Service-Learning in Tertiary Institutes:
Nurturing a giving culture among U-students in Hong Kong

Presented At the
6th Pan-Asian Initiative on Service-Learning
2nd Asia-Pacific Regional Conference on Service-Learning
CROSSING BORDERS, MAKING CONNECTIONS:
SERVICE-LEARNING IN DIVERSE COMMUNITIES
Lingnan University, Hong Kong June 1-5, 2009

Prof Alfred C M Chan
Department of Politics and Sociology,
Director, Office of Service-Learning (OSL)
LINGNAN UNIVERSITY
Outline

1. Why Service-Learning for U-students

2. At the cross roads – old traditions remain intact, though new values becoming strong

3. A new way of living, a new way of thinking

4. Some successful examples: serving to learn & learning to serve
# Changes in Families & values over time

<table>
<thead>
<tr>
<th>Economic Mode</th>
<th>Hunting</th>
<th>Agrarian-Feudal</th>
<th>Waged Labour Capitalistic</th>
<th>Services-Knowledge Based</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family types, structure (normative)</td>
<td>Primitive &amp; savage</td>
<td>Agrarian, Clans Extended, loyalty &amp; group norms</td>
<td>Nuclear, production &amp; technology oriented</td>
<td>Asymmetrical, many types</td>
</tr>
<tr>
<td>Dominant values</td>
<td>* For common survival; blood-tied loyalty, no value systems</td>
<td>* For patriarch or matrilineal continuation</td>
<td>* For economic growth, profit-driven behaviours (market)</td>
<td>* For individual choices; post modernist</td>
</tr>
<tr>
<td></td>
<td>* Family hierarchy sustained, collective fames and values</td>
<td>* Cash + values transmission (down wards) with upward respect &amp; obedience</td>
<td>* Cash &amp; value transmission (both ways)</td>
<td>* Liberal ideologies</td>
</tr>
<tr>
<td></td>
<td>* Shared responsibilities e.g. education, cash support</td>
<td></td>
<td>* Utilitarian – contractual</td>
<td>* Egoistic</td>
</tr>
</tbody>
</table>
U-students becoming more egocentric & individualistic but less responsible & less accountable

- 2007 Demands for public housing
- 2009 Demands for more: $8,000+/month
- ‘liberated’ behaviours; plagiarism; late for classes
- Jobs-hoping; moonlighting
- increasingly being criticized for inability to be:
  - adaptive; analytical; & creative
  ➔ egocentric, individualistic, selfish
What do we want for our students

Key questions for U-teachers:
Have we taught enough? Yes
Have students learned enough? No
What sort of graduates we want???

Our Ans. With our motto & subsidies given to U-students from tax revenues:

- a leader with knowledge & skills to bring better QoL for the community
- a readiness to serve & to give
Targeted outcomes (for future community leaders) with distinctive education processes:
a new way of thinking, a new way of living (in campus)

Specific Prerequisites

Distinctive Teaching and Learning Processes and Environment Through liberal arts Education & Service-Learning: 6 pillars, 4Is & 3 Es

Unparalleled Outcomes:
Adaptability
Brain power
Creativity
Teaching & Learning processes: the 6 pillars of liberal arts

Service-learning & Research Scheme

Curricula

Campus Life & Community services

International Exchange

Community service (ILP)

Teaching Mode
Processes: 4 Is and 3 Es

- The Four ‘Is’ for educators

**Individualization:**
Voluntary Based; interactive and close student-student, student-faculty, student-service target, student-agency supervisor relationship; research element; academic advisor and mentor

**Interdisciplinary:**
Issue-based teaching and learning; core curriculum with emphasis on reading, writing and research; presentation, writing, narrative evaluations (student will have a public presentation after the service-learning project)

**Intra-curricular Activities:**
Academic study and community service; bring it to the campus life; influence other student associations

**International Service-Learning Exchange:**
25% students enjoy the benefits for same school fees

All these for nurturing 3Cs, 3Es & ABC in students:
Consideration, Co-operation, Compassion; Experience, Exposure, Excitement; Adaptability, Brain power, Creativity
Prerequisites for success: clear motto and learning objectives

*University’s Motto: Education for Service*

- **Adaptability**
  - Communication skills
  - Social Competence

- **Brain Power**
  - Subject-related knowledge
  - Organizational Skills

- **Creativity**
  - Problem-solving Skills
  - Research skills

⇒ student practicum supervised by teachers
Successful Examples

- **Lingnan Health Care Program (LHCP)** – promoting health education for hospitals or health care agencies to all people in community. Students will be trained as health care ambassadors under the supervision of professional staff in medical/nursing settings – addressing to the need for self-care and elder care in view of the rapid ageing population.

- **Lingnan Community Care Program (LCP)** – enhancing the development of civic engagement among students in different settings through inter-generational and cross-cultural, cross-sectors (including government, private and NGOs) activities – addressing to the trans-disciplinary approach needed for the community.

- **Lingnan Service-Learning Evaluation Program (LS-LEP)** – training students with basic social research skills. Students are required to design a research project (or a pilot experiment) for assessing the needs of the agency or its service users; or for evaluating the services provided – addressing to the need of evidence-based practices now demanded from community services.
### Courses involved (2006-2008)

<table>
<thead>
<tr>
<th>Business</th>
<th>Social Sciences</th>
<th>Cultural Studies</th>
<th>Philosophy</th>
</tr>
</thead>
</table>
| **BUS 101**  
Introduction to Business | **SOC 203**  
Social Gerontology  
1. Life Education in schools (學校生命教育)  
2. Life Education for ageing groups (老有所為生命教育)  
3. Elderly Dream (圓我一個夢)  
4. Life story album (生命故事錄) | **CUS / GEC 317**  
Narrating Hong Kong  
1. Oral History of Pro-China Old Army (追擊老戰士)  
2. Visual Art Program (視覺藝術新一代)  
3. Teaching Assistant Program (做個小老師) | **PHI 114**  
Doing Philosophy  
1. 45th Anniversary Celebration (四十五周年活動誌慶籌組) |
| **BUS 301**  
Strategic Management | | | |
| 1. Business Management for elderly products (長者用品市場推廣計劃)  
2. Fund Raising for Chinese Villages (山區扶貧籌募) | 2. Elderly Learning Program - Cyber Crime Prevention (科技罪行睇真D)  
3. Drama - Elderly abuse, knowledge about the society (長者通識學習劇場) | | |
| **HRM 352**  
Leadership and Teamwork | **SOC 204**  
Society and Social Change  
1. Learning Program – Art (長者藝術學習計劃)  
2. Learning Program – Language / Music (長者語文學習計劃)  
3. Thematic Travel Learning Program (遊蹤學習之旅)  
4. Healthy Tai Chi (長青健康太極新一代)  
5. Learning Program (長者學習計劃) | | |
| 1. Youth Discovery (從井財街出發 - 地區青年中心探索)  
2. Ethnic Minority Group in Yun Nan – Tour Proposal (山區多面睇 - 少數民族在雲南: 交流團籌) | | | |
| **CUS / GEC 317**  
Narrating Hong Kong  
1. Oral History of Pro-China Old Army (追擊老戰士)  
2. Visual Art Program (視覺藝術新一代)  
3. Teaching Assistant Program (做個小老師) | | | |
| **PHI 114**  
Doing Philosophy  
1. 45th Anniversary Celebration (四十五周年活動誌慶籌組) | | | |

| **SOC 330**  
Crime and Delinquency | **SOC 321**  
Social Justice | | |
| 1. Befriending Family Scheme (Marginal Youth Program) (心連心家庭融和大行動)  
2. Elderly Learning Program – Cyber Crime Prevention (科技罪行睇真D)  
3. Drama - Elderly abuse, knowledge about the society (長者通識學習劇場) | 1. Sports Day (無障礙運動會)  
2. Community Integration Program (社區樂融融)  
3. Disadvantage Youth Education Program (青少年教育活動) | | |
Featuring health & social care programmes

Young-old partnerships in action
Our students (English major wanting to enter teacher’s training) are training a group of kiddies for respecting each other.
Life influences Lives

- Don’t ask what the country can do for you, ask yourself what you can do for your country!

- When you make the first step to give, not only your life, but others’ as well, will become fuller every day!