Deep Ploughing Localized Services; Expanding International Horizons: Collaborative English Teaching Service-Learning Program between Minghsin University of Science and Technology and Primary & Junior High Schools

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Context and Background

• On the basis of our experience in promoting localized service-learning programs over the past 6 years, our school, in collaboration with local primary and junior high schools, planned a Collaborative Service Learning Program with an emphasis on “reflection” and “reciprocity” in service learning.
This Program was implemented in coordination with a Service-Learning Course (named Professional Ethics) initiated by the Department of Applied Foreign Languages of our school from March to June on 2014.

In practice, college students are dispatched to three primary schools and one junior high schools to teach their students English and lead the primary and junior high school students to establish a campus English catchphrases environment.

In the meantime, through structured reflective activities, this Program allows both college students and primary and junior high school students to benefit from service learning.
Purpose

• Explore the contents, developmental process of this Program.
• Analyze the learning outcomes of students on “self-efficacy”, “interpersonal respect & multicultural tolerance”, and “social issue concerns”.

Literature Review

- **Elements of Academic Service-learning:**
  1. The student provides meaningful service.
  2. The service that students provide meets a need or goal of some kind.
  3. Members of a community define the need.
  4. The service provided by the students flows from course objectives.
  5. Service is integrated into the course by means of an assignment.
  6. Assignments rooted in the service must be assessed and evaluated accordingly.

(Weigert, 1998)
Literature Review

• Cocurricular requirement as part of the curriculum:
  1. In addition to offering service-learning courses in which students learn about and engage in practice related to social issues.
  2. Some institutions are recognizing that learning in some critical areas is most effective when learning in both the curriculum and the cocurriculum is intentionally connected.

(Jacoby, 2015)
Methods

• By using a mixed method approach.
• There are 100 participants, include two classes which sophomores of the Department of Applied Foreign Languages.
• Data were collected through pretest-posttest design and reflection journals of college students from this Program.
• The instrument of quantitative research, “Questionnaire on Learning Outcomes of MUST Students Who Taking Service-Learning Courses”, was developed by the researcher.
Findings

Self-efficacy

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<th>Samples</th>
<th>Mean</th>
<th>SD</th>
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## Findings

### Interpersonal Respect & Multicultural Tolerance

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### Social Issue Concerns

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Findings

- The quantitative results of this study showed no statistics significant effects on “self-efficacy”, “interpersonal respect & multicultural tolerance”, and “social issue concerns”, but the mean of scores were increased.

- The qualitative data indicates the college students have lots of learning in confidence, sense of responsibility, interpersonal tolerance, and the abilities to communicate with others.
The feedback from the service organizations include:

1. Service-Learning is a helpful and empowered program for the organization.
2. The service receivers gain great improvement in quality of livelihood.
3. The working staff in the local primary and junior high schools indicates proper release of working pressure.
Conclusions and Implications

- Shared and handed over the experience and resources of colleges and universities in promoting service-learning to primary and junior high schools so as to push ahead the deep ploughing and sustainability of service learning in the local communities.
Conclusions and Implications

• Achieved the goal of mutual benefit between service providers and service receivers and assisted in improving the problem of lack of international education resources in remote villages in Hsinchu County so as to realize the spirit of social justice that is emphasized in the concept of service learning.
Conclusions and Implications

- Planned diversified and structured service-learning reflective activities for different target groups to allow both college students and primary & junior high school students to grow in actual service-learning experience in order to cultivate students’ awareness of social care and civic engagement and inspire students to agree with the concept of service learning so as to make a commitment to turn it into their personal value.
Conclusions and Implications

- Organized service-learning teacher training activities to cultivate service-learning seed teachers in primary and junior high schools so as to establish a localized service-learning network and build up a transformative service-learning partnership with local primary and junior high schools.
There is something uniquely powerful about the combination of service and learning... There is something fundamentally more dynamic in the integration of the two than in either alone

~Jane Kendall

Thank you for your attention