDP is generated by the service industry, which also provides employment for 88% of the total working population of the territory. If you are not making a living through farming, fishing, hunting, mining, manufacturing or repetitive processing, chances are that you are in the service industry. In other words, unless tertiary students intend to take up a non-service job (and be among the remaining 12% of the working population), then service is likely to be their future.

Services are carried out and led by people. Service leaders are and will therefore be in great demand. The speaker is Chairman Emeritus of DHL International and a Hong Kong service guru and will suggest to the audience, especially our future leaders, how they may outperform their peers.

2   **Examining the Research Evidence for the Academic Value of Service-Learning**
Prof. Andrew FURCO
Associate Vice President for Public Engagement, University of Minnesota, United States.
Associate Professor, Education, University of Minnesota, United States
Director, the International Center for Research on Community Engagement, University of Minnesota, United States

Across the globe, service-learning is increasingly being promoted as a pedagogy for advancing student learning and educational success. Proponents of service-learning suggest that engaging students in community service experiences that are tied to the academic curriculum can enhance students' educational experience and promote better learning. Yet, despite this growing enthusiasm for service-learning, much skepticism persists regarding the academic value of service-learning and the extent to which educational institutions should integrate this practice as part of students' formal academic curriculum.

This keynote presentation examines the current state of research on service-learning and assesses what the evidence tells us about the overall of service-learning students' academic outcomes. The presentation begins with a review of the ways in which service-learning is expanding across the globe and the different educational purposes it serves. The presentation will then provide an overview of what we know from research regarding the impact on service-learning on students. The presentation will conclude with a discussion of the implications for practice of the current research.

3　　　　　　　　　**Service-Learning in China-Liberal Art Curriculum at Sun Yat-sen University**
Prof. CHENG Huan Wen
Chief Librarian, Sun Yat-sen University, Guangzhou, China
Professor of School of Information Management, Sun Yat-sen University, Guangzhou, China

This paper will start from the relationship between the service learning and liberal education, taking some related practices of liberal education programme in Sun Yat-sen University as samples. It will mainly introduce three service learning programmes implemented by the collaboration of Guangzhou Volunteer Federation, Guangzhou Library, Wenchuan Library and Beichuan Library from the perspectives of design concept, service content, implementing strategy and social effect. Using qualitative methods such as group interview and the text analysis of the service log, the paper endeavors to make a preliminary evaluation of the effect on this project, so as to explore the possibility of realizing the liberal education's train objectives throughout service learning programme.

4　　　　　　　　　**Service-Learning as a New Approach to Teaching and Learning in South Africa**
Dr. Mabel ERASMUS
Associate Professor, Head: Service Learning, University of the Free State, Bloemfontein, South Africa

Until the early 1990s South Africa was largely isolated from the rest of the world. The end of the Apartheid era, marked by the first democratic elections in 1994, was followed by the adoption of a new South African Constitution (1996) hailed as one of the most advanced human rights manifests in the world. South Africa could reconnect with the rest of the world. The new dispensation required transformation from almost every sector of society. In higher education transformation meant broadening democratic participation, responsiveness to societal challenges and partnership-building. "Community engagement", integrated with research and teaching–learning, became a primary vehicle for increasing universities' "social responsibility". The community-based pedagogical tool of Service-Learning was "imported" from the USA in 2001 as a curricular form of community engagement to equip students with an increased sense of social responsibility, while developing various other graduate attributes required for living and working in the "new" South Africa.

The first objective of my paper is to reflect on the following questions: To what extent does Service-Learning in South Africa correspond to its American roots (cf. Stanton & Erasmus, 2013)? What are its unique features and why? What is its current state? What role does it play in connecting South African students, higher education staff and external constituencies, locally and globally?

The second objective relates to the painful contradictions that become apparent when current conditions in South Africa are measured against the high standards of conduct set out in the Constitution. The country's current Gini coefficient of 0,7 indicates that its gap between rich and poor is the largest worldwide. High levels of unemployment, poverty, corruption, worsening service delivery and labour unrest undermine the governing party's promise of "A better life for all!". For a response to this I shall draw inspiration from the compelling call for active citizenship proposed by a prominent South African, Mamphela Ramphele (2012), in her book *Conversations with my Sons and Daughters*. This also provides justification for arguing the case for pedagogies of hope, such as Service-Learning, as crucial components in preparing students for life as active citizens, both locally and globally.

5　　　**Preparing for Future Responsible Business Operators: Engaging Young Generation for Corporate Social Responsibility**
Ms. Gorri LAU
Office Managing Partner of Deloitte, Deloitte Touche Tohmatsu Certified Public Accountants LLP Guangzhou Branch, China

Deloitte China is committed to making a clear and positive difference to our community through our inclusive approach. As we grow and develop our business, we also help our local communities to grow and develop by reinvesting an appropriate portion of our firm's knowledge, skills and resources into the priority needs of China which we deem to be education and the environment.

We are here to share some of our education and skills building programs in China, and one of which is our Village Adoption Program in Yunnan, a six-year project jointly implemented by Deloitte China and Lingnan University since 2007 to support underserved rural villages in China through academic research, corporate social responsibility and voluntary services. In this project, we also aims to provide learning opportunities for university students from Hong Kong and Yunnan to enhance their academic learning and leadership skills through applying knowledge to service and utilizing Deloitte staff as mentors.

We see education as the most significant catalyst for sustainable change for the better. Through different programs and channels reaching out to young generation, we hope to provide learning equality to students in underserved communities, unleash their potentials and develop their skills to become better and responsible future leaders.

1   **Building Partnerships in Service-Learning – a Personal Reflection**
Dr. Nirmala JEYARAJ
Former Program Director, United Board for Christian Higher Education in Asia

Service-Learning is a proven pedagogy for holistic learning and is practiced across the globe by educators both at secondary and tertiary levels. Different models and methods have been developed and adopted to suit one's educational system, discipline of the learner, socio-cultural context and needs of the community. However the basic philosophy of service learning to mutually benefit the learner and the community remains the same. The success of S-L depends largely upon the partnership involved in the learning process. At micro level (within an educational institution) academic service learning involves two major players other than the community namely, the teacher and the learner actively engaging in the planning & execution of service learning activity. In a capstone model of S-L, the entire department or academic unit may be involved instead of a single course teacher in which case partnership is extended to more members of faculty and students from the same unit/department necessitating coordination at the departmental level. In inter/trans-disciplinary model of S-L involving learners and faculty across many disciplines, coordination is required at the institutional level. Such S-L programs have the advantage of addressing community issues holistically and require an integrated approach. A separate S-L office at the institutional level is essential to facilitate effective partnership among the members. Partnership may be further extended to neighboring like-minded institutions in order to address the community issues more effectively in which case S-L becomes a cooperative venture of many institutions. Further expansion of the S-L network to national and international level (SLAN model) has proved highly beneficial to transcend cultural, racial and linguistic barriers promoting global citizenship. Such networks need committed leadership and financial resources to sustain momentum. The service learning activities usually begin on the campus and get extended to neighboring communities. At community level, partnership involves collectively working with the leaders of the community, concerned Government officials, non-government organization(s) and the corporate sector, with a common goal of meeting the community needs. Establishing links with these partners and collaborating with them to achieve one's S-L goals are not that easy and require special skills since each community environment is unique and the partnership is complex. Based on my own experience in institutionalizing S-L and establishing international partnerships, the intricacies of S-L partnership at different levels are discussed in this paper while highlighting the advantages of and difficulties in building partnerships.

2   **The Principle of Reciprocity between the Academic Participants and the Partner Community: The Case of De La Salle University**
Ms. Lourdes F. MELEGRITO
Director, Center for Social Concern and Action, De La Salle University, Philippines

Educational institutions play a significant role in social development and nation building. To realize this, the schools, especially universities and colleges must engage actively in community development and in contributing to civic growth. There is a challenge to move towards a collaborative endeavour between institutions of higher education and their larger communities for social progress. De La Salle University (DLSU), being an advocate of transformative learning, espouses Service Learning (SL). It is offered as a response of the University to engage the academic community in addressing social disarticulations. This academic process aims to contribute in the formation of socially aware and active lasallians and the development of future transformative leaders. This intervention compels the academic community to utilize knowledge and skills in helping the least, the lost and the last and move towards community progress and nation building. SL is consistent with DLSU's vision-mission: "a leading learner-centered research University, bridging faith and scholarship in the service of society, especially the poor." SL is a "course-based and credit-bearing educational experience by which students a) participate in an organized service activity that meets identified community needs, and b) reflect on the service activity in such a way as to gain understanding of course content, a broader appreciation of the discipline, and, an enhanced sense of civic responsibility" (Bringle and Hatcher, 1995, p.112). Based on this definition, five important components can be derived upon: academic preparation, engagement with the community, reflection on their service, reciprocity between and among the academic participants and partner community and appreciation of the discipline. This paper will focus primarily on the reciprocity between and among the academic participants and partner community.

3   **Service Learning Partnerships - 'A Spring Board' for Enhanced Experiential Learning and Transformation**

Dr. Betsy SELVAKUMAR
Associate Professor and Head, Department of Advanced Zoology & Biotechnology, Women's Christian College, India
Dr. Mary Pearl RAVIKUMAR
Assistant Professor, Department of Advanced Zoology & Biotechnology, Women's Christian College, India

Service learning is a teaching pedagogy wherein a student participates in a thoughtfully organised community based programme, with an academic orientation. This technique helps to enhance classroom teaching- learning experience, as the student strives to meet the need of the community. Service learning experience can be enriched by building effective partnerships with community based organisations. SL serves as a platform to support locally established initiatives of governmental and non-governmental organisations without displacing existing workers. For the institution that offers SL and the staff coordinating the programme, it is a meaningful exercise to thoughtfully consider potential partners who could assist in enriching the learning experience of the student participants by serving as a bridge between the institution and the community. The Department of Advanced Zoology and Biotechnology has started planning for the introduction of SL component into the curriculum from 2006 with the following objectives:

- Use service learning as a teaching method to enrich learning
- Increase the capacity and skills of students
- Widen research experiences
- Apply the theoretical knowledge acquired to practical use

It took one year to initiate, develop and establish partnerships with host organisations/ agencies (both governmental and non-governmental) viz.,

- Government Museum, Chennai;
- Student Sea Turtle Conservation Network (SSTCN);
- Trust for Environmental Education (TREE Foundation);
- CARE Earth Trust and
- Blue Cross

With the launch of the SL Program in 2007, partnerships have been strengthened and opened avenues for more opportunities and the outcomes galore. In this presentation we would like to share our experiences of how we identified potential partners, developed contacts and built relationships with partners. This collaborative venture has been a rewarding experience for the staff coordinators, student participants, and the partnering organisation. Sustenance being the key for effective partnership, we have taken care to see that the partnerships we have established is an on-going commitment both on the part of the institution and the service agency so that the student participants and the community enjoy the benefits and experience a transformation.

BREAKOUT SESSION AND DISCUSSION 1B
DIFFERENT MODES / MODELS OF SERVICE-LEARNING (INTERACTIVE WORKSHOP)
5th June 2013, 2:00pm – 3:10pm, LKK201, Lingnan University, Hong Kong

Responding to Communities' Information Needs: Community-Based Research as Service-Learning

Dr. Timothy K. STANTON
Director, Bing Overseas Studies, Cape Town, Stanford University, United States
Ms. Viria VICHIT-VADAKAN
Project Leader, School of Social Entrepreneurship, Ashoka, Thailand

Most practitioners conceive of service-learning as combining student involvement in service-oriented tasks with and for communities with structured educational activities designed to develop their knowledge, character, and/or social skills and capacities. Whatever the goals for students these tasks tend to be of a direct service kind – e.g., tutoring, teaching classes, assisting the elderly, environmental clean-up, etc.   Occasionally these tasks will also include administrative or public policy-related work. Rarely, however, does service-learning venture into the realm of research.

This interactive workshop will explore the goals, background, characteristics, and current practices of research as a form of service-learning, including its benefits for community and student development. The facilitators will provide a brief introduction to community-based partnership research (CBPR) - a collaborative form of inquiry that seeks to involve all partners (academically- and community-based) in the research process equitably and in ways that draw on their unique strengths and resources. They will invite participants to contribute and explore CBPR's theoretical foundations, recent expressions in undergraduate education, and major practice issues. Emphasis will be placed on CBPR as a means of establishing long-term campus-community partnerships, which can enable and sustain impact and social value.

Using case examples of CBPR practice in South Africa and Thailand our goal will be both to expose participants to this new, developing form of service-learning and cull their knowledge, resources and experience with it. We hope to discuss, compare and ultimately map current practice as it is represented by participants in the workshop and known by them throughout the world. We will conclude with a discussion of the potential for developing undergraduate CBPR in Hong Kong and throughout the wider Asia-Pacific region. Existing print and online resources on CBPR in higher education will be shared.

1   **Service-Learning and Community Partnerships: A Study of Hong Kong Secondary School Teachers**

Dr. NGAI Sek Yum
Professor, Chung Chi College, The Chinese University of Hong Kong, Hong Kong
Dr. CHEUNG Chau Kiu
Associate Professor, Department of Applied Social Studies, City University of Hong Kong, Hong Kong
Mr. CHAN Kwok Bong
Supervisor, Boys' and Girls' Clubs Association of Hong Kong, Hong Kong

Service-learning is becoming an increasingly popular approach to achieving both the personal and academic goals of students and the broader goals of civic responsibility and social justice in communities. Hence, it is essential to consider the important role played by community partners in supporting this kind of experiential education. Reciprocity between schools and communities has been espoused as a core principle of good practice in service-learning. However, the paucity of studies of community partnerships indicates that they are only beginning to be understood and thus require further in-depth investigation. Drawing upon five focus group interviews with 22 secondary school teachers and their community partners in Hong Kong, this study seeks to advance the existing body of knowledge on school-community partnerships in service-learning. Conceiving partnership as a reciprocal process that evolves over time, it gives examples of the diversity of service-learning partnerships, and provides strategies for developing and maintaining effective partnerships. The research and practice implications of the findings of this study for promoting reciprocal school-community partnerships are discussed.

2   **Improving the Process of Community Engagement in Service-Learning through Appreciative Inquiry**

Mr. Siddhartha PAILLA
Graduate Student, University of Virginia, United States
Mrs. Cassandra PRUITT
Undergraduate Student, University of Virginia, United States

As service-learning programs are becoming more popular with universities around the world, it is important to ensure that the programs' participants maintain an ethical relationship with their community partners. Primary amongst the student groups' ethical duties is to not impose unexpressed needs upon community partners. This paper presents an experience of a service-learning project in a larger service-learning program under the Water and Health in Limpopo (WHIL) research collaborative between the University of Venda (UNIVEN) and University of Virginia (UVA). The project takes place in the village of Tshapasha, South Africa, where an interdisciplinary team of service-learners composed of students from both UNIVEN and UVA had previously worked on a centralized water filtration project. In 2012, another interdisciplinary team of engineering, nursing, and sciences students engaged the same residents of Tshapasha in a process called appreciative inquiry (AI), which is a qualitative methodology that systematically investigates the priorities, strengths, and challenges of participant groups. As a part of the AI process, the service-learners conducted community-wide meetings and moderated nine focus groups that were formed by members' vocations, age, and gender. The team and community discovered water supply as the community's priority because of water's dual value as a domestic and economic good. The interdisciplinary, service-learning team concluded that the AI process helped unify the community's diverse set of interests into a collective set of priorities. Furthermore, the process fostered a better relationship between the service-learners and community members, one in which further collaboration would be fruitful. These findings demonstrate the use of appreciative inquiry as beneficial for the process of community engagement in service-learning.

3

Powerful Partnership Formation and Powerful Celebration: A Case Study
Mrs. Ielse SEALE
Lecturer, Nursing Department, University of the Free State, South Africa
Ms. Lingiwe NOGABE
Lecturer, Nursing Department, University of the Free State, South Africa

The School of Nursing at the University of The Free State (UFS) in South Africa (SA) has been advocating service learning and engagement with communities since the late nineties. Today the UFS is truly an engaged African university where faculty members use cross-border higher education to build capacity. Service learning fosters generic and discipline specific skills in students as well as empowers local communities.

Curriculum based engagement in communities is one of the fundamental aspects of the service learning pedagogy. One of the key challenges, in order to provide students with appropriate learning opportunities, was to build sustainable partnerships where there was reciprocal acceptance and mutual respect for each other. In a case study qualified nurses who enrolled for a nursing education qualification mentored first year nursing students in a local community whereby course outcomes for both groups were met within an effective partnership milieu.

The quality of these partnerships was safeguarded through the use of self-evaluation instruments published by the SA Council of Higher Education in June 2006. *Collaboration* (1) was the key quality indicator of these partnerships. Roles, benefits and expectations were clarified by means of written memoranda of understanding as well as through mutual trust. *Maintenance* (2) of the partnerships through informal communication built trust between the partners. More formal communication such as regular meetings with the service sector and community representatives took place on an on-going basis. *Monitoring and evaluation* (3) of the impact was done rigorously through analysis of reflection reports and course evaluation documents. The results were utilised to plan the *expansion* (4) of the partnership timeously for the next cycle. *Celebration* (5) took place through a formal appreciation and show-casing event. Various stakeholders such as academics within other disciplines, community members, as well as service sector representatives attended. The celebration events facilitated closure and provided an opportunity to network and celebrate achievements.

The above mentioned quality indicators fostered an enriched service learning experience for students who could focus on the course outcomes within stable, flourishing partnerships embedded in a cross-border educational environment.

BREAKOUT SESSION AND DISCUSSION 1D
SERVICE-LEARNING AS CIVIC EDUCATION
5th June 2013, 2:00pm – 3:10pm, MBG19, Lingnan University, Hong Kong
Moderator: Prof. ZHU Jiangang, Secret-general of COP, Sun Yat-sen University, China

1

Civic Morality Construction in Social Transform: the Practice of Service-Learning in SYSU
Prof. ZHU Jiangang
Secret-general of COP, Sun Yat-sen University, China
Ms. HONG Quan
Student, Sun Yat-sen University, China

The imbalance state between development of market economy system and series of negative social events reflected a lack of civic mindedness today. Civic morality construction should play a significant role in this social transformation period. Specifically, civic education should develop students in three dimensions, right-responsibility awareness, tolerance, and spirit of volunteer. As an essential part of civic education, service-learning is to combine academic knowledge with social service, furthermore to achieve these objectives. Although, service-learning is adopted widely and developed a series of mature theories in the West, especially in America, the spread of service-learning in China is still in its initial stage. This paper summed up the practical experience in Sun Yat-sen University where service-learning method was introduced in both undergraduate and graduate courses. We found there existed difficulties in local practical aspects of service-learning, but still brought positive and promising effect on improvement of civic morality.

2   **Environmental Information and Education Campaign in a Pilot Creek Community: A Civic Engagement and Learning Experience of Communication Students of the University of Saint La Salle, Bacolod City, Philippines**

Prof. Allen DEL CARMEN

Associate Professor, Communication Department, University of St. La Salle, Philippines

On November 19, 2012, foul odor was reported in communities that form part of the 11-kilometer length of the Cabacawan Creek in Bacolod City, Philippines. The creek, prior to its final flow into the sea, passes along the southwestern rim of the University of St. La Salle, where the university community also reported the smell of stench. University personnel also reported seeing dead fishes (Janitor fish species) carried downstream. The incident triggered a massive concern from the city government and environment groups, including the current Community Communication Class of the Communication Department of the University of St. La Salle.

Earlier in the academic year, the University launched the Cabacawan Creek restoration, a social innovation program, as among its four community-focused flagship programs as part of its ongoing 60th anniversary celebration.

For these reasons, the class eventually decided to engage in a series of coordinated civic-oriented activities, in support of the university flagship program, that would utilize student skills in various phases of communication, particularly along information, promotion and education campaigns – from research and planning, implementing, organizing and evaluation of the initiatives -- that will make residents of communities along the creek flow to be aware of the need to help conserve the environment by making waterways safe and clean, considering that a number of businesses and residents indiscriminately throw their wastes and garbage into these waterways.

Following the initial campaign – which included combined strategies in group communication, dialogue and focused group discussion, a study was conducted for community participants and another for class members to identify, among others, outcomes and reinforcements on civic and academic learning, attitudinal dimensions and skills development.

Thus, this paper has a two-fold value: it looks into the initial reaction or effects of the IEC program among residents of the selected pilot community and on students – on motivating factors that encouraged and heightened their participation, the application of their course-learned skills and the extent of their learning along civics and citizenship. At the same time, it will indicate the ways by which the student learning has been assessed.

3   **Think-Act-Contribute (TAC) as a Unique Way to Promote Healthy Living in Tuen Mun District**

Mr. OOI Tyan Chyi, Nicholas

Project Officer, Office of Service-Learning, Lingnan University, Hong Kong

Ms. HO Man Yee, Afra

Student, Faculty of Arts, Lingnan University, Hong Kong

TAC adopted a model with three progressive learning processes: THINK, ACT & CONTRIBUTE. It aims to first prepare the community to understand the TAC concepts in different perspectives (THINK) of psychological, mental and social health. Then physical activity (ACT) will be taught through healthy exercise such as dancing and stretching. Lastly, Participants are encouraged to promote healthy exercise and knowledge in the community (Contribute) by joining the TAC Health Leaders Program.

By sharing a similar mission as Tuen Mun Healthy City Limited, we cooperate and adopt the TAC model to spread healthy ideas in the community. Unlike ordinary exercise program, this project packaged regular exercise programs with health-related seminars and workshops.

Also, Health leaders (TAC Health Leaders) trained as trainers to further promote healthy lifestyles and create a supportive environment in sustaining healthy lifestyles in Tuen Mun. In the aspect of Service-Learning, Lingnan students act as Health Leaders to create health awareness in the community such as primary and secondary schools while applying the service experience and knowledge into their academic studies.

1   **What is Learning in Service-Learning? Findings from a Service Learning Study at Beijing Normal University**

Prof. YAO Meilin
Associate Dean, Beijing Normal University, China
Prof. YAN Wenfan
Chair, Department of Leadership in Education, College of Education and Human Development,
University of Massachusetts Boston, United States
Ms. GUO Fangfang
Research Assistant, School of Psychology, Beijing Normal University, China
Ms. WANG Cong
Research Assistant, School of Psychology, Beijing Normal University, China
Ms. LI Yulan
Research Assistant, School of Psychology, Beijing Normal University, China

What is learning in service-learning? The question was put forward decades ago but has not been answered clearly in the international context. Focused on this important issue, we conducted a series of studies with mixed method approach. We surveyed 844 college students and 6203 middle school students respectively in mainland China. Results indicated that most students had some experience of service activities. However, the quality of such practice was not satisfying in the aspects of duration, intensity and link to curriculum. Based on the above investigation, we conducted a service-learning program through the course of Psychology of Learning for undergraduate students of Psychology Department in Beijing Normal University. The instructor, together with teaching assistants who had rich experience on special education, gave a two hour lecture in class each week and guided students to interact with special children (the mentally retarded, autism) in groups at weekend during one semester. Following the basic procedure of service-learning, students were encouraged to apply what they learned in classroom to the service practice and to reflect the effectiveness of their behavior modification plans for special children as well as their own thoughts, feelings and behaviors during interactive process. Especially, students were asked to think critically about issues on inclusion, welfare and social support for special children and their families. Students received feedbacks on their reflection journals and discussions after every service practice. This program had been conducted for about 3 semesters successively in BNU and more than 200 undergraduate students engaged in it. Data were collected and analyzed from interactive video, group discussion and focused group interview, self-report surveys, reflection journals and feedbacks from parents of special children. In general, the program had great effects on students' attitude to special children and their families. Students showed significant change from unconcerned, wondering, sympathetic, or credit-driven at the beginning to caring, patient, empathetic, and problem-solving driven at the end of service practice. Results also indicated that service-learning improved students' higher cognitive abilities such as transfer abilities of problem solving, critical thinking and students' academic expertise, such as Applied Behavior Analysis skills.

2   **Learning Service Leadership through Service-Learning: Anxieties, Opportunities and Insights**

Prof. Robin Stanley SNELL
Director, Business Programme Office, Lingnan University, Hong Kong
Dr. CHAN Yin Lee
Senior Research Fellow, Department of Management, Lingnan University, Hong Kong
Dr. MA Hok Ka, Carol
Assistant Director, Office of Service-Learning, Lingnan University, Hong Kong

Lingnan University (LU) is one of 8 tertiary institutions in Hong Kong that have received sponsorship for undergraduate students to acquire knowledge and develop attributes relating to service leadership. Service leadership may be conceptualized as leadership for service, exercised through distributed authority, aimed at identifying and meeting genuine needs of service recipients. Building on prior experience of embedding service-learning projects into discipline-based credit bearing courses, in term 1, 2012-13, LU introduced service leadership through service-learning into four courses. A predominantly qualitative, critical-incident approach was adopted to study processes of students' learning on these courses. Data were collected through open-ended team reflection and self-reflection pro-formas, a peer review rubric, and focus group meetings.

Findings suggest that service-learning projects can be powerful vehicles for learning and practicing service leadership attributes. Positive learning outcomes reported by students included: increased skills of oral communication, relationship building, time management and problem solving; and greater personal discipline, emotional intelligence, empathy for disadvantaged people and cross-cultural awareness. Students mentioned the importance of mutual care and support in teams, of formative feedback from host agencies/enterprises; of being appreciated by end service recipients; and of turning cultural diversity among team members into a powerful resource.

We shall draw on an established model of competence development (Robinson, 1974; Wilhelm, 2011) to analyze students' reported experiences. In terms of unconscious learning needs, students seemed relatively insensitive to the particular expectations of gatekeepers in their host organization and the constraints that they were facing, and rather than attempting to understand nuances and tensions within the service recipient habitat/ecosystem, they tended to fix their attention on the concerns of end-user service recipients. In terms of conscious learning needs, some teams became aware of the inadequacy of the traditional autocratic leadership paradigm, but appeared not to fully grasp the principles and practices of distributed leadership, while some students noticed service leadership qualities in other team members that they perceived were lacking in themselves. In terms of conscious competence, some students came to recognize their own talents in certain areas through taking initiatives to overcome difficulties. We discuss implications.

3   **Benefits to DSE Students of Service-Learning through a Community Development Model**

Dr. DO Pui Yee, Josephine
Assistant Professor, Hong Kong Institute of Education, Hong Kong
Ms. CHOR Tai Wai
Student Affairs Officer, Student Affairs Office, Hong Kong Institute of Education, Hong Kong

Examines the impact of service-learning course "Community Arts experiences" on Hong Kong DSE students' self-concept, personal growth, community engagement, learning outcome, civil responsibility, and adaptability in less favorable working environments, for example, the ANTI violence organization and African culture group. Discusses whether service learning helps student improve their learning from primary learning (presenting information) to secondary learning (interpreting information), and evaluate how the connection between two level of learning foster "reflection" and "critical thinking".

1   **Measuring Learning Outcomes of Students in Service-Learning Considering Diversity and Degree of Experiences**
Dr. Enrique G. ORACION
Director for Research and Development, Silliman University, Philippines
Prof. Emervencia L. LIGUTOM
Director, Institute of Service Learning, Silliman University, Philippines

Although Dan Butin (2011) has been critical of the place of service-learning in higher education institutions as a social movement and an intellectual movement, he actually had opened up four modes of service-learning outcomes of students exposed to this pedagogy that makes it a fertile field for scholarly research in education, in particular, and the social sciences, in general. These modes of learning which he categorized into technical, cultural, political and anti-foundational do not only suggest the diversity of learning that is offered by service-learning, but this typology also points out to the degree or different levels of learning that the students will experience. And this clearly demonstrates the value-adding relevance of service-learning as compared to when students are only exposed to highly conceptual classroom instructions devoid of the experience of applying their knowledge and skills in real life situations by serving while still in school. But given the limited time the students can be engaged with the community, which is certainly dependent upon the disciplines that they are enrolled in and the activities they are doing, there is a need for the teacher to consciously include in the course syllabus what learning outcomes are expected when service-learning engagement will be employed and what corresponding services the students can offer that will enhance classroom instruction. So while service-learning students may be categorized into specialists or generalists according to the services they can offer, they may be also engaged in direct or indirect service-learning depending on the types of people they are working with. These distinctions are necessary because they have implications on the type and amount of learning the students will experience which ultimately determine the grades they will earn from the course. Therefore, this paper examines the importance of what type of learning is expected of students, how much weight is awarded to particular type of learning that the students had demonstrated, and in what ways the learning outcomes will be measured considering the diversity of service-learning experiences of students.

2   **Service-Learning Methodology in Politics and Local Government Administration Subjects**
Dr. Irving Domingo RIO
Associate Professor, Central Philippine University, Philippines

The Social Sciences Department of Central Philippine University in Iloilo City, Philippines has adopted the service-learning methodology in its Politics and Local Government Administration subjects for Political Science and Public Administration students since 2002. The legal basis of the teachings for these subjects is Republic Act 7160 otherwise known as the Local Government Code of 1991.

For the service-learning methodology, a depressed barangay (village) needing local governance intervention is identified. A planning session is conducted with barangay officials at the start of the semester. For each engagement with the barangay, at least 15 students and 4 faculty members are involved.

Through role plays and focus group discussions, students under the guidance of faculty members are able to help the barangay officials identify some key governance issues. Solutions to these concerns are then jointly conceptualized and critiqued. Instead of teaching using the traditional approach, the professors serve as lecturers-facilitators for the learning at the field. The barangay then implements the best solutions and reports back to the CPU team about progress.

After the engagement, the students come back to the classrooms for further discussions and reflection. Equipped with knowledge from the field, their theoretical knowledge is strengthened. They are able to practice interpersonal skills and develop a deeper understanding of Republic Act 7160 in practice.

Both faculty members and students develop a greater appreciation of community dynamics. Faculty members then use the knowledge to improve their teaching modules.

Barangay officials are able to maximize their productivity and barangay citizens benefit from the service-learning methodology in the long-run. Barangays where this approach has been applied have raised their income, solved some of their governance problems.

On the institutional level, CPU has strengthened its linkages and its teaching-learning approaches.

Through the years, many students have been involved in at least 50 villages. Encouraged by this fruitful community engagement, some students have become barangay officials or Sangguniang Kabataan (Youth Council) chairman or members. One of them is now the youngest municipal councilor in the Philippines. Many of them advocate for good governance and youth development.

It is hoped soon, the engagement with the community could be lengthened and more concerns could be jointly addressed with the communities while at the same time, the teaching-learning process is improved.

3   **Program Evaluation and Assessment: Outcomes of Service-Learning and a Research Agenda**

Mrs. Helen THIMMAYYA

Associate Professor, Department of English, Women's Christian College, India

The construction of the concept of Service Learning is a visionary move that evolves from the perception that in serving others' needs one benefits oneself in a tangible sense. This reiterates the democratic interdependence of human beings. Weaving it into the academic experience of students imposes a systematic structure which makes it quantifiable. Hence, evaluation. There is no dearth today of models of Service Learning application or of suggested tools for evaluation. The challenge is, however, in the uniqueness of each SL experience. The first challenge in creating an evaluation design is the pre-SL activity process. A circle of stake-holders should ponder the learning objectives, the needs to be met in the chosen community and the methodology to be adopted. Studying the profile of the community and the student group minimizes unexpected hindrances. Skills and knowledge outcomes for student need to be projected specific to the academic discipline. The more efficiently this is done, the clearer the parameters of evaluation during and at the end of the process. Systematic monitoring preempts low levels of learning and growth for student participants and unmatched dividends in community development. Articulating, both while submitting the proposal and while summing up final outcomes, in what ways the SL program carried forward the academic, social and spiritual mission of the institution is essential. The strengthening of institutional image and relationship with the community and collaborating partners needs to be spelt out in reports to ensure continued commitment. This paper will assess data from the SL programs of a selected sample of colleges in Chennai to study objectives set for evaluation at the beginning of the programs, the monitoring systems along the process and the evaluation of final outcomes, beyond the mere awarding of grades or credits. The paper will also offer a design to assess value addition in terms of skills, knowledge and personality development which will build a more healthy community as a long term outcome.

BREAKOUT SESSION AND DISCUSSION 2B
DIFFERENT MODES / MODELS OF SERVICE-LEARNING (PANEL)
5th June 2013, 5:00pm – 6:10pm, LBYG02, Lingnan University, Hong Kong
Moderator: Mr. Tri V. QUACH, Undergraduate Student, Art with concentration in Asian American Studies,
University of Massachusetts Boston, United States

Curriculum Models for Faculty/Student Engagement in Local Chinese American Communities

Dr. TANG Suet Ling, Shirley

Associate Professor of Asian American Studies, University of Massachusetts Boston, United States

Ms. TY Kim Soun

Undergraduate Student, Sociology and Asian American Studies, University of Massachusetts Boston, United States

Mr. Henry HO

Undergraduate Student, Management with Concentration in Asian American Studies, University of Massachusetts Boston, United States

Dr. TANG Suet Ling, Shirley will describe the curriculum structures and pedagogical practices of UMass Boston's Asian American Studies Program that support culturally-responsive student engagement and service learning in local Asian American communities. See: http://www.aacu.org/ocww/volume38_3/national.cfm

Ms. Kim Soun TY will share reflections and analysis on connections between her academic work in Asian American Studies as a Cambodian American and her experiences taking leadership within a well-established Chinatown service agency

Mr. HO Henry will share reflections and analysis on connections between his academic work in Asian American Studies as a bilingual Chinese American and his experiences taking leadership within an all-volunteer start-up organization in Chinatown.

Connecting the Past with the Future: An Intergenerational Dialogue
Dr. Robert SHUMER
Research Associate/Lecturer of Youth Development Leadership, University of Minnesota, United States
Dr. Dwight GILES
Professor, Higher Education Administration, University of Massachusetts Boston, United States
Mr. Siva THAIYALAN
Director of Service-Learning/Character Education, Ministry of Education, Singapore
Dr. MA Hok Ka, Carol
Assistant Director, Office of Service-Learning, Lingnan University, Hong Kong

Time is passing. Those who started the service-learning movement are now either retired, deceased, or will retire soon. If the institutional memory of the service-learning efforts in the US and across the world is to be retained, we need to capture the history of previous efforts to implement service-learning research and practice and share it with young leaders who will lead the movement for decades to come.

In this session we take the conference theme seriously. Our goal is to create a "connected world" by joining the future with the past to identify the successes, challenges, and barriers that need to be faced to see service-learning thrive in all countries. We will have two senior members of the research/practitioner service-learning community, Drs. Dwight Giles (co-author of Service-Learning: A Movement's Pioneers Reflect on Its Origins, Practice, and Future and Where's the Learning in Service-Learning) and Robert Shumer (founding Director of the National Service-Learning Clearinghouse and researcher/practitioner in the field for the past 40 years) discuss the trends in the service-learning efforts in the US and around the world. They will be joined by Dr. Carol Ma, Assistant Director of the Office of Service-Learning at Lingnan University and Mr. Siva Gopal Thaiyalan, Director of Service-Learning/Character Development for the Singapore Ministry of Education, who will discuss the state of service-learning in their respective countries at the current time and their plans for the future.

After these brief presentations, the four will engage in a dialogue about what past knowledge suggests we should do for future service-learning efforts. The conversation will allow for panelists and audience members to pose questions for one another about what needs to be done to set policies, forge partnerships, and build research agendas so that service-learning continues to become a stronger, accepted pedagogy and philosophy that is implemented in K-12 schools, institutions of higher education, and community-based organizations for decades to come.

1   **Engaging in Cross-Cultural Services - A Journey to Global Citizenship**
Dr. NG Lai Han, Cinnie
Associate Director, Office of Student Affairs, Hong Kong Baptist University, Hong Kong

There are two parts in this paper. The first part is to identify and discuss three pairs of concepts: "National Citizenship and Global Citizenship", "Legal Citizenship and Moral Citizenship", and "Moral Citizenship and International / Cross Cultural Service-Learning".

Citizenship involves the concept of rights and responsibilities of a person in a country usually having a legitimate government. However, such "legal contract" between the government and the citizens does not exist in the global perspective. Global citizenship education is more appealing to the people's inner goodwill with moral values and ethical system for the pursuit of a just and harmonious world for all mankind rather than submission to a legal system. This makes the nurturing of core values of social justice, peace, mutual respect, human rights, tolerance of diversity, and protection of the environment through caring services and experiential learning all the more important to our young generation. In order to develop students' sense of global citizenship, they have to be engaged in a personalized journey with direct communication and interaction with people from different cultural backgrounds facing challenges that are of global scale. For our young generation, they want to be engaged in the real world. They believe in touching rather than listening. They gain confidence to become a change agent through the service they provide.

The second part is to present a few cross-cultural service programmes, as examples to demonstrate how such programmes enhance racial harmony, respect for cultural diversity, and sense of responsibility as a global citizen. This part will include analysis on students' personal reflection after their participation of various international / cross-cultural service programmes to demonstrate their initial journey to cultivate sense of global citizenship.

2   **Compulsory Credit-Bearing Courses on Service Learning for The Hong Kong Polytechnic University**

Dr. Stephen CHAN

Acting Head, Office of Service Learning, The Hong Kong Polytechnic University, Hong Kong

All students admitted to The Hong Kong Polytechnic University (PolyU) under the new 4-year undergraduate degree structure starting in the 2012-13 school year are required to take at least one subject in "Service Learning". Preparations started in 2010. Since then 24 subjects have been developed and approved, about half of them have been piloted – offered to the current students as elective subjects. These subjects have been taken by ~300 students, who have served in Hong Kong, mainland China, and overseas. At full scale, it is estimated that we have to offer 60 subjects to more than two thousand students each year.

This paper discusses the challenges faced and the lessons learned from the preparation and piloting. The biggest and most fundamental challenge is perhaps the changing of the mindset: convincing the university community of the benefits and practicality of service learning as a core component of holistic education. This was overcome by open consultation, presentation of relevant research, reference to best practices both internal and external to the university, and the successful piloting. The second challenge that follows is the training of and provision of support for teachers, through seminars, workshops, discussions and e-Learning. The third and most demanding of creativity is the exploration and development of service learning projects with long-term sustainability, for the wide range of disciplines encompassed by a comprehensive university such as the Polytechnic University – ranging from information technology, to English, to Hotel and Tourism, to Building and Real Estate, to Rehabilitation Science and Engineering, to Design, to Textile and Fashion, to Finance and Accounting, …   Finally, we have to evaluate the impact of service learning on the holistic development of students over time. Preliminary evaluation of the piloting subjects have been very encouraging. Fuller validation, however, must await full implementation and longer term studies.

3   **The Good Practice of Seoul Women's University(SWU)**

Ms. PARK Seul Ki

Staff of Center for Teaching and Learning, Seoul Women's University, Korea

Prof. RYU Sook Young

Assistant Professor, Graduate School of Education, Seoul Women's University, Korea

Global Service-Learning (G S-L) of Seoul Women's University (SWU) is mainly related to 'The Third World and International Development Cooperation (IDC)' course during the semester. G S-L began in 2010 with the fund as a part of ACE (Advanced College of Education) Project, which was for strengthening the undergraduate education in Korea. Asian Friends (AF), NGO for international development cooperation, is one of our best S-L partners. AF carries forward some of the international development projects with SWU Service-Learners of IDC course.

Service-Learners of any courses could apply to the G S-L. They made out their proposals based on the activities implemented on the local places. After reviewing all of their proposals with the criteria of academic correlation, feasibility, and understanding on global issues, some of them were chosen for group interviews. The finally selected students made out again new concrete program schemes for needy people in another country based on their original proposals. AF and its partners from the 3rd countries gave the information of the sites and adjust the schemes together with students. We primed them with international communicative skills, deeper understanding of global issues, and open minds for learning rather than service. After two weeks of S-L in the international settings, they wanted to continually contribute to development of their neighbors in abroad. They raised a fund for rebuilding the school in other countries, conducted a campaign to motivate SWU students to serve others, and worked for the next G S-L as mentors.

Integrating local and global S-L creates a synergy effect for more students to choose participating in S-L during the semester and for them to perform their S-L mission better. Though it has taken more than one year to earn the partnership based on trust with local and global partners, relationship with them is most important for the success of G S-L. Students are willing to serve the next G S-L team as mentors and learn how to use their knowledge and how to collaborate with various people.

1   **Using CIPP Model to Evaluate a Service-Learning Project**
Ms. LIN Huang Ju
Graduate Student, Education Department, National Taipei University of Education, Taiwan
Prof. TYAN Nay Ching
Associate Professor, Education Department, National Taipei University of Education, Taiwan

In 2012, the department of Education, National Taipei University of Education (NTUE), conducted an oversea service-learning project to Nepal. The project was tied with two courses, i.e., Service-Learning Theory and Practice as well as International Education research. There were 9 university students (volunteer teachers) and 4 professors in the NTUE delegation. They served the 150 students of Snowland Ranag Light of Education School at Kathmandu, Nepal.

This study aimed to use the CIPP model to evaluate the context, input, process and product of the project. Classroom observations, interviews questionnaires and document analysis were used to collect data following the triangulation principle. The research findings were as follows.

1. The context of the NTUE Nepal service-learning project includes the impact of low birth rate to NTUE, the high demand of international education in Taiwan, and the enhancement of pre- and in-service teacher's affective domain.
2. The inputs include internal and external human resources in Taiwan and Nepal, funds from government and university, donated supplies collected by students.
3. The process includes the five phases of service-learning, with preparation from October, 2011 to August, 2012; service in the first two weeks of September, 2012; series of celebration activities in mid September at Snowland and autumn at NTUE; while reflection and evaluation phases throughout the entire process.
4. The product was evaluated according to the three instructional objectives, i.e., (1) to learn about Nepali culture and education, (2) to be able to teach Nepali 4th to 9th grade students mandarin Chinese and Taiwanese culture in English, and (3) to demonstrate affection to Snowland or Nepal.

Based on the findings, recommendations were made to future practice and research.

2   Serving Effectively through Service-Learning: Enhancing Service-Learning Programs that Promote Innovations for Inclusive Development
Mr. Leland Joseph DELA CRUZ
Director of Development Studies Program, Ateneo de Manila University, Philippines

A number of service-learning projects have been undertaken at the Ateneo de Manila University to promote innovations for inclusive development. Some of these projects introduce innovations to particular marginalized communities or social development organizations. Others support innovations coming from these communities or organizations. While these projects have been helpful for students' social formation, only a few have been institutionalized by the service-learning client.

This paper assesses the factors that account for the success or failure of these service-learning activities. Underlying the analysis is a framework for understanding the role of universities and service-learning in promoting these innovations as well as a more general framework for managing social innovations.

The findings of this paper are based on five case studies of service-learning that promote innovations for inclusive development undertaken at the Ateneo de Manila University. Data gathering for these case studies involved interviews, focus group discussions, and surveys with various stakeholders including clients, students, faculty and intermediaries.

The paper finds that there are at least two sets of elements that account for the success or failure of service-learning projects that promote innovations for inclusive development.

First, there is a need for universities to work with an entity that has a long-term commitment to seeing the innovation through and which has a clear strategic and change management plan. Service-learning projects that were not as successful involved innovations introduced by the university or involved working with external entities that were not committed to these innovations. The committed entity also has the responsibility for parcelling out the service-learning projects in a way that fits the academic calendar and piece together outputs that may span across various academic terms. Expectations between this committed entity and the university must also be clear.

Second, the study shows that there are elements internal to the university that could account for the success or failure of attempts to promote innovations for inclusive development through service-learning. These include faculty characteristics, student characteristics, course design, internal expectation setting, and institutional support.

The study ends with recommendations that can help make service-learning more effective in promoting innovations for inclusive development.

3 **Factors Affecting the Success of Service-learning: A Reflection on Introducing Service-Learning Programmes in University Curriculum**

Dr. CHOI Kai Yan

Resident Fellow, Pearl Jubilee College, University of Macau, Macau

Service-learning is regarded as one of major endeavours to inspire students through practising their professional knowledge in the forms of voluntary service, and in turn, feedback to their conceptual knowledge. In this paper, I am going to identify factors affecting students' consideration and participation in service-learning programmes at the University of Macau. I will report findings drawn from in-depth interviews with sociology students who attended the Practicum course in 2012/13, and other students in residential college. Influences brought up by peers, family, personal aspiration, and prior schooling experiences are key to the success of service-learning. Ambivalent role of general social culture of Macao on service-learning will also be discussed.

BREAKOUT SESSION AND DISCUSSION 3A
BUILDING EFFECTIVE PARTNERSHIPS IN SERVICE-LEARNING (PANEL)
6th June 2013, 9:30am – 10:40am, MBG07, Lingnan University, Hong Kong

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1 **An Integrated Development of Social and Civic Awareness, Social Participation, Skill practicing, and Deep Reflection in Service-Learning: A Case Study of Experience Education Pedagogy through Social Business Plan Competition in Business School, Taiwan**

Prof. CHEN Chuan Cheng

Assistant Professor, Department of Business Administration, Providence University, Taiwan

More and more universities are now promoting courses and programs of Service-Learning. And many researches in Service-Learning emphasize to the importance of development of social and civic awareness, social participation, skill practicing, and deep reflection. However, seldom of these researches propose a framework for the development of social and civic awareness, social participation, skill practicing, and deep reflection in Service-Learning with an integrated perspective. Also seldom of the Service-Learning emphasizes a pedagogy through social business plan competition. The theme of this paper is trying to provide a new and innovative framework for the integrated development of social and civic awareness, social participation, skill practicing, and deep reflection through an a pedagogy of social business plan competition of the college students in Service-Learning.

In this paper, the integrated development of social and civic awareness, social participation, skill practicing, and deep reflection for college students (especially for college students of business school) can be more possibly achieved through an a pedagogy of social business plan competition, if the teachers of Service-Learning has already accumulated a deep trust and a thick Partnership relation with the disadvantaged nonprofit organization or social enterprise which will be served by the college students.

As for the cases study, the focal case is the three courses group of Service-Learning of Providence University in Taiwan, which served two institutions: 1)the Grace bakery by the deaf people; 2)the mountain indigenous tribe people in Alan Gluban (Clean River tribe in Nanto County, JenAi village), which are the survivors and decedents of WuSer historical massacre incident; in this community, there are a lot of plum which is to cheap in the market, therefore the farmers usually abandon these plum for harvesting, but these plum fruit can be used as a material for the bakery product.

The results of this research are: (1) a new integrated development of social and civic awareness, social participation, skill practicing, and deep reflection; (2) a pedagogy of social business plan competition of the college students in Service-Learning course can be conceived of a special kind of experience education with good "stress element".

2   How to Build up a Sustainable Mechanism to Leverage the Cooperative Synergy with Organized Management of Partnership

Dr. TSEN Shu Hsiao

Associate Professor, Department of Tourism, Providence University, Taiwan

Rather than maximizing its profits for the shareholders, a social enterprise is an organization which applies management practices and commercial strategies to improve the human and environmental welfare as much as possible. The Deaflive Bakery of Taichung provides a place where the hearing-impaired people can learn the baking skills and make their own living for financial independence. As the economically disadvantaged groups, one of the indigenous tribes in Nantou County grows corps and produce in the mountains to be self-sufficient. By academic-industry collaboration project, we attempt to build up a link between a social enterprise and a disadvantaged group and create a platform of cooperation. Furthermore, the platform not only gets the academic input and assistance from the faculty on management and strategy, but also provides college students an appropriate opportunity for service learning. Due to this partnership, the indigenous tribe's corps and produce can have a very stable channel to be sold and reduce the possibility from being deprived by wholesalers as before. As a social enterprise, the Deaflive Bakery is able to obtain the raw materials from the origin directly and make the distinctive and different bakeries from existing products in the market. With the support from the academic expertise in marketing and operation, it can just make up the deficiency between the social enterprise and the disadvantaged group, such as short-term manpower shortage, market survey, promotion activities to carry out for special holidays and events, community service…etc. As a result of this mechanism, the two or multiple sides of partners are able to leverage their individual niche and outperform the cooperative synergy to enhance the mutual benefits via the reciprocal actions. In addition, the framework also retains the local elements, follows their original traits and integrates with organized management of partnership to work better. It proposes a solution and the practice on how to build up a mutual trust as well to achieve a consequence of self-reliance, helping others and self-sufficiency.

3   Making Friends, Acting Changing: Partnerships across Community-based Service Learning

Dr. CHAO Chih Liang

Associate Professor, Department of Tourism, Providence University, Taiwan

Service-learning is a structured learning experience that combines community service with personal experiencing preparation and reflection. In service-learning, involves a principle-centered partnership between communities and university. In service-learning, traditional definitions of "teacher" and "learner" are intentionally blurred. Service-learning differs from traditional classroom education, which emphasizes reciprocal learning-We all learn from each other.

This paper suggests additional theoretical perspectives drawn largely from cognitive psychology and social theory. Three teaching courses related to local or indigenous community development projects of Taiwan have been involved to answer these questions: (1) How can community partnerships enrich service-learning? (2) How curriculum development as a partnership building tool? (3) Frequently encountered barriers to establishing and maintaining partnerships

Based on the methodological strategies of qualitative inquiry, data were collected using a variety of techniques, including formal and informal interviews, surveys, participant observation, and document analysis. The principal documents used as a source of data were journals students kept as part of their community service experience involved these teaching cases in Taiwan. All of community cases have their potential problems during community building process. Students engaged in service-learning provide community service in response to community-identified concerns and learn about the context in which service is provided, the connection between their service and their academic coursework, and their social roles as citizens.

Despite increased popularity and a strong pedagogical tradition, the literature on community-based service learning initiatives and service learning evidences improve some certain conceptual imprecision. This paper presents a three-dimensional model for doing partnership with community partners on the process and outcomes of community service learning, showing that it should emphasize the community-university partnership as the indicator of analysis and involve participatory action research.

4   **A Case Study on Academic Service-Learning: Enhance Academic Learning by Servicing with a Non-Profit Organization**

Dr. CHEN Shih Chieh

Associate Professor, Department of Information Management, Overseas Chinese University, Taiwan

Recently, we expect students in universities have the abilities of caring the community, understanding the community demands and solving the community problems. Researchers proposed papers in literature about that, to students, service-learning can promote their personal development, public relationship learning, understanding knowledge and applications. Therefore many courses in universities are designed to combine academic learning and community service such that students become to be resource providers and learning by initiative service.

This paper presents the outcome of a course, the practical of ERP module, in which we integrated the service as a significant course requirement. Students learned academic knowledge in classroom and were required to run a project to implement the ERP system for a small-scaled non-profit organization, the Taichung City Deaf No Obstacle Association in Taiwan. This course was designed to follow three indexes: (1) relevant and meaning service with the community; (2) enhanced academic learning; (3) purposeful civic learning. The partnership between students and the non-profit organization is very suitable in this cooperation project because (1) to implement a regular ERP system including the consultant fee is too expensive to the organization; (2) students usually run a ERP implementation project by simulation such that they are short of the practical experiences.

Based on the methodological strategies of qualitative inquiry, data were collected using a variety of techniques, including formal and informal interviews, surveys, participant observation, and document analysis. We interviewed the students and the CEO of the Taichung City Deaf No Obstacle Association in Taiwan. In this case study, we show that some practical and high professional courses are very suitable to run the academic service-learning project to the small-scaled non-profit organizations. Students can get practical experiences by service-learning and the organization without sufficient budget can be serviced by this project. Moreover, reflection, responsibility, and awareness of their social roles as citizens to students during the service-learning are the most important outcomes in this project.

BREAKOUT SESSION AND DISCUSSION 3B
DIFFERENT MODES / MODELS OF SERVICE-LEARNING
6th June 2013, 9:30am – 10:40am, LBYG01, Lingnan University, Hong Kong
Moderator: Mrs. LEE Wing Ying, Winnie, Associate Head, Office of Service Learning, The Hong Kong Polytechnic University, Hong Kong

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1   **CSLP in Sham Shui Po (理有「深」社区服务计划) – A District-based Service Learning Project, its Mode of Delivery and Effectiveness**

Mrs. LEE Wing Ying, Winnie

Associate Head, Office of Service Learning, The Hong Kong Polytechnic University, Hong Kong

Background:

The Hong Kong Polytechnic University (PolyU) is committed to producing all-round graduates who are also responsible citizens and contributive members of the society. The annual campus-wide Community Service Learning Programme (CSLP) has been organized since 2004 to encourage staff and students to serve the community through the use of their professional knowledge and skills. About 800 students work on various service projects each year to serve the underprivileged groups of Hong Kong, Chinese mainland and overseas.

In 2010/11, we started a new mode of service delivery with the implementation of a District-based Service-Learning Project in a relatively deprived area in HK, Sham Shui Po. We aim to organise more sustainable services by focusing the manpower and resources in serving the people in a particular district so that we can create bigger impacts and bring more benefits to the community.

The Programme:

Through collaboration with the Sham Shui Po District Social Welfare Office, we have successfully invited over 30 local NGOs and schools as our project partners. Together, 60 service projects of different nature and scales were planned and carried out during 2010-2012. The programme has generated a lot of synergy amongst students from different disciplines e.g. students from design schools working together with students from building services in improving the home environment of the lower income families; students from nursing school work together with social work and science students in promoting holistic health care for the elderly etc. Overall, the project has allowed us to provide more integrated services to the community people in various aspects including health care, education, improvement of the living environment and social integration.

Effectiveness:

The District-based Project has proven to be an effective mode of service delivery. By focusing our manpower and resources in a single district, we were more able to identify the community needs, organise larger scale and sustainable projects, and provide more integrated services to create a bigger impact to the community. During 2010-12, over 500 students from various disciplines had participated in 60 service projects and committed over 3100 service hours in total. The whole project has served more than 4,000 people in the district, addressing the needs of different target groups such as the elderly, new immigrants, lower income families, school children and the disabled.

2   **Community Service Learning Program: Supporting Community-Based Tourism in Gunungkidul Regency, Yogyakarta**

Mrs. Lucia KURNIAWATI
Lecturer, Faculty of Economics, Sanata Dharma University, Indonesia
Mr. Gregorius Punto AJI
Lecturer, Faculty of Teacher Training and Education, Sanata Dharma University, Indonesia
Mrs. Lucia Wiwid WIJAYANTI
Faculty of Teacher Training and Education, Sanata Dharma University, Indonesia

One curricular program that aims at developing the students' characters (character education) is Community Service Learning Program (CSLP). Character education in Sanata Dharma University (SDU) focuses on developing three aspects of human character, i.e.: competence, conscience, and compassion. There are two aspects to develop: professional competence and personality development.

In CSLP, professional competence is developed through learning how to implement their professional knowledge they have learned in campus in contextual situation in the society. Meanwhile, the personality education is meant to develop the students' sensitivity, cares, and attention to the poor or marginalized society.

Students have to work together to analyze either the social problems or potentials, then carry out recovery or development programs. Therefore, CSLP also aims at developing students' critical thinking in analyzing the social problem, proposing and implementing the solution programs.

There are two types of CSLP in SDU: regular live-in and thematic programs. Students taking regular live-in program live in the community where the service learning program is taking place, while   in thematic program, students are not living with the community. Students carry out the program simultaneously during the running semester since the location is only one hour from the campus. One emphasis of thematic CSLP in SDU is supporting community-based tourism (CBT) program at Gunungkidul Regency. SDU in collaboration with the government office of Gunungkidul has developed a roadmap in supporting CBT there. The design of the program, conducted since 2011, starts with coaching, observation, program development, program implementation, and evaluation and reflection. The academic background of the students involved is multidisciplinary. The subjects of the program are the local tour guides, homestay operators, culinary providers and the DMO. The program provides training in Public Speaking, Communicative English, Healthy Foods Serving, First Aids Skills, Aesthetics, Hygiene and Sanitation for Homestay, Information System for DMO. Students taking the program learnt how to collaborate to solve the society's problems, and to develop their interpersonal skills.

3   **The Importance of Ownership in Facilitating Students' Learning in Service-Learning Process**

Dr. WONG Kam Chung
Social Work Supervisor (Part-Time), Hong Kong Lutheran Social Service, Hong Kong

In the study of Service-Learning within the context of a non-government-funded post-secondary education institute in Hong Kong. The students of the institution are characterized by their relative disadvantages in self-esteem, academic achievement in public examination and social competence. A qualitative case study method was employed to explore the experiences of both the student participants and the staff members involved in the Service-Learning process. Data collection took place in the form of semi-structured individual interviews, focus group and student reflective journal. Eleven students from different academic programmes and at different educational levels (diploma, higher diploma, associate degree) are selected as the informants. In addition, three staff members of the institution were selected for interviews.

In searching for relevant service opportunities for the student participants, the consideration of "Student Ownership" is found to be very important. The term "Student Ownership" can be defined as a strong sense of engagement and identity with their contribution in the Service-Learning process. In the present study, students were encouraged to select service user groups (primary school students, old people, single-parent families etc.) and design service-learning projects on their own choice.

According to the informants, "Student Ownership" is identified as a foundation for students' success in Service-Learning. The success came not only from success in benefiting those service users but also from success in learning by student participants.

 "Student Ownership", on the basis of the findings, can be enhanced by three factors: (1) freedom of choice in selecting service opportunities: (2) pre-service training and (3) students' autonomy in planning and designing the service projects.

These three factors can be considered as "psychological empowerment" to student participants in the Service-Learning process. Whenever students perceived that they can contribute themselves to "serve" people, under the sufficient support and guidance from the institution, they can try their best and integrate their "learning" into service "practice".

To sum up, the term "Student Ownership" is used to describe the situation whereby student participants value their involvement and contribution throughout the Service-Learning process. This is to say that student participants feel that they own the learning experience without external forces to "push" them to do something.

1 **"Teaching English as a Service Learning Experience": the Design and Implementation of a Service Learning Subject**

Dr. Cathy S.P. WONG

Associate Professor, English Department, The Hong Kong Polytechnic University, Hong Kong

Ms. Dora WONG

Instructor, English Department, The Hong Kong Polytechnic University, Hong Kong

This paper reports on how a service learning subject for English majors in a university in Hong Kong was developed and piloted.

Studies in learning through community service in tertiary education in Hong Kong have shown that students have benefited tremendously (Ngai, 2006; Chan, Lee & Ma, 2009; Lai, 2009; Chan, 2012).

Service learning can be defined as "… 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).

It is along these lines that a subject entitled "Teaching English as a Service Learning Experience" was designed for a group of English majors. The aim is to raise students' awareness of civic engagement and to cultivate their social responsibility through designing English language learning programs to help some members in the community.

22 students and four collaborating NGOs were involved in the pilot run of this subject. These students, under the supervision of the teachers and in consultation with the NGO co-ordinators, designed and delivered some English programmes for their clients, who are mainly children and young adults from under-privileged groups.

From students' feedback through their reflective journals and group report-back presentations, it was evident that students became more aware of their responsibilities for the community. They have also developed a strong sense of empathy for other members in the society. They were glad that they could apply their knowledge in English to help the needy. Some of them have become so "engaged" in serving the community that they continued to help some NGOs to teach English even after the completion of the SL projects.

Feedback from the four collaborating NGOs was also positive. They appreciated the service that the students provided and would like to continue the collaboration. One area that needs improvement is that longer time is needed for planning the SL projects.

All in all, all parties involved in the pilot run of the subject found that the experience was very valuable.

2   Service Learning for Students with Disabilities: Enhancing Outcomes at the Intersection of Special Education, Transitions, and Inclusion

Dr. Laura E. VANDERBERG

Assistant Dean of Assessment and Planning, College of Education and Human Development,
University of Massachusetts Boston, United States

Prof. Felicia L. WILCZENSKI

Dean of College of Education and Human Development, University of Massachusetts Boston, United States

Presently, many children and adolescents have the opportunity to engage in service-learning, however, students with disabilities rarely have access to these opportunities. This paper focuses on using service-learning with students with disabilities to enhance outcomes at the intersection of special education, transitions, and inclusion.

Special Education, as mandated through federal legislation in the U.S., provides customized education for students with diagnosed disabilities. Special Education services must be delivered in the "least restrictive environment", fostering inclusion of students with disabilities with typically-developing peers. Special Education must target *transitions*, the process of facilitating post-school adjustment of students, particularly students with disabilities, to adult life. Service-learning, as a philosophy, pedagogical technique, and community development strategy, should be part of a comprehensive transition plan to support students to gain experience and develop skills needed to successfully pursue post-secondary activities. Additionally, service-learning for students with disabilities enhances community outcomes in inclusion (a process, method, or state of being involved) by integrating those excluded (or at risk of being excluded) into the community.

Service-learning intentionally links community service with academic, socio-emotional, and/or career curriculum goals and can optimize student development during transitions. This paper reviews best practices for creating transition plans that systematically include service-learning for students with various disabilities. This best-practices portion aims to strengthen the skills and leadership of professionals interested in and engaged in supporting intentional service-learning and professionals who see diversity and inclusion as mechanisms to improve transitions and communities.

The next portion reviews a study of Project Impact (Timmons & Zalewska, 2012), which engages high school- and college-aged students with disabilities in AmeriCorps and their communities. Project Impact's service-learning activities purposefully connect academic, socio-emotional, and career development with service. Learning from service hinges on reflection, enabling participants to link their service activities to their personal development during transition. The paper covers the program design, community partnerships, implementation, student reflections, outcomes, and promising practices.

The paper outlines benefits for stakeholders and participants. Evaluation data show positive outcomes in three areas: 1) building character; 2) building career; and 3) building community.

3   Lingkod: Pursuing Discipline-based and Interest-based Approaches to the Implementation of the National Service Training Program

Ms. Ophalle ALZONA

Program Coordinator for NSTP and JEEP, Integrated Ateneo Formation, Office of the Associate Dean for Student Affairs,
Ateneo de Manila University, Philippines

The purpose of this paper is to provide a possible design for more discipline-based or interest-based approaches to the implementation of the National Service Training Program (NSTP), a legally-mandated program for tertiary level students in the Philippines aimed at contributing to the general welfare of members of Filipino communities who are at the margins of society. Through such approaches, pursued more intentionally at the Ateneo de Manila this past year, students' particular academic disciplines or areas of interest become crucial elements in both the formation of the students and the service of marginalized communities.

First, this paper describes and differentiates terminologies such as service learning, discipline-based approach, interest-based approach, civic engagement and volunteerism. Second, this paper highlights details of a discipline-based approach to NSTP through anecdotes or cases of students belonging to particular academic departments at the Ateneo. This part of the paper also touches on how such an approach affects both the students and the clientele from their assigned communities. Third, this paper likewise shows how NSTP in Ateneo, even as a required program, has sought to encourage volunteerism through the engagement of accredited student organizations in activities serving various NGOs and institutions—an approach that might be termed as "interest-based" NSTP. Finally, some recommendations on how to move forward in the implementation of NSTP using more discipline-based or interest-based approaches are presented.

1 **An Intergenerational Strategy to Promoting Successful Aging and ESL Skills**

Dr. LAI Wai Lun, Alan
Assistant Professor, Applied Psychology Development, BNU/HKBU United International College, China
Prof. Matthew KAPLAN
Professor, Agricultural Economics, Sociology, and Education Department, Penn State University, United States

This presentation highlights the need for a new approach for conducting ESL education in Hong Kong. It draws upon the literature on how children and youth learn new language skills, and takes into account recent data that demonstrates the value of real-life contexts and information made easily available in the teaching-learning interface for ESL education (Lai, 2011). To explore the foundations of this approach, an action research project that represents an intergenerational framework for promoting ESL skills has been established. The core of this project involves infusing intergenerational engagement opportunities into the ESL learning milieu. This model represents a novel strategy for linking two growing trends in Hong Kong: (1) an increase in the number of older adults looking for rewarding lifelong learning opportunities, and (2) the need to expand real-world practice for ESL learners at post secondary level. By pairing older adults and university students in this collaborative service-learning model, a socio-historical (i.e., meaningful and real-life) environment is established for contributing to ESL skills development for participating youth as well as creating professional development and voluntary civic engagement opportunities for older adult volunteers. The program is designed to be delivered over the course of a 12-week period. Four Third age (55 years of age and older) members (proficient in English language) will: (1) receive professional development training on teaching ESL and (2) engage in activities tied to co-teaching ESL for a group of six college students who have completed basic ESL courses from university and want to further improve their English language skills. Research team members will assess program impact on: the quality of life of participating older adult volunteers, ESL learners' motivation to engage in real-world ESL practice, and the evolution of ESL learners' reading, writing, listening and oral skills development. Towards these research goals, pre- and post-testing including an IELTS-format test and a questionnaire will be respectively used to assess students' English language skills and senior participants' physical health and psychological sense of well-being. Video recording, group interviews and after-class journal writing are additional methods that will be used to track intergenerational-ESL patterns of discourse.

2   **How Schools Measure the Impact of Service Learning on Communities: Through the Investigation of Institutions of Higher Education in Japan and the US**

Prof. Takeshi MIYAZAKI
Professor, Teacher Education Department, Soka Graduate University, Japan
Mr. Akira ITO
Secretary General, Japanese Service Learning Clearinghouse for Civic education, Japan
Mr. Sigmund TOPOR
Lecturer, Language Department, Keio University Language School, Japan
Ms. Kayo MADOKORO
Teacher of Ootaki Junior high school, Japan

Service learning was introduced to Japan in the 1990s as both an educational philosophy and as an instructional method imported from the United States. As an educational philosophy, service learning reflects the belief that education should develop social responsibility in students and prepare them to be involved citizens in a democratic society. As an instructional method, service learning involves the blending of service activities with academic curricula, which allows students to learn through active engagement while addressing real community needs. Service learning has been used for first-year students in some colleges and universities in Japan, and has been encouraged by the central government.

One of the weakest areas of service learning/community engagement research done in the US is the measure of its impact on communities (Giles and Cruz, 2000). This issue will become important when service learning is introduced in more educational institutions in Japan. The study was designed to interview staff and faculty at six universities in Japan that are taking the lead in applying service learning to curriculum, to understand how schools measure the impact of service learning on communities.

The results of this study found that the challenges described by the institutions are rooted in the difficulties of measuring the impact on communities. The challenge is not only measuring the impact during a given period of time, but also measuring the impact over the long-term. Introducing objective third party evaluations was a second important theme for institutions. A third focus was the potential to burden community organizations. Almost all higher education staff expressed a need to improve communication between organizations and colleges. Therefore, they tried to collect information related to the impact on the community from evaluations of students' performance and learning. In Japan, one good deed leads to another, and it is customary to contribute to the community without expecting anything in return, therefore it is difficult to evaluate or measure the community impact of service learning.

A future challenge of the study will be to ask community organizations hosting service learners how they prefer evaluation or feedback from colleges.

3   **Community Partnership in Service-Learning: The St. Paul University Philippines' Experience**
Mr. Allan Peejay LAPPAY
Head, Promotions, Marketing & Admissions Office, St. Paul University Philippines, Philippines

Partnership is a key to an effective service-learning (SL). It develops competencies that promote the advancement of socially responsible citizens. As a prime Catholic University in Northeastern Philippines, St. Paul University Philippines (SPUP) has forged partnerships with communities to address their need of service and the students' need of learning through active engagement. This allows Paulinian learners to connect with and benefit their surrounding communities through service while integrating their learning to their particular academic discipline.

As SL fosters collaboration and partnership, it provides an avenue for learners to make valuable contributions to the community. To this end, St. Paul University Philippines commits itself to the total formation of competent leaders and responsible citizens of their community, country and the world. SL strengthens the relationship of the University and its community. By serving and learning, SPUP becomes aware of the needs and desires of its partner communities and positions itself to be responsive and relevant. Thus, Paulinians are engaged in service-learning activities that uplift the social, political, economic and cultural life of its partner communities.

As an ISO certified University, service is an essential core value and integral part of its educational process. SPUP endeavors to make the learning experiences of its students worthwhile by advancing their knowledge through learning to serving and service to learn. Thus, SPUP asserts that partnership in SL enriches service access, increases support and assistance for learning, addresses barriers to learning, enhances opportunities for learning and development, and generates new approaches towards students' learning and the communities' well-being and sustainability.

At present, SPUP maintains six partner communities, where learners immerse themselves with real-life experiences, render meaningful services and gain significant impact while fulfilling their academic goals. SPUP regards the partnership between these communities as vital in building potent, synergistic and working relationship towards their self-sufficiency and learners' fulfillment. Through this, SPUP ensures stable and sustainable working relationship; thereby making SL an avenue for learners to face the challenges of real change and transformation and a life inspired by mission and service to the greater community.

1   Service-Learning Does Work at Sacramento State University!: The 65th Street Corridor Community Collaborative Project

Dr. Gregory MARK
Director, Ethnic Studies Department, Sacramento State University, United States
Ms. Griselda CASILLAS
Staff Member, Ethnic Studies Department, Sacramento State University, United States
Ms. Rayven ARZOLA
Staff Member, Psychology Department, Sacramento State University, United States
Ms. Aury ZAVALA
Staff Member, Counseling Department, Sacramento State University, United States

In 2002, a group of interdisciplinary scholars and researchers from Sacramento State University approached local community members in South Sacramento to collaborate on addressing rising at-risk and violence rates at two public schools in areas where gang violence and a lack of access to resources created a need for innovative, culturally competent strategies. This collaboration has blossomed into a long-term community project that currently annually serves more than 2,000 middle and high school students

Panel members will discuss the evolution of this project that utilizes a University community-mobilization approach. This panel consists of one faculty member and three students. Dr. Greg Mark will be the panel discussant and will provide the Project's historical background.

Presenters #1 and #2: Dr. Gregory Mark & Griselda Casillas

Dr. Mark is the Project Director for the 65th Street Corridor Community Collaboration Project. For over 40 years, he has used service learning as a teaching methodology. Dr. Mark will contextualize the Collaborative's work. Ms. Casillas will discuss the recruitment and training process of the program.

Presenters #3: Ray-Ven Arzola & #4 Aury Zavala

Ms. Ray-Ven Arzola is a Psychology undergraduate student. She will discuss the lack of individual, family, and community stability. Due to this lack of stability, students are more at-risk of engaging in violent activity or quite simply just falling behind in school. This program has allowed for students from Sacramento State, to serve as positive role models and mentors for some of those at-risk youth.

Ms. Aury Zavala is a Counseling graduate student at Sac State and since 2005 has served as the Bridge to College student coordinator. Ms. Zavala will discuss the Bridge to College program and its impact on undergraduate students and 7 – 12 grade students and their parents. The overall goals of this program are to build a college-going culture for the parents at each school and provide and guide them with information and skills to prepare their children for higher education.

2   A "University, Community, Student" Multi-profit Model of Service Learning Basing on Mentoring Program

Mrs. HOU Xin
Secretary of the Party Committee, Social Work Department, China Youth University For Political Sciences, China
Mr. CHEN Xiaoqiang
Teacher, Social Work Department, China Youth University For Political Sciences, China

There is a topic, that how to combine the function of social service with the task of developing manpower, being more and more concerned throughout higher education in mainland china. By means of consistent exploring, a team from Chinese Youth University for Political Sciences established a multi-profit model of service learning, which base on mentoring program. This model focus on inviting particular field where direct social service and education happens organically: institutions for higher education engage in community changes, which shown as promoting social inclusion, by grouping students and professors into practice; and students, by performance in one-to-one mentoring and cooperate-learning, subsequently comprehend the knowledge, achieve self-reflection and obtain in-depth recognition of society.

This article indicated a finding that the migrant children, for who students mobilized, have affirmative impact especially in integrating into urban life. And the better qualitative relationship acquired between mentors and children, the more contribution would be on arising protective factors at the same time. Teachers and community workers, joining with students in the process of learning, facilitate further understanding on the problem of migrant population under circumstance of urbanization. And they experience together the inherent and external transform of migrant children.

Nowadays, migrate population issue being emphasized on a social inclusion's view while urbanization growing in intensity. We suggest that universities and colleges should utilize their advantage in human resource to promote wellbeing of migrant children. The mentoring based "university, community and student" multi-profit model of service learning, in a widespread field, should be introduced to a harmonious society.

Gabay Ko...Abot-Kamay Mo (My Guidance is in Your Hands)
Dr. Florencia BAUTISTA
Associate Professor IV, State and College Universities-CHED, University of Rizal System-Morong, Philippines

The University of Rizal System in its desire of assisting the community performs the extension function to provide services to undeserved and underprivileged individuals. Such provision ensures the upliftment of the quality of life of the above-cited sector towards productivity and self-reliance.

The project "Gabay Ko… Abot-Kamay Mo" as an extension service of the College of Science, University of Rizal System_Morong, caters the orphans housed at Felicisimo-Aurora Bahay-Kalinga, Inc. (FABKI). Its main focus is to provide guidance services for their emotional, social, moral and psychological stability which will help them cope and overcome the situations confronting them. The need for giving attention to the whole individual, his development and adjustments must be prioritized.

The orphans in the institution come from broken families, very poor families, street children, stow-away children, and/or those children who are brought by their relatives who cannot afford to provide their material and non-material needs.

The project is a version of service learning that enhances learning beyond the classroom. It helps to foster a sense of caring for others through direct involvement of academe (faculty and students) to the children in the institution. It also serves as a bridge of connecting to the people towards their success in the future.

The project emphasizes the promotion of efficient and happy lives of individuals by helping them to adjust to social realities. The activities are conducted through the help of guidance and counseling faculty and students who serve as facilitators, trained, given exposure and are being prepared to handle problems and adjustments of individuals.

Sustainability of the project is realized through relevant and responsive activities crafted collaboratively and cooperatively by the proponent and the members of the project.

Activities include, Knowing Each Other; Tutoring and Follow-up; Academic Enhancement, Talent and Skills Development; Counseling Sessions; Values Reorientation and Socialization activities.

Moreover, the program reinforces what the beneficiaries have learned from formal schooling.

A structured evaluation is conducted in order to determine the strength and areas needing improvement of the program. It also seeks feedback from the administration of the institution as basis for the enrichment of the activities provided to the clientele.

BREAKOUT SESSION AND DISCUSSION 4A
WHERE'S THE ACADEMICS IN SERVICE-LEARNING? (INTERACTIVE WORKSHOP)
6th June 2013, 11:05am – 12:15pm, LKK201, Lingnan University, Hong Kong

Where's the Academics in Service-Learning?
Dr. Jane Szutu PERMAUL
President, Lingnan Foundation, United States

Research has focused on the impact of service-learning on student development "as a whole person", on assisting community in solving social challenges and issues, on civic education and even leadership and critical thinking. On a more practical level, emphasis has been put on identifying community, social and other worldly challenges to which the university and its students can contribute to their resolutions, via service-learning programs. This workshop, while not neglecting the elements noted thus far, focuses on designing service-learning offerings in meeting established academic objectives, be that in the humanities, social science, physical or life science. The Workshop facilitator has had over 20 years of experience in developing service-learning as part of the undergraduate liberal arts and science curriculum at a large comprehensive state university. Join the Workshop and see how your specific academic objectives can be fulfilled through service-learning.

1   Solid Waste Management Practiced by Selected Household in Barangay Damayang Lagi: Basis for Improvement of Proposed Activities
Dr. Jean MAGLAQUE
Professor / Community Coordinator, Natural Science Department, Trinity University of Asia, Philippines

One factor that could worsen the environmental crisis is the increasing accumulation of solid wastes which either have no counterpart in nature or which have not been properly disposed. And with this, the solid wastes have been identified as one of the most important environmental problems of urbanization. Poor solid waste management practices are considered as disastrous activities. . It has been observed that Barangay Damayang Lagi is facing solid wastes problem resulting to a lot of environmental problems such as flood, pollution, congestion and others. This is due to the existence of the fast-growing number of household in the community, which encourages the people to reside in the city for better employment opportunities.

This study conducted to determine the solid waste management practices of selected household, a basis for improvement of proposed activities. Descriptive research method was used in this study and utilized survey in determining the current solid waste management practices in compliance with RA 9003. Environmental education campaign was given to the community through seminar workshop on Solid Waste Management to selected Barangay Leaders, coordinators and selected households. It was found out that the respondent's practices solid waste management. The strategies done such as campaign served as a tool to communicate by informing them about the program. They provided a necessary objective which lies in the way on how they respond to the message. They became aware of the various consequences of their negligence and lack of consideration towards the surroundings.

However, it was found out that some of the respondents adopted poor solid waste management practices in terms of waste segregation, disposal and recycling due to lack of awareness and resources on proper and effective ways of managing waste. Therefore, each community should commit to inform, teach, and observe environmental awareness and responsibility as a means of improving environmental quality through different activities regarding waste segregation.

2   Nurturing Shared Leaders through Internship
Ms. Jessie CHOW
Teaching Consultant, Faculty of Social Sciences, The University of Hong Kong, Hong Kong
Dr. LAM Shui Fong
Associate Professor, Department of Psychology, The University of Hong Kong, Hong Kong
Dr. Eric W.H.CHUI
Associate Dean (Undergraduate Education), Faculty of Social Sciences, The University of Hong Kong, Hong Kong

The Faculty of Social Sciences (the Faculty) of the University of Hong Kong has offered the very first credit-bearing internships in social sciences amongst all local tertiary institutions. Since September 2009, all students in the discipline have to complete 24 credits (equivalent to 4 courses) of off-campus experiential learning, with 12 credits in local internships and another 12 credits in global internships.

In June 2012, the Faculty launched the pilot project of Service Leadership Internship (SLI) under the funding of the Li & Fung Service Leadership Initiative, which supports service leadership training in all eight of Hong Kong's tertiary institution.

The SLI took place in the summer 2012 where student interns worked as a team (groups of 3 – 5) to initiate, develop and implement (a) service task(s). By making use of the interns' multi-disciplinary knowledge, the student interns contributed as shared leaders and helped community partners to generate innovative solutions to authentic problems under different projects. The Faculty also provided a series of support mechanisms to prepare the interns for the SLI projects. For example, an academic tutor was assigned to take care of each SLI project. Also, a series of workshops using the social cognitive approach were organized so as to enhance the interns' social and personal competence as shared leaders and at the same time understand the construct of leaderships and social responsibilities through experiential learning and discussions. By completing the pre-workshop readings and actively participating in the workshops, interns internalized the core values of leadership such as enhanced self-awareness, became more competent as shared leaders and developed social responsibilities as an active member of the society. Booster sessions were also provided as a platform for small group sharing and problem-solving.

In this paper presentation, the overall structure of the SLI, an overview of the content of the internship training and some of the learning outcome of the interns will be shared. The learning experiences in the pilot project will also help us plan for the upcoming summer of SLI 2013. A revised approach on SLI with an expanded participation of community partners will also be shared with the audience.

3   **Community Service Learning Program: Recovery and Community Empowerment of the Post-Merapi Eruption**

Mr. Gregorius Punto AJI
Lecturer, Faculty of Teacher Training and Education, Sanata Dharma University, Indonesia
Mrs. Lucia Wiwid WIJAYANTI
Faculty of Teacher Training and Education, Sanata Dharma University, Indonesia
Mrs. Lucia KURNIAWATI
Lecturer, Faculty of Economics, Sanata Dharma University, Indonesia

Community Service Learning Program (CSLP) is one of curricular programs that aims at developing the students' characters as a whole person (character education). Character education in Sanata Dharma University focuses on developing the three aspect of human character, i.e., competence, conscience, and compassion. In CSLP, the process of character education is carried out in two aspects: professional competence and personality development.

In CSLP, professional competence is developed through learning how to implement their professional knowledge in the contextual situation in a selected community. Whereas the personality education is meant to develop the students' sensitivity and cares for others

To achieve this goal CSLP is carried out in a 28-days-live-in program to give the students working-in-a team opportunity to intensively interact with the community, as well as the team members, as a part of the character building process. They have to cooperate and work together to analyze either the real social problems or potentials, and then they have to carry out recovery or development programs. Therefore, this program also aims at developing students' critical thinking in comprehensively analyzing the problems and potentials, and interdisciplinary proposing the solution in recovery and development programs.

CSLP is conducted in USD twice a year since 1990, in the period of June-August and December-February. The community is selected based on specific needs to which the students can give their service. In the current time, starting in 2011, as a response to the impacts of mount Merapi eruption in October 2010 to the community, CSLP is conducted in Cangkringan villages, one of the worst areas of Mount Merapi eruption 2010 in which thousands of people live in shelters since they have lost their houses. Doing this program, students will work for those people proposing a variety of post-eruption recovery programs, especially in forty villages at the Mount Merapi slope in Cangkringan, Sleman Regency. Within the paradigm of sustainable development, the Center for Community Service Learning Program of Sanata Dharma University together with the communities develop the recovery and community development programs in these forty villages into a Roadmap of The Community Service to be implemented in five years.

BREAKOUT SESSION AND DISCUSSION 4C
BUILDING EFFECTIVE PARTNERSHIPS IN SERVICE-LEARNING (INTERACTIVE WORKSHOP)
6th June 2013, 11:05am – 12:15pm, LKK301, Lingnan University, Hong Kong

Campus Compact Indicators of Engagement

Dr. Mani SANGARAN-HULL
Executive Director, Tennessee Campus Compact, Lipscomb University, United States

Campus Compact, established in 1985, is the international higher education association of colleges and universities committed to engaged campuses through civic engagement and academic service-learning. Encapsulating other outreach programs and services, its network of 35 state affiliates utilizes five indicators of engagement themes, developed in 2002, to establish and sustain high impact educational practices. The first theme--institutional culture--addresses ways in which stakeholders engage with campus goals and priorities. The second theme--curriculum and pedagogy--explores the extent to which civic engagement has become integrated into teaching and learning activities. The third theme--faculty roles and rewards--seeks to determine the extent to which faculty receive the support that they need to link their scholarship to the community. The fourth theme--mechanisms and resources--inquires whether concrete resources have been allocated to support civic engagement. The final theme--campus-community partnerships--assesses whether local communities are recognized as equal partners with the campus. Utilizing active learning strategies, this interactive workshop will engage participants in a series of thought-provoking questions underlying each of the indicators of engagement themes to develop and evaluate service-learning program implementation. It will also provide exemplary practices utilized by the Tennessee Campus Compact (TNCC), established in 2008, to mobilize engaged campuses to strengthen student learning and revitalize communities contributing to workforce and economic development. In the past five years, the TNCC mobilized 83,904 service-learners who provided 770,333.75 service hours for an economic impact of $16,785,572 to address poverty alleviation related community needs in the state of Tennessee. This session will contribute to the building of the bridge from local to global service-learning.

1   **Further Our Understanding of Reflection through I-Statement Analysis**
Dr. WEI Yi Chun, Sherri
Assistant Professor, English Language and Literature, Fu-Jen Catholic University, Taiwan
Ms. HSU Hui Ching, Beatrice
Adjunct Lecturer, English Language and Literature, Fu-Jen Catholic University, Taiwan

Since Dewey (1933) highlighted reflection as an essential component in higher education, scholars (Dyment & O'Connell, 2011, Finlay 2008, & Hatcher, Bringle, & Muthiah, 2004) have pointed out the crucial role reflection plays in Service-Learning (S-L). Listed as one of the essential elements in service-learning, reflection acts as the hyphen between *service* and *learning* (Giles & Eyler, 1999). It enables participants to connect action and learning in a real-life setting, creating a new dimension through a deeper understanding of their experiences. No longer passive consumers of knowledge, participants can better clarify their own beliefs and values, explore issues emerged in their service and relate themselves to the community they engage.

In the English Department, Fu-Jen Catholic University, teachers and students initiated this two-week English teaching project in Nan-tou, central Taiwan, since 2005 in order to bridge the "English Divide". This case study aims to further our understanding of how the reflective process can be facilitated in the five stages of S-L projects--investigation, planning, action, reflection and demonstration (Kaye, 2010). How can teachers design tasks facilitating reflection at these five stages? How do evidences in students' reflective accounts correspond to the task configuration? The literature review section focuses on the role of reflection and summarizes various frameworks and models in S-L (Brookfield, 1995, Shön, 1983, Boud et al, 1985, Kolb, 1984). Types of reflective activities designed in each of the stages will then be exemplified to discuss pedagogical impacts.

In order to study the subtle changes captured in students' reflective process, qualitative data including students' reflective accounts, semi-structured interviews and classroom observation are collected. One particular data-analysis technique, I-statement analysis, will be discussed to show how participants' streams of thoughts can be quantified and studied in more detail. The findings of this study, particularly the application of I-statement analysis, illustrate how the four Cs reflection principle—continuous, connected, challenging and contextualized reflection—can guide the practice (Eyler & Dwight, 1996). This small scale investigation demonstrates that systematic analysis on reflection helps practitioners see more depths in the reflective process.

2   **Assessing the Community Impact of an Economics-Focused Service-Learning Engagement in the Philippines**
Mr. Philip TUAÑO
Lecturer, Economics Department, Ateneo de Manila University, Philippines

Most of the studies undertaken in terms of service learning have focused on its effects on student achievement and outcomes. This has been due to the fact, that in academic communities, the incentive structure (the provision of rewards, funding and promotions to faculty, administrators and staff) have been dependent on the satisfaction of their main customers- the students. Thus, the evaluation of service learning projects have been on the recipients of learning outcomes (the pupils of the service learning course) and thus, there have been very few studies that have focused on the effects of service learning in the community.

However, as also recently emphasized in several studies, community outcomes are also important in terms of service learning. While there are many studies that indicate service learning has had a positive impact on host communities, there is anecdotal evidence that many service learning activities have not generally been successful and have even posed negative consequences for both the learner and partner institutions.

This paper will examine the factors that impinge on the success of several service-learning projects undertaken in an economics subject at the Ateneo de Manila University, a privately-run tertiary educational institution located in the Philippines. The assessment will examine the different factors impinging on the realization and the sustainability of project plans using a checklist that evaluates service learning process, and the impact on community socio-economic development and student formation developed by a team of university researchers Data for the evaluation will be undertaken through key informant interviews and focus group discussions among faculty, students, intermediary and community representatives involved in the service learning activities. Implications on the future conduct of the service learning activities will be derived.

3   **The Service Learning Journey amongst Students and Communities**

Mrs. Karen VENTER

Junior lecturer, Nursing Department, University of the Free State, South Africa

This paper reflects the impact of service-learning in the nursing discipline at the University of the Free State (UFS) in South-Africa on students and community.

Professional Nurses further their studies in the field of Nursing Education where service- learning is used as an educational tool to facilitate the implementation of global citizenship skills and mutual beneficial service-learning activities related to educational practice. As a pre-activity to developing a curriculum, nursing education (NE) students must perform a situational needs assessment in the community to ensure that the curriculum is relevant for all stakeholders. Furthermore, NE students design a lesson plan; facilitate a student-centered lesson and perform clinical demonstrations in the community as a learning environment. Sequentially, health care workers is exposed to innovative educational practices and receives an opportunity to go back to their communities and share their knowledge and skills to facilitate solutions to everyday health challenges.

The research in this paper is embedded in a current research project at the UFS, funded by the National Research Foundation. The research question that is dealt with is: "How can Higher Education Institutions (HEI) and the community sector establish long-term, research-based collaborative engagements that will be mutually empowering and enabling through joint, reciprocal knowledge-based activities and capacity building." This empirical research investigates the empowering developmental effect of applied knowledge on students and community partners involved in the abovementioned service-learning endeavour. Data gathering took place before, during and after the course implementation. A variety of techniques were used to ensure rigour and triangulation of the data e.g. direct observation embedded in experience, reflective journals, questionnaires, focus group discussions and multimedia.

The following quotes in an analysis of the data describe the impact on a participative service-learning student and a community member:

Student: "Service learning was like psychological therapy to me."

Community member: "The knowledge and the trust you have shared with us will enrich our lives forever."

The research results were ploughed back into the programme through a summative reflection and planning session attended by all stakeholders. Success was celebrated as a final closure of the monitoring and evaluation cycle.

BREAKOUT SESSION AND DISCUSSION 4E
FOSTERING REFLECTION / CRITICAL THINKING
6th June 2013, 11:05am – 12:15pm, MBG07, Lingnan University, Hong Kong
Moderator: Prof. Esther KUNTJARA, Professor, English Department, Petra Christian University, Indonesia

1   **Students' Reflection on their SL Experience as a Way of Fostering Critical Thinking and Peace Building Initiative**

Prof. Esther KUNTJARA

Professor, English Department, Petra Christian University, Indonesia

Thirty eight students of my cultural studies research class were participating Service Learning activities as one of the requirements of the course in applying what they had learned in class to the real situation. They were divided into six groups. Each group got involved with a group of approximately 15 to 30 young elementary school children once every week at the designated time in the local marginal neighborhood where they did the SL activities. They helped the children do their schoolwork, teach them English or play games. In order to deepen their understanding about the children's lives and the culture of the local community, students were expected to present their reflection starting from the initial encounter with the children, during the SL activities, and at the end of the semester. Critical questions were often asked as they got along as well as when they encountered problems. The cultural discrepancy between the students who mostly came from well-to-do families and the local community who were from the marginal and not so well-to-do neighborhood made students get more aware of the different life styles they had, such as their use of harsh words, boys' and girls' chores and how some children proudly identify themselves with some antagonistic figures. Furthermore, the students wondered as to the reasons behind the children's curious and unexpected questions towards the students' religions, schools and families. Those experiences enhanced the students' critical thinking towards others who are different. However, students also learned from the children the culture of sharing among each other and the respect they paid to the elders, which the students thought that such custom had started to fade away among themselves as they live in a more comfortable, modern and opulent life. Such awareness of others' custom and cultures, and problems, if not yet on the resolution of problems, should be taken as a way of enhancing students' personal development and growth, as well as a way in building a more peaceful society as they endeavor to understand their differences instead of condemning others.

2   **Co-assessment: a Democratic Approach to Deep Learning**

Dr. Susan J. DEELEY

Senior University Teacher, Urban Studies Department, University of Glasgow, United Kingdom

For the award of a M.A. (Honours) Social Sciences degree at a Scottish university, students may choose a service-learning course as part of their curriculum. Voluntary work placements integral to the course offer students an ideal opportunity to develop their employability skills and attributes, thus preparing them with for the workplace. The aims of this study were firstly, to examine the effects of critical reflection on the students' perceptions and awareness of their learning, following their participation in the non traditional forms of assessment on the course. Secondly, the study aimed to examine the effectiveness of co-assessment of students' oral presentations. The course was taught in semester 2, 2010-11, during which time the small scale qualitative practitioner research study was undertaken. Eight semi-structured individual interviews and a focus group with the same eight students at the end of the course were conducted.

This presentation focuses on a pertinent and salient aspect arising from the research, namely, that summative co-assessment is a deep approach to learning. As a consequence of, and informed by this study students self-assess their oral presentations on the development of their employability skills and attributes through service-learning by writing reflective feedback comments and suggesting an appropriate grade. Similarly, the teacher also assesses the presentations. Subsequently, on a one-to-one basis each student discusses, negotiates and agrees an appropriate grade for his or her presentation with the teacher. The agreed mark contributes to the students' final degree classification.

In this presentation, the implications, effects and outcomes of summative co-assessment are critically analysed. It is asserted that co-assessment fosters greater student engagement and enhances their skills and attributes. Co-assessment thus ultimately contributes to a democratic approach to deep learning and is congruent with service-learning pedagogy.

3   **Stress, Identity and Reflection in Service-Learning: A Preliminary Case Study of SIFE (Student in Free Enterprise) Project of Beijing Normal University Zhuhai Campus in China**

Dr. CHEN Chuan Cheng

Assistant Professor, Department of Business Administration, Providence University, Taiwan

Dr. CHAO Chih Liang

Associate Professor, Department of Tourism Management, Providence University, Taiwan

Ms. LIU Jia Li

Undergraduate Student, Department of Real Estate Management, Beijing Normal University, China

Mr. CHENG Yu Chan

Graduate Student, Department of Tourism Management, Providence University, Taiwan

Many researches in Service-Learning emphasize the importance of "reflection". However, seldom of these researches propose a comprehensive process framework on how to develop deep "reflection" in Service-Learning. The theme of this paper is trying to provide a new and innovative framework for the development of "reflection" through an analysis of the "psychological process" of the college students in Service-Learning. In this paper, the "psychological process" of the college students in Service-Learning includes: "Stimulus" in the course design; "Stress" that is undertaken by the student when they serve the community; "Reaction" which students spontaneously reacted when facing stress; students' "Identity" toward Service-Learning through student's Cognitive transformation; "Involvement" of the students in Service-Learning activities; Finally, the degree of "Reflection" which emerged). Therefore, there are at least six extremely important elements in this "psychological process", including: Stress, Stimulus, Reaction, Involvement, Identity and Reflection (SSRIIR).

In order to analyze the student's reflection from Service-Learning activity, we use qualitative research methods for case study, including; 1) for data collecting, we use Participant Observation method and In-depth Interview of those students in this project as main data source; 2) as for data analyzing, we use Grounded Theory method to make specific coding process.

As for the cases study, the focal case is the SIFE Service-Learning project of Beijing Normal University in Zhuhai, Guangdong campus in China, to serve the Zhuhai seashore village to recycle oyster shell, then transform into agricultural fertilizer and decoration stuff to be sold.

The results of this research are: (1) a new framework of the development of reflection in Service-Learning--the SSRIIR process; (2) the Service-Learning course can be conceived of, and be designed as, "a special kind of experience education" with good "stress element"; (3) if the students can have positive kind of cognitive transformation or identity when they face stress in fulfilling the task in Service-Learning, then they will very likely to achieve deep reflection; (4) if the students are "highly involved" with helping the disadvantaged group of people, then they will very likely to achieve deep reflection;

Using CAR (Concept, Action Reflection) in the Disciplines to Connect to the Local and Global
Dr. Kelsey HALBERT
Lecturer, School of Education, James Cook University, Australia
Dr. Wendy LI
Lecturer, Department of Psychology, James Cook University, Australia
Dr. Theresa PETRAY
Lecturer, Department of Anthropology, Archaeology and Sociology, James Cook University, Australia

Service learning responds to calls for higher education to engage with community and to develop more active-learning strategies in undergraduate education. This Panel Presentation highlights the use of service learning within the disciplines of sociology, psychology and education at an Australian university. The CAR (Concept, Action, Reflection) model employed includes conceptual development within the discipline, an opportunity for action that is situated in the local and global community and critical reflection. CAR builds on existing service learning pedagogical frames and presents interdisciplinary perspectives. This panel aims to stimulate discussion about modes of community-based learning in higher education curriculum.

The first presentation interrogates the experience of pre-service History and Geography teachers using a CAR model. In the course *Social Science Curriculum*, students enacted their conceptual knowledge and pedagogical knowledge through active community based projects involving practicing teachers and community organizations. As further part of the course students were asked to reflect on their service learning experiences shaped their professional knowledge and personal development as active citizens. This presentation discusses these reflections, evaluates CAR and examines the role of service learning pedagogy within the teacher education curriculum.

The second presentation focuses on how CAR fosters reflection and critical thinking within social psychology, which emphases the notion that service-learning is beyond knowing and doing. Three aspects will be discussed: 1) impact of reflection and critical thinking on student's personal and professional development and growth; 2) structures of reflection and critical thinking in social psychology; and 3) how reflection makes a difference in achieving the learning outcomes of service-learning.

The final paper explores the effectiveness of a service learning assessment for the subject *Power and Protest in a Globalising World*. In this subject, students not only learned about protest, activism, and social movements; they also organised activism on their own. By making service an assessable activity, and directly linking it to theoretical concepts, students receive a rich experience that takes them beyond the classroom. This presentation will examine the success of this assessment, based on the students' performance and their reflections on the project through a survey.

Community Outreach Program: A Model of International Service-Learning Program
Prof. Lilianny Sigit ARIFIN
Head, Institute of Research And Community Development, Petra Christian University, Indonesia
Mr. Herry Christian PALIT
Head, Community Outreach Centre, Petra Christian University, Indonesia

Designed as community service program Petra Christian University (Universitas Kristen Petra – UK Petra) and some international partners, Community Outreach Program (COP) was firstly established in 1995. It is an inter-discipline educational activity with an aim to give a learning experience by living in a community, to give response to the actual social life and to help developing the community. As part of the curriculum, COP is an effective means to raise students' awareness regarding with community development. They are expected not only giving contribution to the community, but also gaining a better multicultural understanding among the participants themselves.

For more than a decade, UK Petra has involved hundred local and international students to do real and direct service to the society. Further, UK Petra also collaborates with local governments and some overseas universities to conduct COP. From 1995-2003, UK Petra had partnered with local government of Magetan and Dongseo University (Korea), HongKong Baptist University and Inholland University (The Netherlands) to hold COP annually in Magetan (East Java). Then, since 2004 up to present, COP has served Kediri with more international partners, International Christian University (Japan), St. Andrew University (Japan) and Lingnan University (Hong Kong). The participants are involved in two kinds of projects during their stay in the village. First, physical projects, such as: renovating or constructing public facilities, and creating healthy environment health. Another project deals with non-physical issues, such as: sharing expertise through formal and non-formal education, exchanging cultural variety and building a nice bond and understanding.

In 2007, Community Outreach Program (COP) recognized as an International Service-Learning. Afterwards, it leads into another recognition in 2009 from United Board for Christian Higher Education in Asia (UBCHEA) who awarded a grant to Petra Christian University to conduct International Service-Learning Activity in a broader scope. Hence, COP is expected not only as the one-way program of serving community, but also a two-way learning process in a larger scope of internationalization. Overall, in a global context, COP is presented as a nice media to learn about understanding in diversity, peace building issues, contribute life to empower others and become an inspiration.

Matching Theory and Practice in International Service-Learning (ISL)
Dr. Earl MULDERINK
Director & Professor, Community Engagement Center, Southern Utah University, United States
Ms. Rita OSBORN
Director, Rural Health Scholars Program, Southern Utah University, United States

Drawing upon a wealth of recent scholarship, this interactive workshop explores key challenges, questions, and contradictions inherent in International Service-Learning (ISL) while showcasing effective programs offered through Southern Utah University (SUU). A public university of 8,000 students with an emphasis on the liberal arts, SUU is one of 311 universities and colleges in the USA designated as a Carnegie Community Engaged Institution. The co-presenters are, respectively, the Director of the Community Engagement Center and the founding Director of the Rural Health Scholars Program. Together and separately, they have organized innovative short-term ISL programs in Mexico, Nicaragua, the Dominican Republic, Kenya, and Ghana (most recently in May 2012).

This presentation explores important theoretical concepts such as "intercultural competencies" and "global citizenship" while also discussing proven and practical strategies for successful ISL programs. The co-presenters address key questions: What is "learned" in a typical ISL program? What "skills" can ISL programs claim to develop for participants? How does ISL differ when promoted in different cultural contexts and for varied durations? To what degree can any ISL program promote "mutuality" and "reciprocity," the central concepts of authentic service-learning? To address these questions, the co-presenters will engage workshop participants in a meaningful discussion about ISL, "a pedagogy that is best suited to prepare college graduates to be active global citizens in the 21st century," according to scholars Robert Bringle and Julie Hatcher.

To move beyond theoretical concerns, the workshop will also showcase best practices at SUU and other institutions. The co-presenters will discuss effective partnerships, assessment, and reflection exercises and share materials that have been helpful to scores of students in multiple ISL environments. In promoting more skilled service-learning programs, this workshop seeks to advance ISL as a rich pedagogy with great potential to transform individual students, varied campuses, and the larger global community. Moreover, the co-presenters are eager to learn from others engaged in service-learning programs and practices from around the world.

1   **Assessing Impact on Community in a 15-year International Service Learning Program, Service Learning's Role in Local Community Development in Pokhara, Nepal**
Prof. Diane MUSSELWHITE
Associate Professor, Department of International Studies, Poole Gakuin University, Japan

This paper is based on research carried out in August 2012 in Pokhara City, Nepal regarding the impact on the community of a 15-year international service-learning (ISL) program. The program entails a yearly collaboration between Poole Gakuin University, Osaka, Japan and two secondary schools on the outskirts of Pokhara. For three weeks in August and September every year since 1997 twenty to thirty university students from Osaka have travelled to Pokhara with two faculty members. The students are divided into two groups, those who will teach elementary Japanese language and culture and those who will coach baseball. It was through this program that baseball was first introduced to Nepal.

This research was designed with the Matrix for Community Assessment described in "Assessing Service-Learning and Civic Engagement, Principles and Techniques" by Sherril B. Gelmon, et al., 2001. The matrix includes concepts related to both the partner organization and the community-university partnership. Although the principle aim of the research was to understand partner perceptions of the impact of the service-learning program on their schools and their community as they celebrated the 15th year of the program, both dimensions of the matrix were considered. Qualitative interviews were carried out with school administrators, faculty, community leaders and school participants. Partner perceptions of impact, corroborated by documented changes in the school and community over the 15 years, exceeded the modest goals of the original partnership and indicate that from the partners' point of view, their involvement in the ISL program was one of several strategies for tapping into global resources. This case demonstrates how an ISL program can play a small but key role in the development of the local community. In addition this research also contributes to the dearth of literature on community-level concerns and community impacts in the ISL research.

2   **The Impact of Co-Production Theories on Students' Critical Service Learning Development in Hong Kong**
Dr. Paul HIGGINS
Assistant Professor, Department of Public and Social Administration, City University of Hong Kong, Hong Kong

Background

A review of the contributions to the 3rd Asia Pacific regional conference on service learning (2011) reveals the presentation of a large number of international student projects targeted at "communities of need" and "community services" in order to bring public purposes and private benefits together. However, widely-reported concerns about, amongst others, access to and response from target communities, time constrains, relevance of applied knowledge to community interests and sustainability of student interventions continue to qualify the assumed gains of service learning. This presentation builds on these observations by charting the activities of a slightly more basic, localised, but permanent, approach to service learning that utilizes the day-to-day experiences of student practitioners in their paid work, for critical reflective learning purposes.

Objectives and findings

Drawing upon post-graduate student-practitioner insights of service work - as documented in course worksheets, presentation material and essays - the presentation explores the impact of students' knowledge about co-production theory on personal development and relationship-building across a rich variety of occupational domains. The settings include the police force, banking sector and immigration services and are considered from the perspective of the simultaneous production and consumption of service interactions (i.e. co-production). The presentation explains that the theorised tensions about the emotional means by which producers of service are expected to manage their feelings according to organizational guidelines, handbooks and mission statements are clearly recognized by students; helping them to better understand the requirements of their jobs.

Implications

In facilitating "discovery enriched curriculum" the author explains how he seeks to elaborate on the student insights to design new course objectives that express the types of coping, experiential and reflection strategies needed by students to overcome the feelings of stress and anxiety that can characterise the service co-production process in their daily work. Though these achievements are modest, they intend to be practically accessible, relevant and sustainable permeating the workplaces considered and improving the service-user relationship for all those affected.

3   **The Why Not the What: Critical Reflection in an Atypical Service-Learning Course**

Dr. Billy O'STEEN

Senior Lecturer Above the Bar & Deputy Head of School, School of Educational Studies & Leadership,
University of Canterbury, New Zealand

Dr. Lane PERRY

Director, Center for Service Learning, Western Carolina University, United States

Service-learning in higher education is fundamentally about facilitating connections among service, learning, teaching, and reflection to create a powerful and engaging pedagogy. Inherent in that is also connecting students, faculty, staff, and the community for mutual benefit. In 2010 and 2011, a series of earthquakes destroyed the city of Christchurch, New Zealand and a resulting example of mutually beneficial community service at the University of Canterbury (UC) emerged.

Over 9,000 UC students organized themselves as the Student Volunteer Army (SVA) to provide immediate post-quake relief and this served as a catalyst for the creation of a service-learning course, CHCH101: Rebuilding Christchurch, at UC. Because this was an atypical model for a service-learning course – service that occurred prior to the course – it has presented an opportunity to consider the roles of service and learning in a rather discrete way with a particular emphasis on evaluating the student outcome of critical reflection.

What, then, might be an alternative model for service-learning where the service has been completed prior to the course? Further, what would the emphasis of such a course be and would the course achieve similar outcomes as the typical design, particularly with regard to critical reflection? On these questions, the literature is lacking and our case study of an atypical service-learning course, CHCH101, provides a contribution.

Quantitative data for the case study was collected by administering Kember's (2000) survey of critical reflection before and after the course. An analysis of this quantitative data strongly suggests that students' ability to think and reflect critically improved after the course.

Qualitative data for the case study was collected from students' assignments and reflections during the course. The quantitative findings were corroborated and more thickly described by the qualitative data. This qualitative data indicates that students' improvement in critical reflection ability occurred because of discernible and progressive shifts in their thinking about service through three distinct, and recurring, stages: 1) an initial assurance that their service efforts were inherently and unquestionably good, 2) a subsequent self-critique of that assurance, often resulting in guilt, and 3) a temporary conclusion that service is complex and nuanced.

BREAKOUT SESSION AND DISCUSSION 5E
SERVICE-LEARNING AWARD 2013 PRESENTATION
6th June 2013, 1:45pm – 2:55pm, MBG07, Lingnan University, Hong Kong

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1   **Colours of Dementia**

Dr. LAW Suk Mun, Sophia

Associate Professor, Department of Visual Studies, Lingnan University, Hong Kong

Dementia is one of the commonest concerns of ageing. In Hong Kong, the population of those over 60 with dementia is expected to increase by 222% from 103,433 in 2009 to 332,688 in 2039 (Yu et al., 2012). To cope with the growing burden of ageing and dementia, measures that prepare society to accept and care for the elderly are necessary. College students are the future leaders of society. Their connection to the elderly is crucial in encouraging positive social changes in an ageing population. This paper proposes a service-learning programme of using arts to facilitate expression among people with early dementia.

Competency-based service learning is "a credit-bearing educational experience in which students participate in mutually identified service activities that benefit the community" (Bringle & Clayton 2012, pp. 114-115). The proposed service-learning programme is integrated into an elective course "Art and Well Being" offered by the Department of Visual Studies at Lingnan University, Hong Kong. Adopting an interdisciplinary approach, the course provides students with specific knowledge that ranges from advanced neuroscience and theories of anthropology and art to studies of cognitive psychology and art therapy, and the relevance of this knowledge to the intrinsic nature of art as a language written in images. Many of the theories taught in the course can be applied to real-world situations, but can only be realised in full by actual engagement in genuine creativity.

Taking a participatory action research approach, the programme requires students to use their specific subject knowledge to design, run, review, and evaluate a series of well-structured artistic workshops for dementia. It aims to induce a channel through which one can read the world of dementia through the use of art making. Images produced are traces of individuality and fading memories of these people that reminds one of their distinctiveness as an individual person. At the completion of the service, the students are able to see how art can be used as a language to promote expression and communication for dementia. They will attain a better connection to elderly people and a great awareness of social issues related to ageing.

2   **BiciLine x University Nike Icon**

Ms. WONG Hoi Ki

Student, Department of Marketing and International Business, Lingnan University, Hong Kong

Background

A sustainable city can be built by the collaboration of social enterprises and businesses. In this proposal, TWGHs BiciLine Cycling Ecotourism Social Enterprise and University Nike Icon (UNI) are chosen to be matched.

BiciLine in Yuen Long is established by Tung Wah Group of Hospitals. In order to promote cycling eco-tourism in West New Territories, BiciLine provides bicycles and trains tour guides, who are the low income, low education and skill level marginalized youth.

On the other hand, UNI is an apprenticeship program organized by Nike yearly. The participants, who are the undergraduates and keen on sports, would join some sports activities to raise Nike's brand popularity and make more people work out.

Discussion focus

Being difficult to expand the service internationally is the common hardship of social enterprise, and BiciLine is not the exception. The person in charge said that they were not able to embrace the opportunity of serving the foreigners due to the limited capability of providing eco-tours in English. How to help BiciLine tackle the problem becomes the basic focus question.

On the other hand, how to make good use of the UNI's strengths is crucial. The undergraduates are fluent in English and have the passion for sports, probably including cycling.

Suggestions

It is suggested that UNI participates work as an eco-tour guide in BiciLine for two months. For BiciLine, the managers need to offer information about their daily operation and cycling routes, while UNI participants should teach the existing young eco-tour guides how to introduce the natural ecology in English and how to get along with foreign tourists. Nike can also sponsor the sports supporters for BiciLine such as helmet.

Not only can the social enterprise expand its service, but also UNI will establish a positive image and reputation by shouldering the share of social responsibility. Last but not least, corporate partnership increases the awareness of social enterprise and the social obligation of students.

3   **Glocal Social Innovation Service-Learning Program**

Ms. Francesca SIN

Teaching Consultant, Faculty of Social Sciences, The University of Hong Kong, Hong Kong

With the real estate boom stoking millions of fortunes, Hong Kong is constantly nurturing the rich to become richer. While this seems to be good news to the soon-to-be leading global financial centre, we cannot ignore the fact that the poverty-stricken family is not sharing its fruits. This phenomenon is contributing to an even wider gap between the rich and the poor, resulting in growing social concerns in this ostensibly glamorous city.

In view of alleviating the plight of Hong Kong's poverty from bottom-up, as an educator, I am determined to instill compassion and mindfulness among many other positive qualities in our young people's mind by introducing "Glocal Social Innovation Service-Learning Program" at University level.

This is a 12-week internship program where students are required to spend the first six weeks interning at either the Yunus Centre in Dahka, Missionaries of Charity in Kolkata or Live to Love Foundation in Kathmandu. They will then assemble in Hong Kong in the 7th week to present in groups their experience from overseas, as well as to plan ahead their proposed project through the remaining internship program. In addition, students will receive academic workshops on research methods, report writing and presentation skills to facilitate their completing the academic deliverables.

From Week 8 onwards, students will then be re-grouped in groups of six, 2 from each organisation where they intern during the first six weeks, to work on their final project. During the next four weeks, each group will be sent to one of these organisations: Society for Community Organisation, St. James' Settlement and Wofoo Social Enterprises in Hong Kong for local internship. On top of the findings they observe during their local internship experience, they are also required to carry out research to identify the root-cause of the poverty issue in different levels and to find out what the needy really need, hence propose innovative solutions inspired by what they learn abroad to resolve the poverty issue in Hong Kong in the long run. Lastly, in the 12th week, students are to work on their report and proposal for final submission and presentation.

4   Development and Implementation of a Service Learning Telephone Safety and Reassurance Program to Build an Eldercare Workforce

Dr. Lisa BROWN

Associate Professor, School of Aging Studies, College of Behavioral and Community Sciences, University of South Florida, United States

It is well recognized that there is a significant shortage in the global workforce trained to care for the elderly. The World Health Organization estimates that this shortage will continue to dramatically increase as the number of people aged 65 or older doubles from 11% to 22% by the year 2050. To meet the growing needs of an aging population, a wide range of professionals with health and social service expertise are required to help older people live independently and with dignity. Research on service-learning in gerontology indicates that this type of coursework plays a vital role in exposing students to career opportunities in the field of aging and changing their perceptions and confidence about working with the elderly.

A service-learning course was developed by the School of Aging Studies, College of Behavioral and Community Sciences, University of South Florida and implemented at ElderNet, a telephone safety and reassurance program operated by the Crisis Center of Tampa Bay, Hillsborough County, Florida. Through ElderNet, 300 low and moderate income homebound elderly with limited support systems receive free daily telephone reassurance calls and safety checks to reduce social isolation, assess their current mental and physical status, and to monitor for physical and cognitive changes. Nearly all clients have chronic medical conditions and some type of hearing, visual, or mobility impairment. Over a third are 85 years of age or older. The overarching goal of ElderNet is to help elders prolong safe, independent living and avoid institutionalization. On a needs be basis, ElderNet connects clients with programs and community resources that provide services such as home repair and maintenance, transportation, and advocacy. ElderNet provided a venue for students to learn by meaningfully interacting with older adults and various community providers. In response to changing demographics that are coupled with a workforce shortage of trained geriatric providers, a telephone safety and reassurance program is a novel, tailored-design service for the elderly that has the potential to augment existing healthcare and social assistance programs while providing a valuable opportunity for educating students. This innovative service-learning program benefited students, ElderNet clients, agency personnel, and the community at large.

5   Social Inclusion for the Deaf People Social Enterprise through Students Social Business Plan & Execution Competition of Innovation Service-Learning

Dr. CHEN Chuan Cheng

Assistant Professor, Department of Business Administration, Providence University, Taiwan

The service-learning students from three teachers courses group in business school try to provide solution to raise up the efficiency and at the same time ease the heavy management burden of the deaf people bakery. There are six subjects in this "social business plan & execution competition", as an innovation kind of service-learning, for this deaf people bakery firm.

And the outputs of social inclusion in this innovative Service-Learning courses group program, for the Deaf people social enterprise, are:

1) Social inclusion from the student's perspective:

Most of the students have high identification with the deaf people and their perseverance in manage a social enterprise, including exchange students from China. And the students feel greatly empowered when they do the "social business plan & execution competition" for the deaf people social enterprise

2) Social inclusion from those new customers' perspective:

New one-year customers "inside" the University Campus, who order 12-months hand-made cookies from the deaf people sale project of "Dream come true"

3) Social inclusion from those new customers' perspective:

New one-year customers "outside" the University Campus , who order 12-months hand-made cookies from the deaf people sale project of "Dream come true"

4) Extended social inclusion from interaction of other Asia deaf people nonprofit organization (NPO): Asia deaf people nonprofit organization (including deaf people Christian Church)--"empowerment through employment" strategy forum

5) Extended social inclusion from interaction of other people through radio interview.

6) Extended social inclusion from deaf people of the exciting new experience of being competition judge of "innovative food material application" (combining the indigenous tribe community fresh plum and bakery product) etc.

The suggestion of this paper is: in this innovative kind of Service-Learning for social enterprise of the disadvantaged group, the solution of helping the deaf people bakery firm can be more possibly achieved through an a pedagogy of social business plan competition (especially for college students of business school), if the teachers of Service-Learning has already accumulated a lasting collaboration of deep trust and partnership relation with the disadvantaged nonprofit organization or social enterprise which will be served by the college students.

6   **Improving the Living Standard of Community in Code Riverside through Environmental Natural Resources Utilization**

Mrs. Listia NATADJAJA
Lecturer, Department of Visual Communication Design, Petra Christian University, Indonesia
Mr. P. Benny SETYAWAN
Founder, Erupsi Academia Psychoanalysis, Art, and Politic, Yogyakarta, Indonesia

Code River or Kali Code is one of the great rivers that divide the city of Yogyakarta. We found that the community in the Code riverside needs something that can improve their welfare significantly. We try to figure out something that combines some potential resources like fish conservation, waste-free area of Kali Code, unique architecture, and English speaking people. We come up with the suggestion of a Service-Learning (S-L) program to create a fishing river. The aim of this S-L program is to have a multidisciplinary and multicultural approach to improve the Kali Code community's welfare through environmental natural resources utilization. Internal coordination is important to organize all S-L participants while we begin to survey Kali Code. There will be a step-by-step method that involves participants that are expert in their field, so the participants (community, local government, university students, foundation, and NGO) can focus and be responsible for each section but still support the others. In this S-L program, the involvement of the community is the main priority and the sustainability of this program is important. There are nine steps to make this fishing river into reality: survey, licensing agreement, legal establishment, fishing river construction, fingerlings and material provision, infrastructure development, branding and promotion, guide service coordination, and sustainable development. The main problems of this S-L program are how to consolidate and share the profit wisely. Basically, the community should realize that this S-L program aims for everyone's prosperity, not just for individual benefit. That is why creating a legal establishment is very important. We believe that this fishing river will impact the community's welfare. Moreover, the Kali Code community must keep their environment clean. In the future, this S-L program can carry on to other communities and involve local and overseas university students and lecturers. Hopefully, by creating a fishing river, Kali Code can be better known nationally and even internationally, and the community can improve their quality of life.

BREAKOUT SESSION AND DISCUSSION 6A
DIFFERENT MODES / MODELS OF SERVICE-LEARNING &
BUILDING EFFECTIVE PARTNERSHIPS IN SERVICE-LEARNING
6th June 2013, 3:10pm – 4:40pm, MBG07, Lingnan University, Hong Kong
Moderator: Dr. Albert KO, Director, Gallant Ho Experiential Learning Centre, The University of Hong Kong, Hong Kong

1   **Integrating Experiential Learning into Formal Curriculum: The HKU Experience**

Dr. Mary HO
Teaching Consultant, Gallant Ho Experiential Learning Centre, The University of Hong Kong, Hong Kong
Dr. Albert KO
Director, Gallant Ho Experiential Learning Centre, The University of Hong Kong, Hong Kong

In September 2009, the Hong Kong SAR Government implemented the 'New Academic Structure for Senior Secondary Education and Higher Education'. Under the new academic structure, local universities now offer 4-year undergraduate programmes instead of 3-year. In preparing for the 4-year undergraduate programmes, universities establish experiential learning as an important component for all undergraduate degrees. At The University of Hong Kong (HKU), the synergy between experiential learning and formal curriculum has been introduced long before government's policy. The overview of HKU's experience in experiential learning will be introduced with case studies of innovative design and course structure to illustrate students' experiences and learning as well as, the development, implementation and evaluation of experiential learning projects. These case studies are drawn from experiential learning courses offered by Faculty of Architecture, Faculty of Business and Economics and Faculty of Engineering.

Empowerment Through Arts
Prof. KU Hsiao Mei
Professor, Department of Music, Duke University, United States

The power of art is undeniable. Art can heal the human spirit; art can shed light on a willing mind; and it can help individuals express the inexpressible, discover the unknown, and create inspiration and hope. The question framed in this paper is: How can the seeds for artistic growth be sown, and what value can it have for society at large?

Chinese culture extols the virtue of diligence, and students are praised for high academic performance. However, many promising Chinese students lose interest in applying creativity at school when test scores become the only measurement for their success. As China continues to rise steadily to a prominent role in global affairs, many of its youth will become leaders of tomorrow. As the following paper will explain, the arts can play a vital role in transforming these youth into dynamic, self-expressive individuals.

Since 2010, I have led Duke University's DukeEngage program "Empowerment Through Arts", a two-month service-learning program located at Zhuhai No. 9 Middle School in Zhuhai, China. The program's mission is to foster opportunities for growth through the arts, nurturing new generations of capable young people who will be the leaders and thinkers of the 21st century.

Using an integrative curriculum, Duke students open the minds of young Chinese students by teaching English through a range of art-forms such as drawing, acting, singing and dancing—embedding leadership, self-confidence, and self-expression. Through these activities, students are encouraged to see school as a place where they begin their life-long journeys; where they can expand their boundaries and have the opportunity of a lifetime to engage in new experiences.

As facilitators, Duke students gain an equally valuable skillset: how to understand, respect, and work with people and institutions from very different cultural backgrounds. Teaching provides opportunities to continually test and verify new ideas, while daily interactions with Chinese students, teachers and host families provide insights on evaluating their own lives and preparing for life after graduation.

As a service-learning model, "Empowerment Through Arts" offers a transformative approach to bridging global cultures by creating a platform for artistic as well as personal growth.

3   **Engaging Empowered Fisher-Folk and Local Communities: Engineering, Science and Humanities Students in a Lake Aquaculture Service-Learning Environment**
Dr. Nathaniel LIBATIQUE
Associate Professor, Department of ECCE and AIC, Ateneo de Manila University, Philippines
Dr. Gregory TANGONAN
Professor, Ateneo Innovation Center, Ateneo de Manila University, Philippines

We report an ongoing multi-year engagement by a multidisciplinary team of engineering, science and humanities students, at both the graduate and undergraduate levels, in a lake aquaculture environment with a local fisherfolk community. The genesis of the partnership, the effectiveness of the technology intervention and its influence on the community's ability to plan and manage the lake resource, as well as an assessment (based on interviews) of the impact of the service learning opportunity on the involved students will be discussed.

The geographical focus of the case study is the 1 km diameter Lake Palakpakin in the famous 7 Lakes area near San Pablo City, Laguna, Philippines, where a network of wirelessly connected water quality sensors – such as dissolved oxygen, temperature, turbidity – floating sensor platforms and solar powered fishpen aerators are being designed, deployed and maintained by a team of University researchers, government partners (ICTO-DOST), local fisherfolk and partners from Japan and Thailand. Other enabling technologies in use that require science-based research students include imaging by unmanned aerial vehicles, optical engineering, chemistry, aquaculture, environmental impact assessment tools and information technology – offering many opportunities for contribution and engagement by government and university teams. In addition, the site offered engagement opportunities for students and faculty from the humanities such as those interested in development studies and strategies for sustainable communities, even fine arts students interested in information design for effective communication.

On the side of the local community, partnership with government and universities provide fisherfolk with heretofore unavailable lake resource management tools and a renewed confidence to contribute successful technology reference designs and their own experiences and self-developed best practices to other lakeside aquaculture communities grappling with similar water resource usage and management issues.

The paper will describe this rich multi-stakeholder multi-disciplinary context of engagement and qualitatively describe its ongoing impact, the insights gained and the lessons learned.

4   **The Use of A Learning Management System to Enhance Collaboration among Service Learning Participants**

Mrs. Elanie MYBURGH

Service Learning Co-ordinator, Department of Economic and Management Sciences, University Free State, South Africa

Service learning participants normally communicate with one another via regular communication methods like landline telephones, cell-phones (including sms) and e-mail. Students, lecturers and community members involved in service learning often comment that there is not enough direct collaboration and communication among all of them as service learning participants. Strand et al. (2003:56) mentioned that web-based software such as Blackboard (a learning management system) provides a useful platform for sharing information regarding the module, including written materials and meeting schedules. Bringle, Clayton and Price (2009:8) propose that, for purposes of effective relationship-building, service learning practitioners must be prepared to articulate a broad mission and particular goals to potential partners, knowing when relationships are mutually desirable, engaging in effective communication with both internal and external constituencies.

This paper reports the outcomes of a pilot study that was implemented in September 2012 at the Faculty of Economic and Management Sciences, University of the Free State (South Africa) to investigate and explore the use of a learning management system (LMS) in the service learning environment. This was done in preparation for the fact that in 2013 all the second years (400 students) in the Faculty will be enrolled for a service learning module with the code: EGAP60106. Effective communication among a large number of participants will be crucial.

It is known that service learning projects can only be a success if there is proper communication among those involved in the actions. The study found that the collaborative space available on the LMS helped the role players to communicate more regularly, openly and honestly. It was clear that the LMS created a safe environment for the participants to communicate in and this assisted with the relationship-building in a trusting environment. The effective, optimal use of an LMS also enhances the service learning experience because all the role players have equal access to information that is relevant for the project to succeed.

BREAKOUT SESSION AND DISCUSSION 6B
BUILDING EFFECTIVE PARTNERSHIPS IN SERVICE-LEARNING & SERVICE-LEARNING AS CIVIC EDUCATION
6th June 2013, 3:10pm – 4:40pm, LBYG01, Lingnan University, Hong Kong
Moderator: Dr. LAW Sai Kit, Chairman, The Court, Lingnan University & Member, Council of Lingnan University, Hong Kong

1   **Student Community Service as a Tool for Civic Education**

Dr. Triyanto S. PUJOWINARTO

Lecturer, Civic Education Department, Faculty of Education, Universitas Sebelas Maret, Indonesia

Student Community Services (SCS) is one of the compulsory subjects for university students in Indonesia. SCS is one form of student dedication to the community. Student seeks to facilitate and motivate communities to implement development in accordance with the knowledge and skill they acquired in the school. The aim of this research is to describe the role of SCS as a tool of civic education.

This research is a qualitative study. The data were collected by literature reviews, observations, and in-depth interviews. The analysis of data used an interactive model of Miles and Huberman (1984).

SCS aims to: (1) train students in applying science, technology, arts, and culture they acquired in college to solve the problems that exist in the community, (2) train and develop soft skills and character of students, (3) train students to understand the condition of the people in both rural and urban areas, so that students have a sensitivity and concern for the people who need assistance, (4) prepare future leaders in favor of honesty, justice, and truth, (5) train students in solving development problems in community, (6) train students in planning, implementing, and evaluating a program in the community, and (7) explore the various conditions of the community as a feedback to the university in the development of college assignment.

SCS activity is a real university contribution to the community, industry, local government and community groups who wish to be economically and socially independent. SCS can instill the values of social responsibility to students with the hope they will participate in community development to create social harmony. Therefore, SCS can be used as a tool for civic education.

Some challenges and difficulties encountered in this program including: (1) the complexity of the local bureaucracy; (2) low community participation; (3) incompatibility between programs and issues; (4) human relations between students and the community; and (5) comprehensive assessment system.

2   **Uses of Arts in Community - Service-Learning and Civic Engagement**

Dr. LAW Suk Mun, Sophia

Associate professor, Department of Visual Studies, Lingnan University, Hong Kong

As defined by Bringle & Clayton (2012), service learning is a credit-bearing educational experience in which students "gain a better understanding of their subject knowledge, an enrichment of personal values, and a greater sense of civic responsibility through a series of well structured service activities that benefit the community" (pp. 114-115). A good service-learning scheme allows students to apply, actualize, evaluate, and reflect on their knowledge's relevance to life. Many of the reflections evolved through the process of actual realization of knowledge are inspiring and can never be attained in classroom. "Art and Well Being", an elective course offered by the Department of Visual Studies at Lingnan University examines the intrinsic nature of art and its impact on the well-being of both individuals and communities alike. Art making relies mostly on senses rather than rationality, and therefore goes beyond the limitation of language barrier and intellectual discrepancy. Many of the theories taught in the course are not only applicable in real-world situations, but also can only be envisaged by allowing students to engage in genuine creativities. A Service-learning Research Scheme (SLRS) was first integrated into the course in 2009 and three schemes have been structured, developed and refined.

Services structured for "Art and Well Being" are no ordinary leisure activities but art facilitation workshops for specific target groups. Since 2009, the schemes have served intellectual disabled adults, ethnic minority children, autistic children, youth with behavioural problems, and adults on wheelchair. The outcomes are significant. Reasons of success include carefully structured and justified theoretical framework, detail planning of the services, continuous improvement of the assessments, critical reflections, and close partnerships with artists and NGOs. This paper reports these factors and illustrates how art connects and promotes civic engagement.

3   **A Theorization of the Global Citizen in the Pedagogy of Service Learning**

Dr. Kelsey HALBERT

Lecturer, School of Education, James Cook University, Australia

The construct of 'self' and 'other' is central to transformative service learning experiences, especially those that are conducted in an international or a culturally 'different' context. Internationalization of the curriculum and calls for global citizenship education and experiential learning within higher education have led to increases in service learning placements locally and internationally. However, to date, International Service Learning (ISL) is deeply under-theorized (Bamber & Pike, 2012).

This paper draws on a review of service learning literature to discuss the frameworks and taxonomies that construct students as global citizens. A specific focus of analysis and discussion is the ways in which social inequities in the local and international community position students to take up, reinforce or reject particular values, norms and capacities desired by global citizens. After presenting an interrogation of the existing literature, the paper presents case study research of teaching and participating in a service-learning subject, which includes an international placement. Student focus group data provides a range of reflections on the cultural constructs, power relationships, and perceptions of community which Australian education students' experiences during an ISL placement in Cambodia. This data is analyzed against existing pedagogical frames, transformative learning theories and using Foucault's notions of the self and subjectivity.

The aim of community-based learning should be to foster a new perspective on self by mentally orienting one's identity away from group affinities and instead reflecting on one's "interactionally-accomplished identities" (Farnsworth, 2010). The presentation aims to provoke discussion about theories informing service learning practice and research which attempt to further our understanding of the 'service' and the 'learning' outcomes on communities and on the identity of students. What capacities do we have as educators to cultivate dispositions of a global citizen through a service learning experience? What are the taken for granted reference points in current service learning frameworks?

4 **Service Learning and School Community Partnership**

Dr. WU Sau Ting, Cynthia
Assistant Professor, School of Nursing, The Hong Kong Polytechnic University, Hong Kong
Dr. MAK Yim Wah
Assistant Professor, School of Nursing, The Hong Kong Polytechnic University, Hong Kong
Dr. WONG Man Kin
Assistant Professor, Department of Applied Biology & Chemical Technology, The Hong Kong Polytechnic University, Hong Kong
Dr. CHAN Pak Ho
Assistant Professor, Department of Applied Biology & Chemical Technology, The Hong Kong Polytechnic University, Hong Kong
Mrs. LEE Wing Ying, Winnie
Associate Head, Office of Service Learning, The Hong Kong Polytechnic University, Hong Kong
Dr. KWOK King Yu, Aron
Senior Teaching Fellow, Department of Civil and Environmental Engineering, The Hong Kong Polytechnic University, Hong Kong
Ms. TING Shuk Man, Sylvia
Advanced Practice Nurse, School of Nursing, The Hong Kong Polytechnic University, Hong Kong

Background

Service learning offered university students the opportunity to apply knowledge and skills in social care context while strengthening community health. This paper aimed at highlighting the essential features of the program in achieving sustainable outcomes.

Project design and methods

Students from different faculty, worked as a team to address the health issues of a less resourceful school. The students were required to plan and develop the related resources and products for matching the learning needs. Through the implementation, students shifted from following an instructive guide to acting on a more self-directed learning process at different stages of service. The health promotion programs could include nutritious breakfast, adequate exercises, healthy beverages and interpersonal communication. Efficacy of the service learning was assessed by the pre and post service survey on the attainment of generic skills of interpersonal effectiveness, problem solving, social responsibility and teamwork. Impact of the service was evaluated by the pre and post program testing. Individual learning experience was collected by the reflective journal writing.

Significance and implication

School community plays a major role in providing a healthy learning environment for children and adolescents. With the input of subject knowledge and field practice, faculty students attained improvement in generic skills. The school participants increased health knowledge and the importance of healthier lifestyle was reinforced. Both parties owned the program materials for the continuity of practice. The partnership creates initiatives of applying health-promoting school concepts. This project work also built up the ground work for a feasible framework of school health service and practice.

1 **The Manufacturing of Global Citizenry**
Ms. Chiemela OKWANDU
Visiting Service-Learning Tutor, Office of Service-Learning, Lingnan University, Hong Kong

What should society expect from the provision of university education? The universal goal of higher education is fostering curiosity about all phenomena- technological and natural- and most importantly, producing socially responsible members of society. According to this general consensus, one must explore the attributes of a socially responsible individual in a global context, commonly referred to as global citizenry. Such a concept seems quite farfetched in a world where technological advancements and global interconnectedness reaches their epitome, yet an overemphasis on national sovereignty proceeds. Simultaneous occurrences make it seem almost impossible for global citizenry of the highest caliber to be authentically practiced even among a progressive generation. Addressing the former question, I explore how attaining global citizenship can indeed be practical in our modern era if pursued as an ideal byproduct of civic education; which is simultaneously based on language and cultural acquisition, as well as closely connected to one's academic achievement. However, this expansive form of citizenship can only be maintained through global institutional experiences during and post undergraduate education. Therefore, I argue that civic career pathways should be normalized in mainstream institutions in order to increase the demand and production of long term socially progressive citizenries. I also argue that global citizenry can reach its optimum form once pre and post civic educational opportunities are viewed as lucrative elements in universal job markets. Civic education could be transferred through practical applications of the educator and manifested in tangible forms by the educated employee, producing positive global ramifications. As a case study, I reference my own civic educational experience during undergraduate and career pathway to demonstrate a practical model of global citizenship that is indeed achievable, even in this interconnected yet divided world.

2 **Opportunities & Challenges of International Service Project**
Mr. Joseph LAM
Instructor, Department of Land Surveying and Geo-Informatics, The Hong Kong Polytechnic University, Hong Kong
Mrs. LEE Wing Ying, Winnie
Associate Head, Office of Service Learning, The Hong Kong Polytechnic University, Hong Kong
Ms. Renee LEUNG
Service Learning Officer, Office of Service Learning, Hong Kong Polytechnic University, Hong Kong
Dr. Paulus BAWOLE
Dean, Dean- Faculty of Architecture, Duta Wacana Christian University(DWCU), Yogyakarta, Indonesia

The Hong Kong Polytechnic University (PolyU) is committed to nurturing students to become responsible global citizens with a strong sense of social responsibility and a good global outlook. Students from PolyU participated in an International Service Learning Programme- Yogyakarta Kampung Field School (YKFS) in Yogyakarta, Indonesia in the summer of 2012. The programme was jointly organized by Duta Wacana Christian University (DWCU) in Indonesia, Australian National University (ANU) in Australia and PolyU. This overseas service learning programme was a new programme for PolyU students and staff that reaching the southern hemisphere and also a new attempt that collaborating with two other universities in service learning project.

The theme of the Programme was *'Improving the Living Quality of the Rural Settlements as a Basic of Developing Tourism village in Banjaroya'.* Students were required to live in villages in Indonesia where they learned about the diversity of culture and made friends with other students by serving the rural community. Students coming from three universities mixed together and grouped themselves into teams, and stayed at the homes of the local villagers for nearly one month. While adapting to a very different lifestyle, they learned about the local culture and wisdom, and served the local community with their professional knowledge.

As students were coming from different academic disciplines, they formed good teams which members were with different abilities and they were also able to carry out a variety of service projects after surveying on the needs of the local communities. During the programme, students studied different aspects of the rural villages and contributed rich ideas on improving the living quality of the local people.

The programme has provided a good opportunity for students to learn how to be global citizens and to enhance their generic competences. It also served as a pilot service learning programme for the planning of a credit-bearing service learning subject.

Meanwhile, this programme delivered challenges to students in the aspects of culture shock, unfamiliar serving community, language barrier…etc. It also appeared as a great challenge to the programme staff in the areas of risk and uncertainty management, which required the orientation, adjustment and balancing of different supervision dimensions -teaching, guidance, monitoring and consultant dimensions.

This paper will discuss the characteristics of this programme and evaluate the project achievements and the new attempts of teaching that contributing for project outcomes.

3   **Teaching and Learning Global Citizenship through Service-Learning: The Success Story of Cross-Border Service-Learning Summer Institute, Lingnan University, Hong Kong**

Ms. SIU Pui Yee, Chloe
Project Officer, Office of Service-Learning, Lingnan University, Hong Kong
Dr. TANG Hau Hing, Elaine
Teaching Fellow, Office of Service-Learning, Lingnan University, Hong Kong
Mr. LAI Chun On, Anson
Mentor, Cross-Border Service-Learning Summer Institute, Office of Service-Learning, Lingnan University, Hong Kong

Global Citizenship education is an important concept in the curricular reforms worldwide and Lingnan University's internationalization strategy. Since 2012, this concept has been integrated in the teaching and learning in different Service-Learning courses and programs, including the Cross-Border Service-Learning Summer Institute (SLSI), which is a 7-week summer course (bearing 3 credits) that has been offered since 2010. It is one of the first international Service-Learning programs in Asia that enables students from different cultural backgrounds to engage in learning of and discussion on global issues and their regional implications, as well as putting into practice what they have learned, through services and research. Students learn to be global citizens, being prepared for future social and civic challenges.

According to Morais and Ogden (2010), Global Citizenship consists of three dimensions: Social Responsibility, Global Competence and Global Civic Engagement:

1. Social Responsibility: Students can perceive a certain level of interdependence and show concern to others, society and the environment
2. Global Competence: Students are open-minded, actively seeking to understand others' cultural norms and expectations and utilizing this knowledge to interact, communicate, and work effectively even outside their environment
3. Global Civic Engagement: Students demonstrate a predisposition toward recognizing local, state, national and global community issues and respond through actions such as volunteerism.

Service-Learning is the platform in SLSI upon which students become global citizens following these three aspects. They are given the service and research opportunities to apply course materials to authentic situations and develop high-level knowledge and skills (e.g. intercultural competence) in the process. Through the diverse teaching and learning activities (which include guest lectures, Service-Learning practicums both in Hong Kong and Mainland China etc), students' sense of civic responsibility and qualities as competent global citizens are enhanced. Results from the pre- and post-course questionnaires and content analysis of the end-of-course focus group show that Service-Learning, in particular SLSI, is an effective pedagogy in supporting the development of global citizen efficacy among undergraduate students.

BREAKOUT SESSION AND DISCUSSION 6D
PROGRAM EVALUATION AND ASSESSMENT: OUTCOMES OF SERVICE-LEARNING AND A RESEARCH AGENDA &
FOSTERING REFLECTION/ CRITICAL THINKING
6th June 2013, 3:10pm – 4:40pm, LBYG02, Lingnan University, Hong Kong
Moderator: Prof. James Stuart POUNDER, Director of the Teaching and Learning Centre, Lingnan University, Hong Kong

1   **Exploring Indigenous Elements of Service –Learning in a Hong Kong University**

Dr. MA Hok Ka, Carol
Assistant Director, Office of Service-Learning, Lingnan University, Hong Kong
Dr. Dwight GILES
Professor, Higher Education Administration, University of Massachusetts Boston, United States

Given the expanding development of service-learning in Asia, especially in Hong Kong, there is a need for research to understand how this US pedagogy is being adapted and adapted in Asian settings. The qualitative study explored the indigenous elements of service-learning pedagogy in Lingnan University in Hong Kong whose Office of Service-Learning (OSL) is the largest and most widely recognized service-learning program in Asia. The research questions were: How do Chinese Students, Coordinators and Faculty doing service learning view it? Are there any Chinese values embedded in the service-learning programs in Hong Kong?

Data gathering was through 15 semi structured interviews with University members who had participated in service-learning in their respective roles, namely 7 faculty members, 3 service-learning staff coordinators, and 5 senior students. The interviews lasted about 45 minutes each and focused on how participants had heard of service-learning, why they participated in it, what they thought about its fit in a Hong Kong University and with Chinese values and traditions. Initial coding of the data shows mixed results with some viewing it as more western and others viewing it as more indigenous. This seems to reflect the history of Hong Kong with both western and eastern traditions and history. Future research will explore these questions in Universities with more exclusive Chinese traditions. In addition to informing the growing global service-learning movement, this research contributes to the inquiries in learning sciences about geographically and historically influenced styles of cognitive behaviors in doing service-learning.

Reflection and Action: Freirean Pedagogy for Service-Learning

Ms. Kayo YOSHIKAWA
Graduate Student, Department of Advanced Studies in Education and Counseling,
California State University, Long Beach, United States

Service-learning is a form of experiential learning in that students engage in cycle of service and reflection. It provides opportunities for students to gain experiential learning and to connect with their community members. As more and more American universities develop and offer short and long term service-learning programs particularly in Asia and Africa, many students go abroad to help bridge the gap between their communities and the world by participating in such programs every year. Encountering another world, immersing oneself in the daily practices of difference cultures, speaking in another language, deeply connecting with local communities are all advocated as benefits of service-learning. Moreover, service-learning programs in foreign countries offer opportunities to reflect on the awareness of the values and ways of life of one's own country and culture, and one's positionality in the country and in the world as a whole. The process of reflection thus provides possibility of encountering oneself, developing one's identity, and promoting social justice in life.

By introducing Paulo Freire's approach to education of liberation, the crucial components of reflection, critical thinking, and synthesis make a big difference in achieving goals and benefits of service-learning. In order to critically analyze and comprehend the structural inequality prevailing in many countries where one explores, one needs to reflect and act upon their communities and the world. Reflection and action are indispensable stages of service-learning because students can never achieve naming problems and their enhanced commitment to social justice in the world without a dialogue with their community members or attending to their historical demands which are developed by reflection, critical thinking, and synthesis. Throughout the process, students can gain better understanding of themselves as they explore and develop means to contribute to their communities. This paper will focus on Freirean approach to service-learning and the importance of reflection and critical thinking, which enables students to make sense of past experiences in order to prepare for future actions in larger societal contexts.

Community Empowerment through Integration of Service, Learning, and Research - City-Youth Empowerment Project

Dr. LIU Suk Ching, Elaine
Associate Professor, Department of Applied Social Studies, City University of Hong Kong, Hong Kong
Ms. Constance CHING
Project Supervisor, Department of Applied Social Studies, City University of Hong Kong, Hong Kong

City-Youth Empowerment Project (CYEP) was established in 2005 as a non-credit bearing service-learning project open to all students at the City University of Hong Kong, with a mission to mobilize students to serve the underprivileged, to enhance civic and global social commitment, and to integrate community practice-oriented knowledge to the academic field. With over 30 community organization partnerships, CYEP provides ongoing services *for underprivileged children and youth affected by poverty, new arrivals status, minor crime, and disabilities; as well as hidden elderly, mental health consumers, while actively involved in environmental protection and disability rights.* As part of the transformative pedagogical experience, students actively participate in the research process that represents a rich "transaction" with living veins of social and academic exchanges. Research goals are focused on effective convergent outcomes of the students, communities, and academic institution; grounded in cross-cultural perspectives.

1) The **definitional model** study seeks the understanding of a working definition of volunteerism and its operational boundaries for practice implications.

2) The investigating of implicit motivations in volunteerism has yet to be explored. In partnership with the University of Tilburg, the mixed-method study of **motivational systems** focuses on how the interaction of the implicit and explicit motivations can affect the volunteers' experience and outcomes. Previous research has pointed to the significance of **organizational support** as integral to generate optimal volunteer outcomes. Segued from the study on motivational systems, CYEP studies the impact of organizational support in the form of motivation-service matching & supervision and group matching on volunteers' satisfaction, commitment, and performance - giving helpful insight into effective volunteer management strategies.

3) Based on the operational principle that young adults will be particularly responsive to working with children and youth as they can capitalize on the "well of coping reserve" from their own experience, it can also be a correctional experience and reconstruction of the volunteers' negative childhood narrative. Integrating aspects of attachment theories, holding environment, and other psychodynamic elements- qualitative studies conducted are focused on **the impact of children and youth work on the development of young adults.**

Journeys of Social Conscience in Humanities I in Action
Dr. Marty SCHMIDT

Teacher, Humanities Department, Hong Kong International School, Hong Kong
Mr. Mike KERSTEN
Teacher, Humanities Department, Hong Kong International School, Hong Kong

In this presentation high school teachers Marty Schmidt and Mike Kersten present a service learning course that they teach at Hong Kong International School called "Humanities I in Action" that offers students a transformative journey of social conscience. A wide-ranging, interdisciplinary curriculum has been developed in the past ten years that enables students to consider their place in the world. An essential part of the curriculum are ten out-of-the-classroom experiences, including a 4-day trip to an orphanage in China. The depth gained in this course is also due in part to the amount of time, 80 minutes/day for 180 days, with motivated students who have chosen to take the class. Following an introduction of the course curriculum, the presenters will share a recently created video, which provides interview excerpts from students who have participated in and have been deeply impacted by the course. Using Marty's research on social conscience as a guide, student comments in the video are metaphorically placed onto the symbol of a labyrinth to provide a unifying structure for their individual journeys through the course. You may learn more about social conscience curricula from Marty's blog: http://martinschmidtinasia.wordpress.com/ [Note: The video is available on my blog: http://martinschmidtinasia.wordpress.com/2013/02/25/the-labyrinthine-journey-towards-social-conscience/]

1   The Project of Developing Knowledge-sharing Based Study Group via the Internet Platform in Catholic Fu Jen University

Dr. PAN Rong Ji

Director, Service-Learning Center, Fu Jen Catholic University, Taiwan

The Project of Developing Knowledge-sharing Based Study Group via the Internet Platform (SGIP) started by "FJU service-learning promotion committee" in 2006.This project tried to connect under graduated and pupils through study group in the internet platform. Schools located in remote area or schools composed of many disadvantaged pupils (ex. Immigrant, aborigine, raised by grandparents) are our first priority to serve. Teachers in primary school selected picture books and make some topics for discussion in the platform. Undergraduates who take courses with service-learning project are required to interact via the platform with pupils. During the semester, undergraduate students are requested to visit pupils once or twice in order to have personal contact with pupils. Education resources especially in information science between town and country had a great gap in Taiwan. The project is supposed to reduce the difference.

The roles of teachers and students are discussed as below:

1) Professor: deliver a course with the Service-Learning project; supervise undergraduates to participate study groups in internet and to exert the class-visit plan.

2) Teachers: set the topics for study groups in the net regularly; direct pupils to join the study groups weekly, and assist undergraduates to have a class visit.

3) Undergraduates: participate the study groups in the net weekly, have a class visit at least once, and attend training classes held by Service-Learning Center. In average, 3~6 persons have been assigned as a unit to accompany a class of pupils for 10 weeks.
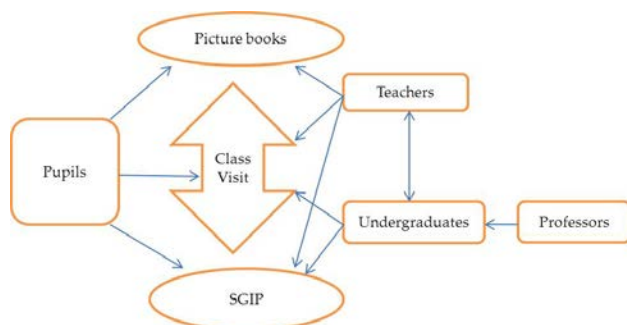

Figure 1: Function of SGIP

There were 250~300 undergraduates and 1200 pupils in average participating in the project every year.

Six theses about the project, advised by Dr.R.J.Pan, are accomplished. The themes include emotional education (Chiu, 2011), self-acknowledgement (Lin, 2011), parent-child reading (Cheng, 2011), information education (Teng, 2012), peer-relationship (Chuang, 2012), multicultural education (Chen, 2012).

We are looking forward to inviting other university to join the project in order to serve more pupils in different area. The study group platform could also be used to serve overseas Chinese for learning Chinese.

2   The Hakka's Practice: Philanthropy Ethics and Cultural Conservation in Rural China

Dr. WANG Shuo

Associate Professor, Philosophy Department & Center of Philanthropy, Sun Yat-sen University, China

Dr. XIONG Huan

Associate Professor, Center for Historical Anthropology, Sun Yat-sen University, China

Our service-learning study rooted in the rural Hakka communities in Guangdong during the summer vacation in 2012 and the winter vacation in 2013. The study had two branches. On one hand, by visiting Weilong houses (Hakka's traditional earthen building), we endeavored to record the status quo of those old houses as the material cultural heritage, and to look for the methods to protect them. On the other hand, we tried to record and summarize the Hakka's philanthropic practice, and to discover the tradition that has affected their way of thinking and acting in philanthropy. Meanwhile, we made a survey of the population who still lived in the old house, and did our best to help them.

3   **Prevalence of Nasal Carriage of Community – Acquired Methicillin Resistant Staphylococcus Aureus (CA-MRSA) among Geriatric Residents in a Suburban Community in Antipolo Rizal, Philippines**

Dr. Napoleon PAGSINOHIN
Associate Professor, College of Medical Technology, Philippines

Community acquired Methicillin Resistant *Staphylococcus aureus* (CA-MRSA) infection, a flesh-eating *superbug*, is an emerging threat to every part of the world. It can cause pneumonia, skin infections, and sepsis. CA-MRSA is potentially fatal. Its incidence in the Philippines is not yet known. In this university, undergraduate students of B.S. Medical Technology curriculum at third year level are being taught of the significance and possible adverse effects of bacteria in the community. As part of their Bacteriology class, a study was conducted to determine the prevalence of CA-MRSA carriage among elderly adults in a suburban community in Antipolo, Rizal. Sixty elderly individuals were randomly selected from the list of residents. Age ranges from 60 -99 years old, with an average of 70.65. Screening of 60 geriatric residents identified 47 subjects (78%) whose nasal vestibules were colonized with *Staphylococcus sp.*, 35 of which were identified as *Staphylococcus aureus.* Cefoxitin was used to determine the presence of MRSA. After doing the antibiogram of the samples identified as *Staphylococcus aureus*, three (8%) had a zone of inhibition less than that of CLSI recommendation, these were then identified as Methicillin Resistant *Staphylococcus aureus*. Resistance to other antibiotics was also recorded from all units of the barangay. This service-learning activity confirms the presence of CA-MRSA in the Philippines. The study provided the students to learn the basic knowledge about *Staphylococcus aureus* and develop the skills and techniques needed to culture and identify MRSA. On the other hand, this activity also increased the awareness among residents of the community regarding the deleterious effect of MRSA infection as a consequence of inappropriate antibiotic use and improper hygiene. The result of this study is deemed useful as reference for surveillance and future implementation of programs concerning MRSA in the country.

BREAKOUT SESSION AND DISCUSSION 7A
SERVICE-LEARNING IN CHINA PROJECTS &
PROGRAM EVALUATION AND ASSESSMENT: OUTCOMES OF SERVICE-LEARNING AND A RESEARCH AGENDA
7th June 2013, 3:45pm – 4:55pm, Room 201, Ip Po Ting Hall, Sun Yat-sen University, Guangzhou
Moderator: Prof. LONG Zhaohui, Associate Professor , Lingnan (University) College, Sun Yat-Sen University, China

1   **The Brief Introduction of Service-Learning Project—"Tax Law Consulting at Public, Serving the Community"**

Prof. LONG Zhaohui
Associate Professor, Lingnan (University) College, Sun Yat-sen University, China

Taxation irregularity disserves Chinese socialistic market economics seriously. All kinds of enterprise market irregularities which include taxation irregularity influence the thinking, profession plan and growth of the university students. In order to cope with this challenge, University taxation education should integrate classroom teaching with practice education and integrate professional teaching with moral education.

Lingnan (University) College of the Sun Yat-sen University is participating actively in exploring the "two-integrate" teaching mode, introducing the Service-Learning project of "Tax law consulting at home, serving the community" into the teaching of taxation. Based on the educational concepts of "Education for Service", this project serves the residents, communities and nation through tax law publicity and tax consulting .It can be divided into the community service and institutional service. In the part of community service, we set the "xiguan house" of the Sun Yat-sen University as our fixed service point. The volunteers stationed in shifts, delivering the brochures supplied by the tax official to the passersby and the community residents, and answering their questions about the tax. And in the part of Institutional service, the volunteers serve professionally in the tax authorities and enterprises, which improve their professional knowledge in the service and serve the residents and community better.

The Service-Learning project of "Tax law consulting at home, serving the community" is strongly supported by social forces, such as tax authorities and the Communist Youth League and alumni of Sun Yat-sen University .It achieved great initial results already as well. Taxation bureau of Guangzhou not only supplied lots of the publicity material, but also provided taxation service training to the volunteers to make the service more effective. With the help of the Communist Youth League of Sun Yat-sen University with the "xiguan house", our volunteers have a fixed service point to serve the residents and community. Moreover, students participated in the service learning take full advantage of this opportunity to spreading knowledge of the national tax law and serve the residents and community with professional knowledge of tax.

2   **Serving Others with Unity of Knowledge and Practical（知行合一，服务利他）**

Ms. HUO Qiaohong, Helen

Deputy Dean, School of Tourism Management, Zhuhai City Polytechnic, China

  服务-学习是一种将社区服务与课程学习相结合的有效教学方法。多年来，学者们总结出各种服务-学习的模式，其中课程型的社区参与服务-学习模式最能体现服务-学习的最终目标。

  课程型的社区参与服务-学习分为必修课和选修课两种。我院结合旅游管理专业特性，面向本专业已经具有志愿服务意愿和实践的义工队队员开设了两学期的服务学习选修课，服务学习（一）和服务学习（二），4 学分。按照服务学习先学校后社区，先泛后专的阶梯模式，逐步引导同学运用专业知识服务他人，服务社区，并从社区服务实践中提升了对社会的关注和社会责任感，全面提升同学的沟通能力、团队合作能力、分析和解决问题的能力。我们相信，学生只有先走进社区，了解社区基层人员的真实需要，将需要转化为学习课题和实践项目，才可以让服务学习具有持久的生命力。

3   **University Campus as Service Site – Addressing Campus Needs through Service-Learning**

Dr. TANG Hau Hing, Elaine

Teaching Fellow, Office of Service-Learning, Lingnan University, Hong Kong

  Service-Learning (S-L) has been proven in many studies to be a good means for promoting university students' civic / community engagement (e.g. Vickers, Harris & McCarthy, 2004; Astin et al., 2006). A vast majority of the services in S-L courses in Higher Education take place in partnering service agencies and communities they serve, such as elderly homes and social enterprises. The idea that university campus is a community with unique needs and therefore a potential service site is often neglected. There are indeed social needs within university campuses, such as food waste (e.g. UC Berkeley, 2012; The City University of Hong Kong, 2012) and food insecurity (e.g. The Florida State University, 2013), which have been identified and addressed by students and faculty, albeit few.

  At Lingnan University, Hong Kong, the Office of S-L offers an introductory S-L course, titled *Community Engagement through Service-Learning*. Students are exposed to the basic S-L theories and engage in discussion related to social welfare, a selection of social issues, S-L and critical reflection. They are also required to design, implement and evaluate a S-L project that addresses a specific need on the Lingnan campus.

  This study aims to explore the impact of different service site arrangements on students' perceived learning outcomes (with regard to the generic intended outcomes for all S-L courses in the university) and service experience. This will be done qualitatively, by analysing the contents of students' group project proposals and final reports, as well as that of a mid-term reflective meeting and an end-of-term focus group with the students (N=7). Also, half of the class (4 out of 7) have had S-L experience in other courses, in which they served in external agencies. They will be able to offer comparisons between these two types of service experience (i.e. those on campus and outside campus). The preliminary findings will be available in late May, 2013.

1   **Service Learning in the World: Building International Partnerships that Impact Students, Cities, and Communities**

Prof. YAN Wenfan
Chair, Department of Leadership in Education, College of Education and Human Development,
University of Massachusetts Boston, United States
Prof. YAO Meilin
Associate Dean, School of Psychology, Beijing Normal University, China
Prof. YANG Fuyi
Associate Dean, School of Preschool & Special Education, East China Normal University, China
Mr. WU Yuewen
Head, Developing & Planning Department, Hangzhou Normal University, China
Prof. Felicia L. WILCZENSKI
Dean, College of Education and Human Development, University of Massachusetts Boston, United States
Dr. Laura E. VANDERBERG
Assistant Dean of Assessment and Planning, College of Education and Human Development, University of Massachusetts Boston,
United States
Prof. LIU Chunling
Chair, Department of Special Education, School of Preschool & Special Education, East China Normal University, China
Dr. JIANG Qindi
Associate Professor, Department of Special Education, School of Preschool & Special Education, East China Normal University, China
Dr. ZENG Fanlin
Associate Professor, Department of Special Education, East China Normal University, China

The University of Massachusetts Boston (UMB) in Massachusetts, United States, has developed various international partnerships that involve service learning. Each of these partnerships has different foci and is in a different level of development. The presentation will briefly review the three international partnerships between UMB's College of Education and Human Development and the three institutions of higher education from China (10 minutes). Then, the presentation will feature each of the institutions from China and their differential local impacts.

Beijing Normal University, Beijing, China (12 minutes)

The presentation will mainly focus on the impact on student learning and development through "utilizing learning principles gained in the classroom to serve children with intellectual disabilities". It mainly included: (1) exploring the effect of service-learning on problem solving, attitudinal change and classroom engagement of college students; (2) describing the characteristics of engagement development for students who participated in a semester-long service-learning project.

East China Normal University, Shanghai, China (12 minutes)

The presentation will focus mainly on service-learning in a special education program setting and in higher education that results in positive impacts for students in the special education program, the city, and the community, including: (1) special education class observation and on site service in core courses of a special education program, (2) a one-semester internship for undergraduate students to gain teaching and rehabilitation skills, and (3) graduate students' "Shuguang volunteer team" serving the handicapped successfully during the past few years, which proved to be positive for graduate students' professional development.

Hangzhou Normal University, Hangzhou, China (12 minutes)

The presentation will focus mainly on the various forms and impact of service-learning and community service to the city of Hangzhou. Their service activities include productive labor, observation and participation on site, investigation work and volunteer service. These had positive effects on both the city and students. However, these activities have limitations in integrating community service with academic studies and need further theoretical guidance.

Discussion (15 minutes)

Led by Wenfan Yan, this section of the panel will integrate the two areas of the presentation (building international partnerships and the differential local impacts) across the three institutions of higher education featured. We also want to leave time for questions and answers.

The Practice of Reflection as a Means to Develop Reflective Intercultural Competence and its Assessment through the RICA Model

Ms. Lavinia BRACCI
President, International Center for Intercultural Exchange, Italy
Mr. Jules M. BELLA OWONA
Reflective Writing Instructor, International Center for Intercultural Exchange, Italy

The IC is an independent, non-profit organization with the objective of promoting intercultural exchange around the world through a commitment to service-learning and community engagement. From the general observation of the fast development of intercultural sensitivity of the students participating in our service-learning program, in 2004 the IC faculty designed an instructional approach called Full-immersion: Culture, Content, Service (FICCS) (Bracci & Filippone 2009). In 2008 the IC faculty designed the Reflective Intercultural Assessment Model (RICA) (Biagi et al. 2012) to measure the unique competence resulting from the use of the FICCS approach: Reflective Intercultural Competence, or RIC (idem).

RIC is a competence gained through a structured and guided reflection process; it implies a conscious elaboration of intercultural encounters thus allowing a full engagement of the student.

Reflection is a step that is necessary in developing an intercultural sensitivity and the reflective writing course provides the means for students to understand and slowly absorb the second culture (C2) in a deep and lasting way through continuous observation, comparison and reflection.

In the reflective writing course students must submit weekly entries (concerning both their studies and their overall experience) and share them with their peers during reflective writing sessions. These sessions represent a moment when all intercultural encounters come to light with the aim of transforming the clash with a second culture into a more complicated but richer perspective. The goal is to increase a reflective consciousness that leads to a deeper engagement and understanding of the host community. This process is monitored through the RICA model. The workshop we propose has the ambition of actively involving the audience as RICA practitioners who will evaluate the development of students' RIC using samples of students' journals and assign a level to given entries.

The core levels of the RICA model are:

1) Pre-contact
2) Contact
3) Culture Shock
4) Superficial Understanding
5) Deep understanding
6) Social Acting

Contexts for UMass Boston's Approaches to Service Learning in Local Chinese Communities

Prof. Joan ARCHES
Professor of Human Services and Youth Work, University of Massachusetts Boston, United States
Prof. HUNG Chi Kan, Richard
Associate Professor of Human Services, University of Massachusetts Boston, United States
Dr. Lusa LO
Associate Professor and Graduate Program Director of Special Education, University of Massachusetts Boston, United States

Prof. Joan ARCHES will introduce the locally-focused, service learning structures at UMass Boston, including the Harbor Point Outreach Partnership program model. See:
http://www.umb.edu/news_events_media/news/reach_of_servicelearning_programs_expands/

Prof. HUNG Chi Kan Richard will describe the context and profile of Asian American non-profit organizations in metro Boston, including sites where UMass Boston is engaged. See:
http://www.iaas.umb.edu/publications/occasional/AANonprofits.pdf

Dr. Lusa LO will highlight one example of a critical need to strengthen bilingual support and advocacy for Chinese immigrant families of children with disabilities — a community need that would benefit from sustained, service learning interventions. See: http://diverseeducation.com/article/13834/

1 **Service Learning in Rural China**
Ms. Diane GENG
Executive Director, Rural China Education Foundation, China

This paper discusses opportunities for and suitability of Service Learning as a teaching methodology in formal and non-formal settings in rural mainland China. It describes how Service Learning aligns with and fulfills goals of China's national curriculum reforms and fosters values and skills useful to rural Chinese children and youth in improving their own lives and communities. Examples of Service Learning projects in rural Shanxi and Guangdong Provinces supported by the Rural China Education Foundation (RCEF) illustrate the potential of Service Learning as a powerful framework for curriculum development and teaching. The Rural China Education Foundation, founded in 2005, works with rural education workers in schools as well as community centers and summer camps to facilitate Service Learning with primary and secondary school-aged rural students.

The models for, and challenges of, training and supporting teachers to facilitate Service Learning with quality and sustainability are key to its development in China. Ongoing efforts of the Rural China Education Foundation to partner with schools, local rural community organizations, and NGOs provide insight into the state of Service Learning promotion and implementation in mainland China. The goal of the paper is to share practical information for, and instigate mutual experience sharing with, Service Learning education practitioners working in disadvantaged education settings, such as NGOs and university-based volunteer groups that implement Service Learning projects serving similar populations of children and youth.

Dr. SHANG Lifu
Director, China Philanthropic Education Research Center,
School of Social Development & Public Policy of Beijing Normal University, China
Prof. XU Huiying
Deputy Director, China Philanthropic Education Research Center,
School of Social Development & Public Policy of Beijing Normal University, China
Dr. WU Jing, Harrison
Executive Director, Yigongyi Center for Nonprofits (aka U.S.-China Exchange for Nonprofits), United States
Mrs. SHEN Yaqing
Deputy Director, China Philanthropic Education Research Center,
School of Social Development & Public Policy of Beijing Normal University, China
Prof. BA Zhanlong
Professor, School of Social Development & Public Policy of Beijing Normal University, China
Prof. CHEN Binli
Professor, School of Social Development & Public Policy of Beijing Normal University, China
Prof. TU Yuanling
Associate Researcher, Beijing Institute of Education, China
Prof. BAI Liehu
Professor, Northwest Normal University, China
Prof. ZHANG Zhihong
Professor, Northwest Normal University, China
Prof. HAN Hui
Professor, China Youth University For Political Sciences, China
Dr. WEI Xiaojiang
Ph.D. Candidate, Renmin University of China, China
Mrs. TIAN He
Director, Program's Video Studio, China
Mr. JU Zhenqi
Undergraduate student, Communication University of China, China
Mrs. SHI Pian
Program Manager, China Philanthropic Education Research Center,
School of Social Development & Public Policy of Beijing Normal University, China

School-Family-Community Inter-coupling Education Model is to explore and construct an experiential learning mechanism for public benefit education (service learning), with students in the center, on the cornerstone of family education, driven by school education, propped by community education and bonded through service activities, with the aim to open up a pathway for youth education reform suitable for China's circumstance.

Students are the key players in observing, researching and/or identifying public affairs issues and needs from their own perspectives under the guidance of teachers, parents and community leaders, taking initiatives to improve the public affairs around family, school and community through participating, cooperating, serving, reflecting and using their own means. Meanwhile, students can build skills in communicating, cooperating, learning, taking initiatives, serving, and etc. The breakthrough of this experiential education model into the test-oriented school system in China will be realized by developing a series of coursework and a compatible evaluation matrix system in the curricula, easy for administrators and teachers to operate, students to take actions, parents and community leaders to assist, and are adaptable to all grade levels. Our pilot trials and research at primary school levels for the past two years will move up to higher grade levels gradually as the participating students move up.

3   **Figures in International Service Project**

Mr. Joseph LAM
Instructor, Department of Land Surveying and Geo-Informatics, The Hong Kong Polytechnic University, Hong Kong
Mrs. LEE Wing Ying, Winnie
Associate Head, Office of Service Learning, The Hong Kong Polytechnic University, Hong Kong
Ms. Renee LEUNG
Service Learning Officer, Office of Service Learning, Hong Kong Polytechnic University, Hong Kong

As the Hong Kong society continues to promote the culture of caring for the needy, more students are encouraged to participate in voluntary services during their primary and secondary school study. These students have experiences to serve the needy in forms of social gathering activities, tour guiding & language tutorial…etc, which enhance their confidence and motivation to attempt service learning projects in future.

Based on surveyed figures of the students participated in different service learning projects in the Hong Kong Polytechnic University, at the early stage of the projects, it is revealed that these students would easily overlook the dimension of professional knowledge applications, sustainable impacts to beneficiary and learning achievements. This indicates that their pre-university voluntary service experiences may be the barriers for their learning process in service learning projects that they have tendency to omit the learning dimension in service learning and to overly focus on service delivery. Teachers of service learning subjects in university need to handle this phenomenon carefully especially for the projects consisted of students from multi-disciplines. In order to let students smoothly transit from the role of volunteers to effective service learners, teachers should take these figures into consideration when designing their course frame work, course syllabus and teaching approaches accordingly.

Information collected from narrative reflection submissions at different stages in service learning project provides objective information to measure the extent of students' generic growth, professional knowledge application and their learning achievement from service learning. These interim data also provides an indicator to teachers for striking a balance between teacher intervention and students autonomy at the service delivery stage. It would be the important information to evaluate the learning outcome at the final stage too. The figures of post project survey would also provide effective evaluation information of whole service learning period. These accumulated data from different projects formed a database for teachers' preparation and operation in the future projects.

The figures used in this paper come from service learning projects in Hong Kong, mainland China and Indonesia. These figures were measured from pre and post project surveys and narrative reflective journals at different project stages. This paper will discuss the figures in details and the corresponding teachers' responses. Part of the post project figures evaluated the effectiveness of transiting students from volunteers to effective service learners.

BREAKOUT SESSION AND DISCUSSION 8C
HIGHER EDUCATION AS A FORCE TO ADDRESS SOCIAL PROBLEMS (PANEL)
7th June 2013, 5:25pm – 6:35pm, Room 203, Ip Po Ting Hall, Sun Yat-sen University, Guangzhou
Moderator: Dr. Avron BORETZ, Program Director, United Board for Christian Higher Education in Asia

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1   **Practicing Service Learning in Teacher Education as a Force to Address Social Problems**

Dr. (Sr.) Leonilla MENEZES
Principal, St. Ann's College of Education (Autonomous), India

Higher education has a long standing commitment to serving society. From the earlier days the objective of higher education has been for developing professionals who serve society, engaging learned individuals in civic responsibility, and creating leaders to head industry, community organizations, and government. Today we see higher education's role in serving the public good is becoming defined narrowly as the education of students for the workforce and promote material civilization. Higher education's current commitment needs to be rethought and refocused to meet the current needs of society. Working with the Community has been a regular practice in Teacher Education. The exposure to Service Learning strategy is a unique opportunity to faculty and students of St. Ann's College of Education to reflect on the usual practice and redesign the pedagogical practice with a new perspective. The Service Learning strategy has given more meaning to learning through service by making it community oriented using local material and human resources, and as a force to address the social problems. The Scientific procedures or the steps used in Service Learning have made it more practical and applicable. The Service Learning activities designed and practiced at St. Ann's College of Education to address the social issues include the target groups namely, specially challenged children from the community, elderly people in the old age homes and hospitals, unaffordable poor children of the community, rural school teachers and students, socially and economically deprived (e.g. poor, orphans, destitute, single parents) children of the community and the target areas also include Literacy, Competency Building, Peace Education, Sustainable Development, Environmental and Health Education etc. The Partnership with a number of agencies have been sought to organize relevant activities for these target groups and in these areas in order to sensitize the student Teachers towards social problems and enabling student teachers to realize that Service Learning strategy is indeed an effective strategy to solve the globally faced social problems and to develop most needed social values such as co-operation, responsible leadership, concern for others, service mindedness, social accountability, tolerance, empathy, mutual adjustment and communal harmony. This initiative has enabled us to prepare teachers who are committed to meet the current needs of the society, thus fulfilling the aims of higher education.

2   **Enabling Community in Sustaining a Healthy Environment: An Impact to Academic and Community**

Dr. Cesar D. ORSAL
Vice President for Academic Affairs, Trinity University of Asia, Philippines
Dr. Jean MAGLAQUE
Professor / Community Coordinator, Natural Science Department, Trinity University of Asia, Philippines,
Mr. Divino Jr. CANTAL
Faculty Member, Department of Media Studies, Trinity University of Asia, Philippines

In 2012, through collaboration with the United Board, Trinity University of Asia launched a community program to sustain a healthy environment. Specifically, the program focused on proper waste management as it creates change in the lives of the community and the volunteer-participants. This paper shall highlight the noble work of the faculty, students and the villagers in alleviating problems on waste management in a partner community. Concomitant to the vision of the United Nations Decade of Education for Sustainable Development (UNDESD) for 2005-2014, the program harnessed the vital role of the academics in propelling collaborative efforts of the government and the people in maintaining a healthy community. This year-long program gained some results that can serve as model for service-learning activity that shall be beneficial not only to the academics but as well to the community. Identifying the root causes of the problem like people's attitude, poor access to government support, natural calamities, geographical location, Trinity University of Asia designed an environmental program that shall address the concerns of its partner communities. An environmental education campaign was launched with emphasis on communal cleanliness and saving the river that surrounds the communities (Village Damayang Lagi and Sitio Calvary). These villages are sitting by the creek and every time there is a typhoon, a big part of the communities is submerged into waters, thus threatening their lives and destroying their properties. With the environmental education introduced to the villages, it was hoped that this shall save them when the storm surges. To ensure a life-changing impact of the program to the villagers, a year -round monitoring done by the faculty, students and pocket of leaders in the villages became the indexes in evaluating the impact of the program both to the academics and the community. Results of evaluation revealed that the program helped enormously the villagers and in return enriched the social awareness and involvement of the university in community affairs. The survey and FGD revealed the following: (1) there must be a strong concern of the people towards the environment in order to maintain a healthy environment; (2) the people shall be motivated in order to work towards maintenance of cleanliness and safety in the community; (3) the cleanliness and proper waste disposal shall save the creek and thus eliminate the tons of waste that caused clogging on the creek; (4) a collaborative endeavour among the people, the private institution and the government can save the community's health and safety; (5) there's strong awakening on the part of the university that community immersion enhances the learning activities of the students.

3   **Stewardship of Water through Ensuring Sustainable Development of River Banks**

Dr. Justin R. NAYAGAM
Assistant Professor in Botany, Union Christian College, India

The state Kerala is blessed with scenic beauty and appears evergreen throughout the year as it regularly receives South West and North West monsoons. The wetlands of Kerala provide myriad of biological functions lending ecological and economic sustainability to the region. However, due to immense biotic interferences, such habitats are under threat, and have shrunken in size considerably. The present work is an attempt to develop awareness in students, farmers and commoners on the degree of habitat destruction; and to implement strategies for eco-restoration of specific sites under study. Ten students of graduate stream and two from post graduate level were selected and trained to gather information from the local inhabitants using prepared questionnaire on the past and present conditions of river banks. The problems encountered are addressed at various levels.

An attempt has been made to develop awareness on the uncontrolled mining of sand from river. Equipping the villagers with techniques to wipe out the aquatic weeds such as *Cabomba* and *Eichhornia* is yet another step. Samples of river water and soil of river bank were collected from each site and their physico-chemical parameters were analyzed. A detailed study on the flora on the river bank was also performed for identifying suitable indigenous medicinal plants and avenue trees for eco-restoration. Seedling generation of such selected plants is now in progress. More than 3,000 seedlings of underutilized tree or medicinal species are to be distributed to the public for planting in homesteads and riverbanks.

The efficient participation of social workers, student naturalists, scientists and support of local governmental authorities were also ensured for the smooth running of the work. Such service learning programs are envisaged to create a better understanding among students on significant local issues such as stewardship of water so as to inspire future generations in the long term retention of natural communities.

P1 **Mobile Math Tutoring Services**
Dr. Bella CONSTANTINO
Program Head, Mathematics Department, University of Rizal System, Philippines

The project **"Mobile Math Tutoring Services"** is a continuing extension project of the Mathematics Program under the College of Science of the University of Rizal System (URS), Philippines. It aims to enhance the mathematical knowledge and skills of the youth for them to become future partners of the government in building the nation and responsive citizen of the country. The tutorial service provides learning that enhances math learning beyond classroom environment. The beneficiaries of this tutorial services are the youth within the service areas of the university. In collaboration with the Local government Unit (LGU), the Math Tutorial Services is held every Saturday, 2:00 – 4:00 pm. at Santiago Elementary School, Barangay Santiago, Baras, Rizal. The selected BS Math Students served as tutors together with Math Faculty as tutor/facilitators/supervisors. Prior to this Mobile Math Tutoring Services, student tutors and concerned faculty members were given two weeks training in **Finger Mathematics.** This finger mathematics is used in teaching four fundamental operations.

As for the significance of the Mobile Math Tutorial Services: **in terms of social benefits**, 42 elementary students from grade 2 to grade six serve as beneficiaries**; in terms of governance and sustainability**, the project is supported by the university and the local government unit particularly the barangay officials and parents within the barangay; **in terms of impact of the project**, performance in mathematics was improved as revealed by active participation in the oral and written activities and result of the 2011 Division Math Test. Their school ranks 5th in the Division of Rizal, that is one step higher compare to 2010. The principal recognized the role of Mobile Math Tutoring in the success of the results. Moreover, the student tutors leaned new things, that is finger mathematics and they realized the spirit of volunteerism that bring significant benefits to them as individuals and in the communities.

A yearly evaluation followed, since the results served as basis for the improvement of the next Mobile Math Tutoring Services.

P2 **"Together Build Up The Children" Program : Towards New Strategy in Service Learning For Basic Year In Architecture Department of Petra Christian University**
Mrs. Christine WONOSEPUTRO
Lecturer, Architecture Department, Petra Christian University, Indonesia
Mrs. Wanda WIDIGDO
Lecturer, Architecture Department, Petra Christian University, Indonesia
Ms. Emerentiana Gillian SIDHARTA
Student, Architecture Department, Petra Christian University, Indonesia

Conducting Service Learning program in the architecture subjects in the first year is not easy. It is because the main aims of the curriculum in the first year are to give our students insights and to teach them about the architecture itself as a whole.

On the other side, it is a challenge for architecture department to implement a service learning method, so the students can also give contribution to the community. Since Service Learning has been stated by our university as a prerequisite for every student, our department needs to make a new strategy to manage our curriculum and to integrate it with Service Learning.

In the past 2 years, our campus has set "Rumah Belajar Masyarakat" or House for Community Learning. Through it, we state ourselves as a learning source and a learning house for the community around us. The Learning House has been a place for the whole departments in our university to contribute to others.

This year was the first time we joined Community Learning House. We developed an integrative program that consisted of 5 training subjects in a week. The strategy of doing service learning is not intentionally merged with the studio project, but we reward our students who join this program by giving credit points. Those points are the requirement for joining the graduation ceremony in our university. The program itself involves lecturers, students, Campus Community Service Department, Campus Library, and Bina Insani Kindergarten in Siwalankerto. The program reaches teachers, parents, children, and the children's learning place.

During the program, our students have involved industries that support us. They not only contribute as sponsors, but also involve in sharing the knowledge to the community.

This program not only served the community, but also became a constructive and useful project to support research, build students' soft skills, and develop the affective side of every student involved.

P3   **Developing Service-Learning in Mainland China**

Ms. LIU Cheng

Visiting Service-Learning Tutor, Office of Service-Learning, Lingnan University, Hong Kong

China, as the world's most populous and one of the most rapidly developing countries, is facing many challenges, such as the widening gap between the rich and poor, the changing demand for skills and talent and issues related to the massification of higher education. Thus, social harmony, talent cultivation and education reform have become the leading priority in China's development. Service-learning, an innovative and holistic approach to education, could effectively address those social issues.

Although Service-Learning was first invented and widespread in western world, its key components can be closely linked to Chinese traditional philosophy and educational ideology. Moreover, how Service-learning benefits different social groups in China, such as the community, educational institutions and students, should be noticed and understood by the public. In addition, China has started to develop its own Service-learning. For example, some higher education institutions in China have been actively participating in Service-Learning conferences, conducting pilot Service-Learning projects, cooperating with other institutions and sharing their experience. Furthermore, some of them are also trying to integrate Service-Learning into their existing social practices, voluntary activities and even their education systems. Thus，implementing Service-Learning, as a systematic and institutionalized pedagogy, in China's higher education has a bright future.

Group 2
DIFFERENT MODES / MODELS OF SERVICE-LEARNING
5th June 2013, 3:25pm – 5:00pm, LKKG02, Lingnan University, Hong Kong
Moderator: Dr. Kristen SCHOLLY, Health Promotion Chair, University Health Services, University of Hawaii at Manoa, United Ststes

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P4   **The University of Hawaii at Manoa Lokahi Program: Service Learning in College Health**

Dr. Kristen SCHOLLY

Health Promotion Chair, University Health Services, University of Hawaii at Manoa, United Ststes

The Lokahi Service Learning Program involves students working with other students to enhance the health and wellness of the University of Hawaii-Manoa (UHM) campus community. The program is based on the Hawaiian concept of Lokahi, which speaks of balance, harmony and unity for the self in relationship to the body, the mind, the spirit and the rest of the world.

The Lokahi Service Learning Program is a peer education program which provides campus-wide outreach related to important college health issues. The service learners receive training through their participation in an educational psychology course called "Health and Wellness in Higher Education". In this course, students learn about health promotion theories, health care policies, and examine crucial adolescent/young adult health concerns such as alcohol and other drug use, sexual health, and mental health and stress management.

The service learners then put this knowledge into practice by providing health education outreach throughout campus, in the classrooms, residence halls, and at new student orientations. The service learners also work to develop and implement campus-wide social norms marketing poster campaigns. These creative data-driven educational campaigns promote healthy decision-making related to alcohol and other substance use and encourage students to achieve college success.

The Lokahi Program enables service learners to gain a better understanding of college health issues while providing them with opportunities to promote health and wellness throughout the campus community. This engagement promotes a sense of civic responsibility and encourages students to pursue careers in the health and human service fields.

P5   **Instituting a School Social Action Program: The Miriam College High School Experience**

Mr. Rod H. PINO
Faculty Member, Social Sciences Department, Miriam College High School, Philippines
Mr. Modesto G. JAVIER II
Social Action Program Coordinator, Social Sciences Department, Miriam College High School, Philippines

This presentation explains the continuous development of a school-based social action program that is managed by a community of administrators, teachers, personnel, students, and parents inspired by the missionary works of a religious group.

Viewed as a venue for molding community members, especially students as agents of change for the transformation of society by upholding truth, peace, justice, and the integrity of creation, the Social Action Program of Miriam College High School is committed to the holistic formation of students with the active participation of parents and heightened sense of volunteerism of administrators, teachers, and personnel.

This school-based program has the following objectives: (1) for students to contribute as responsible citizens by participating in service projects in the community, assuming responsibility for their own growth as they interact with various people, and appreciating the interdependence of people; (2) for parents to be actively involved in the positive social, emotional, cultural, and academic development of every student; (3) for school personnel to enhance their sense of volunteerism and commitment to their work in view of social transformation; and (4) for partner communities or beneficiaries to be empowered and to realize their potentials and inherent worth as dignified human beings.

Feeding program, tutorial sessions in the adopted communities, farm visit, prison ministry, church involvement, and house build are some examples of the structured activities that the students regularly experience.

Service Learning has been defined as "a method under which students or participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community; … and that is integrated into and enhances the academic curriculum of the students…; and provides structured time for the students or participants to reflect on the service experience." The school's Social Action Program as described above answers such definition.

P6   **Service-Learning As Civic Education: A Case Study of How to Mobilize Students to Participate in Waste Classification Through Social Media in Guangzhou,China**

Ms. QI Lili, lily
Lecturer, South China University of Techology, China

The waste classification is an important method in the world today to solve MSW, Guangzhou in China a year ago for the first time in the country to try the city's garbage classification. In order to mobilize the public with government efforts to this work, the Guangzhou local media and NGOs have also done a lot of public mobilization and advocacy work. "Waste classification" in essence is a citizen environmental education action. In this context, the Service-Learning projects mainly focus on improving the awareness of participating students on the issue of waste classification through social media, as their basic civil environmental education. The project combines the way of social service, causing them to be held in the research of community stakeholders and activities of the theme of environmental protection, with the application of social media, to make the participating students recognize what is the most difficult and important in the campaign of waste classification. Besides, the project focuses on training the student to use social media to publish the results of their research, the communication activities with the community and their own perceptions of waste classification, so as to tie in with the work of the government, the media and NGOs. At the same time, participating students will be helped to be more aware of the responsibilities and obligations of the citizens in the process, so as to achieve the goal of service-Learning.

P7 **Growing Organic Vegetables for a Homeless Shelter Kitchen**

Dr. Jane JULIANO
Board President, Vicki Romero Foundation, United States
Ms. Garcia EMMA
Teacher, Vicki Romero Foundation, United States
Mr. Calletano HERNANDEZ
Student, Vicki Romero Foundation, United States
Ms. Yanel NAVA
Student, Vicki Romero Foundation, United States

The Vicki Romero Foundation is a nonprofit foundation located in Phoenix, Arizona, United States of America. Although the Foundation has a small membership, it has a large mission. This mission began in 1993 when the founder, Dr. Roger C. Romero, organized the Foundation to raise money to assist at-risk, minority students in one of the most economically challenged areas of the city with their health, education, and welfare needs in order that the students obtain support to remain in school, graduate, and seek post high school education. The mission has evolved most recently to assist at-risk high school and college students with the expenses needed to stay in school, as well as afford them the opportunities to expand their global awareness and understanding through study abroad and travel opportunities that typical college students undertake. In addition, the Foundation strives to involve these students in service learning opportunities to help them develop civic mindedness and responsibility.

Our showcase service learning project started in January 2013 with a partnership with a group of at-risk, community college students, who are participants in a program to support them with college tuition and mentoring to ensure their college success. These students, in partnership with a local homeless shelter, planted an organic vegetable garden to provide fresh and nutritious produce for the homeless shelter's kitchen. The cook requested squash, eggplant, parsley, and basil for the summer season. The students take turns caring for the garden on a weekly basis and both the students and the homeless shelter cook are anxiously awaiting the first crop to cook up for the families at the shelter. Students also volunteer at the shelter reading books to young children.

This project has proven to be a true inspiration for the student's involved. They are totally in control of their crop and their self-esteem has grown in tandem with their knowledge of vegetable gardening and working to help others that are in even more at-risk situations than they are. With this success, the student's will expand their community garden to others in need.

P8 **Service-Learning Opportunities for University Students**

Ms. Karla PANGANIBAN
Communication Student, Communication Department, University of St. La Salle, Philippines

For 10 years now, the University of St. La Salle has been implementing Philippine Republic Act 9163 of 2001, which establishes the National Training Program for college students. The mandatory curricular activity was readily welcomed in the university in line with its mission on Spirit of Faith, Zeal of Service and Communion in Mission with Deep Awareness on the Environment. The USLS NSTP program has continued to evolve in its focus toward what the University labels as "Christian Service, Protection of the Environment and Child Youth Development" by leading students toward the world of social involvement and volunteerism.

This poster proposal documents the USLS Communication Freshmen students' activities and learning outcomes through the use not only of their civic awareness knowledge but also of skills and talents they possess as Communication students.

Students are made to choose from four options:

Civic Welfare Training (where majority enroll in -- including improving health, education, environment, entrepreneurship, safety, recreation and moral to the citizenry and other social welfare services, like house-building programs)

Village & Community "Immersion" (where students immerse themselves with assigned families and conduct feeding, anti-drug abuse, values formation and entrepreneurship education activities)

Reserved Officers Training Course (where students are trained toward organization and mobilization for national defense preparedness)

Literacy Training Service (where students are trained to teach literacy and numeracy skills to school children, out-of-school youths and other segments of society in need of their services. In this option, students conduct literacy/ tutorial, feeding, health and sanitation, values formation and arts and crafts training for their respective client-students.

The proponent conducted the study to determine the extent of NSTP-enrolled Communication students' learning outcomes, particularly on civic duty awareness by using the Academic Service- Learning Benefit Model (Toncar et al, 2006) and the National Institute for Learning Outcomes Assessment guide.

P9 **Difficulties in Launching Service-Learning Programs**

Ms. HUO Yemin
Student, Public Finance and Taxation Department, Sun Yat-sen University, China
Ms. Zhang Junyan
Student, Logistics Engineering and Management Department, Sun Yat-sen University, China

The presentation conveys the difficulties in service-learning. The difficulties will be set in scenarios based on students' experiences in service-learning programs. The presentation reflects the reality of service learning and calls for optimism in the implementation. In the problem-based workshop, new ideas and practices are warmly welcomed and expected during the brainstorming.

The scenarios focus on the conflicts among students, agencies and communities in the service-learning. The target question is "Whose benefits should come first?"

First are the conflicts between students and agencies. Examples:
- The tasks assigned by the agencies maybe simple and tedious and thus students will easily get bored and complain.
- The staffs in the agencies have little time to teach the students and thus what students can learn is limited.

Secondly, the conflicts exist between students and communities. Examples:
- Good intentions may cause harms if without proper training or understanding of the needs.
- The participants join in service-learning for the sake of their own needs.
- The discontinuity of service-learning may not satisfy the needs of the community. After service-learning, students may not be as active in civic engagement as they were during service-learning.

A quick debate：Should students focus their attention more on providing services or learning?

Coming next are the conflicts among students. Examples:
- Some students are too independent to be collaborative, resulting in low efficiency and conflicts in teamwork and communication.
- The division of work may not be equal among group mates.
- Cultural difference may result in conflicts.

A quick discussion: Which way to carry on service-learning is better, with international students or merely with people from one country?

Apart from these, there are difficulties in promoting the service-learning program. Examples:
- There might be misunderstandings of the values of service-learning.

As previous participants in SLSI program and with the recommendations of our friends, we have come to know theses quandaries and are willing to share them in the workshop. The workshop is designed to discuss them from various perspectives, come up with new insights into the situations and, if luckily, help tackling some current issues.

P10 **The Relationship between Participation in Service-Learning and Caring Ability of College Students in Taiwan**

Dr. TUNG Yuk Ying
Professor, Institute of Education, National Cheng Kung University, Taiwan
Dr. CHERNG Biing Lin
Professor, Institute of Education, National Cheng Kung University, Taiwan
Ms. WANG Huei Jen
Student, Institute of Education, National Cheng Kung University, Taiwan

This study was to investigate the relationship between participation in different types of service-learning and caring ability for college students. The main purpose of this study was to find out the relationships among between the participation service-learning, motivation and caring ability of college students. The sample consisted of 1,113 students from forty-one colleges in Taiwan. In this study, Statistical analyses included descriptive statistics, correlation analysis, and nested regression model analysis.

The major findings were summarized as follows: (a) the motivations of participate in service-learning course were significantly related to caring ability; (b) the time of participated in service-learning course was significantly related to caring ability; (c) the effects of reflection and self-affirmation were significantly related to caring ability; (d) when the impacts of reflection and self-affirmation were included, the relationship between the participate in service-learning course and caring ability were changed; (d) when control variable was included, the relationship between all independent variables and three dimensions of caring ability was remained.

Finally, based on these results, this study also provides some suggestions that could help the implementation of service-learning and be a reference to future researchers.

P11   **Harmonization of Environmental Ethics Values for Strengthening Social Function of Land Rights through Civic Education**

Mrs. Triana REJEKININGSIH
Lecturer, Civic Education Department, Sebelas Maret University, Indonesia
Mr. Mifta CHUROHMAN
Teacher, Civic Education Department, Sampoerna Academy, Indonesia

This condition is motivated by a variety of social phenomenon among young people who have no concern for the agrarian life, particularly related to understanding the social function of land rights. The objectives of this research are (1) to explore the learning of agrarian study in vocational school Pasawahan, West Java, Indonesia; (2) to know the values of environmental ethics for strengthening the social function of land rights; (3) to analyze the role of Civic Education for strengthening the social function of land rights through harmonization environmental ethical values.

This research used qualitative exploratory research aimed at finding new ideas or problematic so will result in grounded theory. This research took place in vocational school Pasawahan by using purposive sampling. Technical analysis of the data using interactive analysis model of Miles and Huberman.

The results of the research as are as follows (1) learning of agrarian study carried out with the aim that the students acquire the knowledge, skills, and patterns of thinking and behaving that reflects pride and concern for agricultural country, as well as an obligation to be primarily agraria land resource is maintained sustainability for the independence and welfare of the nation. (2) The values of environmental ethics for strengthening the social function of land rights, among others things are confidence in the sustainability of agrarian resources to live together, respect for land, land for moral responsibility, social solidarity, compassion and concern for the land, no damage soil, obey the social interests of the community. (3) Civic education is as a vehicle to form citizens capable of implementing the social function of land rights, among others, to instill civic knowledge, the substance of the social function of land rights, civic skills, which share the ability to manage and maintain the land in order to satisfy the principle of social function of land rights, civic dispotitions the properties that must be owned by every citizen to apply the social function of land rights.

Group 4
GLOBAL CITIZENSHIP AND INTERNATIONAL SERVICE-LEARNING
5th June 2013, 3:25pm – 5:00pm, LKKG04, Lingnan University, Hong Kong
Moderator: Dr. Cesar D. ORSAL, Vice President for Academic Affairs, Trinity University of Asia, Philippines

P12   **Strengthening Intercultural Realtion through Theology of Service**

Dr. Cesar D. ORSAL
Vice President for Academic Affairs, Trinity University of Asia, Philippines

Trinity University of Asia (formerly Trinity College of Quezon City) is one of the pioneering academic institutions in the world that catapulted the pedagogy of service-learning in the mainstream. IPSL, formerly known as Partnership for Service-Learning in 1985, tapped Trinity as the venue of its first parallel conference on service -learning attended by selected faculty and 12 students from different countries. In 1998, through the generosity of Henry Luce Foundation, Dr. Harold Berry and Dr. Linda Chisholm have created a special program for Theology of Service, believing on the idea that cultural understanding through interfaith study, will strengthen the brotherhood of humankind. From 1998 to 2003, this special program, Theology of Service of IPS-L was held at TUA for six weeks during Summer interim. The program becomes a venue for interfaith study on four Asian religions (Christianity, Buddhism, Hinduism and Islam). Students from America, Australia, Britain and Asia come to Trinity to interact in the discourse of religion and the same time commit themselves to community service, where they actualize the common passion: Serve the People, Serve God. Today it continues to offer the program in a bilateral relationship with Kobe International University from Japan.

In the program, students of different culture, different religious orientation converged at TUA bringing with them their individual ideosyncracies but unite with the common dedication found in any faith: "The one who has compassion/acts in compassion, for his fellows and by doing so serves God." This spiritual journey was actualized in the partner communities (Aetas in Pinatubo Zambales) and agencies (Laura Vicuna Foundation, home for abused women; Silong Tanglaw, home for former street children and Hospicio de San Jose, an orphanage; Kuya-Drop in Center, a temporary shelter for male street children)

Looking back on the different reflections made by student-participants from 1998 to 2003, and the recent participants through bilateral relations, this paper shall historicize phenomenon of building faith, building culture. And how these reflections are concomitant to the present study abroad programs with service component. A phenomenological approach is used to explore on the topic.

P13   **Sampoerna Academy Learning to Life Program : Preparing Indonesian Student Become Future Global Citizenship**

Mr. Mifta CHUROHMAN

Teacher, Civic Education Department, Sampoerna Academy, Indonesia

Global citizenship is an approach to future living in which leaders have a global responsibility to apply it to their everyday acts. Global citizenship is often over-simplified to mean progressive politics, economic and social culture. The idea that we are all citizens of the globe, and therefore we are all equally responsible for what happens on, and to our world. Seeing these conditions, it is necessary to program for students to learn how to face the global challenges ahead to be a global and responsible public.

In one of secondary educational institutions in Indonesia, Sampoerna Academy, a program called L2L (Learning to Live) is given to prepare high school students for future learning life so that they understand how to deal with the global challenges as global citizens.

The four strands of Learning to Live program Abstract are Global citizenship (activities preparing the students to play an active role as citizens), Personal well-being (physical exertion contributing to a healthy life style), Creativity and Arts (arts, and other experiences that involve creative thinking), Community Service (an unpaid and voluntary exchange that has a learning benefit for the student in which the rights, dignity and autonomy of all those involved are respected).

The service component of Sampoerna Academy Learning to Live program is aimed to provide experiential learning through service, and reflection on that experience, which will develop responsibilities of each student to themselves and others. Students may directly or indirectly engage in work on global problems, or work with other people at a local level, developing their capacity to function collaboratively.

This program requires every student to be evaluated in two ways; self evaluation by the student or evaluation by adult leaders and by the supervisor. Then the biggest portion of the program will let the students to learn about their role as a global citizenship, what issues they will face and how a strategy for the globalization era. Sampoerna Academy Learning to Live Program does not only discuss about the real live for students at school but also the real life in the global world as well as understanding it.

P14   **From International Education to Service Learning for Pre-Service English Teachers in Indonesia: Lessons Learned from the Salatiga Meets the World program**

Ms. Frances SINANU

Lecturer, English Department, Satya Wacana Christian University, Indonesia

This article shows how the Salatiga Meets the World (SMW) program, which was originally meant to be an alternative for international and global education in Indonesian schools, at the end has become a model for service learning in higher education. The SMW program involved international speakers, who shared their multiple local perspectives on the global issue of water, 14 students from various elementary and middle schools in Salatiga, and seven facilitators, who are third and fourth year students at the English Department at Satya Wacana Christian University in Central Java, Indonesia. The SMW program evaluation, using pre- and post- surveys, shows the unexpected impacts for the seven facilitators who all stated that as they volunteered in the program they gained hands-on experiences that are highly useful for their study at the university and for their future teaching career, such as speaking and presentation skills, planning skills, classroom management skills, interpersonal skills, and cross-cultural competences. As Berg (1997) puts it, "however unintentional, elements of service learning may already exist in your curriculum", the SMW program, which was not designed to be a service-learning program, has benefited both, in Sigmon's (1994) terms, 'the providers' (speakers and facilitators) and 'the recipients' (students) of the activity. Using Jenkins & Sheehey's (2011) Checklist for Implementing Service-Learning in Higher Education, this article ends with a proposal to include SMW program as an elective course that will bring both the international education and service learning elements to the curriculum of English teacher education in Indonesia.

P15   **Lessons Learned: Partnering US and Asian University Faculty and Students in Environmental Service Learning Projects in Asia**

Dr. Jack HARRIS
Professor of Sociology, Anthropology and Sociology Department, Hobart & William Smith Colleges, United States
Mr. Brian MACHARG
Director of Service Learning, Service Learning Department, Eckerd College, United States

In the Summer, 2012, the Luce Foundation awarded an exploratory grant to ASIANetwork to encourage American and Asian colleges and universities to collaborate to train faculty in service-learning pedagogy, and introduce environmental studies and especially natural science faculty to Asia to develop the facility to do collaborative environmental work in Asia. This included two pilot projects in Asia that facilitated collaborative service learning for Asian and American students examining global and local environmental issues. Two teams were selected: one paired faculty and students from Eckerd College with faculty and students at Soegijapranata Catholic University in Semarang, Central Java, Indonesia; the other paired faculty and students from Warren Wilson College with faculty and students at Yunnan University, Kunming, China, and the projects were completed in the summer, 2012.

The pilot projects identified obstacles and provided models for subsequent projects to be developed at other sites in Asia. This paper and presentation shares the lessons learned, the obstacles that were presented, identifying the things that worked, and areas that need reconsideration. Specifically, it discusses choosing partners, joint proposal development and design, faculty and student preparation, the relationship with the host community, planning the itinerary, the focus on service learning, budgeting for a project of this sort, and reporting outcomes. These lessons learned are generalizable to almost any Asian-American collaboration of this sort, and will guide the design and collaboration for future projects.

P16   **Practical Ways in Building Effective Partnership in Service-Learning**

Mr. TANG Wai Hung
Lecturer, Department of Social Work and Social Administration, The Chinese University of Hong Kong, Hong Kong
Mr. LING Wai Hang, Henry
MPhil Candidate, Department of Social Work and Social Administration, The Chinese University of Hong Kong, Hong Kong

Building effective partnership among educational institutions and community-based organizations is crucial in Service-Learning since with the strong network and cooperative relationship, it can facilitate utilization of resource, maximize students' learning, enhance social integration, and build better relationship in the community. In addition, more opportunities would be provided for tertiary school students to serve and learn. It could also provide better services for service recipients.

The paper aims to share the ways and strategies in building effective partnerships in Service-Learning. Apart from the previous experiences and knowledge of authors, feedback and suggestion from community partners and the partnership from university will be reviewed. The paper will highlight the roles and features of both educational institutions and community-based organizations.

Several practical ways to establish and maintain Service-Learning Partnerships will be shared. For example, managing mutual expectation, formulating shared visions and goals, developing working modes, sharing resources, and as well as developing feedback and monitoring mechanism will be covered. Frequently encountered barriers for disturbing partnership will also be discussed. Unrealistic plan, insufficient training, inadequate briefing and preparation, under estimation of resources, and unmet expectation are some of the examples.

Also, insights for practitioners and educators to run service learning with better partnership will be provided.

P17   **Community Outreach Program as a Bridge to Explore The Culture and Local Knowledge of Community**

Mr. Herry Christian PALIT
Head, Community Outreach Centre, Petra Christian University, Indonesia
Mr. Yohanes Budi CAHYONO
Project Officer, Community Outreach Centre, Petra Christian University, Indonesia

Every country has different culture. Every culture has its own uniqueness and become the identity of a country. What will happen when some students from around the world, from different culture, conduct several activities together and interact in a rural area with certain culture? Beautiful, isn't it? Or there could be social and culture conflict?

Community Outreach Program (COP) was created as a bridge to answer those questions. COP is an International Service-Learning Program at Petra Christian University. COP is followed by the under-graduate students from Netherland, Poland, Romania, Japan, South-Korea, Hong Kong, Brazil, and Indonesia. COP offers students living in rural area (village) for several weeks with their lady mother to have daily life's experience closely while they conduct physical and non-physical projects. Each village consists of students from different country. At the opening ceremony of COP, all students from each country will perform their own culture.

Many conflicts could be happened when they interact during at the village, because they are from different culture (way of thinking, language, social, values). The conflicts could be happened between students and local people, among the students, and the student itself. Through these conflicts, the students and local people got a learning process that leads them to respect each culture. The students become very respect and adapt with the local culture. We could see this phenomenon at the closing ceremony. There is a big difference with their performance between opening and closing ceremony. At the opening ceremony, the students perform their own culture, but at the closing ceremony, the students combine their different culture with local culture in their performance.

During the COP, the students also learn from the local knowledge of community how to solve the problem. Sometimes, the solution is quite simple but the students never think about it. Their creative idea by using the local resources, make the students understand how to implement the theory in real life.

In a global context, COP is a good example for understanding the unity in diversity and also campaign the peace building issues around the world. After the COP, the students will bring the spirit of peace building in their own country.

P18   **Effects of Service-Learning on the Development of Students and the Community: Findings from East China Normal University**

Prof. YANG Fuyi
Associate Dean, School of Preschool & Special Education, East China Normal University, China
Prof. LIU Chunling
Chair, Department of Special Education, School of Preschool & Special Education, East China Normal University, China
Dr. JIANG Qindi
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Associate Professor, Department of Special Education, School of Preschool & Special Education, East China Normal University, China
Prof. YAN Wenfan
Chair, Department of Leadership in Education, College of Education and Human Development,
University of Massachusetts Boston, United States

Service-learning in America has developed rapidly over the past few years, and previous research in western countries indicated that service-learning is an effective teaching and learning approach that can improve the development of students and the community. However, these findings are largely originating from the US and most of them are based on qualitative evidence. This study mainly focused on service-learning in a special education program in higher education. Results suggest positive impacts for students in the special education program, the city, and the community. Service-learning activities included in the study are: (1) special education class observation and on site service in core courses of special education program, (2) a one-semester internship for undergraduate students to get teaching and rehabilitation skills, and (3) graduate students' "Shuguang volunteer team" which serves the handicapped . The study has provided empirical evidence of the effectiveness of service-learning in one urban setting in China. It has significant implications for promoting the study and practice of service-learning in China. In addition, the positive impact of service-learning on professional development suggests the need to conduct further studies in the professional development area.

P19   **Primary Study on Teaching Assistants' Experience in Service Learning and Professional Courses**

Prof. HO Huei Chin
Assistant Professor, Department of Social Welfare and Social Work, Hsuan Chuang University, Taiwan

Over the years, domestic studies on service learning mostly focus on learning experience, learning effectiveness or learning process of students in service learning programs or courses, or introduced the design and implementation of service learning courses. They rarely explore teaching assistants' experience in service learning courses. For teaching assistant, they not only assist with teachers' instruction and course activities, but also contact with the students. Moreover, they can suggest the observation and feedback regarding the design and implementation effectiveness of service learning based professional courses.

This study treated three graduated teaching assistants who have participated in two service learning based professional courses in service department of one university as the subjects. In-depth interview was conducted to explore teaching assistants' experience in service learning professional courses. First, the participants suggested that teaching assistants in service learning based professional courses, in comparison to those in professional courses upon teachers' lectures, are more likely to combine professional knowledge and implementation. Since service learning values the guidance of reflection activities, the participants acquired the most on supervision and guidance of reflection activities. They thus could integrate the learning and practice of professional service knowledge and competence. Teachers' course design, teaching style and training for teaching assistant are the demonstration and models for the participants in service works after graduation. By the acquisition through accompanying and discussing with students regarding service learning, participants could internalize the empathy. Primary analytical result of this study can serve as references for future design of teaching assistant training in service learning programs or courses or adoption of teaching assistants of teachers in service learning courses.

P20 **The Voice From Senior Undergraduates: The Learning Effects of The Final Learning Stage in Taiwan**

Prof. LIU Hsing Yuan
Associated Professor, Nursing Department, Chang Gung University of Science and Technology, Taiwan
Ms. LIU Yu Ting
Research Assistant, Nursing Department, Chang Gung University of Science and Technology, Taiwan

Ongoing instability in the nursing workforce is raising questions globally about the issue of nurse turnover. Recently developed hospital-based programs address the socialization transition of a registered nurse rather than the institutional policies in recruitment and retention. However, the awareness of this issue among senior undergraduates in nursing schools was rarely studied.

The purpose of this study was to investigate the learning effects of the Last-Mile Curriculum using both quantitative and qualitative methods. The purpose sampling consists of 206 nursing students from a science and technology in Taiwan. Four quantitative instruments were used for data collection before and after the whole Last-Mile curriculum. Reflection journal and two focus group interviews were also used as qualitative supplement for this study.

The results only showed one positive effects of the implementation of Last-Mile curriculum on the nursing students' professional commitment, and negative effects of this curriculum on professional competence. From qualitative data find the dark moment of nurses in Taiwan, every nurse should take care of least 8-12 patients and working hour often over ten hours every shift, even more. The working environment of nurses seriously impacted the career choice of senior undergraduates. The results of this study provide useful references for nursing professionals.

Group 7
SERVICE-LEARNING AS CIVIC EDUCATION &
PROGRAM EVALUATION AND ASSESSMENT: OUTCOMES OF SERVICE-LEARNING AND A RESEARCH AGENDA
5th June 2013, 3:25pm – 5:00pm, LKKG05, Lingnan University, Hong Kong
Moderator: Ms. Wu Feng Xia, Student, Basic Medical Department, Guangxi Medical University, China

P21 **Service and Research Program on the Primary School Students about the Infection of Parasite in Remote Village of Baise, the Guangxi Zhuang Autonomous**

Ms. Wu Feng Xia
Student, Basic Medical Department, Guangxi Medical University, China

As an innovative mode of professional study that combines not only the theory and practice but also the service and learning. The service and research program on the primary school students about the infection of parasite in remote village was implemented in three primary schools located in the remote areas of Baise, the Guangxi Zhuang Autonomous Region.

First of all, program participants studied the medical parasitology as professional course in school. Prepared and tidied up the theoretical knowledge and materials for the service-learning activity.

Next, program participants went to the schools to teach the students what is parasite and the parasite disease, how they get infectious, what is the treatment, the prevention and control.

Then, program participants collected the feces of the students as specimens to make experiments to screen those who were infectious about the parasite. Gave the positive students anthelmintics after screening test to help them with the treatment.

Finally, program participants summarized all the study in this process of service-learning.

Through the service and research program on the primary school students about the infection of parasite, program participants got to understand students in some remote and poor villages in the Guangxi Zhuang Autonomous Region are lack of the education about the parasite disease that is so close to their growth. This impact should be improved by the government.

Program participants understood the significance of service-learning deeply, that is using our present knowledge to serve people who really need help and improving ourselves at the same time. It is a new way of study that is effective to arouse interests of medical students to learn more out of school through practice and is promising to become a project in more medical schools in China.

P22   Re-viewing the Society and Underprivileged Youth through the Lens of Service-Learning Project on Social Enterprise

Ms. LO Yuen Wa
Student, Faculty of Arts, Lingnan University, Hong Kong

Background – 'Three-low' Youths in Hong Kong

'Three-low' refers to youths having low education level, low technological level and low income. According to a study conducted by The Hong Kong Federation of Youth Groups in 2007, it's estimated that there were over 30,000 'three-low' youths in the city. Related problems arise. Service-Learning as a pedagogy can effectively bring together university students, business scholars, and social enterprise partners to address the issue.

Service-Learning Course Program – Corporate Social Responsibility

The course I studied was 'Corporate Social Responsibility' (CSR). It taught us about the concepts of CSR and related theories. CSR is the obligation of an organization's management towards the welfare and interests of the society in which it operates. Many people may think that only large companies are able to practice CSR since they have sufficient resources. In fact, any enterprise is able to practice CSR. In this course, we served the social enterprises to see how well the organizations fulfill CSR while achieve their social goals at the same time.

Social Enterprise Partner in the Course – BiciLine

The social enterprise I served was BiciLine. It offers eco-tours and related education services to promote environmental protection and appreciation. Most importantly, it provides valuable employment opportunities to the 'three–low' youths in Yuen Long (where the shop is located) with reasonable salaries and professional training, allowing the youngsters to work as shop assistants and tour guides in the eco-tours. On the other hand, corporations can fulfill CSR by sending their staff to join the eco-tours organized by BiciLine.

What I Have Learnt as a Service-Learning Student

Apart from serving the 'three-low' youths, BiciLine tried it best to balance the interests of its stakeholders. In this program, we helped design and conduct a market survey about price adjustment. The aim of doing these tasks is to put the stakeholders' interests in concern. We conducted the market survey in order to know the responses of their customers about the price change. And the responses of the customers would affect the business of BiciLine and its competitors in different degrees. We learnt much about CSR and social enterprises.

P23   Exploring the Satisfaction of College Students Participating in Service-Learning Courses in Taiwan

Prof. CHANG Tung Miao
Associate Professor, Department of International Business Management, Tainan University of Technology, Taiwan
Prof. HSU Yue Dian
Professor, Department of Law, National Cheng Kung University, Taiwan

In recently years, Taiwanese college students have been enthusiastic about participation in service-learning. According to the viewpoints of some theories, the function of service-learning course could practice professional knowledge and skills. Moreover, participation in service-learning could popularize the community service. Therefore, the purpose of the paper was to investigate the satisfaction of college students participating in academic and general service-learning. The sample of this study consisted of 517 students from three private technological universities in the southern area of Taiwan. The study tried to find out the impact of gender, school grade, extracurricular activities, volunteer experiences and participation in community service on the satisfaction of participation in service-learning. The collected data were analyzed by descriptive statistics, t-test, and MANOVA. The findings of the study showed that many students felt satisfactory to participation in service-learning. While comparing the difference between the academic and general service-learning course, only the teaching skill played an important role. In addition, school grades and extracurricular activities were related to the satisfaction of participation in service-learning. Finally, some suggestions were provided in the study.

P24 **The Learning Effects of Freshmen Orientation-Based Service-Learning Course in Nursing Education**
Prof. LIU Hsing Yuan
Associated Professor, Nursing Department, Chang Gung University of Science and Technology, Taiwan

Recently service-learning has been greatly promoted by Taiwan Ministry of Education. Allied health education programs also invited prestigious partners such as Harvard University and Massachusetts Medical School to share their teaching experience in service-learning. The pedagogy of service-learning remains an emerging concept for many faculties and leads to their anxiety in challenging course effective. This study aimed to explore the learning effects of the freshmen orientation-based service-learning course in nursing education.

The study used a quasi-experimental and to understand the learning effects. The purpose sampling consists of 206 nursing students as experiment group and 211 nursing students as experiment group from a technology college in Northern Taiwan. Identification of campus instruments were used for data collection before and after the freshmen orientation-based service-learning course. Reflection journal and two focus group interviews were also used as qualitative supplement for this study.

The results showed there were positive effects of the freshmen orientation-based service-learning course on the nursing students' campus engagement, campus environment.

The freshman orientation-based service-learning course emphasizing an interdisciplinary community-based nursing course needs to be developed by the educational partnerships between college and community. An important element of the learning effects was that the faculty introduced reflection for nursing students. The findings of this study indicated the pedagogy of service-learning is effective in nursing education.

P25 **Aiming Toward Graduate Quality Improvement to Achieve World Class University through Quality Assessment on Teaching Learning and Student Services**
Prof. Nunuk Dyah Retno LASTUTI
Head of Quality Assurance Center, Airlangga University, Indonesia
Dr. Dina SUNYOWATI
Secretary of Quality Assurance Center, Airlangga University, Indonesia

Current development in higher education has shown increasing demand for quality improvement, especially related to the quality of learning and education service. This situation requires universities to work for continuous quality improvement. To facilitate this, it is necessary to start with assessing stakeholders' satisfaction that improvement efforts can be better focused.

These assessments are conducted by exploring feedback on the implementation of teaching learning process as well as sufficiency of supporting facilities and infrastructure from internal stakeholders. The results are used as inputs or academia, supporting staff, and the institution. It is beneficial for decision makers, both in university and faculties level, in focusing their policies to improve the quality of institutional performance. It is a way to improve the quality of graduates and the efficiency of education services.

The quality assessments are conducted online. The surveys include (1) new students' requirements and expectations; (2) learning expectation and satisfaction for first year students; (3) teaching learning process and lecturer performance evaluation; (4) quality of supervisory evaluation; (5) faculty's administrative service evaluation and (6) graduates' learning experiences.

Institution wide, the results showed satisfactory achievement, averagely. There was high level of agreement on (3.46) students' requirements and expectations, especially on study program accreditation, competence standards, and also learning quality. High satisfaction index (3.04) was also shown by first year students especially on curriculum, quality of teaching staff, and student activities. Students were very satisfied with teaching learning process and the quality of supervisory. In addition, graduates were satisfied with facilities, curriculum, teaching staff performance and with supporting facilities. However, low index (2.97) was still experienced in faculty's administrative service

Those indexes show both satisfactory and unsatisfactory areas to be concerned. On this ground, these quality assessments have been very helpful to help the institution to understand what areas needed to be improved.

P26	**Examining the Effectiveness of an English Conversation Service Learning Camp Program**

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Recently, an increased number of EFL researchers had explored the feasibility and implementation of the TEFL or ESP-oriented service learning curriculums (hereafter SL programs). Some attempted to use narrative and aesthetic inquiries to the learning-by-doing processes and development of whole person as the functions of personal, social and academic changes. However, few studies examined the effectiveness of extracurricular SL curriculums particularly designed for Business and Tourism English (BTE) Department students. Thus, it seems significant to observe the effectiveness of a 3-month extracurricular SL program that was designed for BTE students to do service learning at a central Taiwan's remote junior high school from December, 2012 to January, 2013. During the period, six BTE teachers recruited different teams of university SL students to serve community children on Saturday mornings. However, in this study, the author, one of the above-mentioned teachers only intended to pay great attention to how SL could be integrated with implementing a 3-hour extra-curriculum English conversation camp and how she cooperated with SL students during stages of preparation, service, reflection and celebrations on and after the morning of December 15, 2012. To reach the goal, she adopted data triangulation to collect documents (e.g., lesson plans, pictures and e-mails for preparations, services, celebrations and reflections) and she made classroom observations and teaching logs. Besides, she interviewed two SL students in addition to informal interviewing BTE teachers involving the SL program after the camp day (before January 31, 2013). The main findings of the study showed that mix-aged community children as well as the BTE students were mostly satisfied with the lesson plans as related to high teacher immediacy, and they accepted authentic L2 performance assessment, which is positively seen as related to teaching/social presence. It seems that they co-constructed a context of a dynamic and synchronistic space during L2 conversation "teachable moments" (Garrison, 1997) in spite of the volunteering parents. Suggestions for more in-depth SL reflection and professional training for L2 proficiency improvement and cross-cultural/ international understanding among the university-community partners are given in the end.

P27	**Mandatory School-Based Community Service and its Impact on the City and Students: Research Findings from Hangzhou Normal University**

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Although service-learning in America has developed rapidly over the past few years, China's research and practice regarding its implementation is still in its infancy. The attention paid to service-learning is relatively less in the mainland area of China, where service-learning is still in its beginning stages. In higher education, service-learning is commonly viewed as volunteerism or summer social practice. The limited research in this area has also focused on the summary analyses of American studies on service-learning. Presently, there are few empirical studies that investigate the impact of service-learning on urban development. Therefore, studying Chinese students service-learning experience, not only will we be able to better facilitate the development of service-learning in China, we will also gain a better understanding of the unique characteristics of Chinese students' service-learning experience to help further facilitate research in this area. This study will mainly describe the various forms and impact of the service program on the students and city of Hangzhou. In our university, we have built a complete organization and policy-making system after several years' practice. Youth League Committee is the main organization institution of student social practice activity in the university that gives rewards to the best persons and colleges every year. Service activities of students in our university include productive labor, observation and participation on site, investigation work and volunteer service. These activities have positive effects on the city and students. However, these activities have limited connections between community service and the academic curriculum and this is an area that could benefit from further theoretical guidance.

P28

The Developmental Characteristics of Engagement in Service-Learning:
Case from Beijing Normal University Students
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Most studies about service-learning in higher education investigated the positive results that service-learning brought about to students. The dynamic process and mechanism of students development during service-learning, however, were relatively neglected. What are the features of students' engagement when they face with the authentic and challenging service situation? Especially, as the only child for most of the present Chinese college students, how does this group interact with people who need help? Using the case study methodology, we explored the dynamic process and characteristics of students engagement during the service-learning activities. The case in this study was 31 sophomores (18 females and 13 males, 18-22 years old) who enrolled the course of Psychology of Learning in Beijing Normal University. Students were divided into groups and each group interacted with mental retarded children for about 9 weeks. Students spent two and half hours per week together with special children and tried to apply the knowledge gained from the course in classroom. It was the first time for most of students to interact with special children closely, directly and continuously. After every service experience, they were asked to write reflection journals about their own thoughts, feelings and behaviors during interactive process. 279 reflection journals were collected and analyzed with a coding rubric which included three dimensions of engagement: emotional, cognitive, and behavioral. Results indicated that students' overall engagement showed four developmental features: a) confusion and hesitancy, b) enlightenment and enthusiasm, c) fluctuation and adjustment; and d) stabilization and routinization. Also, there were individual differences in overall as well as in three dimensions of engagement throughout the whole service-learning. Four types of students were found respectively: enthusiastic & fragile, regulatory & flexible, and persistent & resilient.

P29

Oral History and the Cultivation of Critical Thinking
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Our course is historical sociology. The Service-Learning's content is oral history of leprosy rehabilitation village in Si'an. The life stories of the elderly who are isolated and discriminated are recorded by the way of oral history, which not only make people re-understand this marginalized population but also can make them no longer unknown to the public and become a part of human life experience. The life dignity of the old people and their sense of participation in reality will also be improved. For the students, they can break the inherent concept of the world for entering into such a strange world and establish relationship with the rehabilitees, which will add a new dimension of understanding the world. In the process of oral history interview and reading the original archives, we will challenge the public's inherent theory on leprosy with multiple original history materials. Besides, by the exercise of confirming the historical data, we will establish our own independent judgment on historical data and historical events. In addition, as an oral history study with cooperation between the teachers and students, it also helps to reflect some issues, such as the relationship between teachers and students, classroom education and historical writing. More importantly, in this process, the students can truly realize the social connection between themselves and others, and then cultivate a clear sense of civic responsibility.

P30   **Learning Portfolio – A Service-Learning Journey of Engaging Students in Criticality**

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It is well documented that this globalized world demands governments and educational institutions to develop twenty-first century skills in their students. One important aspect of twenty-first century skills is that of critical thinking (or criticality). However, developing criticality is not a simple matter. Despite vast resources devoted to developing criticality of students in many countries, it is a common refrain from employers that workers from school systems of these countries lack resourcefulness, out-of-the-box thinking and the ability to challenge conventional system.

Service-learning has been used widely in many parts of the world to develop students' criticality. One of the purposes of this paper is to reflect on the learning journey in using service-learning pedagogy, underpinned by constructivist paradigm, to engage participants in developing criticality. The other purpose of this paper is to exhibit the reflections of participants of selected service-learning initiatives. Links from the service-learning experiences to developing criticality are established through the reflective accounts of both facilitators and participants.

A learning portfolio approach is used to collect a rich variety of reflections relating the service-learning experiences to criticality. One group of artefacts is from facilitators and participants of three Overseas Community Programme (OCP) expeditions organized over the last two years by a department within a polytechnic in Singapore. One of the artefacts from this setting is contributed by a facilitator who provides a reflective account using constructivist concepts like "diagnostics activities" to facilitate the service-learning experiences. In addition, the participants of the OCP offer visually rich insights about their reflections on their service-learning experience from pre-expedition linking to their development in criticality. The second group of artefacts describes the independent social enterprise formed by some of these participants after their service learning experiences. It portrays their journey of empowering needy local tertiary students through using their knowledge and experiences gleaned from their course and past service-learning experiences.

The learning portfolio depicts what both facilitators and participants of service-learning have learnt in developing criticality. Recommendations to service-learning practitioners who want to attempt using diagnostic activities to facilitate their participants' experiences are also provided.

P31 **UIC Voluntary Service Course on Implementation of Service Learning**

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As one of the models of Whole Person Education in UIC, the Voluntary Service Course has focused on self-development, interpersonal relationship, learning in process and learning to be a holistic person, as well as cultivating culture of giving through serving others. Our Voluntary Service Course is developed with main consideration on students' interest which is essential to the discovery of students' potential and talents.

The Voluntary Service Course has launched different service projects to meet the needs of Zhuhai citizens. These projects support the various vulnerable groups in Zhuhai such as disabled children and their parents, teenagers, migrant workers and senior citizens. In the process of services, there are different training sessions on interpersonal skill, knowledge on civil society and NGO-development, volunteership and so on. Besides, in each semester, some NGOs leaders are invited and honored as volunteer social mentor to facilitate our students' understanding on certain social issues.

Our voluntary service course with 3 months duration aims to broaden our students' horizon, ascend awareness on social problems and contribute to the betterment of communities. Personal reflection essay, group presentation, service journal writing and service participation are the basic elements of evaluating the learning outcomes and performance of students.

Our Voluntary Service Development Center (VSDC) as the main unit to promote service learning is considerably supported financially by UIC.

P32 **Environmental Conservation: Focus on Service-Learning Activities for Communication Juniors and Seniors of the University of Saint La Salle, Bacolod City, Philippines**

Mr. Quin Ryle TORRES
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The University of Saint La Salle Service-Learning program for Communication majors in their Junior and Senior years are focused on two activities: Peace Education and Promotion of Environmental Conservation and Awareness. Both are implemented through Information, Education and Communication, or IEC, activities.

The peace education component has been going on for five years while the environment conservation awareness initiative was started only during the academic year as a Service-Learning-related activity.

Through the poster this student is proposing, we can show the objectives, preparation, implementation and methods of popularization of at least three related activities – the students' participation in the 27th International Coastal Clean-up Day, monitoring of the campus Carbon Neutral and Waste Segregation Programs and the Creek Cleanliness and Safety Campaigns.

At the same time, the presentation will show the ways by which students motivate themselves to participate in the campaign and their sense of appreciation of the Service- Learning activities in their overall learning process.

P33   **Higher Education is the Place to be Young People Foster Responsible for Adults and Surrounding Environment**

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The world of human habitation since civilization began become wonderful because of their creative abilities. When the growing scientific intelligence of the environment continues to be built by the works which did not stop, it changes the life of vibrant neighborhood. But inside the people and culture behind it , there are growing problems arising from man-made as well. Problems that result in environmental damage, human nature itself, but the welfare of individuals and groups is everyone's goal, but in fact a state containing humanitarian issues, human behavior is far from ideal claiming cultured human desire life itself. Bad behavior until genocide happened in the advancement of human rights, where respect for human life is being glorified. This situation is a question for every nation in days of globalization, the questions posed to educators in schools, especially in college, because modern people believe that higher education can change the world for the better, through education people will be better so that the world can be better. Actually the reality of the world is still covered by conflicts that show poverty and suffering. So through this paper will be traced the dark side that probably has not yet been touched by the growth of education and learning from young people growing into an adult, until he was ready to build a just and civilized humanity for the welfare and comfortable living environment for all.

P34   **Experience of a Mentor at the 65th Street Corridor Community Collaborative Project in Sacramento, California**

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The 65th Street Corridor Community Collaborative Project is an instrument in the success of Hiram Johnson High School (HJ) and Will C. Wood Middle School (WCW) at Sacramento, California. The "Ethnic Studies Community Collaboration and Activism Bridging Theory and Practice" (Sobredo, J. & Revilla, L. Mark, G., In T. Fong, 2008), research shows that HJ's demographic was mostly Asian Americans (27.9%) and Hispanics (22.4%) as well as WCW had a similar demographic of Asian Americans (29.1%) and Hispanics (32.1%) as the majority student population. The 65th Street Corridor mentors are from different ethnic backgrounds, and social class. Mentors have opportunity to work with students hands on and as mentor support that "I was able to see the need for community service which this program provides." –M.R. The current study looked at the experience of mentors in two-difference school setting over period of semesters.

The 65th Street Corridor Community Collaborative Project is a community mobilization effort on improving academic achievement at Hiram Johnson and Will C. Wood. With the partnership of HJ and WCW and interdisciplinary scholars of California State University, Sacramento, a project was aimed to address social issues effecting students from obtaining higher education. Every semester the 65th Street Corridor Project recruits students from Ethnic Studies courses at California State University, Sacramento (CSUS) to serve as mentors at HJ and WCW. Mentors are expected to attend orientations, staff meetings, complete tutoring hours, and participate in the fieldtrips throughout the semester.

The project gives the mentors opportunity to be creative with students and the ability to think critically when faced with a challenge. Mentors express and communicate their experience through reflection sessions and by participating in the research, by answering the pre and post survey. The mentors become aware of the necessity of influencing students to pursue higher education and different ways the education system can improve. Mentors gained the skills of educating, inspiring, and creativity are more likely to become a self-fulfilling prophecy in the improvement of the world.

The project inspires mentors to pursue a career "after participating in the service learning program, I'm positive that is what I want for my future, to be a teacher." –P.M.

P35   **Service-Learning Curriculum: University Social-Service Responsibility Based On Communitarianism**

Mr. LEE Ming I

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Being a teaching method, service-learning has been playing an important role for a long time. Up to 2008, Ministry of Education (ROC) encourages higher education institutes to develop service learning curriculum. The policy aims to make a combination between community (service) and higher education institute (learning) and improve the community-service function of university. Therefore, to provide thoughtful service with community's need, not just for computing services as an evaluation indicator or additional work outside the school, the service learning curriculum activities should be taken place around local community where the university located. When the service-learning activities of classes focus on local community's needs, university, not being satisfied with only provided some disposable volunteer service, could do its best to provide outstanding service. More, the service-learning effects could be shared easily for both community-service and university-teaching (student-learning). At last, the activities around local community make the service learning activities of classes possible to work practically. (For there was a research show that the most difficult personal issues of students when they delivered service is no transportation.) Conclusively, the service-learning activities could be held in many different kinds any time and places. But, for the goal to provide thoughtful (humanization, socialization and professionalization) service and get meaningful learning, the service-learning curriculum should make a close link with promoting communitarianism.

P36   **Building Partnership with the Society through Early Childhood Development Project in Siwalankerto**

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Siwalankerto environment is a giant laboratorium that can support an interesting learning process. Petra Christian University Campus is located in Siwalankerto area with its plural community in which most of the people are moslems. As a new comer in the neighbourhood, our campus must play an appropriate role in order to be accepted and supported by the Siwalankerto community. This circumstance has made the service learning method that is developed in our classroom become more specific, which is building social partnership to the neighbourhood around our campus.

Holding service learning method in architecture subjects is not easy. Sometimes service learning method needs to be modified. The class needs to be arranged in special condition, according to the time schedule of the class.

In early 2012, our class was requested to redevelop an early childhood learning center for the poor community in Siwalankerto. It was provided by the local government. The condition of the building was unsuitable to be used by a large number of children who learn in that place. During the design process, our students learnt a lot of new things. It made the students learn about caring and respecting others, developing new skills of their psychomotor abilities, and developing their critical and creative thinking.

This type of learning process could build social partnership with others and influence our students' way of thinking. It broadened their vision of knowledge and mostly improved their soft skills. They reflected that they had learned new things besides major subject that has been taught. They also learned new experience that was taught by the marginal community. Students in other architecture subjects that do not implement Service Learning will not get these experiences.

P37   **Service-Learning as an Agent of Change: The 65th Street Corridor Community Collaborative Project**

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The 65th Street Corridor Community Collaborative Project is an immense resource to the 65th Street Expressway community and aims to make an impact on societal problems by reducing at-risk behavior, increasing student academic achievement, fostering student leadership, and improving parent participation for immigrant children. As an agent of change the 65th Corridor Project has implemented a Service-Learning program that offers tutoring/mentoring services to students in the community. The Service-Learning tutoring/mentoring program is a partnership between the Department of Ethnic Studies at California State University, Sacramento, Hiram Johnson High School (HJHS) and Will C. Wood Middle School (WCW) as well as the surrounding communities and addresses low standardized test scores, poor academic performance, and at-risk behavior. In 2002, when the program was created, only 7 percent of the High School graduates had passed the necessary coursework deemed eligible to attend a four-year institution. Consequently, the implementation of the 65th Corridor Project at WCW and HJHS facilitated a higher passing rate of standardized test in the subjects of Math and English. Moreover, the 65th Street Corridor Project is a methodological Student Bridge program; as Sac State mentors provide individual attention to at-risk youth of which a relationship is fostered reinforcing confidence and trust for both mentor and mentee. Concurrently, the 65th Corridor Project Service-Learning program enables university students to give back and service the community while simultaneously supplementing their academic growth. The 65th Corridor Project program focuses on cultivating a college-going culture for the students of WCW and HJHS, and provides information about college preparation and access to students and parents. In addition to mentoring/tutoring WCW and HJHS students within a classroom setting, Sac State Service-Learners/Mentors assist in workshops and discussions for field trips each semester—with sessions highlighting admissions preparation and requirements, leadership and diversity. Overall, the 65th Street Corridor Project strongly believes that engaging at-risk students and advancing access to a college campus contextualizes and demystifies the understanding and discussion of college.