

Intercultural Service- Learning in a Liberal Arts Curriculum

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Lingnan University:

- **The only public liberal arts university in Hong Kong**
- **Started the liberal arts mission in 1995, but Lingnan University was originally established in 1888**
- **Undergraduate programs in the Arts, Business and Social Sciences with varying degrees of interdisciplinary training**
- **Small Size: 2300 students/180 faculty**
- **High Rate of Residence: 75% now; 100% by 2013**
- **Pioneered Service-Learning in Hong Kong**
- **Emphasize experiential and out of classroom learning to enhance life-long learning**

Some Guiding Values:

- **To provide as many educational opportunities to our students as possible**
- **Promote a learning environment that facilitates students' realization of their potential**
- **Believe in broad based education through General Education**
- **Students should have strong communication skills to cope with Hong Kong's multilingual environment**
- **Excellent teaching supported by quality research**
- **Small class size where teaching and learning are characterized by close staff-student relationships**

Some Guiding Values:

- **Believe that education is not just about knowledge and skills but a life-time investment preparing students for life's challenges**
- **Students should have an international outlook: understand diversity and cultural literacy**
- **Uphold the long tradition of “Education for Service” (Service-Learning and Community Service)**
- **Students should be involved and be responsible for their education**

A Liberal Arts Education Curriculum

- **Inter-disciplinary offerings/programs**
- **Minors to add diversity**
- **Strong emphasis on language training**
- **Extra-Curriculum that enriches the education experience
(Integrated Learning Program/ Campus and Hostel Life)**
- **A General Education Program/Core Curriculum that is
unique to Lingnan and relevant to Hong Kong**
- **Strong emphasis on study abroad and inter-cultural
experience**

General Education: Curriculum

Courses are provided in 4 categories, which focus on:

- 1. Basic modes of reasoning and fundamental modes of argument**
- 2. Issues of value in general and specific contexts**
- 3. Interdisciplinary perspectives reflecting different methodologies and alternative mindsets**
- 4. Explore the culture of science on modern life and thought.**

Student Exchange Program

- **A central piece of Lingnan's internationalization program**
- **One-to-one exchange with 16 partners in Mainland China; over 80 Overseas partners – USA, UK, Europe, Australia, Korea, Japan, Mexico.**
- **A student centered approach with individualized care and preparation**
- **Cultural training, briefings, goals setting prior to departure**
- **De-briefings and self-evaluations upon return**
- **Assess outcomes to sustain positive impacts upon return and beyond**

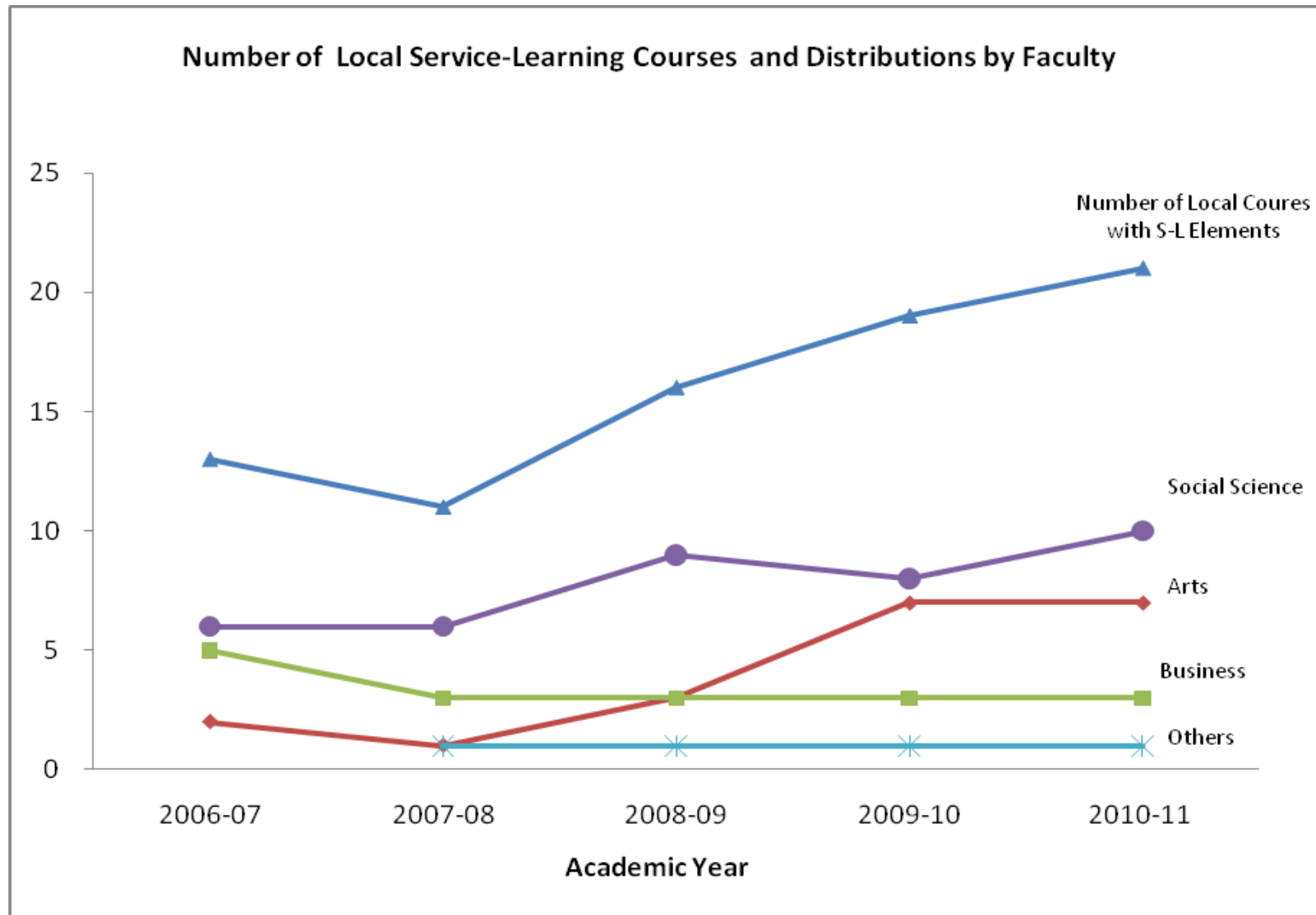
Community Service

- Reinforce Lingnan’s motto “Education for Service”
- Provides students with opportunities to broaden their learning in the community
- Enhance social consciousness and civic responsibility
- Strengthen organizational and communication skills
- Three types of civic engagement:
 - Organized by Hostel
 - Organized by Student Services Center
 - Organized by Office of Service-Learning

Service-Learning

- **First to set up an Office of Service-Learning to coordinate projects between academic departments and community**
- **First to offer Service-Learning Program in the higher education sector in Hong Kong**
- **First to offer structured community services tied to the academic curricula (Service-Learning Research Scheme, SLRS)**
- **Allows students to demonstrate academic rigor while serving the community**
- **Enhance subject knowledge, organizations and communication skills, cultural literacy as well as problem-solving and research skills**

Service-Learning



Intercultural Service-Learning

- **Intersection of 3 different domains**
 - **Service-Learning**
 - **Study Abroad**
 - **International Education**
- **Rationale**
 - **To develop appreciation for culture, language proficiency, critical thinking, interpersonal skills, communication skills, intercultural empathy and understanding in an international context (Bringle & Hatcher, 2011)**

Intercultural Service-Learning

- **Three levels of Intercultural Service-Learning Programs**
 - **Within Hong Kong**
 - **Within the region**
 - **Abroad (Students do S-L outside of their home country/city)**

Intercultural Service-Learning

Within Hong Kong

- **Service-Learning Research Scheme (SLRS) focuses on local diversity: South Asian Children Program**
 - **Courses: SOC212 Hong Kong Society, SOC321 Social Justice**
 - **Purposes of the project:**
 - **Cultural exchanges between South Asian children and Lingnan students.**
 - **To understand the South Asian community in Hong Kong and their challenges**
 - **To understand the resources allocations of the government throughout the project**

Intercultural Service-Learning

Within Hong Kong

- **Incoming exchange students joining SLRS**
 - **Cultural exchange between local and international students; Students are pair up to do SL projects in the local community**
 - **From 2004-2011, 11% (n=180) of students who joined SLRS are international students**
 - **Participated in Digital Classroom Project, Youth Companion Program, Strategic Planning on Gardening, Life Story Album, etc.**
 - **Outcomes**
 1. **Subject-related Knowledge: 6.22 (pre-Q); 7.50 (post-Q)**
 2. **Communication Skill: 6.73 (pre-Q); 7.65 (post-Q)**
 3. **Organization Skill: 7.04 (pre-Q); 7.57 (post-Q)**
 4. **Social Competency: 7.17 (pre-Q); 7.89(post-Q)**
 5. **Problem Solving Skill: 7.04 (pre-Q); 7.64 (post-Q)**
 6. **Research Skill: 6.25 (pre-Q); 7.34 (post-Q)**

Intercultural Service-Learning

Within the Region

- **SLP201 Cross-Border Service-Learning Summer Institute**
 - **12 local + 12 international students (from the US, Canada, Japan, Malaysia, Taiwan, mainland China, etc.)**
 - **Guest lectures and group projects on pressing social issues**
 - **A Service Practicum in Hong Kong**
 - **A Service-Learning trip to mainland China**
 - **Deal with the diversity within the group, as well as the cross-cultural challenges in the surrounding environment**

Intercultural Service-Learning

Abroad

Students design service programs for the host country/city by applying their academic knowledge

- **Students conduct S-L research on topics related to their own major and the host country/city**
- **Faculty members act as students' advisor**
- **Serve and learn closely with different local parties, e.g. university students, service agencies, volunteers, service targets**
- **Working with Overseas partners**

Intercultural Service-Learning

Abroad

A Village Adoption Project in Yunnan, China in collaboration with Deloitte

- **English students: Summer English Teaching Program**
- **Business students: develop sustainable micro-economic plan for the villagers**
- **Social Sciences students: conduct survey and develop health profile for villagers**
- **Student's reflection:**
“My group mates and I prepared a series of activities, hoping to ‘improve’ and ‘educate’ local villagers and children... At the end, I realized that we are not coming to change the local culture, but pay attention to appreciate and respect their lifestyle and think considerately about their needs.”

Intercultural Service-Learning

Other Abroad Intercultural Service-Learning Programs

- **Summer English Teaching Program in Yunnan**
 - with Deloitte Touche Tohmatsu
- **VIA Asia-US Summer Service-Learning Program**
 - with Stanford University
- **India Calcutta Summer Service-Learning Program**
 - with Fu Jen Catholic University
- **Taiwan Summer Service-Learning Program**
 - with Fu Jen Catholic University
- **Beijing Service-Learning Research Scheme Program**
 - with Renmin University of China
- **GuangZhou Summer Service-Learning Program**
 - with Sun Yat-sen University

Intercultural Service-Learning

Abroad

- **Outgoing exchange program with S-L scholarship**
 - **To encourage and award students who do S-L in the host country**
 - **Selected students will receive HKD10,000 scholarship offered by Zeshan Foundation**
 - **Submit a report and conduct an oral presentation on a hotly debated issue in the host country after they return from the exchange program**
- **S-L participation**

Curriculum for 2012

- **Education Reform in Hong Kong and broadening of curricula in both secondary schools and universities**
- **A major part of the curriculum reform in Lingnan is the inclusion of a Core Curriculum that will define undergraduate learning experience in Lingnan**
- **The Core Curriculum enables students to think critically, understand morality, develop historical and cultural awareness, and form a deeper understanding of HK**
- **Knowledge that is important and relevant to a Globalized City**
- **Service-Learning will be included in the Core Curriculum to achieve the goals**
- **Civic Engagement will be a graduation requirement for Lingnan students**

Coming-of-Age For Liberal Arts Education

- **Modern World: over-specialization, fast and profound changes, increasing diversity and complexity, globalized economy, core values challenged**
- **Liberal Arts Education will play an important role in nurturing the next generation of Hong Kong citizens**

Importance of Intercultural Service-Learning

- **Lingnan graduate attributes strengthened in an intercultural context**
 - **independent critical thinking, sound planning and problem-solving capabilities, excellent cooperative skills based on tolerance, integrity, civility, capacity, and desire for life-long learning, etc.**
- **Help develop students' cross-cultural competence and prepare them to deal with a world that is increasingly globalized, but deeply divided by racial, ethnic, class, gender, religious and other cultural differences.**
(Jun Xin, 2006)

Thank You