

The Multiple Roles of Learner : The Reflection in Service-Learning Methods



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WHY Multiple Roles?

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graph TD; A[WHY Multiple Roles?] --> B[What is the meaning and the benefit of making Reflection for Student?]; B --> C[How is The PROCESS of learner experience can be brought to the PEDAGOGY Level];
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What is the meaning and the benefit of making Reflection for Student?

How is The **PROCESS** of learner experience can be brought to the **PEDAGOGY** Level

Housing, Informal Sector & Psychology Class

- Course Code : AR.751B
- An Elective course
- Developed since 2002/2003 .
- Total credit : 3 credits
- Offered for students on 7th semester (pre-required: have 97 credits)
- Number of students 6 – 19 .

Learning Strategies

- Reviewing Selected papers on the Project Theme (individual)
- Discussion / opinion sharing to get some knowledge (in group).
- Field Survey for preparing project proposal, interviewing with the target group (in group)
- Proposal presentation and discussion (in group)
- Service Learning on site together with community and HABITAT's program Join the BOSS/ Building on Saturday and Sunday - (individual)
- Monitoring the project (in group)
- Project Diary / Reflection (individual)
- Report Paper (in group)

Assesement Strategies

	percentage	value range
• Participation on site	20%	60 or 80 *)
• Proposal presentation	15%	40 – 100
• Monitoring report	20%	40 – 100
• Report Paper	25%	40 – 100
• Reflection	20%	100 **)

Note:

*) There are only 2 grades : passive (60) or active (80)

**) All individual Reflection (in writing) are good (100)

Lesson Learned by Student

- Real problems in the design process
- Real problems in team work with other agency (Habitat)
- Construction Technical Awareness (learn from mason & carpenters)
- More understanding and sensitivity to the low income people
- More appreciation to the role of mason and carpenter
- Motivation to respect and be thankful for their life.
- More responsible to their role as undergraduate student
- Extra works and money 😊

Lesson Learned by Tutor

- Deal with students, especially rich students, is not an easy job. How to bring them down from ivory tower to the firmly ground, so that they have experience in applying their knowledge that they know theoretically in real life.
- Students became challenged when they see by themselves the real life of the needy community.
- Students are more encouraged with their tutors when tutors like to involve and work together with them on site.
- More expenditures for encouraging and completing the project 😊.

Project : Educational Toys

2003/2004

Objectives :

- Students are able to observe and recommend a solution design that fits to the community
- Students have a chance to know and communicate with the target community

Project Theme , Housing For Low Income People (code: AR.751B)

Objectives:

- Students are able to observe and recommend a solution design that fits to the needy community.
- Students have a chance to learn and communicate with the needy community

Project : Housing
Post Occupation
Evaluation (POE)

2004/2005▶

2007/2008▶

- **Students work with HABITAT to help communities have better houses.**

Project : Housing
Renovation, join
with HABITAT

Target and Services by Group

- Group 1. :
 - Kiosk design for renovation
 - Ventilation and lighting improvement design as suggestion
- Group 2 :
 - Bedroom design for renovation
 - Home design as suggestion
- Group 3 :
 - Divider wall design for renovation
 - Home design as suggestion

Study Background

PAST : problem solving ways for reflection
PRESENT : experience and reflection through interaction.

FUTURE : Students must recognize the learner's **ROLES** in their active involvement.

To Evaluate

- What intellectual underpinnings the process ?
- How is field experience can build knowledge and skill ?
- How did the students get benefit ?

John Dewey in “*Experience and Education*” wrote,

The belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative

Any experience is mis-education that has the effect of arresting or distorting the growth of further experience

A given experience may increase a person's automatic skill in a particular direction and yet tend to land him in a groove or; the effect again is to narrow the field of further experience.

SO ...

**Experiences could be judged to be
EDUCATIVE --- lead to further GROWTH**

Positive Impact of S-L (Billig, 2004)

- *Academic or cognitive domains*: what students were learning in terms of content or higher order thinking skills as a result of their participation;
- *Civic domains*: connection to society and community;
- *Personal/social domains*: personal and interpersonal development in areas such as/youth empowerment, respect for diversity, self-confidence, and risk avoidance behaviors; and
- *Career exploration skills*: such as knowledge of career pathways and workplace literacy.

Study Methodology

Students' Reflection

Questionnaire

48 students : 2004=14; 2006=6; 2007=9, 2009 19

**Get the ground feeling,
indicate the roles**

**Categorization the
building block**

Element of analysis:

Learning from, understanding
the **PROCESS** of the nature of the issue being confronted

**Obstacle: Petra = Chinese (the minority ethnic) helps the
members of disadvantaged ethnic majorities**

Kathrine said, “I think that reality out there is messy and unfriendly, but then in reality, they consider me as their children. When I come, they will bother to prepare food and drink for me”.

Silvan said, “ I think to make design for low income people is easy, but on the field I found that they have their own culture and lifestyle that make me think more to fulfil their needs”.

Felesia said, “ It is really far from my perception that low income people will trust easily with me as an architect student, but finally I must negotiate with them to make the opening on the roof in order to create their house be more healthy with good air cross ventilation”.

Cynthia said, “ I surprise and aware that whatever I wear is become attracting their younger daughter. She used to ask to me, how good is my bag, how nice is my jacket”.

What do you think would be the advantages for joining exploration class with service-learning method? Please indicate your agreement below

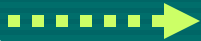
	Strongly agree	Agree	Not agree	Strongly disagree
Having more social interaction than just in the class (<i>as student</i>)	60.5% (29)	35.4% (17)	4.1% (2)	
Increases the awareness to low income people (as social worker)	39.5% (19)	52.1% (25)		8.4% (4)
Sharing the knowledge of healthy housing (as negotiator)	16.7% (8)	70.9% (34)	6.2% (3)	6.2% (3)
Get a feeling of contributing such life-style to low income people (as cultural mediator)	37.5% (18)	56.3% (27)	6.2% (3)	
Get friends from different group (<i>as friend</i>)	60.4% (29)	33.4% (16)	6.2% (3)	
Provides feeling of thankfulness to God (<i>spiritual</i>)	77% (37)	23% (11)		
Gives more confident (<i>as professional</i>)	68.8% (33)	18.7% (9)	12.5% (6)	

What do you think would be the disadvantages for joining exploration class with service-learning method ? Please indicate your agreement below

	Strong ly agree	Agree	Not agree	Stron gly disag ree
Takes too much time	8.4% (4)	14.6% (7)	77% (37)	
Needs extra expenditure		29.2% (14)	54.2 %(26)	16.6 %(8)
Sometimes sets a rejection precedent	12.5% (6)	41.7% (20)	45.8 %(22)	
Too much work in general		25% (12)	75%(36)	
Takes to much away my personal life		25% (12)	64.6 %(31)	10.4 %(5)
Takes advantage of me			68.8 %(33)	31.2 %(15)

From Reflection To Knowledge Construction

From
Reflection



- Story that can be told and retold
- Reaffirm sense of belonging to community
- Interaction may expose conflict to open new insights and awareness

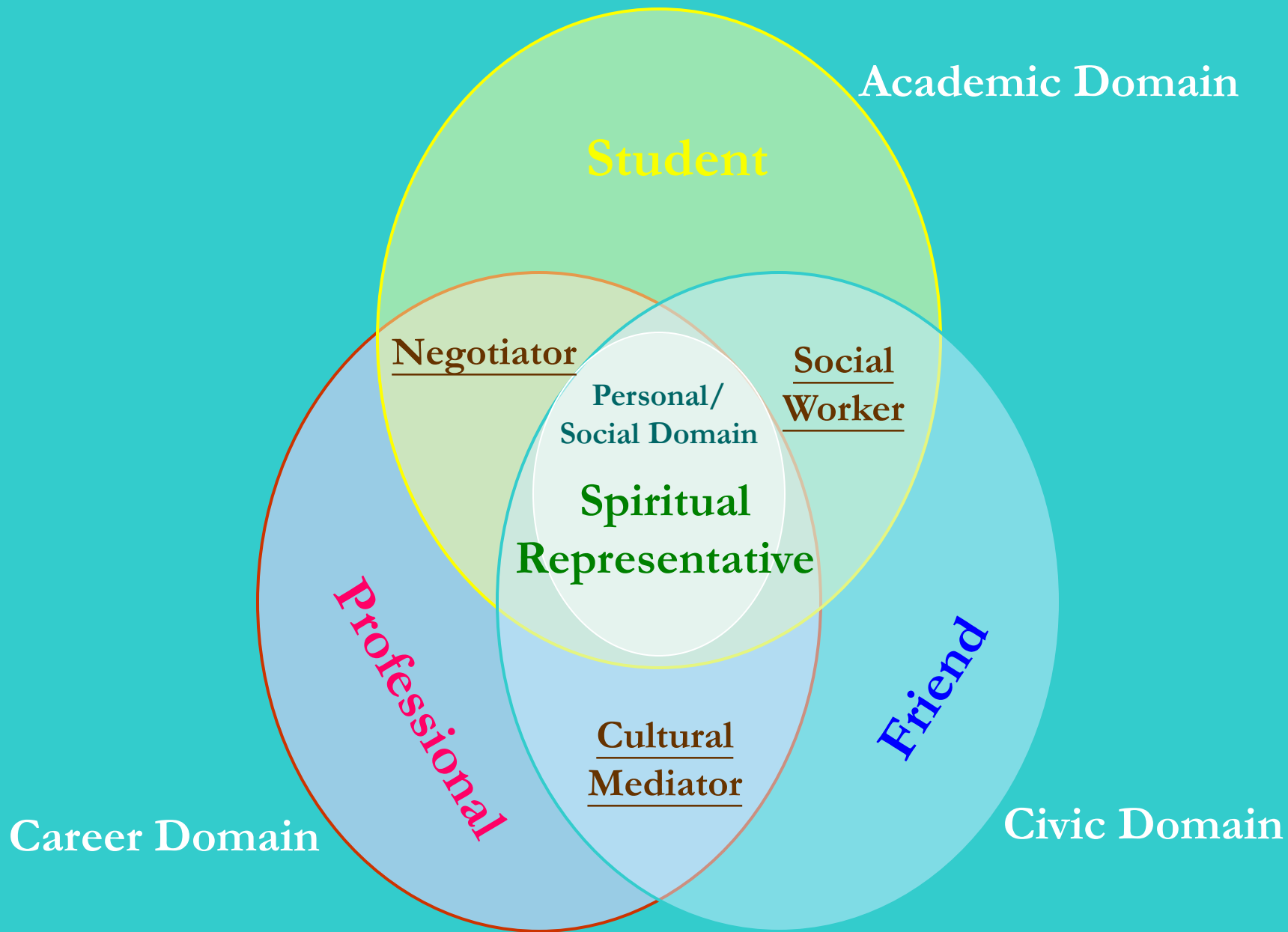
Get opportunity
to develop
Personal
Building
Character

From
Questionnaire



- **Understand the social, academic and career domains**
- **Aware the roles**

Shape students'
Knowledge



Students' Roles in S-L Strategy

Recommendation

Service-learning classes must consider the multiple roles for students. It has to be planned in their curriculum design.

The awareness of those roles that had been experience by students, they must be returned to the community.

It seems that the curriculum fit for achieving such goals of higher education i.e. interpersonal competence, personal development, and increased experience and tolerance in diversity.



Presentation Reflection

- *There can be no knowledge without emotion.*
- *We may be aware of a truth, yet until we have felt its force, it is not ours.*
- *To the cognition of the brain must be added the experience of the soul.*

Arnold Bennett (1867-1931)

Thank you for giving me time to do this reflection