

Enhancing Service-Learning Outcomes through Application of Effective Group Dynamics

Dr. Judy Yeh

National Sun Yat-Sen University, Taiwan

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Think-pair-share (AB sharing) :

1. Think: Pose a question, and ask students to think about the answer(1-3 minutes.)
2. Pair: Each student is paired with another
3. Share: take turns explaining his/her answers to each other.

Provide feedback to students
by using this opportunity
to correct misconceptions and reinforce correct answers.



Definition of S-L



A form of **experiential learning** encourages intellectual development & civic engagement through student interactions with real-world problems.

Praxis : Formation of **knowledge** through reality-based action and **reflection** (Connecting theory to practice)

Reciprocal : Learning reinforces the service and the service reinforces the learning.

Characteristics of Service-Learning

1. Collaboration
2. Reciprocity
3. Diversity
4. Learning-based
5. Social justice focus



Scheme of the Service-learning Model

(Delve , Mintz & Stewart , 1990)

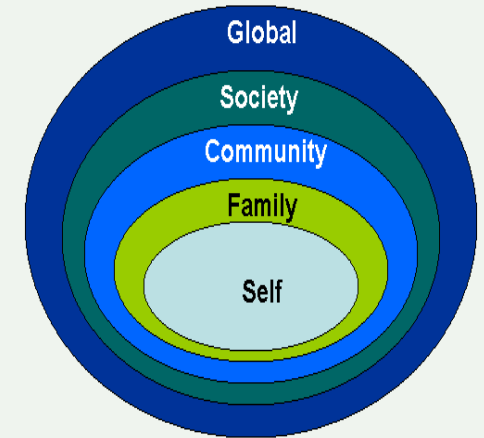
Developmental Variables	Phase 1 Exploration	Phase 2 Clarification	Phase 3 Realization	Phase 4 Activation	Phase 5 Internalization
Intervention Mode	Group	Group	Group / Individual	Group / Individual	<u>Individual</u>
Commitment Frequency	On time	On time to several activities or sites	Consistent	Consistent	Consistent
Duration	Short term	Long term to group	Long term to activity, site, or issue	Lifelong to issue	Lifelong to social justice
Behavior Needs	Participate in incentive activities	Identify with group camaraderie	Commit to activity, site or issue	Advocate issue	Promote values
Outcomes	Feeling good	Belonging to a group	Understanding activity, site, or issue	Changing lifestyle	Living one's values
Balance Challenges	Becoming involves concern about new environments	Choose from multiple opportunities / group process	Confronting diversity Breaking from group	Questioning authority Adjusting to peer reaction	Living consistently with values
Supports	Activities are Non-threatening and structured	Group setting, identification and activities are structured	Personnel service coordinators, supervisor, volunteers	Partners, clients, volunteers	Community Inner peace
Goals for Transition	From individual to group		From group to sites, issue, or activity	From activity, site, or issue to community	From community to society

Charity ←————→

Justice

Transferable skills

1. **the tools** to adapt to any new job.
2. can be developed through volunteer exp, edu or training.
3. valued by employers, can be used in the workplace
4. students can persuade a potential employer that they are the perfect fit for the company, even if they don't have exp.

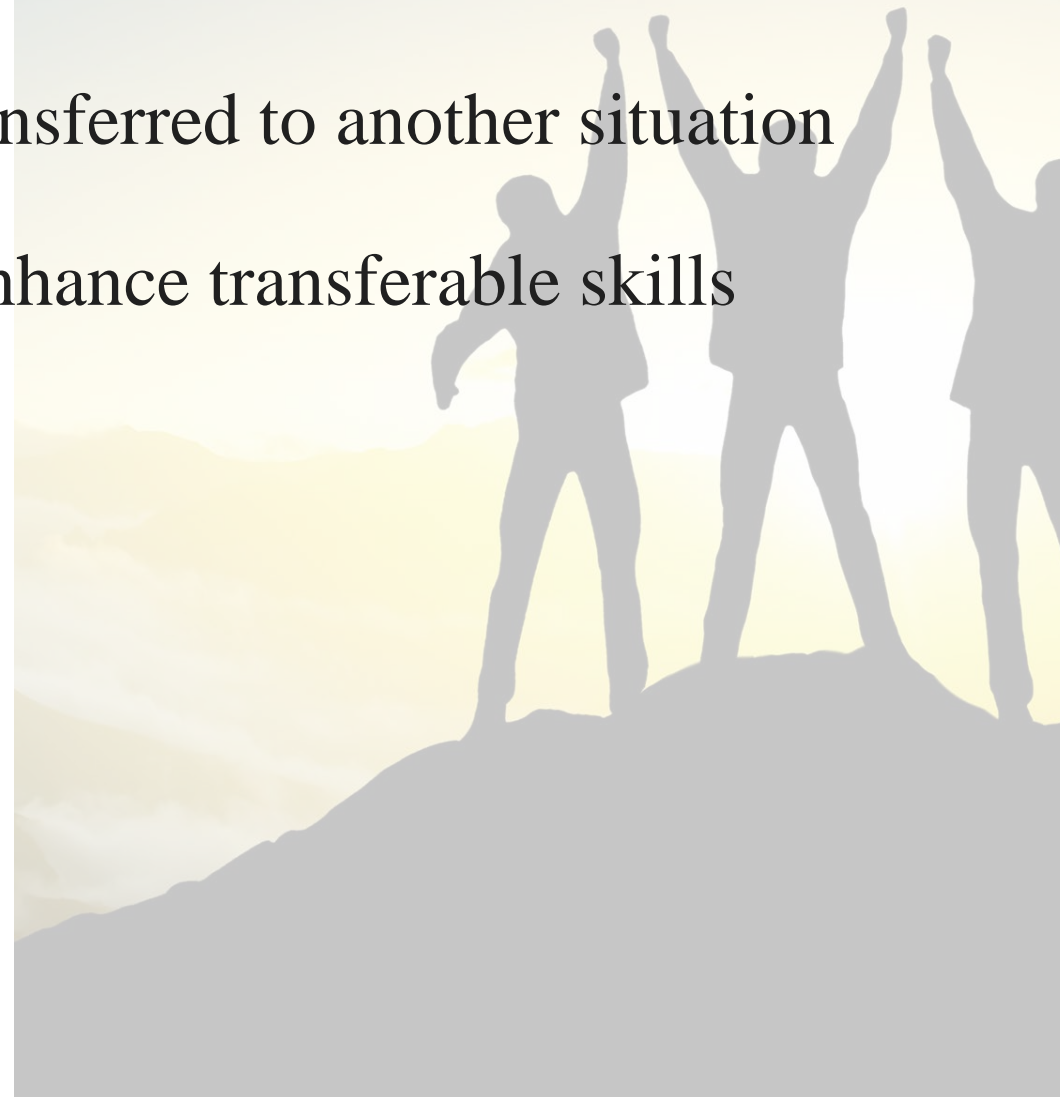


Make transferable skills explicit in S-L

Skills developed in one situation, can be transferred to another situation

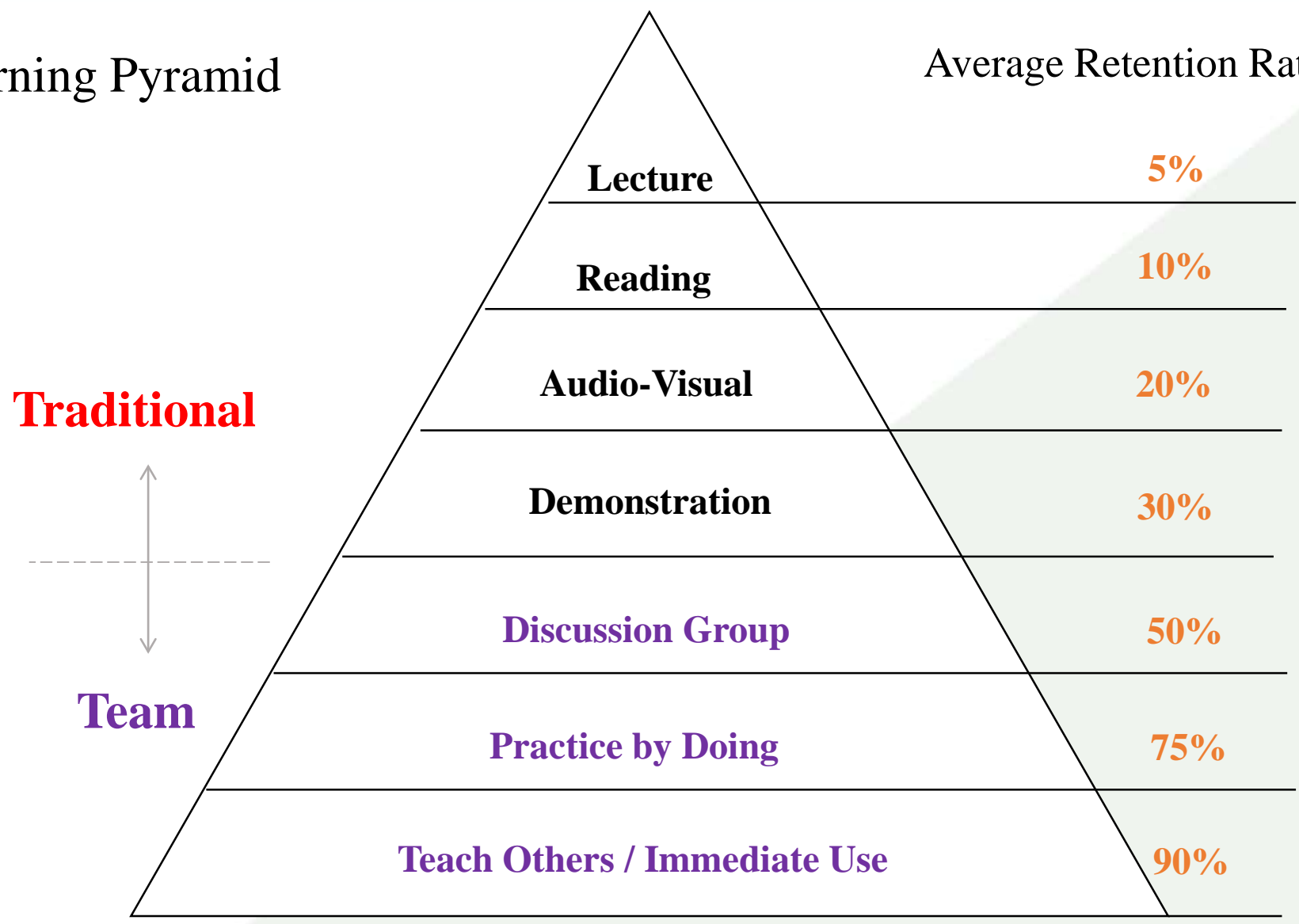
What tasks that students will do in S-L to enhance transferable skills

1. Team work
2. Oral communication & presentation
3. Problem solving
4. Time management

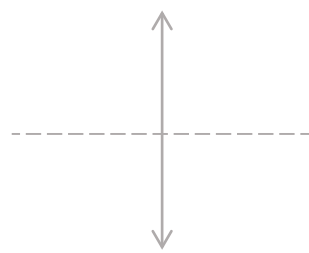


Learning Pyramid

Average Retention Rate



Traditional



Team

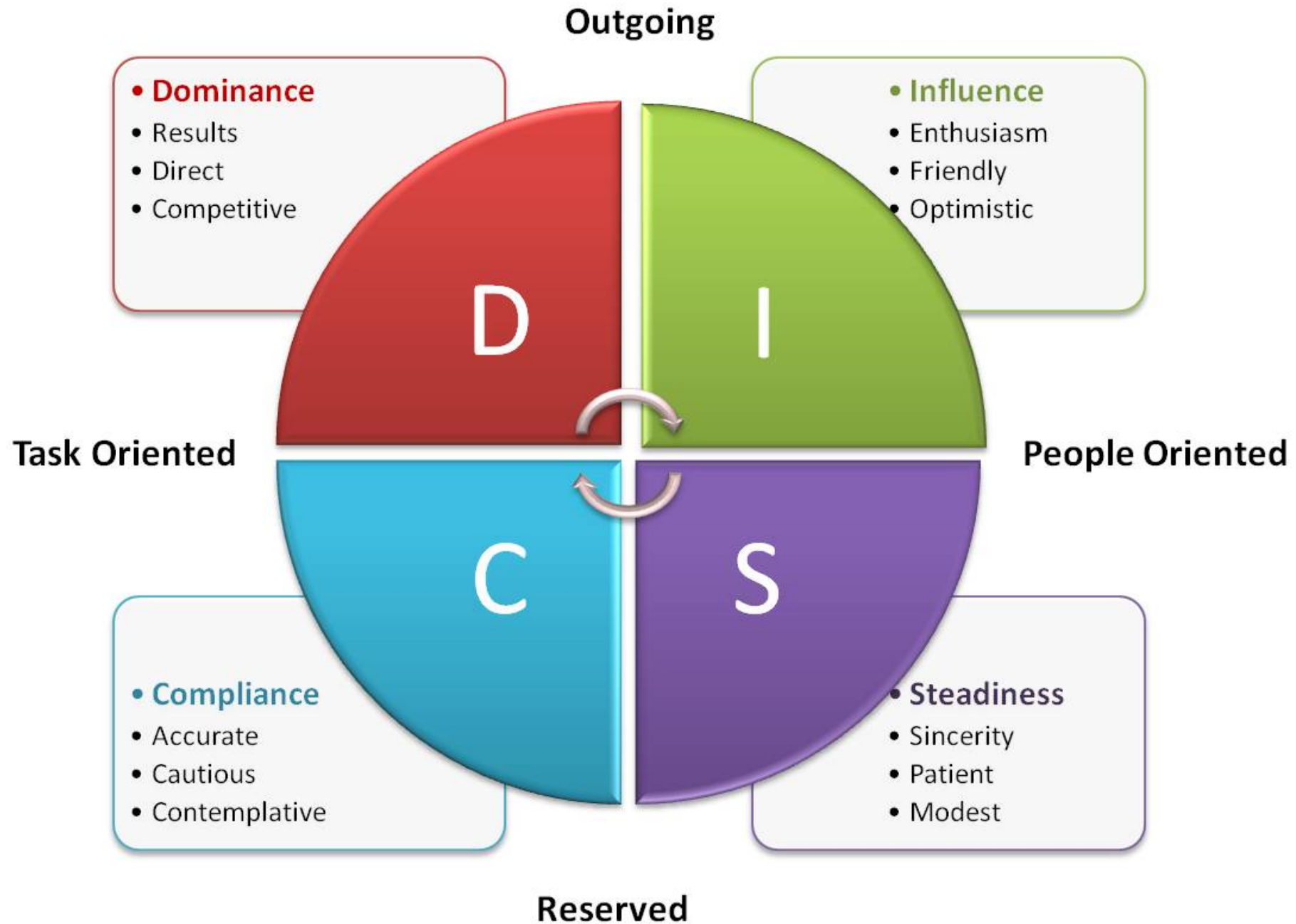
DISC

- William Mouton Marston, psychologist with a Ph.D. from Harvard
→ Emotions of Normal People (1928).
- The behavioral expression of emotions categorized into 4 types, stemming from the person's perceptions of self in relationship to his/her environment.
- 4 types labeled by Marston as **Dominance (D)**, **Influence (I)**, **Steadiness (S)**, and **Compliance (C)**.

Group discussion for each type

1. What are your strengths?
2. What are your weaknesses?
3. What are your strengths which can contribute to S-L?
4. What are your communication preferences?





DISC Communication



D - Dominance

- Quality: straightforward, hard-working, welcome challenges, the first runner, the pioneer. What the going gets tough, the tough get going.
- Growth strategy: learn to be meek, empathy demonstrate patience and humility; be strict with oneself and lenient to others
- Interactive strategy:
 - ✓ Want everything under control: Let them lead, but provide limitation and guidance when needed
 - ✓ Love challenges, aggressive and ambitious: Opportunities to get promotion
 - ✓ Straightforward: Precise and straightforward Communication

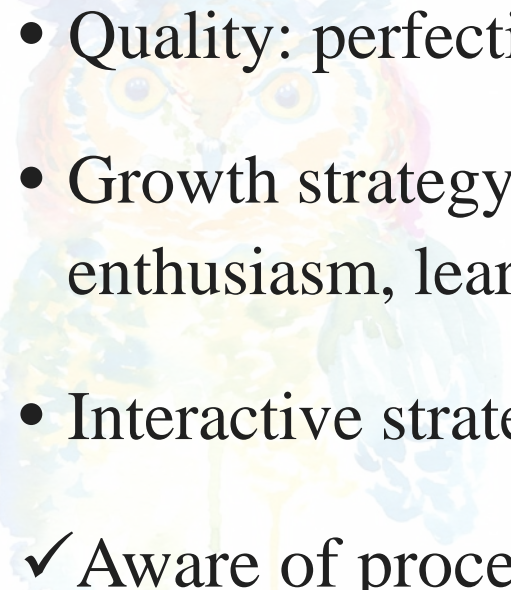
I - Influence

- Quality: intuitive, frank, sharing, laughing a lot squandering (to spend wastefully or extravagantly); a friend to all and a friend to none at the same time
- Growth strategy: organize skills listen attentively, self-restraint & emotional control
- Interactive strategy:
 - ✓ Need affirmation from others and to be admired: Express your care, love, and appreciation to them.
 - ✓ Need to interact with people: Interact with them and accomplish tasks with team work
 - ✓ Passionate about changes and new ideas: Change routines and avoid repetition

S - Steadiness

- Quality: flexible, compromising, loyal
- Growth strategy: overcome fears, practice speaking skills, elevate passion, and learn to protect oneself
- Interactive strategy:
 - ✓ Care about steadiness avoid changes/risks: Guarantee them with minimized risk.
 - ✓ A harmony-seeker who avoids confrontation: Create a relaxed and friendly environment. Avoid aggressive attitude.
 - ✓ Tend to be nervous in front of a crowd: Support them and connect them with others.

C - Compliance

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- Quality: perfectionist, systematic, good at data analysis, steady, and persistent.
 - Growth strategy: practice communication skills, overcome timidity, grow enthusiasm, learn to trust others.
 - Interactive strategy:
 - ✓ Aware of procedures and reasons for an action: Provide clear definition, detailed guidelines, and reasons behind an action.
 - ✓ Cautious: Allow them time to think, and inspect before making decisions. Listen to their suggestions and provide assurance.
 - ✓ Perfectionist: Provide resources; allow them time to search for best answers.

Five-Stage Team Building Model (Tuckman & Jensen, 1977)

<https://www.youtube.com/watch?v=nRYRZg8YSso>

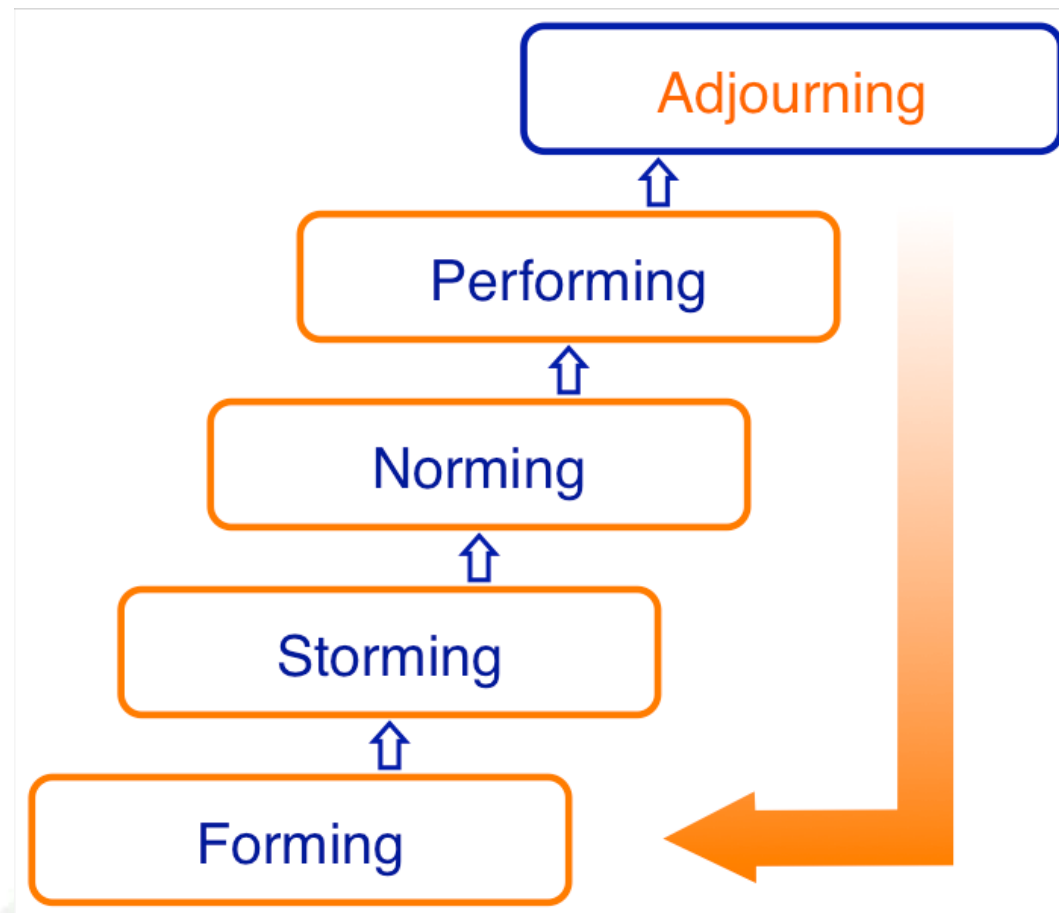


Photo taken from :

<https://onlinepmcourses.com/wp-content/uploads/2016/09/Bruce-Tuckman-Group-Development-Stages.png>

4 factors that affect group dynamics

1. Communication and interaction
2. Group cohesion
3. Group culture
4. Social integration and influence



Stage 1 Forming (orientation)



Major Processes	Characteristics	Application to S-L
exchange of information	tentative interactions	1. ice-breaking-know each other
increased interdependency	polite discourse	2. share S-L values: why we are doing this
task exploration	concern over ambiguity	3. teach DISC communication
identification of commonalties	self-discourse	4. establish the ground rules
		5. students set up goals to strengthen learning motivation
		6. invite community leaders to share
		7. lead initial reflection activity
		8. create a Facebook or LINE group

Stage 2 Storming (conflict)

Major Processes	Characteristics	Application to S-L
disagreement over procedures	criticism of ideas	1. shared values in S-L
expression of dissatisfaction	poor attendance	2. apply DISC & appreciate others
emotional responses	polarization/coalition forming	3. respect different opinions & others.
resistance		4. increase the willingness to compromise & accomplish team goals. 5. community value the service/students




Stages 3 Norming (cohesion)

Major Processes	Characteristics	Application to S-L
<p>growth of cohesiveness and unity</p> <p>establishment of roles, standards & relationships</p>	<p>agreement on procedures</p> <p>reduction in role ambiguity</p> <p>increased "we-feeling"</p>	<ol style="list-style-type: none"> 1. appreciate students to make difference 2. promote the willingness for further discussion and make decisions 3. effective division of work is based on students' personality, strengths and experiences. 4. lead reflection activity



Stages 4 Performing (performance)

Major Processes	Characteristics	Application to S-L
<p>goal achievement</p> <p>high task orientation</p> <p>emphasis on performance</p>	<p>decision making</p> <p>problem solving</p> <p>mutual cooperation</p>	<ol style="list-style-type: none"> 1. develop a positive network and energy by example.  2. use sandwich criticism 3. provide 5 positive feedbacks one negative feedback and focus on the facts rather the person



Stage 5 :Adjourning (dissolution)

Major Processes	Characteristics	Application to S-L
termination of roles	disintegration and withdrawal	1. final reflection & celebration
completion of tasks	increased independence and emotionality	2. identify the learning outcomes and project impacts
reduction of dependency	regret	3. encourage students to continually apply S-L concepts in local/global community to improve their service leadership skills.

