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Session I: Assessment and Measurement

Mapping Faculty Conceptions of Assessment with their Practices of Assessment: What, When, Why, and How to Assess Learners in an Online Context

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1. ABSTRACT & KEYWORDS

The present study investigates the extent to which university teachers' conceptions of online assessment are congruent with their online practices of assessment, and how these conceptions and practices of assessment relate to students' learning. While much has been written on conceptions and practices of assessment in face-to-face environments, little is known about how faculty understand and use assessment in online contexts such as the pandemic. Drawing on a sample data of 314 faculty belonging to different departments in a university context in the UAE, teachers were asked to define their agreement with assessment conceptions (using Brown's inventory (2006) on *school accountability*, *student accountability*, *improvement*, and *irrelevance* of assessment), as well as their frequency of using practices of assessment (*purposes of assessment*, *methods of assessment*, and *test design*) in an online survey. Descriptive and inferential statistics were conducted to check if there was any mapping between conceptions and practices of assessment. Findings of the structural equating model (SEM) indicated that teachers had a distorted view of assessment both at the theoretical and practical levels since Brown's model was found to be inadmissible in this context. Also, faculty had conflicting views about assessment practices. We conclude that teachers need to be more committed to the conceptions and practices of assessment and that policymakers should involve teachers in continuous PD programs to empower them to be more assessment literate, and therefore, map the assessment conceptions with their practices. The study had implications for assessment policy and planning in this university context.

Key Words: online conceptions and practices of assessment, model fit, AMOS, FACETS, HCT, UAE

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Development and Validation of a Measure of Students' Experience of Service-Learning

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1. ABSTRACT AND KEYWORDS

This paper reports the process for developing and validating an instrument for measuring students' experience of service-learning. The study involved three phases: a) construct identification and item generation by the research team; b) content and face validation of the draft items through expert judgement (n=12 experienced service-learning researchers/practitioners) and cognitive interviews (n=11 students); and c) construct validation through exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and reliability analysis (n=530 students). Results show that the final 18-item instrument is a reliable and valid measure of students' service-learning experiences on six dimensions, namely, goals and objectives, meaningful service, challenge and interest, exposure to diversity, reflective activities, and preparation and support. Limitations and implications of the study were also discussed.

Key Words: service-learning, instrument development, scale validation, student experience, learning outcomes

2. INTRODUCTION

"Quality assessment legitimatises service-learning and community engagement and is a fruitful strategy for improvement and future planning" (Waters & Anderson-Lain, 2014, p. 118). However, most previous studies focus on the impacts on students rather than the process, such as how students' service experience affects their learning (e.g., Melchior & Bailis, 2002; Ngai et al., 2018). The lack of a reliable and valid measure of students' service-learning experience with demonstrated good psychometric properties has hindered research in this area, and impeded synthesis of research findings across programmes, courses, institutions, and regions. There is therefore a strong need for "well-validated measures in service-learning research" (Reeb & Folger, 2013, p. 402). The current study addresses this long-standing gap by reporting the development and validation of a measure assessing students' service experience conducive to learning outcomes (hereafter "the measure").

3. DEVELOPING THE MEASURE

The development and validation of the measure begins with construct identification, based on literature review encompassing the following areas: a) good practices for service-learning (e.g., Billig, 2007; National Youth Leadership Council, 2008); b) key elements leading to successful service projects (e.g., Eyler & Giles, 1997; Snell & Lau, 2022); and c) empirical studies revealing critical factors of effective service-learning (e.g., Astin et al., 2000; Billig et al., 2005; Ngai et al., 2018). As a result, nine constructs were identified and conceptualised, namely, 1) project duration and intensity, 2) linking service to curriculum, 3) meaningful

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service, 4) inclusion of students' voice in the project, 5) students' exposure to diversity, 6) reflection, 7) preparation and support throughout the project, 8) instructor commitment, and 9) team dynamics. Subsequently, a total of 27 items were generated for the measure, with two to seven items for each construct (see Table 1). In administration, the measure asks respondents to rate their levels of agreement to each item, except for item 1, on a 10-point Likert scale with 1 as "strongly disagree" to 10 as "strongly agree". For item 1, respondents are asked to indicate their number of hours put in their service projects on an ordinal scale, ranging from "below 20 hours", "21 to 40 hours", "41 to 60 hours", "61 to 80 hours", "81 to 100 hours", to "over 100 hours".

4. VALIDATING THE MEASURE

The draft measure was then subject to a series of validation studies to establish validity and internal consistency. Firstly, a content validity study was conducted to establish face and content validity, following the procedure recommended by Almanasreh et al. (2019). A total of 12 experienced service-learning researchers and practitioners were invited to rate, on a 4-point scale (from score 1 "not relevant at all" to 4 "highly relevant"), the relevance of each item for assessing students' service experience conducive to learning outcomes. Content validity indices (CVIs) were computed for each item (CVI-I) and for the entire scale (CVI-S). Analysis of the preliminary data led to four items being dropped, one new item added, and one item revised. Moreover, we retained three items despite with CVI-Is lower than the threshold criterion (.78) suggested by Lynn (1986), because of evidence of their conducive roles to students' learning outcomes shown in past literature. The new and the revised items were sent to the experts again for comments. Eventually the CVIs for the entire measure (CVI-S = .90) and for 20 of the 23 items (CVI-Is ranging from .67 to 1.0) were above .78, indicating satisfactory content and face validity (see Table 1).

Secondly, we conducted a cognitive pretesting and invited eleven undergraduate students (six female and five male) from two Hong Kong universities to participate in semi-structured group interviews to determine if the target respondents interpret the measure items as intended. Results show that the participants interpreted most of the items in the draft measure in the manner that they were originally designed for. One item ("My teachers knew what I was doing in the service project") was discarded and wordings of seven items were modified, based on the participants' comments.

Thirdly, we invited 530 university students from three Hong Kong public universities to participate in a construct validity study of the measure, with 502 valid responses. To ensure that all respondents understand the meaning of the items correctly, the draft measure was translated into Chinese. The translation employed the translation/back-translation approach, to ensure semantic equivalence between the source (English) and target (Chinese) language version. Professional translators were commissioned to perform forward and back translation. As a result, a bilingual version of the measure was obtained for validation with one English item further revised. Correlation analysis indicated that Item #1 ("How many hours did you spend in planning and delivering the service project?") was not significantly correlated with the other items, thereby being dropped from subsequent analyses. The sample was then tested with exploratory factor analysis (EFA) to identify latent constructs

No.	Dimensions	Draft items	First CVS ¹		Second CVS ¹	
			CVI-I ¹	Result	CVI-I ¹	Result
1	Project duration and intensity	How many hours did you spend in planning and delivering the service project?	.75	Retained		
2		I worked hard for the service project.	.83	Retained		
3	Linking service to curriculum	The goals and objectives of the service-learning course/programme were clear to me.	1.0	Retained		
4		I can see the connection between the service project and the course/programme goals.	1.0	Retained		
5		The service project required me to apply course content in service planning and delivery.	.92	Retained		
6	Meaningful service	I had many opportunities to interact with the community/service recipients during the service project.	.92	Retained		
7		I feel that our service was valuable for the community.	.83	Retained		
8		I feel that our service benefitted the people we served.	.83	Retained		
9		The service project was challenging.	.67	Revised ²	1.0	Retained
10		The service project was interesting to me.	.67	Retained		
11		The service project gave me a chance to try something new.	.58	Dropped		
12		The service project required me to apply higher-order thinking skills (e.g., problem-solving, creative thinking).	.83	Retained		
13	Students' voice	The service project merely required me to follow instructions.	.50	Dropped		
14		I had some say in the design and delivery of the service project.	.75	Retained		
15	Exposure to diversity	The service project enabled me to interact with people from different backgrounds (e.g., socio-economic status, occupations, or culture).	1.0	Retained		
16		The service project exposed me to different views and perspectives.	1.0	Retained		
17	Reflection activity	I was required to reflect regularly during the service project.	1.0	Retained		
18		I received clear instructions and guidance to reflect on my service experience.	1.0	Retained		
19		The reflection helped me to re-examine my assumptions and values.	1.0	Retained		
20	Preparation & support	I was well-prepared for the service (e.g., through orientation, briefing, training).	.83	Retained		
21		I received the support I needed to carry out the service project.	.83	Retained		
22	Instructor	My teachers knew what I was doing in the service project	.92	Retained		
23	commitment	The teacher/teaching team (instructors, assistants) was enthusiastic about the service project.	.92	Retained		
24	Team dynamics	My service-learning teammates and I were coached to work as a team.	.83	Retained		
25		There was enough work for everybody in my team	.50	Dropped		
26		Everybody in my team did their fair share of the work	.67	Dropped		
27		During the service project, I felt that I was part of a bigger effort contributing to the common good.	1.0	Retained		
28	Feedback (new)	I received regular feedback on my performance during the service project	N/A		1.0	Retained
CVI-S ^{1,3}			.84		.90	

Notes. ¹ CVS = Content validity study; CVI-I – Item-level content validity index; CVI-S = Scale-level content validity index ² ‘Revised’ refers to item being retained by revising the wording. ³ CVI-S for the first CVS was derived by averaging the CVI-Is from all the 27 items in the first CVS; CVI-S for the second CVS was derived by averaging the CVI-Is from the items retained in the first CVS and the items tested in the second CVS, totalling 24 items

Table 1: Content validation study results of draft items

Item No	Full Sample (N=502)						Split-half Sample (N=251)					
	Total Variance Explained	81.8%					82.0%					
	Factor						Factor					
	1	2	3	4	5	1	2	3	4	5		
	Communalities	Absolute Factor Loading					Communalities	Absolute Factor Loading				
2	Dropped						N/A					
3	.796				.795		.726				.657	
4	.910				.919		.947				.889	
5	.711				.513		.713				.471	
6	Dropped						N/A					
7	.833		.813				.834		.720			
8	.867		.838				.854		.829			
9	.688				.538		.609				.520	
10	.796				.441		.811				.411	
12	.666				.596		.634				.500	
14	Dropped						N/A					
15	.676			.574			.680			.534		
16	.839			.633			.859			.661		
17	.611	.677					.716	.734				
18	.771	.827					.796	.767				
19	.723	.693					.721	.630				
20	.776	.879					.762	.819				
21	.778	.851					.773	.852				
28	.696	.764					.752	.772				
23	.684	.698					.704	.708				
27	Dropped						N/A					
24	.699	.786					.661	.589				

Table 2: Results of Exploratory Factor Analysis of full and split half samples

from the measured variables manifested by the data, following the guideline by Watkins (2018). Operationally, the minimum average partials (MAP) test and the scree plot were used for determining the appropriate number of factors; principal axis (PA) and oblimin rotation were used as extraction methods. Results reveal a five-factor solution with 18 items covering the following five constructs: “goals and objectives”, “meaningful service”, “challenge and interesting service”, “exposure to diversity”, and “reflection and support” (see Table 2). The total variance explained is 81.8%.

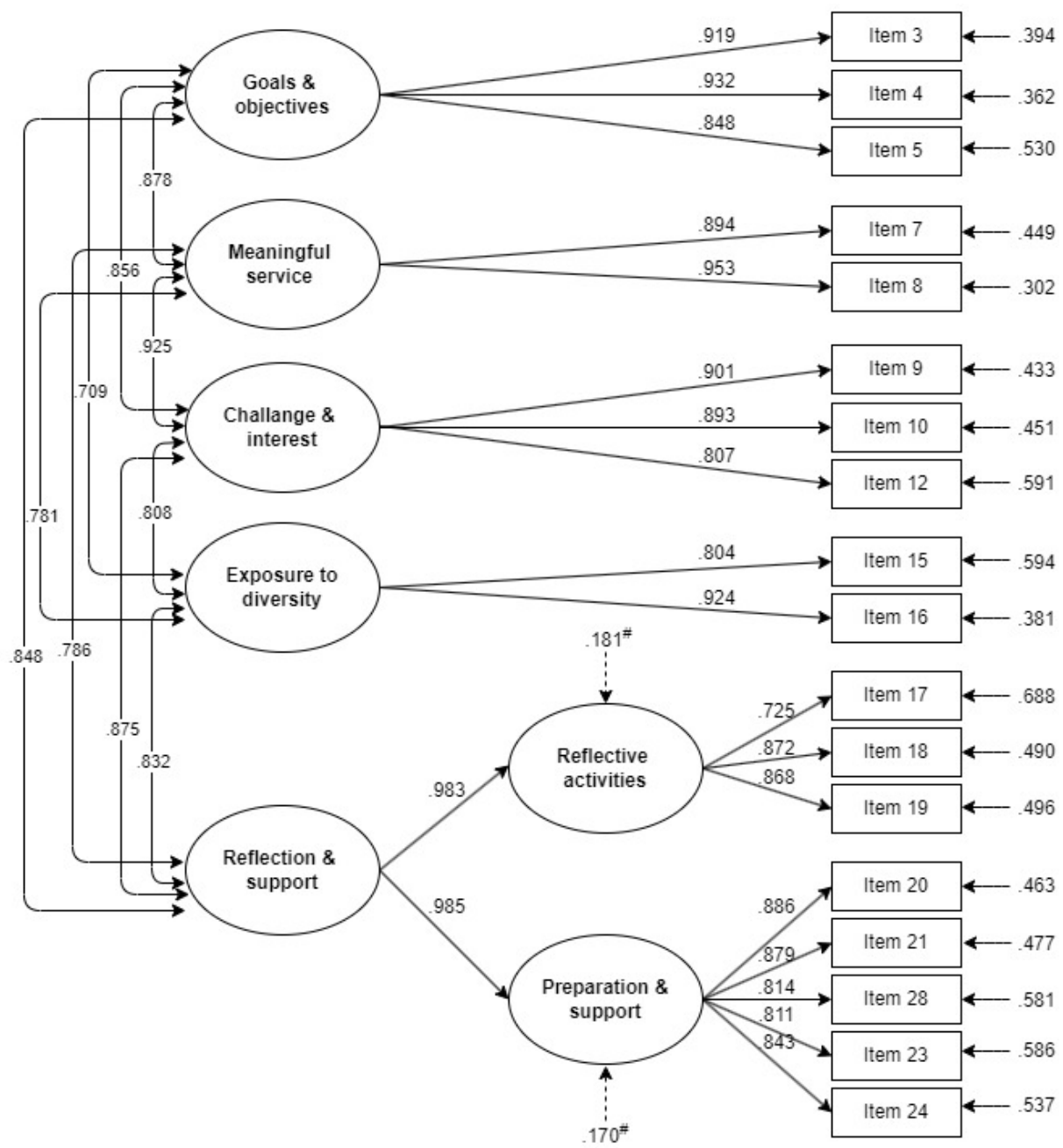
We then split the sample into two halves to verify and confirm the factor structure by running another EFA and a confirmatory factor analysis (CFA, by using EQS) respectively on the split samples. Results indicate that the five-factor model from EFA is stable and replicable (see Table 2), and provide strong support for the five-factor model and further dividing the factor “reflection and support” into two sub-factors, namely “reflective activities” and “preparation and support” ($S-B \chi^2=170.89$, $df=123$, $p<.01$; $NNFI=.97$; $CFI=.98$, $RMSEA=.04$, See Figure 1). The internal consistency of the measure, in terms of Cronbach's alpha values, was very high, ranging from .86 to .95 for the five factors and two sub-factors with an overall value of .97 for the entire scale.

In summary, the final instrument consists of 18 items measuring six major dimensions of students' experience of service-learning that significantly impact their outcomes, and demonstrates good psychometric properties in terms of content and face validity, internal consistency, and construct validity. See Appendix 1 for the finalised version of the measure.

5. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

The measure fills a long-standing evaluation and research gap by providing an effective measure of students' service experience. Results show that the measure is highly reliable and reasonably valid for assessing the key variables of students' service experience important to student learning outcomes. A bilingual version enables it to be applied more extensively in Chinese-speaking regions, opening further research opportunities for cross-regional and cross-sectoral comparisons. Theoretically, the factor structure of the measure has confirmed the six factors underlying the included items, namely “goals and objectives”, “meaningful service”, “challenge and interesting service”, “exposure to diversity”, “reflective activities” and “preparation and support”. These factors dovetail with previous findings (e.g., Ngai et al., 2018; Snell & Lau, 2022).

This study is subject to several limitations. First, the validation only employed Hong Kong university students. We recommend that more validation should be conducted at other levels and in different regions and cultures. Second, this study has validated a measure of six major dimensions of students' experience of service-learning. However, there may be other important dimensions that have not been captured by our measure. Future research should investigate into other process variables and how they may impact students' service-learning outcomes. Third, external validity for the measure needs to be established, and future studies can be conducted by correlating it with other measures assessing similar constructs.



Note. # = loading not significant at .05 level (n=251)

Figure 1: Results of Confirmatory Factor Analysis of split half sample

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APPENDIX 1: Finalised version of the measure of students' experience of service-learning

Please state how much you agree with each of the following statements regarding your experience with the service-learning course/programme and service project (1= strongly disagree, 10= strongly agree).

		Strongly Disagree					Strongly Agree				
	Goals and objectives ($\alpha = .92$)										
1	The goals and objectives of the service-learning course/programme were clear to me.	1	2	3	4	5	6	7	8	9	10
2	I can see the connection between the service project and the course/programme goals.	1	2	3	4	5	6	7	8	9	10
3	The service project required me to apply course content in service planning and delivery.	1	2	3	4	5	6	7	8	9	10
	Meaningful service ($\alpha = .92$)										
4	I feel that our service was valuable for the community/people we served.	1	2	3	4	5	6	7	8	9	10
5	I feel that our service benefitted the community/people we served.	1	2	3	4	5	6	7	8	9	10
	Challenges and Interest ($\alpha = .88$)										
6	The service project was challenging and motivating.	1	2	3	4	5	6	7	8	9	10
7	The service project was interesting to me.	1	2	3	4	5	6	7	8	9	10
8	The service project required me to apply higher-order thinking skills (e.g., problem-solving, creative thinking).	1	2	3	4	5	6	7	8	9	10
	Exposure to diversity ($\alpha = .86$)										
9	The service project enabled me to interact with people from different backgrounds (e.g., socio-economic status, occupations, or culture).	1	2	3	4	5	6	7	8	9	10
10	The service project exposed me to different views and perspectives.	1	2	3	4	5	6	7	8	9	10
	Reflective activities ($\alpha = .89$)										
11	I was required to reflect regularly during the service project.	1	2	3	4	5	6	7	8	9	10
12	I received clear instructions and guidance on how to reflect on my service experience.	1	2	3	4	5	6	7	8	9	10
13	The reflection helped me to re-examine my assumptions, values, and beliefs.	1	2	3	4	5	6	7	8	9	10
	Preparation and support ($\alpha = .93$)										
14	The teaching team (teachers, assistants) prepared me well to carry out the service (e.g., through orientation, briefing or training).	1	2	3	4	5	6	7	8	9	10
15	I received the support I needed to carry out the service project.	1	2	3	4	5	6	7	8	9	10
16	I received regular feedback on my performance during the service project.	1	2	3	4	5	6	7	8	9	10
17	The teaching team (teachers, assistants) was enthusiastic about the service project.	1	2	3	4	5	6	7	8	9	10
18	The teaching team (teachers, assistants) coached me and my teammates to work effectively together.	1	2	3	4	5	6	7	8	9	10

Do Self-Reported Learning Gains Measure Actual Gains in Service-Learning?

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1. ABSTRACT & KEYWORDS

Many studies support SL as a highly effective teaching pedagogy, but the conclusions are mostly based on student self-reported learning gains as other forms of assessments are not usually available. Self-reported data are commonly used in research on student learning, but whether they are valid measures of actual learning remains contested in the literature. This study investigates the extent to which self-reported learning gains are congruent with student subject grade. We find that reliable self-reported data are indicative of actual learning, but they are not fully consistent.

Key Words: learning outcomes, self-report, assessment method in service-learning

2. INTRODUCTION

Self-reported data are commonly used in research on student learning (Gonyea, 2005). Despite its ubiquity, whether self-reported data are valid measures of actual learning remains contested in the literature (Porter, 2013). This debate is of importance because assessment is pivotal in education for accountability and improvement, but outcomes measured by tests and examinations are not always applicable or available. Service-learning (SL) is such an example. Many studies support SL as a highly effective teaching pedagogy, but the conclusions are mostly based on student self-reported learning gains as other forms of assessments are not usually available (Steinke & Fitch, 2007). This naturally invites the question: to what extent do these self-reported data reflect actual learning? The present study stands to provide further evidence on this research question. It uses data from two service-learning subjects to examine the extent to which self-reported learning gains are congruent with “direct measures” of student learning, i.e., student subject grade, and to derive implications for current assessment practices in service-learning.

3. STUDY BACKGROUND AND DATA

At The Hong Kong Polytechnic University (PolyU), service-learning is a graduation requirement in the form of a three-credit, letter-graded, academic service-learning

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subject. To date, there are almost 69 such subjects, offered in 8 faculties and 27 academic departments. While the approved course subjects and the embedded service project types are diverse in nature, they are common in that each is deemed to contain rigorous academic content, a service project that tangibly benefits the target community or NGO accompanied by at least 40 hours of direct interactions with service recipients, and structured reflections to enrich students' learning experience to achieve a set of learning outcomes. The learning outcomes consist of four that are common to all subjects and additional ones that are subject-specific. It is intended that upon completing the requirement, all students will be able to, at the minimum, apply the knowledge and skills they have acquired to deal with complex issues in the service setting, reflect on their role and responsibilities both as a professional in their chosen discipline and as a responsible citizen, demonstrate empathy for people in need and a strong sense of civic responsibility, and demonstrate an understanding of the linkage between service-learning and the academic content of the subject.

As part of the effort to ensure program quality, the Service-Learning and Leadership Office developed and validated surveys that aim to assess student learning experiences and gains (manuscript in preparation). The survey used in this paper is designed as a post-only test (Post-only Outcome Scale in Service-Learning, POSL) that consists of fourteen questions on a 10-point Likert scale to measure students' intellectual, social, civic and intrapersonal development outcome. Specifically, the survey items are designed to measure learning gains along the dimensions that are important in a service-learning subject at PolyU and also in the wider SL community, and students would give high ratings on these items if they perceive their learning gains along these dimensions to be large. To ensure the credibility and quality of the data, check point questions were inserted in the middle of the survey and students would likely provide the wrong answers if they were not attentive while filling out the survey.

The present study looks at data from a service-learning program that consists of two service-learning subjects at PolyU. The SL program aims to promote STEM literacy to underprivileged youths from within and beyond the Hong Kong society. In the end, 171 out of the 325 students enrolled in these two subjects filled out the POSL survey. 160 of the 171 students gave consent for research and answered the checkpoint questions correctly. In the end, the valid response rate for the survey is about 49% (160/325).

The grading and assessment scheme is the same across these two subjects. Specifically, each student's grade consists of three components: preparation (30%), service performance (40%) and reflection (30%). For each component, several measures were put in place to ensure consistency and validity. First of all, all tutors followed the same grading rubric when grading students. Secondly, each component was assessed by more than one tutor, upon which a weighted average was taken to reflect the final grade for the component. Lastly, independent grading on randomly selected students was conducted as spot-check to ensure the grading procedure was done correctly. Each grade component was normalized with 11 as the full mark (0=F, 1=D, 2=D+, 3=C-, 4=C, 5=C+, 6=B-, 7=B, 8=B+, 9=A-, 10=A, 11=A+), then a weighted average was taken to calculate the final grade mark to be converted to a letter grade.

4. METHODOLOGY

We use ordinary linear regression to analyze the relationship between student subject grade ($grade_i$) and their self-rated learning outcomes (LO), where $i = 1, \dots, N$, $N = 160$, represents student and $j = 1, \dots, J = 5$ represents the four learning outcome categories and the overall mean:

$$grade_i = \alpha + LO_{j,i} + \varepsilon_i$$

We first show the simple descriptive statistics on the variables in Table 1. The regression results using these variables are shown in Table 2, where Columns (1)-(5) correspond to each learning outcome measure as the dependent variable.

	Mean	SD	Min	Max
Subject Grade	7.93	1.11	0	11
Intellectual	7.95	1.40	1	10
Social	8.31	1.29	1	10
Civic	8.03	1.48	1	10
Intrapersonal	7.90	1.56	1	10
Overall	8.03	1.33	1	10

N=160.

Table 1. Descriptive Statistics

(Dependent Variable: Student Subject Grade)					
	(1)	(2)	(3)	(4)	(5)
Intellectual	0.182*** (0.061)				
Social		0.189*** (0.067)			
Civic			0.203*** (0.057)		
Intrapersonal				0.163*** (0.055)	
Overall					0.214*** (0.065)
Constant	6.479*** (0.496)	6.353*** (0.565)	6.301*** (0.469)	6.643*** (0.444)	6.208*** (0.526)
N	160	160	160	160	160
R-sq	0.053	0.048	0.073	0.052	0.065

Standard errors in parentheses. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$.

Table 2. Regression Results

5. DISCUSSION & CONCLUSION

This study examines the congruence of self-reported learning outcomes and actual gains as measured by student subject grade in service-learning. While neither measure is perfect, this study nonetheless provides a useful analysis for the SL community. The conclusion is that reliable self-reported data are indicative of actual learning, but they are not fully consistent. Future studies can explore the different components of subject grade to see which areas are particularly consistent with self-reported gains and which are not, and these results can then further inform SL community the limitations of using self-reported data to assess learning gain in service-learning.

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Learning to Learn in Service Learning with Support of Mixed Reality (MR)

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1. ABSTRACT & KEYWORDS

In order to maximize outcomes of student learning, service learning is an approach in higher education, which integrates classroom instruction, personal introspection, and community service. However, the outcomes are still not satisfactory since it depends largely on individual student participation and their ability to discover new knowledge. Development of students learning to learn capability is important to cultivate them to explore new knowledge initiatives. One option for enhancing and supporting students learning to learn activities is using mixed reality (MR). MR is one of the latest immersive technology to provide students with immediate responses and interactions with digital content to enhance students' interest to explore new things. Additionally, they are not widely employed in delivering learning to learn pedagogy. Thus, it is to investigate how MR can help students engage in learning to learn in the service learning subject.

Key Words: Learning to learn, Service learning, Mixed reality, STEM, Autonomy, Learning motivation

2. INTRODUCTION

Service learning is a form of experiential education that combines academic study, reflection, and volunteer work in the community to enhance student learning. On the one hand, it strengthens students' civic engagement and sense of responsibility, and on the other, it helps the entire community. The public sector, non-profit organizations, and governmental organizations, among other sectors, can all benefit from service-learning programs. Even though there are numerous teaching pedagogies adopted for teaching service learning, the teaching and learning outcomes still vary depending on the engagement of an individual student (Travis et al., 2016). Some of the key reasons include student initiatives and motivations for learning in class and participation during the services (Lo et al., 2022). Indeed, student participation not only relies on their motivation and autonomy of study, but mainly due on their interest in exploring the knowledge and the way of developing their empathy to serve the community (Madjdi et al., 2021). Learning to learn is the capacity of students to seek out and pursue knowledge. It

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demonstrates the capacity for knowledge organization through efficient time and information management at both the individual and groups. It is also a way for students to explore knowledge and an approach to drive themselves to be the best. Much research was conducted in the past as it is believed that the approach is one of the most effective forms for enhancing the outcomes of students' study performance. The traditional approach for learning to learn still relies on notes, books, or videos to cultivate students' curiosity, encourage their initiative and concentration, etc. However, the outcomes are still unsatisfactory due to the nature of self-discipline required for learning. Under this circumstance, the use of the latest technologies such as virtual reality (VR) and mixed reality (MR) is one of the possible solutions to supplement and support teaching and learning activities. There are also not many examples of it being used in learning to learn pedagogy. Although VR is widely used in my teaching and training practices (Tang et al., 2022), it is uncommon to apply MR to support students learning to learn pedagogy for delivering service learning in the local community. Thus, this article intends to explore the use of MR to support students learning to learn in service learning.

3. THEORETICAL FRAMEWORK/LITERATURE REVIEW

MR is also referred to as hybrid reality, which includes both VR and AR. It encompasses a wide range of experiences, including both VR and AR, and it not only merges the physical and digital worlds into a new environment. People, places, and things from the real world and the virtual world can all coexist in a mixed environment. For students to understand the concept of reality and human perception, it provides an immersive virtual environment that enables real-time interaction with digital content (Tang et al., 2020a). Recently, more and more individuals have begun to realize MR's potential, which has sped up its adoption in a number of industries and sectors, including the medical, industrial, educational, and other sectors (Leong et al., 2022; Tang et al., 2020b).

Despite the expanding number of possible applications for these technologies in education and training environments, research into how immersive technologies may be utilized to improve students' learning to learn is still in its infancy. Recent studies suggest that the integration of cutting-edge technologies into teaching and learning is well accepted and leads to greater initiative and involvement (Tang et al., 2019).

4. METHODS/ ANALYSIS

In this study, we propose to use two different teaching tools to investigate students' autonomy and motivation for learning to learn. This study was carried out as part of a service-learning project for local schools called "Comprehending and Overcoming Learning Hurdles in Science, Technology, Engineering, and Mathematics (STEM) for Local Schools," which was created by a Hong Kong-based local university. University students enrolled in this service-learning course are in charge of supporting STEM instruction at the neighborhood secondary schools. They need to learn how to deliver teaching to the service recipients on their own initiatives (Tang et al., 2016). In this study, two supports including notes and mixed reality were used to investigate students' perceptions of their learning initiatives including autonomy and learning motivation. Participants voluntarily in participating learning in STEM using the selected teaching supports for around 15 minutes. Then, they are required to fill in a feedback questionnaire to evaluate their perception of autonomy and motivation for continuous learning. A 5-point Likert scale was used to investigate the score of the measurement dimensions.

5. RESULTS AND DISCUSSION

Table 1 shows the demographic information of the participants in this study. There were 281 participants involved in the study, while 65.12% were male and 34.88% of them were female. 41.3% of them chose to use teaching notes to support their learning while 58.7% of them selected the support using MR. The overall results of the feedback questionnaire corresponding to their perspective on autonomy and learning motivation using the learning support were demonstrated in Figure 1. The mean scores of students' learning autonomy using notes and MR were 4.61 ± 1.36 and 4.92 ± 1.33 respectively. Regarding learning motivation, the mean scores for the notes and MR were 3.90 ± 1.40 and 4.72 ± 1.31 respectively. Although the current study performed a descriptive analysis instead of a statistical comparison to investigate the difference. However, the results demonstrated that the perception of students learning to learn elements in autonomy and learning motivation using MR was still generally higher than the traditional teaching notes. The study demonstrated a pilot investigation on the key factors of learning to learn elements that can be affected by the teaching supports.

Variables		Traditional Approach	MR Support
Number (%)		116 (41.3%)	165 (58.7%)
Gender	Male	60 (21.4%)	123 (43.8%)
	Female	56 (19.9%)	42 (14.9%)

Table 1: Demographic information of the participants of this study.

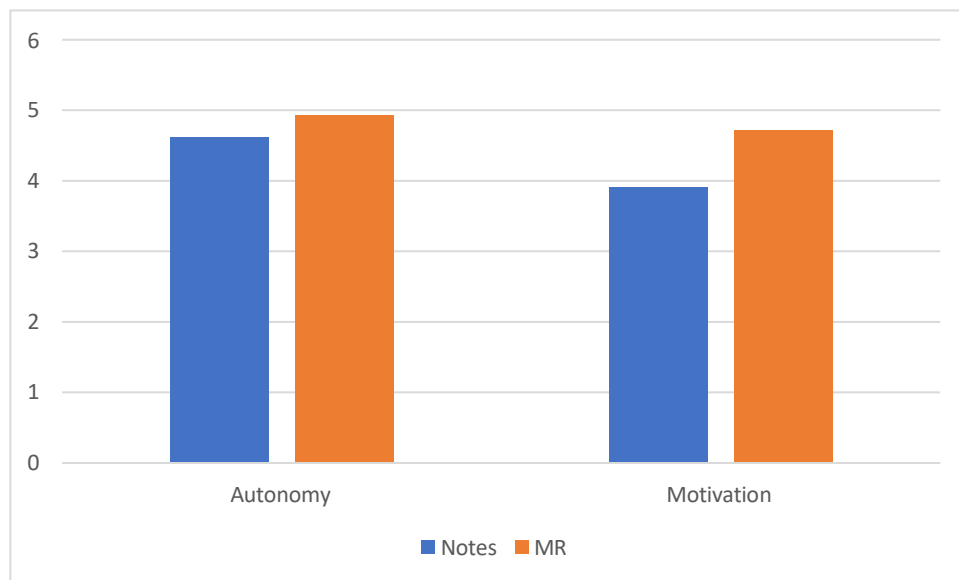


Figure 2: Descriptive analysis of the students' autonomy and learning motivation using different teaching supports

6. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

This study investigates the key learning to learn factors including student autonomy and learning motivation in a service learning subject. A descriptive analysis was performed to compare different teaching supports using traditional notes and the latest MR technology. Results have illustrated the investigated key factors using MR were generally higher than the traditional teaching notes. Although the current investigation is the pilot study of the essential learning to learn elements, the study provides support for the importance of the use of virtual teaching for the relevant training which may be worth further investigation

in the future. The study also provides practical implications that delivering technological applications are essential for teaching and learning in the recent digital era.

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Session II: Rehabilitation and Children

Implementation Inclusive Service Learning in Children with Disabilities in Daerah Istimewa Yogyakarta, Indonesia

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1. ABSTRACT & KEYWORDS

Service learning is known to facilitate students with experience of any “real world” problems, including in vulnerable communities. Children with disabilities have various complex problems, hence, collaboration inter disciplines is needed to be able to identify and make innovations. Studies are needed to accommodate an appropriate framework for service learning with complex conditions. This research is a service learning conducted at a special school for children with disabilities in the Special Region of Yogyakarta from February to June 2022. The implementation was attended by students from 8 different professions, namely Medicine, Product Design, Architecture, Information Technology, Information Systems, English Education, Management, and Biotechnology. The framework used is design thinking which consists of four stages, namely discovery, define, ideation, and deliver. In the discovery process, students conduct interviews and observations to explore what problems exist. The problem identification process is carried out by discussing with lecturers and teachers to narrow down the problem, then students develop ideas in the form of product innovation and advocacy. The results of these products and innovations are then delivered to students, teachers, and parents. Students get experiential learning how to collaborate to identify problems and make innovations inter disciplines with a design thinking method.

Key Words: inclusive, service learning, design thinking, inter discipline, disabilities

2. INTRODUCTION

The Special Region of Yogyakarta (DIY) had declared as Inclusive Province in 2014. According to that, Duta Wacana Christian University (UKDW) as a higher education in DIY was responding the need of protection and fulfillment of the rights of persons with disabilities. Service Learning (SL) is one form of learning in various universities that aims to connect several parts of learning with commitment to involvement in the community. It provides students with experience to be able to participate in service activities in an organization or institution, so that it is expected to identify needs in a community (Bringle et al, 2006; Felten & Clayton, 2011). Overall, it provides students with a learning experience about the reality of the world of work, including vulnerable groups (Eyler, 2001), such as persons with disabilities.

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Sekolah Negeri 1 Bantul which is also known as Kaliba Special School in DIY was chosen as the right environment for UKDW students to conduct SL. Among other special schools in DIY, Kaliba School has the most variants of disabilities, the largest area and is one of the pilot state schools for special schools in Indonesia. There are approximately 370 students in this school who are spread over five majors based on the type of disability: the department of visual impairment, hearing and speech- impairment, learning impairment, physical and mobility impairment, and autism. Children with disabilities have complex challenges as these children have various problems in their daily life due to their condition. For instance, in health, independent-living, education, social interaction. A collaboration from multi-disciplines is needed in the form of SL to be able to identify problems/needs in these children and stakeholders.

There are many services learning that held from various disciplines, but majority of their implementation framework were designed for a specific discipline (Salam, 2019). There is an urgency to apply a suitable framework for multidisciplinary. Design thinking is a framework used to identify complex problems that require the collaboration of various disciplines (Lewrick et al., 2020). It provides a conceptual framework for innovative thinking. By implementing a design thinking framework into SL, we were expected to be able to assess problems in the real-world situation and find alternative solutions in the setting of children with disabilities in Kaliba Special School.

3. THEORETICAL FRAMEWORK/LITERATURE REVIEW

A systematic review regarding SL in higher education was conducted by Salam et al. (2019). Salam et al. (2019) obtained four main results, one of them were the comparative analysis of the previous SL framework. It included the theoretical basis, main findings and limitations of each framework. Overall, there were various disciplines that have implemented SL. Through their systematic review, it was identified that the SL was mostly carried out by three disciplines: Health Sciences & Nursing, Business & Economics, and Computer & Information Sciences. In addition, there have been several SLs involving several disciplines in the same project or course which can improve the practice of interprofessional collaboration (Foster and Pullen 2016, Johnson & Howell 2017).

The practice of SL in disability context needs an appropriate approach. The UKDW inclusive SL used the Double-diamond Design Thinking framework (Fig. 1) developed by the UK Design Council (2015) as an iterative process where solutions or innovations are always based on a thorough understanding of the user and other related elements. This model of the design process makes it easier for designers and non- designers to search and solve problems appropriately.

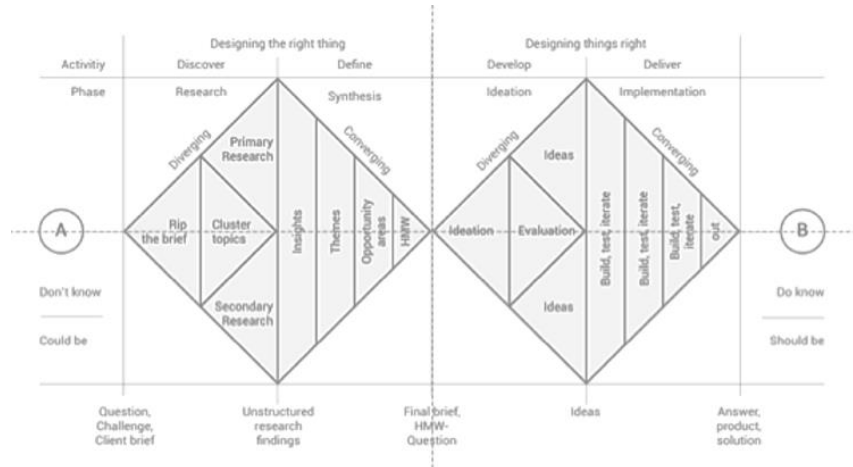


Figure 1: Double-diamonds Design.

Source: UK Design Council, 2015

Two diamonds represent the process of exploring a problem more broadly and deeply (divergent thinking) and responding to focused action (convergent thinking). Lewrick et al. (2020) asserts that the four main phases of design thinking are: discovery (discovery), define (identification), ideation (idea development) and deliver (delivery of solutions). This scheme uses critical thinking with reflective practice to apply creative and innovative design characteristics (Elmansy, 2021).

4. METHODS/ANALYSIS

4.1 The 1st Phase: Discovery

In this discovery phase, students visited the school for the first time. Prior to the visit, students were equipped with materials such as: Disability and Participatory Approach; Design thinking; Ethics, Researcher Safety and Rapid Ethnography. The material were provided online through a synchronous virtual conference due to the increasing condition of COVID-19 cases in Indonesia in February-March 2022. Students started the field study in April 2022. Then, students reflected and discussed in their respective groups whether they have had experience with children with disabilities.

4.2 The 2nd Phase: Define

After conducting observations and interviews, UKDW students discussed with Kaliba's teachers and UKDW lecturers about the problems they found in the field.

4.3 The 3rd Phase: Ideation

After determining the main problem, the UKDW students developed possible solutions. This process was carried out through the collection of various ideas from the various disciplines involved. At this stage, the faculty collaborated with local NGOs facilitated workshops which would help UKDW students to have deeper understanding about the context, such as: a workshop to understand about wheelchairs, sign language training, mobility for the blind, and a global health advocate course.

4.4 The 4th Phase: Delivery

After the product prototype and advocacy were made, the students delivered it to the school. Presentations were delivered to students, parents, and teachers at the school.

5. RESULTS AND DISCUSSION

There were 44 students, from 3rd and 4th year students from various study programs (i.e. Medicine, Product Design, Architecture, Information Technology, Information Systems, English Education, Management, and Biotechnology). All students were divided into 8 groups, where each group consisted of multi-disciplines and was guided by one supervisor. This program was focused on the quadriplegic group. Students conducted the SL activities from February to June 2022 in the design thinking method as follows:

5.1 The 1st Phase: Discovery

In this phase, UKDW students were participating directly in Kaliba class activity and social activities with Kaliba's students, teachers, and parents. UKDW Students observed Kaliba students' daily activities and also conducted interviews with other stakeholders at the school.

5.2 The 2nd Phase: Define

From the various existing problems, UKDW students prioritized one problem which was the condition of the weakness of the hand muscles in children with quadriplegic.

5.3 The 3rd Phase: Ideation

UKDW students develop a product and an advocacy campaign to address the main problem. The prototype product was a medical rehabilitation device to increase the strength of the hand muscles, that is adjustable and mounted on a wheelchair.

5.4 The 4th Phase: Delivery

During presentations, all of Kaliba's students and teachers could try product prototypes and provide input to students. Students recorded various testimonies to be discussed with the lecturer. At the end, the discussion led to an individual reflection. The reflection results were the new perspectives from different disciplines, experiencing the competence of different disciplines, realizing the needs of other professions in making advocacy and product innovations. They also feel the benefit of interprofessional interaction, complemented with their respective scientific competencies, as well as knowing that producing innovations required a comprehension of the user condition and related scientific novelties.

SL studies showed that students who have had experience with individuals with disabilities have more positive attitudes than students who have no previous experience in a community SL course that provides exposure to individuals with disabilities. (Lawson et al, 2017). Persons with disabilities are more prone to enter into several worrying conditions, such as economic problems and disparities in health services, as well as during times of being affected by the COVID-19 pandemic (Turk & McDermott, 2020). This program showed that the implementation of the design thinking framework in SL with disability settings brought out the students' ability to collaborate between various disciplines, to recognize problems and make collaborative solutions based on these problems. Collaboration, teamwork, cultural sensitivity, and dealing with diversity are among the social skills needed in the 21st century (Geisinger, 2016). The ability to collaborate is needed in carrying out complex tasks, where members complement each other according to their respective expertise in teamwork (Wang, 2010; Dede, 2010; Frasaer & Hvolby, 2010). In one systematic review, it was found that in the future studies are still needed to determine the determinants of collaborative work (Van Laar et al, 2020). This study shows how a good collaboration between various disciplines is carried out using a design thinking framework.

6. CONCLUSION AND CONTRIBUTIONS TO THEORY AND PRACTICE

This SL with a design thinking framework approach was able to identify and create solutions based on real problems in children with disabilities. UKDW inclusive SL students successfully implemented four steps of design thinking in this study. The results of this study support the existing insight that collaborative work from different disciplines can create solutions to problems in the community in disability settings by implementing a design thinking framework.

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A Critique of Theories Underpinning Service Learning Projects Aimed at the Rehabilitation of Prisoners

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1. ABSTRACT & KEYWORDS

Since the dawn of democracy in 1994, South Africa has experienced an increase in the population of prisoners. The rise in prison population could be attributed to many factors such as the increase in the general population of black South Africans, the abiding legacy of close to half a century of Apartheid and centuries of colonialism, weaknesses in the judicial system. The legacy of colonialism and Apartheid has resulted in many social ills like poverty and unemployment. High levels of crime have directly contributed to an overpopulation of prisoners in various correctional centres across the nine provinces of South Africa.

The post-Apartheid government has adopted a multidimensional approach to the challenge of reducing the prison population and rehabilitating prisoners. Non-governmental organizations have also developed interventions aimed at rehabilitating prisoners in South African prisons. South Africa, which has a combination of better equipped privately owned prisons and state managed prisons provides an interesting study of the effectiveness and sustainability of service learning based prisoner rehabilitation projects.

This paper will provide a brief analysis of service learning focussed prisoner rehabilitation projects in South and use relevant literature to critique the sustainability and effectiveness of such projects.

The literature review will draw from best practice in service learning based prisoner rehabilitation projects and propose a model for sustainable prisoner service learning based rehabilitation projects in South Africa.

Key Words: rehabilitation, reintegration, service learning, recidivism

2. INTRODUCTION

South Africa has experienced an increase in the population of prisoners. The rise in prison population could be attributed to many factors such as the increase in the general population of black South Africans, the abiding legacy of close to half a century of Apartheid and centuries of colonialism, weaknesses in the judicial system. The legacy of colonialism and Apartheid has resulted in many social ills like poverty and unemployment. High levels of crime have directly contributed to an overpopulation of prisoners in various correctional centres across the nine provinces of South Africa

The post-Apartheid government has adopted a multidimensional approach to the challenge of reducing the prison population and rehabilitating prisoners. Non-governmental organizations have also developed interventions aimed at rehabilitating prisoners in South African prisons. South Africa, which has a combination of better equipped privately owned prisons and state managed prisons provides an interesting study of the effectiveness and sustainability of service learning based prisoner rehabilitation projects.

This paper will provide a brief analysis of service learning focussed prisoner rehabilitation projects in South and use relevant literature to critique the sustainability and effectiveness of such projects.

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The literature review will draw from best practice in service learning based prisoner rehabilitation projects and propose a model for sustainable prisoner service learning based rehabilitation projects in South Africa.

3. THEORETICAL FRAMEWORK AND LITERATURE REVIEW

The literature from this study will mainly be drawn from the United States, which has experienced far reaching reforms in the development of prisoner rehabilitation education programs.

It should be noted that prison rehabilitation projects have shifted from a rehabilitation approach to a punitive one. Some scholars have argued that the contemporary criminal justice system has become more punitive and less oriented towards rehabilitation.

Literature suggests that we should be suspicious of any clear connection between criminal justice rhetoric especially coming from the state and the actual practices in prisons. There has also been a reversal of theoretical approaches to prisoner rehabilitation and some scholars have questioned the amount of investment on prison rehabilitation programme. Some literature emphasizes the responsibility of the individual prisoner to behave well and seek out opportunities for self-development without depending on external intervention for education and rehabilitation.

Literature also tends to take a quantitative view of rehabilitation and educational intervention programs in prisons.

The study will reflect on the issue of literature review raised above and relate these to the service learning prisoner rehabilitation projects in South Africa.

4. METHODS/ANALYSIS

The paper is solely based on the review of literature on the subject of theories underpinning service learning projects aimed at the rehabilitation of prisoners. Consistent with the tradition of critical review to an academic study this paper aims to provide a critical evaluation and interpretive analysis of existing literature on theories underpinning service learning projects aimed at the rehabilitation of prisoners.

The paper will also endeavour to reveal strengths, weaknesses, contradictions, controversies, inconsistencies, and/or other important issues with respect to theories, hypotheses, research methods on the subject.

The paper will make an effort in taking a reflective account of the major research that has been done in the study of theories underpinning service learning projects aimed at the rehabilitation of prisoners. The paper will reflect on the credibility of such research by providing a critique of the research done on the subject. In this way, the paper will provide critical reviews of major research on the subject and then attempt to constructively inform the academic community about the weaknesses of prior research and strengthen knowledge development by giving focus and direction to future studies on the subject of the paper.

The majority of the prison population in South Africa come from disadvantaged backgrounds, where social discrimination, poor (or no) education and limited job opportunities are the standard way of life.

The South African prison system reflects the economic inequalities and deprivation that permeates all sectors of the broader South African society. The overcrowded and often poorly resourced prison environment offer little to address and resolve these difficult social and economic realities faced by inmates. It should be borne in mind that most inmates experience personal and social deprivation born out of decades of dehumanisation, limited educational and development opportunities and little social support.

The majority of inmates from South African prisons get released into the community unskilled, undereducated and highly likely to become re involved in criminal activities.

The rate of recidivism in South Africa averages around 90 percent, it is evident that the punitive, incarceration based approach to crime prevention is not effective. According to the National Institute for Crime Prevention and the Reintegration of Offenders (Nicro), South Africa's criminal reoffending rate is high because rehabilitation and reintegration programmes are largely absent from the justice system. The Institute claims that the habitual relapse into crime, it could be as high as 87%.

4.1 The Role of Education in the Rehabilitation of Offenders

If implemented effectively the South Africa prison service learning projects could enable an inmate to start a small business or to hold a job paying a liveable wage are obviously prerequisites to a stable, crime free life.

The importance of education for South African inmate is such that it could thus afford individuals with the opportunities to achieve and maintain productive and crime free lives, and help to create safer communities for all. Despite all this, education as a tool to combat crime is rarely debated or researched in South Africa. Yet international research indicates that a lack of education, as will be indicated in this article, is a primary cause of reoffending by parolees or other inmates shortly after being released.

4.2 Defining Rehabilitation within a Prison Context

Glick and Goldstein (1995:463) define rehabilitation as "providing psychological and educational assistance or career training to prisoners to make them less likely to engage in future criminal activities". Falshaw, Travis and Nugent (2004) state that rehabilitation is, in its simplest form the process of dealing with convicted offenders following sentence, and through various processes of training capacity building and psycho-social support, re-introducing offenders back into communities after the completion of their sentences. Trester (1981: 169) is of the opinion that the concept "rehabilitative" derives from the word "habilitate". Habilitate refers to the Latin word "habilitatus", meaning the "ability" or "tendency" of someone to achieve something. Rehabilitate is furthermore defined by Trester (1981:169) as the process of teaching the skills needed for successful living. From the abovementioned definitions, it is clear that the objective of rehabilitation is to address the offending behaviour of an offender thus reducing recidivism. Against this background the functional role of 7 rehabilitation programmes in the reduction of recidivism can be deliberated on.

4.3 Current Service Learning Orientated Programmes in South African Prisons

Education programmes are among the many programmes offered by Correctional Services to prepare offenders to become productive and law abiding citizens. Correctional Services also makes provision for community involvement in delivering correctional services. Section 41 of the South African Correctional Services Act 111 of 1998 states the following in terms of services to prisoners that would facilitate their reintegration:

1. The Department must provide or give access to as full a range of programmes and activities as is practicable to meet the educational and training needs of sentenced prisoners.
2. Sentenced prisoners who are illiterate or children may be compelled to take part in the educational programmes offered in terms of subsection (1).
3. The Department must provide social and psychological services in order to develop and support sentenced prisoners by promoting their social functioning and mental health.
4. The Department must provide as far as practicable other development and support programmes ISSN 1011 348715 which meet specific needs of sentenced prisoners.

5. Sentenced prisoners have the right to take part in the programmes and use the services offered.
6. Sentenced prisoners may be compelled to participate in programmes and to use services offered in terms of subsections (1), (3) and (4) where in the opinion of the Commissioner their participation is necessary, having regard to the nature of their previous criminal conduct and the risk they pose to the community.
7. Programmes must be responsive to special needs of women and they must ensure that women are not disadvantaged. Almost all prisons in South Africa offer education and vocational training programmes, such as adult basic education and training (Grades 1 to 10), secondary education (Grades 11 and 12), life skills, occupational and entrepreneurial skills training and computer based training

5. RESULTS AND DISCUSSION

The literature review of theories that serve as a basis for service learning projects aimed at the rehabilitation of prisoners has contributed to a better understanding of the development of service learning orientated projects aimed at the rehabilitation of prisoners. The literature review has drawn parallels in the historical development of prisoner rehabilitation projects in advanced and emerging democracies. The review has outlined theories which serve a common denominator in the design and implementation of service learning orientated prisoner rehabilitation projects.

The most important factor towards the formulation of service learning orientated projects is the ability of agents of change to manage peculiar socio-political transformation dynamic in their context.

The majority of prison inmates have no skills that are required in the employment market and one could argue that its precisely because of absence of market related skills and low levels of education that such persons are find themselves behind bars

This is especially relevant in South Africa where there has been a paradigm shift on the treatment of offenders. This paradigm shift has embraced the concept of rehabilitation and the effective treatment of offenders to assist them to be reintegrated into society.

However, a major challenge is that South Africa's criminal reoffending rate is high because ineffective rehabilitation and reintegration programmes.

5.1 Agriculture Service Learning Project

Over the past two years (2011 to 2013), almost 30 million kilograms of vegetables, fruit and meat were produced by inmates at correctional centre farms and abattoirs. During the same period, 5,578,133 loaves of bread were produced at its six bakeries. At the Boksburg Correctional Centre Bakery only, 22 offenders produce 2,000 loaves of bread daily which feeds 5,000 offenders.

The abattoir at Leeuwkop Correctional Facility has been declared the best in Gauteng, for the past five successive years in the category of Low Red Meat Abattoir, winning the gold award, whilst the abattoir at Middelrift Correctional Facility was declared the best in the Eastern Cape, for the past three successive years, in the same category.

Correctional Services wants more inmates to be skilled in agricultural production as part of creating an active offender community, offenders must work and study and leave correctional centres with a skill in one hand and a certificate in the other hand. Many more inmates will be trained in agricultural production.

5.2 Refurbishing School Desks

The correctional offenders will be doing more to create better schools and communities by donating refurbished desks to schools.

The inmates of correctional centres we will continue, together with our offenders, to contribute to a decent education thereby making a positive contribution by way of refurbishing the much needed school desks.

The refurbishment of desks was done in collaboration with business companies such as Sun International, which donated thirty-five computers to schools. ABSA Bank, and Oranje Toyota, purchased the material for the refurbishment of the desks. The labour provided by inmates was utilized to construct, and maintain, schools.

The refurbishment of desks projects not only does it present offenders with development opportunities, but it also allows them to plough back to the very communities they offended. By working together with communities, inmates create better schools and better communities.

The Message Trust Aftercare and Enterprise MEP is a holistic one-year entrepreneurship programme that works with juvenile offenders economically, spiritually, emotionally and socially, preparing each offender for pre and post release.

MEP provides an intensive entrepreneurial course in prison to help prepare youth offenders for employment and provide opportunities to incubate their own businesses once released on parole. MEP will provide a foundation for young men prior to release and The Message Trust Aftercare and Enterprise programs will continue to assist young men once released. The programme provides a through care process including training and mentoring offenders in prison through to their release and employment.

MEP beneficiaries are equipped & trained with the tools to gain employment & not re-offend. This brings healing & restoration to the individual, the family & the community. One of the most exciting elements of MEP is that graduates become positive role models to the next generation of youth in disadvantaged communities, preventing youth from crime & gangsterism. 25 offenders are directly impacted including their families and indirectly thousands of youth that our MEP graduates speak to each year.

5.3 Models of Inmate Centred Service Learning Projects

Prisoners learn much of what they know about leadership and citizenship from their peers. To begin, their very first experiences with what leadership looks like in prison comes from observations of how their fellow prisoners and staff conduct themselves. The individual roles of prisoners can take many different forms, including:

Participation in prison clubs

By the time they rise to leadership roles in prisoner led clubs, these men tend to have acquired many managerial skills that include an ability to delegate responsibilities to others and to train those delegates to take on the assigned task; “each one teaches one” is a common theme among prisoners, and such delegation and mentoring serves the function of an informal apprenticeship. Leaders of clubs must also develop an understanding of how to prioritize their time, goals, and energy, and they must become fluent in the function and form of business-like documents such as e-mails, proposals, and memos. Additionally, they need strong public speaking skills and the ability to communicate effectively with staff members, including prison administrators who are commonly considered out-of-reach by prisoner.

Educational classes and cognitive-behavior projects

The inmates and educators who hold classes in prison teach various skills and also demonstrate what being a good citizen looks like. They share knowledge while also teaching patience, time-management, empathy and understanding. Effective inmates work with others to help them to develop themselves and bring the best out of them without degrading them or frustrating them. This is a delicate balance that is not to achieve and extremely valuable to learn, both in prison and the larger community.

Involvement in peer-taught class

These men commonly share many of the same skills as club members and professional educators, with an emphasis on training/teaching, public speaking and time –management. They offer good example to other. They demonstrate how to manage groups and inspire a deeper level of thinking and reflection.

Contribution in prison jobs

These inmates teach others who work under their leadership how to do the task at hand. Again in apprenticeship type of way, they share their knowledge and skill in on-the-job training sessions. To reach these trusted work positions, lead men need to develop and demonstrate good communication and time management skill. They also need to effectively liaise between the prisoner laborers that work under their tutelage and staff/production coordinators that oversee and manage the lead men.

6. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

This study comes at an important time in South Africa when the country struggles to maximise the impact of policies and frameworks for the rehabilitation of prisoners. are being developed in relation to disability and rehabilitation. It has been important to critically analyse theories that underpin service learning orientated rehabilitation projects in order to determine how to develop models that could improve the effectiveness of projects aimed at the rehabilitation of prisoners. The paper will help decision-makers and implementers to development prisoner rehabilitation projects that improve reintegration of prisoners into society.

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Service Learning as General Education: A Case Study of a Teaching-Led Research on Para-Athletes

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1. ABSTRACT & KEYWORDS

This paper presents a case study of teaching-led research on *The Portrait of Disability Sport and Disabled Athletes by the Hong Kong Chinese Media* based on a General Education Capstone (GCAP) Service Leadership Education (SLE) course. The GCAP SLE course concerned is about sports, journalism and disability-related issues. It has a tight teaching schedule, comprising theory, activity-based learning such as wheelchair basketball activities and related lecture, etc. As the course is not designed for teaching-led research, adjusting the contents and curriculum to include teaching-led research could be very challenging. In view of this, this paper demonstrates how teaching-led research can be planned, incorporated and conducted within a GCAP SLE course. The role of students in data collection, the challenges faced by instructors and reflections from instructors on teaching and learning are illustrated.

The two instructors involved are of the view that teaching-led research will further help GCAP students to apply service leadership concepts to a global or societal problem. It is because, through the entire research process, students can be exposed to first-hand information, raw data, as well as being enlightened to find innovative solutions to such problems. It is concluded that GCAP instructors should conduct more research with students, but extra resources should be added to facilitate the same.

Key Words: Service Learning, General Education, Teaching-led research, Disabled Sports, Para-athletes

2. INTRODUCTION

At Hong Kong Baptist University (HKBU), instructors of General Education (GE) courses are highly encouraged and assisted to conduct research in partnership with students to enhance both the teaching and learning. Optional funding granted for an independent study in General Education Capstone (GCAP) courses, which target Year 3 and Year 4 undergraduate students, helps further create a research-rich environment for instructors. HKBU GCAP courses are classified into 4 categories: Service-Learning (SL), Service Leadership Education (SLE), Experiential Learning (EL) and Interdisciplinary Independent Study. HKBU students took lower-level GE courses, such as foundational courses and inter-disciplinary thematic courses, before taking GCAP 3135 Sports and Disability in the Hong Kong Chinese Media (GCAP 3135), the case studied in this paper. This paper aims at analyzing a teaching-led research on *The Portrait of Disability Sport and Disabled Athletes by the Hong Kong Chinese Media* based on a GCAP SLE course as a case to demonstrate: 1. How teaching-led research can be planned, incorporated and conducted within a GCAP SLE course; 2. The involvement of students in a GCAP SLE course to participate in the data collection process; 3. The challenges brought by conducting teaching-led research in a GCAP SLE course; and 4. Reflections from instructors on teaching and learning.

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3. THEORETICAL FRAMEWORK/LITERATURE REVIEW

“The 3Cs” of leadership in the Service Economy, namely Competence, Character and Care (A. Reza Hoshmand and Po Chung, 2022), was used as the theoretical framework in the GCAP SLE course. As suggested by the “3Cs” theory, when educating students in the concept of service leadership, the teachers teach the importance of the dimensions of leadership, which include aspects such as moral, social, physical, mental and spiritual growth and awareness, and also to exhibit these dimensions in their own pedagogical behavior. Collecting data from sports journalists covering disabled sports gives students a unique experience in applying the 3Cs.

Humboldt suggests bringing pure research and teaching together in the same institution, and such hybridization will benefit both academics and students (Von Humboldt, W, 1970). Barnett suggests that research has to teach us how to live (Barnett, R. 2000). According to Tony Harland’s teaching-led research approach and practice, one potential model to facilitate teaching-led research is the practice of teaching undergraduate students as researchers in a knowledge community, using the same processes that experienced researchers use for their own learning and development (Tony Harland, 2015). Harland argued that a curriculum process in which students learn as researchers is of paramount importance. Harland illustrated it by using a case of an ecology degree programme at a New Zealand university, where the students gained knowledge through doing research as they emulate their teacher’s research activities in all dimensions. Students of that class did not conduct problem-based learning or other inquiry-related approaches, but instead engaged in authentic research that included formulating original questions, writing grant applications, experimental design, carrying field work, critically evaluating data, reporting writing and reviewing their peers’ work anonymously. Harland emphasized that the aforesaid way of learning was a mutualistic symbiotic activity, facilitating the students’ learning development and the teacher’s research development. Zamorski distinguished between teaching where students were used as an audience for research, and teaching where students were engaged in research activity (Zamorski, B., 2000). This paper shares the experience of the application of the said teaching-led research approach to a GCAP 3135 course, which is perceived by students and many teachers as mainly activity-based in nature, by modifying the curriculum of the course and involved students to the research process.

4. METHODS/ANALYSIS

Sports news does not receive as much attention as current affairs or financial news in Hong Kong, not to mention the reporting of para-sports and para-athletes. In view of this under-representation of para-sports and para-athletes in the Hong Kong Chinese Media, GCAP 3135, which is a GCAP SLE course, was designed to nurture students to provide innovative solutions to improve the representation of para-athletes in the mainstream media. It was interdisciplinary by nature, focusing on sports and health care, journalism, disabilities studies, management and service learning. It helped develop students from different disciplines to be able to decipher the importance of leadership practiced by sustainable leadership and situational leadership. Both theories and practical reporting experience were incorporated into the course. The course was co-taught by two instructors, one still practicing sports reporting in the journalism industry, while the other with more than 10 years of teaching experience in a tertiary institution in Hong Kong. Both instructors do not have teaching-led research experience before, but are eager to apply it to a GCAP SLE course.

The course began with introducing the definition of “Service Leadership”, “Service Learning”, the changing concepts of leadership regarding diversity, respect, discrimination and inclusivity. “Disability” in historical and cultural contexts, sustainable leadership and situational leadership were highlighted, and sports science was also introduced. It continued with professional training in journalism, major reporting and filming skills and the analysis of the ecology of social media. The distinct lack of “para-athletes”, namely, a sportsperson with a physical and/or mental disability, in the mainstream media regarding both domestic and international participation at major sports events for para-athletes was also explored, and ethical issues considered by media executives, sports coaches, athletes in para-sports reporting were examined.

Both individual assignments and group projects were arranged to students. Regarding an individual assignment, every student needed to write an essay. For the group project, four students formed one group to work together for the entire semester. Every group had to submit a proposal for conducting interviews of para-athletes requested by students.

The delayed 2020 Olympic and Paralympic Games due to the COVID-19 pandemic was eventually held in Tokyo in 2021, and GCAP 3135 was offered to students immediately after the Olympic and Paralympic Games in 2021. A good number of Hong Kong athletes achieved encouraging results in the Games, setting off a sports boom in the Hong Kong society and motivating the Hong Kong Special Administrative Region (HKSAR) government to allocate more resources to support the sustainable development of the sports industry. Through live TV broadcast, the Internet and the media, Hong Kong citizens’ access to news about the Olympics and Paralympics drastically soared. This created an unprecedented atmosphere in the Hong Kong society, in which the entire city was enthusiastic about Hong Kong athletes. However, the enthusiasm for the Tokyo Olympic and Paralympic Games did not sustain substantial changes to the sports news section of the Hong Kong media. After the conclusion of the Games, the attention paid to para-athletes is still less than the Olympic team. Both media professionals and the general public cannot help but think about whether the Hong Kong media’s news coverage of para-sport is sufficient and the reasons behind its deficiency.

In view of the above, a mixed methodology, a series of qualitative interviews with sports journalists in Hong Kong and a quantitative research questionnaire on sports journalists were designed for students taking GCAP 3135 to complete as part of their assessed coursework and the teaching-led research. An additional funding was granted by HKBU to conduct such research. Students’ consent were given, and the engagement of students to conduct the said research was reported to HKBU’s relevant research ethics committee. As in Harland’s application of teaching-led research in that ecology class, GCAP 3135 tried to engage students as much as possible during the research process. After teaching them journalistic interviewing skills, students, who were primarily non-journalism majors, formulated their original questions of the qualitative interviews and conducted the interview and completed the write-up by themselves. 30 sports journalists with different years of industry experience, professional backgrounds and positions were interviewed from October to November 2021. All of the write-ups were reviewed by both instructors as assessed assignments but at the same time, some were discussed critically amongst peers in lectures.

Regarding the questionnaire on how the Chinese-language media report on para-athletes, students were encouraged to contribute questions and methodology before designing the questionnaire. After incorporating all of the questions expressed by students in class discussion, the two instructors, who were also the investigators of this research, designed the actual questions of the questionnaire. It was then disseminated to all students who helped collect the data from those sports journalists. The instructors then analyzed the

data and findings. Recommendations collected and derived by students from the aforesaid qualitative interviews were also inserted when relevant.

5. RESULTS AND DISCUSSION

Out of the 26 questionnaires which were successfully completed and returned, 18 respondents believed that the frequency of reporting on para-sports and para-athletes by the Chinese-language media in Hong Kong received the score of 1 or 2 on a 5-point Likert scale (1 =very insufficient; 5=very sufficient). The average score given by the 26 respondents was about 2.154, implying that more than 70% of the respondents rated the frequency below average.

According to the survey results, more than 80% of the respondents believed that factors affecting the amount of information reported and the frequency of reporting on para-sports and para-athletes by the Hong Kong Chinese-language media included manpower and financial resources, as well as the audience's interest.

The GCAP SLE course is very rich in content and has a very tight teaching schedule: theory, activity-based learning such as wheel-chair basketball lecture, guest lectures etc. It is also not designed for teaching-led research at the outset. Adjusting the contents and the curriculum to include teaching-led research in it is very challenging by nature. The implementation of all of the above may make the students think that the course is a bit too heavy.

Students' expectation management of the course is another major issue. Most students thought that most of the GCAP courses are mainly activity-based, while many students did not expect to do research in an undergraduate GCAP course. Some students did not care about doing research or not and as long as the collecting of data for the research is part of the assessed assignments, as they only focused on the overall workload of the course, and the word "research" was not even mentioned by students in the teaching evaluation.

Some of the comments from the teaching evaluation:

"Heavy workload. – Student 1"

"The workload is slightly high. – Student 2"

"A lot of paperwork, making it difficult to balance the time and efforts spent on other subjects in the same semester. – Student 3"

Due to the set curriculum of GCAP 3135 and the tight teaching schedule of the whole semester, it is not possible for the instructors to complete the data analysis and findings of the whole research before the end of the semester. Therefore, the reflection and discussion of the findings was not thoroughly examined with students before the course ended. It may split the research process into two parts and students only concentrated on half of the teaching-led research, which was the design of the questionnaire and the data collection part. After reviewing the whole teaching-led research process, both instructors found that the whole teaching-led research benefited both instructors and students, as they interplayed very well during the whole semester.

The research was well-conducted with data collected by students. On one instructor's reflection, amongst other matters, students of GCAP SLE course may not be very eager to participate in research work. Integrating the data-collecting process of the teaching-led research to students' coursework of the course at the outset is of paramount importance, since this gives them a strong incentive to complete the necessary tasks and to equip them with research skills even in GE courses. Teaching-led research will further help GCAP

SLE course students to apply service leadership concepts to solve global or societal problems. It is because, through the entire research process, students can be exposed to first-hand information and data, with the process enlightening them to find more innovative solutions to such problems by going through the whole knowledge discovery process rather than by knowledge transfer only. The overall teaching effectiveness of the lecturers was 4.59 out of 5, which is considered high in GE courses.

Some students' comments on the course:

“The lecture's content was well organized. – Student 4”

“I have learnt a lot of knowledge about para-athletes. It is very important for us to understand them. – Student 5”

“Interactive, useful information, inspiring. – Student 6”

“I had the chance to interview both para-athletes and sports journalists, which was a very valuable experience. – Student 7”

Teachers after having in-depth discussions with students during lectures about the research questions have expanded the thinking of the research-topic. The participation of GCAP SLE students in the data collection process helped them understand the “3Cs” theory better.

6. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

GE courses, as perceived by academics, administrators and students, may not best cater teaching-led research by nature as its teaching goals are different. However, the instructors of GCAP 3135 argued that GCAP courses offer an ideal platform for instructors to conduct teaching-led research with students together, if the instructors incorporate the research engagement well in the teaching process, adjust the course workload and give clear guidance to students. This paper presents a valid case of such successful application. However, the current case relied on the additional funding for conducting the said research by HKBU GE. The said funding assisted the instructors in hiring teaching assistants to administer the whole research implementation. GCAP courses instructors may try to establish a scholarly building community in the company of undergraduate students, as described by Brew (Brew, A 2006) and Harland (Tony Harland, 2015).

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Session III: Cross-discipline and Reflection

Developing Transdisciplinary Competencies through Research-Based Community-Engaged Learning

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1. ABSTRACT & KEYWORDS

The paper explores the development of undergraduate students' transdisciplinary competencies through a community partnership programme. The partnership involved undergraduate students virtually providing research and advocacy support to Rotary Peace Fellows overseas, working on real-impact projects around peacebuilding and change-making. We applied the competence fields framework by Pearce et al. (2018) to measure dimensions of transdisciplinary learning around sustainability-related projects, collecting data from survey questionnaires and focus group interviews. Our findings suggest that the struggles in working through ambiguous and ill-defined problems can generate productive conditions that foster the transdisciplinary competencies measured.

Key Words: community-engaged learning, service-learning, transdisciplinary education, sustainability, student future readiness

2. INTRODUCTION

The increasing attention to sustainability in higher education responds to the repositioning and transformation of universities towards civic engagement and as centres for solving societal problems. The complexity and ill-defined nature of contemporary issues necessitate transdisciplinary engagements that travel across knowledge domains beyond the fragmented scope of disciplines and include societal stakeholders to generate new methodological and conceptual frameworks. Relatedly, community-engaged learning partnerships or service-learning experiences are increasingly transdisciplinary because of the involvement of students in co-constructing solutions to address contemporary problems requires the integration of concepts, approaches, processes, and topics based on a collaborative effort between different disciplines and social actors. Our paper explores the development of transdisciplinary capacities of undergraduate students through a research-oriented community-engaged learning model supported by digital technologies due to the disruptions of COVID-19.

The study follows an 8-week non-credit bearing, co-curricular online international community partnership pilot programme on peacebuilding and change-making between the Common Core at the University of Hong Kong (HKU) and the Rotary Peace Centre at Chulalongkorn University in Thailand, conducted in 2022. The programme consisted of an introductory classroom session. Afterwards, 36 undergraduate students self-nominated into project groups under the mentorship and supervision of one of four Rotary Peace Fellows in Palestine, Uganda, Australia, and the United States to conduct research and advocacy activities on Social Change Initiative impact projects. Two students were also assigned to work on coordinating these initiatives under the supervision of the Deputy Director at the Rotary Peace Centre in Thailand. The projects exposed students to sustainability-related and complex social, political, environmental, psychological, and economic issues, such as gender-based inequities around employment and ownership, climate change education, and grassroots production and consumption practices. Our programme aimed to develop students' transdisciplinary competencies by supporting the

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Rotary Peace Fellows working on the ground to develop practical solutions to contemporary ill-defined problems. This paper outlines the opportunity and challenges of acquiring transdisciplinary competencies through inquiry-based community partnership programmes.

A better understanding of the effectiveness of transdisciplinary research programmes based on community partnerships/ service-learning models within higher education is imperative for two reasons. Firstly, authentic community-partnership environments are ideal contexts for transdisciplinary learning through the production of socially relevant knowledge co-constructed between students and the relevant community stakeholders. Secondly, research-based community-engaged learning and transdisciplinarity education share common and complementary learning outcomes that aim to develop higher-level competencies such as problem formulation and solving skills, data analysis, writing literacies, critical thinking, collaboration, metacognitive skills, transversal competencies and clarity around professional pathways through exploring solutions to challenging and unpredictable real-world contexts (Healey & Jenkins, 2009; Jeder, 2014; Sletto, 2010). Hence these intersections elevate the employability of graduates and build students' capacities for future global workplaces.

3. THEORETICAL FRAMEWORK/LITERATURE REVIEW

Transdisciplinary learning through community partnerships has attracted growing research interest in recent years. Transdisciplinary learning generally starts with the issue or problem and moves toward a solution by bringing different disciplinary concepts, methodologies, and processes (Meeth, 1978). Given transdisciplinarity is a chameleonic concept, Wiek et al. (2011) proposed measuring key competencies in sustainability to understand transdisciplinary learnings, which is appropriate given our programme addressed sustainability-rich issues of peacebuilding and change-making. Through an extensive literature review, Wiek et al. listed systems thinking, strategic, interpersonal, anticipatory, and normative competencies as core to complex problem-solving in sustainability-related issues. From this framework, Pearce et al. (2018) developed competence fields, which we employ as our methodological framework for evaluating the effectiveness of our programme in building sustainability and hence transdisciplinary competencies. The fields include communicating values, reflecting on self and others, applying concepts in the real world, framing complex problems with others, researching the real world, and imagining solutions and their consequences.

4. METHODS/ANALYSIS

To understand how the experience impacted transdisciplinary research capacities, we analysed responses from 38 HKU undergraduate students from mid-programme questionnaires administered five weeks into the programme and end-of-programme questionnaires after the 8-week programme. The questionnaires had a combination of 5-point Likert Scale questions in response to statements (strongly agree to strongly disagree) and open-ended questions, focused on aspects of the mentoring and supervision, workload, peer collaboration, research process and outcomes, and student skills acquired. In addition, administered questions intended for students to reflect on their experiences. Furthermore, we conducted follow-up focus group interviews with nine students and collected in-depth responses to questions to follow up on themes identified from the questionnaires. All the participating students represented different degree programmes and levels of study, with a mix of local Hong Kong, mainland students, and international students.

5. RESULTS AND DISCUSSION

As a summary of the findings, 95% of students agreed (5% neutral) that they gained valuable knowledge and skills from working in this community-partnership learning programme. Students overwhelmingly indicated the challenges and associated learnings in communication-related issues such as collaboration, leadership, and reaching consensus with peers and the Peace Fellows around issue formulation and proposing solutions. The struggles in this area prompted reflexivity on better articulating and framing ideas, interrogating biases and values, supporting ideas with empirical evidence and feasibility research, and effectively coordinating with peers, including setting goals, time management, adaptability, and inclusion of others' opinions and criticisms. The online mode and different time zones with the supervisors noticeably intensified the challenges. Some students expressed how the dilemmas of working with diverse peers and stakeholders in the project helped them to speak up and develop interpersonal skills, although a few students struggled with poor peer relationships throughout the programme.

Secondly, as an international community partnership, the contextual differences not only exposed students to issues that were mainly unfamiliar to their own contexts but further led to reflections around the questioning of assumptions and the awareness of developing solutions appropriate to the contextual circumstances by working closely with the community stakeholders. The unfamiliar contexts allowed the students to (re)turn and contemplate similar issues at a local and regional level, for example, gender equality and environmental concerns. Students realised how methods and processes around gamification, storytelling, and advocacy could be exported into framing or solving problems in other contexts. Moreover, we emphasise how the 'messiness' of the ill-defined problems encountered by the students encouraged them to adopt transdisciplinary approaches while simultaneously being perceived as a source of frustration due to the lack of defined instructions or guidance and the higher degree of autonomy offered. The implementation of solutions by the students did not always work out according to plan, and the situation obliged students to take responsibility for dealing with unmet outcomes and unexpected consequences.

Regarding competencies around research, 84% of students agreed with (13% neutral) the statement that participation in the programme increased their confidence in conducting research after the experience. Furthermore, students strongly indicated research (concepts, processes, communication) as an acquired skill in responses to questions on transferrable learnings of the programme to the student's personal and professional lives. Specifically, students developed relational thinking capacities by expressing awareness of the interconnections traversing multiple fields and actors and the value of grounded research through engaging with the Peace Fellows and associated community stakeholders. In addition, students expressed how the projects offered an opportunity to integrate their disciplinary knowledge in transdisciplinary collaboration to co-produce policy and other solutions with peers from different faculties and the community stakeholders of the projects.

Finally, the word 'passion' and sense of satisfaction and achievement featured strongly in the students' accounts of participating in the programme, with 89% of students agreeing (11% neutral) that the assigned activities were interesting and engaging. The result reinforces how transdisciplinary inquiry-based community-engaged learning affords students the agency to devise creative solutions to (modestly) impact and contribute to real-world issues that can produce greater student engagement and authentic learning experiences.

6. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

In analysing the learning outcomes and challenges faced by students participating in this programme, the study observed the development of various sustainability competencies as transdisciplinary learnings across the competence field dimensions advanced by Pearce et al. (2018). A critical insight is how the uncertainty and ambiguity present and embedded within the complex issues of community partners are productive 'confusions' for students' learnings and acquisitions around transdisciplinary orientations. We encourage further experimentations on innovating and operationalising community-engaged learning models to build students' future readiness capacities to address ever-complex challenges.

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How Service-Learning Teachers from Different Disciplines Conceptualize and Practice Reflection

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1. ABSTRACT & KEYWORDS

Faculty from very diverse disciplines are now teaching service-learning where reflection is an essential element. As a pedagogical tool, reflection is understood and practiced differently across disciplines. This a qualitative study of how faculty from different disciplines conceive and practice reflection in their service-learning courses. Twenty-four participants who teach service-learning subjects in The Hong Kong Polytechnic University were interviewed. Findings suggest that *disciplinary differences* are a factor in how faculty conceive and practice reflection. In turn, *how faculty conceive reflection* is an important factor in reflective practice. The study corroborates the thesis that disciplinary differences and concept of reflection both influence practice. Moreover, it identify ways of conceptualising reflection which are more conducive to effective use of reflective pedagogy.

Key Words: reflection, concept, practice, service-learning, higher education

2. INTRODUCTION

Service-learning typically integrates thick reflective practices with academic learning and community involvement. It has become widely adopted in universities worldwide and engages many disciplines. More empirical studies attending to details and differences in teaching reflection in heterogeneous disciplines are needed. This qualitative study explores disciplinary differences in teachers' conception and pedagogical practice of reflection in service-learning. It is based on interviews with faculty (N=24) from 18 departments who teach service learning courses in The Hong Kong Polytechnic University. How students learn to reflect in academic contexts importantly depends on how faculty conceive, design, and facilitate reflective activities in their courses (Chan & Lee, 2021; Lin, 2022; Rogers, 2001). By investigating conceptions and practices of reflection in heterogeneous disciplines, we hope to better understand different approaches to reflection with the rich descriptive details afforded by qualitative research, likewise to draw implications for more effective

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reflective practice in more diverse disciplines through experiential pedagogies such as service-learning.

Three research questions (RQ) guide the study:

RQ1: How do faculty from different disciplines conceive reflection? Are there notable differences between them?

RQ2: What reflective activities do faculty from different disciplines promote? Are there notable differences between them?

RQ3: Is there a relationship between how faculty conceive reflection and their reflective pedagogical practices?

3. THEORETICAL FRAMEWORK/LITERATURE REVIEW

A number of multi-disciplinary studies emphasize the importance of reflection in higher education as a whole. Worth mentioning are two recent systematic reviews. Chan and Lee (2021) summarize challenges of teaching reflection. Noting that university faculty are seldom 'trained as teachers but are researchers and scientists', they conclude with the need for 'reflective literacy', i.e., mastering the purposes, processes, and approaches to implement and assess reflection (p.3, 13). Lin (2022) is a meta-analysis confirming how reflective interventions i.e., means teachers employ to guide and structure student reflection have positive effect on learning outcomes. Lin identified three moderating variables and their implications for designing reflective activities: (1) intervention duration (long term reflection is more effective than short, one off activities); (2) peer interaction (social exchange through feedback, dialogue or debriefing with peers, instructors, or mentors magnifies the effect of reflection compared to solitary introspection); and, 3) reflective activities (using diverse formats –e.g., writing, case studies, role plays, simulation, videos, blogs– is more productive than 'rigidly adhering to one format', p.135).

In service-learning, reflective practices usher students towards transformative levels of thinking as they consider areas for self-improvement and possible contributions they can make to change making (Eyler & Giles, 1999). However, mere reflection does not guarantee deep and consequential learning. Eyler et al. (1996) recommend designing reflection in service-learning courses to be continuous (i.e., done at critical junctures of the service experience), connected to academic learning, challenging in raising critical questions, and contextualized, that is, appropriate to the learning environment.

4. METHOD/ANALYSIS

We first classified existing departments in the university according to Biglan's (1973) classification of disciplines, yielding three broad discipline areas: applied sciences & engineering (ASE), business & humanities (BH), and health & social care professions (HSC). Using a purposive sampling design, we then invited for semi-structured, individual interview 8 faculty members from each of the three discipline areas. Interviews took place in 2017, each lasting for approximately an hour. With participants' consent, interviews were audio-recorded and transcribed for research.

Qualitative data analysis followed procedures described in Merriam 2009. To answer the RQs, we analyzed data by categorizing participants according to their conceptions of reflection following the framework in our previous study (Camus et al, 2021). After coding and summarizing data from the interviews, we did three rounds of tabulation. First, we tabulated participants' conception of reflection against their disciplinary background to reveal the relationship, if any, between the two (RQ1). We followed the same process to examine participants' reflective pedagogies against their disciplinary background (RQ2), then again to examine participants' reflective pedagogies against their conception of reflection (RQ3).

5. RESULTS AND DISCUSSION

5.1 Concepts of Reflection and Disciplinary Backgrounds

In Camus et al., 2021, we devised a framework of reflection with four conceptual domains, namely, reflection as *transformative learning*, as *mindful practice*, as *evaluation exercise*, and as *articulated thinking*. Figure 1 uses this framework and summarizes how faculty from different disciplines conceptualize reflection.

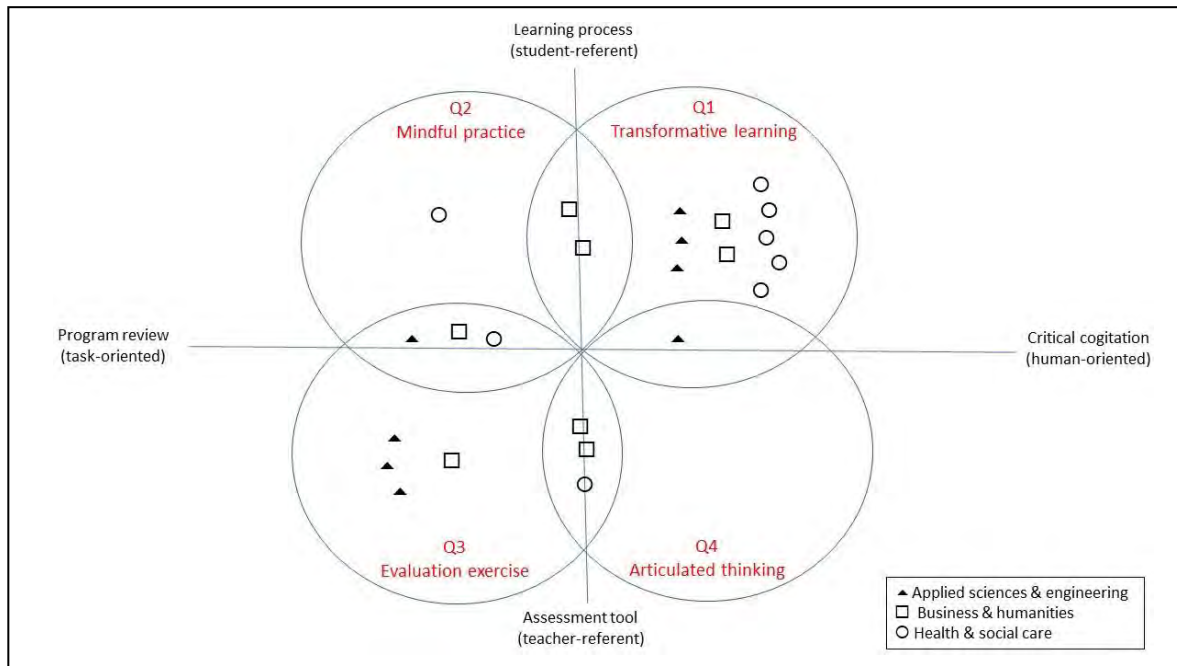


Figure 1: How Faculty from Different Disciplines Conceive Reflection (N=24)

The most populated quadrants are Q1 and Q3 which represent contrasting conceptions of reflection. ASE faculty (6/8) are evenly split between these two quadrants. BH faculty are distributed around the same quadrants but tend to fall in overlapping domains (5/8) which represent mixed or emerging conceptions of reflection. As for HSC faculty, more than half (5/8) neatly place in Q1, the rest falling between Q2 and Q3.

5.2 Reflective Pedagogical Practices in Service-Learning

Participants reported adopting different types of reflective activities. Figure 2 summarizes the types and frequency of reflective pedagogies reported. We tabulated these against their disciplinary backgrounds to examine any relationship between the two.

	Formal (planned/scheduled)						Informal (casual/ spontaneous)
	Assessed		Not assessed				
	Essay e.g., reflective journals, reports, or assignments	Multimodal Presentation e.g., oral, video, photography	Field/ experience debriefing group gather- ings about recent experience, usually on site	Classroom- embedded reflection occur during regular class instruction (lectures, tutorials, workshops)	Consultation sessions or appointments with instructors to discuss & seek advice about project details	Written entries & exercises e.g., diaries, logbooks, worksheets	Instructor- student communications e.g., messages, conversations, feedback
ASE1	2		regularly				regularly
ASE2	2		1			regularly	
ASE3	1		regularly			regularly	
ASE4	1	1	4				
ASE5	2		regularly				
ASE6	2	1	regularly				
ASE7	1	1					
ASE8	3		1		✓		
BH1	1		regularly			regularly	
BH2	1	1				regularly	regularly
BH3	2		regularly				
BH4	2	2	regularly	1			
BH5	1						
BH6	2						
BH7	1						regularly
BH8	1	1	2 - 3			regularly	
HSC1	1	2		1			regularly
HSC2	1	1	regularly	1			
HSC3	3	1	regularly	2		regularly	
HSC4	1	1	regularly	2	✓	regularly	
HSC5	1	1	regularly	regularly		regularly	
HSC6	3	1	regularly	2	✓	regularly	regularly
HSC7	2		regularly			regularly	regularly
HSC8	2		regularly	regularly			regularly

Figure 2. Types & Frequency of Reflective Activities in Service-Learning Courses

Note. Numbers represent the occurrence of reflective activities in one course offering, by participants' estimate. Regularly signifies occurrences of 5 or more times, while ✓ indicates that the activity takes place, but with unspecified frequency.

5.3 Relating Faculty Conception with Pedagogical Practice

We further analyzed the data by juxtaposing the results from Figures 1 and 2. Given the limited number of participants and to better examine any relationship between concept and practice, we divided participants into two large groups: those in upper quadrants Q1 and Q2 who emphasized learning and student-referent views of reflection, versus those in lower quadrants Q3 and Q4 who expressed more teacher-referent, instrumental views of reflection (cf. Figure 1). Figure 3 is the result.



		Formal (planned/scheduled)						Informal (casual/spontaneous)
		Assessed		Not assessed				
		Essay e.g., reflective journals, reports, or assignments	Multimodal Presentation e.g., oral, video, photography	Field/experience debriefing group gatherings about recent experience, usually on site	Classroom-embedded reflection occur during regular class instruction (lectures, tutorials, workshops)	Consultation sessions or appointments with instructors to discuss & seek advice about project details	Written entries & exercises e.g., diaries, logbooks, worksheets	Instructor-student communications e.g., messages, conversations, feedback
Q1 - Q2	ASE1	2		regularly				regularly
	ASE5	2		regularly				
	ASE6	2	1	regularly				
	BH1	1		regularly			regularly	
	BH3	2		regularly				
	BH4	2	2	regularly	1			
	BH8	1	1	2 - 3			regularly	
	HSC2	1	1	regularly	1			
	HSC4	1	1	regularly	2	✓	regularly	
	HSC5	1	1	regularly	regularly		regularly	
	HSC6	3	1	regularly	2	✓	regularly	regularly
	HSC7	2		regularly			regularly	regularly
	HSC8	2		regularly	regularly			regularly
Q3 - Q4	ASE2	2		1			regularly	
	ASE7	1	1					
	ASE8	3		1		✓		
	BH5	1						
	BH6	2						
	BH7	1						regularly
	HSC1	1	2		1			regularly

Figure 3. Faculty Conception of Reflection and Reflective Activities (N=20)

In answer to RQ1, service-learning faculty from different disciplines expressed different views about reflection which matched or approximated the four conceptual domains suggested in our earlier work. Most HSC faculty place in Q1, indicating a tendency to view reflection in a way that emphasizes students and their learning. Half of ASE and BH faculty also share this view, the other half of both groups tending towards more instrumental views which focus on tasks or assessments to be accomplished through reflection.

In answer to RQ2, interviewed faculty promoted a variety of reflective activities, both assessed and non-assessed, formal and informal types. Reflective essay was used by all to assess students. Field/experience debriefing was the most popular, unassessed type of reflective activity. ASE and BH faculty were roughly similar in use of reflective pedagogies. Compared to both groups, HSC faculty reported more frequency and variety in reflective activities, class embedded reflection being common among them (7/8).

In reply to RQ3, Figure 3 suggests a relationship between how faculty conceive and practice reflection. Q1 and Q2 represent more learner-centered, sophisticated views of reflection and participants in these quadrants promoted more varied and regular reflective activities. In contrast, faculty who primarily conceived reflection as assessment tool (Q3, Q4) had very limited non-graded reflective activities in their service-learning courses, suggesting that teacher-referent conception of reflection correlates with a tendency to *not* promote more reflection than needed to fulfil assessment tasks.

6. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

Two patterns emerged from the study. First, a general similarity in the way ASE and BH faculty conceive and practice reflection. Second, a tendency for HSC faculty to exhibit comparatively more sophisticated conception and more intense practice of reflection. These patterns suggest that *disciplinary differences* are a factor in how faculty conceive and practice reflection (cf. Harvey et al., 2016; Kolb, 1981), specifically with regard to health and social fields who appeared to have an edge in reflection concept and practice. We attribute this apparent advantage in teaching reflection to the robust use of reflective pedagogy in HSC disciplines.

Apart from disciplinary differences, *how faculty conceive reflection* also appears to be an important factor to reflective practice. Faculty with more learner-focused views tend to build more reflective opportunities for students, going beyond what is necessary for assessment purposes. Better conception of reflection is thus associated with more intense reflective pedagogical practice.

Two implications of the study are: (1) for faculty charged with experiential pedagogies, especially those from disciplines where reflective pedagogy is less common, to put more into acquiring reflective literacy, the first step being to reflect on their concept, knowledge, practice, purposes, and skills for teaching reflection; (2) to tap colleagues from health and social professional disciplines to share experiences and good practices in teaching reflection.

The study contributes to multidisciplinary research on teaching reflection in higher education by corroborating and supplying qualitative data for the thesis that disciplinary differences and concept of reflection influence practice. Moreover, it identifies ways of conceptualizing reflection which are likely to be conducive to more intense, effective reflective practice.

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Transformative Service-Learning During the Pandemic: The Lady Doak College Experience

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1. ABSTRACT & KEYWORDS

The pandemic warranted a crisis response in the higher education scenario. Online education at Lady Doak College (LDC) was a reality that was envisaged as an opportunity to prevent academic delays for the students. Service-Learning (S-L) projects, known as Life Frontier Engagement (LiFE) at LDC also became an online reality. This study, working with a sample of students, documents the challenges and learnings associated with the pandemic S-L experiences. The strengths of reciprocal learning and also the reality connect for the students were highlights. The loss of the grassroot 'hands on' experience was the significant challenge documented.

Key Words: pandemic, Life Frontier Engagement (LiFE), challenges, service-learning (S-L), online

2. INTRODUCTION

Service-Learning (S-L) is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Students engage in community service activities with intentional academic and learning goals and opportunities for reflection that connects to their academic disciplines.

In Service-Learning the students work with their classmates and instructor to use their academic discipline and course content in understanding the underlying social, political, and economic issues that contribute to community difficulties. In essence, they learn how to become an educated community member and problem solver through serving the community and reflecting on the meaning of that service.

Instead of passively hearing a lecture, students involved in Service-Learning are active participants in creating knowledge. The role of the teacher and the learner are more fluid and less rigid. While the instructor guides the course, students share control for determining class outcomes.

3. S-L - THE LADY DOAK COLLEGE MODEL

At Lady Doak College (LDC), taking forward S-L initiatives, we have had a long history of spearheading S-L projects in India and we have institutionalized S-L since 2003 onwards. What was initiated as add-on components of Service-Learning to existing courses, grew into multiple courses across departments bearing academic credits for students. Several community based projects with Service-Learning components increased our acumen for the discipline and LDC embarked on further strengthening our Service-Learning repertoire with the introduction of Life Frontier Engagement (LiFE).

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In 2016, as part of the Academic restructuring that was undertaken, Lady Doak College introduced LiFE as the pinnacle of a student academic progress. This capstone community based research with action programme - LiFE was envisaged as a mandatory one year long programme bearing six academic credits. Since 2016, we have the LiFE at LDC. Every year, over 1000 students undertake community based S-L projects on themes related to their respective disciplines, work at the grass roots and after need based research the students engaged in active community engagement and interventions. This is a massive effort at face to face interaction of students with community members.

4. PANDEMIC AND ONLINE EDUCATION

During the COVID - 19 pandemic, the academic year of 2020-21 was completely online. Online education, as the norm during the pandemic was a new endeavour for many higher education institutions in South India. Higher education institutions found new ways to carry forward in the online mode what was done previously offline. At LDC, online education for the academic years 2020-21 and 2021-22 had the component of LiFE in the online mode.

Prior to the pandemic, LDC was still exploring the gambits of online learning. Apart from a few forays into e-content development, some faculty training and a few attempts at hybrid models, the LDC community had to suddenly embrace the online mode for all activities. Training, constant tech support and student orientations helped the transition. But we had severe challenges with connectivity and differential student access to devices with uninterrupted learning spaces at home. With all academic activities carried out in the online mode, our LiFE also had to be adapted to the online mode.

5. S-L - LIFE IN THE ONLINE MODE

The LiFE classes happened in the virtual classrooms. Students were divided into teams and they had to meet virtually. As a college community, it was decided to identify topics for the various LiFE projects to be on campus communities and issues.

Over 169 projects were carried out by 1047 students with over 60 faculty guides. A wide variety of topics – electric energy audit, the therapeutic use of herbal medicines, the impact of LiFE on LDC alumnae, school students and online classes, health and academic performance of sports stud during the pandemic, strategies to reduce solid waste in a community, profile of media personnel in Madurai linked to freedom of press, entrepreneurship skills among students are some sample titles. This study has documented the experiences of a sample of the students.

6. OBJECTIVES

The objectives of the study were to document student experiences of S-L experience during the pandemic, to analyse the role of journal and reflection on the student's experiences and finally to collate the challenges of the study during pandemic S-L. The sample taken as respondents for this endeavor were Post Graduate Students at LDC who were undergraduate students at Lady Doak and did their LiFE projects in the academic year 2020-21. The current PG students of the various departments who were the batch of undergraduate online LiFE projects were identified.

7. METHODOLOGY

The research questions focused on how did the students imbibe the S-L pillars – Academic learning, Service and Reflection during the online learning process; what were the learning experiences of the students during the S-L and what were the challenges faced by the students.

The study utilized Focused Groups as the method of data collection. A questionnaire was also used to collate the experience of the students. Focus group discussion is a technique where a researcher assembles a group of individuals to discuss a specific topic, aiming to draw from the complex personal experiences, beliefs, perceptions and attitudes of the participants through a moderated interaction.

8. CHALLENGES OF ONLINE S-L

Through the Focus Group discussions, the questionnaire and some in depth interviews, this study has been able to highlight the journey of our students engaged in the S-L projects during the pandemic. During the pandemic time S-L projects were not completely smooth sailing. Several challenges were faced by the S-L teams.

The most rewarding aspect of S-L is the face-to-face connection of the students with their community – an aspect that was greatly missed at this time. A serious challenge then emerged in rapport building with the community. The real life connect and support with the respondent community was a serious challenge. Trusting the veracity of the responses was difficult. Some students shared that they had extended phone conversations with the respondents to help them answer the Google form questionnaire.

The most challenging aspect was the dynamics within the students teams. Many expressed the group anonymity (virtual-only presence) allowed social loafing within the team. Only some members worked. Team meeting and discussions were difficult to schedule. Screen time increased drastically as this was in addition to their regular online classes. The practice of library referencing and finding literature sources was a serious challenge. The students expressed that they were not satisfied with the quality of their output.

But our students have also developed innovative ways to reaching out to the community virtually. Students engaged in a variety of strategies and reached out to their respective communities mostly online.

9. LEARNINGS GAINED

Student reflections and online journals maintained by the students exhibit the deep learnings they have gained and the academic connections they have developed to be able to understand the true purpose of learning.

The students were emphatic that this online S-L experience helped them understand reality as a life lesson. The online mode was an opportunity to stay safe yet get exposed to the real life experiences of others. Understanding the role of each individual as a responsible member of society was a highlight. Working in teams helped them be more self aware and also empathetic to the problem of their peers. Problem solving and critical thinking skills were enhanced. The head-hand-heart combination as the basic principle of S-L worked very well in spite of the restrictive pandemic scenario. Grateful that this pandemic LiFE enabled them to move on to higher studies without delay, several students shared that this experience is now helpful for their post graduate research.

This study paves way for the institution to revisit the LiFE programme to seek new avenues for E-Service -Learning or hybrid versions of the community engagement process. Learnings from this study will help structure interventions that may help us identify newer communities - even virtual communities or forge partnerships with new organisations for new and innovative missions towards social change.

LDC will be able to explore avenue for hybrid modes of community service projects where our students can reach out to larger samples of respondents. Inter disciplinary outreach will enhance the depth of our S-L interventions.

Session IV: Partnership and Entrepreneurship

Women Handicraft Entrepreneurs

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1. ABSTRACT & KEYWORDS

The paper is based on the pilot run of a service learning course, BHMS4709 Entrepreneurial Marketing in Practice, in the Hong Kong Polytechnic University College of Professional and Continuing Education. The service receipts are young people who have some specific art and craft skills but do not know how to promote their product in the digital economy. It is found that their challenges are long product development process, small local market, high rental rate and ineffective social media engagement.

Key Words: women entrepreneurs, handicraft, entrepreneurial marketing

2. INTRODUCTION

Young people, predominantly females, are hard to start their own businesses in the early stage (Lin et al., 2018). The purpose of this study is to examine whether the handicraft women entrepreneurs have entrepreneurial elements – innovativeness, pro-activity and risk taking in Hong Kong. This study also investigates whether women entrepreneurs are necessity or opportunity entrepreneurs. What are their challenges during the entrepreneurial process?

Within a specific group like women entrepreneurs, they have some shared characteristics and behavior. Women entrepreneurs could be slightly less proactive (Greenne and Brush, 2018) and receive less financial support (Edelman et al., 2018). Thus, three research questions are proposed as follows:

1. Are the handicraft women entrepreneurs necessary motivated or opportunity driven in Hong Kong?
2. Are the handicraft women entrepreneurs having entrepreneurial elements – innovativeness, pro-activeness and risk-taking?
3. What are the challenges faced with handicraft women entrepreneurs? (Wut et al., 2021).

3. METHODS AND ANALYSIS

Qualitative approach was used in the study. The sample size for this study was six. All handicraft entrepreneurs were based in Hong Kong and obtained their revenue using their skills. Most of them were participated in different levels on teaching their “skills” to earn money to maintain basic living expenses. There are two aims: one is direct revenue from its tuition fee; another one is to enlarge its network and let more people know her work (Wut et al., 2021).

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All in-depth interviews duration were from 45 minutes to one hour. Content analysis was being carried out based on the transcripts of interview, then “distinct themes” were identified. Six women entrepreneurs have their own unique skills: Kristi makes music boxes;

Hei makes pressed flower accessories; Heiyin makes use of illustration drawing on postcards, sticker, mirrors and so on; Carrie Pau specializes in handmade flower crochets, earrings and necklaces. Carrie is a Zentangle drawing expert and Rebecca makes use of computer illustration on watches and paper products.

4. RESULTS AND DISUCSSION

Several themes were found by the researchers (Wut et al., 2021):

4.1 Innovative

The process of developing handicraft products involves creativity, and uniqueness is an attractive point.

This is a creative product, there is no "Children's music box" in Hong Kong. It is very special, and became my representative thing (Interviewee 2).

4.2 Passionate

Passion is one of the key success reasons for entrepreneur to continue.

I did not have any plan to design my product, including painting style, underlying ideas that my paintings convey, and what kind of way to transmit the content.

Thus, I drew a lot of paintings related to my grandparents (Interviewee 3). I will choose my products according to the theme of the handicraft fair (Interviewee 5).

4.3 Skillful

Skill is an important element for handicrafters to become successful; apart from attending classes, many of them master their handmade skills through long time practices.

I worked on promoter almost 10 years and I was write press releases. Therefore, I always write press releases to enhance the awareness of my brand (Interviewee 3).

It is true that some competitors use thick wire for making crochets. Yet, I want to try using narrower wires for making some flower crochets. Also, narrower wires may be more challenging [...] I hope to challenge crocheting the smallest and biggest flowers in the world (Interviewee 5).

4.4 Reactive

Many entrepreneurs do not seem to have a formal business training. They start business out of passion rather than necessity; therefore, some of them do not have a comprehensive marketing plan. Due to a lack of business experience, they also do not have a clear mindset of segmentation, targeting and positioning. What they do is make adjustments by trial and error. They may introduce products by following market leader, or adjust pricing passively according to customers' feedbacks. For instance, Participant 4 was getting a bit confused when the selling performance did not match with the verbal feedbacks she

obtained, so she decided to sell her goods at lower prices in order to attract more sales.

I don't know what customer segment should I approach or what kind of products would be attractive for the target customers (Interviewee 4).

5. CONCLUSION

In conclusion, women handicraft entrepreneurs are clearly opportunity entrepreneurs in the city. Women handicraft entrepreneurs in Hong Kong are fight for their idea dream with reality. They are very skillful in their products like illustrated drawing or pressed flowers. They are passionate and use their daytime or part time revenue to support their dream. In one hand, it could be more sustainable so that they could make a living and do not fear any shut down crisis in their business. On the other hand, it is difficult for them fully develop their potential with limited time and energy. Their challenges are long process in product development, small local market, high rental rate and ineffective social media engagement (Wut et al., 2021)

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United Board: A Centennial of Service and Quadrans centennial of Service-Learning

LENTSON AMOS P, United Board for Christian Higher education in Asia

1. ABSTRACT & KEYWORDS

United Board for Christian Higher education in Asia (United Board) celebrates its centennial. From its inception, it has been committed to the whole person education of the individual, to develop the individual intellectually, spiritually, and ethically (United Board, “n.d.”-a). The paper begins with United Board’s support for service-learning in fostering whole person education. A simple survey is designed to understand the level of United Board’s partner institutions in their institutionalization of service-learning. Based on the survey’s outcome, specific programs were organized to address the challenges faced by the institutions. As institutions apply the knowledge learned from these programs, United Board hopes there will be a marked increase in their awareness and adaptation of service-learning. The effectiveness of the programs can be measured in the future. If the results are promising, these programs can be used as models in other areas and institutions trying to implement service-learning.

Key Words: service-learning, whole person education, United Board

2. INTRODUCTION

“Whole person education connects academics to values. In the classroom, on campus, and in the community, it challenges students to develop the knowledge and skills they need for professional success and the character, ethics, and values they need for personal fulfillment and service to others. It prepares young adults for their roles as ethical professionals and engaged citizens, and for the personal relationships they will develop throughout a lifetime (United Board, 2019).”

United Board believes service-learning enables students in higher education institutions to be spiritually inspired, intellectually sound, and socially sensitive (United Board, “n.d.”-b). In 1999 a faculty seminar on service-learning was organized by United Board together with International Partnership for Service Learning at the Trinity University of Asia in Manila (Wong, 2018). In 2002, the International Christian University in Tokyo, supported by United Board, conducted the first Asia conference on service-learning. A successful outcome of this conference is the creation of the Service-Learning Asia Network through the support of the United Board by the participating institutions (Ma et al., 2019). The number of service-learning institutional projects from 2002 to 2007 amounted to 35. From 2012 to 2017, around eighty different service-learning projects were spread over various institutions in about ten Asian countries. The total funding for 21 new projects during 2016 – 2017 alone amounted to US\$150000 (Wong, 2018).

3. THE SURVEY

The factors such as institutions, faculties, students, community partners, and academic credit all play an essential role in successfully implementing and sustaining service-learning. To analyze the status of service-learning programs in Asia in 2019, United Board surveyed 82 potential institutional interviewees across Asia who received service-learning grants from 2015 to 2019.

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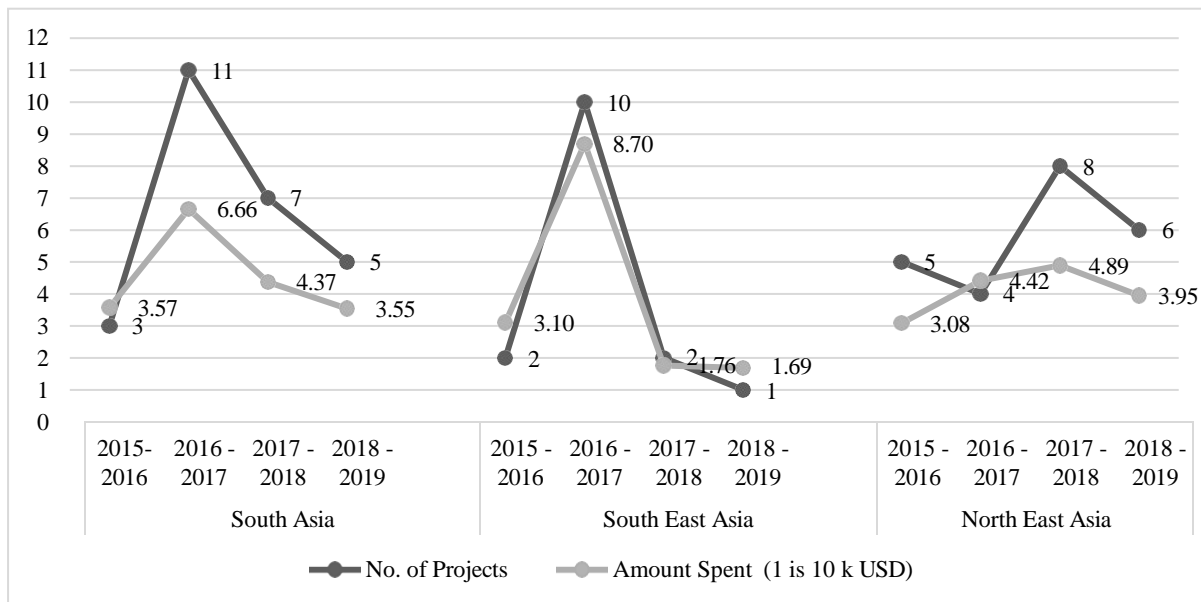


Figure 1: Number of Projects and Amount spent in USD during 2015-2016 to 2018-2019

It was identified that the South Asian region leads in the total number of projects awarded and in the total amount of grants during 2015-2019. The South East Asian region comes second.

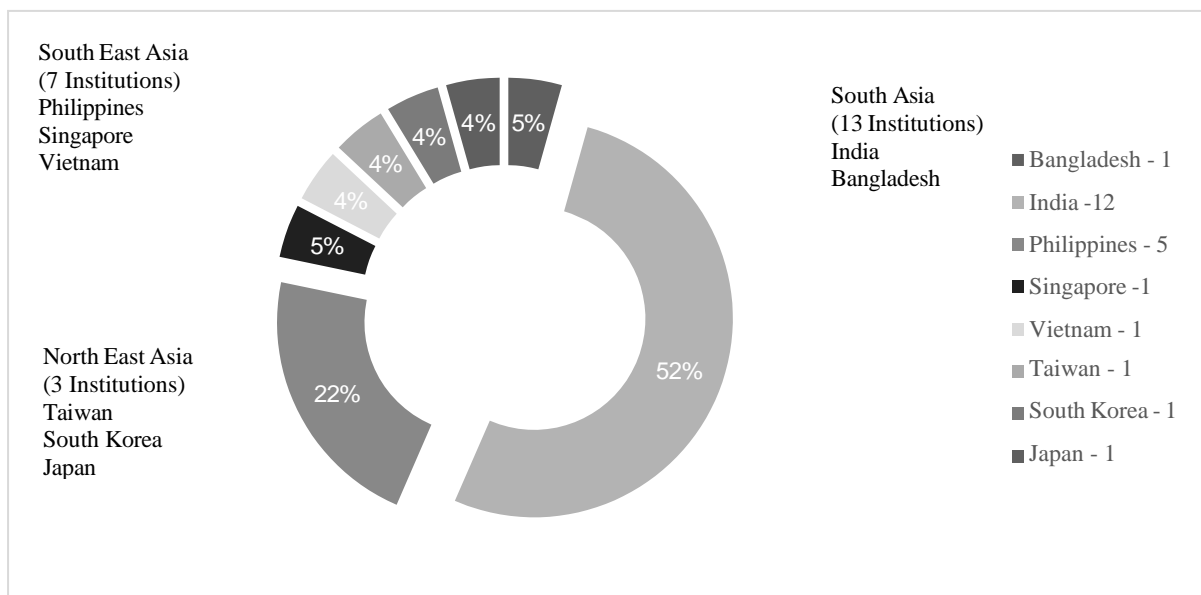


Figure 2: Respondent's regional details

The above chart highlights the responses according to the region received from the survey. Caution must be exercised while looking into the study results because some institutions might overestimate or underestimate their service-learning activities, and some might even confuse service-learning with extension service or volunteerism.

Of the 23 institutions, eight have claimed that they have not institutionalized service-learning, and the remaining 15 claimed they have institutionalized service-learning.

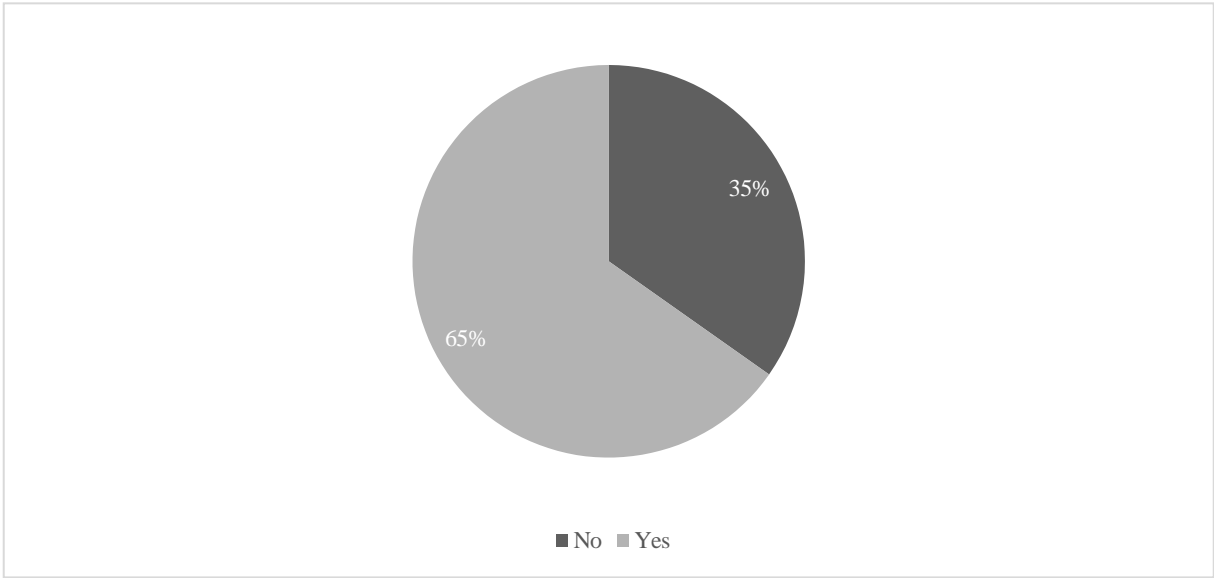


Figure 3: Percentage of institutions that have institutionalized service-learning

The respondents also gave information on the percentage of faculty in their institutions who can differentiate between service-learning activities against extension service or volunteerism.

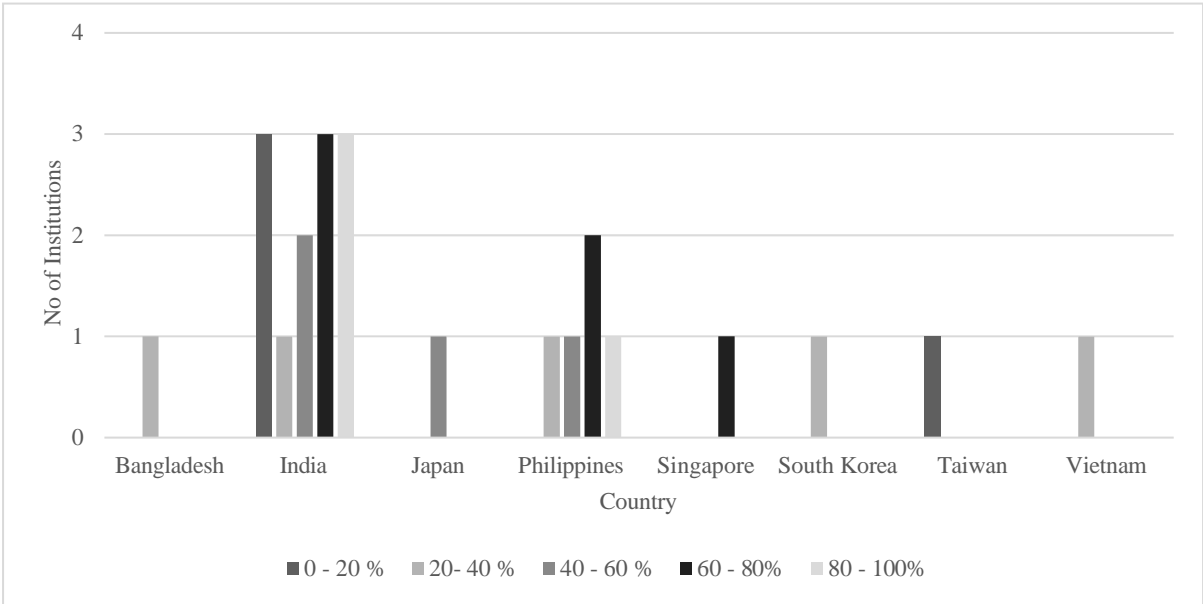


Figure 4: Percentage of faculty who know Service-Learning is different from extension work and volunteerism

India has three institutions in which all the faculty can completely differentiate between service-learning and other forms of service. India also has three institutions where at most 20% of faculty can distinguish service-learning. The Philippines has two institutions where 60 to 80% of the faculties can differentiate service-learning activities. The institutions were questioned on how service-learning is made part of their curriculum. Seven institutions replied that service-learning is part of extension courses, and in 10 institutions, it is part of their current course.

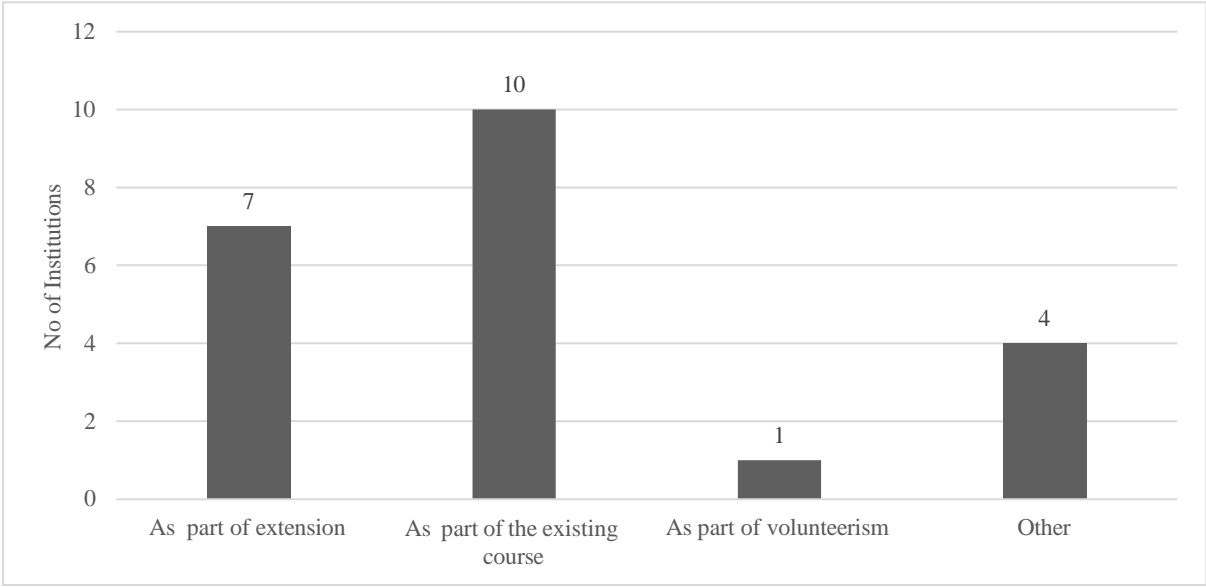


Figure 5: Method of integrating service-learning in the curriculum

The institutions also gave information on the institutional mechanism for promoting service-learning activities.

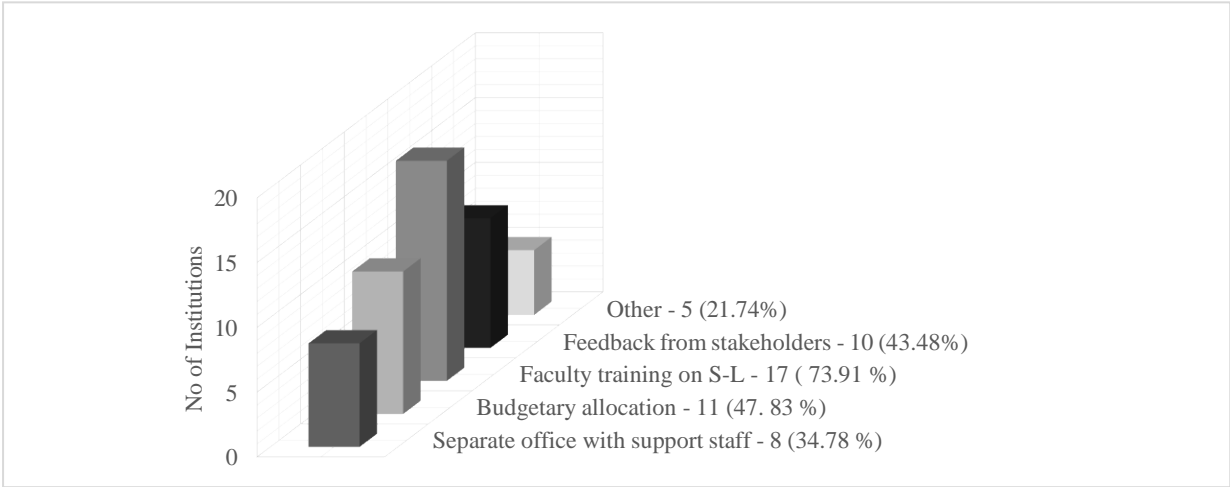


Figure 6: Institutional Mechanism for promoting Service-Learning

Among the 23 institutions, nearly three-quarters of the institutions indicated that they have some form of faculty training for service-learning activities. Eleven institutions had budgetary allocation, and ten had feedback from stakeholders. It was encouraging to see that eight institutions had separate offices with support staff.

4. CHALLENGES AND POSSIBLE SOLUTIONS

The challenges that were self-declared by the institutions, coupled with United Board’s knowledge of these institutions, helped formulate some possible solutions that could help these institutions navigate the difficulties they faced in implementing service-learning (United Board, 2020).

Challenges	Possible Solutions
Inability to differentiate service-learning from traditional outreach activities	Creating conceptual clarity in service-learning

Difficulty in incorporating service-learning components in the academic structure	Exposing to different models of service-learning
Lack of knowledge on the effectiveness of experiential learning as a pedagogy	Facilitating regional consultations on service-learning
Difficulty in integrating research and service-learning since publications are considered for ranking	Regional faculty development programs and regional-level workshops on service-learning and publication
Lack of awareness about career options through service-learning	Regional-level consultations in social entrepreneurship
Fear of dilution of the academic courses when service-learning is incorporated	Service-learning is to be administered by the Centre for Teaching and Learning and not by the Centre for the Outreach Program.
Lack of administrative support for service-learning	Institutional leaders must realize that service-learning helps the attainment of their Institutional Mission.

Table 1: Challenges faced by institutions in implementing service-learning and possible solutions

5. SERVICE-LEARNING ACTIVITIES DURING THE PANDEMIC

The survey results highlighted the need for regional consultations with all network institutions. The virtual consultations started in India and Bangladesh. It was identified that most respondents in South Asia had difficulty in differentiating service-learning from other outreach activities. Four virtual sessions took place from August to November 2020. There were 48 participants, with 45 from India and three from Bangladesh. At the end of the sessions, it was found that service-learning was already incorporated in 8 institutions, a new course was being designed in 5 institutions, and service-learning was not yet implemented in 2 institutions. The consultations allowed the participants to learn about service-learning and how it differs from community outreach or social service (United Board, 2021b).

Two virtual sessions were conducted on the 22nd and 23rd of April 2021 for faculty members in South Asia to help them integrate their research with service-learning. The session was attended by 35 service-learning faculty members from 11 South Asian institutions. The participants were given insights on the different research fits, such as impact, baseline, and action research in service-learning. They were also given inputs on the research plan and the research output. The participants were made aware of how achieving Sustainable Development Goals can be possible with service-learning research. At the end of the session, the participants indicated that they would require continuous mentoring and guidance for research publication in service-learning (United Board, 2021c). To assess the status of service-learning activities in the South East Asian region, a need assessment of service-learning was done on 14th May 2021 with Betty C. McCann, Ph.D., the President of Silliman University, leading the session. During this session, the different ways service-learning is offered in these institutions and the challenges they face were discussed.

A training program on E-service-learning was conducted on the 16th and 17th of August 2021 with the help from Ngee Ann Polytechnic, Singapore. There was a total of 26 participants. After the training, the participants gathered knowledge on designing and developing an E-service-learning module (United Board, 2021a).

A fruitful outcome of the partnership between United Board and Madras Christian College, India, resulted in the publication of a paper titled “Service Learning Science Camps Among Tribals as a Tool for Capacity Building Among Students—A Step Toward Inclusive Chemistry Education” in the *Journal of Chemical Education* (Augusthian et al., 2022).

A service-learning grant of about US\$10000 was granted to six institutions in India in January 2022 to institutionalize service-learning. (United Board, 2021d).

6. CONCLUSION

Over the century, United Board has committed to facilitating whole person education in Asia. In the past three decades, it has relied on service-learning as a tool to develop the individual holistically. The paper highlighted the history of United Board and why it believes in the transformative power of service-learning. It highlights the United Board’s efforts to understand the level of service-learning in institutions across Asia and the various programs conducted during the pandemic to strengthen service-learning in these institutions, especially in South Asia. As a result, United Board hopes with great expectations that its activities to facilitate service-learning development will bear rich fruits and provide impetus to its operations for many centuries.

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Community-Based Organizations' Perceptions of the Service- Learning Partnership During COVID-19

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1. ABSTRACT & KEYWORDS

The partnership dynamics between the university and the community-based organizations might have shifted due to the challenges due to COVID-19. The study compares two community-based organizations' perceptions of the service-learning partnership with universities during COVID-19 using Clayton et al.'s framework for exploitative, transactional and transformational relationships (2010). It was found that COVID-19 poses challenges to the implementation of service-learning, but promotes renegotiation of the process that allowed for deeper sharing and understanding. Although the two community-based organizations preferred a transactional relationship, one of them changed to a transformational relationship because the university provided new ideas and insights that supported their urgent needs. The findings from this study provided an understanding of the negotiations that took place between the service-learning partners during COVID-19, the changes in partnership dynamics, and insight into the experiences and perspectives of community-based organizations to add to the service-learning literature in Hong Kong and more generally.

Key Words: community partners, service-learning partnerships, partnership dynamics

2. INTRODUCTION

Due to COVID-19, the Hong Kong government announced social distancing measures in the attempt to contain the highly transmitted disease. Most universities had reverted to a fully online teaching mode during the second semester of the 2021-22 school year, which meant that most laboratory and in-person components were postponed or cancelled. This might have shifted the partnership dynamics between the university and the partnering community-based organizations for the purpose of service-learning. These service-learning partners may need negotiation and adaptation to the changing needs and circumstances during COVID-19 (Leung et al., 2021; Meija, 2020). The objective of this study was to investigate two community-based organizations' perceptions of the service-learning partnership with universities during COVID-19 through their understanding of the partnership interactions. The findings from this study is expected to provide insights into the partnership dynamics and negotiations that occur as community-based organizations and universities face challenges together, and whether this experience was conducive to closer service-learning partnerships.

3. LITERATURE REVIEW

Universities develop and maintain relationships with community-based organizations so that the benefits of service-learning could be achieved effectively (Tinkler et al., 2014). Successful implementation required commitment of both organizations to align the goals of service-learning with a civic focus (Ngai et al., 2010). The importance of community-based organizations' role in service-learning cannot be understated. One of the key conversations between the partners was argued to be the need to address and overcome obstacles and challenges together (Cecil, 2012). The city-wide lockdown due to COVID-19 was one such challenge (Leung et al., 2021).

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Schwehm et al. (2017) compared the experiences of students who participated in on-site and online service, and concluded that online students reported lower learning outcome attainment. Meija (2020) argued that online service-learning could be good for students, but an online format could not adequately address the needs of the community during COVID-19 times (Meija, 2020). A Hong Kong based study by Leung et al. (2021) found that service recipients were satisfied with the service activities during COVID-19 and students had a satisfactory service-learning experience. The study by Ngai et al. (2010) suggested that community-based organizations were willing to contribute equally in the service-learning partnership and open to ongoing communications with the university. The experiences and perceptions of community-based organizations during COVID-19 were underrepresented.

One of the frameworks for understanding relationships in service-learning is by investigating the dyadic interactions that occur, and the degree that the relationship outcomes were exploitative, transactional or transformational (Clayton et al., 2010). Relationships that take advantage of the other party were considered exploitative, while those that focus on the exchange of pre-determined goals and outcomes were considered transactional (Clayton et al., 2010). Transformational partnerships go beyond the pre-determined goals to achieve new goals and change in identities that were often observed within long-term and committed partnerships (Clayton et al., 2010). While exploitative partnership goes against the purpose of mutual benefits of service-learning, transactional partnership could be good (Bushouse, 2005). This study adopted this framework of relationships for understanding the perspectives of community-based organizations during COVID-19, as they negotiate with the university about the implementation of service-learning to support the needs of the community.

4. METHODS

In-depth interviews were conducted with two different community-based organizations collaborating with different university partners in Hong Kong. These were participants of another study, but who agreed to be interviewed for the purpose of understanding their perspectives of the negotiations and outcomes that took place during COVID-19 in Hong Kong. Against the backdrop of this context and purpose, a case study approach was used to understand the two unique experiences of the community-based organizations and their rich description of their thoughts and meaning making of the interactions that took place.

5. RESULTS AND DISCUSSION

The two case studies will be discussed individually before being discussed together. The participating interviewees each represented a non-profit agency, and a rehabilitation clinic.

The non-profit agency was persuaded by the university to invest in computers with videoconferencing software to continue service-learning engagement online. This was a large monetary investment for the agency but the university brought new insights about the synergies that improved technologies could bring to the agency and their service needs. This was due to the operations of the agency being completely disrupted during COVID-19 because of the limitations of social distancing measures. Although the partnership was transactional prior to COVID-19, this new perspective could be argued as a transformational relationship (Clayton et al., 2010). The partners discussed new ideas and new ways of doing things that could overcome the challenges and obstacles, and might even have additional lasting positive effects for the community-based organization (Tinkler et al., 2014). The non-profit agency is able to meet clients regularly online and conduct various online workshops despite the social distancing measures.

The rehabilitation clinic and the university planned to continue the annual on-campus service day during COVID-19, however, the clinic was unable to recruit enough patients to participate due to health concerns over the physical and mental state of their patients. A mutual decision to disengage one-time was made after a discussion. The interviewee expressed a complete understanding towards the university's concern over students' experiences if not enough patients participated, and were fine that the university would engage with other community-based organizations. Both agreed that under the challenges and concerns during COVID-19 it would be better to postpone the engagement. This was a transactional relationship that promoted decision making with the benefits of both organizations in mind, and an option to re-engage in the future (Bushouse, 2005). In this case, the relationship seemed to have clear distribution of responsibilities, the university invites the rehabilitation clinic to participate in a university organized service day and the rehabilitation clinic simply does the coordination. This seemed to be different than the findings of Ngai et al. that community-based organizations were willing to share responsibilities (2010).

The community-based organizations recognized the value of participating in service-learning due to their continued willingness to be engaged, and appreciated the communication with their university partners (Ngai et al., 2010; Tinkler et al., 2014). Although the experiences and outcomes of the service-learning partnership were different, all of them seemed satisfied with the interactions that took place. The conversations revealed that transactional relationships were preferred prior and during COVID-19, but the case with the non-profit agency also revealed that there could be potential for transformational relationships (Clayton et al., 2010). The non-profit agency was unable to serve clients and the university was able to provide a solution to this urgent need. The conversations during COVID-19 seemed to have promoted deeper sharing of the challenges faced by the partners that otherwise would not have taken place due to value placed on efficiency (Tinkler et al., 2014). It might be this deep sharing that allowed better understanding of the needs of the university and the community-based organizations that promoted closeness in the relationship (Cecil, 2012).

6. CONCLUSIONS AND CONTRIBUTION TO THEORY AND PRACTICE

This study provided insights into the experiences of two community-based organizations using the framework of exploitative, transactional and transformational relationships as they interact with their university partners during COVID-19 (Clayton, 2010). It can be concluded that one of the relationships were transactional prior to COVID-19 and stayed transactional, while one of the relationships changed from transactional to transformational in the process. The findings were somewhat opposed to the findings of Ngai et al.'s study (2010) because the community-based organizations did not express the desire to share more responsibility in the service-learning partnership. Rather, the findings aligned with the findings of Bushouse (2005), that transactional relationships were more effective and efficient for the community-based organizations. It was viewed positively as both were willing to engage in negotiation about the challenges and to align to or to suspend the service until circumstances changed. Both partners had to benefit from the service-learning partnership to continue (Cecil, 2012; Tinkler et al., 2014).

The COVID-19 disruption and the uncertainties along with it provided the context for deeper sharing. All the implementation details needed to be renegotiated and aligned, such as capacity constraints, limitations, scheduling, the mode and contents of service. The university could proactively discuss these challenges with their community partners because they were likely to be open about their own challenges and coming up with a solution to overcome challenges together. It was not expected for the university to be able to come up with a solution by themselves, unlike the worries discussed by Meija (2020). Community-based organizations in Hong Kong are practical and act rationally. The findings from this study provided an understanding of the negotiations that took place between the service-learning partners during COVID-19, the changes in partnership dynamics, and insight into the experiences and perspectives of community-based organizations to add to the service-learning literature in Hong Kong and more generally.

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Session V: Concept and Model

Advancing Gender Equality: Applying Experiential Learning Principles in the Development of University-Community Engagement Project

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1. ABSTRACT & KEYWORDS

This paper illustrates the learning experiences of students who had implemented a community engagement project at Singapore University of Social Sciences (SUSS), in partnership with two non-profit organizations. The students worked on a public education campaign “*Project Behind the Screens*” (PBS) to address issues of gender and technology-facilitated sexual violence (TFSV). This paper focuses on the design and inclusion of experiential learning principles in evaluating this community engagement project.

Through two sharing circles, students, community partners, as well as university staff critically reflected on the project and learning outcomes of PBS. In unpacking reflections from students and community partners as equal participants in this collaboration, we learnt that experiential learning practices within the context of university-community engagement is not a linear process. For students, there is a constant spiral through learning cycles that nurtures their self-awareness, learner identity, and contributions to team learning and development. Community partners play the educator roles of facilitator, coach, and expert to nurture student’s learner identity and development. Students have increased confidence to be engaged in and contribute to gender equality and TFSV community-based learning. We value the mindset paradigm shift for community partners who are willing to prioritize developmental outcomes, beyond project achievements.

Key Words: experiential learning, university-community engagement, gender equality

2. INTRODUCTION

Since September 2020, Singapore embarked on a year-long nation-wide Conversations on Singapore Women’s Development, culminating in the White Paper submitted to parliament on 28 March 2022, with a focus on dismantling gendered stereotypes. In 2021, SUSS initiated a community engagement (CE) project in collaboration with Singapore Council of Women’s Organisations (SCWO) and United Women Singapore (UWS) - with the aim to educate youths in higher learning institutions on understanding current issues surrounding gender equality; how it may impact them, their peers and society and create solutions through public awareness to advance gender equality.

To facilitate students’ and partners’ reflections on the group evaluation of their project experiences, we designed two sharing circles. The circles format learning space was intended to build psychological safety for authentic conversations, to encourage active participation, and to ensure there is equity of voices for students, partners, and university staff alike.

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The next part of this paper will illustrate and review how our design of the sharing circles applied David Kolb's Experiential Learning (EL) cycle, which we adopted to guide students and partners through the reflecting, thinking, and acting processes in evaluating the project and learning outcomes of PBS.

3. APPLYING EXPERIENTIAL LEARNING PRINCIPLES AND PARTICIPATORY APPROACHES

The first Zoom sharing circle in May 2022 was to facilitate a group reflection of students' and community partners' social media campaign effort "*Behind the Screens*". The second follow-up in-person circle sharing in July 2022 was intended for all stakeholders to tune in to faculty staff's campaign evaluation survey findings, and students' reflections insights on campaign survey responses. This was also an opportunity for them to respond to evaluation findings, partake in discussions and application of imagining possibilities for future community initiatives.

On hindsight, we realized that the two sharing circles could also be regarded as two iterative experiences in itself – thus students, community partners and faculty staff straddle and iterate between the experience, reflection, thinking and acting processes (as opposed to the cyclical process typically associated within EL cycle).

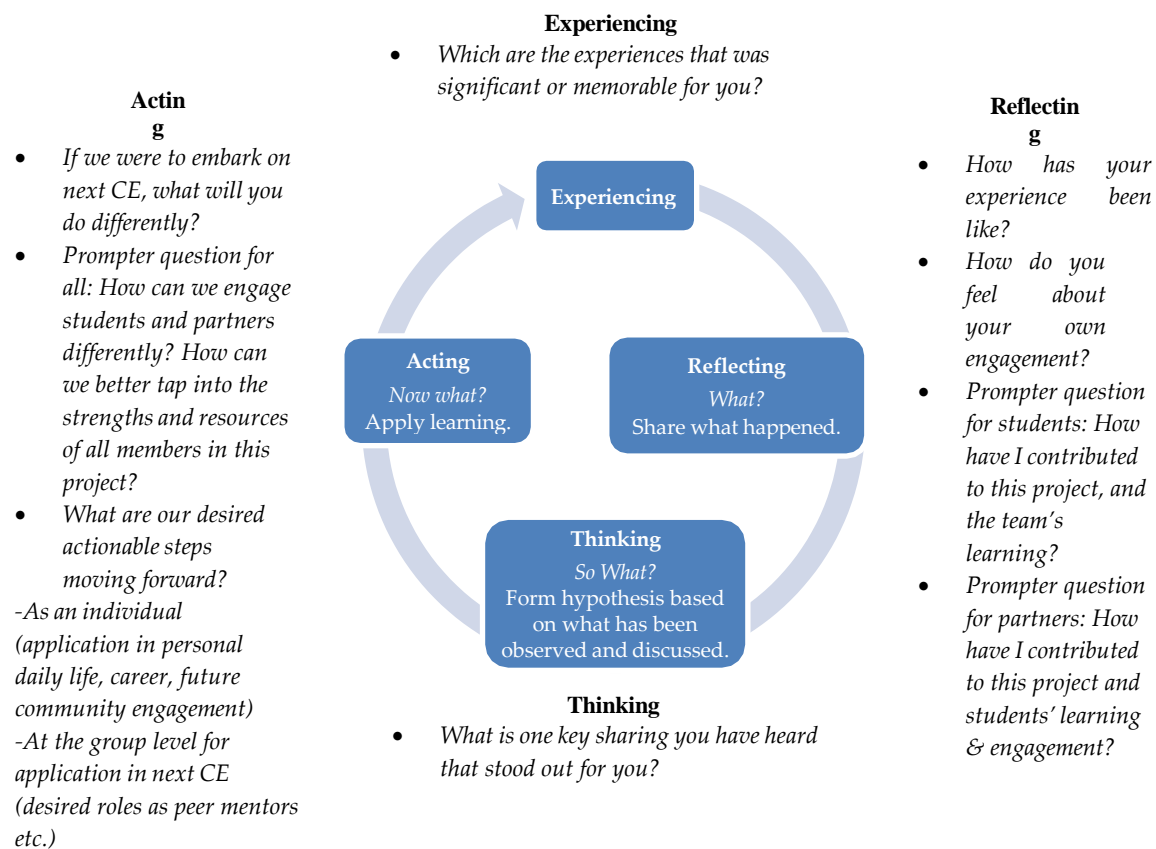


Figure 1: Design of sharing circles based on Kolb's EL cycle (iterative cycle of experiencing, reflecting, thinking, and acting)

Apart from the sharing circles, students' and partners' reflections on their project experiences were also solicited through an anonymous survey.

The qualitative survey questions were designed based on Kolb's EL framework and Rolfe (2001) framework for Reflexive Practice.

EL phase	Questions for students	EL phase	Questions for community partners
What? Describing the experience	<p>We would like you to share your experience. Prepare a reflective statement about an episode or scenario that you remember during this CE period. To assist you with the process, you may refer to any of the questions below, select the questions related to your experience and prepare your statements accordingly.</p> <ul style="list-style-type: none"> • Why have I selected this experience as a focus for my reflection? • What makes it important for me to think about this experience consciously and purposefully at this time? • What was my role in the development of this project? • What feelings did it evoke in myself? 	What? Describing the experience	<p>We would like to capture your experience on the engagement and interaction held with our students. You may select any of the questions below and prepare your statements accordingly.</p> <ul style="list-style-type: none"> • Share an engagement session that was memorable to you. • Why are you reflecting on this session? • What makes the session important for me? • What was my role in guiding the students?
So What? Describing the shift in perspective	<p>We would like you to share your perspective, the shift in your thinking since you got involved in this project. You may refer to any of the questions below, select the questions related to your experience and prepare your statements accordingly.</p> <ul style="list-style-type: none"> • What does this tell me or teach me about myself or others? • What is my new understanding of the situation? • What broader issues arise from the situation? 	So What? Describing the shift in perspective (How you interpret the questions can be personal and/or professional)	<p>We would like you to share your perspective on what worked for you with regards to the community engagement topic and in working with the students on this topic. You may refer to any of the questions below and prepare your statements accordingly.</p> <ul style="list-style-type: none"> • What does this project tell me or teach me about myself or others? • What was going through my mind as I coached and mentored the students? • What other knowledge can I bring to the situation?

<p>Now what?</p> <p>Describing future action plans</p>	<p><i>We would like you to share your aspiration and commitment on this topic. Please consider the following questions in describing your future plans:</i></p> <ul style="list-style-type: none"> • <i>Do I need to take action or just think about what action may be appropriate if the circumstances permitted?</i> • <i>Do I have the skills, knowledge and strategies to make a well-informed decision about what action may be able to be taken?</i> • <i>Do I have the motivation, perseverance and capacities required to activate my plans successfully?</i> 	<p>Now what?</p> <p>Describing future action plans</p> <p>(How you interpret the questions can be personal and/or professional)</p>	<p><i>We would like you to share your plans for the future, in working with students or working on similar community engagement projects. Please consider the following questions in describing your future plans:</i></p> <ul style="list-style-type: none"> • <i>Do I need to take action or just think about what action may be appropriate if the circumstances permitted?</i> • <i>Do I have the skills, knowledge and strategies to make a well-informed decision about what action may be able to be taken?</i> • <i>What broader issues need to be considered if this action is to be successful?</i>
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Figure 2: Sampling of the qualitative survey questions for students and community partners

4. SIGNIFICANT LEARNING

4.1 Psychological safety in team learning and development: Sense of belonging builds confidence and nurtures capacity to communicate GE and TFSV issues

Qualitative evaluation of students' responses elicited several significant learning themes that pointed to peer and team learning and engagement - having experienced safety and respect in the group, students felt more confident to build conversations on addressing gender stereotypes and TFSV. It was noteworthy that this arose through several iterative learning cycles of experiencing, reflecting, thinking, and acting on challenges and conflicts faced in managing group dynamics and communications.

“Am glad that my groupmates were supportive and open to new ideas and suggestions. They were also enthusiastic about sharing their findings and ideas on how to go about this campaign, and how we can achieve long term goals, even during the first few sessions. It had invoked in me a sense of belonging and security during this project to know that everyone in this was open to learning and sharing – Student 1”

Partners recognized their roles in building this psychological safety for students as well.

“It was a learning experience facilitating and guiding students who were new to understanding concepts of violence and research work. While the students were new, we wanted to encourage them to explore and learn as much as possible on their own. This would also help them to gain the confidence needed to lead the project. We were glad to see that the students had learnt how to work and grow together – Community Partner 1”

The sense of belonging and security within the group mattered to students that they were able to make contributions to the team (and project); take a stand and being proactive to speak out against majority opinion, and in challenging contexts.

“I have learnt that while TFSV has not happened to me nor the people around me, does not mean that it does not concern me. For the longest time, I have struggled to initiate conversation, especially towards my guy friends, about these micro aggressive behaviors, and educating them that it is not okay. I have learnt that it is these dismissed small acts that enable or encourage TFSV – Student 2”

These insights inform us about how we can curate effective learning spaces for students and engage community partners in facilitator, coaching and expert roles to empower students to be independent learners.

5. CONCLUSION

In our intentional effort to apply EL principles and participatory approaches in this group evaluation, and collective meaning-making of PBS - the process made us critically reflect on the underlying values that drive our design of sharing circles, as well as the intended learning outcomes in adopting EL approaches.

What we find valuable as a learning outcome goes beyond the achievements of the project, and the achievement of the learner. What we value is how EL principles is process-oriented, focuses on the learner (and sense of agency), and how it specifically nurtures the self-awareness and learner development. By learner, we mean the student, community partner and university staff members. In facilitating the sharing circles, we had prompted partners to share their reflections, providing both the individual and organizational lens. For the learner, there is this constant spiral through learning cycles which reflects just how knowledge-building and identity-making is an iterative process building on accumulated experiences. Students' experiences show us that it can be challenging to navigate team learning and development in EL – this is where it is essential to curate learning spaces that will address the cognition, emotion and perception aspects (all key elements of EL) to better support learner developmental outcomes.

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AraLinkCoD¹: A Proposed Service Learning Praxis Framework of UST vis- à-vis Salamanca Process

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1. ABSTRACT & KEYWORDS

As a Dominican in origin, the Salamanca process started as theological research during the sixteenth century during the colonization of America, and wherein there was a realization to protect the life, dignity, and rights of indigenous peoples against disrespect and violations. The Salamanca process led to the development of principles and laws protecting the lives and cultures of exploited, disremembered, and deprived peoples.

The Salamanca process is a process of doing theology as complementary to law, order, respect, and promotion of human dignity and rights of individuals and society. In this sense, it poses the significance of dialogue between religious, theologians, scholars of different disciplines, and peoples from the margins experiencing rights violations and disrespected dignity. It is significant to intertwine intellectual and apostolic life, meaning integrating study and mission as an integral facet of Dominican spirituality.

One of the particular commitments in this 800th year of St. Dominic is to “adopt and promote Salamanca process which calls on Dominicans, educational institutions and ministerial programs to direct study, research, analysis, and actions towards addressing the challenges of the world face, thus creating a passionate synergy between intellectual and apostolic lives.” Thus, this paper aims to develop a proposal for the Salamanca Process as a Service-Learning praxis framework of the University of Santo Tomas-Manila.

Key Words: salamanca process, dominican educational institutions, University of Santo Tomas, service-learning, critical reflection

2. THEORETICAL FRAMEWORK/LITERATURE REVIEW

Theoretically and methodologically, this paper applied the critical reflection. Critical reflection is a process of identifying how we might coincidentally support discourses that work against us and the people we are working with through examining our implicit assumptions. Critical reflection as a methodology serves as a guide for the journey with an open and interactive process (Fook, 1996; Fook, 2000; Fook 2002; Rossiter, 2005). It has been described as self-reflection on how internalized dialogue has been constructed and can, therefore, be deconstructed, changed, and reconstructed. Critical reflection, through creating conceptual space (Rossiter, 2005), may free us from fixed and potentially restrictive ways of thinking and may indicate avenues for change (Fook, 1996).

3. METHODS/ANALYSIS

The author is a social scientist specializing in community development and community organizing. He encountered different experiences while having foundations and theories from sociology, anthropology, history, environment/ecology, and theology. Having these resources, he developed a capacity to undergo theoretical reflections, which serves as the gift of expanding and interconnecting the different paradigms.

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¹AraLinkCod stands for (Service-Learning Linking with Communities for Development)

4. RESULTS AND DISCUSSION

In the recent historical view, as gathered and learned from the lecture of Fr. Pablo Carlos Sicouly, O.P., *Socius* for the Intellectual Life of the Dominican Order, last March 2020 at Manila (Philippines), there are highlights for its development, specifically on the recent historical view on Salamanca Process (2013-2019).

4.1 Recent Historical View on Salamanca Process (2013-2019)

First, the concept "Salamanca Process" was mentioned in the report on the state of the Order of the Dominicans Chapter of Trogir, Croatia, in 2013 for the first time. It was initially coined as "Salamanca Project."

The General Chapter mentions three areas of the socio-cultural reality in which this dialogue proper to the Salamanca Process is particularly urgent, inviting the brothers to take them into account, namely:

“(1) areas of vulnerability; (2) areas of the search for meaning and belonging; (3) areas of secularity.” Finally, the Master of the Order, in his Letter of Promulgation of the Acts, highlights the “Salamanca Process,” which aims “to promote theological and interdisciplinary dialogue starting from pastoral situations in particularly vulnerable environments” among the three main areas of the preaching ministry, together with the “Mission Forums” and the initiatives of “apostolic creativity in the new continent of the Internet.”

Second, the Master of the Order stated the “Salamanca Process” on two points in his *Relatio* to the General Chapter of Bologna in 2016.

Third, the General Chapter of Biên Hòa in 2019 has provided several vital indicators on the "Salamanca Process." There were developments in its realization. One of the proposals raised was to strengthen the presence of the Permanent Delegation of the Order at the United Nations in Geneva, primarily based on the collection of experiences and research according to the orientation given to the Salamanca Process.

In the text of the Acts of the General Chapter of Biên Hòa, the “Salamanca Process” appears considered from the perspectives of Dominican preaching and those of study, academic institutions, and the promotion of justice and peace, including the role of the Dominican delegation to the United Nations. In this sense, this General Chapter offers some precious elements for a clearer understanding of this category of the “Salamanca Process” and its implementation. under the “Synergy Life-Mission. Challenges and Renewal of Preaching”, within the framework of promoting justice and peace, an exhortation to promote the “methodology of the Salamanca Process.”

4.2 New Way of Seeing and Doing: Suggestion for a Grounded Salamanca Process

The current development of Salamanca took place from 2019 up to the present. For the author, the “New World” is not a physical world but the spirit, essence, and challenge of *Fratelli Tutti* of extending our support and solidarity to our brothers and sisters, humanity, and the environment. In this sense, the Salamanca process must consider other stakeholders of the Dominican universities, partner communities, and larger society. This is a grounded, contextualized meaning of the “Salamanca-New World Process.”

With Pope Francis’s words, there was a profound recognition of the tradition of the Dominicans that needs to be sustained.

The following are the fundamental components and means of the implementation of the Salamanca Process (Fr. Sicouly's lecture in Manila (Philippines) in March 2020):

1. An academic framework as a community of shared study.
2. Dialogue and mutual enrichment of brothers and sisters working in an academic framework and those working on the ground.
3. An experience of Dominican "misericordia veritatis," manifesting that serious commitment to study is oriented towards being useful for the liberation of peoples.
4. A process whose implementation implies a realization throughout time and in different contexts.
5. A process whose implementation includes the Dominican Family as a whole, in the different dimensions of its life and mission.
6. A permanent and contextual prolongation of the grounding "Salamanca-New World" analogy, including its fundamental elements.

Authors critical reflection on these six fundamental components and means of the implementation of Salamanca Process: Studying and searching for truth is part of Dominican tradition, even with educational institutions applying and living the tripod's concerns and missions on teaching, research, and community engagement. With all these concerns and missions, Dominican educational institutions are attached, connected, and grounded in the specific local and social milieu where there are a lot of challenges to human dignity and rights.

It is powerful to include the different stakeholders of the university, including university workers (faculty members, researchers, students) and partner communities, especially those coming from the periphery. The different university stakeholders may not be aware of the Salamanca Process, but the concept of "see-judge-act" is much known. It is an opportunity to clarify their parallelism and applicability. The author thought it is essential to include the role, participation, and significant influences of the communities from the peripheries in the dialogue. They are part of the "New World."

In the Dominican educational system identity, this must be an instrument of poverty reduction, integral development, and empowerment. With a dedication to applying and living Salamanca Process in different endeavors, we have direct experience of intertwining this with service-learning and social advocacy engagement, including human rights, with close coordination with the Dominicans' Justice and Peace mission. There is still a need to go beyond the current practice. There is a need to develop coordinated mechanisms of a level-up Salamanca Process.

4.3 Some Major Socio-Pastoral Development as Considerations

The different stakeholders of the university can enrich Salamanca Process. We must consider the traditions and learning from the Second Vatican Ecumenical Council, Church Social Teaching, and Second Plenary Council of the Philippines. We must highly recognize the presence of *Laudato Si* by Pope Francis that speaks about care for our common home. The United Nations' Sustainable Development Goals (SDGs) is also an opportunity for strategic and sustainable engagement.

4.4 Coming-up of a Salamanca Process as a Framework for Service-Learning

Since Dominican universities are highly encouraged to apply Salamanca-New World Process as a way and system of academic life, journeying with the world, communities, and sectors, especially the poor, deprived, oppressed, and exploited, are vital. The

stakeholders of the university, not only the theologians and missionaries, must be aware, form, and own the tradition of the Salamanca-New World process. The actualization of Service-Learning and community engagement with strategic and sustainable direction needs the coordination of academic curriculum and courses. At each course level, it is essential to relate the contents to the service and development of communities. The students will develop reflections on all they go through are crucial in the whole formation. At the level of the relationship between the university and communities, it is vital to have a nurturing and caring system for self-reliance, development, and liberation.

5. CONCLUSIONS AND CONTRIBUTIONSTO THEORY AND PRACTICE

Therefore, this paper highlights the significance of the Salamanca process as a vital resource to strengthen, develop, and sustain the Service-Learning praxis framework of UST in the midst of dynamic and complex realities. The components of this framework encompass and suggest the contextualization of the mission on justice and peace, integration of Catholic Social Teaching, defense of human rights, promotion of *Laudato Si*, collaboration within the mission, improve structures of communication, strengthen Dominican presence and solidarity within, and take prophetic stands against sinful structures of power that oppress people and violate the whole of creation. It is vital to see the link between these developments for the Service-Learning, Salamanca-New World Process, and the “new way of being” Church.

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Service-Learning and Development Sociology: Towards Understanding the Praxeology

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1. ABSTRACT & KEYWORDS

With an attempt to amalgamate approaches of Sociology as a discipline with practices of service-learning, the paper aims to explore the ways in which sociological theories in general and Development Sociology as an actor-oriented sub-discipline can shape service-learning objectives critically considering the macro-level structural and cultural constraints. Praxeology, etimologically derives from 'praxis' referring to an action having a particular purpose and 'logos' referring to the thought, originally was used to understand the application of the knowledge towards the well-being and betterment of individuals.

Key Words: Development Sociology, civil society organizations, service-learning

2. INTRODUCTION

The paper makes use of Development Sociology as a theoretical framework to support the purpose of service learning and considers C.W Mills' understanding on the connect between individual biography and the history which calls for the requirement to assimilate, analyse the context, requires the mind for reflecting upon the information provided developing a rationality and making meaning of the situation which is referred to as sociological imagination whereby the individual understands his or her experiences locating oneself within the society. The paper therefore tries to understand service learning from a sociological perspective promoting sociological framework as an enabling factor for service-learning practices.

3. METHODS/ANALYSIS

While Development Sociology as a sub-discipline emphasizes on actor-oriented approaches thereby promoting objectives of service learning, with greater sociological imagination, Development Sociology also considers the larger political context and socio-cultural underpinnings in the service context with more room for reflection.

Concomitantly, the paper will trace the changes within the discipline of sociology from a more theoretical to practice based subject over time. The paper would also elaborate upon how service learning can be planned for a sociology course particularly in the context of India where the field is a site of intersectional contestation itself.

4. RESULTS AND DISCUSSION

Development theory was often been associated with approaches of economic modernization which was a hindrance to development sociology thinking. While Rudi van Lier (1979) was now aware of how things have faltered, he speaks of a science of reality – thereby called for a sociology which was application based and therefore - a praxeology.

Though Modernization theory concentrated on technological advancements and called for planning and progress, development sociology criticized the stance; instead thought of development as a socio-political process.

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The privatization paradigm of neo-liberalism expanded the scope of the civil society organizations in provision of social welfare and empowering with reduction of the nation state's investment in social services. Such responsibility taken up by the civil society not only resulted in but also was determined by the flowering of NGOs (Non-Governmental Organizations) in each corner of the country criticizing policies of the government particularly in terms of issue related to the vulnerable.

During the 1970s and 1980s the NGOs in India started being associated with the state as partners to bring about development. This was followed by the increasing foreign funding from donor agencies through the government after the structural reforms of 1990s which thus saw the scaling up of activities of the NGOs in India. In May 2007, the approval of the National Policy on the Voluntary Sector created opportunity for the civil society organizations to increase its scope further. The developmental agenda of neo liberal state has been shifted from welfare to empowerment oriented approaches where the civil society was assuming a greater responsibility (Sharma, 2006). The manifestation of proliferation of NGOs contributed to the expansion of the scale and scope of civil society in contemporary India. Correspondingly, the expansion of citizenship rights with the dawn of the twenty first century offered impetus to the functioning of civil society with legitimization by the nation state with political association. Further, the sanction of National Policy on the Voluntary Sector of 2007 crafted greater space and institutionalization of civil society as the third sector for livelihood and development in India (Planning Commission, 2008).

The post liberalization era in the expansion of civil society has been accompanied by neo-liberal governance through foreign funding as well as neo-liberal provisions framing the agenda and activities of civil society organizations. Thus, the NGOs in the current decade having gained greater focus into the aspects of generating employment, self-employment, capacity building and livelihood at various levels across India.

The privatization paradigm of neoliberalism expanded the scope of the civil society organizations in provision of social welfare and empowering with reduction of the nation state's investment in social services. Such responsibility taken up by the civil society not only resulted in but also was determined by the flowering of NGOs in each corner of the city criticising policies of the government particularly in terms of issue related to women. The neo-liberal governmentality and its resultant politics based on identity has given way to rolling back of the state and the salient role of civil society thereby contributing to the welfare of the marginalized as providers of interventions particularly with the help of funding from the West (Tadros, 2010).

However, though there was development of the third sector, there was a lack in sociological studies on the service sector and the workings of it – which described the ways the actors made sense of their situations, how they created their projects, strategies of the organizations and studies on power structures and power relations at large.

5. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

While service learning aims at linking service to the academics, the requirement for a sociology of service learning in Indian context is important as Development Sociology would study the theoretical advances as well as how the structures, agencies, power and knowledge are created and maintained in the global context and even linking it to major policies.

This is especially important in the context of the empowerment drive on the part of international bodies in terms of implementation of projects which has been considered as political in nature where, on one hand many experience de-politization from state institutions in its neoliberal form, yet on the other hand being associated with

international projects, is market-driven. As an outcome, empowerment may cease to hold its true purpose of giving power to the vulnerable (Sharma, 2008).

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Pedagogical Approaches and Methods in Service-Learning: A Multiple-Case Study

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1. ABSTRACT & KEYWORDS

Service to the society has always been one of the major facets of an institutional mission. Students, especially in the academe, are formed to be holistic individuals and future professionals who are equipped with knowledge and skills to improve the lives of the communities particularly the poor and marginalized. In recent years, higher education institutions have recognized the importance of Service-Learning (SL) by integrating it into the curricula. However, SL integration is rarely formalized in teaching, research, and community extension. It is in this light that this study qualitatively analyzed the pedagogical approaches and methods of four cases of college academic programs at the University of Santo Tomas (UST), Philippines. Described as 1) exploratory, 2) transformative, 3) social constructivist, and 4) research based, the findings of the study provide a critical lens to the future directions of SL in Philippine higher education institutions particularly the pedagogies involved in the institutionalization of SL in the academe.

Key Words: Service-Learning, higher education institutions, institutionalization, communities, pedagogical approaches and methods

2. INTRODUCTION

Geared towards the development of student's educational experience and deepening of understanding and appreciation of course content through civic engagement, Service-Learning (SL) in the University of Santo Tomas (UST) is composed of a series of direct and advocacy-based activities that involve the UST partner communities and institutions. Currently, SL integration in various academic programs of the University is promoted to achieve its institutionalization. SL has been part of the strategic plans of the University particularly by the Office of the Vice-Rector for Academic Affairs and its community development office recognized as UST-SIMBAHAYAN - *Simbahan* (Church), *bayan* (nation), and *tahanan* (home). However, the integration of SL into academic disciplines where it is deemed appropriate is still a work in progress.

Service-Learning acts as a strong link to community development and advocacies, education, and research that can help achieve UST's institutional mission to form competent, compassionate, and committed professionals to the service of the Church, the nation, and the global community. SL is an avenue to further develop a culture of compassion and care among people, especially the marginalized sectors. It is for this reason that this study aimed at describing the pedagogical approaches and methods in SL from four academic programs – Community Outreach, Community Health in Medical Technology, Community Health Nursing, and Math in the Modern World - which are hoped to provide scholarly information on the process of integrating SL into the college curricula. This study is deemed contributory to the strategic directional area in teaching and learning to institutionalize SL at UST and strengthen civic engagement.

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3. THEORETICAL FRAMEWORK/LITERATURE REVIEW

Deeply rooted in experiential and transformative learning, Service-Learning involves seven practical teaching approaches: 1) community-based research, 2) project-based learning, 3) (participatory) action research, 4) internships, 5) volunteering, 6) action-reflection methodologies, and 7) social entrepreneurship (Calarasu, et al., 2020).

As instructional approaches to Service-Learning are characterized by pedagogical, andragogical, and transformative learning approaches, Service-Learning methods can be associated with four modes (What is Service Learning, 2021):

- 1) Indirect Service-Learning –indirectly working on addressing community needs
- 2) Direct Service-Learning – directly working with the community to address people's needs
- 3) Advocacy Service-Learning – educating communities on societal issues
- 4) Research-based Service-Learning – conducting a scientific investigation on addressing community needs

Following the IPARD Model for Service-Learning (Root, 2017), which provides concrete phases involved in the SL process, this study described the SL approaches and methods in higher education through the following steps: 1) investigation, 2) planning and preparation, 3) action, 4) reflection, and 5) demonstration.

4. METHODS/ANALYSIS

With the aim to describe naturalistic data, the study utilized a qualitative-descriptive research design. The phenomenon under study was the pedagogy of selected academic programs of the University of Santo Tomas in implementing Service-Learning and in integrating it into their curriculum. The ethical approval of one of the ethics review committees of the University was sought to gather data from four academic programs. Using criterion sampling, the data were gathered from four selected academic units of the University of Santo Tomas, namely: 1) Conservatory of Music, 2) Faculty of Pharmacy, 3) College of Nursing, and 4) College of Science represented by four academic staff who are facilitating SL courses. The aforementioned academic units met the criterion of implementing and integrating SL in their curricular programs for A.Y. 2021-2022 or earlier.

Subsequent to the transcription of data was the document analysis of constructs. These constructs were analyzed qualitatively by searching for patterns and arriving at codes and themes that were drawn from the within-case analysis.

5. RESULTS AND DISCUSSION

Using the IPARD model in analyzing the four cases, the following themes describe SL at UST: 1) exploratory; 2) transformative; 3) social constructivist; and research based. In terms of SL approaches and methods, all four academic programs namely, 1) Community Outreach, 2) Community Health in Medical Technology, 3) Community Health Nursing, and 4) Math in the Modern World are described as community based and direct. Despite the online delivery of Service-Learning during the COVID-19 pandemic, these four academic programs directly engaged in communities through their respective community-based SL projects. Nonetheless, they differ with regard to their systems and targets in integrating SL into the curriculum.

To date, the Conservatory of Music is considered as the pioneer in online musical tutorials and recitals in the National Capital Region for Service-Learning in its Community Outreach course; hence, it is described as exploratory. However, the possibility of doing hyflex (simultaneous in-person and virtual modalities) musical tutorials and recitals are still being organized as health restrictions continue to ease up in the country.

Conversely, Service-Learning in the Faculty of Pharmacy through its Community Health in Medical Technology Course was implemented through a comprehensive community

assessment leading to relevant community health problem identification and prioritization, and employed community health intervention strategies to improve the health of the target community. SL projects in the Community Health in Medical Technology Course primarily focused on health and livelihood projects for the UST partner communities, which have helped the people not only to achieve better health, but also to receive other livelihood opportunities for the communities. Consequently, SL in the Faculty of Pharmacy is described as transformative, which was culled from a statement of a Service-Learning facilitator saying, “*SL in the Faculty of Pharmacy has transformed people’s lives for the better.*”

In the College of Nursing; however, Service-Learning through its Community Health Nursing (CHN) course provided opportunities to the students and the communities to engage in social interaction (Vygotsky, 1978) for a common goal – to learn to serve and to serve to learn. The SL engagements of students with UST partner communities through health teachings and medical missions illustrate constructivism where learning is defined as a social activity (Dewey, 1938). CHN was redesigned in the new curriculum as an interactive process of action and reflection through e-consultations, webinars, training sessions to the communities, and reflection. All these activities are geared toward introspection and learning from experience; thus, it is described as social constructivist.

Lastly, SL in the College of Science through their Mathematics in the Modern World course has focused on the extension of SL in research. With the aim to provide opportunities to apply mathematics in daily life, a community-based research was conducted. Likewise, this SL research has helped the students understand the functions of surveys, the process of using statistical tools, and data management while providing the communities with ample information about the acceptance rate of the communities for COVID-19 vaccines as well as its potential impact on the communities.

6. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

Described as exploratory, transformative, social constructivist, and research-based, the approaches and methods involved in the SL courses of the four academic programs at UST provide many opportunities for development, particularly in addressing the limitations in its online delivery, albeit the successful achievement of their course intended learning outcomes. Interestingly, the SL projects went beyond the expected outcome to provide health interventions by extending the SL project into a livelihood project. As socioeconomic factors affect people’s health and wellbeing (County Health Rankings, 2022), the SL projects of the Medical Technology students that addressed both the health and livelihood concerns of the communities have transformed people’s lives for the better. Conversely, CHN health development projects were all socially constructed for students to learn together with the communities, share meanings in the service experience, and meet the needs of the partner communities. Research-based approach in Service-Learning, however, allows students not only to apply specific concepts in their discipline, but also to appreciate their learning through the statistical data collected from the communities. Research-based SL provided the students with better understanding of community situations, perspectives, and concerns. In the future implementation of SL, interprofessional curriculum is seen as potential in SL (Dunn, Tomchek, Reynolds, & Mercer, 2015) particularly in utilizing the research findings/results for practical applications to the communities. The findings of this study in all four cases may then serve as a critical lens for future SL pedagogies of higher education institutions in the Philippines in the new normal.

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Session VI: Medical Students and Health

Medical Students' Perspectives on the Program Outcome Drivers of Community Immersion: A Realist-Informed Study

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1. ABSTRACT & KEYWORDS

Introduction: The effects of community-based medical education programs on students have been highlighted in the literature. However, the driving factors that generate these outcomes are not emphasized by many authors. This study aimed to identify and explain the important contextual factors and mechanisms, considered as driving factors of community immersion program outcomes.

Methods: An explanatory qualitative inquiry that employed focus groups, in-depth interviews, and reflection papers was utilized. The realist approach provided the structure in eliciting and analyzing medical student's perspectives. Data were analyzed through thematic analysis.

Results: Two major driving factors for the identified program outcomes were uncovered: "perceiving things from a different perspective", and "positive attitude towards community health". Various contextual factors that trigger these driving factors were unpacked that provide a backdrop to the community immersion program.

Implications: Focusing on the factors that bring about community immersion program outcomes may allow community preceptors to have clearer perspectives on what to focus on in teaching community medicine through community immersion. It is recommended that community preceptors nurture these factors during community immersion to be effective in teaching medical students in the community setting and in the provision of primary health services to communities.

Key Words: context–mechanism–outcome configurations, complex intervention, community-based medical education, community preceptors.

2. INTRODUCTION

Community immersion programs (CIPs) and other forms of community-based medical education (CBME) undoubtedly serve as important avenues in the achievement of various educational outcomes. For instance, an increased interest in, and intention to support community health practice, were observed (Amalba et al., 2017). Such program outcomes may help address the shortage of medical workforce in many communities. Furthermore, Meurer et al. (2011) explained that medical students tend to develop a sense of responsibility to address inequity in marginalized populations by understanding community health needs. Various authors have presented many other related outcomes of CBMEs as synthesized literature (Song et al., 2018).

However, the driving factors that generate these outcomes are not emphasized by many authors. This study aimed to identify and explain the important contextual factors and mechanisms, considered as driving factors of the outcomes of CIPs.

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3. THEORETICAL FRAMEWORK

Wong et al. (2012) emphasized that medical education, such as CIP, should be viewed as a complex intervention because the outcomes of medical education are highly context-dependent and human agency driven. To explain CIP as a complex intervention, the context and other factors that contribute to its outcomes should be considered, as Ansary et al. (2004) argued against looking at programs as static and isolated from its social milieu. It is necessary to identify and explain the factors that drive these educational outcomes.

To understand how the outcomes came about, their connection to the driving factors should be established. To do this, the realist approach was used, which is based on the realist philosophy of science that seeks to explain a certain complex phenomenon by uncovering the mechanism or underlying reason that generates an outcome (Wong et al., 2012; Pawson, 2006). Understanding the mechanism of a particular outcome requires to look beyond the observable and delve into the mechanisms (Pawson, 2006). Through the realist approach, it becomes clear that the mechanism that leads to the outcome is only turned on when the context is appropriate to the CIP. The context is described as the environment or circumstances in which CIPs are implemented. If contexts are appropriate and conducive for the CIP implementation, it can contribute to generate the desired program outcomes. The realist approach was used in the data collection and analysis. Although this approach was not fully applied in this study, its main structure was utilized - the *context*, *mechanism*, and *outcome* interactions.

4. METHODS

This explanatory qualitative inquiry used focus groups (FGs), reflection papers, and in-depth interviews to elicit medical students' perspectives on the drivers of the CIP outcomes.

4.1 Data Collection

Focus groups was the primary data collection method that elicited a range of perceived effects of, and the factors affecting community immersion. Each FG was moderated by either one of the authors who is experienced in community health and trained in facilitating FGs. To triangulate information gathered from the FGs, in-depth interviews, and reviews of the students' reflection papers were added. This helped in the comprehensive understanding of the data.

4.2 Sampling and Data Sources

Purposive sampling was utilized in the identification of medical students who experienced community immersion. Study participants were chosen from the three community immersion sites to include diverse community experiences. The data saturation principle guided the identification of the sample size. Five FGs were conducted comprising 5-6 participants per FG and totaling to 26. In addition, 8 in-depth interviews were conducted, and 30 reflection papers were reviewed.

4.3 Data Analysis

Data analysis was guided by thematic analysis (Braun and Clarke 2006). All data from the three data collection methods were inputted to Nvivo 12 software for data management that eventually facilitated coding and thematic development. More than 200 codes for each of the context, mechanism, and outcomes were generated. Such codes present salient features of the data extracts that are relevant to the study objectives. These codes were identified initially by one researcher and validated by the research

team. Similar codes were clustered to develop themes. Themes were aligned with the realist conceptions of the context, mechanism, and outcome to form logical connections and create the CMO configurations (CMOCs).

The Ethics Committee of De La Salle Medical and Health Sciences Institute approved the protocol of this project.

5. RESULTS AND DISCUSSION

5.1 Community Immersion Outcomes

There are at least seven educational outcomes identified by the study participants: a) “enhanced capacity to adapt”, b) “appreciation of community health concepts”, c) “demonstrated competence”, d) “increased desire to practice/support community health” e) “valuing working relationships”, f) “reinforced empathy”, and g) “awareness of community condition”. Most of these outcomes corroborate with other studies.

5.2 Community Immersion Driving Factors: Mechanisms and Contextual Factors

Mechanisms

Two mechanisms were identified in this study – perceiving things from a different perspective, and positive attitude towards community health. The mechanism, perceiving things from a different perspective, calls for a discernment of community exposures not only in its face value but primarily looking at experiences in a more critical way. It emphasizes the need to elicit lessons from experiences towards personal and professional improvement. This mechanism implies that reflection process is extremely essential in community immersion initiatives. The mechanism, positive attitude toward community health, drives students to succeed and encourage them to continue working in the community. In many community immersion initiatives, students are exposed to unsatisfactory environments, such as lack of health services and uncooperative community people. Positivity allows students to transform negative experiences by focusing on the root causes of problems and finding or understanding its solutions.

Contextual Factors

Various contextual factors that trigger these mechanisms were unpacked that provide a backdrop to the CIP: *experiencing health care system problems, prior community immersion related experiences, dynamic interaction with community members, community support/appreciation, inclination to serve, and effective guidance and support.*

The main study findings, presented as themes, were organized in accordance with the Context-Mechanism-Outcome Configuration (CMOC) structure. It can be summarized in Figure 1 below that show the drivers of, and the CIP outcomes.

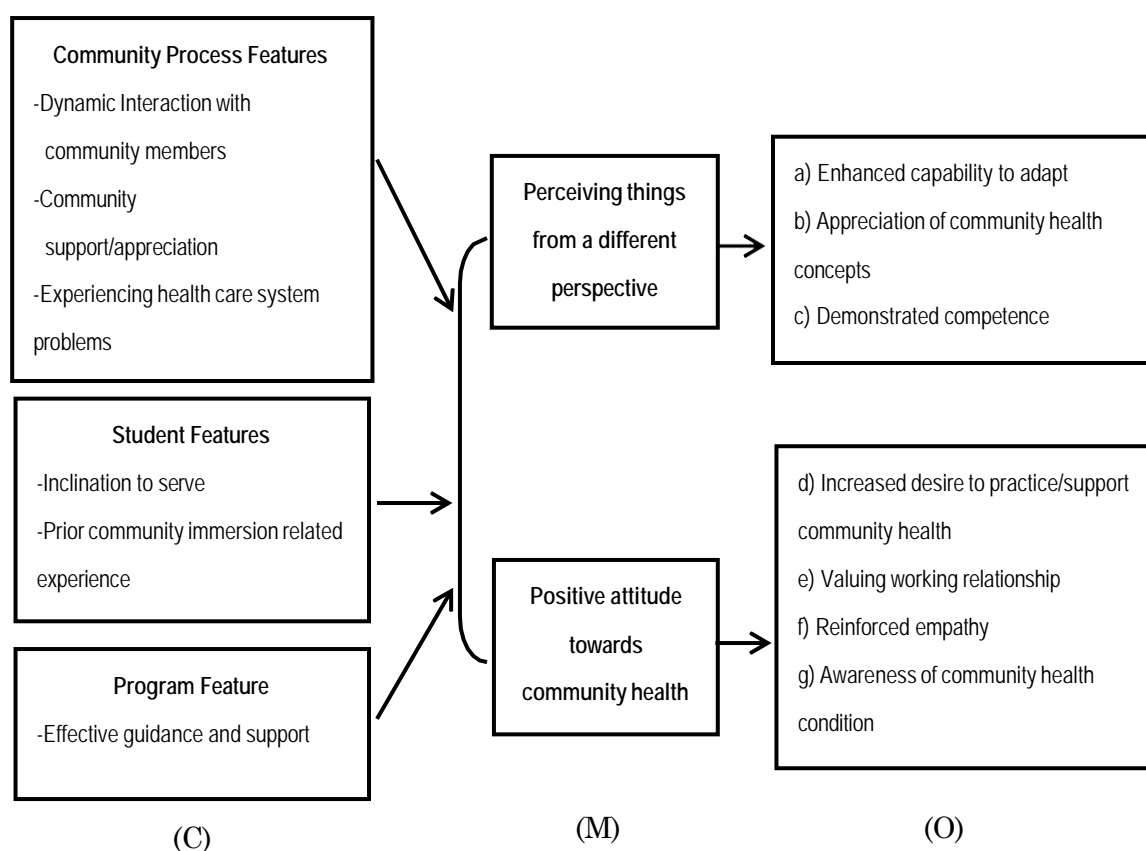


Figure 1: Summary of context-mechanism-outcome

6. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

To be effective in the CIP implementation, community preceptors should focus on the processes/activities that generate CIP outcomes. The conditions that are conducive for the immersion program to operate must be maximized and cultivated. The success of an immersion initiative may depend greatly on how educational resources are invested to nurture these factors for educational gains. Further, the study findings imply that reflection process should always be integrated in every CIP.

The current findings may serve as an example in evaluating CIPs as complex programs, as well as bases for the improvement of a CIP and similar programs elsewhere. To further uncover other potential driving factors, a follow-up study that includes the perspectives of community members, preceptors, and administrators would be essential.

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Analysis on the Attitudes of Medical Faculty and Students Towards Community Service-Learning Activities

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1. ABSTRACT & KEYWORDS

Introduction: The promise of using a service-learning curriculum to attract students to the field of medicine cannot be fulfilled if students and faculty do not have positive attitudes with respect to it. Furthermore, understanding faculty and student attitudes toward service learning can help in the development of the curriculum and training for faculty who will teach and implement. This paper aims to describe and compare student and faculty attitudes with respect to service learning activities prior to entertaining curricular changes and interventions directed at enhancing community service.

Results: The medical students and faculty staff respondents had comparable attitude towards community service-learning activities. Similarity was prominent in the domain of activation spectrum from awareness, action to sense of responsibility. Other sequential domains or phases that lead to a decision to engage in community service could still be improved for both respondent groups especially in terms of weighing in costs over benefits of helping. Among students, the younger batches, particularly the second year level representing the 22 age group had outstanding perspectives in the context of moral obligation to help, reassessment of potential response, and engaging in helping behavior. Recognizing this asset for a particular subset of population could present as a potential for growth.

Conclusion: The comparable attitude and areas of mismatch towards community service-learning activities among students and faculty could challenge faculty to step up as role models. Enhancing medical curriculum that intends to impel students and faculty towards community service learning activities should be well aimed at improving its limitations as well as optimizing its strong points.

Key Words: activation, obligation, defense response phases, subphases

2. INTRODUCTION

The promise of using a service-learning curriculum to attract students to the field of medicine cannot be fulfilled if students and faculty do not have positive attitudes with respect to it. Furthermore, understanding faculty and student attitudes toward service learning can help in the development of the curriculum and training for faculty who will teach and implement. This paper aims to describe and compare student and faculty attitudes with respect to service-learning activities prior to entertaining curricular changes and interventions directed at enhancing community-oriented service.

3. THEORETICAL FRAMEWORK/LITERATURE REVIEW

Community Service Attitudes Scale (CSAS) was developed based on Schwartz's altruistic helping behavior model consisted of four phases. The first phase reflects an individual's acknowledgement or awareness of a need for community service. This is followed by a belief that oneself is morally obligated to act on such awareness - the second phase. The third phase is an individual's evaluation of the costs and the benefits of participating in a community service activity. The fourth and final phase is an overt response, or an action that is taken with respect to community service. Theoretically, an individual goes through

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each phase in a sequential order before reaching the final phase in which the individual makes the decision to engage in community service. Each phase is divided into subphases. Each of these subphases is measured through questions on the CSAS that are specifically designed to measure the extent to which the respondent displays beliefs consistent with the given subphase.

The **activation phase** is subdivided into four subphases: awareness, actions, ability, and connectedness. For example, the awareness subphase measures the respondent's recognition that others are in need. The actions subphase measures the respondent's belief that actions could relieve the perceived human need. The ability subphase measures the respondent's recognition of his or her own ability to provide the appropriate assistance, and the connectedness subphase measures the respondent's sense of responsibility to become involved based on a sense of connectedness with the community of the people in need.

The second phase is the **obligation phase** which is divided into two subphases: norms and empathy. The norm subphase measures the extent to which the respondent feels a moral obligation to provide help, generated through personal or situational norms. The empathy subphase measures the extent to which the respondent feels a moral obligation generated through empathy to provide assistance.

The third phase is the **defense phase**. This phase is divided into three subphases: costs, benefits, and seriousness. The cost subphase is designed to measure the respondent's assessment of personal costs associated with helping, and the benefits subphase is designed to measure the respondent's assessment of personal benefits associated with helping. The seriousness subphase measures the respondent's reassessment of the human need based on the seriousness of the need.

The fourth and final phase is the **response phase**. This phase consists of two subphases: intention to engage in community service, and desire to participate in service learning. The first subphase, intention to engage in community service, consists of a question that is designed to measure whether the respondent will participate in community service activities. The second subphase, desire to participate in service learning, is designed to measure the extent to which the respondent intends on participating in service learning activities.

4. METHODS/ANALYSIS

This cross-sectional comparative study was conducted during the academic year 2019-2020 among enrolled medical students and teaching staff of the University of Santo Tomas, Faculty of Medicine and Surgery (UST-FMS), the largest medical school in the Philippines. Stratified random sampling across all year levels and cluster sampling of faculty members according to basic or clinical subjects were done. Participants were asked to sign a project participation consent form.

A 27-item validated tool (Shiarella, McCarthy, and Tucker) called Community Service Attitudes Scale (CSAS) was utilized to investigate attitudes toward community service learning.

Statistically significant differences across phases and subphases based on the mean scores were noted using independent sample t-test and one-way Anova. Comparison of attitudes between faculty and students were determined through phases and subphase analysis.

5. RESULTS AND DISCUSSION

A total of 632 medical students and 40 faculty members completed the Community Service Attitude Scale. For the students, 62% were female, 52% belonged to the 20-22 age group and the rest 23 years old and above. Roughly the same percentage of respondents participated for each year level except a slightly less portion for the senior medical clerks.

A total of 40 faculty responded, 27% were female and an almost equal percentage for each age grouping. Fifty-five percent of faculty respondents taught basic subjects, the rest clinical courses.

When students were grouped according to age and year level, the younger batch (ages 22 and younger) had significantly higher means in the following subphases *connectedness* indicating stronger sense of obligation and responsibility to help the community (p 0.022); *empathy* (p 0.023); *benefits* (p 0.018) reflective of their perception towards helping others; and *seriousness of the need to respond* (p 0.010). The same trend was seen in the phases: *moral obligation to respond* (p 0.024) and *weighing in of costs, benefits and severe need to help* (p 0.028).

It is likely that as one advances in age and in their medical education, the moral obligation to respond and the perceived benefits of rendering community work are drowned by personal and situational factors. This age-specific finding could have been influenced by some curricular changes or other unique events affording experiential learning on community work prior to medical studies. The strong sense of connectedness or responsibility towards community among first and second year students was further confirmed in their significantly higher Phase 1 (*Activation*) scores (p 0.020). By large, the second year students had glaringly better perceptions in terms of costs and benefits of community service (p <0.001). Sequentially, their mean scores on subphases intent (p 0.048) and desire to help (p 0.002) were higher than the senior batches.

Female medical students had significantly higher mean scores than males in the subphase *action* (p <0.001), *ability* (p 0.002), *connectedness* (p <0.001) and the overall phase 1 (p <0.001), *empathy* (p 0.009), and *moral obligation to help* (p 0.001). Women were more inclined than men to adopt norms towards community volunteerism and service (p <0.001). Female counterparts consistently demonstrated significantly better scores in subphase *benefits* (p <0.001), *seriousness* (p 0.021) and the overall phase 3 (defense) (p 0.001). These empathic female responses were in sync with their intention (p 0.001), desire (p <0.001) to extend community service and Phase 4 engagement in helping. (p <0.001).

With regards to faculty, those ages 51 to 60 tend to count the costs of helping than the 61 and above group (p.<0.042). It can postulated that for those in the retirement age group, counting costs in performing community service becomes less of a concern, as opposed to those in the peak of their careers. There was no significant difference in the mean scores of faculty when group according to sex and nature of subject being taught.

Overall, students and faculty had no statistical differences in their general attitude towards service learning activities. This lack of difference posits that the teachers as the drivers of learning are able to pass on the same attitude to their students. If there was any difference, the faculty should have a vantage point as it could be a challenge to motivate students when faculty has attitude problems. On the other hand, if students had better disposition towards community service than their teachers, it would be difficult to sustain or nurture their positive viewpoint.

6. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

The medical students and faculty staff respondents had comparable attitude towards community service-learning activities. Similarity was prominent in the domain of activation spectrum from awareness, action to sense of responsibility. Among students, the younger batches, particularly the second year level representing the 22 age group had outstanding perspectives in the context of moral obligation to help, reassessment of potential response, and engaging in helping behavior. Recognizing this asset for a particular subset of population could present as a potential for growth.

Other sequential domains or phases that lead to a decision to engage in community service could still be improved for both respondent groups especially in terms of weighing in costs over benefits of helping.

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Dimensions of a Culturally-Sensitive Community Service Attitude Scale for Filipino Medical Students

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1. ABSTRACT & KEYWORDS

Introduction: To date, all attitude instruments pertaining to community service are western-based validated including the Community Service Attitude Scale (CSAS). There are no studies that verify its statistical concurrence and factor alignment. Hence, this study attempts to test its construct framework through a confirmatory factor analysis (CFA), which may expose gaps in the community service questionnaire that are specific to Filipino counterparts.

Methodology: A total of 672 completed CSAS forms by Filipino medical students were analyzed. Statistical CFA and discriminant validity using Heterotrait-monotrait ratio of correlation were performed.

Results: The study demonstrated that the original eight (8) factors for CSAS had convergent and divergent validity issues. Exploratory factor analysis uncovered new rearrangement of questionnaire items according to the construct influenced by the responses of Filipino medical students. The reformed CSAS demonstrated acceptable to excellent model fit measures with good factor loading and resolved discriminant validity issues.

Conclusion: This “new arrangement” of CSAS could suggest a more Filipino culture-sensitive order and form of questioning. The thematic labeling of the unnamed seven (7) CSAS factors as a result of the regrouping of questions was likewise proposed accordingly: Impact of volunteer work, Social responsibility, Benefits, Costs, Significance of Service, Social Norms and Awareness.

Key Words: community service attitude scale (CSAS), factor analysis, discriminant validity

2. INTRODUCTION

Service-learning participation is a predictor of increased student learning outcomes -- from demonstrating nationalism, dedication to service down to practicing social accountability. Community service is frequently an important part of the mission of a university and one of the values it endeavors to instill in its students (Cohen, 1994; Markus, Howard, & King, 1993). To date, all attitude instruments pertaining to community service are western-based validated including the Community Service Attitude Scale (CSAS). Furthermore, there are no studies that verify its statistical concurrence and factor alignment. Hence, this is the first study known to attempt at exploring the alignment of the factors defined by the CSAS to uncover possible dimension/s of the said scale unique to medical students in the Philippines. Specifically, the study tested the statistical convergence and discriminant validity of the CSAS using confirmatory factor analysis, which may expose gaps in the community service questionnaire that are specific to Filipino counterparts.

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3. THEORETICAL FRAMEWORK/LITERATURE REVIEW

Community service is incorporated in the medical curriculum through the integration of service learning as part of its core mission. Service learning is an experiential pedagogy requiring students to apply course theory by working on a project for nonprofit purpose. American Association of Community Colleges (AACC) defines service learning as combining community service with academic instruction, focusing on critical, reflective thinking and personal and civic responsibility. Attitude instruments that are well contextualized need to be developed to accurately ascertain student attitudes about community service and predict student intentions to engage in community service. The promise of using a well-tailored and culturally-sensitive attitude scale may be advantageous in better understanding the service-learning domains influencing the behavior of Filipino medical students. It is possible that with extensive factor analysis, the CSAS questionnaire may be further improved by excluding, combining or adding certain items / factors. This process may establish a well customized scale according to the factors applicable to the local setting. Such version of the CSAS may propose a new dimension / factor in the questionnaire and later be offered on a longitudinal scheme for a contextualized pursuit of excellence in community service among our future Filipino doctors.

To date, a weakness of research on community service is the lack of a well-defined construct of helping behavior, in general, or attitudes about community service, in particular. A thorough and comprehensive understanding of the antecedents, correlates, and consequences of community service is needed. Researchers have investigated a wide variety of motivators such as costs and benefits (Irvine, Biglan, Duncan, & Metzler, 1996; Wandersman et al., 1987), self-efficacy (Eden & Kinnar, 1991; Hofstetter, Sallis, & Hovell, 1990), and other dispositional characteristics that are predictive of volunteering and helping (Clary & Orenstein, 1991; McClintock & Allison, 1989). The helping behavior model used in the CSAS shows promise as a way to integrate these various perspectives into a comprehensive theory of volunteerism and community service.

The CSAS will help to provide a framework for further research in this area. Since this tool is based on the behavior of foreign-based students, and community service is always contextualized in the setting where it is offered, there is a need to identify unique dimensions relating to the Philippine setting, in this case, among Filipino medical students performing community service.

Phase	Phase Title	Subphase	No. of Questions
1	<i>Activation</i>	Awareness	4
		Actions	5
		Perceptions of a need to respond	3
		Ability Connectedness	6
2	<i>Obligation</i>	Norms	5
		Empathy	3
		Moral Obligation to respond	
3	<i>Defense</i>	Costs	6
		Benefits	6
		Reassessment of potential responses	5
		Seriousness	
4	<i>Response</i>	Intention to Engage in Community Service	1
		Desire to Participate in Service Learning	2
		Engage in helping behavior	

Table 1. Phases and subphases measured in the CSAS.

Schwartz's (1977) model of helping behavior is a useful framework for understanding how people decide to become involved in community service. Attitude scales that measure helping constructs can be used by researchers in determining what types of interventions might increase participation in community service.

4. METHODOLOGY/ANALYSIS

This cross-sectional study was conducted among 672 enrolled medical students from the University of Santo Tomas, the largest medical school in the Philippines, who completed CSAS forms. Based on the Cochran sample size formula for unknown population, sample size was computed at 385 using 95% confidence level at 0.05 confidence interval and a 50% proportionality. By means of confirmatory factor analysis, the original results of the western-based Community Service Attitude Scale (CSAS) accomplished by the respondents were condensed into fewer variables. Factor analysis uncovered the trends on how these questions impact each other. Discriminant validity using Heterotrait-monotrait ratio of correlation was also performed in an attempt to simplify CSAS focused in the context of local setting.

5. RESULTS AND DISCUSSION

Confirmatory exploratory factor analysis (EFA) was used to identify complex interrelationships among items and group items that are part of unified concepts. This was followed by determination of convergence and divergence validity. The researcher made no *a priori* assumptions about relationships among the eight (8) unnamed factors (Table 2). The original eight (8) factors for Community Service Attitude Scale (CSAS) had convergent and divergent validity issues.

Factor		Subphase	Corresponding Phase
I	Actions		1
	Ability		1
	Norms		2
II	Connections		1
III	Costs		3
IV	Awareness		1
	Empathy		2
V	Intention to Engage in Community Service		4
	Desire to Participate in Service Learning		4
VI	Benefits: Other Benefits (four questions)		3
VII	Seriousness		3
VIII	Benefits: Career Benefits (two questions)		3

Table 2. CSAS organized into (unnamed) factors.

Based on the Model Fit Measures for confirmatory factor analysis (Table 3), the combination of CFI>0.95 and SRMR<0.08 were sufficient, and further solidified with the addition of the RMSEA<0.06, CSAS has acceptable and excellent parameters as a model. Hu and Bentler (1999, "Cutoff Criteria for Fit Indexes in Covariance Structure Analysis: Conventional Criteria Versus New Alternatives") recommend combinations of measures.

Measure	Estimate	Threshold	Interpretation
CMIN (chi square)	2296.384	--	--
DF (degrees of freedom)	924	--	--
CMIN/DF	2.485	Between 1 and 3	Excellent
GFI (goodness of fit)	0.871	>0.90	Acceptable
NFI (Norm fix index)	0.907	>0.90	Excellent
CFI (Comparative fix index)	0.942	>0.95	Acceptable
SRMR	0.045	<0.08	Excellent
RMSEA (Root mean square error)	0.047	<0.06	Excellent
PClose (p value of RMSEA)	0.978	>0.05	Excellent

Table 3: Model Fit Measures of the Original CSAS

Cut-off Criteria

Measure	Terrible	Acceptable	Excellent
CMIN/DF	> 5	> 3	> 1
GFI	<0.85	<0.90	>0.90
NFI	<0.85	<0.90	>0.90
CFI	<0.90	<0.95	>0.95
RMSEA	>0.08	>0.06	<0.06
PClose	<0.01	<0.05	>0.05

The Confirmatory Factor Analysis gives the indicator (questions) and the factor loading (Table 4). The factor loading represents the importance of each question, wherein the higher the weight, the higher the importance and bearing on the factor concerned. This means that not all questions contribute the same weight to reflect a particular factor. For example, under Factor I, question number 13 has the highest factor loading of 0.738. Thus, this question is unlikely to be deleted should a revision take place. On the other hand, question number 2 has the lowest factor loading of 0.568, making this item more likely to be revised should this be called for. In general, the factor loading should be higher than 0.45 (Hu and Bentler) or 0.6 (Gaskin and Lin) in order for the item to be considered valid.

Indicators	Factor Loading
Factor 1	
Volunteer work at community agencies helps solve social problems.	0.652
Volunteers in community agencies make a difference, if only a small difference.	0.568
College student volunteers can help improve the local community.	0.716
Volunteering in community projects can greatly enhance the community's resources.	0.677
The more people who help, the better things will get.	0.669
Contributing my skills will make the community a better place.	0.751
My contribution to the community will make a real difference.	0.734
I can make a difference in the community.	0.708
It is important to help people in general.	0.579
Improving communities is important to maintaining a quality society.	0.652
Our community needs good volunteers.	0.613
All communities need good volunteers.	0.604
It is important to provide a useful service to the community through community service.	0.738
Factor 2	
I am responsible for doing something about improving the community.	0.815
It is my responsibility to take some real measures to help others in need.	0.784
It is important to me to have a sense of responsibility from participating in community service.	0.839
I feel an obligation to contribute to the community.	0.798
Other people deserve my help.	0.743
Factor 3	
I would have less time for my schoolwork.	0.79
I would have forgone the opportunity make money in a paid position.	0.589
I would have less energy.	0.813
I would have less time to work.	0.924
I would have less free time.	0.885
I would have less time to spend with my family.	0.777
Factor 4	
Community groups need our help.	0.595

There are people in the community who need help.	0.571
There are needs in the community.	0.529
There are people who have needs which are not being met.	0.442
When I meet people who are having a difficult time, I wonder how I would feel if I were in their shoes.	0.555
I feel bad that some community members are suffering from a lack of resources.	0.664
I feel bad about the disparity among community members.	0.66
Factor 5	
I want to do this (service-learning) activity.	0.87
I will participate in a community service project in the next year.	0.923
Would you seek out an opportunity to do community service in the next year.	0.907
Factor 6	
I would be contributing to the betterment of the community.	0.756
I would experience personal satisfaction knowing that I am helping others.	0.817
I would be meeting other people who enjoy community service.	0.868
I would be developing new skills.	0.877
Factor 7	
Lack of participation in community service will cause severe damage to our society.	0.733
Without community service, today's disadvantaged citizens have no hope.	0.627
Community service is necessary to making our communities better.	0.825
It is critical that citizens become involved in helping their communities.	
Community service is a crucial component of the solution to community problems.	
Factor 8	
I would make valuable contacts for my professional career.	0.902
I would gain valuable experience for my resume.	0.858

Table 4. Confirmatory Factor Analysis with Factor Loading of the Original CSAS

The discriminant validity assessment has the goal to ensure that a reflective construct has the strongest relationships with its own indicators. To determine discriminant validity, specifically convergence and divergence validity, we used validity analysis by measuring Composite reliability (CR) and Average Variance Error (AVE). To establish convergence validity, the AVE should be >0.5 . Thus, the AVE for Factors 1 and 4 (lesser than 0.50), are suggestive of a convergent validity issue or convergence error. Similarly, the AVE for Factors 1 and 4 are less than the MSV, indicative of discriminant validity. Composite reliability should be higher than 0.8. Looking at composite correlation of Factor 1 (0.671) against factors 2, 4, and 7, there are divergent validity concerns as demonstrated by the lesser value (0.671) of the composite correlation of Factor 1 to that of factors 2, 4, and 7. On the one hand, the composite correlation of Factor 1 is higher than those of factors 3, 5, 6 and 8, which means that there are no validity concerns. Alternatively, AVE must be higher than MSV to ensure alignment and absence of discriminant validity issues (Table 5)

	CR	AVE	MSV	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6	FACTOR 7
FACTOR1	0.889	0.502	0.83	0.708						
FACTOR2	0.921	0.543	0.83	0.911***	0.737					
FACTOR3	0.920	0.657	0.375	0.550***	0.587***	0.811				
FACTOR4	0.915	0.645	0.045	-0.180***	-0.211***	0.084*	0.803			
FACTOR5	0.872	0.579	0.657	0.773***	0.811***	0.560***	-0.118***	0.761		
FACTOR6	0.865	0.478	0.717	0.816***	0.843***	0.612***	-0.098*	0.810***	0.691	
FACTOR7	0.859	0.606	0.548	0.623***	0.551***	0.443***	0.008	0.484***	0.740***	0.779

Table 5. Measures of Convergence and Divergent Validity

Discriminant validity assessment has become a generally accepted prerequisite for analyzing relationships between latent variables. A New Criterion for Assessing Discriminant Validity in Variance-based Structural Equation Modeling was recommended. (Henseler JC et, al, 2015). Utilizing the Heterotrait-Monotrait ratio of correlations (HTMT) as a criterion involves comparing it to a predefined threshold. If the value of the HTMT is higher than this threshold, one can conclude that there is a lack of discriminant validity. Some authors suggest a threshold of 0.85. Factor 1 and Factor 2 are statistically indistinguishable, suggesting a problem with the heterotrait or non-applicability of the factor to the locus of application (Table 6).

HTMT Analysis								
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8
Factor 1								
Factor 2	0.852							
Factor 3	0.139	0.197						
Factor 4	0.796	0.694	0.052					
Factor 5	0.616	0.732	0.274	0.538				
Factor 6	0.563	0.545	0.079	0.576	0.512			
Factor 7	0.759	0.734	0.099	0.635	0.717	0.519		
Factor 8	0.47	0.443	0.144	0.447	0.403	0.85	0.505	

Table 6. Heterotrait-Monotrait ratio of correlations (HTMT) of the Original CSAS

The 46 items for Community Service Attitude Scale (CSAS) were factor analyzed using principal component and Varimax with Kaiser Normalization rotation to outline the underlying factors of the perceived CSAS of UST Medical Students. The Kaiser – Meyer Olkin Measure of 0.950 indicates adequacy of the number of samples in order for the factor analysis to proceed. Each of the factors were subjected to a reliability test (Cronbach's Alpha) to estimate the reliability of each scale. The reliability coefficients of the emerging factors ranged from 0.843 to 0.928, which were within the threshold of > 0.80. The factor analysis retained the 46 item scale with seven (7) factors or dimensions, from the original 8 factors (Table 7).

Indicators/Factor	Factor Loading	Eigen Values	Rotated % Variance	Cronbach's Alpha
Impact of volunteer work		17.359	12.363	0.907
Volunteering in community projects can greatly enhance the community's resources.	0.726			
My contribution to the community will make a real difference.	0.704			
Volunteer work at community agencies helps solve problems.	0.692			
College student volunteers can help improve the local community.	0.656			
Contributing my skills will make the community a better place.	0.624			
The more people who help, the better things will get.	0.587			
I can make a difference in the community.	0.563			
Volunteers in community agencies make a difference, if only a small difference.	0.532			
Social responsibility		4.751	11.786	0.928
I feel an obligation to contribute to the community.	0.714			
It is my responsibility to take some real measures to help others in need.	0.665			
It is important to me to gain an increased sense of responsibility from participating in community service.	0.622			
It is important to me to have a sense of contribution and helpfulness through participating in community service.	0.619			
I am responsible for doing something about improving the community.	0.615			
I want to do this (service-learning) activity.	0.583			
I will participate in a community service project in the next year.	0.582			
Other people deserve my help.	0.554			
Would you seek out an opportunity to do community service in the next year.	0.551			

When I meet people who are having a difficult time, I wonder how I would feel if I were in their shoes.	0.292			
Benefits		2.590	10.555	0.925
I would be developing new skills.	0.821			
I would make valuable contacts for my professional career.	0.797			
I would be meeting other people who enjoy community service.	0.795			
I would experience personal satisfaction knowing that I am helping others.	0.795			
I would gain valuable experience for my resume.	0.791			
I would be contributing to the betterment of the community.	0.749			
Costs		2.323	9.602	0.913
I would have less time to work.	0.907			
I would have less free time.	0.884			
I would have less energy.	0.852			
I would have less time to spend with my family.	0.824			
I would have less time for my schoolwork.	0.812			
I would have forgone the opportunity to make money in a paid position.	0.704			
Significance of Service		1.656	8.807	0.876
Without community service, today's disadvantaged citizens have no hope.	0.766			
Community service is necessary to making our communities better.	0.682			
Lack of participation in community service will cause severe damage to our society.	0.636			
Community service is a crucial component of the solution to community problems.	0.629			
It is critical that citizens become involved in helping their communities.	0.554			
Social Norms		1.468	7.546	0.887
All communities need good volunteers.	0.715			
Our community needs good volunteers.	0.710			
Improving communities is important to maintaining a quality society.	0.558			
It is important to provide a useful service to the community through community service.	0.558			
I feel bad that some community members are suffering from a lack of resources.	0.514			
It is important to help people in general.	0.476			
I feel bad about the disparity among community members.	0.468			
Awareness		1.172	7.426	0.843
There are needs in the community.	0.804			
There are people in the community who need help.	0.779			
There are people who have needs which are not being met.	0.763			

Community groups need our help.	0.614			
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Table 7. Exploratory Factor Analysis of the Regrouped Questions

Since the original factors had some issues in the convergence and discriminant validity, the author attempted to propose new factors according to the rearrangement of questions produced by the results of the exploratory factor analysis. These “new factors” were labeled as Impact of volunteer work, Social responsibility, Benefits, Costs, Significance of Service, Social Norms, and Awareness. The first factor ***Impact of volunteer work*** comprised 12.363% variance, which is the percentage of the variation that the given factor contributes to the CSAS. The second factor ***Social responsibility*** gave a 11.786% variance, representing the percentage of the variation of CSAS that is also explained by the second factor/dimension. The other five factors namely ***Benefits, Costs, Significance of Service, Social Norms, and Awareness*** were attributed a variance of 10.55%, 9.602%, 8.807%, 7.546%, and 7.426% variance respectively, which represents the percentage of variation of CSAS that these explain (Table 7).

The original CSAS questions were regrouped according to constructs based from the answers of the respondents (see Appendix D).

New Factor 1 – Questions related to Actions (5) and Ability (3) were retained, while those pertaining to Norms were dropped.

	New Factor 1	Rank
Actions	1. Volunteer work at community agencies helps solve social problems.	3
	2. Volunteers in community agencies make a difference, if only a small difference.	8
	3. College student volunteers can help improve the local community.	4
	4. Volunteering in community projects can greatly enhance the community's resources.	1
	5. The more people who help, the better things will get.	6
Ability	6. Contributing my skills will make the community a better place.	5
	7. My contribution to the community will make a real difference.	2
	8. I can make a difference in the community.	7

New Factor 2 – Questions related to Connectedness (6) were all retained. Items on Intentions(3), and a question on empathy were incorporated.

	New Factor 2	Rank
Connectedness	1. I am responsible for doing something about improving the community.	5
	2. It is my responsibility to take some real measures to help others in need.	2
	3. It is important to me to have a sense of contribution and helpfulness through participating in community service.	4
	4. It is important to me to gain an increased sense of responsibility from participating in community service.	3
	5. I feel an obligation to contribute to the community.	1
	6. Other people deserve my help.	8
Intentions	1. I want to do this (service-learning) activity.	6
	2. I will participate in a community service project in the next year.	7
	3. Would you seek out an opportunity to do community service in the next year.	9
Empathy	5. When I meet people who are having a difficult time, I wonder how I would feel if I were in their shoes.	10

New Factor 3 – All questions pertaining to benefits including that of career gains were combined, with a total of six (6) questions.

	New Factor 3	Rank
Benefits	1. I would be contributing to the betterment of the community.	6
	2. I would experience personal satisfaction knowing that I am helping others.	4
	3. I would be meeting other people who enjoy community service.	3
	4. I would be developing new skills.	1
Career	1. I would make valuable contacts for my professional career.	2
	2. I would gain valuable experience for my resume.	5

New Factor 4 – All six (6) questions on costs were preserved.

	New Factor 4	Rank
Costs	1. I would have less time for my schoolwork.	5
	2. I would have forgone the opportunity to make money in a paid position.	6
	3. I would have less energy.	3
	4. I would have less time to work.	1
	5. I would have less free time.	2
	6. I would have less time to spend with my family.	4

New Factor 5 – All five (5) questions referring to the seriousness of the act of service were maintained.

	New Factor 5	Rank
Seriousness	1. Lack of participation in community service will cause severe damage to our society.	3
	2. Without community service, today's disadvantaged citizens have no hope.	1
	3. Community service is necessary to making our communities better.	2
	4. It is critical that citizens become involved in helping their communities.	5
	5. Community service is a crucial component of the solution to community problems.	4

New Factor 6 – All five (5) questions on norms were integrated with the two (2) items on empathy.

	New Factor 6	Rank
Norms	9. It is important to help people in general.	6
	10. Improving communities is important to maintaining a quality society.	3
	11. Our community needs good volunteers.	2
	12. All communities need good volunteers.	1
	13. It is important to provide a useful service to the community through community service.	4

Empathy	6. I feel bad that some community members are suffering from a lack of resources.	5
	7. I feel bad about the disparity among community members.	7

New Factor 7 – The four (4) items on awareness were preserved.

	New Factor 7	Rank
Awareness	1. Community groups need our help.	4
	2. There are people in the community who need help.	2
	3. There are needs in the community.	1
	4. There are people who have needs which are not being met.	3

With the rearrangement and combination of the items in the CSAS, the original 8 factor questionnaire was reduced to seven (7) factors. Moreover, the unnamed “Factors” may be labeled based on the theme and tone of the newly grouped questions. These 7 factors may be termed as follows:

- I – 1. Impact of volunteer work
- II – 2. Social responsibility
- III – 3. Benefits
- IV – 4. Costs
- V – 5. Significance of Service
- VI – 6. Social Norms
- VII – 7. Awareness

To further establish the factors determined in the Exploratory Factor Analysis, confirmatory Factor Analysis was also performed. Using the same criteria to establish the acceptability of the model, the model fit indices of the CFA of the proposed factors is deemed to be sufficient having a relative Chi-square of 2.485, CFI = 0.942, SRMR = 0.046 and RMSEA = 0.047 (Table 8).

Model Fit Measures			
Measure	Estimate	Threshold	Interpretation
CMIN	2296.384	--	--
DF	924	--	--
CMIN/DF	2.485	Between 1 and 3	Excellent
GFI	0.871	>0.90	Acceptable
NFI	0.907	>0.90	Excellent
CFI	0.942	>0.95	Acceptable
SRMR	0.046	<0.08	Excellent
RMSEA	0.047	<0.06	Excellent
PClose	0.978	>0.05	Excellent

Table 8. Model Fit Measures of the Regrouped CSAS Questions

The factor loading of the proposed model is within the lowest allowable threshold of 0.45. Each of the indicators has a factor loading (Lambda Coefficient) from 0.550 up to 0.924 in their respective factors, indicating a good loading (Figure 1).

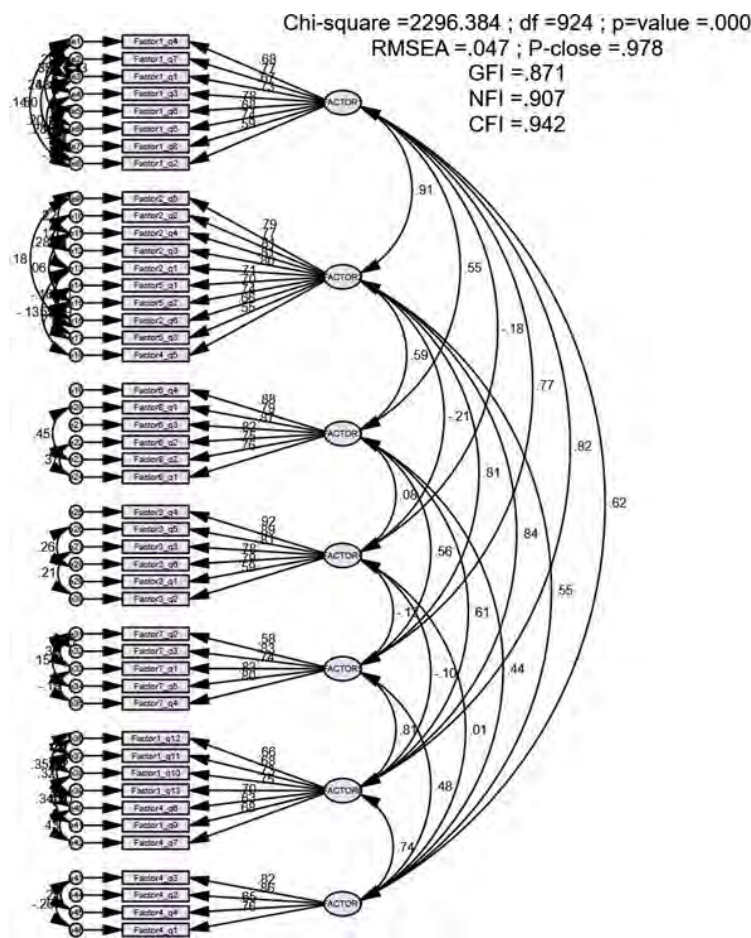


Figure 1. Diagram of Factor Loading of the Regrouped CSAS Questions

Test of convergent and discriminant validity was also determined using the HTMT Analysis and showing no issues since all indices were lower than 0.850 (Table 9).

HTMT Analysis							
Constructs	Impact of volunteer work	Social responsibility	Benefits	Costs	Significance of Service	Social Norms	Awareness
Impact of volunteer work							
Social responsibility	0.821						
Benefits	0.504	0.572					
Costs	0.165	0.236	0.106				
Significance of Service	0.73	0.798	0.536	0.099			
Social Norms	0.739	0.76	0.574	0.094	0.72		
Awareness	0.606	0.534	0.435	0.007	0.444	0.731	

Table 9. Heterotrait-Monotrait ratio of correlations (HTMT) of the Regrouped CSAS Questions

6. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

The study demonstrated that the original eight (8) factors for Community Service Attitude Scale (CSAS) had convergent and divergent validity issues. Exploratory factor analysis uncovered new rearrangement of questionnaire items according to the construct influenced by the responses of Filipino medical students. This “new framework” of CSAS could suggest a more Filipino culture- sensitive order and form of questioning. The thematic labeling of the seven (7) CSAS factors or dimensions as a result of the regrouping of questions was likewise proposed accordingly: Impact of volunteer work Social responsibility, Benefits, Costs, Significance of Service, Social Norms and Awareness.

It is recommended that the “new” CSAS be administered to Filipino college and postgraduate students for further evaluation to advance the applicability of this tool in the local setting. Content and construct validity of the proposed thematic factors / dimensions may also be appraised.

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Service-Learning in Digital Mental Health Intervention: Cultivating Competent Student Peer Supporters

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1. ABSTRACT & KEYWORDS

Online service-learning was adopted as an pedagogy for the student peer supporters of a “Step-by-Step” digital mental health intervention to address common mental health issues within a university setting. Students were trained to be competent service-providers (e-helpers) and provide peer support for service recipients (app users) with mild depressive symptoms. This study explored the competencies that students acquired through their service-learning experience. This study utilized qualitative interviews with a total of 15 university students at a major university in Macao in June 2022. The study found that the e-helpers have developed a set of positive mindsets, effective helping skills and adequate mental health knowledge. Compared to face-to-face service delivery mode, online service delivery mode in a digital mental health intervention place higher demands on service providers’ communication skills. The peer-support practice in digital mental health intervention is an innovative approach to address common mental health issues within a university setting.

Key Words: digital mental health, online service-learning, peer support, competency

2. INTRODUCTION

2.1 Depressive Symptoms among University Students

Depressive symptoms are common among university students. A previous study indicated that the prevalence of depression among Macau university students was 35.2%, and roughly one in three university students might suffer from symptoms of depression. (Li et al., 2020) With traditional face-to-face treatment hindered by cultural stigma against seeking mental treatment and a shortage of trained professionals to deliver care, digital mental health interventions through online platforms, mobile devices or telephones are emerging as sustainable and scalable alternatives to address this mental health gap. These interventions can provide information, screening, assessment, monitoring and support regularly for people who are suffering from depressive symptoms (Lal et al., 2014).

2.2 Overview of Step-by-Step Programme

Owing to the great psychological needs of students, a digital mental health app called “Step-by-Step” was introduced and implemented at the University of Macau during the academic year 2021-2022. This is an 8-week digital mental health intervention, addressing depression. It was developed by the World Health Organization (WHO), culturally adapted for use among Chinese young adults, and delivered via smart phone apps and websites. Students who reported mild or higher depressive symptoms (PHG-9 score ≥ 10) were invited to participate in the programme. In addition to the five therapeutic sessions, Step-by-Step also offered minimal weekly support from a student peer supporter (named “E-helper” in the Step-by-Step programme) assigned to a service recipient, the app

user. The support included technical support, emotional support and reminders for service use. Details of this digital mental health intervention has been reported elsewhere (Sit et al., 2021). E-helpers were recruited mainly from two residential colleges at the University of Macau. They provided 15 minutes per week of remote (phone or message) guidance for each app user. The manpower ratio of e-helper to app user is approximately 1:6. Every week, the e-helpers received one-hour group supervision from an experienced psychological counsellor at the university, followed by another one-hour reflection session provided by a resident fellow.

2.3 Training of E-helpers

Before commencing the support service, e-helper candidates were required to attend a 30-hour training on mental health first aid (MFHA) and Step-by-Step e-helper training provided by qualified MFHA instructors and psychological counsellors. There is a meta-analysis which estimated the effects and potential of MHFA as a public mental health awareness-increasing strategy (Hadlaczky et al., 2014). Owing to the effectiveness of MHFA programme demonstrated in the above studies, it can be a valuable addition public health education tool integrated in the Step-by-Step's training program. The MFHA training covered the basic knowledge of depression, anxiety disorders, psychosis and substance use disorder. In addition, it enabled the e-helpers to address the possible crisis arising from these mental health problems and proceed with necessary intervention. The e-helper training covered what Step-by-Step is and its purpose, the role of e-helpers, response guidelines, Step-by-Step interface learning and technical support. After the training, their competency was assessed by written and role-play examination. Those who passed both exams became formal e-helpers and provide service to the app users in the programme.

2.4 The Present Study

The "Step-by-Step" service-learning process enabled college e-helpers to serve the campus-wide community by applying their knowledge and skills learnt. This study aims to explore the competencies acquired among 15 college students who completed a 9-month Step-by-Step digital mental health programme as e-helpers. In the study, we adopted the definition of "competency" proposed by Bartram, Robertson, and Callinan (2002), which states that competencies are "sets of behaviors that are instrumental in the delivery of desired results or outcomes" (p.7). The research question posed for this study was: What competencies, if any, do e-helpers develop through their participation in the Step-by-Step programme?

3. THEORETICAL FRAMEWORK/LITERATURE REVIEW

In a residential college setting which emphasizes community-peer education, peer is regarded as an important human resource and has an important role to play in providing service-learning. In this regard, a peer-support practice of service-learning in "Step-by-Step" digital mental health was adopted. Jacoby(1996) defined service-learning as "a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development"(p.5). This is the definition that guided the structure of the service-learning project utilized in this study. Traditional service-learning activities usually involved face-to-face interaction between the student and service recipients. With the fast development of the digital world and the need to address mental health issues with digital devices, there is an alternative mode of online service-learning. For example, Step-by-Step digital mental health programme has transformed direct or on-site service into indirect or remote service. Based on Waldner's classification of online

service-learning, e-helpers' service in the Step-by-Step programme is regarded as learning offline, serving online (Waldner et al.2012).

4. METHODS/ANALYSIS

This study reported the perceived service-learning experiences of 15 college students who enrolled voluntarily in a digital mental health programme as e-helpers held at the University of Macau between September 2021 and May, 2022. The e-helpers include 14 second and third year undergraduate students and one master's student, majoring in six different study programmes, with seven of them majoring in Psychology. Four participants were local students and 11 were non-local students. 14 participants were female and one was male with age ranging from 18 to 23 years old.

An individual semi-structured interview was conducted with each e-helpers after completion of the programme in June 2022. The e-helpers' views on their service-learning experiences in the programme were collected through open-ended questions. This study was a qualitative design and the author adopted thematic analysis to analyse the data. All interviews were transcribed. A codebook was developed by two coders working collaboratively on the same transcript, and each subsequent transcript was independently coded. Transcripts were compared and consensus reached through discussion of each transcript, and a third coder was invited to resolve disagreements. Thematic analysis was applied to analyze the data. The thematic analysis procedure adopted in this study was proposed by Boyatzis (1998) and Braun and Clarke (2006), in order to identify the patterns and themes within the field texts collected for this study.

5. RESULTS AND DISCUSSION

Based on the findings of this study, the competencies of e-helpers (N=15) were thematically organized into three expects, namely (1) mindsets adopted, (2) skills learnt and applied, and (3) knowledge about mental health. Each one of them, with its inner components, prepares students to acquire and obtain different competencies as means to become an effective e-helper. Findings were presented below:

1. Mindsets Adopted: a) e-helpers were able to adopt a flexible problem-solving mindset when dealing with app users' problems; b) e-helpers were able to demonstrate their responsibilities and keep weekly contact and connection with the app users; c) e-helpers were able to engage in self-reflection and frequently ask "What? So What? Now What?" questions to review their interaction with app users; d) e-helpers were able to expand their critical thinking and view app users' problems from different perspectives; e) e-helpers were able to maintain a positive attitude and remain emotionally stable.
2. Skills Learnt and Applied: E-helpers explained with examples some helping skills that they learnt and applied in their work, these helping skills enabled them to support the app users technically and emotionally: a) empathy was the most frequent applied skill used to build trustful working relationships with app users;b) active listening was applied to keep the conversation with app users without interruption; c) reflection of emotions was applied to help emotionally disturbed app users to ventilate their emotions; d) elaboration was applied to encourage app users to provide more information to describe their situation; e) clarification was applied to help app users explain their situation clearly.

3. Knowledge about Mental Health: Findings in the interview demonstrated that e- helpers acquired adequate mental health knowledge within the step-by-step programme, including a) the ability to recognize depressive symptoms of the app users; b) knowledge of self-treatments; c) knowledge of risk factors and causes; d) knowing how to seek mental health information; e) knowledge of professional help available.

Even though the e-helpers were well-equipped with the above mindsets, skills and knowledge, a lack of face-to-face interaction with the app users posed a great challenge to the delivery of service, such as rapport building, open communication and emotion identification. Therefore, it required the e-helpers to be highly competent in maintaining an effective and sustainable communication with app users online.

6. CONCLUSIONS AND CONTRIBUTION TO THEORY AND PRACTICE

Data indicates that the achievement of student peer supporters' competencies in their role of "e-helper" was evident, particularly in the aspects of mindsets, skills and knowledge. In view of the e-helpers' successful engagement with the app users who are peers in the same university, peer-support practice in digital mental health intervention is recommended and can be further developed with substantiality. Due to the lack of previous research in Step-by-Step e-helper training model, this study can also provide an insight for developing an evidence-based e-helper training applicable in a residential college setting, and be potentially extended to other parts of the university community.

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Session VII: Combating the Pandemic I

E-Service-Learning during the COVID-19 Pandemic: The Experiences of Mainland Chinese Students Studying at a University in Hong Kong

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1.ABSTRACT & KEYWORDS

Online/E service-learning has been widely adopted around the world as a replacement for face-to-face service-learning during the COVID-19 pandemic. The present study adopted a qualitative approach to investigate the e-service-learning experiences of Mainland Chinese students studying in a Hong Kong university with regard to their general perceptions about the e-service-learning projects, perceived learning gains, and factors associated with their learning gains. A total of 28 undergraduates who participated in e-service-learning in 2020/21 academic year were recruited from different faculties of the University; seven focus groups were conducted with the participants. The results showed that Mainland Chinese students generally had positive perceptions about their experiences in e-service-learning during the pandemic; they appreciated the convenient and effective online learning and service, although they needed more direct contact with service recipients to deepen their reflection. Students perceived that they had improved their problem-solving skills and subject knowledge; they also gained meaningful personal growth and positive emotions through the e-service-learning. Facilitators of and barriers to students' effective learning were also identified. The findings provide important evidence for the effectiveness of e-service-learning from the perspective of Mainland Chinese students in Hong Kong universities.

Key Words: online/e-service-learning, mainland Chinese students, Hong Kong, university

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2. INTRODUCTION

Online teaching and learning have been widely adopted around the world during the COVID-19 pandemic as a replacement for face-to-face teaching and learning. This rapid shift has presented challenges to service-learning—an educational approach whereby students apply what they have learned in the classroom in community service and engage in reflections on their service to deepen their understanding of the knowledge gained and develop a sense of civic responsibility. While service-learning is a powerful experiential learning pedagogy, its effectiveness heavily relies on the extent to which students engage in on-site service and the depth of their personal reflections in regard to integrating knowledge and service (Marcus et al., 2020). It is questionable whether students will still be able to “achieve real objectives for the community and deeper understanding and skills for themselves” by participating exclusively in online service-learning (Bandy, 2011).

The present study adopts a unique perspective and focuses on the service-learning experiences of mainland Chinese students studying at The Hong Kong Polytechnic University (PolyU) during the pandemic. The service-learning process for them includes learning in the classroom, preparation for service, the implementation of service, and post-service reflections, all of which has been conducted online. We investigated how mainland Chinese students perceive their e-service-learning experiences during the COVID-19 pandemic and identify their learning gains, as well as associated factors.

3. LITERATURE REVIEW

3.1 Service-Learning and its Effectiveness

Service-learning is widely recognized as “a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities for reflection designed to achieve desired learning outcomes” (Barbara, 1996, p. 3). Existing literature has shown that service-learning is beneficial to multiple stakeholders, including but not limited to students, for whom it can promote learning and the development of global citizenship (Wiersma-Mosley & Garrison, 2022). Service-learning directly contributes to the community and serves people in need by promoting their wellbeing (Carter et al., 2022).

Service-learning can be conducted remotely via the internet, through e-service-learning. Because of its advantages in terms of breaking geographical obstacles, e-service-learning typically targets populations with specific conditions, such as disabled people or people with limited mobility (Malvey et al., 2006), people with communication difficulties (Seifer & Mihalynuk, 2005), and participants in different locations around the world (Malvey et al., 2006). According to Waldner (2012), there are four types of e-service-learning: online learning and on-site service (Type 1); on-site learning and online service (Type 2); learning and/or service partially on-site and partially online (Type 3); and 100% online service and learning (Type 4). The first three types are classified as hybrid modes, while

Type 4 is considered to be a full e-service-learning mode (Waldner et al., 2012). As compared to the large amount of research supporting the effectiveness of on-site and face-to-face service-learning, few empirical studies have been conducted to examine the benefits of e-service-learning.

3.2 Online Service-Learning at PolyU

Although e-service-learning was developed a decade ago, it has only received wide attention recently due to the outbreak of the pandemic. At PolyU, service-learning is a compulsory subject for all undergraduates. During the pandemic, e-service-learning was widely adopted by the university, with the majority of e-service-learning being Type 4: 100% online service and learning. Apart from learning online, students were remotely guided through designing and implementing appropriate online services for their service targets. Several timely studies have been conducted to examine the effectiveness of e-service-learning projects such as these. The results show that both service providers (e.g., university students) and recipients (e.g., secondary school students) experience benefits from e-service-learning projects; further, students taking service-learning subjects online show similar positive changes in positive youth development competence, service leadership qualities, and life satisfaction as those taking offline subjects (Lin & Shek, 2021). These studies support the importance of e-service-learning in promoting university students' personal growth and wellbeing during the pandemic.

3.3 The Service-Learning Experiences of Mainland Chinese Students at PolyU

Students from mainland China constitute a large proportion of non-local students at universities in Hong Kong (Hong Kong Immigration Department, 2020). At the start of the pandemic, most mainland Chinese students had to stay in their hometowns and were facing unprecedented challenges in regard to distance learning, especially service-learning. Students reported experiencing slow network connections, limited access to some resources from overseas (e.g., YouTube), and difficulties collaborating with peers located in different cities. Therefore, it is critically important to understand the experiences of this particular group—mainland Chinese students studying e-service-learning subjects at universities in Hong Kong.

The present study aimed to address this issue by using a qualitative design and focusing on the following research questions:

1. What are mainland Chinese students' perceptions of and attitudes toward their online service-learning experiences?
2. How do these students perceive their learning gains from online service-learning?
3. What are the facilitators and barriers that affect these students' online service-learning?

4.METHODS

4.1 Participants and Procedure

The target population was mainland Chinese students studying at PolyU who participated in e-service-learning in the 2021/22 academic year. A total of 28 mainland Chinese students were recruited from eight different faculties using snowball sampling. The students were randomly assigned into seven focus groups and semi-structured interviews were conducted. The interview lengths ranged from 45 to 90 minutes. All interviews were audio-recorded with the participants' consent.

4.2 Interview Protocol

The interview protocol is made up of three major parts. The first part concerns participants' general experiences of participating in e-service-learning projects. The second part focused on students' perceived learning gains. The last part investigated students' perceived barriers to and facilitators of effective learning through e-service-learning projects during the pandemic.

4.3 Data Analysis

Thematic analysis was adopted to analyze the qualitative data. The transcript was read carefully to identify possible themes. The codes, categories, and themes derived from the data, alongside supporting quotations from the interviews, were documented. Redundancy codes were further consolidated, and the category system was refined to reduce verbosity.

5.RESULTS AND DISCUSSION

The focus group data provided a comprehensive picture of the learning experiences of mainland Chinese students taking e-service-learning subjects at PolyU. A total of 13 themes under three areas were identified. In the first area—general learning experiences—three major themes were identified: 1) overall positive perceptions about the e-service-learning experience; 2) convenient and effective online learning and service; and 3) insufficient service experiences and reflections due to a lack of face-to-face contact with service recipients. In regard to the second area—students' perceived learning gains—four themes emerged: 1) improved problem-solving skills; 2) enriched subject knowledge; 3) the development of personal qualities (e.g., resilience and citizenship); and 4) positive emotions. Under the third area—students' perceived facilitators—three major themes were identified: 1) well-prepared service-learning teachers; 2) clear and logically-organized e-services; and 3) rich multicultural online exchanges. Three major barriers were also identified from the interviews: 1) a lack of opportunities to apply knowledge in face-to-face service settings; 2) ineffective online communication during services; and 3) technical problems on both sides.

These findings show that, during the earlier stages of the pandemic, mainland Chinese students at PolyU generally had positive perceptions about their learning experiences in

e-service-learning projects; they appreciated the convenience of learning online and providing service remotely through the internet, although they needed more direct contact with their service recipients to enrich their service experiences and deepen their reflections. Students participating in e-service-learning had multiple positive learning gains in terms of subject knowledge, personal growth, and positive emotions generated from serving others. The identified facilitators of and barriers to students' effective learning provide important information for university management, service-learning project leaders, and teachers in regard to how to effectively promote students' e-service-learning. For example, in future, providers can make good use of the convenience of the internet to provide more opportunities for students and service recipients with distinct cultural backgrounds to interact and communicate with each other; to offer clear guidance in regard to service arrangements; and to guide students through reflecting not only on their service experiences but also on how they cope with the unique challenges encountered in e-service-learning, as part of their personal growth.

6.CONCLUSION AND CONTRIBUTIONS TO THEORY

E-learning, including e-service-learning, is becoming increasingly popular among all sectors of society. Service-learning, as an educational approach that heavily relies on participants' physical engagement in community service, faces huge challenges when delivered online. The findings of the present study provide important evidence for the effectiveness of e-service-learning from the perspective of non-local university students in Hong Kong, such as students from mainland China, who have been participating in e-service-learning entirely online. E-service-learning remains an effective pedagogy that can promote students' development in multiple areas, especially when there are well-prepared teachers, clear and organized service arrangements, and rich multicultural exchange opportunities. It's also worth noting that the lack of physical participation during service-learning may hinder students from gaining practical reflections and applying theoretical knowledge in the real world. These findings contribute to the limited literature on the evaluation of e-service-learning and offer insights for researchers and educators aiming to develop high-quality e-service-learning projects that benefit the holistic development of a broad range of students, particularly in global contexts during the COVID-19 pandemic.

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Investigating the Impact on Partner Communities of Fully Online Academic Service-Learning Engagements

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1. ABSTRACT & KEYWORDS

This study sought to investigate the impact of fully online ASL projects conducted by junior college students of the Ateneo de Manila University (Ateneo) on the well-being of partner communities during the second semester of the School Year (SY) 2021-2022. The quantitative results showed that online ASL projects have helped partner communities, who are willing to continue with such SL partnerships, augment their resources and acquire new knowledge, insights, ideas, and techniques. On the other hand, qualitative data complements quantitative findings but reveals areas for improvement to make online ASL projects more engaging, meaningful, responsive, inclusive, and effectively doable and sustainable. This study points to ways in which online ASL engagements can be beneficial and more impactful to CPOs and project beneficiaries, despite the technological hurdles faced by developing countries in effectively implementing a fully online modality of ASL.

Key Words: online academic service-learning, community impact, service-learning partnerships, mixed methods, Philippines

2. INTRODUCTION

The ongoing COVID-19 pandemic has forced higher educational institutions (HEIs) all over the world to switch to a fully online mode of Academic Service-Learning (ASL) (Dapena et al., 2022). Because of this, the effectiveness of such an approach to bringing valuable benefits to partner communities remains to be seen, especially within the context of HEIs located in developing countries where internet connectivity remains a problem, such as the Philippines (Pawilen, 2021). Thus, this research addresses this gap in knowledge by investigating the impact of fully online ASL projects conducted by junior college students of the Ateneo de Manila University (Ateneo) on the well-being of partner communities during the second semester of School Year (SY) 2021-2022. The Ateneo junior college students took ASL courses, such as SocSc 13: The Economy, Society, and Sustainable Development, the National Service Training Program 12, and for some, a major course anchored on their academic discipline, to work with Ateneo partner communities on various semester long (4 months) ASL projects. The nature of the ASL projects implemented revolve and, for some, overlap around (1) improving or upgrading use of technology/information communication technology (n=33), (2) providing formal /or non-formal educational assistance or support (n=26), (3) employment, livelihood assistance, and/or business/enterprise development (n=23), (4) leadership and/or organizational development (n=21), (5) health and wellness development (n=16), and (6) environmental protection and disaster resilience (n=12).

3. THEORETICAL FRAMEWORK

This research adopts the Conceptual Framework of Community Impacts Arising from Service-Learning developed by Lau & Snell (2020, 2021) to measure the impact of Ateneo ASL projects on the well-being of partner communities. As shown in Figure 1 below, and as explained by Lau & Snell (2020, 2021), community partner organizations (CPOs) and

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their end beneficiaries are the ones who receive direct and indirect service in the form of ASL projects. For CPOs, based on literature reviews and their validation interviews with CPOs in Hong Kong and in developing countries, there are three major domains of community impact, namely: (1) on increasing their capacity level, (2) on the realizations of their goals and values, and (3) on the attainment of new knowledge and insights. For the end-beneficiaries, which are the clients of the CPOs, there are two major impact domains, namely needs fulfillment and enhancement of their quality of life. In addition to being a direct beneficiary of ASL, CPOs may also serve as an intermediary in conveying community impacts of their end-beneficiaries.

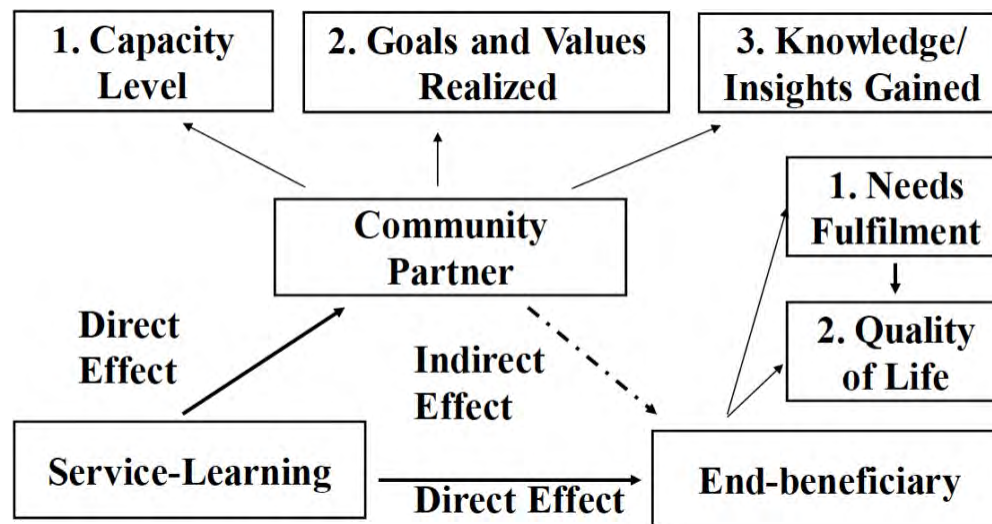


Figure 1: The Conceptual Framework of Community Impacts Arising from Service-Learning

4. METHODS

Employing the use of mixed methods research with a convergent design, a total of 66 out of 74 key contact persons representing 36 Ateneo CPOs answered the online Community Impact Feedback Questionnaire, a quantitative survey instrument developed by Lau & Snell (2020, 2021) based on the Conceptual Framework of Community Impacts Arising from Service-Learning, at the conclusion of the semester long ASL engagement. On the other hand, aside from qualitative responses gathered from the open-ended questions in the CIFQ, 11 key contact persons representing 11 different CPOs were separately interviewed online to further gather in-depth qualitative feedback. Quantitative data gathered underwent descriptive statistical treatment while qualitative data gathered were subjected to thematic coding analysis. This study sought and was granted ethical clearance by the Ateneo University Research Ethics Office.

5. RESULTS AND DISCUSSION

As shown in Table 1 below, the results of the median scores indicate that the CIFQ respondents reported that the ASL projects, to a much extent, helped further their organization's mission and augmented their resources. They also claimed that the ASL projects, to a much extent, brought benefits and improved the well-being of its intended service recipients. Particularly, it is important to take note that CIFQ respondents reported that the ASL projects very much helped promote their organization's image and expanded their organization's network. They also attested that the ASL projects very much helped them acquire new knowledge, insights, ideas, and techniques. Overall, CIFQ respondents strongly agreed that the ASL projects created positive impact on their

respective organizations which motivates them to continue having ASL partnerships with the University. They also very strongly agreed that they will recommend such ASL collaborations with Ateneo to other community organizations.

Impact Domains					
<i>Achieving project goals to further the CPO's mission</i>	<i>N (NA)</i>	<i>Mdn (MAD)</i>	<i>Min</i>	<i>Max</i>	<i>Interpretation</i>
1. Advanced organization's mission	65 (1)	8.00 (1.00)	6.00	10.00	To A Much Extent
2. Provided helpful outputs for the organization	65 (1)	8.00 (1.00)	2.00	10.00	To A Much Extent
3. Enhanced organization's service quality	65 (1)	8.00 (1.00)	5.00	10.00	To A Much Extent
4. Helped promote organization's image	65 (1)	9.00 (1.00)	5.00	10.00	Very Much
5. Enabled organization to serve more clients	65 (1)	8.00 (1.00)	2.00	10.00	To A Much Extent
<i>Augmenting resources of the CPO</i>	<i>N (NA)</i>	<i>Mdn (MAD)</i>	<i>Min</i>	<i>Max</i>	<i>Interpretation</i>
6. Created economic benefits for the organization	53 (13)	8.00 (2.00)	1.00	10.00	To A Much Extent
7. Provide extra human resources for the organization	53 (13)	8.00 (2.00)	5.00	10.00	To A Much Extent
8. Been worth the effort that the organization put into it	59 (7)	8.00 (1.00)	4.00	10.00	To A Much Extent
9. Helped promote positive work culture in the organization	58 (8)	8.00 (1.00)	4.00	10.00	To A Much Extent
10. Expanded the organization's network	58 (8)	9.00 (1.00)	1.00	10.00	Very Much
<i>Acquiring knowledge, insights, ideas, and technique</i>	<i>N (NA)</i>	<i>Mdn (MAD)</i>	<i>Min</i>	<i>Max</i>	<i>Interpretation</i>
11. Inspired the organization with new ideas, insights, and/or strategies	65 (1)	9.00 (1.00)	5.00	10.00	Very Much
12. Stimulated the organization to review work practices	62 (4)	9.00 (1.00)	5.00	10.00	Very Much
13. Transferred new knowledge from the university to the organization	65 (1)	9.00 (1.00)	4.00	10.00	Very Much
14. Enabled the organization to gain new experiences	65 (1)	9.00 (1.00)	6.00	10.00	Very Much
15. Helped enhanced the organization's work techniques	61 (5)	9.00 (1.00)	2.00	10.00	Very Much
<i>Impact for service recipients</i>	<i>N (NA)</i>	<i>Mdn (MAD)</i>	<i>Min</i>	<i>Max</i>	<i>Interpretation</i>
16. Brought benefits to service recipients	61 (5)	8.00 (1.00)	1.00	10.00	To A Much Extent
17. Improved the well-being of service recipients	60 (6)	8.00 (1.00)	5.00	10.00	To A Much Extent
<i>Overall Assessment</i>	<i>N (NA)</i>	<i>Mdn (MAD)</i>	<i>Min</i>	<i>Max</i>	<i>Interpretation</i>
18. ASL project created positive impact for the organization	66 (0)	9.00 (1.00)	1.00	10.00	Strongly Agree
19. ASL project made the organization want to continue with ASL partnerships in the future	66 (0)	9.00 (1.00)	1.00	10.00	Strongly Agree
20. Will recommend collaboration in ASL to other community organizations	66 (0)	9.50 (0.50)	1.00	10.00	Very Strongly Agree

Note. N stands for the total number of CIFQ respondents while NA refers to the total number of CIFQ respondents who found the item in the questionnaire not applicable in their situation. The Mdn refers to median scores while MAD refers to the median absolute deviation scores.

Table 1. Results of the Community Impact Feedback Questionnaire for 2nd Sem of SY 2021-2022

On the other hand, thematic coding analysis of interview data generally complements quantitative findings but reveals areas for improvement to make online ASL projects more engaging, meaningful, responsive, inclusive, and effectively doable and sustainable. By **engaging**, CIFQ and interview respondents hope in the future to have face-to-face and longer interactions with students since they find that weak internet connectivity and lack of communication infrastructure in their respective areas served as impediments for them to fully benefit from the ASL engagement. By **meaningful**, CIFQ and interview respondents suggest that it is best to ensure that reflection and closure activities occur between students and CPOs/project beneficiaries so learnings and direct feedback can be shared by concerned parties. By **responsive**, CIFQ and interview respondents also recommend that more preparation time prior to the ASL engagement should be allotted and better communication of ASL engagement schedules is needed between faculty/formator, students, and CPOs/project beneficiaries so parties can readily adapt to changing conditions and situations. They also suggest limiting the number of university personnel they are communicating with to avoid confusion and to quickly convey crucial information and messages. By **inclusive**, CIFQ and interview respondents suggest that there should be more leveling-off of expectations between faculty/formators, students, and CPO regarding the ASL project and to explore the provision of additional services from other academic strands of the University. Lastly, by **effectively doable and sustainable**, interview respondents recommend that instead of just turning over assessment results and plans for improvement to their organizations, they would appreciate it more if actual interventions are tested and implemented to help them address their concerns. They also suggest that interventions from previous SL projects must be sustained and continued to have long-term improvement.

6. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

This research sought to investigate the impact of fully online ASL projects conducted by junior college students of the Ateneo de Manila University (Ateneo) on the well-being of partner communities during the second semester of the School Year (SY) 2021-2022. Quantitative results revealed that online ASL projects by students have helped Ateneo CPOs and intended stakeholders in terms of furthering their mission, augmenting their resources, and acquiring new knowledge, insights, ideas, and techniques. They also claimed that online ASL projects generally brought a positive impact to CPOs and the intended service recipients, hence, they are willing to continue with such SL partnerships and recommend other community organizations to partner with Ateneo. On the other hand, qualitative data generally complements quantitative findings but reveals areas for improvement to make online ASL projects more engaging, meaningful, responsive, inclusive, effectively doable and sustainable. This study points to ways in which online ASL engagements can be beneficial and more impactful to CPOs and project beneficiaries, despite the technological hurdles faced by developing countries in effectively implementing a fully online modality of ASL.

ACKNOWLEDGMENTS

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Combating Challenges of Overseas Service-Learning in the Pandemic

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1. ABSTRACT & KEYWORDS

Before the pandemic, we initiated a service-learning subject to raise developing countries' digital literacy by introducing to the clients some up-to-date I.T. knowledge to reduce their digital divide. Back in 2019, we arranged a service-learning trip to several sites in Vietnam and Cambodia to bridge the digital divide of these developing countries. There was positive feedback from the clients. After the outbreak of COVID-19, we suspended overseas service-learning trips because of travel restrictions. We then turned the service-learning into an online mode, which posed limitations that cannot be resolved over the Internet. In 2022, with the easing of travel restrictions amid the pandemic, we managed to have an on-site service-learning trip with six students in Vietnam. The on-site delivery of community services during the pandemic presented us with many challenges. But our students overcame them and successfully delivered the service to the local kids, with positive feedback from the client.

Key Words: overseas service-learning, on-site service delivery, international service-learning, pandemic, COVID-19

2. INTRODUCTION

Service-Learning is the experiential learning pedagogy that integrates meaningful community service with academic study and reflections to enrich students' learning experience. With the heart of serving the communities, we initiated a service-learning subject to raise developing countries' digital literacy by introducing to the clients some up-to-date I.T. knowledge to reduce their digital divide.

Before the pandemic, we had service-learning trips to Vietnam and Cambodia to promote digital literacy. We brought new knowledge, skills, and technologies to the service recipients. There was positive feedback from the clients.

After the outbreak of COVID-19, we suspended overseas service-learning trips because of travel restrictions. We then turned the service-learning into an online mode, which posed limitations that cannot be resolved over the Internet.

In 2022, following the re-opening of Vietnam's border and the relaxation of the Hong Kong government's quarantine requirement, we arranged an on-site service-learning trip to Community Volunteer Center (CVC) in Vietnam. This trip is extraordinary as it is the first service-learning trip departing from our University and the first service-learning group arriving in Vietnam to serve CVC since the outbreak of COVID-19. Being the pioneer in overseas service-learning trips under COVID-19, we would like to share how we overcame challenges throughout the trip during the pandemic.

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The research in this paper aims to investigate the challenges of on-site overseas service delivery during the pandemic. There are two research questions for this case study:

- What are the challenges of on-site overseas delivery of community services during the pandemic?
- How have the teachers and the students overcome the challenges of on-site overseas service-learning during the pandemic?

3. LITERATURE REVIEW

COVID-19 disrupted many aspects of learning in higher education, not least of which was the conventional model of academic service learning (Foley & Englebreton, 2022). COVID-19 disrupted service-learning experiences as community partners switched to shifting mandates and emergency orders (Lisa et al., 2022). The main challenges were due to limited opportunities for on-site activities, which included fieldwork and the students' group meetings (Choi, 2022). Sustaining the service-learning component to the benefit of students and their learning outcomes remained a high priority (Hsieh et al., 2021). By emphasizing reciprocal learning and reflective practice, service-learning helps students develop the skills required to effectively work with communities and achieve social change (Cashman & Seifer, 2008).

4. METHODS/ANALYSIS

We interviewed the students and the teachers who participated in this first-ever service-learning trip since COVID-19 and asked them about their views of the trip, their challenges, and how they have overcome them.

Also, we interviewed and surveyed the service client about their views on our on-site mode of service delivery during the pandemic.

5. RESULTS AND DISCUSSION

5.1 Challenges Faced by Teachers

The challenges faced by teachers are mainly concerned with planning. In late 2021, the University announced the resumption of overseas trips. The service-learning office arranged a briefing session in Dec 2021 to discuss the possibility of overseas service-learning trips. We saw the possibility of going overseas if the country of service site falls into a category that required only 14-day of quarantine upon returning to Hong Kong. We then submitted the proposal for planning the overseas service-learning trip in Jan 2022 pending the relaxation of the quarantine requirement. Unfortunately, the fifth wave of COVID-19 struck Hong Kong in early 2022, and it appeared hopeless to go overseas. Fortunately, in April, the government slashed quarantine for incoming travellers to seven days from fourteen. We started to search for flight availability, but the flight was very limited in late April due to travel restrictions.

Another challenge is the number of willing students. During the pandemic, students and their parents were concerned about going overseas. We received only a few responses from students who were willing to go. Originally we planned to depart in late June, but some students could not join in late June due to internships. Then we rescheduled the trip to early June to let more students join, but still only six. We recruited two more students from the last year's class, resulting in eight students in total finally.

Aside from being flexible in fitting into the schedule, we had tactics in booking flight tickets during the pandemic. We opted for individual instead of group tickets because, under the group ticket arrangement, any participant diagnosed with COVID-19 will lead to all participants' air tickets being void.

Before confirming the flight, we made sure Vietnam's border had been re-opened to all travellers by various channels. After confirming the flight, two students encountered visa application problems. Their nationalities are not eligible to apply for e-visa online. We tried to find alternative solutions for them but still could not make it because of the absence of the required documents.

5.2 Challenges Faced by Students

Under COVID-19, students had to follow a protocol of hygienic measures. Every morning, the students should conduct a Rapid Antigen Test (RAT) and show the negative result to the teachers so that we can identify and isolate the positive case, if any, as early as possible. Before each workshop, students had to disinfect their workspace, measure all service recipients' temperatures, and sanitize their hands before the start of each session. We also provided facemasks for the local kids. The hot weather plus the need to wear facemasks while delivering services bothered our students. Students tried to use portable fans to cool down a bit. Besides, the above-mentioned anti-epidemic kits increased the luggage load. We all needed to prepare a bigger-than-normal suitcase or an extra suitcase to accommodate all these items.

Our students were flexible to think of additional measures to overcome the language barrier, which is another common issue. Since the local kids are weak in English, our students pointed out that speaking slowly, calmly, and clearly about key concepts when teaching was essential. Wearing facemasks also hindered communication as facial expressions and lip motions could not be spotted easily through masks. Our students used gestures of thumbs up or down to indicate yes or no. These body gestures induced more interactions with the local kids.

Upon return to Hong Kong, we had to stay in a quarantined hotel for one week. We followed the protocol, and we all returned to Hong Kong afterwards COVID-free.

5.3 Comments by the Service Client

The service client likes the on-site service-learning very much because it allows more interaction with the local kids for better teaching effects than the online service mode. Though on-site delivery takes time and money for long-distance travel, the positive impact is much more substantial. Besides, the local kids like face-to-face contact and tangible stuff.

Vietnam had made efforts to fight COVID. They have got sufficient vaccinations so our students could rest assured to proceed with the on-site service delivery. They claimed that the conditions had resumed to normal.

Regarding the feedback survey, the CVC's President and the Library Manager gave us full marks for all questions, as shown in Figure 1. Our community services widen local kids' horizons. We have stimulated the local kids' interest in digital technology. The client commended our professional services and wanted us to stay longer so the local kids could learn more.

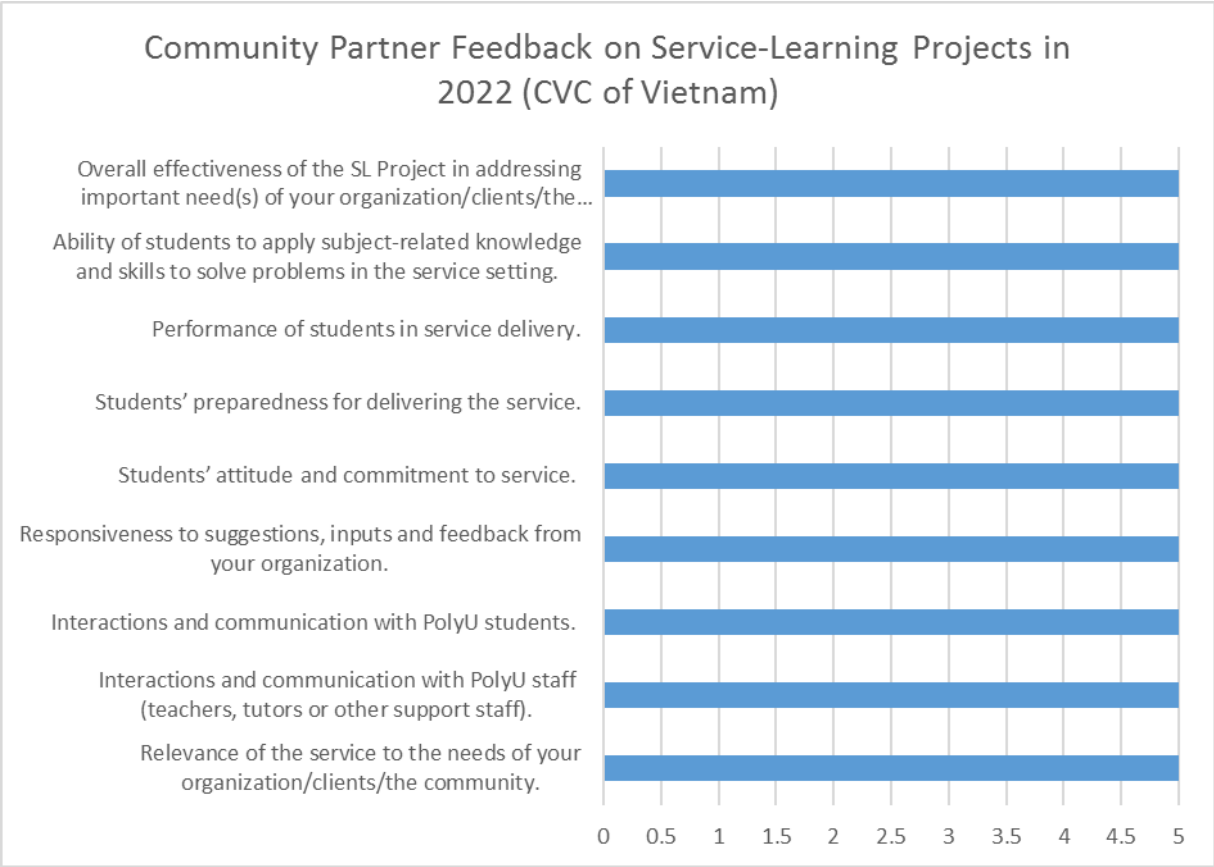


Figure 1: Feedback survey result from CVC of Vietnam regarding the delivery of community services by our students

6. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

Pandemic-wise, the disparity of anti-epidemic policies also resulted in challenges. While Hong Kong is still under the pandemic, Vietnam adopts the “living with COVID” approach. Our teachers and students had to guard against COVID during the trip. Despite many challenges, the on-site delivery of overseas community services during the pandemic is still a worthy cause. The on-site mode allows students to be in closer touch with the local kids and hence more interaction, which is irreplaceable by the online mode. Compared to the pre-pandemic service, our students could learn the additional attributes of overcoming COVID-induced challenges with perseverance, care, and patience. Our client and local kids like the on-site service delivery very much and hope our students could stay longer to help them learn more. Hence, we hope our overseas community services will go on without disruption and help the local kids chart new courses in the future.

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We would like to thank the relevant teaching staff and students, the Service-Learning and Leadership Office (SLLO) for their ceaseless efforts to ensure that the overseas service-learning trip progressed smoothly. We are also especially grateful to the students for their active participation and extra input in the service delivery and their feedback despite the obstacles induced by the pandemic.

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A Case Study on Integrating Design Thinking into Service-Learning during the Pandemic

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1. ABSTRACT & KEYWORDS

Service-Learning (S-L) has been widely integrated into academic courses in various Hong Kong higher education institutions. However, the implementation of Service-Learning faced multiple challenges during the pandemic because of the restricted social distancing policy. On the other hand, design thinking is widely adopted in Hong Kong higher education institutions, NGOs, and startups for entrepreneurship and social innovation training. And design thinking is one of the solutions to addressing the challenges in S-L.

Three case studies were conducted by purposive sampling to investigate the effectiveness of the students learning in Service-Learning through online design thinking. The three case studies were categorized and summarized. The results show that the combination of Design Thinking and Service-Learning creates more impacts on student learning.

Key Words: service-learning, design thinking, effectiveness of student learning

2. INTRODUCTION

Service-Learning has been widely adopted in Hong Kong higher education institutions in the last decade. It was integrated into the curriculum and absorbed as one of the Graduation Requirements at Lingnan University, Hong Kong. Therefore, all Lingnan students are required to join at least one S-L in the academic course during their 4-year university life. S-L aims to strengthen the student learning experience through reflection. Direct service with face-to-face interaction with the service targets was the primary type of S-L before the pandemic. However, the restricted social distancing policy required face-to-face Service-Learning to change to the hybrid mode during the COVID-19 pandemic. The hybrid mode of Service-Learning faced various challenges under COVID-19. For example, the direct interaction with service targets was restricted due to weakening student learning, especially for their S-L project's need assessment and implementation. According to Stanford d. school (2022), Design thinking "is a methodology for creative problem-solving." And design thinking is also widely adopted in Hong Kong higher education institutions, NGOs, and startups for entrepreneurship and social innovation training. Therefore, a pilot project was conducted to develop online design thinking training and toolkits for supporting the students learning by integrating design thinking into Service-Learning and co-creating innovative solutions to address social needs. Consequently, it is interesting to study the effectiveness of the students learning in Service-Learning through an online design thinking module.

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3. THEORETICAL FRAMEWORK/LITERATURE REVIEW

Service-Learning combines rigorous academic study and impactful service projects to enhance students learning through reflection and benefit local and global communities (OSL, 2022). Through the well-designed Service-Learning project, students will develop whole-person development skills and gain a deeper understanding of course content, a broader appreciation of the discipline, and an enhanced sense of global citizenship. Service-Learning is widely embraced in higher education institutions in Hong Kong.

On the other hand, Design Thinking is a step-by-step method for creative problem solving based on the user's needs to address social problems and needs, which contains five steps (i.e., empathy, define, ideate, prototype, and test) from Stanford d. school's approach. Design Thinking has been widely used in engineering and entrepreneurship training in the past, and now it has become popular in higher education institutions in Hong Kong for social innovation training. Mesicek and Pferzinger (2018) highlighted the importance of combining Design Thinking and Service-Learning concepts in providing more value-added services to the beneficiaries.

Hence, the combination of Design Thinking and Service-Learning facilitates students' learning to a large extent in some oversea studies. For example, first-year engineering students reported feeling more confident with technical engineering skills through the design thinking process and prototype testing (Siniawski et al., 2016). From this, Lingnan University started integrating design thinking training into Service-Learning in 2018. Both the design thinking training and Service-Learning project were forced to implement in the hybrid mode during the pandemic. Thus, online design thinking training and toolkits were developed as a pilot. This study will be focused on studying the effectiveness of the students learning in Service-Learning through online design thinking.

4. METHODS/ANALYSIS

The case study approach is applied to investigate the effectiveness of the students learning in Service-Learning through online design thinking training. Bromley (1986, as cited in Sarantakos, 2005) stated that case studies are not the data collection method but the research model which employs various data collection methods and analyses in a variety of contexts. Three case studies, selected by purposive sampling, from the faculties and units were conducted during the pandemic. Students' performance and feedback were used to categorize and analyze the effectiveness of Service-Learning with online design thinking.

5. RESULTS AND DISCUSSION

Three cases were conducted in courses offered by the Office of Service-Learning, Faculty of Social Sciences, and Faculty of Business. Students in the mentioned courses were invited to join the online design thinking training before starting their S-L journey. Then, students were guided to conduct the need assessment based on the step of empathy and define the problem statement in their S-L project. After that, the student team was encouraged to provide their ideas through online platforms, such as Miro, to facilitate their ideation. Next, students co-created their prototypes and presented their prototypes to stakeholders for testing.

Students reported positive feedback on the effectiveness of integrating online Design Thinking training into their Service-Learning project. They indicated that the design thinking training let them deepen their understanding of the stakeholders' needs through the empathy stage in design thinking. Also, prototype development helps strengthen their understanding of classroom knowledge. Next, meeting with stakeholders in the testing

stage improves their design to fit the stakeholder's needs to maximize the social impacts. Although online design training still has many limitations, it can enhance student learning by strengthening their understanding of social needs and classroom knowledge. It also provides a more suitable service to the stakeholder to maximize the social impacts, especially for the hybrid mode Service-Learning project.

6. CONCLUSIONS

To conclude, online design thinking training can help to strengthen the impacts of Service-Learning to some extent. The feedback can help improve the integration between Service-Learning and design thinking for developing teaching and learning enhancement models. However, the results of case studies may not be applicable for implementation in all types of Service-Learning. Therefore, more Service-Learning projects with design thinking training will help build a comprehensive model for scaling up the impacts of Service-Learning.

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Sustainability of a Service Learning Project through the Participatory Development Approach - “Hawak Kamay” A Series of Capacity Building Initiatives

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1. ABSTRACT & KEYWORDS

“Hawak Kamay”, roughly translated to “hand in hand”, is a series of capacity-building initiatives aimed to address the inadequate internal and external capacities of the student group’s partner community “Gawang Kamay” (GK) in Quezon City, Philippines. Issues within the organization include the insufficient skills in creating formalized policies and regulations that have led to problematic planning and gaps in accountability. Furthermore, a lack of leadership formation and conflict management skills among officers compromise the organization’s sustainability and resilience. Last, was the lack of knowledge of different business processes and licenses in order for the business to grow. The sustainability and effectiveness of this service learning project owes its success to the principles of the Participatory Development Approach in the context of Community Development that governed all three initiatives.

Key Words: participatory development, organizational constitution, conflict management, leadership formation, business development

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2. INTRODUCTION

“Hawak Kamay” is a development project series of capacity-building initiatives implemented by a group of third-year Development Studies students from Ateneo de Manila University. The project aimed to address the inadequate internal and external capacities of the group’s partner community Gawang Kamay (meaning “Handmade”), an organization in the Philippines that focuses on providing livelihood opportunities and additional income to mothers in an urban-poor community. A series of initiatives and webinars were implemented to help the community build up their organization. The three initiatives: (1) The Creation of a Formal Constitution, (2) Conflict Management and Leadership Formation Training, and (3) An Introduction to Business Development Webinar.

These initiatives aimed to achieve three objectives: (1) The creation of an organizational constitution that held GK’s by laws, organizational structures and processes. (2) Officers have necessary leadership and conflict management skills. (3) Officers have foundational knowledge in business acquiring Department of Trade and Industry (DTI) and Bureau of Internal Revenue (BIR) licenses, both necessary to business development. A post-processing session was conducted on the 7th week to conclude, evaluate, and assess if the project goals were achieved.

3. THEORETICAL FRAMEWORK/ LITERATURE REVIEW

3.1 Community Development and Participatory Development Approach

The project implementation of Hawak Kamay is grounded on the theory of participatory development approach in the context of community development. Community development, according to IACD (2016), is “a practice-based profession and an academic discipline that promotes participative democracy, sustainable development, rights, economic opportunity, equality, and social justice, through the organization, education, and empowerment of people within their communities”. Thus, the project implementation is rooted in the core principles of community development (Abenir, 2011) namely: empowerment, participation, and collective action. The sustainability of the service learning project was grounded on these avenues for participatory development.

According to Eversole (2015), participatory development is an umbrella term for approaches that directly involve local people in the design and delivery of development initiatives: projects, programs, and partnerships. This particular approach raises the same questions posed by Cohen and Uphoff (1980): Who is participating? What are they participating in? and How much influence do they have over the outcomes? Additionally, Eversole’s (2015) Levels of Participation complements the approach as it describes the overall level of participation of community members vis-à-vis the development organization that claims to be undertaking participatory initiatives. It also describes the overall level of community involvement in decision-making. These theories and frameworks were then considered in the design and implementation of the project Hawak Kamay with the identified stakeholders.

4. METHODS/ANALYSIS

Methodologies used ensured the centrality of community voice and participation in the service learning project. A community needs assessment based on Bradshaw’s 4 Categories of Social Needs (1972) was conducted to inform the goal and objectives of the initiatives (Figure 1).

Community Needs (Bradshaw's 4 Categories of Social Needs)	
Felt Needs	Normative Needs
<ul style="list-style-type: none"> - Need for stronger organizational leadership and support systems in the face of internal and external conflict - Need for internal stability within the organization due to fragmented relationships between members 	<ul style="list-style-type: none"> - Need for knowledge in business licensing and development, to build trust with potential customers - Need for stronger organizational structures such as by-laws and policies that are localized but correspond to industry standards
Expressed Needs	Comparative Needs
<ul style="list-style-type: none"> - Need for access to local municipality support and recognition as a registered community organization - Need for easy access to business registration but processes are too esoteric and perceived to be risky 	<ul style="list-style-type: none"> - Need for a ratified and formal constitution that other organizations possess - Need to attain government accreditation to ensure long term resilience and sustainability of the organization

Figure 1: Community Needs Assessment Results

The constitution-making consisted of three focus group discussions to inform the provisions of the constitution. The conflict management and leadership formation training was done through interactive activities like role playing and workshops. Lastly, a resource speaker was invited to give a talk and Q&A in the Introduction to Business Development Webinar.

As a monitoring and evaluations tool, participative post-processing activities were conducted after each initiative. Firstly, feedback forms were distributed to gauge how the sessions were beneficial for the officers. Secondly, a pre-test and post-test were conducted to specifically measure the learning in conflict management and leadership formation training. A post-processing session and a pre-post community impact assessment were organized after the three initiatives for the officers to reflect on the goals of the project and whether they were achieved or not. To formally close the project, a face-to-face turnover ceremony was conducted with the partner community. Here, guidance and directions were given on how to utilize the constitution and the modules, ensuring that the service learning material can be passed on and used in future organizational programs.

5. RESULTS AND DISCUSSION

A pre and post-assessment, which were feedback forms given to a representative from the organization before and after the project implementation, was conducted to assess the impact of the project. The overall service-learning project was given a score of 10 out of 10 in the majority of the evaluation questions relating to the effectiveness of the project in delivering the mission of the organization, to providing a space of conversation and idea-sharing among members, and to expanding the knowledge of members in order to contribute better to the organization's mission, vision, and goals. A score of 7 was given to the project's effect on the human resource aspect of the organization and a score of 8 on the project's effect on both the economic aspect and expansion of their network.

Additionally, each of the three initiatives had an evaluation form to gain feedback on the sessions. These were only answered by the officers of the organization as it was decided that they were the participants of the projects given the limited resources available.

The first initiative, the creation of the Constitution, received high results in effectiveness and usefulness. Based on Figure 2, five out of the six officers found the sessions very helpful and that it greatly contributed to a better understanding of their roles and responsibilities as officers and the rules and processes of the organization.

In your opinion, did the sessions help you understand the organization and its processes?

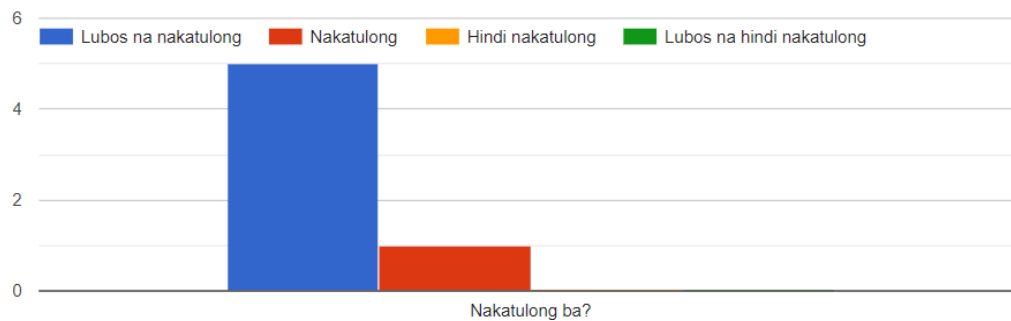


Figure 2: Five out of Six of the Gawang Kamay officers find the constitution session “very helpful” in the evaluation form sent to them

Furthermore, having the conflict management training allowed them to have proper understanding in how to deal with conflicts in their organization and knowing that conflicts are inevitable in the organization.

The conflict management training received an overall positive feedback from the participants. Based on Figure 3, four out of the six officers that attended stated that the training session was impactful and useful in managing their organization. In addition to this, the members were able to remember the key learnings in the training session which is to give importance, respect, and trust to their members. However, there was a suggestion on how to improve the session by being prompt to the agreed upon end time of the session.

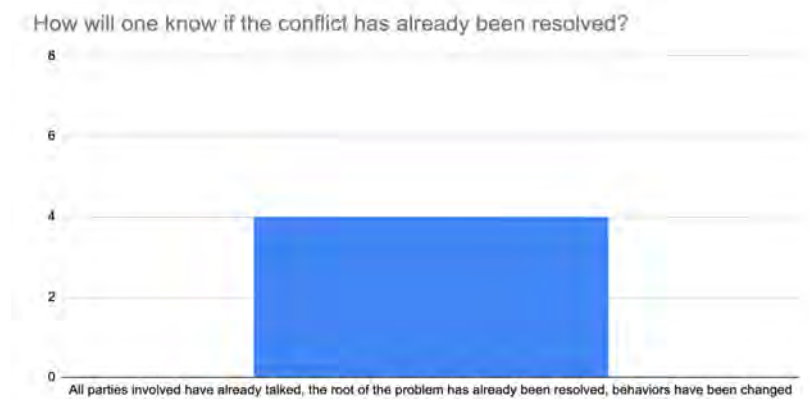


Figure 3: Post-test of the Conflict Management session, the respondents showing their understanding of resolving a conflict

The last initiative, the Introduction to Business Development Webinar, received consistent positive feedback on the content, relevance, and achievement of session objectives from the participants.

What did you like most in the webinar?
4 responses

- JRI Ng Negosyo
- Anu ang mga requirements Para sa pag register
- Halos lahat po ng topic
- Lahat po
- Kung paano mapaprehistro sa DOLE at DTI at paano p mas mapaplago ang isang organisasyon at ang business nito

What did you like least in the webinar?
4 responses

- Wala po
- Wala nmn po
- Wala

Figure 4: Evaluation Form Introduction to Business Development Webinar, Assessment of the Webinar

As seen in Figure 4, none of the respondents answered anything they disliked about the session and liked the majority of the segments, specifically regarding the process and requirements in applying for a BIR or DTI License.

Do you have any additional questions?
4 responses

- Magaling ang speaker dahil Naintindihan ko Lahat ❤️
- O.k n Po aq wla n pong iBang tanong
- May guide na po kami Para gumawa ng by laws
- Magandang nalaman agad ang mga proseso sa pagpaaprehistro at kung ok na b na maisagawa na ito ngayon....ng GK

Figure 5. Evaluation Form Introduction to Business Development Webinar, Comments and Suggestions regarding the Webinar

Figure 5 shows that all respondents commented positively on the webinar as it helped them visualize a clearer vision of Gawang Kamay's future.

All of the participants stated that as long as they have the physical copies of these documents and modules, they will be able to teach it to the future officers and members of the organization. In addition to this, they also mentioned that they have been taking down notes during all of our sessions and will be able to further contextualize the modules for their members. Overall, the participants agreed that each of the synchronous sessions and outputs in each initiative was beneficial towards the development of their organization.

6. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

Ensuring the sustainability of service-learning projects is better fleshed out through avenues of participatory development. Through stakeholder engagements and activities rooted on community participation, the partner community and project team were able to create initiatives that provided short term and long-term impact. Hence, Service learning projects for communities are more effective and sustainable by having their voices threaded into the planning and implementation of each initiative. It is recommended that future projects implement qualitative evaluations (one on one interviews) to provide a more nuanced view on impact.

ACKNOWLEDGEMENTS

The team would first like to thank the volunteer mothers of Gawang Kamay (GK) for championing this project. This paper is as much their achievement as it is ours.

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ANNEX 1: Images of the Produced Constitutions (Local & English language version)

Gawang Kamay Constitution

Misyon (Mission):
Gumawa ng kalidad na mga produkto na nagbibigay ng kagalingan at pagkakaibang mabait ang kapangal ng mga miyembro ng Barangay Escopa 3, Lungsod ng Quezon nang sa gayon ay makabuo ng komunidad na nagtutulon ng karapatan ng kabataan at mabuting kalagayan.

Pangaralan (Vision):
Naninirapad natin na magagaling ang organisasyon na tumutulong ang kapakanan ng kabataan at magagaling nang makita sa kanilang na tinatagpuan ang mga katanungan at prinsipyo ng organisasyon.

Core Values	Objectives
✓ Pagmamahal	• Humon ng nagkakaisang organisasyon na tumutulong ang integridad, respeto, at pakikipag-ugnayan.
✓ Pagbabayanihan	• Magbigay muling sa pagtutulong ng mga oportunidad na pangkalahatan sa mga miyembro ng Barangay Escopa 3.
✓ Respeto	• Itataguyod ang karapatan at kapakanan ng kabataan ng Barangay Escopa 3, Lungsod ng Quezon.
✓ Mapagkawaygawa	• Itataguyod ang pag-aaral at kapangal ng mga kasaning sa teknikal, interpersonal, at pakikipag-ugnayan na <u>mag-aambag</u> sa pangkalahatang pagtutulong ng organisasyon.

Pagkakaisap (Membership):

- Proseso ng pagtutuli:
 - Para makasab tanang nang miyembro, kanakalangan magsumite ng identification form.
 - Dumalo sa general assembly ng organisasyon, kung kalagitnang ang tao sumali, maan palin sumali sa organisasyon kalat lunda sa gumagap ang general assembly.

Bookkeeper:

- Organisasyon ay tatalan ang pagkakaibang-mabait ng mga miyembro.
- Magtatala ng gumagap na proteksiyon ng organisasyon.
- May karang kopya ng mga resibo at transaksyon, mabait sa treasurer at auditor, upang magpaling patnag.
- Magtatala ng karang organisadong kopya at talan ng talan ng dokumento ng organisasyon.
- Itatutalan ang umalagan panatilihan ang Tutorial Department katarung ang ang sa mga opiyal ng Public Relations Officers.

Mga Departamento ng Gawang Kamay (Departments):

HEAT PRESS **SALES AND MARKETING** **TUTORIAL**

Mga responsibilidad at gawin ng bawat kagawaran:

Heat Press	Sales and Marketing	Tutorial
<ul style="list-style-type: none"> Responsible sa pagtutuli ng mga produkto ng <u>gawin</u> ng organisasyon. Panatilihan ang pakikipag-ugnayan sa mga kiyente tungkol sa <u>gawin</u> ng mga kiyente at ang iba pang mga bagay na kanakalangan ng pagpapalitan. 	<ul style="list-style-type: none"> Responsible sa panatilihan ng livelihood program ng organisasyon. Panatilihan ang <u>magkakaibang</u> sa mga kiyente. Ang mga <u>magkakaibang</u> proyektong ng mga kiyente na kanakalangan ng <u>gawin</u> ay tumutulong sa Heat Press Department para sa ano man tiyaki na. 	<ul style="list-style-type: none"> Responsible sa mga tutorial activities ng kabataan ng Barangay Escopa 3, Lungsod ng Quezon na kabilang sa programa. Makikipag-ugnayan at makikipag-ugnayan sa mga magulang at kaninang sa umabot para sa ano maning bagay na tumutulong sa mga itatutuli.

**GAWANG KAMAY
CONSTITUTION**

ARTICLE I - NAME

Section 1. This organization shall be known as Gawang Kamay.

ARTICLE II - OBJECTIVES

Gawang Kamay commits itself to the following objectives:

Section 1. To foster a harmonious organization that upholds integrity, respect, and commitment among the members

Section 2. To aid in the provision of economic opportunities and livelihood to mothers in Barangay Escopa 3, Quezon City

Section 3. To promote the rights and welfare of children in Barangay Escopa 3, Quezon City

Section 4. To educate and capacitate the members with technical, interpersonal, and collaborative skills that will contribute to the overall growth of the organization

ARTICLE III - MEMBERSHIP

Section 1. Eligibility for membership:

- No gender or age is required to be a member of Gawang Kamay
- Must be a resident of Barangay Escopa 3, Quezon City
- Must have a child
- Voluntary and willing to participate in the endeavors and activities of Gawang Kamay

Section 2. The following process must be done to be considered an official member of the organization:

- Fill up the identification form (includes the name of the member, ID photo, address, contact number, members of the family, and signature)
- Attend the General Assembly
 - If a member decides to join mid-year, they may do so as long as the identification form is submitted and they attend the

ARTICLE V - DUTIES AND POWERS

Section 1. The President shall be the Executive Officer of the organization. Their duties shall include the following:

- Calls for and presides over meetings and deliberations of the principal officers and of the general membership;
- Approves and signs official documents of the organization;
- Represents the organization in events and matters that need the presence of the organization;
- Guides and supervises the livelihood project of Gawang Kamay
- Appoints, with the approval of other officers, a member for an officer position if vacant
- Be present in meetings, activities, and consultations of the organization

Section 2. The Vice-President shall perform the duties and functions of the President in case of the latter's absence or resignation. They shall perform functions that may assist the President.

- They shall also oversee and help manage the Heat Press department alongside the Treasurer

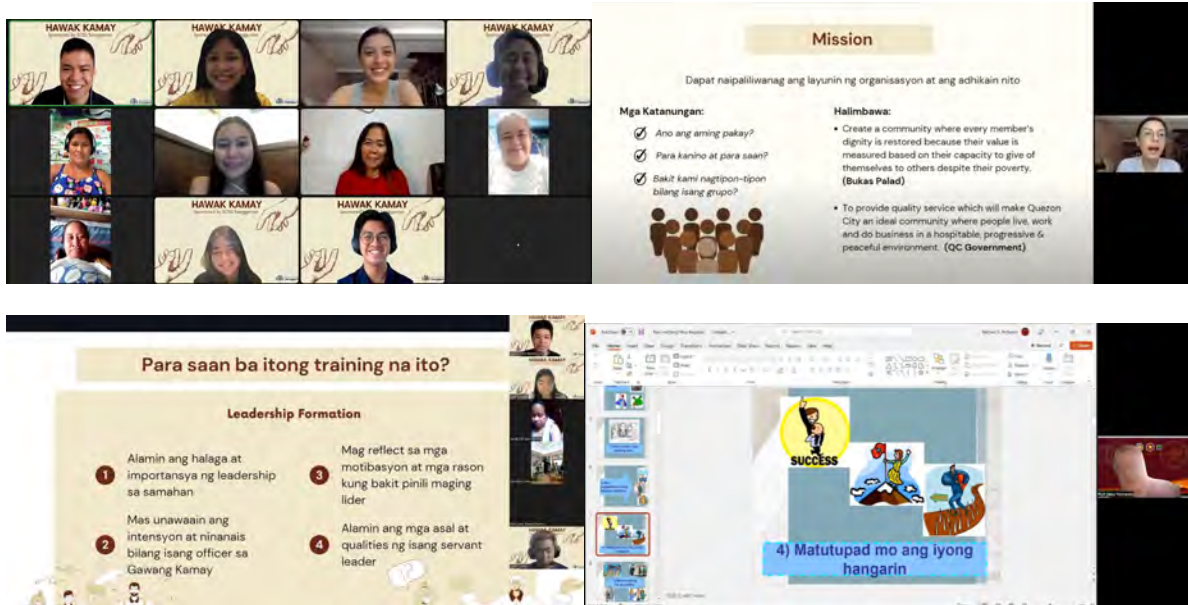
Section 3. The Secretary shall perform the following duties and functions:

- Takes down minutes and important notes in meetings of the general membership and of the principal officers;
- In charge of important organizational documents including those signed by the President
- Holds and organizes the masterlist of all members of the organization
- Assists the President in documentation matters
- Oversees and helps manages the Tutorial department alongside one of the Public Relations Officers and the Bookkeeper

Section 4. The Treasurer shall perform the following duties and functions:

- Holds the funds of the organization;
- Keeps a record of all receipts and disbursements;
- Approves all transactions requested by other officers or members along with the appropriate authorities involved

ANNEX 2: Images of Online Initiatives and Stakeholder Engagements



Session VIII: Service-Learning Cases I

Prospects of Sustainability of Community Engagement and Service Learning: Lessons from a Pilot

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MELODY MTIMKULU, North-West University

1. ABSTRACT & KEYWORDS

Community engagement is adopted by many institutions of higher learning in South Africa with the intent to be more engaged with their communities. There is a need to understand how such projects can be sustained. Understanding factors that contribute to the sustainability of community engagement projects will enhance and strengthen not just the communities which surround the universities but also the universities as knowledge-intensive institutions. With this in mind, we reflected on the observations of the initial stages of service learning of student volunteers of a Faculty of Education in South Africa. Specifically, we were looking for factors that have the potential to influence sustainability in the community service learning of student teachers, the observation was therefore systematic. We reflect on observations of activities and interactions with various groups (students, two officials of the Department of Agriculture, community members, and elders of an old age home) within the community service-learning initiative. The finding in this research is that strategic planning in the form of structuring service learning and mutual reciprocity of partners can sustain community service learning.

Key Words: student teachers, service learning, sustainability, community partners, structured service-learning

2. INTRODUCTION

Community service projects are a natural component of teacher training programs, largely because of the public service orientation of the teaching profession. Aspiring teachers are used to being exposed to real problems in schools. However, most of the time this happens during the practicum period when they must learn how to teach and apply the methods and theories they were taught. Community service-learning builds on this tendency, adding an educational component that focuses on promoting civic-mindedness to create a broader beneficial learning experience. There is general agreement that service-learning pedagogy explicitly links community service to the curriculum; meets a genuine community need; (and) is collaboratively designed with the service provider and the recipient” (Hart, 2006:20). Service-learning benefits both the provider and the recipient. In South Africa, as elsewhere, it is viewed as an active pedagogy, which embodies the ‘scholarship of engagement and in so doing develops active, democratic citizens (Mitchell & Humphries, 2007). In view of the above, we reflect on a pilot service-learning project in a Faculty of Education of a university in South Africa. The reflective surface that we will hold up is the BaiT for Ubuntu community project. The aim of this pilot project was to determine the prospects of rolling out the Bait for Ubuntu community project to include more 3rd year-level students in the Faculty of Education.

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3. LITERATURE REVIEW

Sustainability is important to the efficiency, quality, and impact of service-learning (Vogelm et al, 2010). It ensures that the resources, including community partnerships, and time and effort for structuring community service learning, do not go to waste. Sustainability presents challenges that may be caused by interruptions that may lead to a reduced willingness among community partners to participate in community-academic partnerships (Shediac-Rizkallah & Bone, 1998). There are many factors that contribute to the sustainability of service learning, this research will focus on (a) establishing reciprocal relationships and deepening the commitment between partners and faculty which may result in more meaningful service-learning experiences for students and a real impact on communities (Jeandron & Robinson, 2010) and strategic planning for the institutionalization of service-learning. As the community service-learning project, we report on is still in its infancy stages, we believe that there must be signs of the possibility of sustainability in how the project has been initiated. We are aware that the correlates of sustainability may not emerge during the first few years of program implementation, however, as this is what the project is striving for, it becomes central in all the activities pertaining to service learning. these dimensions in unexpected ways.

4. STUDENTS AND COMMUNITY MEMBERS

4.1 Students in the Bait project

As earlier alluded, service learning was used as a pilot. As the 3rd and 4th years were in teaching practice at the time of recruitment, a flyer indicating the purpose of recruitment was posted for the 1st and 2nd years to volunteer to participate. At the end of the first day after the flyer was posted 16 students had indicated their interest in the project. We decided to stop recruiting so that we start with a manageable group. A virtual meeting was held with these students to give them more information on the project and its intended outcomes. It is in this meeting that we realised that 14 of the students were female with only 2 males. This gave us an indication that female students were more likely to volunteer for community service learning than males. The next step was to take the students to the school where the BaiT project was initiated. This step resonates with Dewey (Schön, 1995) who indicates that the value of service-learning lies in its location in the real 'messy' world where those involved "proceed(s) from doubt to the resolution of doubt, to the generation of new doubt. For Dewey, doubt lies not in the mind but in the situation. The intention was for students to understand exactly what their role in the project was, the amount of work that was needed for the project to succeed, and how they were going to work with other partners in the project.

After the first visit to the school students had to reflect on what they understood their role to be and what would motivate them to continue until the end of the project. All the students were residing in and around the area of Sasolburg, thus, they were familiar with the socioeconomic issues the community experienced. About 12 students completed Matric in the participating school. Students indicated that they would love to continue with the project as it will give them an "opportunity to contribute to food security as a way of planting back to their community". The students gave a value-oriented reason for their willingness to continue with the project. It may be argued that continuing to volunteer in a community project depends on the value that volunteers put on the service. We then became aware that their articulation of the reason for continuing in the project could be the source of their motivation.

Although students work as a group, each student has their own plot. The intention was not for students to compete but to have a choice of the type of vegetable to plant and a sense of ownership of the contribution each student makes. In that case, the contribution and the service become personal. Students take responsibility for what happens in their plots, they make their own decisions on what to plant. Moreover, they take ownership of their own learning, allowing students to be personally invested in the project.

4.2 The community and community partners

The BaiT project is a result of a PhD study that was conducted in a school using PAR. Researchers (teachers in the school) in the PhD study identified the availability of a vegetable garden as one of the factors that would promote healthy school environments, contribute to food security, and address issues of waste management. In that case, there are two beneficiaries of the project, the needy learners, and the school community. Needy learners get fresh produce from the garden while the school community benefits from a healthy physical environment. The community in this project included these researchers, learners in the school, two officers of the Department of Agriculture, and the elderly in an old-age home. The recipients (needy learners in the school) are less than 18 years of age. As the researchers, project members (project leader and a PhD student), and the students had no knowledge of horticulture, relevant people in the Department of Agriculture had to be requested to be part of the project - two males volunteered. The two representatives were experts in their field and one of them was a trainer responsible for providing workshops to farmers in the district. Therefore, specific skills that students were acquiring were those of horticulture, waste management, and working with community partners in community engagement projects.

5. LESSONS LEARNT IN THE COMMUNITY PROJECT

The lesson pertains to the importance of structuring the service that the students were to provide to determine the quality of the service that students do. The structure means that:

(1) The placement must be done by a person responsible for such in the faculty, who also monitors students to ensure that they serve for 20hrs within a three-month period. (2) The service is based on the BaiT project, providing food security, and addressing issues of waste management thereby promoting healthy school environments. Thus, this type of service can be categorised as a social service. It incorporates activities in which students interact directly with the recipients of service (needy learners and their parents) and the partners in the project. According to Bearer (1998), direct contact with the needy is particularly helpful in the development of civic engagement. In this type of service, there is a demand for physical, cognitive, and emotional investment. (3) Students reflect on their activities and involvement; and (4) the service remains voluntary and independent of module credit. McLellan and Younnis (2203) indicate that service is presented more in terms of noblesse oblige when it is not integrated into the curriculum. The understanding in this research is that a structured service has the potential to enhance the impact of service learning and of community service. Our understanding is that a structured service will bring service patterns that encompass certain trends to the fore which will be easy to categorise. Moreover, structuring the project is a form of strategic planning that will ensure that our project follows practices that make for high-quality service-learning experiences.

6. CONCLUSION

The observation and reflection on the initial stages of community service learning made us realise that planning is key to building a sustainable high-quality service-learning program. A clear plan will ensure that the needs the community service learning is designed to address are met. Additionally, community service learning is striving for a reciprocal relationship with the community in which students serve, this is an integral part of any high-quality service-learning program as suggested by Smith et al (2001). This paper contributes to research on effective practices of sustaining community service-learning programs.

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Service Learning in the University of Santo Tomas: Translating Theory to Practice

MELANIE TURINGAN, University of Santo Tomas

1. ABSTRACT & KEYWORDS

Higher education institutions in recent years recognize the importance of Service-Learning (SL) by integrating curriculum objectives and service to the communities to achieve their institutional goals. However, SL integration is rarely formalized in teaching, research, and community extension. It is in this light that this study examined the integration of Service-Learning into the college curricula, particularly to identify how guidelines and requirements were set and most importantly, to describe its methods of implementation. Specifically, the study is aimed at describing the history of how Service-Learning was employed by the academic units of the University of Santo Tomas, Philippines. Utilizing Dewey's theory on curriculum, this study presented within-case themes in SL, which describe Service Learning as 1) exploratory, 2) transformative, 3) social constructivist, and 4) community-based research. The findings of the study also present the future directions of SL towards an enriched SL delivery across disciplines. Results showed that across disciplines Service Learning in the University of Santo Tomas is said to be social, constructive, and expressive. It is in this manner that Service Learning in this institution is defined as a course pedagogy that is integrated into the curriculum to strengthen students' civic engagement and deepen their learning of the discipline.

Key Words: service learning, University of Santo Tomas, curricula, history

2. RATIONALE

Higher education institutions always include service in their institutional mission; apparently, it is not visibly manifested in teaching and research (Holland, 1997; as cited in Bringle & Hatcher, 2000). Service-Learning is an approach that is grounded in experiential education. Its goals mainly are to direct learners into practical settings where the primary motivation is *service*, and learning takes place as students take part in the experience as they reflect upon what happened during the experience because of it (Bandy, 2011).

Several fields such as education, general health, and indigent socio-economic livelihood are the common focuses of Service-Learning in Philippine universities. As such, Service-Learning in the country is still developing (Anorico, 2019 as cited in Guardino et al. 2015; Pottier 2013; and Tuaño & Pacardo 2013). Geared towards the development of students' educational experience and deepening of understanding and appreciation of course content through civic engagement, Service-Learning in the University of Santo Tomas (UST) is regarded as a series of direct and advocacy-based activities that involve the UST partner communities. Currently, SL integration in various academic programs of the University is promoted to achieve its institutionalization.

Journey with communities through genuine community integration is Service-Learning in many expressions and processes. Students directly engage and work with the marginalized communities, sectors, or service institutions to understand stereotypes, social inequality, and complexity of social realities (Ashworth, et al., 2010), especially with the UST partner communities for their community development programs (Cruz, et al., 2011).

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2.1 Research Objectives

The study aimed to describe beginnings of the Service-Learning approaches and how it is implemented in selected academic units of the University of Santo Tomas.

3. THEORETICAL BACKGROUND

Service learning in its truest sense is learning from experiences. Students put value to their conceptual learning by charging it to their experiences. Consequently, service learning is rooted in experiential learning. John Dewey felt that curriculum should ultimately produce students who would be able to deal effectively with the modern world. Dewey uses four instincts, or impulses to describe how to characterize how students' behavior. These are social, constructive, expressive, and artistic. Curriculum should build an orderly sense of the world where the student lives (Dewey, 1938)

Following the IPARD Model for Service-Learning (Root, 2017), this study described the SL approaches and methods in higher education through the process of investigation, planning and preparation, action, reflection, and demonstration.

4. METHODOLOGY

4.1 Research Design

With the aim to describe naturalistic data, the present study utilized a qualitative-descriptive research design. As descriptive research is concerned with answering the question 'what' (Nassaji, 2015), this study described what Service-Learning processes are currently being implemented which can provide a clear picture of the structure of Service-Learning in the University.

4.2 Instrument

The data were gathered directly from the SL course facilitators from different academic units of UST through interview protocols. As one of the effective qualitative approaches in understanding societal issues (Nyumba et al., 2018), a researcher made interview protocol was utilized to gather vital pieces of information to describe the current structure of service learning in UST. The interview protocol composed of questions as to the beginnings of Service Learning and consultations that were gathered for its formulation and implementation.

4.3 Sampling Method

To arrive at a description of the structure of SL in the University, criterion sampling, a type of purposeful sampling technique, was used to characterize SL in the University.

4.4 Sampling

Using criterion sampling, 15 academic programs of the University were selected as representative samples. However, due to time constraint in securing the ethics approval from the University, only four academic programs were initially interviewed for their SL integration.

4.5 Data Collection Method

Interviews were gathered to four selected academic units of the University of Santo Tomas, namely: 1) Conservatory of Music, 2) Faculty of Pharmacy, 3) College of Nursing, and the 4) College of Science. These academic units met the criterion of implementing and integrating SL in their curricular programs for A.Y. 2021-2022 or earlier.

Data gathering took place from January to May 2022. Interview protocols were done online via Zoom Cloud Meetings to ensure the safety of all study participants during the pandemic.

4.6 Data Analysis Method

Following the transcription of data was the document analysis of constructs. These constructs were analyzed qualitatively by searching for patterns and arriving at codes and themes to describe the current structure of SL in UST gleaned from the planning, consultations, and implementation. The study focused on arriving at themes drawn from within-case analysis. The descriptive findings of the study were intended to serve as a source of information to further improve, promote, and institutionalize SL in the University of Santo Tomas.

4.7 Ethical Considerations

The anonymity of the study participants who belong to various academic units was kept confidential. An informed consent form was sent to the target study participants prior to data collection. Non-participation of potential study participants was not taken against them. By any chance, the participants who wish to withdraw their participation during or after the conduct of the study are free to declare their non-participation.

5. FINDINGS AND DISCUSSION

As Service-Learning integration in the Music curricula is still new, the SL approach and method is described as exploratory. The SL projects of the students concentrated on conducting tutorial sessions among the children from the partner communities of the University of Santo Tomas (UST). Prior to teaching the children how to sing and play various musical instruments, the SL students investigated the needs of the communities by conducting a needs assessment. With internship, the students can provide their services to the communities while learning and understanding the societal concerns through their direct learning experience (Furco, 1996).

In putting the plans into action, the SL course in the Conservatory of Music is conducted through a series of lectures and workshops. A reflection activity was also part of SL students' written tasks which is equivalent to 30% of their grades in the SL course. More than being one of the bases of students' grades, reflection provides students with an opportunity to contemplate on their feelings, and understand their personal experience (Yan-Ho, 2021) considering their Service-Learning engagements.

The Faculty of Pharmacy initiated its Service-Learning in its Medical Technology program. In the new curriculum, the former course on Community and Public Health was redesigned into Community Health in Medical Technology. This SL course in the Faculty of Pharmacy is currently offered to second year Medical Technology students.

To conduct the SL project, the SL students together with their course facilitator, began with the community profiling among the target communities. Reflection activities were also given importance throughout the duration of the SL course. Although reflection was done individually, students could not contain their emotions by sharing their reflections not only to their peers but their course facilitators as well. This interaction of both the SL students and the course facilitators who participated in the service to the communities through Service-Learning led to the change in their perspective that goes with increasing their level of civic engagement (Weber, Schneider, Weber, 2019) and "strengthening their learning through practice" (Ma & Ka, 2021, p.10).

However, long before the formalization of the integration of SL into the UST college curricula, the College of Nursing has already been conducting services to the communities

as part of their curriculum. Health assistance to the communities were rendered in various partner communities of the College of Nursing during the pre-pandemic such as medical missions including medical consultations.

The formal integration of SL in the curricula of the College of Nursing underwent a very tedious process. In translating the plans into reality, the College of Nursing followed an action-reflection process in the entire duration of the term by undergoing the online community assessment, accomplishment of the project proposal, implementation of the SL project, evaluation, and reflection. Accordingly, while SL provides students with an opportunity for knowledge and skills application, it must also ensure that the projects address needs of the communities (Waldner, McGorry, & Widener, 2012). To formally culminate the SL course, the approach of the College of Nursing was to directly conduct an online debriefing session for students to discuss their service engagements.

The representative from the College of Science is from the Mathematics Department. It was mentioned that one of the Service-Learning courses that integrated SL in the College. The course facilitators were given orientations on the idea and concept of Service-Learning and how it will be integrated into the course. Initially, the plan of implementation is pilot tested in the academic staff assigned in the College, but eventually, it will be applied in all Mathematics in the Modern World courses across all colleges. Even if the mode of implementation for students is through a research project in MMW, the students are required to students had to make two reflections – 1) an individual reflection and 2) a group reflection. Through students' reflections, they realized the value of what they are learning through its practical application.

6. CONCLUSION

While Service-Learning complements many aspects of the institution's mission, it remains on the periphery of the campus. Service-learning is rarely included in larger efforts that focus on the core mission of the institution.

Results showed that across disciplines Service Learning in the University of Santo Tomas described to be social, constructive, and expressive.

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Unique Features of FS 3002: An Award-Winning Service-Learning Program

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1. ABSTRACT & KEYWORDS

Despite good performance during university education, fresh graduates struggle to fit into the job roles of corporate organizations. Service Learning is a novel educational program launched by the Career Guidance Unit (CGU) of the Science Faculty of the University of Colombo in 2012. This article strives to highlight the unique features of the program found in a study that adopted a qualitative research approach and grounded case study methodology introduced by Eisenhardt (1989). Four academics and twenty-one students were involved in the study with a multistage interviewing process. The outcome of the study highlighted unique features of the service learning program such as enhancement of student employability as a program objective, partnership with corporate organizations, voluntary team formations by the students, mentoring support by university lecturers and coaching support by the corporates. The program also provides a platform for collaboration among four important stakeholders: the university, students, corporate organizations and the community.

Key Words: graduate employability, service learning, university partnerships

2. INTRODUCTION

A competitive examination determines the entry to Sri Lankan state universities. According to university statistics published by the university grants commission (UGC) for 2020, out of 62.4% of students who were eligible for university admission only 23% were admitted. However, not all students find it easy to get employed. A UNESCO-sponsored survey conducted by the UGC in 2016 involving students who graduated for 1-2 years, in 2014 and 2015 saw that whilst around 65% of the graduates were employed, around 35% of the graduates remained without formal employment.

Fresh graduates despite being equipped with academic knowledge take time to onboard as they lack business knowledge including the understanding of stakeholders. The readiness of graduates for employment has been long discussed and debated the world over and in Sri Lanka (Ariyawansa, 2008; Cabellero & Walker, 2010; Tomlinson, 2017). According to preferred employers of the undergraduates in scope, progress in meeting employability benchmarks set by them is low and faster progress is long expected.

Experiential learning strategies can be applied to improve the business understanding and related skillsets and mindsets of the undergraduates. Service Learning is an andragogical strategy and methodology that helps undergraduates to gather learning while engaging in activities that are beneficial to communities. As the term "Service Learning" implies, it incorporates both service and learning objectives. As a unique feature of Service Learning, it changes the giver and the receiver of the service (Joseph, Stone, Grantham, Harmancioglu, & Ibrahim, 2007).

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The current article describes the case of “FS 3002 - Service Learning” and the unique features of this program.

3. LITERATURE REVIEW

According to Stuteville and Ikerd (2009), the rationale for the need for change in the curriculums has been justified. As free-market capitalism has been shaken and a need for a new paradigm has emerged for the future based on living biological systems with regenerative nature instead of mechanistic systems that is static. The new paradigm will be based on classical economics principles with civic and social responsibility as its foundation. Along with this paradigm shift, education systems are also being transformed. Service Learning being closely knitted with society and communities is poised to respond to this paradigm shift that has dawned and is on a faster track due to the global pandemic of COVID-19.

Definition of Service Learning can be found as a teaching and learning strategy that brings together a) community service with the academic curriculum (Celio, Durlak & Dymnicki, 2011), b) hands-on with applicability in behaviour curricula (Corroto, 2014), c) valuable learning resources that cannot be obtained only within the college (Bordelon & Phillips, 2006).

Experimentalism, inquiry, and reflection being parts of learning from experience and being based on the foundational work of John Dewey are referred to by many researchers as foundational building blocks of Service Learning (Bringle & Hatcher, 1999; Cress, Yamashita, Duarte, & Burns, 2010; Giles & Eyler, 1994). Experiential Learning Theory and the intuitive learning model of Kolb are used as a framework for the reflection process in Service Learning (Bringle & Hatcher, 1995; Goldberg, Richburg & Wood, 2006).

4. METHODS

Understanding the effective methods for student learning is a broad and complex topic that requires deep contextual exploration. Little knowledge and understanding of the research topic – specifically, the topic of Service Learning in the Sri Lankan Context triggered the researchers to choose a qualitative research approach following the grounded case study methodology introduced by Eisenhardt (1989). The researchers adopted a multistage interviewing process following the methodology of grounded theory. The data collected during research and concepts-built post analysis would be the basis for collecting data afterwards (Corbin & Strauss, 2015). Theoretical sampling guided the data sources, data collection method and data collection protocol. Eisenhardt's (1989) approach to data analysis where a single case of FS 3002 was selected as the unit of analysis is synonymous with constant comparison in grounded theory.

Semi-structured interviews covering all the 21 students who followed the FS-3002 course were used to understand the participation of the students in the Service Learning program. Also, 4 academics who facilitated the Service Learning program were interviewed in two stages to obtain information about course objectives and the structure of the program. A focus group meeting was conducted with 8 students to validate codification.

5. RESULTS AND DISCUSSION

Career Guidance Unit of the Science Faculty of the University of Colombo conducts a Service-Learning course (FS 3002) starting in the year 2012. Students following general

degrees who possess a GPA score of 2.3 and above at the end of the 6th semester are eligible to follow this course (*Guide Book*, n.d). According to *Guide Book*, (n.d.), intended learning outcomes are:

“On completion of the course, the students would be able to: a) obtain academic achievement. b) acquire transferable skills required for the corporate world. c) inculcate a sense of citizenship and social, professional, and ethical responsibility. d) acquire exposure to teamwork and target completion on time. (p. 19).”

The Service Learning program of the University of Colombo has won two international awards: the UNESCO Wenhui award for educational innovation in 2019, and the Triple E award for the best university-community project of the Asia Pacific region in 2020.

5.1 Key Features of the Service Learning Program FS 3002

Employability focus

It is expected that graduates who follow the General Degree programs benefit from improving their potential for employability in corporate sector organizations. There has been a special focus on the development of problem-solving skills that are gained through participation in the Service-Learning program.

Partnership with corporate organizations:

According to the way the Service- Learning course is organized, a tri-partied collaboration -Triple Helix model according to *Guide Book* (n.d) that exists among the University, Community and Students is key to its delivery. Corporate sponsors develop and fund the service projects. Secondly, they coach the students to deliver the service project effectively. Thirdly, they collaborate with the academic staff in assessing the students on their project delivery capabilities and pre- identified competencies by the university. As benefits the corporate organizations, in addition to fulfilling resource requirements for their CSR projects, Service-Learning also provides an opportunity for Corporate organizations to observe the students closely in real action and spot Talent that fits their organizations.

Voluntary team formation

The students are invited to listen to the project presentations by the sponsor and entice them into the projects. Followed by which the students go and form groups of around 5 students with a leader and a coordinator. The formation of the groups is voluntary, and the selection of project members is also done by the students among them. Whilst this takes some administrative burden off the Career Guidance unit, it also helps with the supportive team dynamics among the students.

Mentoring and coaching:

The Service-Learning project includes mentoring by academic staff throughout the project. Simultaneously, students get coached by corporate sponsors to deliver the project within the allocated time frame. These two support structures help the students to clarify doubts and navigate through the hurdles that slow them down.

As demonstrated in *figure 1*, there are four key stakeholders in the Service-Learning program under study. The interaction and collaboration between all the stakeholders of the program are direct other than the relationship between the University/Faculty and

the community. The University/Faculty interacts with the community through the Students. *Figure 1* also demonstrates the relevant benefits to the stakeholders that they extracted through the Service-Learning program. In this four-way relationship, Corporate organizations interact with all the stakeholders and therefore is key to the success of the Service-Learning project delivery.

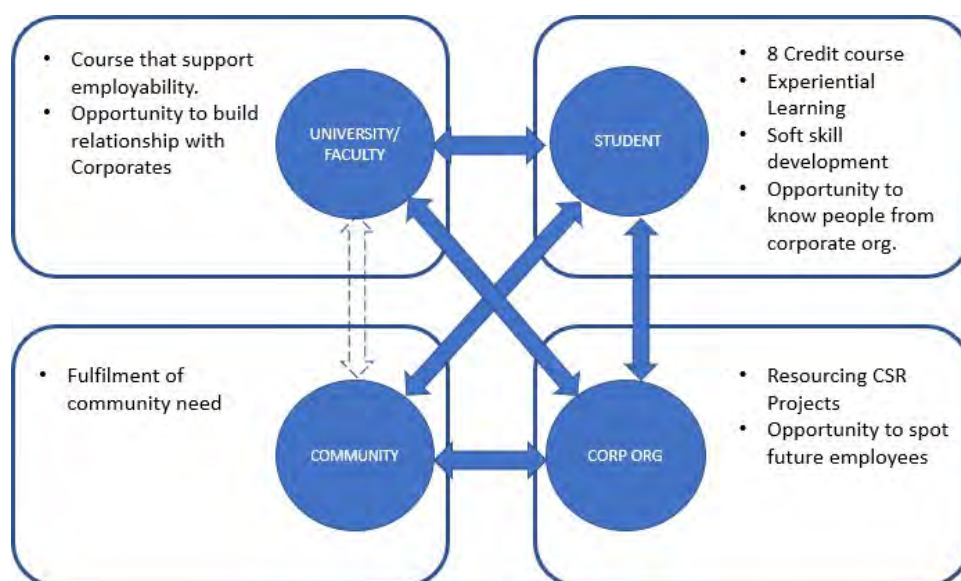


Figure 1. Partnerships in FS 3002 and benefits Source: Researchers' original work

6. CONCLUSIONS

Academic Service Learning programs are uncommon in Sri Lankan tertiary education system. FS 3002 course offered to the 3rd year science stream undergraduates of the University of Colombo is featured with industry partnership. The researchers have identified several unique features of FS 3002 – employability focus, partnership with corporate organizations, voluntary team formations and mentoring and coaching. FS 3002 also provides a platform for collaboration among four important stakeholders: the university, students, corporate organizations, and the community.

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Enhancing Service Delivery at Local Government Through Service Learning: The Case of uMhlathuze Local Municipality

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1. ABSTRACT & KEYWORDS

Many governments worldwide, including South Africa, seek to provide inclusive services to their citizens. There is an increasing body of evidence that suggests that service-learning experiences can have a significant impact on the development of students. Service learning is about the exchange of ideas and knowledge from different stakeholders or partners (researchers, students, and the community) with the aim of achieving a common goal. Furthermore, students, lecturers and municipal officials have an opportunity to explore their theoretical part of any subject to solve a real-world problem in the communities to enhance their understanding of that subject. The study seeks to enhance the delivery of services through service learning. The study will include University of Zululand lecturer teaching under the department of Public Administration, final year Public Administration as well as municipal officials as well as community members from Umhlathuze Local Municipality with an aim of identifying gaps that can be addressed to enhance service delivery and reduce service delivery protects. The results show that there's a need to infuse service learning to ensure that municipality officials and the community are capacitated about their role in delivering services to the community. The study concludes that service learning provides necessary skills that are needed in the professional world, for example, the importance of approach when involved in community engagement. It also gives insight into the importance of reflecting on meaningful experiences and critical reflection of students/lecturers/ researchers.

Key Words: service learning, service delivery, local government, community

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2. INTRODUCTION

Many governments worldwide, including South Africa, seek to provide inclusive services to their citizens. At the national government level service delivery plans are national policy programs such as sustainable development plans while at the local government level service delivery plans are communicated through Integrated Development Plan (IDP). The IDP is a five-year plan which goes hand in hand with a five-year municipal plan. The 2022 Auditor general report revealed that are struggling to provide services to the communities, of 257 municipalities in South Africa only 16% received a clean audit. The KZN province is one of the underperforming provinces in terms of municipal service delivery.

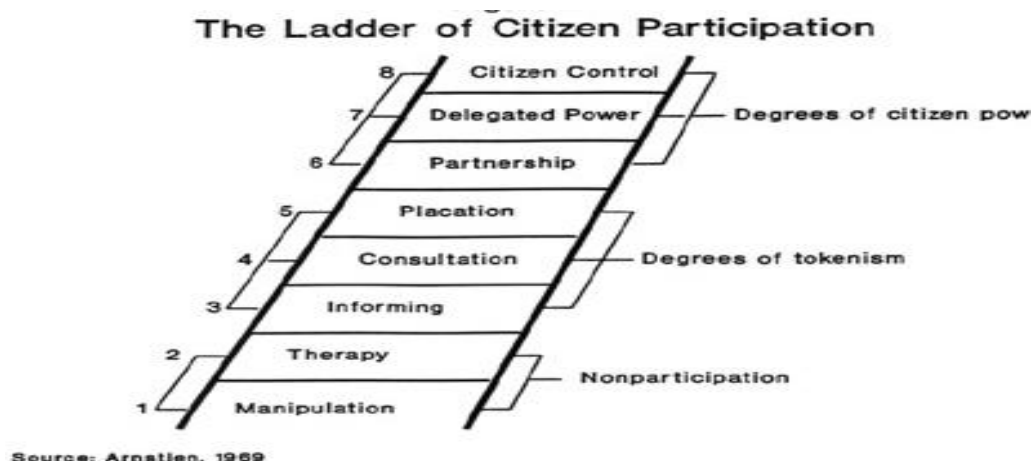
According to Turok (2014) poor understanding of the development process and the importance of the role that should be played by communities, coupled with poor understanding of the role and responsibility of each sphere of government, contribute to the clashes between communities and their municipalities (Turok, 2014). The past three years have seen several service delivery protests in communities under uMhlathuze Local Municipality. In South Africa, protests against poor service delivery have become a trend, with many communities perceiving it as the only way of getting the attention of those in authority. Many of these service delivery protests are linked to the municipality's failure to provide sustainable water and other basic services such as electricity and sanitation. As such, the community took to the streets to show their frustrations vandalizing and burning property and needed infrastructure. However, one of the factors contributing to the municipality's failure to provide services is the inability to include communities in the decision-making process. A process of public engagement is an act of leadership in and of itself, but it cannot be deposed. Open and contested policymaking has a great potential for delivering meaningful public participation. If the government is to be regarded as moving away from outdated methods and adopting a new interaction with citizens, it must be able to allow citizens to give their opinions, thoughts, and proposals on a regular basis.

Thus, continuous protest reports raised questions about the sphere of community participation in decision-making on issues affecting service delivery and their general understanding of responsibilities of various spheres of government. Therefore, this engaged research study seeks to investigate the real reasons behind service delivery protection other than the general perception that the municipality is failing to provide basic services to the community. This will be done by interviewing members of the community to establish the underlying factor behind poor service delivery. The study further seeks to enhance the level of public participation, this will be done by interviewing both community and the municipal officials responsible for community participation.

3. THEORETICAL FRAMEWORK/LITERATURE REVIEW

This section should consist of theories and concepts to relevant scholarly literature and theory that is used for your study or include an overview of significant literature published on service-learning by accredited scholars and researchers.

3.1 Arnstein's Ladder Theory of Participation



The theory of public participation was founded by Sherry Arnstein in the 1960's. It provided 8 chronological steps that must be followed for effective citizen participation, from manipulation to citizen control. Failure to teach people various kinds of public participation and its importance usually gives rise to a failure of service delivery because there is an absolute relationship breakdown amongst service suppliers, policymakers, and the public. Mnguni (2018) has stated that occasions, a failure of service delivery can be ascribed and associated with an absolute incapacity amongst municipal officials when they are unprepared to accomplish their duties and accountabilities.

This theory underpins this study in that it supports citizen involvement and participation in which service learning seeks to achieve. That in order for the Umhlathuze Local Municipality to achieve its desirable outcome it must ensure the involvement of citizen in the service delivery decision making and to ensure effective and efficient service delivery.

4. METHODS/ANALYSIS

4.1 Study Objectives

- To assess the effectiveness of public participation in enhancing service delivery at uMhlathuze Local Municipality
- To investigate the service delivery challenges that the community experience at uMhlathuze Local Municipality
- To come up with collective measures from the community opinions that can improve public participation to enhance service delivery.

4.2 Research Questions

- What can be done to improve public participation at uMhlathuze Local Municipality?
- What are service delivery challenges faced by community members at uMhlathuze Local Municipality?
- What measures from community members that can be adopted to improve public participation to enhance service delivery?

4.3 Research Approach

This study employed the qualitative method to generate data in order to inform inquiry. In this study, qualitative methods was employed to understand the community experiences in terms of service delivery at uMhlathuze local municipality. Qualitative methods was used to explore ways in which community members can be used to improve

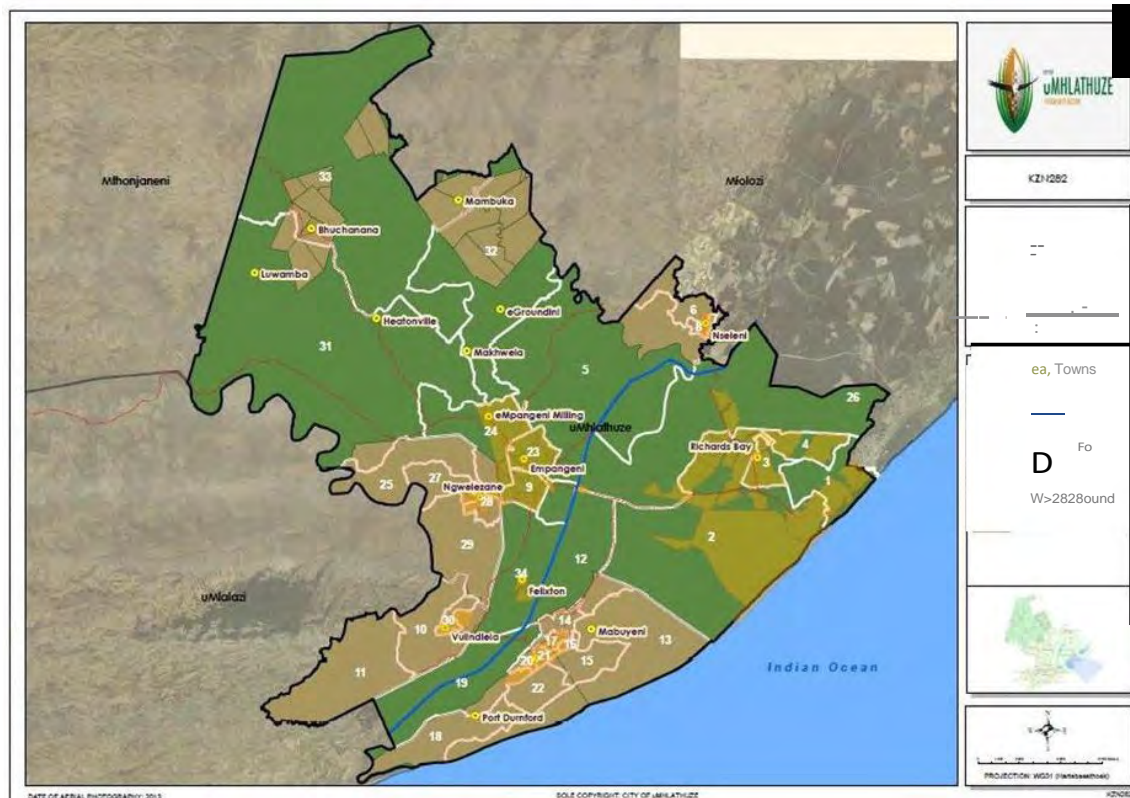
public participation to enhance service delivery. The qualitative methods used will further provide in-depth and detailed understanding of the challenges that municipality face in providing services to the community through municipal official.

4.4 Relation

Relation in this ER can be measured between community frustrations in terms of protesting, quality of service they receive and the level of involvement in the municipal service delivery decision making. The more involvement of community in decision making, the better services to be delivered by the municipality (services will be delivered according to community needs instead of municipality perception) and the less service delivery protests. There tools that can be employed to measure these relations and these are correlation matrix and regression analysis.

4.5 Site of the Study

The study was located at uMhlathuze Local Municipality with is situated in the province of KwaZulu Natal under King Cetshwayo District in South Africa. The study further included the community of KwaDlangezwa area where the uMhlathuze Local



Municipality is perceived to be lacking in terms of service delivery.

Figure 1: Map of uMhlathuze Local Municipality

Source: Google maps (2022)

4.6 Sampling and Recruitment of Participant

The study used a non-probability sampling technique, which is a purposive sampling method. Participants of the study are pre-determined in accordance to the research questions of the study and the need to fulfil the study objectives. Data will be collected from specific participants that are identified by the researcher as useful in assisting the study to draw informed conclusions.

4.7 Target Partners/Participants

The study will include the researcher from the Department of Public Administration as well as municipal officials who are responsible for drafting and implementing the municipal IDP as well as the community members residing under KwaDlangezwa Area Vulindlela Township. The selection of community members will include those who are 18 years and above, who have participated in the local government elections both male and female, and who are willing to participate in this study.

4.8 Data Collection Tools

Because the nature of this study with is qualitative, in-depth interviews will be used to collect data from municipal officials as well as community members who will share their experiences in terms of services, they receive from uMhlathuze Local Municipality. All participants of the study will be interviewed at their convenient time with prior arrangements being made.

5. RESULTS AND DISCUSSION

This section present findings, analyze them and discuss them in relation to the study objectives. Both qualitative and quantitative research results were analysed and presented according to the research objectives. This section presents graphs, tables and figures to present the quantitative data, whereas the qualitative data were presented in the form of themes that emerged from the research Interviews. Literature was also used to support and reason with the study findings through critical discussion. Since this study has used a mixed method, each research approach complements the other in data interpretation and discussion.

5.1 Demographic Information

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	26	53.1	53.1	53.1
	Female	23	46.9	46.9	100.0
	Total	49	100.0	100.0	

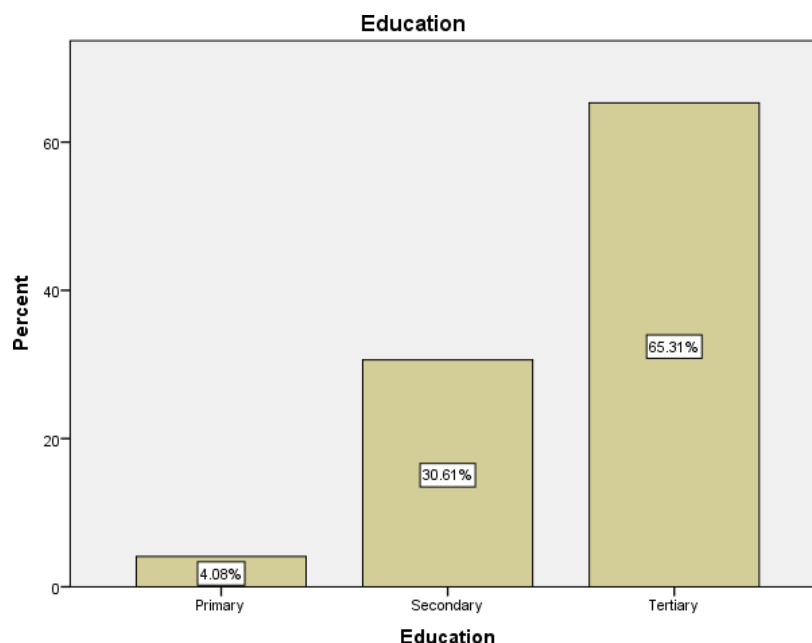
Table 1: Gender

Table 1 above shows the gender of the respondents in this study. From the information on the table above, males contributed 53.1% of the sample size of the study while females contributes 46.9%. Therefore, the study was biased to males since there was large proportion of males represented in this study, however, this did not affect the results of the study.

Age	Frequency	Percent	Valid Percent	Cumulative Percent
Below 20	13	26.5	26.5	26.5
21 - 30	26	53.1	53.1	79.6
Valid 31 - 40	5	10.2	10.2	89.8
41 - 50	5	10.2	10.2	100.0
Total	49	100.0	100.0	

Figure 3: Age of the respondents

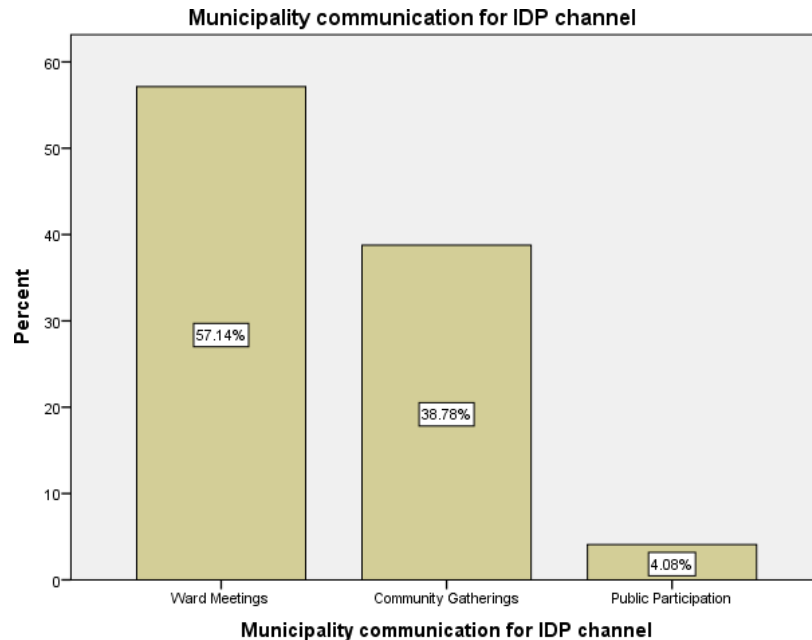
Figure 3 above shows that the study was dominated by young people from the age of 18 to 30 years which makes a total number of 39 respondents. Only 10 people who participated on the study whose age ranges from 31 to 50 years. This may show that young people in uMhlathuze Municipality are actively involved and willing to participate in development projects, as they avail themselves for participation in studies.



According to Thebe (2016), the promotion of community participation should focus on marginalized and previously disadvantaged groups, such as the disabled and women. Thebe (2016) also pointed out that “municipalities should exhaust and exploit other avenues and approaches to service delivery by engaging other role players (NGOs, civil society and the private sector).

Figure 4: Education of the respondents

Figure 4 above shows the education of the respondents which may be seen according to the following spheres: 4.1% had left primary school before finishing, 30.6% only completed secondary education, and the largest proportion at 65.3% attained tertiary education. These suggests that majority of the respondents, were not only literate, but had an adequate understanding of the concept that the study was based on. It is evident that most young people in uMhlathuze have tertiary education. Which means there is a potential for future development and training because, as according to Thebe (2016:723),



“it is essential that local government capacity be achieved by introducing the necessary developmental planning techniques, management skills, effective administrative systems and the promotion of stakeholder relations.

Figure 6: Municipality communication for IDP channel

Among the most prevalent responses were ward meetings at 57.1%, and community gatherings at 38.8%. Public participation platforms such as IDP and LED forums were only 4.1%. Most traditional communication channels used in uMhlathuze Municipality were ward meetings and community gatherings such as ceremonies and imbizo. The above results reveal that people in the study area rely more on word-of-mouth than media when it comes to communication with the municipality. Cele (2015:74) pointed out that “the municipality is doing a lot to ensure that communities participate in their own development”. Moreover, Silima (2013) also revealed that community members, although supportive of the idea of participation, expressed feelings of being tired of being used as ‘rubber stamps’ of the municipality, without any real power. Their experience of public participation was almost entirely limited to public gatherings (izimbizo). Some assessments showed that many ward councillors do not bother to attend ward committee meetings and even if they do, ward committee issues are often not prioritised in council meetings. Although the findings by Renald (2007:99) showed that in uMhlathuze Municipality there is a lack of understanding that IDP is the municipality’s strategic tool for fulfilling its delivery mandate This includes taking Council to the Community, an initiative which involves taking both Executive Committee and Council meetings to a venue that allows an opportunity for the community to witness the proceedings of such meetings.

6. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

The results show that there’s a need to infuse service learning to ensure that municipality officials and the community are capacitated about their role in delivering services to the community. The study concludes that service learning provides necessary skills that are needed in the professional world, for example, the importance of approach when involved in community engagement. It also gives insight into the importance of reflecting on meaningful experiences and critical reflection of students/lecturers/ researchers.

Furthermore, the municipality needs to develop a monitoring and evaluation tool to measure their effectiveness on the impact of public participation, to ensure that there is citizen contribution into service delivery planning. Access to information and public education must be strengthen in terms of IDP roadshows and other structures that enhance public participation. It is recommended that people are educated about their democratic right to participate in the process of IDP formulation, and more specific in rural areas.

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Session IX: Combating the Pandemic II

The Impact of e-Service Learning in the Era of Covid-19

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1. ABSTRACT & KEYWORDS

Service Learning (SL) or better known in Malaysia as Service-Learning Malaysia – University for Society (SULAM) is a teaching strategy used worldwide as a progressive move from traditional teaching style. It helps students to learn to apply academic knowledge in practical setting as well as meeting community needs. As covid has impacted the community all around the world, it has also impacted how SULAM was conducted in Malaysia. Students were no longer able to complete their recommended 20 hours of service during the pandemic. Hence, students were tasked to conduct a one-off impactful project. Recommendations on how impact report and reflective journals can be used to measure the success of students' projects.

Key Words: project, impact report, hybrid, online

2. INTRODUCTION

Malaysia Ministry of Education started an initiative to introduce SULAM to address the Shift 1 of Malaysia Education Blueprint 2015-2025 (Higher Education) which is to produce holistic, entrepreneurial, and balanced graduates (Department of Higher Education Malaysia, 2019). SULAM is defined as a form of experiential education in which students can engage in activities that addresses community needs together with structured opportunities intentionally designed to promote student learning. As mentioned by the Department of Higher Education Malaysia (2019), the goal of SULAM is to frame pedagogical models and research agendas involving service-learning at the national and international level. SULAM was introduced as it has potential to transform teaching and learning within the Malaysia Higher Learning Institution

SULAM has been offered as a compulsory subject in Methodist College Kuala Lumpur (MCKL) since 2014 in compliance with the Malaysian Ministry of Education as part of their General Education (GE). Students that are undertaking their diplomas, undergraduate, and professional degree are required to complete between 8 -11 credit hours of GE subjects (Hasan, 2015). SULAM is offered as a 2 credit GE subject for all MCKL students. All students that are enrolled into MCKL are required to complete SULAM within one semester which is equivalent to 14 weeks

MCK has adopted Microsoft Teams as the Learning Management System at the beginning of 2020. It was introduced in a timely manner as Covid-19 hit Malaysia and caused a nationwide lockdown. Due to this, all classes were conducted online using Microsoft Teams and students had to find ways to complete their SULAM projects.

3. THEORETICAL FRAMEWORK/LITERATURE REVIEW

As students will be conducting a one-off impactful project hence impact report and reflective journal will be used to assess students' SULAM projects. The Hourglass Methodology by Taylor's Education Group was used to measure the impact of the project. Projects are measured by quantitative method (number of participants), level of satisfaction, level of self-esteem, and skills they have learned (Taylor's Community, 2020). It can be measured through reflective journals, surveys, photos, and videos taken of the project. Furthermore, games and reward can also be used as a form of measurement by rewarding students for their feedback and updates of the project.

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4. METHODS/ANALYSIS

SULAM projects that were conducted in 2020 was done fully online whereas projects that were conducted 2021 onwards had the option of hybrid. Hybrid mode was only allowed for students who have received both their vaccine doses to meet with their respective NGOs and to conduct one-off face-to-face work.

As the lockdown was imposed, students were unable to complete 20 hours of voluntary service. Hence students were tasked to create an impactful project for their SULAM instead. Below are the criteria set for their project.

4.1 Criteria for Online/Hybrid Project

1. Project must be impactful
2. Students must work with an NGO/Organization/Community

Students will form groups of 5 – 7. Students will choose to either work with an NGO or develop a project based on 1 of the 17 goals in the United Nation Sustainable Development Goals.

4.2 Project Flow

3. Students will need to propose a project that is impactful and can be done online to adhere to Malaysia Covid restriction at the time.
4. Proposal is accepted and project is executed within the 14 weeks.
5. Students will submit an individual Reflective Journal at the end of the 14 weeks.
6. As a group, students will also submit an Impact Report and present about their project.

5. RESULTS/ DISCUSSION

The Impact Report will be used to measure the Quantitative Method (Number of Participants) and the Reflective Journals will be used to measure their level of satisfaction, level of self-esteem, and skills they have learned.

5.1 Quantitative Method (Number of Participants)

This is shown through the Impact Report which each group of students submit at the end of the project. Below are the overall total number of projects and the number of communities served in 2021 and 2022 which were done in hybrid. Students had the option to conduct hybrid projects as the Covid restriction in Malaysia allows for it.

Year	Mode	Total Projects	Communities Served
2021	Hybrid	91	36
2022	Hybrid	88	34

To further elaborate on the communities served, below are the number for 2021 and 2022 based on the category of education, special needs, animals, environment, health, and community inclusion.

Communities Served	2021	2022
Education	7	6
Special Needs	6	2
Animals	6	1
Environment	4	8
Health	2	4
Community Inclusion	11	13
Total	36	34

For the impact report to be deemed successful, it must fulfill both the criteria below.

1. Students must work with an NGO or Organization.
2. Students must achieve the goals set by the NGO.

The name and contact details of the NGO/ Organization representative must be given before students begin their project along with the goals set by the NGO.

5.2 Satisfaction Level, Self-esteem, and Skills Acquired

Students' satisfaction, self-esteem, and skills acquired will be highlighted based on some of the excerpt from students' reflective journals in 2020, 2021, and 2022.

Through SULAM, students expressed that they were able to improve their self-esteem.

"I found satisfaction and a sense of achievement after volunteering at the soup kitchen because I had learned a new talent in cooking." – 2022 student

Many of the students in MCKL never had the chance to work on a social issue before SULAM. After SULAM, they have shown interest and understanding on the social issue in Malaysia.

"Before I joined SULAM, I had little to zero knowledge prior to the topic I was involved in planning. My group chose to work on child abuse topic. I learnt that it is still an ongoing issue that must be addressed and raised in public, because there have been numerous cases where child abuse cases have not been reported." – 2021 Student

Students were able to grasp the concept of perspective. They were able to understand from another person's point of view through their SULAM projects. As shown in the excerpt below.

"Overall, I learned that everyone has different thoughts about the same issue. They perceive the issue in their own ways, probably due to every individual having varied knowledge about the issue." – 2020 student

Besides that, communication was one of the most mentioned skills acquired during their project as many students did not have the chance to work on a full project before.

"I've learned about myself is that Communications is important during group discussions as communication between group mates at first was rocky but after a period of time surfaces of clear communication begin to rise and I learn that there was nothing in speaking one's mind as all opinion to help the subject were consider an option in developing a better plan" – 2022 student

5.3 Challenges

As world enter a lockdown, students in Malaysia had to adapt to learning from their computer or phone screen. There were many concerns about how students can still

conduct their SULAM project as everyone will be in their respective homes. However, students were still able to help a community through different and creative methods.

“It was a little tough for me to adapt when I first conducted the virtual lesson but along the way, I was able to adapt this teaching method and gradually include different type of activities like including music and movements in the lesson to make it more interesting.” – 2020 student (Online)

One of the most mentioned challenges was when plans had to be cancelled or postpone due to students or the participants of the project contracting Covid.

“...not to mention not being able to visit the orphanage due to a few orphans contracting Covid-19. We had to change our plans and it caused many delays.” – 2021 student (hybrid)

As shown in the excerpt above, students that underwent SULAM were still able to acquire skills while building up their self-esteem and increase satisfaction level even with the challenge of online/hybrid learning that occurred.

6. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

As MCKL is heading towards the direction of the Fourth Industrial Revolution and Covid-19 is currently in an endemic phase in Malaysia, classes in MCKL are still adopting hybrid mode to allow students who are in quarantine to still be able to join the lectures. Hybrid may not be favorable for some however it could be the way forward. Hybrid Service Learning is a good way for students to continue learning even when they are not physically present with their teammates or the community they are helping.

ACKNOWLEDGEMENT

I would like to thank MCKL for giving me this opportunity to submit a paper on Service Learning. Besides that, I am grateful to Ms. Khor and Ms. Jolyn who has given me their encouragement and feedback. Lastly, my students who have made Service Learning/SULAM an enjoyable subject to teach.

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A Duoethnography of Planning and Developing a Digital Storytelling Service-Learning Subject during Covid-19 Pandemic

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1. ABSTRACT & KEYWORDS

This paper aims to highlight the important episodes of planning and developing a service-learning subject regarding digital storytelling and serving refugee children in Hong Kong, under the socio-cultural context mainly marked by the Covid-19 pandemic. Adopting the approach of duoethnography, narratives generated by the subject developers (i.e. the authors) during the stages of subject development were analysed. The narratives were supported primarily by communications from three sources: (i) the academic partners (i.e. the academic division's subject development team, CPCE Taskforce for Service-Learning Subjects, and PolyU's Service-Learning and Leadership Office) (ii) the community partner (Centre for Refugees, Christian Action) and (iii) the digital stories from the students and service recipients, the major assessed outcome of the subject. Initial findings suggest the importance of establishing strong trust with the community partner, identifying their needs prior to the subject planning, and adopting a "teacher entrepreneurship" mindset to temporarily shift subject developers' attention towards the service "clients". The findings may provide insights into how academic knowledge are recontextualised into practical knowledge, so that students can learn more deeply through service experience alongside the subject's academic focus.

Key Words: communication, service-learning development, duoethnography, community partnership, entrepreneurship and leadership in higher education

2. INTRODUCTION

Initiated in December 2019, our 18-month journey of developing a new service-learning subject called "Storytelling for Understanding: Refugee Children in Hong Kong" is in itself a fascinating story. The subject aimed at using personal narratives as an instrument to raise awareness of one of the most vulnerable and marginalised communities: the children from families seeking refugees in Hong Kong. The subject team underwent rounds of roundtable discussions, brainstorming, and major and minor revisions before integrating digital storytelling into the subject at the end.

However, 5 waves of Covid-19 and our community partner's misfortune – a fire that burnt down Christian Action's Refugee Centre at Chung King Mansions in 2020 – have forced us to postpone the course to September 2022. The challenges gave us extra time to ponder the idea of "service", explore the "academic focus", and identify genuine needs of the asylum-seeking refugee children. The present paper illustrates this journey, explains the changes we experienced therein, and discusses its implications for planning and development service-learning subjects.

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3. RESEARCH DESIGN

The research design combines the narratives of the two key proposers of the service-learning course, in the form of a duoethnography (Lawrence & Lowe, 2020), to discuss the central issues of how language teachers can approach and design service-learning subjects in non-language-teaching lens. In our case, English is a foreign language to both our students and refugee children, and some of our students' English may not necessarily be better than the refugees in Hong Kong. It is thus important to approach the course development without fixing our minds on *teaching students how to teach* English.

Through duoethnography, we analyse our major breakthroughs in drafting the subject proposal, deepening our understanding of what "service-learning" is, and figuring out our subject can fit Hong Kong's higher education context. Unlike autoethnography, which "draws together features of autobiography and ethnography" (Paltridge, 2014, p. 100), duoethnography "studies how two or more individuals give similar and different meanings to a common phenomenon" (Norris, 2017, p. 2).

Our experience is best captured and accounted by the duoethnographic approach because of:

- Shared experience: the two researchers have worked closely and intensely together on the service-learning course development, in that they have a lot of shared experience throughout the process;
- Dialogicity: this approach assimilates the discussions and dialogues between the course proposers over the 18 months of proposing the course; monoglossic reflections may be problematic in such a context;
- Reader engagement: the written output invites readers to be implicit co-authors of meaning-making and storytelling, engaging the readers in more provocative ways that may inspire them to reflect on their new service-learning course proposals;
- Embracing differences: we value differences in our narratives as a way to explore multiple meanings of our project. As a matter of fact, having two very different points of view on the same events or phenomena is what we celebrate in this research. Therefore, instead of setting out a standard procedure or formula for language-related service-learning courses, we advocate an open and flexible mindset, in that differences and conflicts are seen as necessary moments of clarification in the entire communication process. This completes the "story cycle" as a way of growth.

Given the above reasons, the emerging method of duoethnography is considered more flexible, as Rose and Montakantiwong (2018) argue, fitting our evolving discoveries of service-learning as a new pedagogy for language educators.

4. DATA COLLECTION AND ANALYSIS

Our main dataset arose from the autobiographical examination of our experience at different stages of proposing the storytelling course from 2019 to 2021. We first produced our personal narratives on four breakthrough moments:

- Making initial contacts with Christian Action Centre for Refugees (CACR)
- Liaising with the Service-Learning and Leadership Office (SLLO), The Hong Kong Polytechnic University
- Meeting with CARC staff at Chung King Mansions
- Presenting at the Service-Learning Symposium in August 2020
- Meeting with seasoned experiential teacher at CAES, HKU

After completing our personal narratives, we followed Rose and Montakantiwong's (2018) procedures:

- Dialoguing: commenting on the stories through asking questions and challenging each other's views;
- Interpreting: reflecting on our experiences in the four "breakthrough moments", and adding interpretations to such experiences;
- Thematising: dissecting our narratives into the themes based on the breakthrough moments.

Our dialogues were then organised in themes for the accessibility and interest of academics and service-learning practitioners (Breault, 2016). In this way, the data presentation is similar to that of typical qualitative studies while maintaining our own voices as language teachers.

In support of our dialogues, we also documented our communications among the team members, with SLLO and Christian Action's Centre for Refugees, in forms of email communication, instant messaging records and course development brainstorming worksheets. Given the "digital" nature of the service-learning subject, we also collected data from our sample podcast demonstrations and video promotional materials. With all the collected data, we aim to give a comprehensive picture of the course development journey, and highlight episodes of our breakthroughs, which may be valuable for fellow service-learning developers.

5. INITIAL DISCOVERIES AND DISCUSSIONS

We discovered two main issues during the course of planning and developing our service-learning subject. First, as language teachers, we initially found it much easier to identify benefits of a storytelling course to students than to service recipients. Second, we confused service with teaching, thinking that students will have to teach in order to serve.

Therefore, open conversations and negotiations with the service partner(s) at the very early stage (e.g. before writing up the proposal) are the key to a service-learning subject's success. After reaching Christian Action's Jeffrey Andrews and having numerous conversations with him, we realised that the service-learning subject could only work with a "bottom-up" mindset. After visiting the CACR in Chung King Mansions, we began to shift our paradigm: service-learning is not unilateral giving, but a mutual, relational negotiation process. Once the needs have been identified and incorporated into the course content properly, students learning outcomes click into place.

Moreover, we considered that many of our difficulties arose from a mindset of "service-giving", a somewhat condescending point of view. As we progressed, we found that identifying the genuine needs of the community to be served is the most crucial yet most challenging component in service-learning development. By seeing the service recipients as "clients" of a small business, teachers of higher education are forced to shape an entrepreneur mindset that is very different from the simpler, more straightforward teacher-student relationship in the classroom. Although service-learning aims to provide rare opportunities for our students to experience knowledge in the real world, when teachers set out to design a service-learning subject, their focus should be temporarily shifted away from the students.

6. SUMMARY AND IMPLICATIONS

In all, it is of paramount importance to call for an early identification of the community partner and their needs, and a sincere engagement with their work and activities surrounding it. This helps the teachers to transform the academic knowledge to be applied in real-life contexts, and hence sets an example for students to engage in service-learning and to reflect on their experience meaningfully.

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eService-Learning: Understanding College Students' Online Community Engagement in Time of Pandemic

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1. ABSTRACT & KEYWORDS

The Covid-19 pandemic reshaped people's lives, encompassing the educational landscape as it was forced to suddenly shift to a fully online or blended mode of delivery and instruction. Stakeholders involved in service-learning were likewise pushed to the unfamiliar territory of a fully online engagement. This phenomenological study explored Filipino university students' accounts of eService-learning to better understand their adversities and appropriately address their needs. Eleven students were interviewed on their online engagements during the initial months of lockdowns in the Philippines. Thematic analysis out of students' significant statements helped formulate an eService-Learning Triad of Students' Community Engagement model to present linked areas of students' experiences in online community engagement. The model provided the implication that enhancements in the delivery of eService-learning may matter in new modes of conducting service-learning to fit the new normal. Community members' capabilities and special needs of unrepresented sectors must also be taken into account to provide service that is inclusive and effective.

Key Words: eService-learning, community engagement, higher education, pandemic

2. INTRODUCTION

The Covid-19 pandemic demanded an abrupt adjustment to the implementation of service-learning projects and activities warranting that digital tools for community engagement should have been in place (Burrowes et al., 2020). However, there were limitations on the familiarity and user knowledge of these various social media platforms, even requiring training. While community engagement during a pandemic must be inclusive (Cattapan et al., 2020), the situation posed challenges due to the ability of community members to acquire and utilize electronic devices and allocate a budget for connecting online. On the other hand, students had their challenges to handle. School closure also pushed home learning that conveyed challenges even for parents (Bhamani et al. 2020).

This paper sought to understand students' difficulties, observations, and insights regarding online community engagement and how they made sense of service-learning through this involvement. The research questions include:

1. What is the student's understanding of online community engagement?
2. What were the students' experiences of online community engagement during the pandemic?
3. After undergoing online community engagement, what does eService-learning mean to students?

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3. THEORETICAL FRAMEWORK/LITERATURE REVIEW

Service-learning courses benefit both students and community partners (Eppler et al., 2011). Service-learning highlights students' development of skills and values such as leadership and citizenship through connections to the community (Peters et al., 2006). The pandemic has challenged the delivery and implementation of service-learning. However, remote service-learning remains achievable despite physical distancing and mandated lockdowns. Carefully planning the content and learning experiences geared towards service that responds to community needs (Albanesi et al., 2020) may have to be underscored this time.

The Philippines' higher educational landscape has been implementing service-learning. Many of the service-learning and community-engaged programs in the Philippines are under the National Service Training Program (NSTP) with three courses: *Reserve Officers' Training Corps* (ROTC), offering military training; *Civic Welfare Training Service* (CWTS), concentrating on the general welfare of the community members; and *Literacy Training Service* (LTS), preparing students to teaching literacy and numeracy skills to those needing instruction. The initial set-up of electronic materials and means to connect online was placed through existing university and community partnerships and initiatives. It was not done without difficulty as most communities do not have stable internet connection and experience frequent power interruptions. Students focused on identifying community needs through one-to-two hour synchronous online community interaction activities using Zoom or other virtual platforms. Applying course and service-learning concepts, activities done through eService-learning included COVID-19 and vaccination information campaigns, mental health awareness, instructional videos for creating homemade sanitizers, and home-based physical exercises.

Meaning-making is essential to learning, with reflection being one of the key concepts in service-learning. Meaning-making is viewed as a process of meaning-building that assists students in creating connections between academic knowledge, community experiences, and service-learning concepts (Albanesi et al., 2020). Meaning-making thus applied in the study since study-participants provided deep reflection of their online community engagement through discussions, analysis, and evaluation of activities in the eService-learning course.

4. METHODS/ANALYSIS

The study employed the phenomenological approach based on Colaizzi's phenomenological data analysis (Neubauer et al., 2019). The CWTS course that was implemented in a comprehensive Philippine university in Manila provided the setting of this study. Interviews were conducted during the period March to May 2021, part of the of the Philippines' lockdowns.

The study involved Science, Music and Medicine freshmen students who took up the CWTS course component, all of whom were group leaders. Through criterion sampling, these participants were selected from a pool of over-75 CWTS students who submitted reflection papers. Participants were interviewed virtually, with the researcher using their written reflection papers as secondary data in reference to their interview answers.

Since the CWTS course was staged during the months of the pandemic, informed consent was secured during the online orientation of the service-learning course, as well as in the individual guided reflection questionnaire exercise that yielded the reflection papers. The researcher anonymized interview data.

Participants answered semi-structured questions such as ‘What is your understanding of online community engagement?’ and ‘Describe your experience and challenges you encountered based on your engagement with the following: online course, group members, and community interaction.’ Answers were then submitted privately through the learning management system.

A *within and cross-case analysis table* helped the researcher identify significant statements, and then formulate meanings, theme clusters, and emergent themes. Preliminary and final themes were extracted and used as the basis for developing an empirical conceptual model. Findings were validated through two validation activities utilizing the *critical friend technique* to confirm the themes and results.

5. RESULTS AND DISCUSSION

Significant statements were grouped by participant reference label. Table 1 presents sample quotes from participants, theme clusters, and emergent themes.

Significant Statements	Formulated Meanings	Theme Clusters	Emergent Theme
For some of my group members, it is a virtual network or channel or medium to reach out to communities that can only be tapped in such ways. There are genuine interpersonal relationship and connections formed through this network. It also sparks kindness, love, and generosity without barriers.	Connection through internet and technology sparks charitable actions.	Alternative mode of reaching the communities	Cognizance
Virtual community engagement, for me means limited and luxury. Luxury in a way that not everyone can afford. The necessity of online communication is not something that comes for free. Furthermore, there is a probability that the people that we want to help are those who are not given such luxury to talk with us all because of this online barrier.	Building relationships through a network.	Possibilities of online learning	
Happy with the virtual mode community engagement. They (group members) were actually pretty surprised that it was possible, to begin with, and that we pulled it off. They (group members) were really glad that it was successful.	Online access is a privilege.	Limitations of online connection	
We feel like we could do more and really utilize our assets and our	Limitations due to the cost and access to such technology.		
	Shared feeling of fulfillment in achieving an unexpected outcome despite the drawbacks.	Fulfillment Success	Connection
	Feeling of regret/being	Feelings of regrets	

strengths and also improve on our weaknesses by collaborating physically in a face to face set up with the community.	unsettled about not maximizing their knowledge, skills, and talents.	Hope	
	Hope to be given a chance to do onsite interaction with the community.		
Suddenly receiving news about family members passing, having no power or control to visit and pay respect because of the pandemic, having no one to talk to and share problems with especially problems in regards of online class is hard.	Students difficult adjustments during the online set up.	Student online adjustment	Concerns
	Personal matters brought about by the pandemic added to their mental stress.	Personal matters	
It is no surprise that our barangays were also shocked by these events and are unable to provide the essentials to adapt to the new norm. This includes media literacy and sufficient technological devices. In terms of the implementation period, some participants were confused in performing simple virtual tasks such as posting and using hashtags. Similar to other digital situations, there were some instances of miscommunication among members and participants.	Partner communities and participants lacking in digital literacy and preparedness led to miscommunication.	Community encounters as limited	Unprepared community members

Table 1: Examples of significant statements with formulated meanings and themes

Data analysis formed an empirical conceptual model, the *eService-Learning Triad of Students' Community Engagement* (Figure 1). This Triad reveals three overlapping areas of students' lived experience during the online community engagement period.

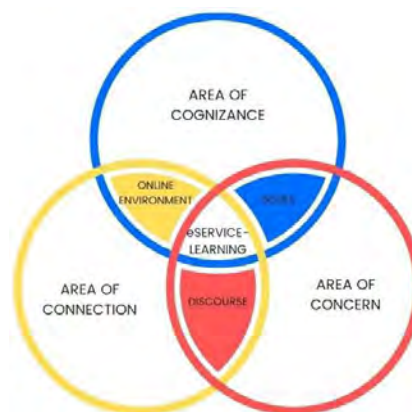


Figure 1: eService-Learning Triad of Students' Community Engagement

The **Area of Cognizance** explains students' awareness and understanding of online community engagement through online interaction with community leaders and selected community members. They describe the purpose of online community engagement as an alternative means to reach and provide service to the community. Students also perceive that online community engagement's possibilities are not without limitations and challenges. They experienced a fully online community engagement and saw the importance of putting effort into engaging with partner communities. The situation has not been easy for the students but it shows how they value the communities in need.

The **Area of Connection** focuses on students' shared experiences about creating online relations with their classmates and the communities. Students articulated what they felt helped them relate to those undergoing similar adjustments and adapting to the situation of an online engagement. Two opposite sets of feelings identified in this area include students' shared feelings of success, fulfillment, and hope; and feelings of regret due to drawbacks. Students' success and fulfillment focused on appreciation for opportunities to new forms of learning. Students are hopeful for the future improvement of online engagements and longs for a face-to-face interaction. On the other hand, feelings of regrets due to drawbacks are because of unavoidable factors they experienced. Many shared the feeling of an insufficient online engagement experience since online mode eliminated the sense of being present.

Problematic situations are emphasized in the **Area of Concern**, covering matters that disrupt the flow of community engagement during the course. Notably, students' concerns included student online adjustment and handling personal matters such as school-life imbalance, establishing rapport with other students and community members, and mental health issues. Specifically, instances when students and their families were affected by COVID-19 have taken a toll on their mental health. Likewise, community concerns should not be ignored. Students identified that limited community encounters and unprepared community members led to miscommunication in doing online activities. Readiness of the community for online engagement emerged as problematic. They said community members lacked digital literacy; struggled with internet connectivity; power interruption issues; and limited their participation since only a few own electronic gadgets.

Findings describe students' adversities during their online community engagement. Despite everything they have gone through, they valued the benefits of eService-learning course. Students recognize how important this is for communities needing assistance. Additionally, eService-learning students' values of resilience, goodwill, and gratitude were developed.

6. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

Findings from this study yielded the implication to examine the eService-learning delivery and how this affects the students, community, and other stakeholders. Service-learning is an essential course that needs close analysis of how it could be redesigned to fit the new normal. Institutions need to acknowledge stakeholders' limitations and consider these as an essential part of eService-learning. Opening new and creative ways to deliver eService-learning should be front and center of redesigning the course. Another critical factor is involving government and other institutions to assist in the set-up of accessible online infrastructure for marginalized sectors.

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Conversing with the New Normal: Virtual Service-Learning amid COVID-19

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1. ABSTRACT & KEYWORDS

This paper offers an overview of a virtual service-learning (SL) initiative called “Integrating Service-Learning and Virtual Teaching and Learning Technologies: A Collaborative Project with Teachers and Community Partners” that took place during the outburst of COVID-19. While some might assume that SL activities had to be cancelled or put on hold because of the pandemic, this initiative conversely explored the potentialities of organizing SL courses and programs online, and delightfully found out that virtual SL could be even more effective and efficient under certain circumstances brought about by social distancing. This paper thus highlights the advantages of conducting SL online, and delineates the community impact that the initiative has created. With the help and connections offered by a social enterprise, the 1.5-year project is an attempt to discover new SL pedagogies via technology. The new normal, as the paper proves, has enabled and facilitated multifaceted ways of implementing SL in a post-pandemic society.

Key Words: virtual service-learning, pandemic/COVID-19, community impact

2. INTRODUCTION

Higher education in Hong Kong has been facing immense challenges since 2019. Social movements and COVID-19 altogether imposed great difficulties to teaching and learning, resulting in the new normal in education: the virtual classroom. While classes could still be conducted in the virtual classroom, what about service-learning (SL) – a pedagogy that supposedly emphasizes human touch and interaction, empathy building, and critical reflection? One might argue that other forms of SL, namely indirect, research and advocacy, could serve as a temporary substitute; however, as COVID-19 continued to haunt us and online learning had eventually become the new normal, one could not help but wonder and ponder over the future of direct SL – or could it be a mix of both i.e. mixed-mode SL? In view of this, the Centre for Innovative Service-Learning (CISL) at Hong Kong Baptist University (HKBU) has developed a 1.5-year project to explore the potentialities of virtual SL.

The project, titled “Integrating Service-Learning and Virtual Teaching and Learning Technologies: A Collaborative Project with Teachers and Community Partners”, began in August 2021 and will be completed in early 2023. This paper captures and reports some of our findings and observations we gathered in the first year of our project. The project has several key aims:

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- (1) To develop a forward-looking and sustained approach in which teachers, staff and community partners will see new tech and virtual teaching and learning (VTL) as long-term new teaching strategies and ways of delivering services to the community;
- (2) To devise, deliver and evaluate VTL in SL to ensure the relevance and quality of learning of virtual/mixed-mode SL;
- (3) To capture and consolidate the emergent VTL-SL tactics and best practices throughout the process and share them with academic peers and community partners for knowledge transfer and sustained development of VTL-SL;
- (4) To conduct a pilot community impact assessment on VTL-SL courses, with the possibility of building a model on VTL-SL in future.

As one can immediately tell, this large-scale project could not be executed by CISL per se in terms of both manpower and resources. It is thus a collective effort, and CISL has partnered with Society for Innovation and Technology in Social Work Ltd. (SITSW, <https://www.sitsw.net/>) – mainly for training workshops, idea generation, and brining in connections and community partnerships; and two scholars from the University of Hong Kong (HKU) and the Hong Kong Shue Yan University (HKSYU) are also engaged for conducting research on community impact.

3. PARTNERSHIP WITH SITSW

When designing the initiative, we planned to adopt a train-the-trainers approach in which all staff, teachers and community partners will involve in building new VTL-SL courses or transforming existing SL courses/projects into VTL-SL so that all parties will acquire transferrable knowledge and skills on VTL. We thus aimed to upskill not just HKBU colleagues but also our community partners so that they could adopt our VTL-SL tactics to their own services to address the new needs of the “everything-mixed-mode/online” society, hence maximizing the impact of this project. So far the project has been running for one year and the results are promising, and this paper documents some of our preliminary collaborative results with SITSW. Colleagues from SITSW are both resourceful and tech-savvy; they did not only manage to introduce new partnerships to CISL/HKBU but also contributed a lot in bringing in new technology during training workshops – such as the use of Padlet which was much welcomed by students and teachers alike – to SL course instructors so as to facilitate the execution of virtual SL. They also lobby and liaise with community partners and teachers, assist in the planning, logistics and delivery of VTL-SL courses/projects, provide digital infrastructure support, and help with best practice consolidation.

4. RESEARCH ON COMMUNITY IMPACT

As mentioned above, this initiative also contains a research part on community impact that aims at investigating the effect this project has on various communities and service sectors. It also explores teachers’ extent of acceptance as well as barriers of incorporating virtual teaching and learning technologies into SL. The research adopts a qualitative approach. Semi-structured interviews and focus groups are conducted with the participants, using the format of “Project Reflection Workshops”. Thematic analysis of the transcripts are implemented and the data for this study is collected via a semi-structured

format consisting of open- and closed-ended questions. Using a semi-structured format instead of a structured format allows the researchers to ask follow-up questions when needed. This technique is used to increase the researchers' understanding of the dynamics being explained by the participants. The aforementioned "Project Reflection Workshops" are carried out by referencing to the Prove It! Toolkit guidelines. Participants could look back over the work of the project and reflect on the impact it has had and the lessons that they have learned. Some discussion questions suggested in the Prove It! Toolkit guidelines have also been slightly modified.

So far two rounds of focus groups were conducted and some of the preliminary findings and observations include: 1) while service users appreciate the virtual initiative, they hope for more in-person interaction with different parties; 2) Students share a similar view and find it relatively more difficult to build up empathy if they have to solely rely on the Internet. 3) Course instructors reflect that the initiative is a delightful surprise as the outcomes have far exceeded their expectation, especially given the usually more lukewarm responses students have during online classes. These wisdoms will be taken into consideration when the final batch of VTL-SL courses are launched in the coming semester, particularly in connection to one of the courses which will be rerun after trying out virtual SL in the first batch.

5. VTL-SL COURSES

This project lasts for three semesters and for each semester, there are two courses specifically devoted to this initiative. A separate section on CISL's website has already been set up to capture and document this project to enhance knowledge sharing and sustainability: <https://cisl.hkbu.edu.hk/staff/vtl-sl>. In a nutshell, we hope to inject virtual SL into different disciplines, namely Chinese Medicine, Communication studies, Translation, Religion and philosophy, and computer science in the last batch so as to fully demonstrate the potentialities of virtual SL, and what gaps are to be filled when some service users are hindered by the pandemic, making services inaccessible to them. This is precisely what we refer to as "conversing with the new normal": under COVID-19, instead of simply cancelling or delaying our service programs, we would like to build a constructive dialogue with the status quo and explore what can be done to actually escalate and scale up some of our SL courses. This flexibility and adaptability is a result of the unprecedented nature of the pandemic, which also reminds us that in the context of higher education, we are constantly learning and unlearning. Speaking of, that is indeed one of the reasons why we are rerunning one of the above courses in the coming semester as a way to reflect upon some of the lessons we have learned when we carried out the program at its first stage.

6. CONCLUSION

Towards the end of the initiative, in early 2023, we will hold an exhibition in HKBU's co-working space TriAngle to showcase and celebrate VTL-SL. If the pandemic allows, we hope to open the exhibition to the public so that practitioners from all walks of life can share the outcomes with us and learn together. Alongside the exhibition, there will also be a knowledge sharing session to share and discuss best practices, lessons learned and emerging VTL-SL strategies with academic peers, teachers and community partners. In the long run, we will also explore the possibility to extend the initiative and to publish related papers in connection to the findings we have gathered throughout the project.

Session X: Service-Learning Cases II

Involving English Language Students in a Multimodal Community-Engaged Project: Students' Perspectives and Readiness

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1. ABSTRACT & KEYWORDS

In this paper presentation, the subject leader of ELC2S03, a Service-Learning (SL) subject offered by The Hong Kong Polytechnic University, will share her experience in mobilising a group of students to develop multimodal profiles for local NGOs. Students were required to intertwine language, images, sounds and space in this project with a view to enhancing the public image of their NGO partners. Students' output was of very high quality and their feedback on the multimodal orchestration process was very positive. Such rewarding experience has led the subject leader, who is both a frontline English language teacher and an SL practitioner, to come to the conclusion that SL is an ideal pedagogy to enable students to connect multimedia, communication and civic engagement.

Key Words: multimodal communication, civic engagement, service-learning, english language teaching,

2. INTRODUCTION

Digital technologies have profoundly transformed everyday communication. Using multimodal texts that combine language, images, sounds and space to create meaning is no longer a novel practice. Although many university English-language subjects have been re-engineered in terms of instructional design, being restrained by their context, they may not be always able to create an authentic situation for students to purposefully develop multimodal outputs. The present writer perceives Service-learning (SL) an ideal pedagogy to connect multimedia, communication and civic engagement. Her SL subject, *ELC2S03 Persuasive Digital Storytelling*, engages students to work with NGO (non-governmental organisation) partners and requires them to first develop a multimodal profile for the organisations, and later a digital documentary that persuasively tells the partners' stories. Making the written profile multimodal is a relatively new practice. Students are now required not only to employ language to influence opinions but also to integrate multiple modes to enhance the text's overall impact. This study was conducted to determine whether:

1. students were ready to compose quality multimodal outputs for authentic communication purposes, given their wide-ranging academic and digital literacy backgrounds
2. the task was perceived as relevant and purposeful by the subject students
3. they encountered any linguistic and/or technical challenges in the digital multimodal composition process.

3. THEORETICAL FRAMEWORK/LITERATURE REVIEW

A surge of multimodal community-engaged SL projects has been noted in the past years. Researchers such as Soria and Weiner (2013) were interested in the viability of engaging students to facilitate SL online. They found that "the digital environment provides a promising practice to develop deep, meaningful learning" (Soria & Weiner, 2013, P.196). SL practitioners including Bourelle et al. (2017) and Macknish (2019) respectively

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suggested the use of e-portfolios and multimodal reflections to exemplify students' multimodal literacies and identities development. Other scholars like Tham and Jiang (2022) investigated SL instructors' motivation and readiness when designing multimodal community-engaged projects. However, there seems to be relatively few studies on students' readiness to develop multimodal SL deliverables to address community needs. The term *digital multimodal composing* was coined by Mills (2016). He built on The New London Group's (1996) five modes of meaning-making i.e. 1. Linguistics; 2. Visual; 3. Audio; 4. Gestural; 5 Spatial, and *multimodal texts* are those with two or more modes combined for the purpose of creating meaning. Digital multimodal composing requires a range of skills and understanding despite the support from very user-friendly software applications. Halfner and Ho (2020) emphasise the need for students to explore multimodal affordances and multimodal orchestration in the composition process. Multimodal affordances are "the ways different modes contribute to meaning" (p.11). Each mode is a different resource for meaning making. For example, language has grammar and vocabulary while visuals have light and colours. Language learners need to spend time learning these modes before composing their text. Halfner and Ho's concept of multimodal orchestration is particularly relevant to SL. It is defined as "the way that modes are strategically combined to address a particular audience for [a] particular purpose through concurrence, complementarity and/or divergence of modal meanings" (Halfar & Ho 2020, p.12). Their idea of strategic selection expects students to have not only knowledge of the digital genre, but also an understanding of the target audience, purpose and context of the text, as well as awareness of how modes can reinforce, complement and contradict in meaning. These are very sophisticated skills and knowledge for many language learners to acquire. Since SL, by its nature, requires students to address societal problems and produce deliverables to meet service recipients' needs, this pedagogy can provide an ideal avenue for students to explore multimodal orchestration.

4. METHOD/ANALYSIS

This is a preliminary study on 24 students enrolled in ELC2S03 in 2021-22. It aimed to investigate if these students, having received relevant scaffolding from both the subject teacher and service partners, were able to juxtapose language, technology, audiences, contexts and societal needs, and compose appropriate and persuasive multimodal profiles for NGO partners. Research tools employed in this included: a) a grade analysis of students' submitted multimodal profiles, b) a questionnaire to collect students' feedback on the digital multimodal composing experience; c) focus group meetings with subject participants.

5. RESULTS AND DISCUSSION

Students' multimodal profiles were evaluated according to three set criteria: clarity, appropriacy and persuasiveness, and were awarded a component grade for each item. For discussion purposes, this paper will only focus on the latter two component grades. Their definition in this assignment, as well as students' attained component grades are presented in Table 1.

	A Excellent	B Good	C Satisfactory	D Pass	F Fail
Appropriacy (40%) - provides content to connect service partners and audience - balances information and persuasion - employs appropriate vocabulary, rhetorical and persuasive structures - employs visual content appropriately	16.7% (4)	66.6% (16)	16.7% (4)	0	0
Persuasiveness (40%) - connects with audience - blends facts, stories, images and rhetoric to persuade - demonstrates potential to impact outcomes	20.8% (5)	58.4% (14)	20.8% (5)	0	0

Table 1: Students' component grades

Over $\frac{3}{4}$ of the submitted profiles fell within the good (B) and excellent (A) grade ranges, meaning that most students were able to juxtapose the multiple aspects of digital multimodal composing and deliver appropriate and persuasive outputs. About $\frac{1}{5}$ of these students (20.8%) were competent enough to produce high-impact multimodal profiles that blend facts, stories, images and rhetoric highly effectively to present a professional and trustworthy image for their collaborative organisations. Students' varied performance might be due to their prior multimodal composing experience. The questionnaire results may provide insight into this.

The questionnaire included both open-ended and close-ended questions. Students' responses to the two types of questions are presented in Tables 2 and 3 respectively.

n= 24

Items				
1. What application/ software did you use to produce the multimodal profile?	Canva 45.8% (11)	Poster Maker 12.5% (3)	Posteroid 12.5% (3)	Others 29.2% (7)
2. Was it your first time using the application/ software?	Yes 37.5% (9)	No 62.5% (15)		
3. How long did you spend on the visual presentation of the profile?	Below 3 hours 53.85% (13)	3-6 hours 23.08% (6)	7-9 hours 15.38% (4)	Over 9 hours 7.69% (1)
4. How long did you spend writing the text?	Below 3 hours 23.08% (6)	3-6 hours 53.85% (13)	7-9 hours 15.38% (4)	Over 9 hours 7.69% (1)

Table 2: Students' response to open-ended questions

Students' responses to the close-ended questions to a certain extent reflect their prior multimodal composing experience. About $\frac{2}{3}$ of them (62.5%) had used the chosen software/application before the assignment, with Canva being the most popular graphic design tool (45.8%). About half of the respondents (53.85%) spent less than 3 hours on the profile's visual presentation. Writing the text, however, seemed to take more time, with about half of the students (53.85%) spending 3-6 hours on the task. This is understandable since the rhetoric of persuasive language was probably new to many

students. They probably needed more time to plan strategically how to use appropriate language to persuade readers about the needs of the NGOs. A notable group of students (about 20%), however, seem to have invested a relatively long time in completing the assignment, spending over 7 hours on language and visuals respectively. These students might have been new to both the rhetoric and design aspects of the task.

Students' responses to the open-ended questions seem to correspond to the grade analysis. Although the questionnaire was an anonymous survey, there is reason to believe that users experienced in graphic design tools are likely to spend less time on the visual aspect, and are more likely to attain a better grade in this assignment; and vice versa. Although most design software is now user-friendly, multimodal orchestration, as pointed out by Halfner and Ho (2020), is a very sophisticated skill and knowledge for most language learners to master. Students' varied digital literacy levels could impact their output quality despite all having the same scaffolding experience in the subject.

n=24

Items	5 Strongly agree	4 Agree	3 Neutral	2 Disagree	1 Strongly disagree
1. Designing a multimodal profile for my service partner is a purposeful task.	53.85% (13)	46.15% (11)	0	0	0
2. I have incorporated my understanding of my service partner, communication purpose and target audience when completing this multimodal task.	76.92% (18)	23.68% (6)	0	0	0
3. Multimodal communication has become more important in everyday life.	61.54% (15)	38.46% (9)	0	0	0
4. All university language subjects should train students to use multimodal means to communicate.	23.08%	53.85%	23.08%	0	0

Table 3: Students' response to open-ended questions

Table 3 shows that regardless of their multimodal composing experience, all students unanimously agreed multimodal communication has already become part of our everyday life. At a focus group meeting, some students expressed that honing their multimodal communication competence was one of their reasons for enrolling in ELC2S03. Developing a multimodal profile for NGO partners, though challenging to some, was considered a purposeful task by all students. Some focus group members commented that the experience of visiting the NGOs, talking to their representatives as well as learning about their visions and challenges enabled students to better understand the profile's function, the message to the intended readers and the image to be built for the NGOs. Such authentic interaction experiences encouraged students to consider more consciously how to deploy different modes to best address their service partners' needs, and in turn enriched their multimodal orchestration experience.

6. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

The findings have assured the ELC2S03 subject leader that making the profile writing task multimodal was a welcomed move. Students all considered this multimodal project relevant and purposeful. Most of them were able to create appropriate and persuasive multimodal profiles as service deliverables for their clients, with a significant number developing highly effective outputs. Most students enrolled in the subject were experienced graphic design tool users and did not seem to have invested unreasonable time (re)learning their functions. Between the visual and linguistics aspect of the

assignment, working on the rhetoric seems to be more challenging and time-consuming to most students. Students with limited multimodal design experience, however, should be provided with additional support, such as referring them to self-directed learning videos to build up their confidence in completing the task.

“Inject[ing] more realism into writing assignments”, has long been advocated by ELT professionals such as Huckin (1997, p.49). But “realism” today might mean not only authenticity in terms of task design but also mode of communication. As communication has become multimodal, language education should aim at nurturing competent communicators who can intertwine language with other modes to create meaning. ELT professionals involved in SL should utilize this pedagogy to meaningfully engage students in a multimodal orchestration process through which they can see the connection among multimedia, communication and civic engagement.

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Service-Learning in an EFL Context: May I Speak Chinese?

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1. ABSTRACT AND KEY WORDS

Course-based service-learning can help learners develop academic, social, and civic potential. In particular, its communicative and cross-cultural aspects can provide pedagogical support in a language classroom by creating language exposure through community engagement. However, foreign language learners may not have access to community partners who speak the target language. Depending on participants' level of language proficiency, the choices of services may also be limited. By analyzing quantitative data collected from pre-and-post service-learning surveys, this study sought to investigate how the primary use of first language during community interaction would affect students' learning experiences of a service-learning project in an English as a Foreign Language classroom. The results showed significant positive differences in seven out of the 14 learning outcomes measured. This study serves as a preliminary example of implementing a service-learning project in an English as a foreign language classroom and provides pedagogical implications for language instructors who plan to incorporate service-learning into their curriculums.

Key Words: service-learning, community service, language learning, EFL, ESL

2. INTRODUCTION

Service-learning (SL) is an experiential learning pedagogy that enables students to apply classroom learning to real-world settings through community service activities. The potential academic, social, and civic benefits derived from SL have prompted its implementation across disciplines (Astin et al., 2000; Celio et al., 2011), including second language (L2) and foreign language (FL) education. Community engagement in SL can bring L2/FL learners opportunities to interact with native speakers of the target language in a sociocultural context, and possibly encourage language development (Pellettieri, 2011; Zapata, 2011; Bettencourt, 2015; Poteau, 2020).

However, there are some challenges while harnessing the benefits of SL in an FL context. As the FL is usually not the dominant language of the society, community partners who are speakers of the target language may not be available. Moreover, pre-intermediate students, such as the participants in the present study, are less likely to engage in community services that require higher levels of FL proficiency. These areas of need have been overlooked. This study addresses this gap by examining quantitative data regarding SL in an EFL (English as a Foreign Language) setting. It seeks to explore how the primary use of learners' first language (L1) during community SL would affect their learning experiences in an English classroom.

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3. LITERATURE REVIEW

Course-based SL has been shown to have positive impacts on students' learning. Studies have demonstrated its links with improved faculty-student relationships, classroom engagement, and educational outcomes (Eyler et al., 1997; Astin et al., 2000; Celio et al., 2011). Researchers have also found a positive correlation between SL participation and the development of communication, problem-solving and leadership skills (Astin et al., 2000; Celio et al., 2011; Poteau, 2020). Moreover, SL participants seem to demonstrate higher levels of social awareness and civic engagement compared to non-SL participants (Eyler et al., 1997; Astin et al., 2000; Celio et al., 2011; Poteau, 2020). Although some of these effects, such as leadership skills, may not be as significant as the others (Astin et al., 2000), it is likely that SL can be incorporated as a curriculum component to enhance learning and classroom climate, while fostering the development of certain transversal skills and civic-minded values.

In an L2/FL setting, SL can make certain language goals more attainable than in traditional language classrooms. For instance, an SL project may create real-world communication opportunities with community partners who are speakers of the target language. Quantitative and qualitative data have shown that the inclusion of SL decreases L2/FL learners' anxiety while increasing their L2/FL communication willingness, motivation, and skills (Pellettieri, 2011; Zapata, 2011; Bettencourt, 2015; Poteau, 2020). This appears to support the views of Gass et al. (2020), who stated that real-world exposure to the target language is beneficial for language acquisition, and L2 anxiety can be "negatively correlated with oral production." SL can connect L2/FL language learning with community interaction, and this connection may benefit students' communicative competence and cultural awareness.

Despite the potential advantages, it can be challenging to search for community partners of the target language in an FL setting. As stated in the Introduction, FL learners and pre-intermediate students may not obtain the interaction opportunity or the linguistic competence that L2 learners and high-intermediate students have (Zapata, 2011). Studies have looked into the effects of SL in L2/FL courses. Whether the absence of L2/FL during community interaction would affect the expected outcomes of an SL project in an FL setting, however, remains unclear. This study aims to investigate the effects of SL on EFL learners, specifically when L1 is used as the primary language during community engagement.

4. METHODS

This study employed a quantitative approach. By analyzing the data collected from pre- and post-SL surveys, the study sought to answer the following research question: How would the primary use of L1 in community interaction for an SL project affect students' learning experiences in an EFL classroom?

4.1 Participants and Context

The participants in the study were 48 students (35 male, 13 female; mean age 21 years) from two classes at a university in Taiwan. The participants were pre-intermediate EFL learners who enrolled in Sophomore English, a required course for non-English majors. They acquired Mandarin Chinese as their L1, and English was considered an FL that was mostly learned and used in school. Twenty-seven of them spoke Taiwanese as their L2. The course was developed on the basis of relevant literature on academic SL, with an attempt to connect discussions, reflections, and community service to course objectives and content (Astin et al., 2000; Celio et al., 2011; Pellettieri, 2011; Poteau, 2020). With the Service Learning Course Grants provided by the university, the SL project was

conducted as an extension activity of the topic “population aging” from the course material. The project included a four-hour collaboration with a community organization for senior citizens. Two representatives from the organization were involved with pre-service orientation and preparation. The students joined the organization’s fitness and craft classes with the elderly, and taught them three relevant English vocabulary items. The students communicated with the seniors primarily in Mandarin Chinese or Taiwanese, and used English to complete academic tasks and assignments.

4.2 Instruments

To ascertain if SL caused any changes in students’ perceived learning outcomes, pre- and post surveys were administered. The surveys used a five-point Likert scale and were conducted at the start and the end of the semester. Survey instructions and questions were given in English, with translation into Mandarin Chinese to ensure comprehensibility. Both surveys contained 14 items and had three outcome areas: (a) Overall subject-matter engagement, (b) personal skills development, and (c) community engagement. Some of the questions were adapted and modified with permission from Gelmon et al.’s (2018) Community-Based Learning Student Survey, which according to the researchers, assessed students’ SL experiences and civic engagement development. To estimate the internal consistency of the modified surveys, Cronbach’s alpha test was applied (Creswell & Creswell, 2018). The Cronbach’s alpha was .85 for the first survey and .83 for the second survey, indicating the surveys’ adequate reliability. For the result analysis, a *t*-Test for paired samples was used to determine if there were differences before and after SL participation. An alpha level of .05 was used to detect statistical significance. Cohen’s *d* was calculated to measure the effect size for the change over time.

5. RESULTS

This study included data from 48 participants’ pre- and post-SL perceptions. The effect size was calculated using Cohen’s *d*, which ranged from moderate ($d = 0.50-0.80$) to strong ($d = 0.80-1.20$). The only exception was in the outcome of leadership skills, which had a Cohen’s *d* of 0.17, thus indicating a negligible difference. The results showed significant positive differences in half of the 14 learning outcomes measured ($p < .05-0.001$; Table 1), Interest in English, motivation for improving English proficiency, problem-solving skills, peer relationships, faculty-student relationships, social awareness, and unwillingness to volunteer in the future. It is worth noting that the last item was negative, and therefore students’ willingness to volunteer lowered after participating in SL ($M = 3.69$, $SD = 1.06$), $t(47) = -2.45$, $p = .01$), compared to before ($M = 3.40$, $SD = 0.76$).

Variable	Pre-SL		Post-SL		<i>t</i>	<i>p</i> value	<i>Cohen's d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
(a) Overall subject-matter engagement							
Understanding of course content and materials	3.31	0.69	4.13	0.73	-7.38	2.14	1.15
Interest in coursework	3.38	0.84	4.13	0.84	-4.89	1.20	0.89
Connection between community partner interaction and learning	3.42	0.58	3.96	0.82	-4.86	1.30	0.76

Interest in English	3.15	0.74	3.56	0.77	-3.63	.00***	0.54
Motivation for improving English proficiency	3.42	0.77	3.75	0.84	-2.95	.00**	0.40
(b) Personal skills development							
Problem-solving skills	3.69	0.78	4.06	0.81	-2.77	.00**	0.46
Leadership skills	3.60	0.79	3.75	0.93	-1.09	.27	0.17
Peer relationships	4.02	0.67	4.31	0.75	-2.31	.02*	0.40
Faculty-student relationships	3.98	0.70	4.27	0.82	-2.04	.04*	0.38
Social awareness	3.69	0.78	4.27	0.82	-3.93	.00***	0.72
(c) Community engagement							
Sense of community contribution	3.94	0.81	4.65	0.67	-6.15	1.58	0.95
Sense of ability to make a difference in one's community	3.75	0.81	4.40	0.87	-5.51	1.46	0.77
Less class time on SL	3.23	0.86	3.54	1.17	-1.67	.10	0.30
Unwillingness to volunteer in the future	3.40	0.76	3.69	1.06	-2.45	.01*	0.31

Note. $N = 48$; $df = 47$; * $p < .05$, ** $p < .01$, *** $p < .001$

Table 1: Results of Paired Samples t-Test of Pre- and Post-SL Surveys

Despite the overall positive changes in mean scores from pre-survey to post-survey, no statistically significant differences were observed in the other six outcomes (Table 1). This suggests that the participants' perceptions of these items remained unchanged over the semester.

6. DISCUSSION

The results of the present study provide empirical support for the general expectation that SL contributes to students' learning in a number of ways. In the outcome area of subject- matter engagement, SL appears to promote learners' interest and motivation in learning. This is consistent with the findings of previous investigators (Astin et al., 2000; Celio et al., 2011; Pellettieri, 2011). Although studies identified authentic communication with native speakers during SL as a contributory factor in L2/FL development (Pellettieri, 201; Bettencourt, 2015; Poteau, 2020), it seems that with limited use of FL during community interaction, SL may still be beneficial for language acquisition. However, the lack of FL exposure during SL can also be a reason for the insignificant results on the other variables.

In terms of personal skills development, the overall results of this study appear to be in line with previous research (Eyler et al., 1997; Celio et al., 2011). SL participation appears to support the development of problem-solving skills and social awareness among students. It can also contribute to increased positive perceptions of student-faculty and student-peer relationships. It is likely that SL can provide pedagogical support to connect FL education with real-world issues, and presumably foster classroom relationships.

Contrary to expectations, this study did not find a significant positive difference in the outcome area of community engagement. Students' willingness in volunteering and participating in community services decreased after SL. As suggested by Zapata (2011), SL may have "a more moderate effect on the lower-level students' attitudes and motivation than on their higher-level counterparts" in a language classroom. It may be possible that the requirement of completing academic tasks in English hinders the development in this outcome area.

7. CONCLUSION

The findings of this study indicate that with minimal use of FL during community interaction, SL participation can still increase EFL learners' interest and motivation. In addition, incorporating SL as a course component may foster classroom relationships, and help learners develop problem-solving competence and social awareness. This study serves as an example of implementing an SL project in an EFL context and provides pedagogical implications for L2/FL instructors who plan to incorporate SL into their curriculums. To improve lower-level students' SL experience in an EFL classroom, perhaps providing additional support and guided practice for SL-related academic tasks would be helpful. Finally, this study was limited by its relatively small sample size and lack of a comparison group. It also did not include participants' pre- and post-grades and their previous volunteer experiences in the data. More research with a bigger sample size and further data collection to determine how academic SL affects students' learning experiences in an EFL classroom is recommended.

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APPENDIX 1.1: PRE-SERVICE-LEARNING SURVEY

1. The community work I will do through this course will help me to better understand the lectures and materials in this course.
2. The community work I will do through this course will increase my interest in coursework.
3. My interactions with the community partner will enhance my learning in this course.
4. The community work I will do through this course will contribute to my learning about a particular societal issue.
5. Taking part in the service learning project will help me develop my problem-solving skills.
6. Participating in the community will help me enhance my leadership skills.
7. The community work I will do through this course will increase my interest in English.
8. The community service I will perform in this class will enhance my relationship with my classmates.
9. The community service I will perform in this class will enhance my relationship with my instructor.
10. I feel that the community work I will do through this course will benefit the community.
11. I can make a difference in my community.
12. I feel that I will learn more from this course if more time is spent in the classroom instead of doing community work.
13. I will want to achieve a higher proficiency level in English after taking the course.
14. I probably will not volunteer or participate in the community after this course.

APPENDIX 1.2: POST-SERVICE-LEARNING SURVEY

1. The community work I did through this course helped me to better understand the lectures and materials in this course.
2. The community work I did through this course increased my interest in coursework.
3. My interactions with the community partner enhanced my learning in this course.
4. The community work I did through this course contributed to my learning about a particular societal issue.
5. Taking part in the service learning project helped me develop my problem-solving skills.
6. Participating in the community helped me enhance my leadership skills.
7. The community work I did through this course increased my interest in English.
8. The community service I performed in this class enhanced my relationship with my classmates.
9. The community service I performed in this class enhanced my relationship with my instructor.
10. I feel that the community work I did through this course benefited the community.
11. I can make a difference in my community.
12. I feel that I would have learned more from this course if more time was spent in the classroom instead of doing community work.
13. I want to achieve a higher proficiency level in English after taking the course.
14. I probably will not volunteer or participate in the community after this course.

Service-Learning and Environmental Sustainability

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1. ABSTRACT & KEYWORDS

Applying what has been learnt in the classroom to serve the community is considered one of the major benefits of Service-Learning. It has been established that Service-Learning is a significant pedagogic component of chemistry education providing valuable experiences for students to develop essential skills. Recently, there has been a growing number of studies investigating Service-Learning in chemistry relating to environmental sustainability. These studies are of significant value for the promotion of well-being, in particular when considering the worldwide ageing population and the importance of a clean and sustainable environment. In this review paper, we will describe the teaching practice and innovations adopted in Service-Learning in connection with environmental issues. The current study highlights some of recent advance in connecting Service-Learning, chemistry and environmental quality while the major areas being applied in the reported studies will be identified. The findings are expected to provide insights for future planning and development of Service-Learning subjects which address the importance of a sustainable environment for promotion of good health and well-being.

Key Words: service-learning, environmental sustainability, chemistry education, analytical laboratory, experiential learning

2. INTRODUCTION

Connecting the knowledge a student learnt in classes to an application benefiting the community is one of the important characteristics of Service-Learning. In the past years, this active learning approach has become increasingly popular in chemistry education. Service-Learning in chemistry has long been associated with engaging students in the design, development and performance of demonstrations (Cartwright, 2010). Dated back to 2002, Hatcher-Skeers & Aragon have reported on a study in which chemical demonstrations were adopted as an active-learning approach in a general chemistry course while also serving as an outreach methodology to a secondary school. In their study, the demonstrations were planned by students, who first presented the materials to their peers and then to groups of middle school children in the event designated as Chemistry Day (Hatcher-Skeers & Aragon, 2002). Meanwhile, there are also studies focusing on providing opportunities for college students to teach primary and secondary school students, with findings supporting an increased sense of citizenship for college students (Glover et al., 2013; Heider et al., 2018).

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For example, Glover et al. (2013) have explored the implementation of a Service-Learning component into a second-year undergraduate organic chemistry laboratory course. In addition to realizing the use of synthetic azo dyes to dye t-shirts, the undergraduate students enrolling in the laboratory course taught secondary students from resource-limited schools on how to make azo dyes. This practical Service-Learning experience also helped to increase students' awareness of inequality in school education systems. Recently, there has been a growing number of studies investigating Service-Learning in chemistry relating to environmental sustainability (Heider et al., 2018; Roberts-Kirchhoff, 2014). These studies are of significant value for the promotion of well-being, in particular when considering the worldwide ageing population and the importance of a clean and sustainable environment. In this review paper, we will describe the teaching practice and innovations adopted in Service-Learning in connection with environmental issues. The major areas being applied in the reported studies will be identified. The findings are expected to provide insights for future planning and development of Service-Learning subjects which address the importance of a sustainable environment for promotion of good health and well-being.

3. LITERATURE REVIEW

Increasing life expectancy and ageing population around the world has intensified the demand for a clean and sustainable environment, which is also essential to the success of healthy ageing (Fong et al., 2021). In fact, increasing levels of pollution which lead to deteriorating environmental quality is a serious threat to the health and well-being of all age groups (Chiu & Fong, 2022). Educational interventions in addressing environmental sustainability include the innovations in pedagogy and practice adopted in classroom teaching (Chiu et al., 2022). Meanwhile, there are also studies reporting the approach adopted in chemistry education incorporated with Service-Learning components addressing environmental issues. For example, in the book edited by Roberts-Kirchhoff (2014), various topics focusing on relevant connections between Service-Learning and environmental chemistry have been discussed. The collection encompasses various studies including the development of a model using gas concentrations in the atmosphere and energy balance to predict global temperatures with high school students, as well as a Service-Learning project addressing the theme "Energy-Now and Forever" for students in a general, organic, and biological chemistry subject. Earlier in 2012, Kammler et al. reported an interesting Service-Learning project which was related to the environmental monitoring of a nature preserve. Students engaged in the project conducted analysis of the water quality in a nature preserve. Deliverables by students include a standard operating procedures manual, public presentation slides, as well as a well-designed poster. More recently, Dameris et al. (2019) reported the implementation of an environmental chemistry Service-Learning project in a university in which the quality of well water for residents in southern Illinois was tested. The water samples for a variety of contaminants such as heavy metals and nitrate ions were analyzed. One special feature of the project was that students were required to have meetings for delivering the results of water analysis and communicating with the well owners for the understanding and interpretation of results. Another example regarding the water environment is the study reported by Heider et al. (2018), which describes the modification of an analytical chemistry laboratory to incorporate a Service-Learning component, with the objectives to train students in the application of learned analytical skills to real-world samples, equip students with new techniques, and develop professional communication skills. In the study, students were responsible for the design of sampling strategies and collecting wastewater samples in the field of a water polishing facility. Standard analysis on the

samples were performed including the determinations of pH values and concentrations of chloride ions and sucralose. The results were shared by students in a public seminar.

4. RESULTS AND DISCUSSION

Preliminary findings of the review study suggest the promising approach to Service-Learning in chemistry involving the application of chemical analysis techniques and scientific concepts to address environmental problems in the community. The commonly applied areas in relevant recent studies include the analysis of contaminants in the water environment. Students engaging in the Service-Learning projects were required to deliver the analysis findings in public presentation. These active-learning strategies of Service-Learning in science education aim at facilitating students' application of learnt scientific knowledge to address social issues and understanding of new techniques through the engagement in practical service sessions. While laboratory is an essential component in science education, its incorporation in Service-Learning serves as a useful tool to address the growing concerns towards the increasingly polluted environment. In addition, the learning approach also contributes to enhancement of students' environmental awareness through the contact with real-life samples and dissemination of analysis results.

5. CONCLUSIONS

The current study highlights some of recent advance in connecting Service-Learning, chemistry and environmental quality. Promising prospects have been reported in students' learning through engaging in the practical service in relation to environmental sustainability. With the increasing studies in recent years investigating relevant connections of Service-Learning and environmental issues, a comprehensive review is necessary for further planning and development of innovative strategies and framework in the implementation of Service-Learning projects.

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Personal Gains and Challenges of Virtual Intergenerational Service-Learning in Health Promotion

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1. ABSTRACT & KEYWORDS

The Coronavirus Disease 2019 (COVID-19) pandemic has disrupted the conventional face-to-face learning since 2020. Face-to-face intergenerational service-learning was switched to online learning. This study aimed to evaluate and analyse the personal gains and challenges of virtual intergenerational service-learning among undergraduate students in the health promotion subject. 56 undergraduate students in the top-up health studies programme taking the compulsory subject of Practices in Health Promotion were involved in this study. A deductive content analysis on students' reflective essay was conducted to evaluate the personal gains and challenges of virtual intergenerational service-learning. Results indicated that students gained leadership skills, built a reciprocal relationship with the community, had impact of future development and changed in perception of older adults after the virtual intergenerational service-learning. Challenges of virtual intergenerational service-learning consisted of technical issues and support, orders during online presentation and effectiveness of services. Recommendations are provided for academic and community settings to achieve successful virtual intergenerational service-learning.

Key Words: intergenerational service-learning, virtual, personal gains, challenges, older adults

2. INTRODUCTION

Intergenerational service-learning involves interaction between youngsters and older adults, with benefits to both generations. Youngsters can apply not only what they have learned in the classes but also gain from the experience of the elderly recipients. Older adults can enhance physical and psychological health through the interaction with younger generations. To promote intergenerational service-learning, educational institutions have put loads of efforts, including manpower, cost and time, to conduct the course.

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The Coronavirus Disease 2019 (COVID-19) pandemic has disrupted the conventional face-to-face learning since 2020. In Hong Kong, most academic learning was forced to adopt online learning to minimise the spread of COVID-19. Between the fourth and fifth COVID-19 waves (mid-February 2021 to 31 December 2021), some social distancing measures were eased and face-to-face teaching was resumed. Nevertheless, Hong Kong has recorded more than 1.27 million positive cases since the fifth COVID-19 wave (as of 14 July 2022), affecting academic learning, which was switched back to online learning. This study aimed to evaluate and analyse the personal gains and challenges of virtual intergenerational service-learning among undergraduate students in the subject of health promotion.

3. LITERATURE REVIEW

Younger and older generations who participated in intergenerational service-learning were found to have numerous positive outcomes. For the students, better understanding of ageism, improved attitude about ageing and personal development were found (Bartlett et al., 2021; Yoelin, 2021; Fong et al., 2022a). Older generation could experience enhanced socialisation, interaction with young people and broadened horizons from intergenerational service-learning (Bowling et al., 2022). During the COVID-19 pandemic, the older adults had to use technology in order to participate in the online mode of service-learning programme. Many older adults, particular of the vulnerable group, needed to have an electronic device and more time to be familiarised with online learning. Biological ageing restrictions and requisite knowledge were the barriers for older adults to use technology for online learning (Fong et al., 2022b). Therefore, virtual intergenerational service-learning might be challenging to not only the students but also the older adults.

4. METHODS/ANALYSIS

4.1 Method

Participants

56 undergraduate students in the top-up health studies programme taking the compulsory subject of Practices in Health Promotion were involved in this study. The subject was conducted purely online due to the fifth COVID-19 wave. Students were assigned to four community centres operated by a non-governmental organisation in Hong Kong, China. They attended the 13-week intergenerational service-learning programme from January to May 2022. Concepts and course contents were delivered to the students in the lectures during the first three weeks. For the remaining ten weeks, students were required to deliver services to the recipients by organising online talks on health promotion via ZOOM, an online meeting platform, telephone calls and video making.

Data collection and analysis

This qualitative evaluation study aimed to evaluate and analyse the personal gains and challenges of virtual intergenerational service-learning among undergraduate students. Data sources included two individual reflective journals of the student participants in the course, required at the eighth week and the week after the completion of the course. In accordance to the detailed guidance outlining the assessment, students recorded their reflections and experiences from participating in the intergenerational service-learning in the reflective journals.

A total of 112 journal entries were received and all entries were uploaded into Qualitative Data Analysis (QDA) Miner 5 of Provalis Prosuite for qualitative analysis using a deductive approach. The analysis of these reflective journals was completed by the authors. The authors had read all reflective journals before coding. Authors, independently, had initially coded the reflective journals and generated categories based on the similarity of the codes. All coding and categories were compared and discussed by the authors to reach consensus on the definitions of the themes, categories and coding.

4.2 Results and Discussion

Results

Two themes emerged from the data and they were (1) Personal gains from virtual intergenerational service-learning and (2) Challenges of virtual intergenerational service-learning. Personal gains consisted of four categories: (1) leadership skills; (2) building a reciprocal relationship with the community; (3) impact of future development; and (4) change in perception of older adults. The challenges consisted of three categories: (1) technical issues and support; (2) orders during online presentation; and (3) effectiveness of services.

Leadership skills referred to having advanced communication, collaboration and problem-solving skills. One student described: "This experience enhanced my personal skills that will be valuable throughout my lives, such as communication and organisational skills as well as collaboration. These skills could soon be used in many situations in my future career." Students also identified that they had built a reciprocal relationship with the community. One student captured this benefit: "I have built up a good relationship with the older adults. I would like to participate in the community, such as being a volunteer to visit the older adults living in elderly homes and living alone, or assisting in organising events for older adults." Students expressed the virtual intergenerational service-learning had positive impact on their future development. One student commented: "It was a valuable experience for us to prepare and get ready for our future healthcare career." Change in perception of older adults was mentioned by the students, who commented: "Before I engaged in the programme, I seldom get in touch with the older adults because I think they are stubborn and difficult to communicate. However, the service-learning experience allowed me to understand the older adults and they were conversational and positive than what I think."

For the challenges of virtual intergenerational service-learning, some students mentioned the technical issues and support from the online communication platform. One student reported that: "The older adults were not good at using the online platform. Additionally, poor internet connection from students and older adults might negatively affect the quality of the activities." In addition, the orders during online presentation were one of the challenges mentioned by the students. Students mentioned that: "The older adults would ask questions and share experiences during our online presentation or playing games. It affected the orders of the activities." Effectiveness of services was the challenges reported by the students because it was difficult to monitor the older adults' level of participation. One student mentioned: "I found that some older adults did not pay attention to the activities and being distracted during the online activities."

Discussion

This study investigated the personal gains and challenges of virtual intergenerational service-learning reflected by students. The COVID-19 pandemic had forced the college to adopt the online mode of intergenerational service-learning. Although service-learning in the online mode is growing, research in online intergenerational service-learning is limited.

The informants of this study had developed leadership skills and built a reciprocal relationship with the community after their participation in the virtual intergenerational service-learning. The results were similar to other researches. Communication and collaboration skills of the students were enhanced by the service-learning experience because they had to work together in groups to provide health education to the clients (Breen & Robinson, 2019). Some participants built up a good relationship with the older adults and community. Findings from some studies showed students had improved awareness of community, civic engagement and changed in perceptions towards older adults after participating intergenerational service-learning (Breen & Robinson, 2019; Ryu & Heo, 2022). The experience could be beneficial to students' future development, including the enhancement of their confidence and capability to join health-related industries (Gipson et al., 2020; Howell et al., 2021).

Using online meeting platform for teaching and learning purpose have various challenges for not only the older generation but also the young people. Technical issues, such as instability of internet connection and unsatisfactory sound quality, were reported by the informants of this study. Additionally, the orders during online presentation were affected by the disruption by older adults because they would interrupt the students' presentation. More importantly, the level of participation in the health promotion activities among older adults could not be predicted nor monitored by the students so the effectiveness of intergenerational service-learning to older adults was unknown.

To achieve successful virtual intergenerational service-learning, the support of community settings is indispensable and essential. Community settings could provide computer and phone classes for older adults to enhance their knowledge of using technology. Educational institutions need to have clear guidelines for students to organise events and communicate with older adults. Since the orders during online presentation by students were affected, preparing students with better organisation and coordination skills is vital for successful virtual intergenerational service-learning.

5. CONCLUSIONS AND CONTRIBUTIONS TO THEORY AND PRACTICE

In this study, students had several personal gains and challenges after their participation in the virtual intergenerational service-learning. Students gained practical knowledge, improved the connection with community and better attitude towards older adults. Nevertheless, students had to overcome some challenges, such as technical problems, orders during the online activities, and effectiveness of the activities. Technical support to students and older adults was vital for facilitating and ensuring the smoothness of the activities. Future studies should evaluate the benefits and challenges of virtual intergenerational service-learning from the perspective of the older adults.

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