

# INTERNATIONALIZATION OF SERVICE-LEARNING

## THE TRINITY UNIVERSITY OF ASIA MODEL



# •Challenges of Study Abroad Program

- Development of internationally-oriented substantive knowledge
- Provision for empathy and appreciation of other cultures
- Exploration on learning foreign language
- Nurturing to function in other cultures

(Richard Lambert, Educational Exchange and Global Competence, 1994)

# Impact of Study Abroad Program

- Study abroad program is a tool for developing ...
  - more intellectually demanding activities
  - higher enthusiasm in learning :
    - learning about themselves and the others
  - understanding people coming from different cultural and religious background

(Stevenson & Askand, 2000)



# Service-Learning

- Paradigm of learning that establishes a strong connection between academic learning and community service
- Applies immediately to real-life situations theories learned in the classrooms
- Thrives on symbiotic learning

# Integrating Service-Learning to Study Abroad Program

- Students move beyond values, beliefs and confines of their own civilizations into different world
- Acknowledge their own biases and reflect on the vision of the world communities



# Impact of Service-Learning

- Developing intercultural skills, nurturing global goals
- Propagating interfaith communion towards world peace
- Gateway to leadership
- A journey between micro-macro society
- A means to empowerment

# Service-Learning: Developing Intercultural Skills, Nurturing Global Goals

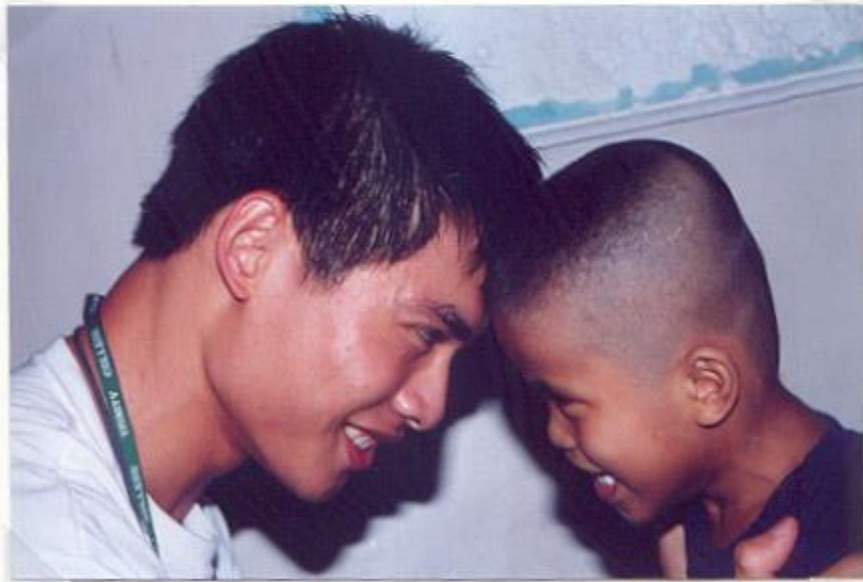
- Intercultural skill is the embodiment of range of capabilities that lead to productive and constructive relationships across cultures
- Helps in cross-cultural transition  
(Margarett Pusch, 2005)



# "YOUNG WOMEN'S CHRISTIAN ASSOCIATION"



Tutoring



Having Fun and Games

# Service-Learning Propagating Interfaith Communion

- Interfaith disarmed the religious biases and sow more trust and faith on each other so they can serve with sincerity the less fortunate and the deprived





# Service-Learning : Gateway to Leadership

- Given the opportunity to lead, decide, manage situations, SL student develops into servant-leader.
- Servant-leader who is proactive and a situational leader who is interested in finding solutions which flow from the needs of situations rather than the authority of the office



# Service-Learning : A Journey Between Micro-Macro Society

- SL program provides a classroom atmosphere where the students shall be able to define poverty on their own perspective and contextualized it from their own point of view

# Cerras Center for girls





- SL programs provides a healthy avenue for international understanding of the macrocosm of social issues pervading in the world
- Enriches the international curricula with real experiences, lived experiences of the students

# Asso. de Damas de Filipinas, Inc.





# Service-Learning: A Means to Empowerment

- Empowerment is facilitating the other to fully develop, create capability to build the community being served.
- Empowerment involves action at the grassroots level, creating self-awareness and the transformation of society leading to a negotiated power-sharing

# Service-Learning: A Means to Empowerment

- Tap capability to build community being served
- Transfer management skills from donor to recipient
- Develops self-reliant of the recipient
- Creates self-awareness and the transformation of society leading to a negotiated power-sharing (Diego Quito, 2004)

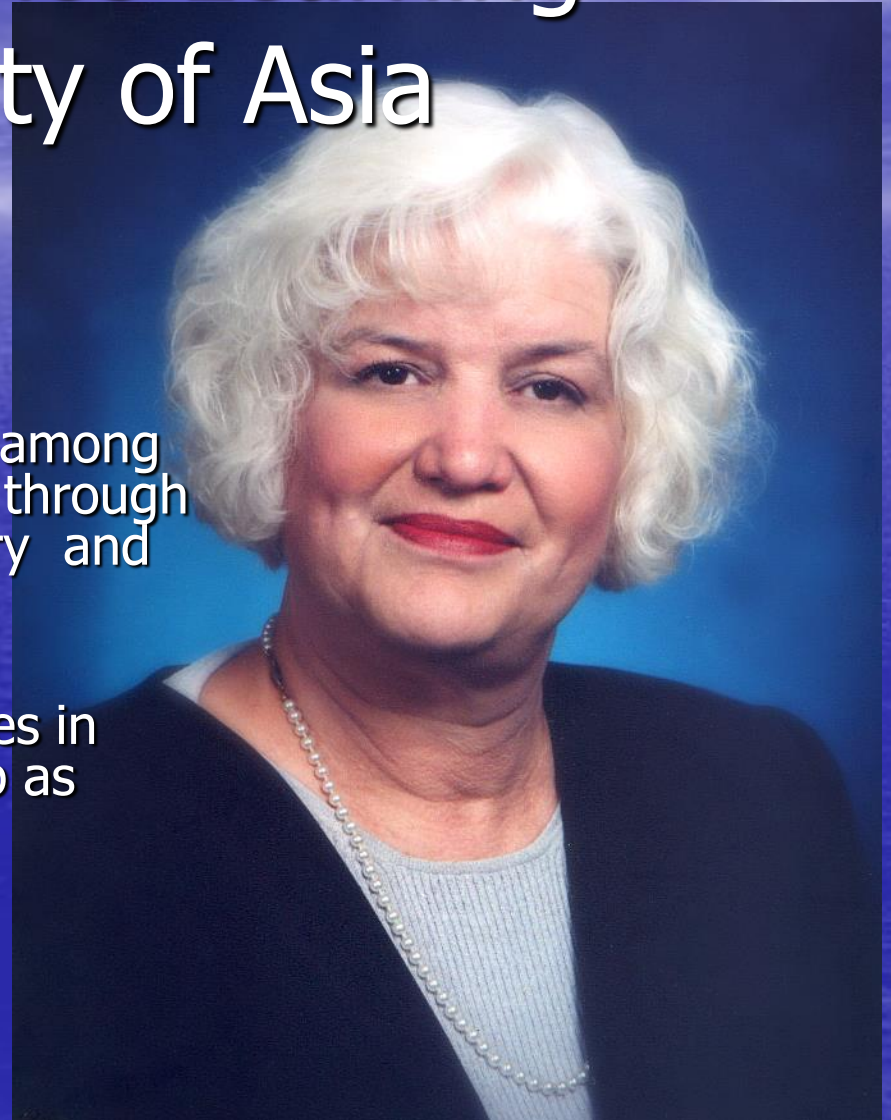




# International Service-Learning at Trinity University of Asia

- Birth of Partnership

- > started as a partnership program among the universities in the US in 1982 through the leadership of Dr. Howard Berry and Dr. Linda A. Chisholm
- > grew up to international campuses in 1985, where 14 nations signed up as distinguished members of the organization







- Trinity University of Asia, still a college then in 1985 pioneered in community outreach program where the Colleges of Education and Nursing do literacy and medical mission in a district near the campus (Barangay Tatalon)



- In 1998, the first simultaneous grounding of service-learning took place with 12 faculty from the USA and Asia together with 30 students participated in the Conference for International Service-Learning Program

- An exercise on negotiations, planning and building the capacity of the agency and the community to be self-reliant is the greatest goals of service-learning.
- As participants of SL, students reflect on the impact of collaboration and resourcefulness for the program to become successful.



# **International Service-Learning Program of TUA**

- **Theoretical Framework:**

Triad of SL Paradigm

**Community**

**Service Learning**

**University  
& its Vision  
Goals**

**Faculty/  
Students**



# **SL Collaborative Program**

**Adm.**

**University Faculty  
Students**

**Curriculum**

**Eg. Society &  
Institution**

**Community  
or Agency**



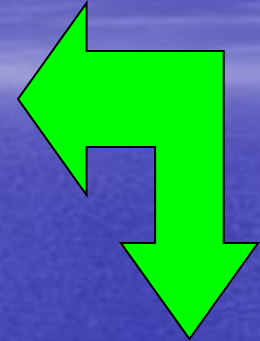
# Kolb's Learning Matrix

**Abstract Ideas**

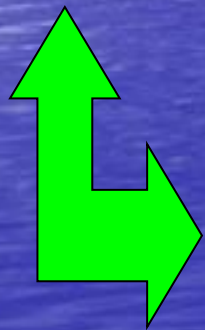
taken from readings,  
observations, class discussion



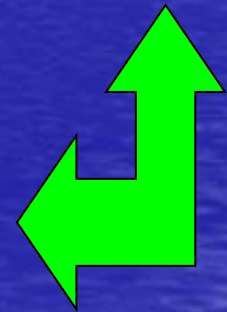
testing implications  
to new situation



concretization of the  
ideas through immersion  
in real-like situation



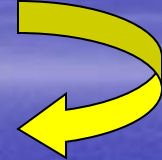
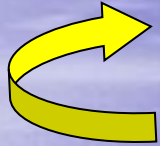
Understanding and reflection  
on the application of theories  
and praxis



# **APNIEVE's Model for Valuing Process**

## **KNOWING**

about oneself and others;  
their behavior, culture and history

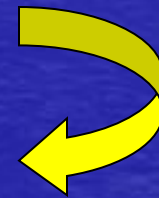
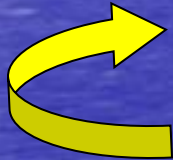


## **ACTING**

Decision-making;  
Development of communication skills  
Conflict resolutions through  
non-violent means

## **UNDERSTANDING**

Oneself and others;  
Key issues, processing



## **VALUING**

Experience-reflection  
Accepting, respecting, appreciating  
oneself and the others



# The Academic Program

- Special Summer Program:
  - Theology of Service
  - Contemporary Social Issues
  - Leadership for the Youth
- Regular Program:
  - 15-unit load, credited
  - 3 units of Filipino language
  - 3 units of Sociology 101 or Society and Culture
- Intensive Language Learning (English, Nihongo & Filipino)





# The Service-Program

- Orphanage
- Shelter for abused young girls
- Send a child to school program of TUA
- Community development
- Disable Enablement program
- Habitat for Humanity

# Golden Acres





# Services Rendered

- Literacy Programs
- Health and Sanitation
- Environmental conservation
- Guidance and counseling
- Medical Mission
- Assist in building houses
- Community organization
- Psychological testing
- Livelihood programs
- Spiritual nurturance
- Adult education
- Vocational education
- Advocacy campaigns

# Intercultural Trips

- City Tour
- Historical Places
- Ethnic Communities







# Reflection

- Reflection activities in SL program differentiates it from other volunteer or community-focused programs or any study abroad program
- Using the Linda Chisholm's book, "Charting the Hero's Journey", the students are given opportunity to feel the impact of the SL program



# Some Reflections...

- “It is an opportunity to work and know myself through children who are orphans.

The toddlers in Asociacion de Damas Filipinas have inculcated in me their selflessness taught me of being compassionate human. I have never been appreciated for my presence as these kids have appreciated and accepted .They were bound with a bond which had no boundaries.” (Sanjukta Chaudhuri, India 2001)

- “Through the community service, I was given more than what I gave them. I realized that service is an interactive activity, an interaction that is mutually by the giver and the recipient.” (Natsu Shiiki, Japan 2003)
- “ My unforgettable experience was with the needy. They are the ones whom we are supposed to serve. Yet they are the ones who gave service and this is despite their difficulties in life.” (Suet Yee Lo, Hong Kong 1999)



- Our community service did not only take place within the bounds of the agency or community where we were assigned, but also in the imagined community we have established as participants of the IPSL-program . Living together coming from different cultures, politics and classes, we are able to build a new community.

(Lynnette Grace Ungab, Philippines, 2003)

# Other International Relations of TUA

- KOBE International University in Japan
- St. Margaret School in Japan
- Hannam University in South Korea
- Fujen Catholic University in Taiwan



# Conclusion:

- Service-learning starts locally, molding a character that shall make a difference in the community.
- It enhances the educational direction of any given institution, making intense connections with the community or nearby agency that cater to the needs of the neglected, the marginalized.
- It strengthens social responsibility among future leaders of the society.

- This direction becomes more illuminating when it becomes an international fervor, influencing greater young generation who can be globally competent with an attitude that stir compassion and can touch more citizens of the world creating a shangrila for universal peace and harmony.



# *Mabuhay...*



## *Salamat po...*

