

MUST Learning through Serving: Academic Service-Learning Model at Minghsin University of Science and Technology in Taiwan

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The mission of Minghsin University of Science and Technology (MUST)

- Based on an educational philosophy of balanced development
- Achieved the ideal of holistic education
- Equipped students with multiple competencies for career development



MUST Academic Service-Learning Model

Ethical Courses
(obligatory courses)

Engineering Ethics
(College of Engineering)

Business Ethics
(College of Management)

Holistic Education Passport
(College of Service Industries)

Professional Ethics
(College of Humanities,
Social and Natural Sciences)

Other Courses
(obligatory or optional courses)

Every professional courses
using service-learning as a
pedagogy

An unprecedented pilot program of academic service-learning which embedded in the ethical courses with service-learning was organized.



Purpose

- Explore the contents, developmental process, related factors, driving forces and restraining forces of MUST academic service-learning program.



Literature Review

- Elements of Academic Service-learning:
 - 1.The student provides meaningful service.
 - 2.Members of a community define the need.
 - 3.The service provided by the students flows from course objectives.
 - 4.Service is integrated into the course by means of an assignment.
 - 5.Assignments rooted in the service must be assessed and evaluated accordingly.

(Weigert, 1998)



Literature Review

- Challenges of administering service-learning programs:

1. Working within the institutional and community contexts
2. Planning and goal setting
3. Campus coordination
4. Developing community partnerships
5. Program evaluation
6. Program termination



Methods

- The six participants included two faculty, two students, one administrator and one community partner.
- Data were collected through semi-structured and in-depth interviews.



Findings

- This program included two major elements:

1. **Service-learning elements:**

Every student had served more than 12 hours at diverse institutions; reflections by meetings and journals writing; celebrations with faculty, students and communities.



Findings

2. Research and practice elements:

We have developed many manuals and guidelines, organized different activities for faculty and students, and evaluated student outcomes by assessment instruments.



Findings

- This program consisted of three major phases:
 1. **Exploration**: Inspired new vision and devoted to practice the service-learning ideal.
 2. **Activation**: Promoted diverse engagements and established benchmark paradigms.
 3. **Commitment**: Developed sustainability and improved student success.



Mission of MUST Service-Learning Center

~ Building sustainable **LEARNING** environments

Lifelong-Lifelong learning, Sustainability

Empowerment-Collaboration, Reciprocity

Action-Civic Engagement, Social Justice

Reflection-Connection, Commitment

Nature-Respect, Tolerance, Diversity

ING-Always going



Manuals and Publications

Academic Service-Learning Guidelines



Academic Service-Learning Student Guidebook



Academic Service-Learning Faculty Guidebook



2008 Academic Service-Learning Outcomes Guidebook

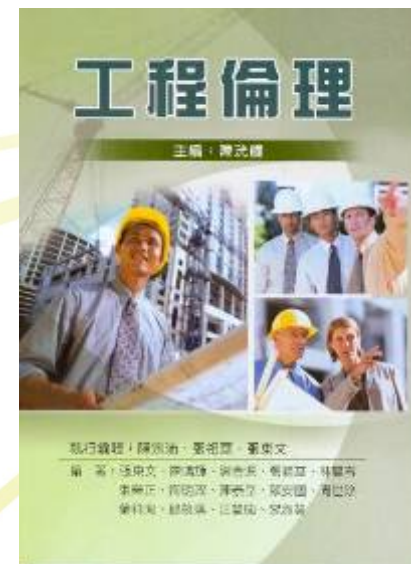


Manuals and Publications

Academic Service-Learning
Teaching Resources Disc



Textbook of Engineering Ethics



Academic Service-Learning e-Learning Website



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相關連結

- Campus Compact
- iYouth青少年國際交流資訊網
- 國際志工資源中心(IRC)
- 青年志工行動網(GYSD)
- 桃竹苗青年志工中心
- 資訊服務青年志工中心

Activities for Faculty and Students

- Academic Service-learning Faculty Workshops
- Academic Service-learning Mentoring Programs
- Symposiums of Institutionalization of Service-learning
- Academic Service-learning Capstone Projects
- Academic Service-learning Scholarships
- Service-learning Conference



Academic Service-Learning Outcomes Evaluation

- Evaluated student outcomes by locally developed assessment instruments
- Included three dimensions:
 1. Intrapersonal development
 2. Interpersonal competence
 3. Humanitarianism and Civic engagement



Academic Service-Learning Outcomes in MUST

Feb, 2008~June, 2009

| Time | Courses | Faculty | Students | Partnership organizations |
|--------------------------|-----------|-----------|-------------|---------------------------|
| Feb, 2008~ July, 2008 | 8 | 7 | 449 | 29 |
| Aug, 2008 ~Jan, 2009 | 17 | 11 | 688 | 79 |
| Feb, 2009~ July, 2009 | 24 | 21 | 1075 | 112 |
| Total | 49 | 39 | 2212 | - |

Conclusions and Implications

- Findings of this paper were not only the deep reflections for MUST, but also proposed some implications and recommendations for the student affairs profession in colleges.
- The development of service-learning courses is contingent upon faculty.
- Successful academic service-learning program relies on good partnerships with students, faculty and community.



There is something uniquely powerful about the combination of service and learning...

There is something fundamentally more dynamic in the integration of the two than in either alone

~Jane Kendall



**Thank you for
your attention**

