The Influence of Joining Overseas Service Learning on College Students’ Service Learning Experience and Whole Person Development

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Outlines of the Presentation

• **Introduction**
  – Why Service-Learning in FJU?
  – Goals
  – Overseas S-L programs in 2014

• **Research Methods**

• **Results**

• **Conclusion**
Introduction

• Service learning, involving college students in community service, has become a need for enhancing their learning in Taiwan.

• Limited research findings of what the influences of service-learning, especially in overseas or international service learning, on college students learning experience and their whole person development.
Why Service-Learning in FJU?

• It is an effective pedagogy and brings students to learn from doing in a real social setting.

• It enables the university to achieve the mission of a Catholic University revealed in *Ex Corde Ecclesiae* (from the Heart of the Church).

• It helps the Fu Jen to establish a distinctive characteristics as a Catholic University.
Why Service-Learning in FJU?

• Service-Learning is a pedagogy, which gives students an opportunity to provide meaningful service to their own school and the community they live in.

• “Service-Learning is Action Education.” — Senator John Glenn
The process of Service-Learning

**Foundation**: Hands-on service experience on campus

**Professional**: Hands-on professional services

**Advanced**: Hands-on service experience in communities

**Specialized**: International service and leadership

Students can practice the Service-Learning in practical ways and freely develop.

Students can learn to be concerned about society and various minorities and strive for the skills of communication and cooperation.

Students can broaden their horizons and become mature through learning.
Goals

• Instilling the spirit of service based upon humanitarian care into professional training, so that faculty and students have more opportunities for reflection.

• Offering a well-rounded education, so that students learn to care for the society and develop a healthy personality for a modern citizenship.
Goals

• Strengthening students’ intellectual and emotional qualities while at the same time establishing a habit for life-long learning.

• Renovating the curriculum which used to over-emphasize skill and knowledge by adding service as an essential element so that students can have sound moral values and healthy attitude for life.
Feature

• An educational experience with equal emphasis on learning, service and reflection, through which students are guided to “learn by doing” and to develop a healthy value and accountable citizenship

• An educational experience with multiple outreaching links through practical service

• An educational experience which teaches students to promote equality, human dignity and social justice through holistic education and knowledge integration
Religion Mission and Service-Learning

• Fu-jen Catholic University carries out religious mission and founding spirits and sets social service as a priority goal.

• Through education, research, service, and hard-work in administration, Fu-jen Catholic university hopes to attain ideal harmony. Social justice, social cares and the spirit of benevolence all exist in a perfect world.

• Based on the above, Center of Service Learning is designed to provide an integrated service learning program into a holistic and professional model of education.

• In combination with administrative or executive assistance, Center of Service Learning links school to communities and facilitates curriculum and academic study on service learning.
The Distinction of S-L in Fju and other UNI in Taiwan

- S-L have become a popular action in Taiwan University setting recently.
- Fju insists the core value of S-L, being courses motivated and constructed by teachers, instead of being compulsory courses base for every students to attend without professional knowledge.
Overseas S-L programs in 2014

• There are over 30 academic S-L courses in 2014.

• In addition to academic S-L courses, overseas S-L learning programs are another highlight in FJU, about 17 Teams leading for different countries.

• Most of the students joining overseas S-L programs have attended academic S-L courses.
Learning Programs for Oversea S-L

• Basic level curriculum:
  e.g. Ethics of service, Standard of service

• Special level curriculum:
  e.g. Project designs
  Cross-cultural communication
  Crisis management
  Group dynamics
  Design of reflective activities
Countries of Oversea S-L

• During winter and summer vacations in 2011, thirteen overseas volunteer service teams do volunteer service abroad in many countries as India, Philippines, Cambodia, Indonesia, Hong Kong, Mongolia, Yunnan, Sichung (China), Myanmar, Spain, Tanzania, etc.

• Faculty and students represent various departments. Most of volunteer groups were subsidized by National Youth Commission, the Ministry of Foreign affairs, the Ministry of Education and foundations.
Internationalization & Service-Learning

“The First Lashio Myanmar International Service-Learning Project” won the Special Contribution Award for Overseas Chinese Service of the “2014 National Competition of Regional Peace Award”

Handover Ceremony in
2013 Asia-Pacific Regional Conference on Service-Learning,
2015 5th Asia-Pacific Regional Conference on Service-Learning will be held on 27-29 May
International Service-Learning Program

Service Learning in Mongolia

Service-Learning at The home of Dyingin Kolkata, India
International Service-Learning Program

Myanmar

Tangra
Research Purposes

To evaluate college students’ changes of joining overseas service learning.

- Personal growth
- Interpersonal growth
- Intellectual growth
- Citizenship
Research Methods

• **Research participants**
  A total of 49 college students of Fu Jen Catholic University filled out questionnaires before and after joining overseas service learning.

• **Research tools**
  – questionnaires on the positive/negative experience of service learning
  – questionnaires of whole personal development (including personal growth, interpersonal growth, intellectual growth, and responsibility of citizenship)
  – T-test
Research Results

The results of the study revealed that most of above-mentioned variables had **positive and significant changes**.

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<thead>
<tr>
<th>Variables</th>
<th>Pre test Mean (SD)</th>
<th>Post test Mean (SD)</th>
<th>t value</th>
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<tbody>
<tr>
<td><strong>Variables of service learning experiences</strong></td>
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<tr>
<td>1. Positive learning experiences</td>
<td>3.95 (.46)</td>
<td>4.16 (.50)</td>
<td>3.45***</td>
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<tr>
<td>2. Negative learning experiences</td>
<td>1.51 (.51)</td>
<td>1.42 (.64)</td>
<td>-.85</td>
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<tr>
<td><strong>Variables of whole personal development</strong></td>
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<tr>
<td>3. Personal growth</td>
<td>3.48 (.54)</td>
<td>3.69 (.45)</td>
<td>3.98***</td>
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<tr>
<td>4. Interpersonal growth</td>
<td>3.58 (.48)</td>
<td>3.71 (.45)</td>
<td>2.55*</td>
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<tr>
<td>5. Intellectual growth</td>
<td>3.46 (.45)</td>
<td>3.51 (.47)</td>
<td>1.68+</td>
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<tr>
<td>6. Responsibility of citizenship</td>
<td>3.77 (.50)</td>
<td>3.88 (.55)</td>
<td>2.30*</td>
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*p < .10; *p < .05; **p < .01; ***p < .001
Conclusion

• To sum up, joining overseas service learning would deepen college students’ experience of service learning and facilitate them toward positive development.

Thanks for your listening
Questions and Answers