

FIGURES IN INTERNATIONAL SERVICE PROJECT

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Purposes of figures collection in service learning

- Students come from different University and academic departments
- Teachers need to survey
 - Their expectations in service learning project
 - Volunteer experience before project
 - Reasons to join the project
 - Health conditions, living origin before their University's life
 - Preference...
- For administration purposes
- For preventive purposes
- For adjusting teaching intervention

Approaches to collected figures from service learning project

- Hot line enquiry after project publicity
- Web responses from pages access data, frequency & pattern
- Project application information
- Selection interview of applicants
- Pre-project survey
- Daily reflection
- Narrative reflection journal after project
- Post-project survey
- Project advisor feedback
- Collaboration NGO feedback
- External expert feedback

Information provided from previous survey

- Students spectrum of Guiyang project

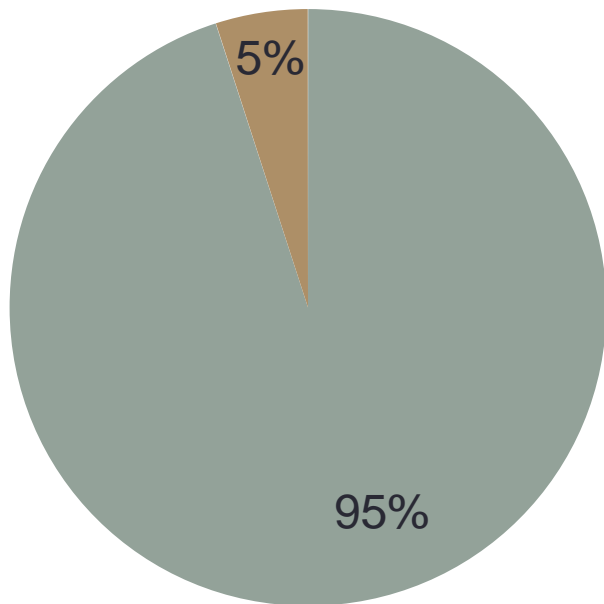
Department	No of students
Department of Applied Social Sciences	2
Department of Chinese and Bilingual Studies	1
Department of Computing	1
Department of English	1
Department of Industrial & Systems Engineering	1
Department of Land Surveying & Geo-Informatics	6
Department of Logistics and Maritime Studies	3
Department of Management & Marketing	1
Department of Rehabilitation Sciences	2
Institute of Textiles and Clothing	1
School of Accounting & Finance	1

Pre-project survey

Prior experience in voluntary service

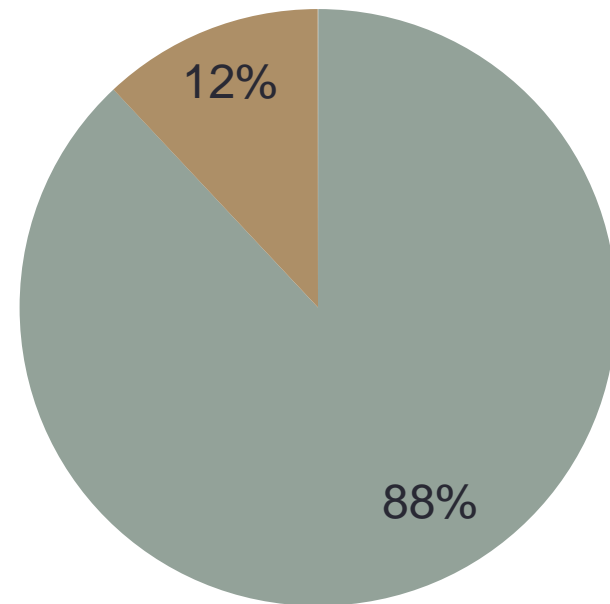
**Prior Experience
(Guiyang Project)**

■ Yes ■ No



**Prior Experience
(University Overall)**

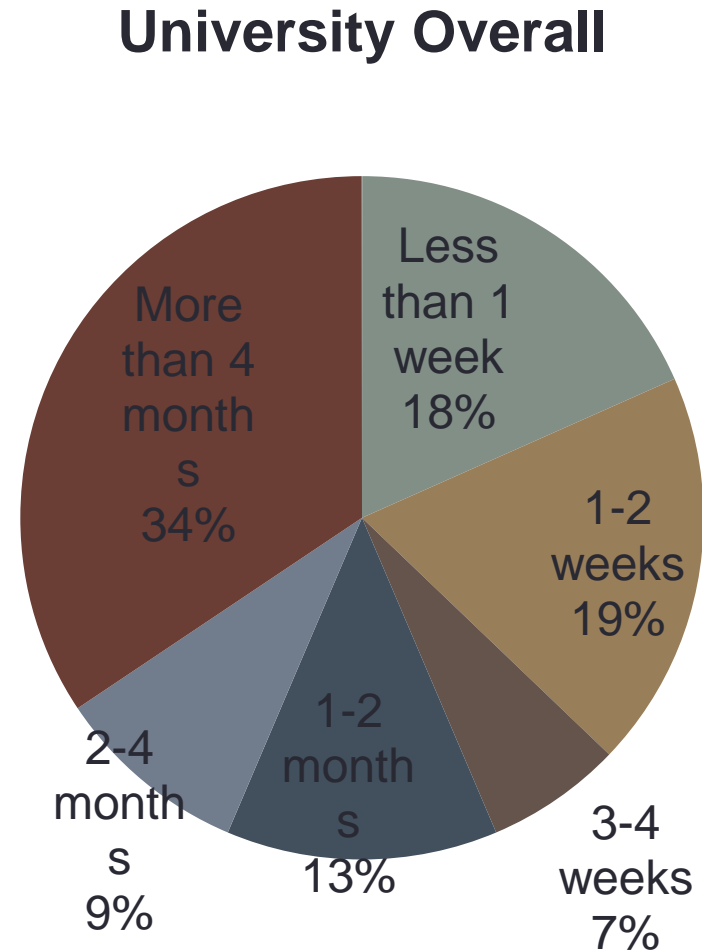
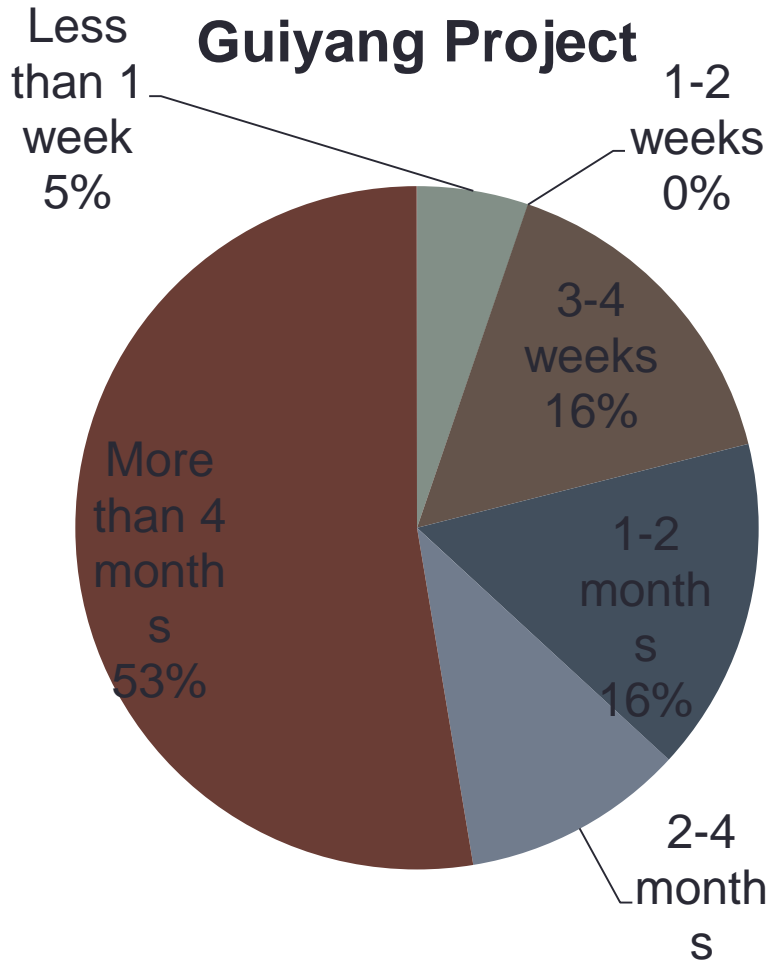
■ Yes ■ No



More students are encouraged to participate in voluntary services during their primary and secondary school study. These students have experiences to serve the needy in forms of social gathering activities, tour guiding & language tutorial...

Pre-project survey

duration of getting involved in Voluntary services

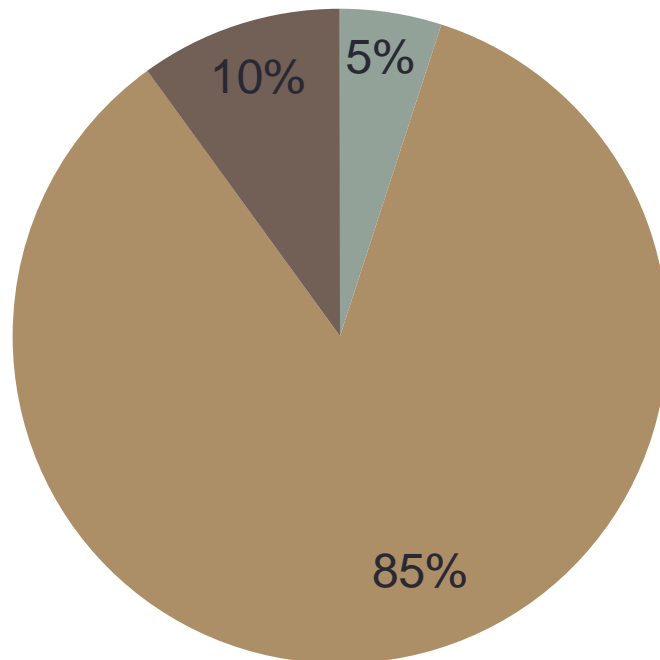


Pre-project survey

we also got surprising data for **Project Type**?

Project Type

- Course-required
- Self-initiated
- Not know



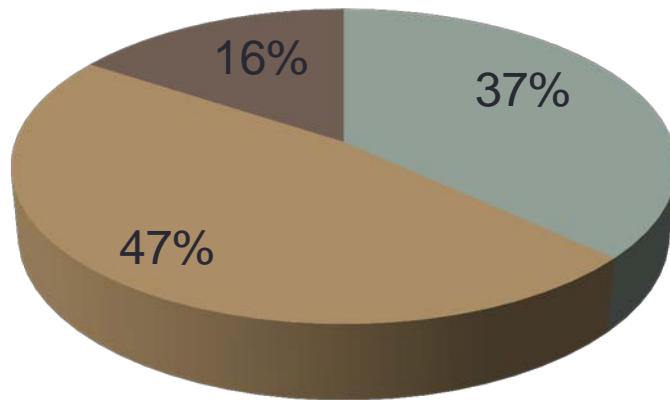
- Our application form mentioned the project nature
 - Course-requested
- Our expectation:
 - need to apply their University learning outcome
- would easily overlook
 - the dimension of professional knowledge applications,
 - sustainable impacts to beneficiary and learning achievements.

Pre-project survey

Preference of the need of advisor Guiyang project?

Preference of the need of advisor?

- With project advisor
- Without any project advisor
- Not sure



- Advisor identity crisis!
- Challenges to the assigned advisors
- Responsibilities of Project outside Hong Kong
- Awareness
 - Pre-university voluntary service experiences may be the barriers for their learning process in service learning projects
 - They have tendency
 - to omit the learning dimension in service learning and
 - to overly focus on service delivery

Pre-project survey

Reasons of taking up service learning project(Guiyang & Indonesia)

Reason	University Overall%	Guiyang %	Indonesia HK %	Indonesia International %
It is part of my course requirement	54.8	0.0	0.0	50.0
I want to help others in need	59.8	80.0	85.7	32.1
I want to contribute to the society	62.7	80.0	95.2	50.0
I would like to do something meaningful and important	59.0	95.0	90.5	28.6
I believe it will broaden my horizon on understanding the life of the underprivileged people inside/ outside Hong Kong	45.8	75.0	95.2	25.0
I was invited by my friends/teacher(s)	22.1	10.0	4.8	23.2
To better communicate with others	34.9	55.0	71.4	51.8
To develop my teamwork skills	44.6	70.0	66.7	46.4
To develop my problem solving skills	36.1	50.0	71.4	37.5

Information provided from previous survey

Generation Y, Digital Generation
Digital interface between world and peoples

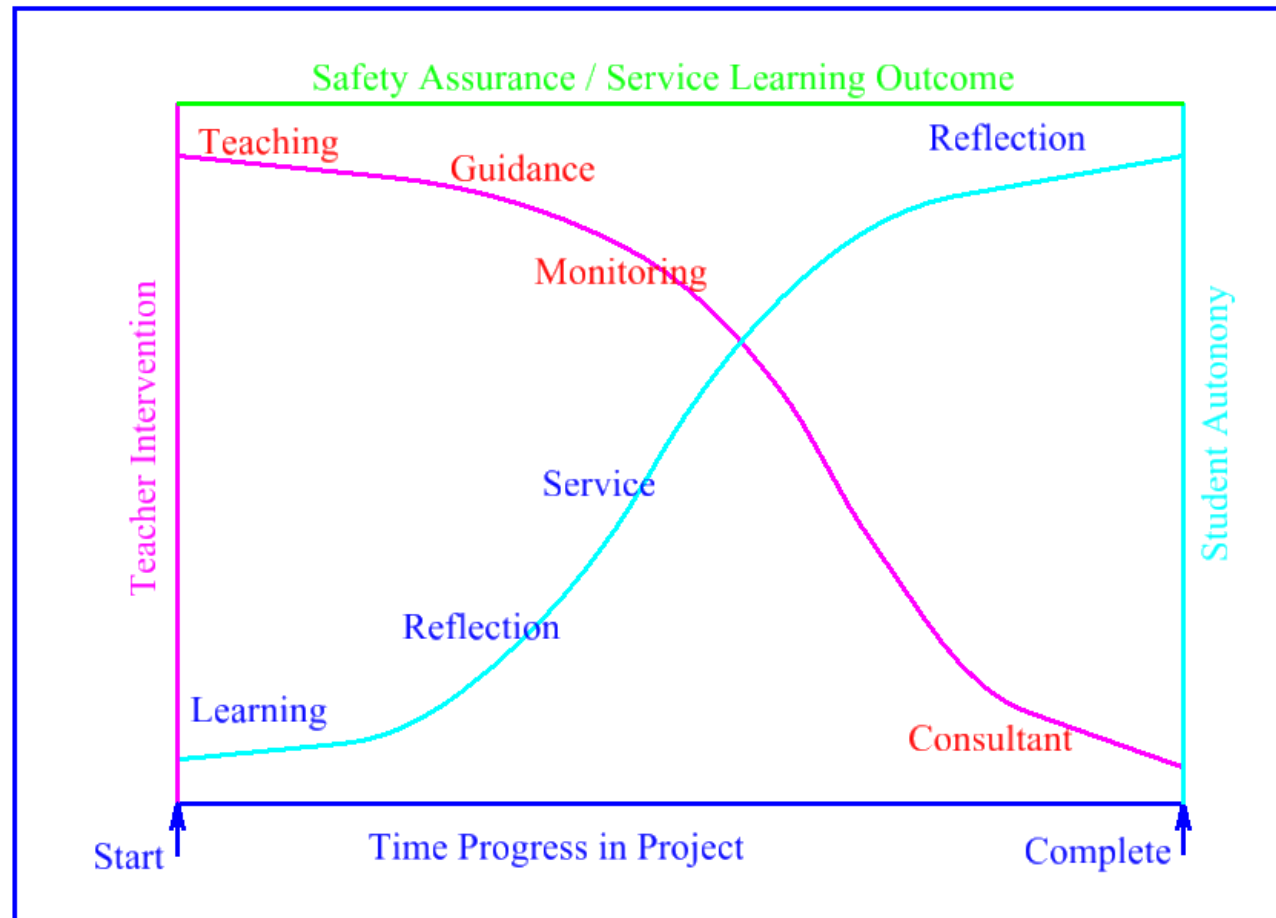
- Preference for
 - team work
 - Technology
 - Structure
 - Flexibility goals
 - Challenging assignment
- They want
 - Action, not academics
 - Quick processes for gaining access to community leaders
 - Familiar social problems
 - Group work, not individual project

Direct human interaction is essential in service and learning , our figures inspired us

- Our Student preference for
 - team work
 - Technology
 - Structure
 - Flexibility goals
 - Challenging assignment
- They want
 - Action, not academics
 - Quick processes for gaining access to community leaders
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 - Group work, not individual project

Enhancing service learning outcomes from collected figures for the transition of teacher roles

- We required the orientation, adjustment and balancing of different supervision dimensions in Guiyang
 - Teaching,
 - Guidance,
 - Monitoring,
 - Consultant



Measurement of service learning outcomes

- Post project survey for students' perception in Guiyang project
- Data collected after project
- Comparison between pre-and post survey
- Students' perception

Finding from their post project survey

Changes of performance of Generic Skill

	Pre Survey Mean	Post Survey Mean	Mean Diff
Large Changes of performance of Generic Skill			
When faced with problems, I determine actions by comparing different possible solutions.	3.47	4.15	0.68
I am enthusiastic in serving the needy people in the community.	3.84	4.45	0.61
I am aware of social issues in the community.	3.55	4.15	0.60
I understand the life of the poor community in the Chinese mainland.	3.32	3.90	0.58
When working in a team, I listen accurately to team members' ideas first before making any judgment.	3.65	4.15	0.50
When faced with problems, I list all the solutions and select the best.	3.30	3.80	0.50
I think I should help others even if I don't get paid for it.	4.00	4.50	0.50

Never	Rarely	Sometimes	Usually	Always
1	2	3	4	5

Finding from their post project survey

Changes of performance of Generic Skill

	Pre Survey Mean	Post Survey Mean	Mean Diff
Minor Changes of performance of Generic Skill			
I am able to say “no” to turn down an unreasonable request.	3.40	3.65	0.25
I revise the plan when facing unexpected difficulties.	3.55	3.80	0.25
When working in a team, I try to consider criticisms or different opinions from the perspectives of team members.	3.75	3.95	0.20
When working in a team, I share latest and relevant information with team members.	3.80	3.95	0.15
I am able to suggest interesting activities to do with new friends.	3.65	3.70	0.05
When faced with problems, I can define the key issues of the problems and find out what the real problem is.	3.60	3.65	0.05
I am aware of whether I am doing or saying the right things in different social settings.	4.05	4.05	0.00
When working in a team, I do my best toward meeting team goals.	4.05	4.00	-0.05
When faced with problems, I rank the problems by their degree of urgency and importance.	3.85	3.70	-0.15

Never	Rarely	Sometimes	Usually	Always
1	2	3	4	5

Finding from their post project survey

Changes of performance of Generic Skill

Moderate Changes of performance of Generic Skill	Pre Survey Mean	Post Survey Mean	Mean Diff
I understand the major issues of concerns of the culture of the community that I am going to serve/ served in the Chinese mainland.	3.47	3.95	0.48
I am concerned about the well-being of the people in the community.	3.70	4.15	0.45
I make contributions to meeting the needs of the community.	3.65	4.10	0.45
I feel comfortable being with people from different backgrounds.	3.95	4.35	0.40
I can have a sincere conversation / sharing with others.	3.89	4.20	0.31
When working in a team, I try to develop creative solutions which satisfy both sides during conflicts.	3.45	3.75	0.30

Never	Rarely	Sometimes	Usually	Always
1	2	3	4	5

Finding from their post project survey

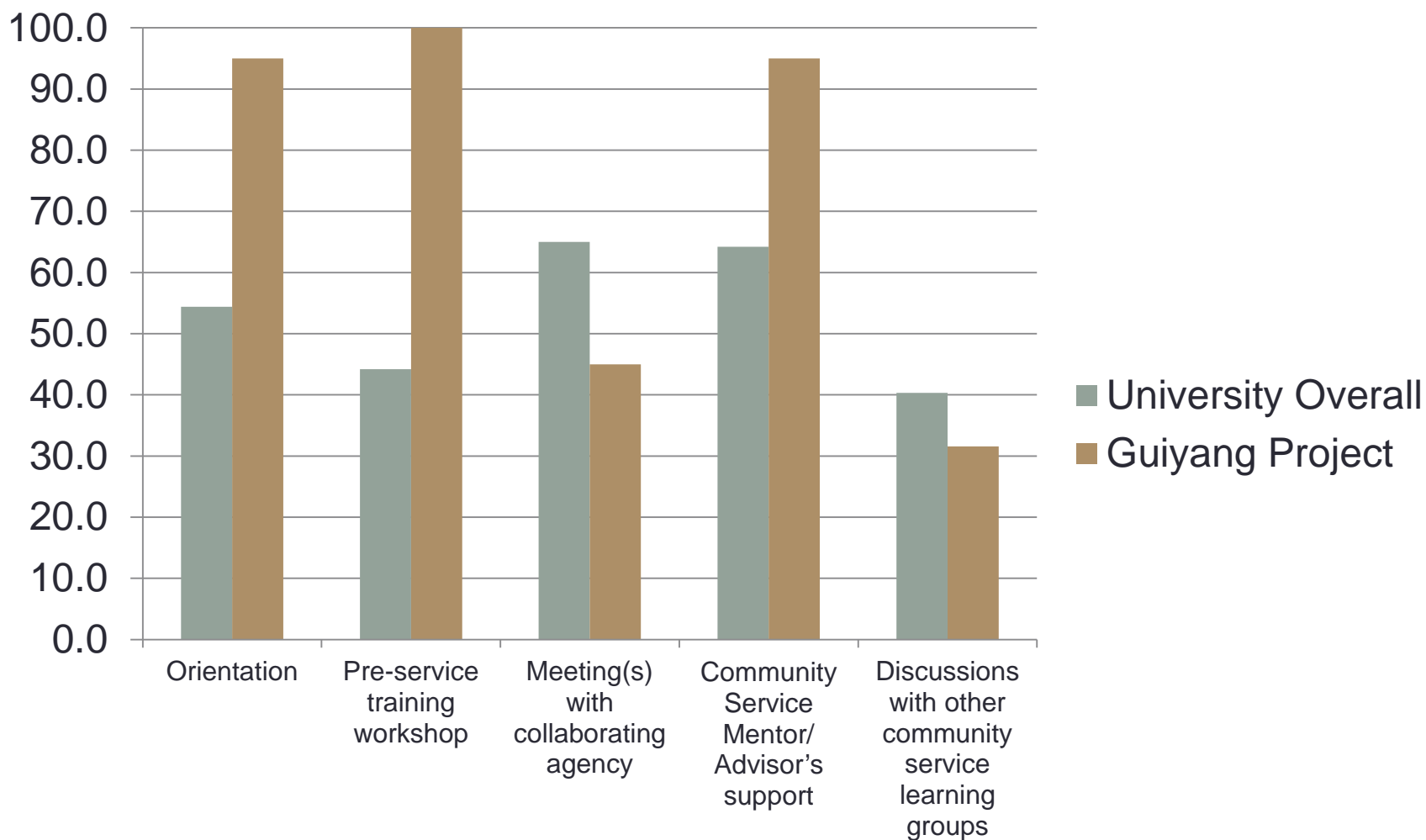
Overall Learning Experience

	University Overall Mean	This Project Mean
I applied the subject knowledge that I learnt from class at the Community Service Learning Programme	3.90	3.65
I was able to practise the skills that I learnt from class at the Community Service Learning Programme	3.93	3.75
I treasured the learning experience throughout the Community Service Learning Programme	4.21	4.55
This programme is well prepared and organized	4.12	4.00
Generally speaking, I learn better from the Community Service Learning Programme than traditional classroom learning mode	3.94	4.45
I will participate at Community Service Learning Activities in the future	4.08	4.40
I will recommend this Community Service Learning Programme to friends or classmates	4.07	4.30

Strong disagree	Disagree	Neutral	Agree	Strong Agree
1	2	3	4	5

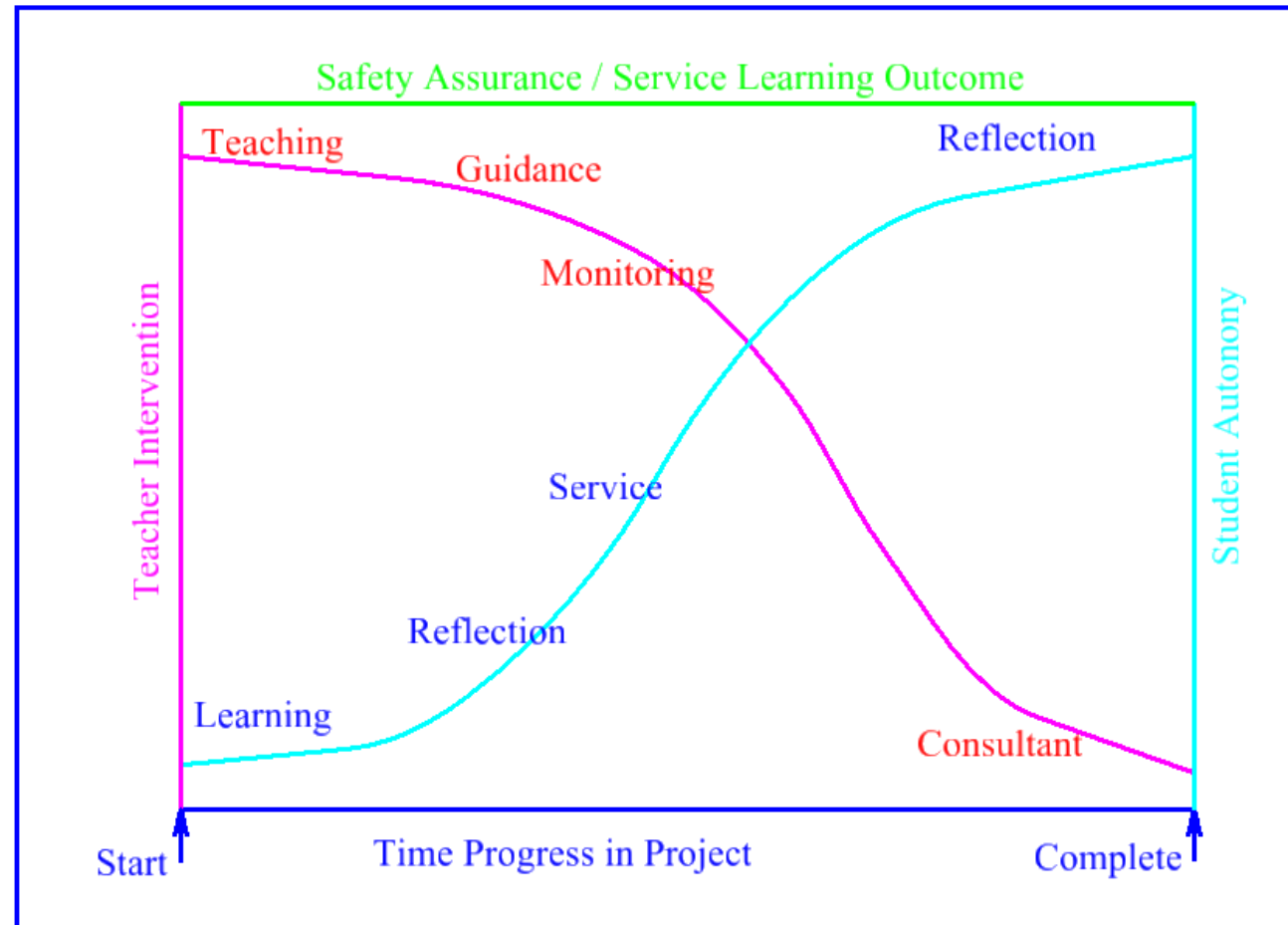
Finding from their post project survey

Available / Make use of support activities in %



Enhancing service learning outcomes from collected figures for the transition of teacher roles

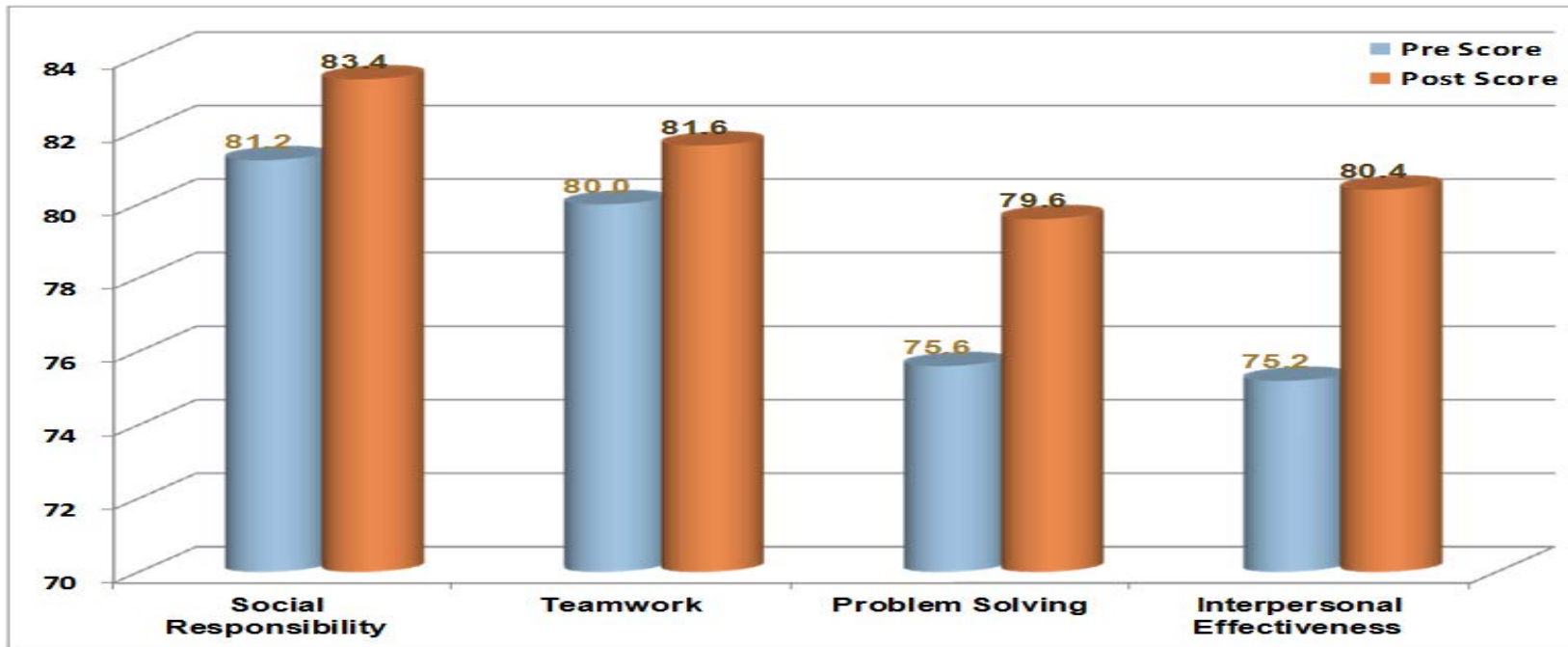
- Repeat the orientation, adjustment and balancing of different supervision dimensions in Indonesia Project
 - Teaching,
 - Guidance,
 - Monitoring,
 - Consultant



Evaluate the project achievements

Generic Growth in Indonesia Project

- Students' perception from Pre and Post project survey



Generic Skills (n = 21)	Pre Score	Post Score	% Change	p-value	
Interpersonal Effectiveness	75.2	80.4	+ 6.91%	0.036	Sig.
Problem Solving	75.6	79.6	+ 5.29%	0.094	Not Sig.
Teamwork	80.0	81.6	+ 2.00%	0.428	Not Sig.
Social Responsibility	81.2	83.4	+ 2.71%	0.338	Not Sig.

From Figures to Reflection

Some extracts of student reflections from project with transition approach

“I thought that the most essential factor for the success was our sincerity in working together. We were willing to contribute and devote to the team.” Kris, 2009

“It was a good opportunity for me to help other people in need with what I learnt in school... I treasured the opportunity to express my feeling and ideas with other people even it was my weakness indeed!” Timothy Chan 2010

“I learnt how to admire the advantage of others after this experience and I now realized more about the uniqueness of a person.” Theo Law, 2011

“I was able to apply the communication skills... communication was very important in order to get along well with each other.” Janice Chow, 2012

Q & A

Thank you