The 4th Asia - Pacific Regional Conference on Service Learning,
Lingnan University, Hong Kong

“Benefits to DSE Students of Service-Learning Through a Community Development Model”

Presenters:
Dr. Josephine Do  Assistant Professor, Department of Cultural and Creative Arts

Mr. Chor Tai Wai  Student Affairs Officer, Field Instructor of Co-Curricular Courses and Registered Social Worker
Service Learning involves students using what they learn in their formal study to work with others and make a beneficial difference in the world.

The student also learns something from the experience.

(Taylor and Ballengee-Morris 2004)
“Community Service is always regarded as an extra-curricular or co-curricular activity. Through serving the community in the form of volunteer service projects, the SAO of HKIEd provides an experiential learning environment for students to actualize what they have learned in class and complement what is not taught in the formal curriculum”

(Lai, 2012)
Academic–student affairs collaboration
Knowledge input
Work Attachment
Outcome assessment (Proposal writing, Learning Journal, Agency’s feedback and Presentation)
This course enables students to collaborate with a wide variety of local groups, use artistic activities to support their development and improve their quality of life.

Students will explore how arts and community interact through a service-learning process and working in areas where there are social, cultural or environmental issues to be addressed.

- Class size: 34 Hong Kong Diploma of Secondary Education (DSE) students
- Time in campus: 18 hours
- Time at practicum: 20 – 30 hours
- Field: ANTI violence organization, Arts with Disabled Association, Active Concept and etc...
- Less favorable: resources, working environment, man power and etc...
Australian Council of Education Research (ACER 2009).

According to the Education outcome framework by ACER, this course is focused on the contribution of self concept to three parts of education outcome:

1. General development outcome
   \textit{(Personal Growth, Community Engagement and Civil Responsibilities)},

2. General learning outcome
   \textit{(Knowledge Application and Adaptability)}

3. Over all satisfaction
   \textit{(Self Concept)}
In the ACER (2009) report, students six engagement scales:

- Academic Challenge
- Active Learning
- Student and Staff Interactions
- Enriching Educational Experiences
- Supportive Learning Environment
- Work Integrated Learning

Produced by COGs for the South Yorkshire Coalfield Partnership
**Community model**

- **Personal empowerment** is the processes through which individual and groups gain knowledge, skill and confidence to take action on matters that concern them.

- **Positive action** are processes and practice related to equal opportunities, social justice, social inclusion and anti-discriminatory practice.

- **Community organization** is defined as the development of the range and effectiveness of community based groups and their relationships with each other and the outside world. E.g. ways in which community organizations are run and network with each other

- **Involvement and participation** refers to the opportunities provided to encourage and enable communities to interact with other agencies to achieve change. E.g. the extent to which services are managed and delivered with direct community involvement.
# Student Interviews

<table>
<thead>
<tr>
<th>Interview Question</th>
<th>Student A  Year 1</th>
<th>Student B Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A– Level -- 17/18 3 years program</td>
<td>DSE – age 16 /17 4 years program</td>
</tr>
</tbody>
</table>
| Course expectations / learning outcomes | •Understand the community and how to develop community arts | •How to get a good mark  
•Want to know what is community arts |
| Adaptability                        | •Try to work in a group and respect different people  
•Multi tasks                        | •Self center and not willing to make changes at that moment |
| Personal growth                     | •More mature and responsible          | •More mature and responsible          |
| Self reflections                    | •Enhance critical thinking            | • Understand self and other           |
To what extent does the "Achieving Better Community Development (ABCD) model fit to explain the work of your service agency? Please provide examples.

*Please refer to the article "A guide to frameworks and tools for community involvement, participation, capacity building & development" produced by CGS (p.6)

<table>
<thead>
<tr>
<th>Community Empowerment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Empowerment</td>
<td>This fits our community well. We hold workshops to let more people, especially teens, to know more about sexual violence. Among the workshops, they gain skills that we use to express, to share their thoughts and views about sexual violence. During the implementation of our workshops, participants gain knowledge skills and confidence to take action against sexual violence. By following the principle &quot;Be the change you wish to see in the world,&quot; they will follow the care and value. Also, our organization is always supporting the victims of sexual violence, helping them to get out of the darkness.</td>
</tr>
<tr>
<td>Positive Action</td>
<td>Our agency will work with other communities in our society. For young school students, our agency gets involved in the school to promote the gender equality and education of the students. We often interact with the organization but not the students. This interaction promotes their overall learning. We help to develop their perspective and the agency can improve through improving various aspects of the students.</td>
</tr>
<tr>
<td>Community Organization</td>
<td>Community Organization is a very important aspect of our society. Our agency works closely with the school to promote the gender equality and education of the students. This interaction promotes their overall learning. Through the interaction, the students are exposed to different aspects of community.</td>
</tr>
<tr>
<td>Participation and involvement</td>
<td>Participation and involvement is a very important aspect of our society. Our agency works closely with the school to promote the gender equality and education of the students. This interaction promotes their overall learning. Through the interaction, the students are exposed to different aspects of community.</td>
</tr>
</tbody>
</table>

**Improve quality of life**

| The development of liveable community | Liveable community is a community that people love to live in and is livable. Our community is known for its warm, friendly, and welcoming atmosphere. The economic situation of our community is stable, and we help promote economic development. Our community is clean and beautiful, and it helps promote economic development. Our community is also engaged in community service, and we believe that community service is also a way to maintain a sustainable community. |

| The development of sustainable community | Our community is always ready to engage with our neighbors to our community. The process is to engage with the community. We work and learn from our neighbors. We also support our community, and we believe that community service is also a way to maintain a sustainable community. |

| The development of Equitable community | Our community's main core value is gender equality. All genders are equal, no matter if they are male or female. They work closely and are engaged in the community. We also support our community, and we believe that community service is also a way to maintain a sustainable community. |
Student B (DSE)  Student’s Reflection

“Our peers may provide a great comment to let us reflect in a way we didn’t expect…”

### Community Development Skill

<table>
<thead>
<tr>
<th>Community Development Skill</th>
<th>Intervention (learning experience)</th>
<th># Level of Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Communication</td>
<td>Our placement requires us to communicate well with our participants, to present ideas and strikes a good relationship with them. Hence, I have more opportunity to practice communicating with people I don’t know as well as presenting ideas to others. During the process, I learnt to strike a conversation and learnt some presentation skills from who has a very nice presentation as well as listen to others.</td>
<td>3</td>
</tr>
<tr>
<td>Facilitation</td>
<td>During the placement, I’ve discovered the importance of facilitation. Though I may not good at facilitating others, I know what I am good at, and what my group mates good at. We then can distribute to do what we can do very quickly. I feel that team work of doing what we are good at, to have a better efficiency. It is a kind of facilitation if we do this, my team learnt to facilitate.</td>
<td>3</td>
</tr>
<tr>
<td>Reflection</td>
<td>I have a habit of reflecting what I have done, while I found that it is not enough to improve. Peer reflection is needed either. We may not think enough sometimes, as we tend to look things in one or two directions, our peers may provide a great comment to let us reflect in a way we didn’t expected and that let our idea more fruitful and better.</td>
<td>4</td>
</tr>
<tr>
<td>Motivation / Encouragement</td>
<td>I am a quite passive person, that is always encouraged and motivated by others. This time, I tried to motivate and encourage others through listening and respecting them when they are talking. I feel it is a very great encouragement if I listen to what they’ve said with skills and care to praise if they did well. I think this is a good start for me to encourage others.</td>
<td>3</td>
</tr>
</tbody>
</table>

# 5- Highly improved; 4- fairly improved; 3- slightly improved; 2- Not improved; 1- N/A
“I think I’m feeling free to topics that I avoided at past, and when I understand the reason behind, everything can be meaningful”
Learning Hierarchy in Service Learning

Connection
- From classroom knowledge to real world practice
- From solid knowledge to humanized feelings
- From external world affairs to internal life meaning

Primary Learning
- Information Gathering
- Facts Presentation
- Observation
- Reporting

Interventions
- Application
- Interpretation
- Examination

Secondary Learning
- Reflections
- Critical thinking

Awareness Enhancement
1. Knowledge input
2. Fieldwork experience
3. Reflective Journal

Personal Growth
- Connection
- Secondary Learning
- Interventions
- Primary Learning
Learning Journal

Structured Reflection

Reflection on external world

Unstructured reflection

Self reflection

New Perception of Self

Applicability of classroom knowledge

Debriefing
Concluding remarks
Service Learning is a journey of self-portraying

Self -Perception
(I think I am …)

Mirroring through S–L
(Others told me I am…)

A new Perception of WHO I AM
References


