



Chung Chi College, The Chinese University of Hong Kong

Incorporating the Component of Research in Service-Learning

**For 1st Asia-Pacific Regional Conference on
Service-Learning at Lingnan University**

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Service-Learning Programme at CHUNG CHI

3 components:

- Local (since 2000)
- Mainland (since 2004)
- International (since 2004)

Both Local and Mainland Service-Learning Programmes are designed to be parts of the College General Education Senior Seminar Course (GEC 0413) offered to senior students

i.e. Final year students in the coming academic year

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Aims of Service-Learning programme in this mode

1. Cultivates a sense of service-learning among students of Chung Chi College
2. Provides students with opportunities to get in touch with different segments of the society, especially socially disadvantaged ones
3. Broadens students' horizons and facilitates their personal growth
4. Improves students' understanding of cooperative learning
5. Enhances students' knowledge of research

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Experience learning through

**Service
Reflection
Evaluation
Research**

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Evidence of their personal growth

1. Self-reviewed through writing journals after services
2. Discussion during seminars
3. Critical reflections, handling events
4. Evaluation by social workers in the agency, teacher and co-workers
5. Experience share during College Assembly

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- Giver-Receiver
 - Recognition
 - In common
 - Learn from each other
 - Social structure and Justice

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No. of participants

- Local Programme: 159 Chung Chi students joined since 2000
Possibilities of inviting students outside HK
- Mainland Programme: 59 Chung Chi students
11 int'l students joined since 2004
- International Programme: 10 Chung Chi students joined in the
past two years

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Programme duration

Service period: Varies from 3 to 6 weeks

Pre-service planning: 3 to 6 week

Post-service regular meeting: Bi-weekly meetings of the course GEC 0413 during the fall semester

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Service – Learning Programme (Local)

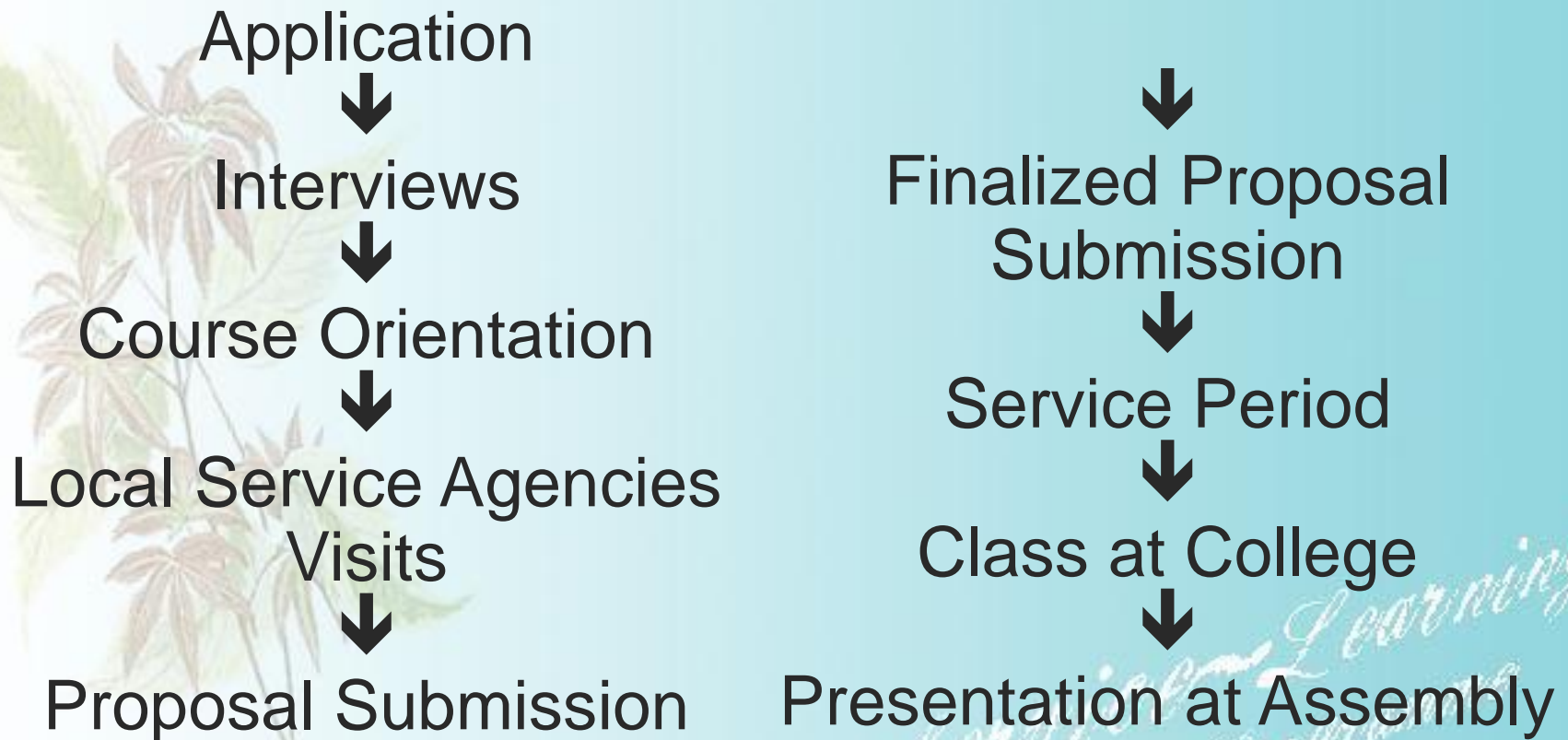
as an example

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Execution of the Programme – Service-Learning Programme (Local)





- Application
- Selection process
- Orientation session
 - ✓ course structure, requirements
 - ✓ information of agencies
 - ✓ past participants' sharing
 - ✓ Group formation

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- Agency visits
 - ✓ Agency representatives will receive the students and College representatives
 - ✓ Discuss students' initial thoughts on the activities to be held
 - ✓ Old reports





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- Draft proposals
 - ✓ Feedback from College representatives
 - ✓ Revision required
 - ✓ Submitted to service agencies
- Finalize their proposals
 - ✓ Reciprocity: beneficiary to service targets & service agency
 - ✓ Agency feedback essential
 - ✓ revise proposal with reference to feedback received

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- Six-week service
 - ✓ At least 21 hours/week, 3 days/week
 - ✓ Work according to proposals



Service Program



- Discuss with agency mentors regularly
 - ✓ To allow improvements
- Write reflections
 - ✓ On issues arising during service or personal feelings
 - ✓ Before, during and after service
- Programme coordinator and programme support officers establish communication with the agency and join students activities
 - ✓ Offer help and give feedback if necessary
- Students learn communication skills through service
- “Help students become lifelong learner” (Eyler & Giles, 1999)



- Class at college
 - ✓ 3-hour session at alternate weeks
 - ✓ Group report of placement & conduct discussions
 - ✓ Invite agency representatives concerned





- Class at college
 - ✓ Bring experience back to classroom for discussions
 - ➔ Enhance understanding of service targets and social issues among students
 - ✓ Self-conducted discussions
 - ➔ In charge of learning
 - ➔ Enhance knowledge of other agencies
 - ➔ Critical thinking
 - ✓ Programme coordinator and programme support officers as facilitators

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- Submit written report one week after presentation
- College Assembly
 - ✓ Recognize the devotion of students & agencies
 - ✓ Students do presentations as wrap up
 - ✓ College Head present certificates & souvenirs

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- Assessment

- ✓ Credit-bearing general education course
- ✓ Jointly done by programme coordinator & agency supervisors

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Forms of Assessment	<i>Assessed by</i>
Proposal	Programme Coordinator
Service	Agency Supervisor
Journals	Programme Coordinator
Presentation	Programme Coordinator
Report	Programme Coordinator
Class Participation	Programme Coordinator

Service Learning Programme



- Agency feedback forms sent after service period

“the community has a role in the assessment”

Weigert (1998):

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- Reflections “provide opportunity for students to reflect critically and systematically on their service experience” Cooper (1998)
- General education course
 - ➔ platform for students to discuss, share and evaluate what is learned from service tasks
- Inculcate sense of community in students
- Provide students with opportunities to serve the community
- Be meaningful to students

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Emergence of the Component of Research

- Students conducting research
- Not implemented in 2000
- Group report focused mainly on process and accomplishments of service, & students' feelings and learning.

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- Emergence: 2005-2006.
- Service agency: youth centre with ethnic minorities as major service targets
- Students gathered information from various papers and websites to probe into two issues:
 - ✓ “Problems faced by children from low-income families”
 - ✓ “Problems that ethnic children face in education”

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- 2006-2007
- 2 groups initiated research themselves
- Students at elderly agency
 - ✓ Questionnaires and interviews to examine the relationship between youngsters and their grandparents
 - ✓ Devised questionnaire
 - ✓ Interviewed 160 15- to 25-year-old youngsters at eight locations
 - ✓ Conducted interviews with youngsters



- Students' recommendations:

“The government is urged to encourage the active participation of the elderly in community activities. The elderly will find sustenance in the activities on one hand, and on the other hand enlarge their social circles and thus build up their self-confidence.

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- Students at youth centre
 - ✓ Documents, focus groups, interviews and home visits to examine the “The edge and difficulties of South Asian minority groups”

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- Students' initiative in probing into social issues demonstrated
- When encounter social issues, rather than merely considered their placement as an instrument to "feel good" (McCarthy, 2005)
 - ➔ Look into social issues and to find solutions or questions awaiting to be solved.

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- Students serving at youth centre reflected good understanding of the targets and recognized that they can learn something from the minority groups:

... People always focus on how socially disadvantaged the South Asian minority groups are and the problems and obstacles they face...

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We should in fact look for learning points from them. I recognized that no matter whether they are children or youths, South Asians value their family highly; every night they dine and pray with their families. This is something rarely seen in Hong Kong [Chinese] families. Perhaps we are all busy, but this prompted me to ponder my relationship with my family members... In pursuit of harmony between Hong Kong Chinese and various ethnic groups, we ought to appreciate each other and learn from the strengths of each other.

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- Implications of student-initiated research
 - ✓ Students interested and willing to engage themselves in a new form of learning and more beyond structured report of work.
 - ✓ Initiated to take up works that are not compulsory

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- McCarthy (2005)
- Service-learning “requires more than superficial experience in local agencies promoting a ‘feel good’ response by students”
- An alternate option in the curriculum that encourage students’ personal development, social connection and critical thinking.
- The student-initiated research demonstrated actualization

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- Concern: students' work load
- Students feedback:
 - ✓ could manage research well during placements
 - ✓ considered efforts worthwhile

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Model of Chung Chi Service-Learning Programme (Local) 2007

- “What institutional policies and practices support and enhance effective service-learning?” (Giles & Eyler, 1998, p.65)
- Nature of the post-service paper work: reporting service work or/and more in-depth reflection on understanding of service targets & social issues

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- Incorporate research component + retain service reporting element
- Set research topics
- Research during six-week placement
- Presentation and discussion sessions
- Final reports

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- Qualitative research:
- In-depth interview
- Understand perspectives of the interviewees; accurately reflect their point of view
- Thus more critical reflections
- The central role of reflection symbolized by the hyphen in the phrase “service-learning”. (Eyler & Giles, 1999)

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- Incorporating research component
- Student-focused
- Objective:
- To deepen students' understanding of their service targets and the community,
- Not to conduct pure research
- Destined to be small-scale

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- Students take active role in their learning
- Closer contact between students & people
 - ➔ more chance for interaction and learning
 - ➔ helps students better understand complex social issues & to work more effectively in their communities.
- ➔ increase in students' social responsibility
- Analyzing information or situations
 - ➔ enhance problem-solving capacity

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Supplementary information

Service-Learning Programme (Mainland) (since 2004)

- Great support from Fengkai Education Bureau, Fengkai County, Guangdong Province in Mainland China
- Last year, 15 students, together with 3 international students from Seoul Women University (Korea) and International Christian University (Japan) took part in the programme
- Provide voluntary service to teachers and pupils



Students design evaluation sheets for Mainland teachers and pupils, so that we can:

- Have a better understanding of the needs of the teachers and pupils there
- Help us recruiting more first hand feedbacks from the service recipients which help the students to evaluate the quality and the suitability of the services that they have provided.

Through these years, more and more new interactive elements have been incorporated into the Programme and positive feedbacks have been received. It proves that both parties greatly benefited from the programme through mutual collaboration.



Service-Learning Programme (International)

- Aim at encouraging more students to learn through service at new destinations
- Cultural exchange and inter-institutional collaboration on services:
 - Great impact on our students in appreciating the uniqueness of different culture
 - Sharing the experience in communicating with local people.

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Conclusion

We believe that:

combination of evaluation, reflection and research is a new direction

students can gain better understanding on the needy around and to contribute more to their society

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Chung Chi College General Education Senior Seminar Course (GEC 0413) is shown to be a good platform:

1. Allow students to exchange ideas and skills among each group which serves different populations.
2. Through evaluation and sharing during lessons, students feeling and experience can be consolidated and the effect of self-reflection is reinforced.
3. Integrate skills and understand of the needy during service, being introduced and supervised by the frontline supervisors, students took the initiative to go deep into the social issues and the welfare of the socially disadvantaged groups



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Service-Learning Programme Chung Chi College , CUHK

<http://www.cuhk.edu.hk/ccclslp/>

Thank you!

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