Learning Outcomes from International Service-Learning

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Why did we go to Indonesia?

- This International University collaboration Service-Learning project has been held annually since 2012 summer
- We sent 30 Hong Kong students to learn and serve together with the 60 local students in rural area in Yogyakarta in 2014 summer
- It is very expensive when we compared the cost for service project in HK
- Risk management and administration burdens would be much more
- One of our “The Hong Kong Polytechnic University, PolyU” mission-To raise students’ awareness of global issues
- Our students are encouraged to apply their learning outcomes to serve the underprivileged community for further long term benefits
- They should have very special learning outcomes
- This service-learning (SL) project would have “make a difference experience” to students
Our SL project is part of a credit bearing subject-
Subject outline has
Intended Learning Outcomes

- Link their service learning activities and experiences with the academic content of the subject
- Identify the major problems in rural development by close interaction with the local community and surveys
- Explore possible development strategies with the local community
- Empower the local community to achieve sustainable development
- Apply the knowledge and skills they have acquired in university education to deal with complex issues in the service settings
- Work effectively in teams to solve problems encountered in planning and delivering the service
- Communicate effectively with clients and/or other stakeholders
- Demonstrate empathy for people in need and a sense of civic responsibility
- Reflect on their roles and responsibilities both as a professional in their chosen disciplines and/or as a responsible citizen
We conduct the pre-post survey before and after our subject.

### Comparison of Students’ Learning Mean Scores on the Four Generic Competencies Before and Upon Completion of the SL subject

<table>
<thead>
<tr>
<th>Generic/soft skills</th>
<th>Students’ SL Learning Status</th>
<th>Mean scores</th>
<th>Differences in mean scores</th>
<th>Sig. 2-tailed</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-SL</td>
<td>20.78</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interpersonal Effectiveness (IE)</strong></td>
<td>Post-SL</td>
<td>21.26</td>
<td>0.481</td>
<td>0.544 (NS)</td>
<td>0.161</td>
</tr>
<tr>
<td></td>
<td>Pre-SL</td>
<td>21.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teamwork (TW)</strong></td>
<td>Post-SL</td>
<td>21.81</td>
<td>0.519</td>
<td>0.541 (NS)</td>
<td>0.179</td>
</tr>
<tr>
<td></td>
<td>Pre-SL</td>
<td>20.61</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Problem-solving (PS)</strong></td>
<td>Post-SL</td>
<td>21.43</td>
<td>0.821</td>
<td>0.188 (NS)</td>
<td>0.291</td>
</tr>
<tr>
<td></td>
<td>Pre-SL</td>
<td>21.18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Responsibility (SR)</strong></td>
<td>Post-SL</td>
<td>22.07</td>
<td>0.893</td>
<td>0.240 (NS)</td>
<td>0.315</td>
</tr>
</tbody>
</table>

**Significance at the p=.01 level; * Significance at the p=.05 level; NS – Not Significant**
Two additional questions were also asked to capture the changes of students' understanding towards the community they served, while the service projects were taken place in overseas. The findings show that changes of students' understanding towards the community they served in Indonesia are statistically significant. In addition, students gain better understanding towards the major issues of concerns and culture of the community they served in Indonesia.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Timeframe</th>
<th>Mean scores</th>
<th>Differences in mean scores</th>
<th>Sig. 2-tailed</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the life of the poor community in the Chinese mainland / overseas.</td>
<td>Pre-SL 4.15 Post-SL 4.63</td>
<td>0.481</td>
<td></td>
<td>0.009*</td>
</tr>
<tr>
<td>I understand the major issues of concerns of the culture of the community that I am going to serve / served in the Chinese mainland / overseas.</td>
<td>Pre-SL 4.04 Post-SL 4.67</td>
<td>0.630</td>
<td></td>
<td>&lt;0.001*</td>
</tr>
</tbody>
</table>

** Significance at the p=.01 level; * Significance at the p=.05 level; NS – Not Significant
Besides, the figures

- Students from different Universities with different disciplines were facilitated to learn and serve with directions, time frame and coordination. It allowed teachers to assess to their intended outcome.
Let’s watch a video of our project
Our direction-
We deployed the service teams into villages for the

ATTEMPTS TO EMPOWERMENT

- They participated in the rural community with home stay learning.
- They explored the needs of the local community
- They proposed solutions to empower the local community development for their service delivery
How can they understand the local needs?

In order to facilitate the preparation and planning of the service learning projects, SWOT, which is a model to evaluate the strengths, weaknesses, opportunities and threats involved in the service, is put into practice.

**SWOT Analysis**

- **Strengths**: characteristics of a project that offer advantages and should be enhanced
- **Weaknesses**: characteristics of a project that elicit disadvantages and should be resolved
- **Opportunities**: elements in the environment that benefit a project
- **Threats**: elements in the environment that could cause trouble to a project
Learning for Service
They appreciate the local wisdoms, rural assets.....

**Strengths**
- Rich natural resources
- Strong bonding among villagers
- Most farmers have basic knowledge towards cultivations

**Opportunities**
- An airport is going to be built near the village
- Subsidies on cultivation and hygiene improvement from the government

**Weaknesses**
- Ageing population
- Generally low education level
- Limited understanding towards hygiene and recycling

**Threats**
- Attraction of working in the cities for youngsters
- Financial loss when disasters occur
Time frame: Our teams only have no more than 3 weeks staying in the villages

• In order to have thorough and quick understanding about the serving community

• PolyU students joined hands with DWCU students to study the geographical relationship of natural resources and local community needs.

• Students used a new mobile Apps, which was jointly developed by both DWCU and PolyU for collecting spatial information and production of digital map with contemporary GPS, GIS and mobile mapping technologies.
They generated different assets maps for managing their service.
Students in this project implemented their ideas with villagers

- Trash bank operation
- Trail run in mushrooms cultivation
- Simulated the local villagers to attempt in reduction of global carbon emission
- Conservation of biodiversity.
- Transformation of local primitive toilet to a better sanitation place with international health standard.
Through their reflective journals, they illustrated that they have different understandings about Indonesian, local community, human interaction, empowerment, power of knowledge and the development strategy.

About the service learning project

Before the trip to Indonesia our course conducted a one-day field trip study to Ham Tin Wan, a rural community in Sai Kung, Hong Kong, on 29.03.2014. This excursion was very useful and a great preparation for the actual service learning activity, not only because I had the chance to get my first insight to rural life and conditions, but also because I was able to understand how to analyze the villagers’ needs, observe the situation carefully and propose solutions to overcome the encountered difficulties.

--- Kristina Braun, School of Hotel and Tourism, Year 1
Through their reflective journals, they illustrated that they have different understandings about Indonesian, local community, human interaction, empowerment, power of knowledge and the development strategy.

About Social responsibility and empathy

Joining this service trip to Yogyakarta enhances my sense of belonging as a world citizen. Some of my relatives would ask why I chose Indonesia instead of China. Helping our own country should have priority. Under globalization, every nation is jointly linked and contributes to each other as a chain. Division of labor is a must to fulfill the enormous consumption demand for over seven billion population on Earth. Primary, secondary and tertiary production are interdependent on one another. However, rarely people trace back to the root of daily consumption and enjoyment.

---Cheung So Yi, Faculty of Business, Year 2
They also illustrated what they learnt outside the classroom and beyond the curriculum

About personal development

Kobe Bryant said: “Everything negative – pressure, challenges- is all an opportunity for me to rise.”

This trip provides all kinds of challenges to us students and only the people who can face these are having the chance to promote themselves. It was a confrontation to get out of my comfort zone and get into a new environment. Almost everything in the hamlet is different from the city and it is hard for me to get used to the environment. I cannot take shower with warm water and do the laundry as usual. The diet habit is also different from Hong Kong and China. They used to put too much sugar in tea and water and they eat rice with every meal. Meanwhile, hygiene is not up to modern standards in the village. At first I have lots of complaints about the living conditions. Then I told myself that I should just behave as others. The other two Hong Kong students in my group did not complain and accepted the living conditions immediately. It is only a problem with my attitude and I need to change inside myself. What is more important, I got lots of help from the Indonesian friends, who asked us to sleep in beds while they slept on the floor. With these experiences of staying in hamlet, I think I have the capacity to help and feel for others living in poor living conditions.

---Li Ruo Chen, Department of Land Surveying and Geo-Informatics, Year 1
They also illustrated what they learnt outside the classroom and beyond the curriculum

About lessons learnt

This service-learning trip to Indonesia amazed and surprised me extremely by bestowing me with this valuable chance to experience rural life and this memorable friendship with Indonesian students. I am very touched by their sincerity and warm hearts. Indonesia is like a melting pot that embraces diverse people from different religions or different backgrounds. The service site—Yogyakarta, made this trip even more special, since this region had suffered from countless natural disasters, however, people there survived all these obstacles and managed to make use of the environment to achieve self-supporting and self-sufficient economy. The spirit to relict tenaciously against misfortune in life is worthwhile to bear in my mind.

--- Yu Jia Ji, Department of Applied Biology and Chemical Technology, Year 2
Through their reflective journals, they illustrated their future expectations

We tried to show them that there are possibilities and chances to improve their lives. We tried to make them believe that their field can be more productive, the children can be more educated, they can be healthier, their lives could be better and there is a whole new world ahead of them. With this belief, villagers may take the chance to revise our ideas and create better ones in the future.

--- Yi Sha, Department of Electronic Information Engineering, Year 2
Service-Learning provides a different opportunity for students to learn

Thank you

For more details, please refer to our project booklet. We have 5 copies here. You can also download from this link.