

Reflecting on Service Learning Experience to Deepen Students' Learning

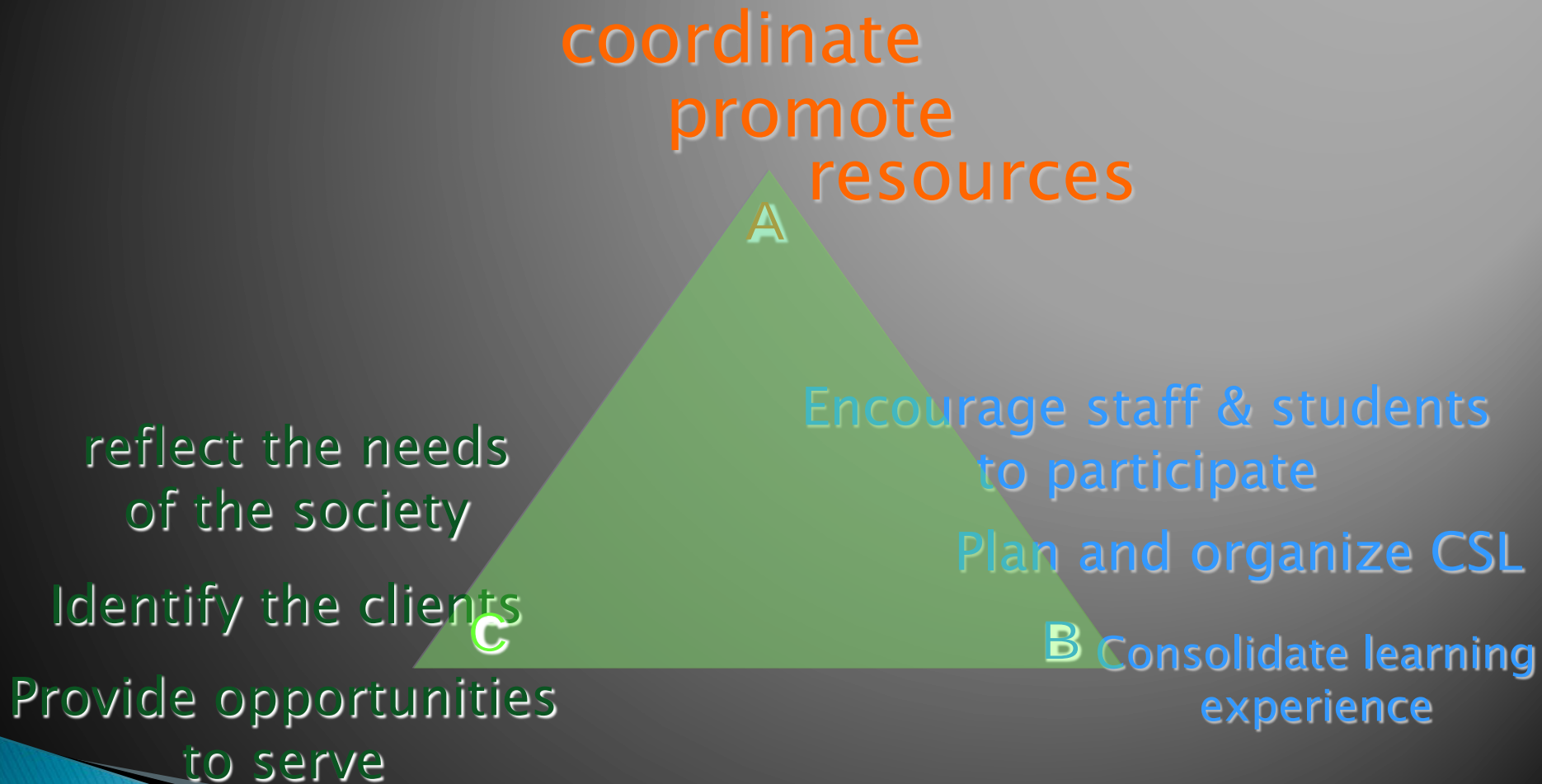
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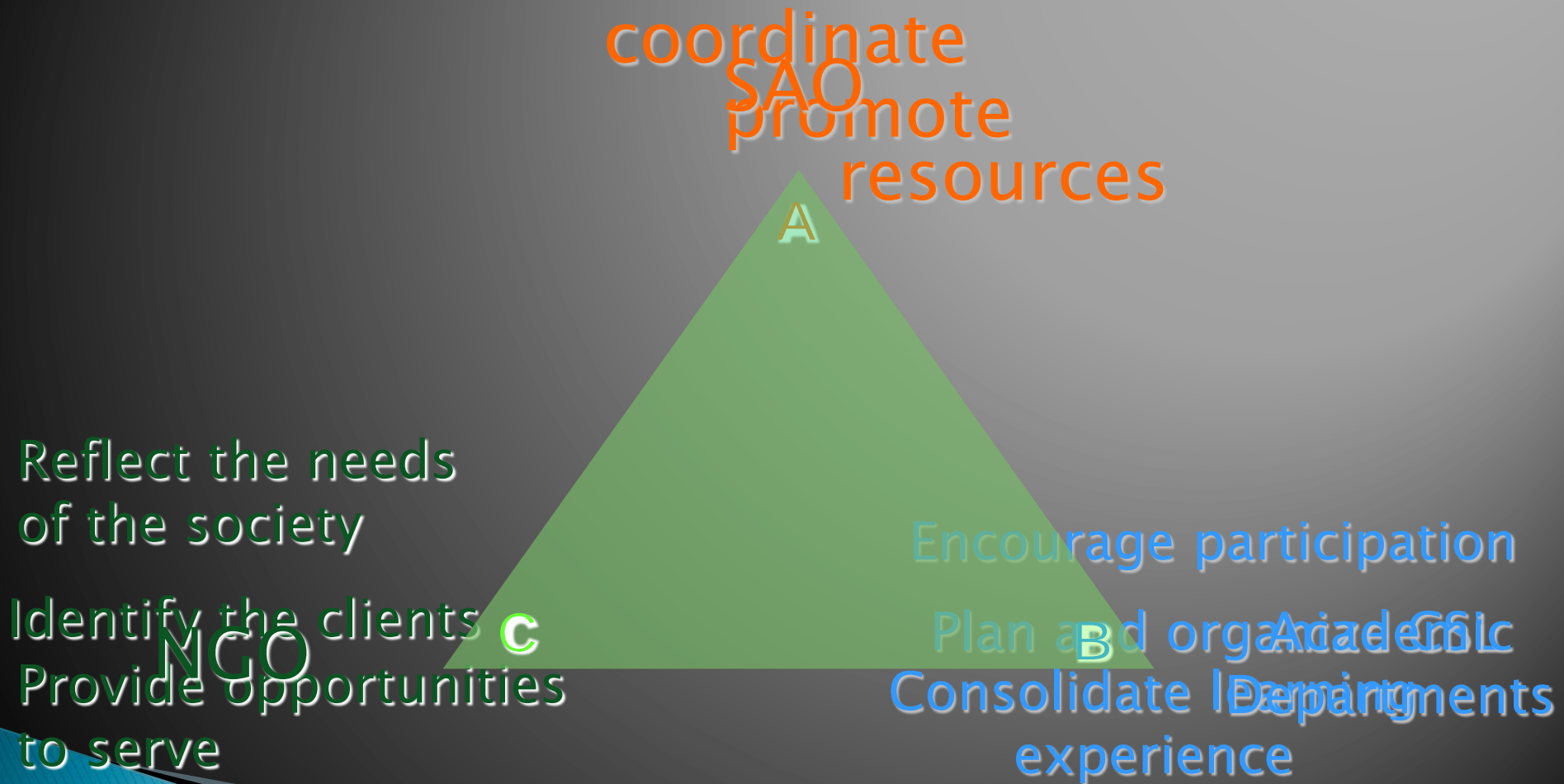
Institutional community service learning project

- ▶ History: 2004 – present
- ▶ Objectives
 - To apply and practise professional knowledge and skills while serving the community
 - To enhance students' generic competencies
 - social responsibility
 - teamwork skills
 - interpersonal effectiveness
 - problem solving skills

Tri-party mechanism

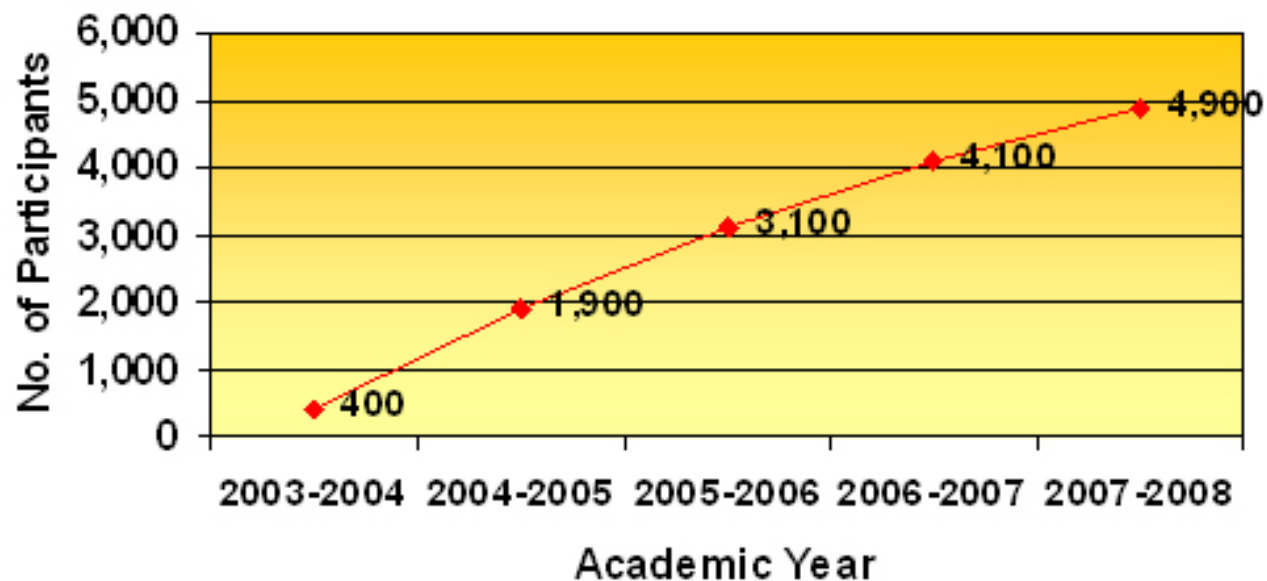


Tri-party mechanism

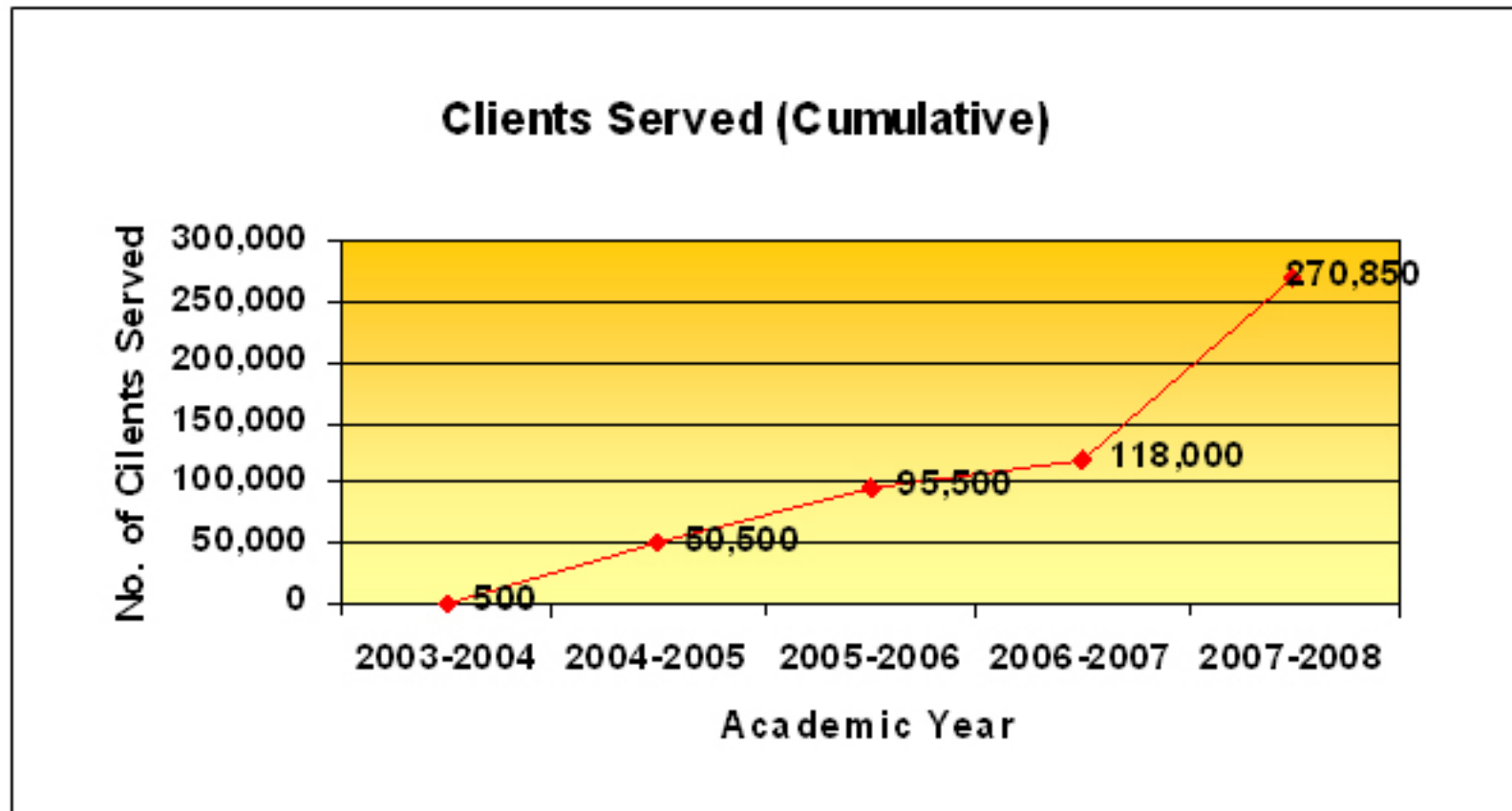


Participation

Students & Staff Participating in Community Service Learning Programme (Cumulative)

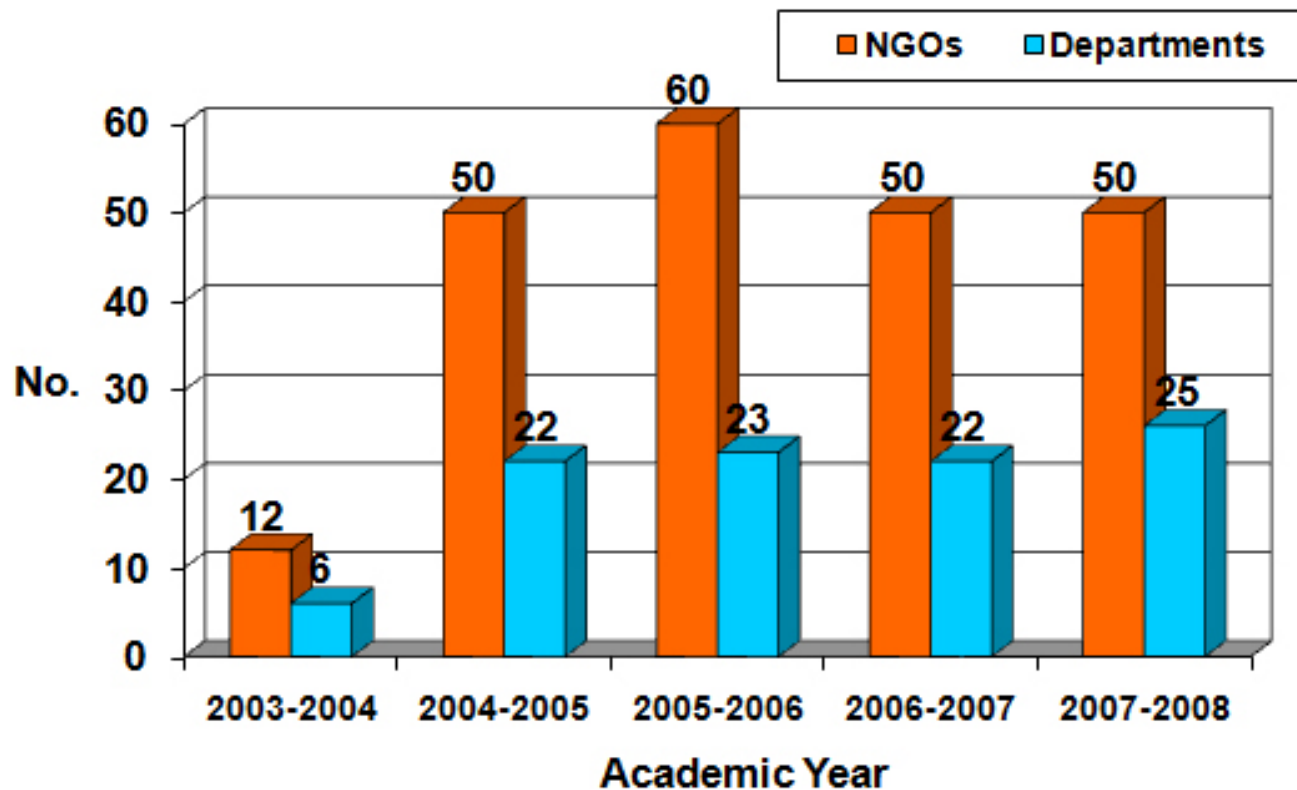


Clients served



NGO and departments

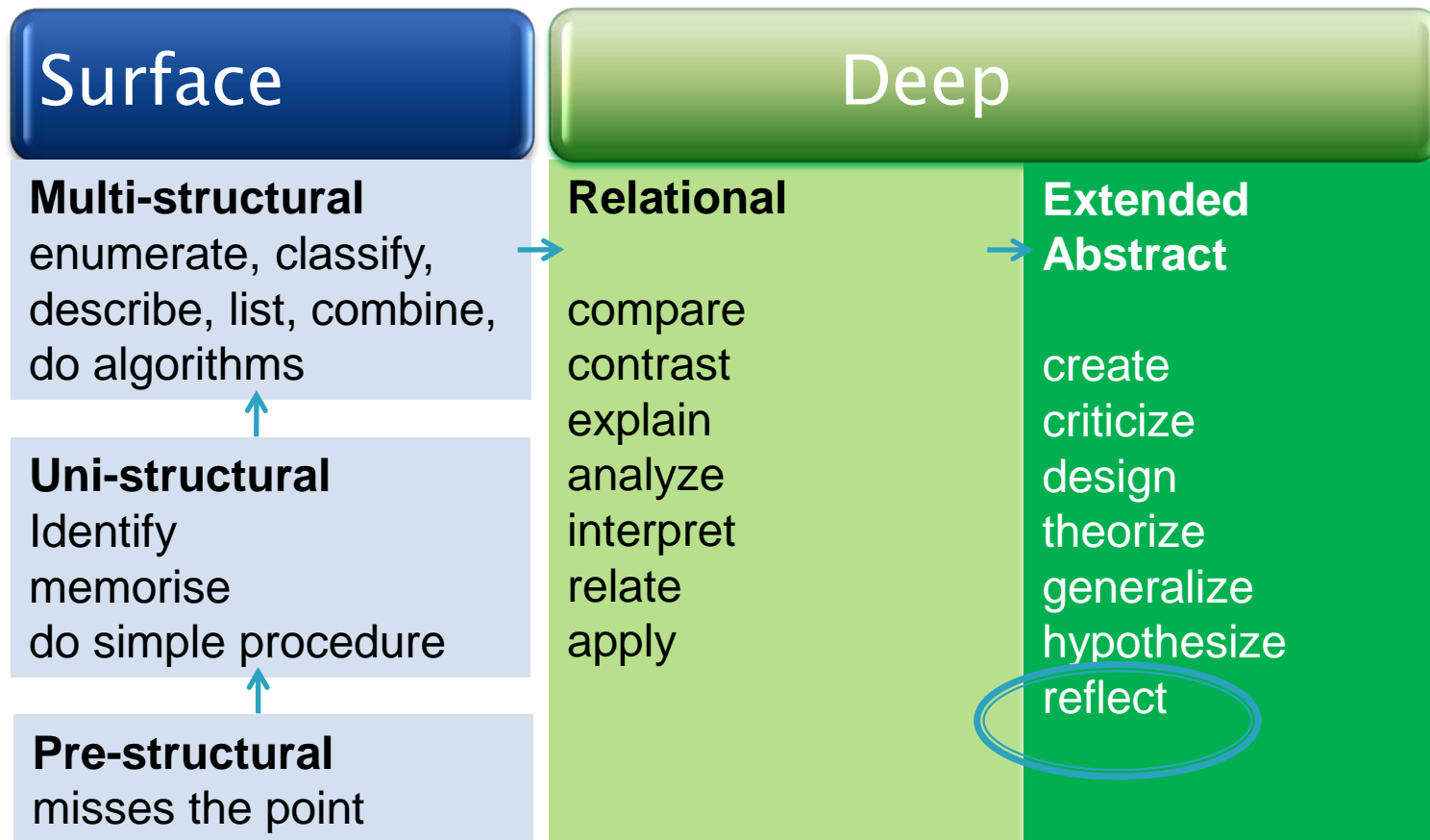
NGOs and PolyU Departments Involved



The learning process



Solo taxonomy: Levels of understanding



Based on **Structure of Observed Learning Outcome (SOLO) Taxonomy** (Biggs, 1999)

Concepts of Reflection

- ▶ “The kind of thinking that consists in turning a subject over in the mind and giving it serious thoughts.”
- ▶ **Active, persistent, and careful consideration** of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it lends...it includes a conscious and voluntary effort to establish belief **upon a firm basis of evidence and rationality."**

(Dewey, 1933)

Concepts of reflection

“It [the cycle of inquiry] is initiated by the perception of something troubling or promising, and it is determined by the production of changes one finds on the whole satisfactory or by the discovery of new features which give the situation new meaning and change the nature of questions to be explored.”

(Schön, 1983)

The reflective process



To reflect!

Making connections
Identify learning outcomes
Evaluate success or failure of goals/ achievements
Plan for improvement

**Make meanings
out of experiences**



Thoughts, feelings, emotional response

With Personal thoughts

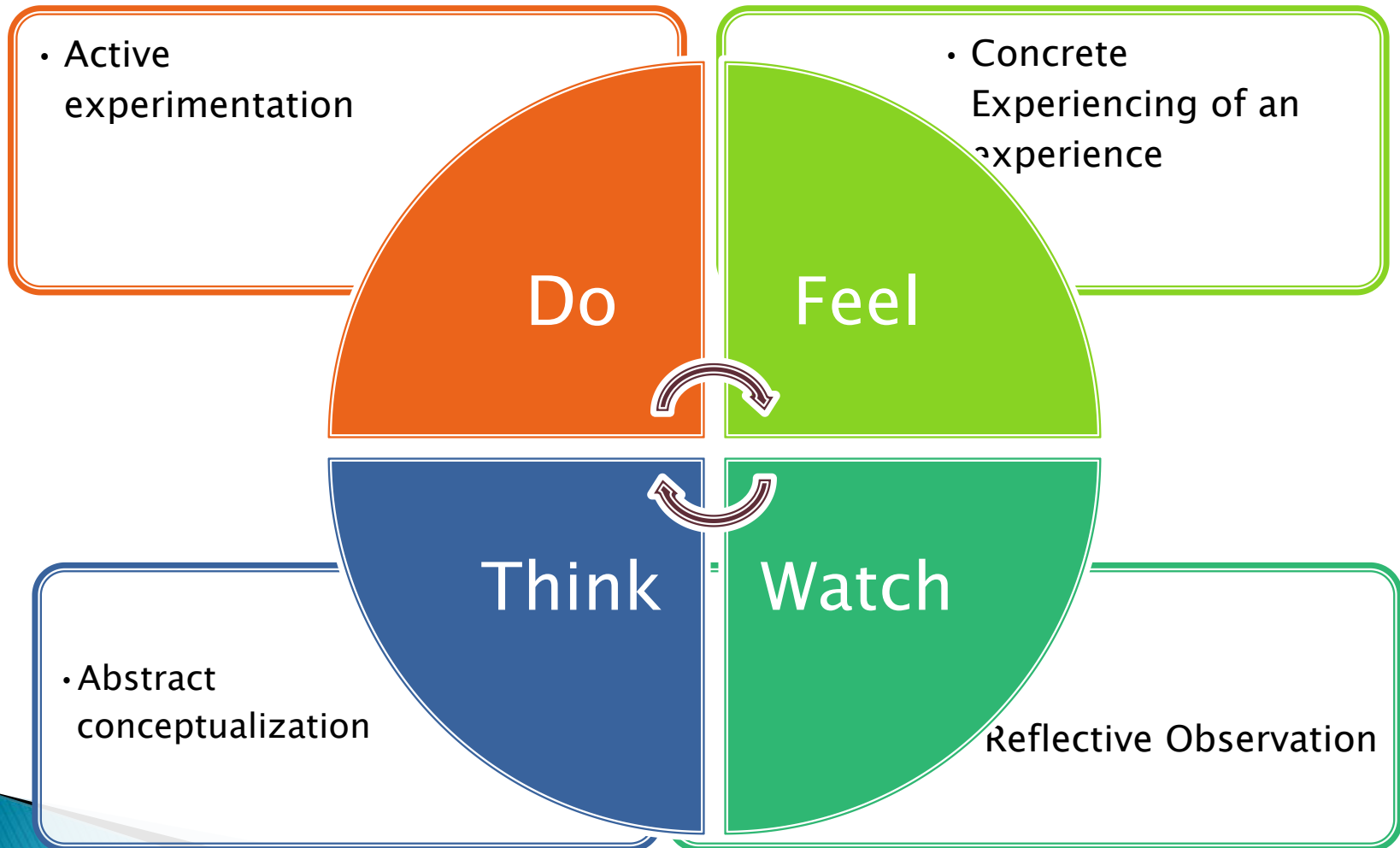


facts, actions

Record of incidents

Reflection in Service Learning

- ▶ Service learning as a form of experiential learning

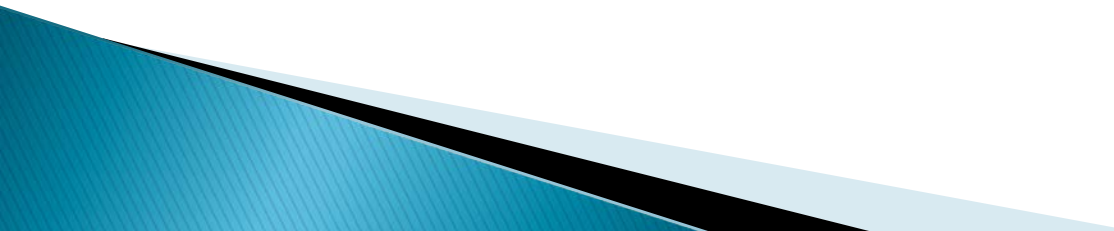


Based on the experiential learning cycle
(Kolb, 1984)

How to facilitate reflection throughout the CSL process?

Briefing/ orientation	intended learning outcomes	Guidance from faculty / SAO: Ask questions to stimulate the reflective thinking process Help students understand their learning process
Pre-service training	Emphasize importance of reflection , skills training, principles and considerations of planning a service project	
Meeting with community partners	Understand community needs, plan and organize service	
Serve the community		
Debriefing	Consolidate learning experience, submit reflective journal	

Purpose of writing reflective journal

- ▶ To deepen the quality of learning, in the form of critical thinking
 - ▶ To enable learner to understand their own learning process
 - ▶ To facilitate learning from experience
 - ▶ To increase active involvement in learning and personal ownership of learning
 - ▶ To explore self, personal constructs of meaning and understand one's view of the world
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CSLP Reflective Journal

Guided Questions

- ▶ What is the need for the serving target(s)? What have you done to cater for these **needs**? Can you describe the **tasks** that involved?
- ▶ Were you able to **apply any knowledge of your profession or soft skills** at this community service experience? How did you apply these subject knowledge or soft skills? (*Knowledge and skills application*)
- ▶ Think about a **problem that you have solved** in this project. What was the outcome? Were you satisfied with it? (*Problem solving*)
- ▶ Describe a situation **working with others** that you found difficult. What happened? What role did you take? What was the result? (*Teamwork*)
- ▶ How do you feel about **caring for the community**? Do you know what problem(s) your community is facing? As a member of the community, how would you contribute yourself in the future? (*Social Responsibility*)

Learning outcomes

Students' submission of reflective journal

For physiotherapists, the elderly is the main group of people we will serve in the future. This service project has enabled me to get in touch with them before our career starts. I have learnt the skills of talking with the elderly people.

(a Rehabilitation Science student)

- ▶ strengthened professional skills through an understanding of work setting

Learning outcomes

Team spirit among team members has built up throughout the whole process. It was important for the entire team to cooperate and assist one another in order to get things done effectively and efficiently.

(a School of Hotel Tourism and Mgt student)

- ▶ Enhanced teamwork skills

Learning outcomes

I become more aware of the needs of and the difficulties faced by the mentally-challenged people, and would like to engage in more community service in the future.

(a Applied Biology and Chemical Technology student)

- ▶ Developed an attitude to care for the community (i.e. social responsibility)

Learning outcomes

The project provided our team and me with an invaluable opportunity to understand the culture, lifestyle and study atmosphere of Zhaoqing, which was so different from those of Hong Kong. This project allowed us to think more deeply about what we, as nursing students, should do to help and care for the people in need in the community.

(a School of Nursing student)

- ▶ Raise cultural understanding
- ▶ Understand and care for the community (i.e. social responsibility)

Less well-written reflection

We followed our discussion with client and then visualized them out on paper, then I passed it to another group mates to colouring them.

facts

Happy and wonderful opportunity to serve in the community.

feelings

Happy, happy and happy. Because we teach the students via this CD-Rom. Also, I drew so many interesting characters.

Feelings and facts

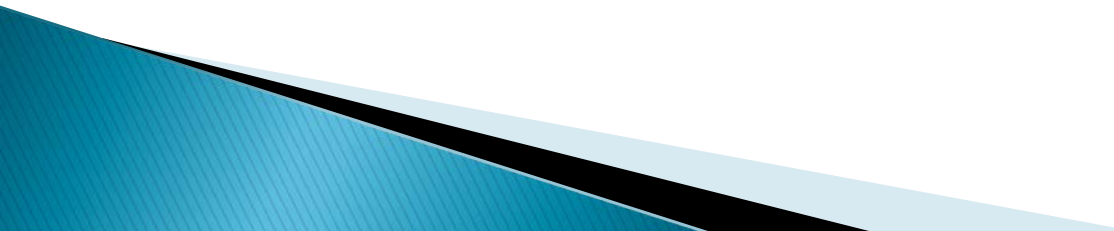
FAIL TO
MAKE
MEANINGS!

Problems with reflection

We think giving what we can give make us happy.
Because the children we serve are happy.

- ▶ Fail to express clearly in words
- ▶ Do not familiar with the reflective thinking process
- ▶ Do not have (enough) guidance from an instructor
- ▶ Do not have (much) chance to practise reflection

Future development

- ▶ Encourage students to keep diary/learning log during the community service experience
 - ▶ Allow time for reflection and feedback in the entire process
 - ▶ Reward attempts to reflect and good reflection
 - ▶ Use of ePortfolio: allow submission of video and pictures at the journal, with simple reflective notes
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Thank you

