Promoting Intergenerational Relationships and Reading Cultures through Service-Learning: Strategies, Effectiveness and Lessons Learned

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1. Background

- Impact of Internet on reading habit
- Intergenerational relationships
- Integration of service-learning (SL) and Information and Communication Technology (ICT) into learning
- Riding on FJCU’s success: Knowledge Management System (KMS) and the role of service-learning (SL)

A Pilot Digital Classroom Project (DCP)
2. Objectives of the Pilot DCP

1. To incorporate ICT into learning
2. To increase learning and teaching efficacy
3. To enhance students’ independent learning ability
4. To build intergenerational relationship
5. To make recommendation for further development and sustainability
3. The Pilot DCP: An Overview

Service-Learning

Programme Coordinators

1. Activity & meeting

University

University students

3. Lectures & regular consultations

Course instructors

Primary School

Primary Sch students

4. Structured classes

Teachers

Digital Classroom

- Discourse
- Social interaction
- Cognitive & conceptual development

Other crucial factors: Technical support, promotion, subject materials, resources, etc.

<table>
<thead>
<tr>
<th>Participant</th>
<th>Primary School Students</th>
<th>University Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Participants</td>
<td>35</td>
<td>4</td>
</tr>
<tr>
<td>School Year</td>
<td>Primary 4</td>
<td>3rd Year (Final year)</td>
</tr>
</tbody>
</table>
| Role | - Answering questions  
- Participating in program activities | - Peer tutor  
- Reading companion |
| Major Activities | - Reading 2 books (Related to personal growth and civil values)  
- Replying to questions, expressing personal discussion, opinion on the online forum  
- Participating actively in discussion  
- Completing worksheet and related readings  
- Participating actively in the activity arranged by university students | - Reading 2 books (Related to personal growth and civil values)  
- Enhancing and encouraging primary school students to share their reading experiences  
- Expressing personal opinion  
- Assisting teacher in teaching and supervising online discussion of primary school students  
- Arranging reading activity |
Re: 故事中,你最喜歡哪一個人物? ...

回應：潘美琳(s200-007) 日期：2008-10-10 08:57:24  IP : 10.79.112.221

三個和尚

- 回應：胡俊杰(s2004132) 日期：2008-10-10 08:58:03  IP : 10.79.112.226
- 回應：潘美琳(s2004007) 日期：2002-10-10 09:02:31  IP : 10.79.112.221
- 回應：劉曉靜(s2003037) 日期：2008-10-10 09:06:12  IP : 10.79.112.227
- 回應：林曉雲(s2006130) 日期：2008-10-10 09:12:57  IP : 10.79.112.229

因為三位和尚用了一些方法，給村民知道甚麼是「分享」。

- 回應：南南姐姐(Vivien) 日期：2008-10-10 19:00:29  IP : 221.125.117.154

胡俊傑，我是南南姐姐。你最喜歡的又是誰呢?


曉靜，三個和尚用了什麼了方法令村民學會了分享？
王的帽子繪畫出來。

你很用心！
5. Evaluation: Methods

1. Pre-test and post-test
2. Focus group interviews
3. Discourse analysis
6. Findings of Evaluation: Success

1. Primary school students
   - Less pressure when expressing own opinion
   - Platform for post-reading sharing
   - Improved Chinese language ability
     - Increased vocabulary
     - Improved written Chinese ability
   - Better communication skills, organizing skills and cooperation skills
   - Build up relationship among different age groups
   - Positive influence from peers
6. Findings of Evaluation: Success

2. University students
   - Learning from primary school students
   - More social exposure and increased awareness of social issues
   - Self-reflection
   - Self-motivation to volunteer in the future
   - Time management and cooperation skills
6. Findings of Evaluation: Success

3. DCP:

- Asynchronous vs synchronous discussion
- More elaboration and discussion apart from mere written work
- Establishment of appropriate attitude and etiquette of online discussion
7. Challenges Faced in Pilot DCP

1. Primary school participants
   - Chinese input skills
   - Limited online access
   - Differences in spoken Cantonese and written Chinese
   - Suitable for students with higher learning motivation?

2. University participants:
   - Role confusion (Teacher? Mentor? Friend? Volunteer?)
7. Challenges Faced in Pilot DCP

3. Course instructors and primary school teachers
   - ↑ workload – curriculum modification, schedule re-arrangement, monitoring online discussion and system management

4. Parents of primary school students
   - Perception of “going online”
   - Notice to parents
7. Challenges Faced in Pilot DCP

5. Programme design
   - Duration of programme

6. System design and management
   - Operational system: Linux vs Windows

7. Resources
   - Hardware, system development
   - Human resources
8. Recommendations

1. More face-to-face activities
2. More involvement from University students
3. Resources – funding and sponsorship
4. Collaboration between Taiwan and Hong Kong universities and primary schools
Acknowledgement

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3. The late Prof Joel Richman
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