Survey Report

For

CBS 229 - Chinese as a Second Language in Local Schools

Compiled by

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Office of Service Learning

22 March 2013

This survey questionnaire (Appendix III and IV) began with some general information, and overall learning experience questions (for post survey), followed by a total of 20 generic/soft skills questions covering four domains namely Interpersonal Effectiveness, Teamwork, Problem Solving and Social Responsibility. For the post survey, there is one opinion question with several sub items in open-ended format. Key findings are summarized below and cross-references can be made with the tables in Appendix I, and II.

Findings

General information

As shown from the calculation in Appendix I, all the respondents (100%) from the pre-survey had prior experience in voluntary service. Fifty percent of the student sample had involved in all kinds of voluntary service within 3 months. All the respondents would like to do something meaningful and important. Over 90 percent of the respondents wanted to develop their problem solving skills. Over half (67%) of this student sample wanted to help others in need and to contribute to the society.

In terms of the post-survey, over half (83%) of this student sample (n=12) had participated the service learning activities / projects within 3 months. All the respondents (100%) completed 40 service hours. (See Appendix I).

Overall Learning Experience

The second part of the post-survey started by asking the respondents who are current undergraduate students, to indicate how much they agree or disagree with each statement. Results revealed that the item "I applied the professional knowledge / skills that I learnt from class at the service learning activity / project" topped the list and was agreed by 91% of the respondents. "I agree that it is meaningful to serve the needy people or another 55% agreed the item "came second and was strongly agreed by 75%.

"Generally speaking, I learn better from the service learning activity /project than traditional classroom learning mode", and "I will participate in service learning activities in the future' came third and was agreed by 67%. Over half of the respondents agreed the items including "I treasured the learning experience throughout the activity / project", and "The activity / project was well prepared and organized. A detail of the report is provided in the Appendix II (Table 1).

Analysis of Results

The main part of this survey focused by asking the respondents to rate their performance in numerous areas concerning their Generic/soft skills in terms of "Always", "Usually", "Sometimes", "Rarely' and "Never". Pre-tests were administered prior to the Service Learning and post-tests were administered after the Service Learning.

To determine the statistical significance of changes from pre to post survey, paired sample t-tests were performed on students' pre and post- service learning scores for four domain questions including interpersonal effectiveness, teamwork, problem solving and social responsibility using the Statistical Package for Social Sciences. Each domain contains 5 sub questions on generic / soft skills.

Results from Paired Sample T-Tests

As shown from the calculation in Appendix II (Table 2) and Summary chart 1, students' post-service learning scores (%) were significantly higher than their pre-service learning scores (%) at the p=.002 level, for two of the competencies. These comprised "**Interpersonal Effectiveness**", and "**Social Responsibility**".

Significant differences were also exhibited at the p=.05 level for another two competencies. These comprised "**Teamwork**", and "**Problem Solving**".

Open-end question for comments or suggestion for improvement

The final question was in open-end format asking all the students, to provide suggestions for improvements in terms of a) program arrangement, b) support materials/activities (e.g. pre-service training, briefing sessions, etc.), c) support from NGO(s) (e.g. agencies involving in the project), d) any other comments/suggestions. See Appendix II (Table 4 to 7).

Limitation for the study

Due to the sample size of the data is small (<30), the result obtained from the calculation on paired t-test are not representative to the entire population. The results only reflect the unique group of people. In additions, due to replacement of the missing value with the mean of the non-missing responses for each case was not performed, students' performance on each attribute tends to be lower.

Implication for Academic staff in Service Learning

This study has highlighted the importance of offering Service learning courses that develop and enhance students' level of competence. The findings of this study provide valuable insight into the educational benefits of students completing a period of service learning. Service learning does make an important contribution to develop key competencies in students. Academic staff that has been involving in teaching service learning subjects could incorporate specialized training in service learning courses that will provide similar outcomes in terms of developing students' generic skills.

Implication for students

The findings of this study have implications for students with respect to their own preparation for service learning or relevant planning for service learning. The study has shown that students can effectively identify or raise awareness of their strengths and weaknesses through the self-evaluation questions. This then enable them to identify the strengths they know they can rely on, and also helps them to identify areas that need attention in order to be well prepared in the service learning roles they will act as students.

Pre-survey (n=12)

Part 1 General Information

[Pre_Q2] Name of Service Learning Activity / Project
- CBS 229 - Chinese as a Second Language in Local Schools

[Pre_Q3] Do you have any prior experience in voluntary service?

Yes	12 (100%)
No	0(0%)

[Q4] How long have you been involved in all kinds of voluntary service?

Less than 1 week	2(16.7%)
1 – 3 months	6 (50%)
More than 3 months	4 (33.3%)

[Pre_Q5] Why are you taking up this Service Learning Activity / Project?

It is part of my course requirement	1 (8.3%)
I want to help others in need	**9 (75%)**
I want to contribute to the society	**8 (66.7%)**
I would like to do something meaningful and important	**12 (100%)**
I believe it will broaden my horizon on understanding the life of the underprivileged people inside/ outside Hong Kong	5 (41.7%)
I was invited by my friends/teachers	1 (8.3%)
To better communicate with others	4 (33.3%)
To develop my teamwork skills	1(33.3%)
To develop my problem solving skills	**11 (91.7%)**
Others (Please specify):	3 (25%)
• I would like to try something related to education • Out of curiosity • Useful for my future career	

Post-survey (n=12)

Part 1 General Information

[Po_Q2] Project Details
Start Date

17-OCT-2012	3 (25%)
27-OCT-2012	2 (16.7)
05-NOV-2012	**4 (33.3%)**
Missing	3 (25%)

End Date

01-DEC-2012	1 (8.3%)
08-DEC-2012	3 (25%)

10-DEC-2012	4 (33.3%)
11-DEC-2012	1 (8.3%)
Missing	3 (25%)

Duration of Programme / Project

Less than 1 month	1 (8.3%)
1 – 3 months	10 (83.3%)
More than 3 months	1 (8.3%)

Total no. of service hours completed

040.0H	12 (100%)

Part 2 Overall Learning Experience

Table 1 Overall Learning Experience for Post-test (n=12)
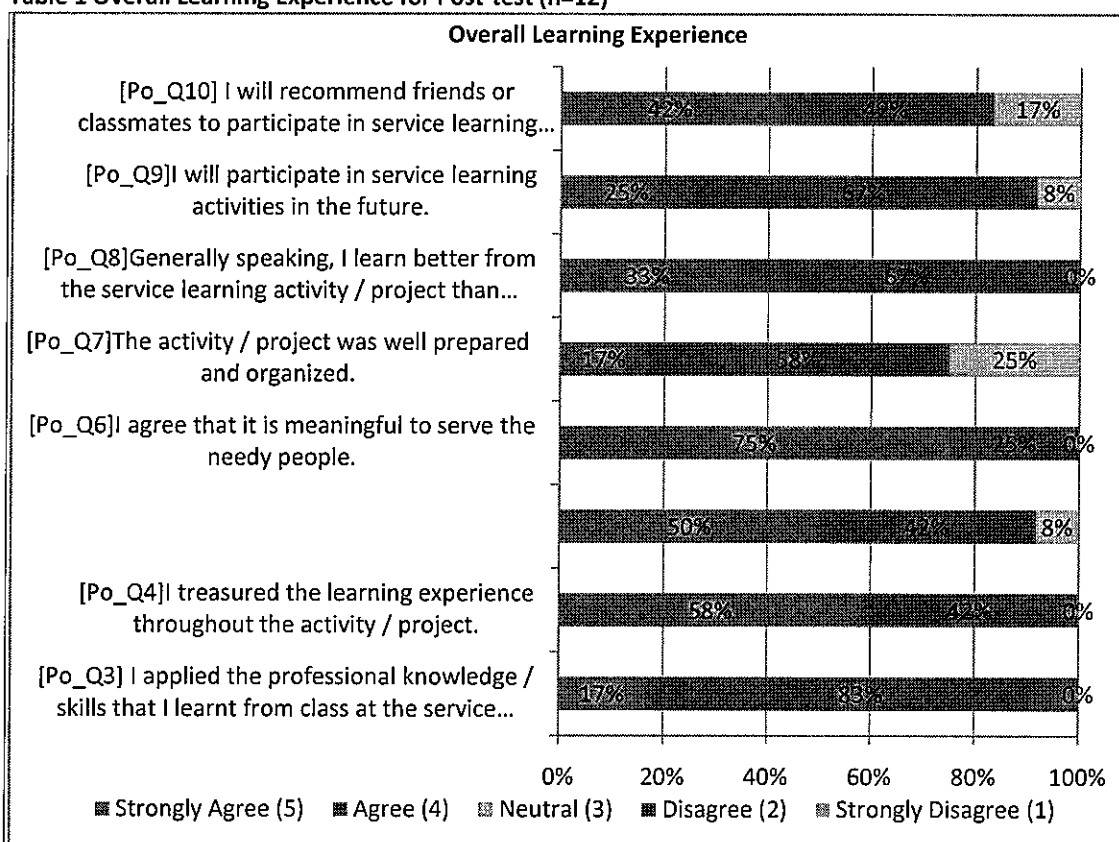
Table 2
Comparison of students' pre and post-test generic/soft skills (%) (n=12)

Generic/soft skills	Students' service learning Status	Mean scores	Differences in mean scores	t-value	Sig. 2-tailed
Interpersonal Effectiveness	Pre-SL Post-SL	18.50 21.08	2.58	-4.640	**0.001****
Teamwork	Pre-SL Post-SL	20.0 21.5	1.5	-2.691	**0.021***
Problem Solving	Pre-SL Post-SL	18.83 20.91	2.08	-3.742	**0.003***
Social Responsibility	Pre-SL Post-SL	19.16 21.66	2.5	-4.486	**0.001****

* Significance at the p=.05 level
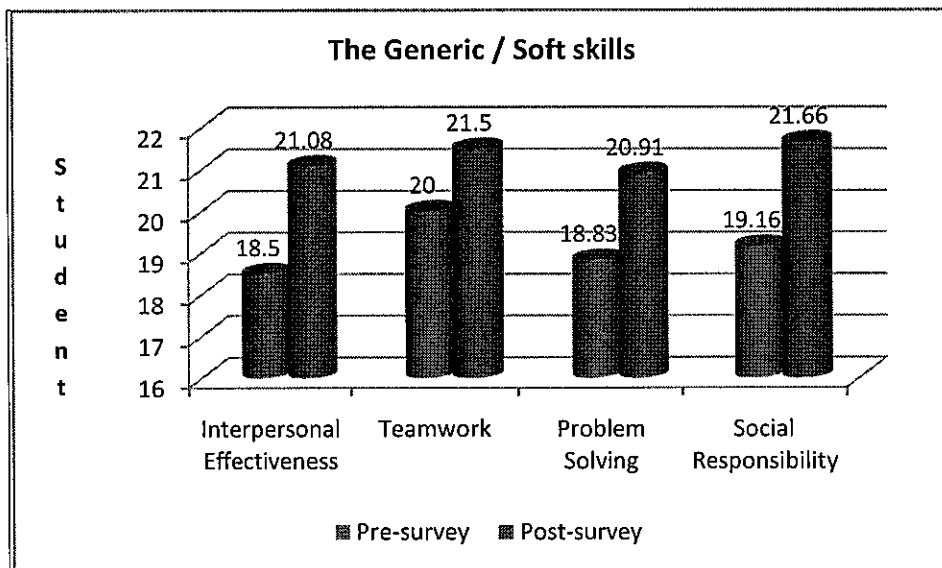** Significance at the p=.002 level

Summary Chart 1: Comparison of students' pre and post-test generic/soft skills (n=12)

Table 4
[Pre_Q31] What are your comments or suggestions for improvement on the following aspects:-
Programme arrangement

- 40 hours of service is too long and there should be more choices for organizations.
- Generally very nice. Support is provided & training is also provinces
- Generally, this programme is fruitful to us
- I think the workloads are quite heavy and the requirements are not low it deserves to be a higher level of the subject. Cooperation between the university and the NGOs should be clearer as they have different expectations.
- Reduce the number of service hours
- The course is well organized and supplied adjusts materials
- The subject level of the programme could be raised to level 3 as the requirement of the subject is high

Table 5 Comments or suggestions for improvement
Support materials/activities (e.g. pre-service training, briefing sessions, etc

- More pre-service training (2) More financial support for us to print the materials and buying the gifts to students
- Adequate training and resources
- Can give more demonstration materials given / by the organized
- More financial support should be provided. More resources of teaching materials could be provided.
- More reference books or work sheets are preferred.
- More resources can be given to us to print notes and buy incentives
- Pre-service lesson
- Provide different materials with different levels
- Provide more standardized material
- The teacher supports many useful resources to us
- Very adequate

Table 6 Comments or suggestions for improvement
Support from NGO(s) (e.g. agencies involving in the project)

- I appreciate what the team leader of NGO has provided and prepared for us everything is smooth
- Limited, but still with their support, we can provide smoother teaching
- NGO is very cooperative
- Relatively, it provides limited support only
- The computers, projectors provided by Salvation Army
- The organization should better arrange a bigger room for the class
- The resources provided by the NGO (The Salvation Army) is essential and adequate

Table 7 Comments or suggestions for improvement
Any other comments/suggestions

- I think the whole programme should not include fees charged from the students (2) Next time, the target students should come from the same school level (e.g. P.2)
- Can extend the project period. Also this can be made to level 3 subjects
- If the Chinese proficiency level for the students is more similar, the arrangement of lesson will be better
- More financial support / funding could be provided

-END-

Service Learning - Teaching Chinese as a Second Language in Local Schools - Experience Sharing by Teacher and Students

litator: Dr David Yuen, Associate Director of CLC& CBS, and Students
Date: 19 Apr 2013
Time: 12:30 PM - 2:00 PM
Venue: TU616

(This session is jointly organized by the Office of SL and EDC)

In this seminar, the teacher and students of the service-learning subject will share with you what they have learned from the pilot. The following questions will be explored:

- How was the service learning subject planned and assessed?
- What difficulties were encountered by the teacher?
- How did the students feel about the service-learning subject and experience?
- How could the design and delivery of the service-learning subject be further improved?

REGISTER NOW

EDC Coordinator: Kam Por Kwan

Service Learning - Teaching Chinese as a 2nd Language in Local Schools

Experience sharing by teacher and students

More details

Enrol NOW

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This session is jointly organized by OSL and EDC

Dr David Yuen,
Associate Director of CLC, CBS
and Students

19 April 2013 (Fri)
12:30 - 2:00 pm
Rm TU616

Educational Development Centre

Title: Service Learning - Teaching Chinese as a Second Language in Local Schools - Experience Sharing by Teacher and Students
     (This session is jointly organized by the Office of Service Learning and EDC)

Date: 19 April 2013
Time: 12:30 - 2:00 pm
Venue: TU616
Facilitators: Dr David Yuen, Associate Director of CLC& CBS, and Students
Coordinator: Dr Kam Por Kwan, EDC
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