Service-Learning as a University-Wide Program: Rationale and Issues

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What is Service-Learning

1. Integrated into and enhances the Curriculum
   Not general voluntary work/community service; credit-bearing/part of course assessment/attainment of specific academic goals/structured time

2. University-wide participation
   Applicable to all majors/disciplines;
   not confined to social work nor taking place only in social service organizations
3. Equal emphasis on processes and outcomes; close supervision by home instructors and host supervisors

4. Service-Learning is not internship; emphasizing experiential learning and public interest rather than skills/professional training with largely private interest in mind
Rationale of Service-Learning

1. Service-Learning enhances the nurturing of whole-persons and hence plays a vital part in liberal arts education.

2. Liberal arts education is the best form of undergraduate education in today’s creative/new economy.

3. For large universities, service-learning plus a core curriculum could be a second best practice.
The New Economy

The Emergence of a New/Creative Economy since the early 1990s

Characterized by

- Digitization
- Globalization
- Monopolistization of Capitalism
Digitization

- Predominance of ICT
- Rapid, Pervasive and Incremental Technological Change
- Economies of Scope vs Economies of Scale
- De-industrialization

⇒ Importance of Creativity, Adaptability and Life-long Education
The only thing we can predict is CHANGE
Globalization

Arising from

🌟 Advancements in Transportation and Telecommunication
🌟 Trade and Investment Liberalization

Resulting in

🌟 Capital and Labour Mobility
🌟 Global Sourcing and Zero Inventory

⇒ Importance of Coping with Diversity
Monopolistization of Capitalism

From Competitive Capitalism to Monopolistic Capitalism

Arising from

★ Concentration of Capital (M&A)
★ Imperfect and Asymmetric Information
★ Rapid Expansion of Financial Services

Resulting in

★ Digital Divide in Predominance
★ Core Values at Stake

⇒ Importance of Ethics, Civility, Social Responsibility
Implications for Education

1. Undergraduate Education
   To nurture whole persons

2. Graduate Education
   To train professionals

3. Life-long Education
   For survival of changes
What is Liberal Arts Education

- It is distinctive because of its teaching and learning processes; it is not defined by disciplines or courses offered.
- It is characterized by:
  - Small
  - Residential
  - Student-oriented
Teaching and Learning Processes

The distinctive teaching and learning processes of liberal arts education are embedded in the 4 Is

- Individualization of students
- Interdisciplinary approach
- Intra-curricular activities
- International exchange
Individualization of Students

- Interactive and close student-student, student-faculty relationship
- Small class teaching
- Academic advisers, Mentors

Interdisciplinary Approach

- Issue/problem-based teaching and learning
- Seminar courses; reading and writing
- Presentation; narrative evaluation
Intra-curricular Activities

- Campus life; Residence
- Community service; Service-learning
- Integrated Learning Program (ILP)

International Exchange

- Not Study Abroad
- The Three Es
  Experience; Exposure; Excitement

To understand foreigners and to know how foreigners see us
Liberal Arts Education Outcomes

To nurture whole-persons for meeting the challenges of the new economy

Specifically –
To achieve the ABC objectives of liberal arts education: Adaptability, Brainpower, and Creativity

To acquire Cognitive, Communication and Community skills (3Cs)

To revive traditional core values
Service-Learning and Liberal Arts Education

Service-Learning has the same objectives as liberal arts education – coping with change, diversity, and revival of core values; nurturing adaptability, brainpower, and creativity; acquiring cognitive, communication and community skills.
Service-Learning should also adopt the teaching and learning processes of liberal arts education – individualization, inter-displinarity, intra-curricular activities, and international exposure.

Service-Learning adds values to liberal arts education and liberal arts education facilitates the implementation of service-learning and the achievement of its goals.
Factors for Success

1. Strong Support and Commitment of the Senior Management

2. University-Wide Endorsement with reference to Mission/Vision

3. Staff’s strong Commitment and Students’ active Participation
Factors for Success

4. A dedicated Service-Learning Office for promotion, liaising and co-ordination, matching, training, monitoring, research

5. Funding – Long-term commitments, Earmarked
Issues/Problems

1. Methods of Assessment and Evaluation
   Importance of structured feedbacks through reflection

2. Identifying Interested and Effective Partners
   Local and International

3. Matching – Partners, Programs and Courses, Students
Issues/Problems

4. Monitoring and Ensuring Students’ participation and Progress;
   Developing Code of Best Practice/
   Manuals/Protocols

5. Debriefing and Sharing – Maximizing spill-over effects
THANK YOU AND

BESH WISHES