

The impact of Service-Learning: Reflections from service-learning alumni

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■ Introduction

- *What long-term impact does the S-L experience have on students and their lives?*
- **ICU**, small liberal arts university with 3000 students
- S-L at ICU, 30 days plus of unpaid service, assignment of an essay & presentation
International S-L / Community S-L (3 units)
- About 50 students do S-L per year

■ Research Design

- Time: December 2007 - January 2008
- Data collection Method: Questionnaire sent by mail, responses returned by (e-)mail
- 445 students took S-L, as of December 2007
- Respondents: 35 (21%) out of 165
12 CSL: 6 Male : 6 Female
23 ISL: 3 Male: 20 Female

Research Design

Q1-Q5 were analyzed

- Qs 2-3 easily quantifiable
- Q1, Q4-5 open-ended questions
 - main/core ideas were picked and coded into categories (independently by two, later adjusted)
- Statistical analysis

■ Findings

Q2. Degree of Impact

2. To what extent has your service-learning experiences influenced?

[None=1, Some= 2, A lot= 3, Substantial= 4]

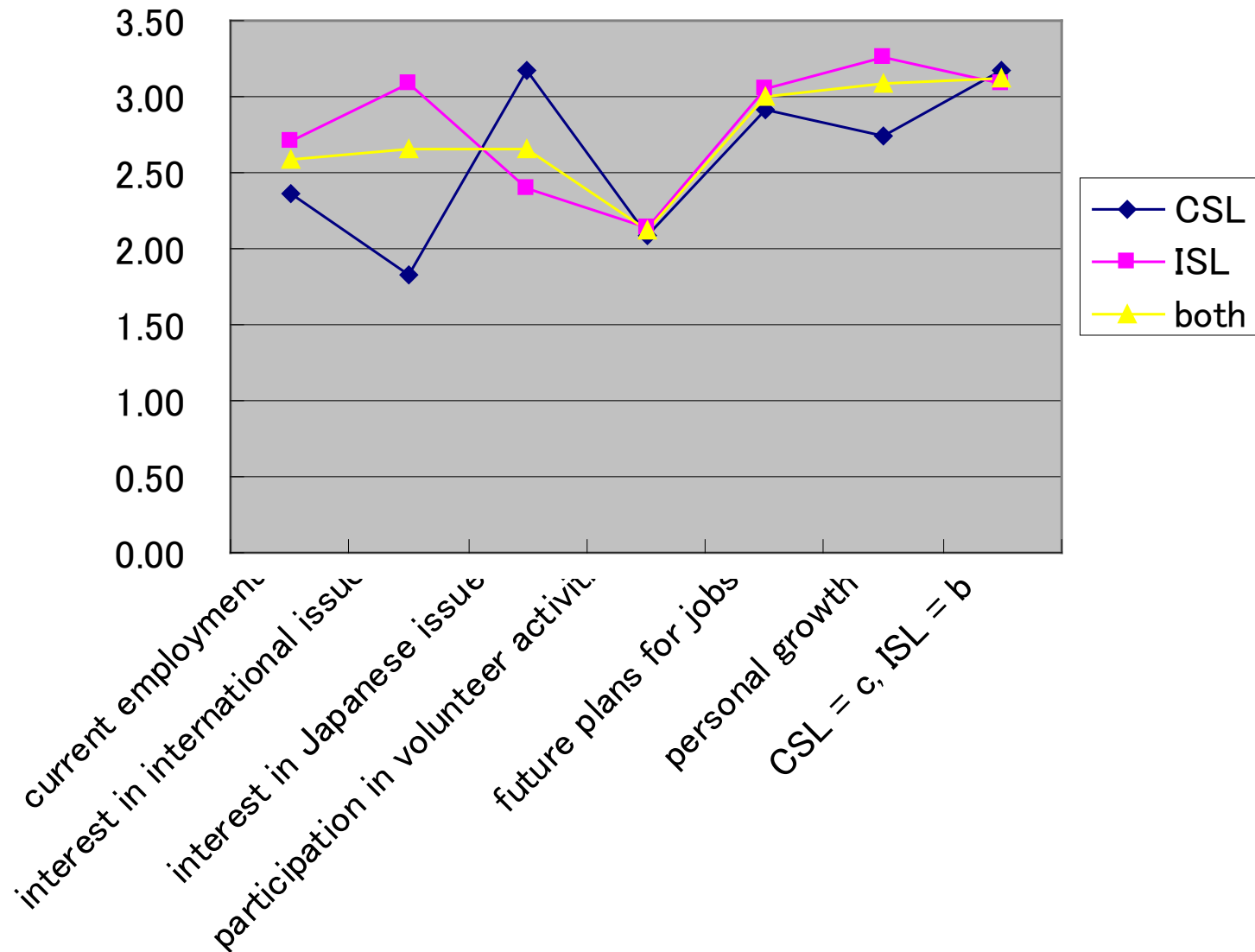
- a. your current employment?
- b. your interest in international issues?
- c. your interest in Japanese issues?
- d. your participation in volunteer activities?
- e. your future plans for jobs?
- f. your personal growth?

Q2 Degree of Impact

	a	b	c	d	e	f
CSL	2.36	1.83	3.17	2.08	2.92	2.75
ISL	2.70	3.09	2.39	2.13	3.04	3.26
both	2.58	2.66	2.66	2.11	3.00	3.09

- a. Current Employment
- b. Interest in International Issues
- c. Interest in Japanese Issues
- d. Participation in Volunteer Activities
- e. Future Plans for Jobs
- f. Personal Growth

O2 Degree of Impact



Q2 Degree of Impact

- f (Personal Growth) > a (Current Employment), b (Interest in International Issues), d (Participation in Volunteer Activities) ($p < .05$)
- d (Participation in Volunteer Activities) < c (Interest in Japanese Issues), e (Future Plans for Jobs) ($p < .05$)
- for CSL: c, e, f > b, d ($p < .05$)
- for ISL: f > a, c, d ($p < .05$); b, e > c, d ($p < .05$)
- for b: ISL > CSL ($p < .001$), c: CSL > ISL ($p < .05$)

Q3 Which is Most Important?

Q3. Please choose the item/s from Question #2 above that you think is most important to you and explain your answer.

- a. your current employment?
- b. your interest in international issues?
- c. your interest in Japanese issues?
- d. your participation in volunteer activities?
- e. your future plans for jobs?
- f. your personal growth?

Q3 Most Important

	a	b	c	d	e	f
CSL	1	1	4	0	2	5
%	8.3	8.3	33.3	0	16.7	41.7
ISL	1	1	2	2	10	10
%	3	3	6.1	6.1	30.3	30.3
Both	2	2	6	2	12	15
%	5.7	5.7	17.1	5.7	34.3	42.9

- a. Current Employment
- b. Interest in International Issues
- c. Interest in Japanese Issues
- d. Participation in Volunteer Activities
- e. Future Plans for Jobs
- f. Personal Growth

Q3 Most Important

- most important: f (Personal Growth) > a, b, d ($p < .05$)
- second important:
CSL: c (Interest in Japanese Issues)
ISL: e (Future Plans for Jobs) ← actually, equally important

Q1 Remembered as Most Significant

In looking back on your service-learning experiences, what stands out in your mind as being most significant to you? This could be the people, the agency, the culture, the challenges you faced, what you learned etc. Please give examples to illustrate your answer.

Q1 Remembered as Most Significant

- **work/service:** reference to what was learned or perceived of the service activities, site or staff
- **people:** reference to people met during the service as memorable
- **issue:** reference to social or international issues as memorable or stating that some interest/consciousness was directed to issues as a result of service
- **personal growth:** stating some change in personality or perception of the world (that indicates maturity)

Q1 Remembered as Most Significant

➔ *Source of Impact*

	Both	%	CSL	%	ISL	%
Service/ work	22	44	8	57.1	14	38.9
People	14	28	4	28.6	10	27.8
Issue	8	16	1	7.1	7	19.4
personal growth	6	12	1	7.1	5	13.9
Total	50	100	14	100	36	100

Q1 Remembered as Most Significant

- Most memorable

Work > Issue, Personal Growth ($p < .05$)

Source of Impact:

➔ students learn through service from people

Q5 Content of Learning

Q. 5 What is the most important thing you learned from your service-learning experience?

Q. 5 Most important thing learned

- **Lesson Learned:** statement of some lesson learned. There were two types of such lessons: One type of lesson is relational and the other lesson is personal
- **Career Design:** statement or acknowledgement of something pertaining to the career (jobs or life).
- **Issue:** statement of some finding pertaining to some issue(s)

Q5. Most important thing learned

	lesson learned	career design	issue	Other
CSL frequencies	10	1	2	0
%	76.9	7.7	15.4	0.0
ISL frequencies	14	9	4	1
%	58.3	37.5	16.7	4.2
Combined	24	10	6	1
%	64.9	27.0	16.2	2.7

Q5. Most important thing learned

- Lesson Learned > Issue, Career Design ($p < .95$)
- ISL referred to something pertaining to Career Design 37.9 % of the time
- the ISL group continued to respond in a manner that indicates that their engagement in S-L activities and their career design were somehow connected. (cf, Q3)
- Many ISL students may have chosen to participate in international service-learning as a way of exploring an interest they already had in pursuing some kind of career involving employment outside of Japan.

Findings

- ❑ SL has 'a lot' of influential on Personal Growth, Future Plans for Jobs, and Interest in the same type of Issues
- ❑ Students learn through service (from people)
- ❑ Students learn some lessons
- ❑ ISL alumni tended to perceive Career Design in connection with S-L more important than CSL.

General Implications

- service-learning is a particularly valuable learning/teaching methodology in a tertiary educational context. This is because it has 'a lot' of influence on promoting interests in issues, encouraging personal development, and planning future career.

Thank you

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