Win, Win, Win with SERVICE-LEARNING

Win for the University
Win for Education
Win for Society

Regional Service Learning Conference
Hong Kong Lingnan University
May-June 2007
Interdependence of Students, Universities and Communities

INDIVIDUAL STUDENTS:
Self Identity & Values & Commitment
Congruence with others/society

SOCIETY & COMMUNITIES:
Government & Citizenship
Careers and Community Services

INSTITUTIONS: Education
Common Purpose
Collaboration
Controversy with civility

Alignment of Students, Institution and Communities
Derived from Astin’s Social Change Model by Jane S Permaul
Essential Theories

- Developmental Theories
- Learning Theories
- Cognitive Theories
- Integrated Theories
- 大学生发展理论
- 学习理论
- 认识论
- 综合理论
Essential Experiences for Learning

Active Learning Essential to ACADEMIC SUCCESS

Learning Pyramid, based on work by National Training Laboratories, Bethal Maine
Support for Service-Learning

Dialectic Learning Cycle by Criticos and Beard (1989)
Outcomes of Service-Learning

• Relationship between *theory* and *practice*
• Integration of different learnings
• Use of knowledge
• Learning to learn
• Diversity and pluralism in ideas and relationships

Derived from AAC workshop on Connecting Liberal Learning with the Outside World, 1989.
Additional Research Findings on How Service Learning Affects Students

- Academic performance (GPA, writing skills, critical thinking skills)
- Values (commitment to activism and promotion of racial understanding)
- Self-efficacy
- Leadership (initiative and interpersonal skills)
- Career Choice (tends toward service fields)

Development of the Whole Person

• Enhance and develop student LIFE SKILLS
  ➢ Relationships
  ➢ Leadership
  ➢ Career choices and pursuits
  ➢ Linkage of academics with life/careers

• 加强与发展学生生活能力
  ➢ 人际关系的能力
  ➢ 领导能力
  ➢ 职业选择与追求的能力
  ➢ 把理论与生活同职业联系的能力