Working With Difference-
A Model of Interdisciplinary Service Learning Program in Taiwan

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Research background

- Building resilience is important for today’s young people
- A major responsibility and challenge of the higher education
- Little attention and research in the related area
- Service Learning could be a way
- Explore a interdisciplinary SL model
Research Purpose

◆ explore the students’ development of resilience in a service-learning course in a business school in Taiwan

◆ In the context of a interdisciplinary service learning course
Literature
Service Learning

- Experiential learning
- Real-world problems in real-world situations
- Action and reflection
- Application of skills
- Benefits include communication skills, social commitment, academic learning and moral development
## Service Learning

<table>
<thead>
<tr>
<th>Pedagogy</th>
<th>Author and Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hurd(2006)</td>
<td>➢ A pedagogy of combining service and learning</td>
</tr>
<tr>
<td></td>
<td>Jacoby(1996)</td>
<td>➢ A designed social service to deliver service and have reflection afterwards, in order to facilitate learning and development</td>
</tr>
<tr>
<td></td>
<td>Papamarcos(2005)</td>
<td>➢ Give social service by teamwork</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Wen(1999)</td>
<td>➢ Emphasis learning and service. Integrating school and community and providing practical experience for the students and fostering citizenship</td>
</tr>
<tr>
<td></td>
<td>Morton(1996)</td>
<td>➢ Participating social service and practice citizenship behavior</td>
</tr>
<tr>
<td></td>
<td>Wells &amp; Grabert(2004)</td>
<td>➢ Combining learning experience and social service, increasing the students’ participation, personal reflection, social responsibility and moral</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Integration</th>
<th>Author and Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lin(2004)</td>
<td>➢ Integrating school and communities, helping the students to practice their knowledge by delivering social service</td>
</tr>
</tbody>
</table>
Different types of Service Learning

<table>
<thead>
<tr>
<th>type</th>
<th>definition</th>
</tr>
</thead>
</table>
| SERVICE-learning   | ➢ Focus on the service, the learning goal is not important  
|                    | ➢ Not asking the students to practice their practical knowledge, providing the social service activity is the key                            |
| service-LEARNING   | ➢ Achieving learning goal is the most important  
|                    | ➢ Emphasis on the work and learning result, not focus on the reflection after the service                                                   |
| service- learning  | ➢ There is no connection between service and learning                                                                                   |
| SERVICE- LEARNING  | ➢ Service and learning are equally important  
|                    | ➢ Based on the disciplinary knowledge, emphasis both on social service and school learning goals.                                         |

✔️ The target in this course is a SL program which aim for providing social service and learning at the same time. It is hoped that by learning to practice the knowledge in the practice, the students' professional skill and citizenship can be increased.

Sigmon (1996)
Resilience

<table>
<thead>
<tr>
<th>a class of phenomena characterised by good outcomes in spite of serious threats to adaption or development (Brooks, 2004)</th>
</tr>
</thead>
<tbody>
<tr>
<td>bounce back from adversity, conflict, failure or even positive change, progress, and increased responsibility (Lin, 2003)</td>
</tr>
<tr>
<td>Used in organisational settings and considered it a capacity which can improve work performance</td>
</tr>
</tbody>
</table>
## The characteristic of resilience

<table>
<thead>
<tr>
<th>Source</th>
<th>Characteristics</th>
</tr>
</thead>
</table>
| UCLA (2004) | - Social skill: teamwork, interpersonal communication, empathy, diversity, problem-solving  
- Autonomy: self-efficacy, self-confidence, meaningful self-awareness, optimistic, ambitious, strong motivation |
| Masten (1995) | - Emotional skill: positive self-concept, self-control, autonomy, sense of humor  
- Social skill: communication, interpersonal relationship, empathy, kindness.  
- Future-oriented: optimistic, problem solving, critical thinking, adaptability, active |
| Parr, Montgomery, Debell (1998) | - Good people skill, better emotion management skill, goal-driven, responsible, creative and sense of humor, positive |
| Henderson (2002) | - People skill, humorous, inner-control, adaptability, positive, inner motivation, love to learn, competitive, confidence, persistence, creativity |
Fostering Resilience

Benard (1991)
- a caring and supportive relationship
- opportunities for individuals to participate and contribute meaningful service to the social environment
- consistently clear and high expectation for the individuals.

Leadbeater et al. (2005)
- protective factors from families, schools, communities (opportunities for meaningful activity) to social policies.
Fostering Resilience (Masten and Wright, 2009)

<table>
<thead>
<tr>
<th>Relationship and Social Supports</th>
<th>That provide secure base, closeness and reassurance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligence</td>
<td>Cognitive skill associated with good adaption) or problem-solving skill</td>
</tr>
<tr>
<td>Self-regulation skills</td>
<td>The capacity to control one’s behaviour</td>
</tr>
<tr>
<td>Mastery Motivation and Self-efficacy</td>
<td>The capacity to direct, plan and manage their behaviour in seeking mastery with positive view</td>
</tr>
<tr>
<td>Sense-Making</td>
<td>Constructing meaning and a sense of coherence in life</td>
</tr>
<tr>
<td>Cultural Tradition and Religion</td>
<td>Provides security, comfort and meaning.</td>
</tr>
</tbody>
</table>
Fostering Resilience

Luthans et al. (2006)

• risk-focused strategy
  • on the prevention and reduction of stress or risk.

• asset-focused strategy
  • relies on the enhancement of personal and organizational resource. It includes human capital (skills, knowledge, abilities) and social capital (social network of support).

• process-focused strategy
Service learning and resilience

- establish social relationships with their peers and lecturers.
- actively be involved with real-world problems and make contributions.
- high expectations
- a high degree of contact with the service recipients (social relationship)
- intentional integration with academic subjects (intelligence or problem-solving skills)
Methodology

**Action research**
- Makes explicit links between action and reflection
- Let the contextual and cultural factors be fully articulated and examined in the research
- Unravel both conscious and subconscious taken-for-granted perspectives

**Qualitative research and Grounded theory**
- Seeks to gain a comprehensive and holistic view of social life
- Expressive information about beliefs, values, feelings, and motivation that underline behavior
- Organize data without losing the individuality and richness of the response.
# The source of data

<table>
<thead>
<tr>
<th>Types of Data</th>
<th>Collection Methods</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptive</td>
<td>Teaching Journals</td>
<td>These include in-class notes, teaching logs, course preparation documents and meeting minutes;</td>
</tr>
<tr>
<td>Researchers’ Reflection</td>
<td>Research Journals</td>
<td>These record the research processes, and the impressions, reflections, feelings and thoughts of the researchers and their team;</td>
</tr>
<tr>
<td>Students’ Learning and Reflection</td>
<td>Learning Journals</td>
<td>These record students’ learning experiences and developments in thoughts;</td>
</tr>
<tr>
<td>Students’ Learning and Reflection</td>
<td>Open-Ended Questionnaires</td>
<td>These become a critical channel for students to voice their thoughts and concerns, especially when they do not feel comfortable to express themselves verbally;</td>
</tr>
<tr>
<td>Students’ Learning and Reflection</td>
<td>Focus Group Interviews</td>
<td>Based on the project group they are assigned to, students as a group can express verbally their learning experiences, thoughts and concerns.</td>
</tr>
<tr>
<td>Students’ Learning and Reflection</td>
<td>Individual Interviews</td>
<td>At the end of each term, students are interviewed individually to express themselves</td>
</tr>
<tr>
<td>Students’ Learning and Reflection</td>
<td>Digital Records of the Classes</td>
<td>These include video clips, photos and sound recording of the classes</td>
</tr>
<tr>
<td>Students’ Learning and Reflection</td>
<td>Student Coursework</td>
<td>These include assessed essays and presentations.</td>
</tr>
<tr>
<td>Students’ Learning and Reflection</td>
<td>Other Documents</td>
<td>Other written documents students may have</td>
</tr>
<tr>
<td>Graduates’ feedback</td>
<td>Interview</td>
<td>Interview 15 graduates who took the course</td>
</tr>
</tbody>
</table>
Service Learning could be the answer!!
Introduction of the course
Interdisciplinary

Marketing Proposal

Technology

Advertising Design

Chung-Yuan Advertising and Marketing Service
中原大學廣告行銷服務
Chung-Yuan Advertising and Marketing Service

Interdisciplinary collaboration

Serve NGO/SE

Professional practice
Chung-Li Toy Library

LOGO

Volunteer T-shirt

DM
Elder Dynamic Community
Cartoon for Eden Bakery
1. 狗
2. 猴子

A. 原因多重，有時是機率的問題
B. 他們自作自受，所以才發病
C. 他們運氣不好，想被同情
D. 他們失戀、失業，自己想得病的
Findings
The source of frustration

<table>
<thead>
<tr>
<th>Community partners</th>
<th>Team members</th>
<th>Teachers</th>
<th>Course</th>
</tr>
</thead>
</table>
| • Wrong expectation  
  • deny the students’ proposal  
  • Changing needs all the time  
  • Don’t know their needs | • Communication problem between different disciplines  
  • Commitment of team members  
  • Work pressure | • Unclear instruction  
  • Changeable opinion  
  • Never satisfy | • Difficulty in writing a proposal  
  • Difficulty in implementation  
  • Time consuming |
Fostering resilience

Source of frustration

- Community
- Team
- Teacher
- Course

Resilience

- Caring from teacher
- Support from peers
- Self-Reflection
Social Support and Attachments

- Continue Support from Lecturer
- Support from NPO Mentors
- Support from peers

Self-Regulation and Meaning Making

despite the problem

- transform negative emotions into positive forces
- positive outlook; courageous to honestly face
- themselves and seek improvements when problems occur
Professional skills increased

- Writing proposal
- Giving proposal
- Presentation skill
- Time management
Soft skills increased

Resilience

communication

soft skills

Content

Empathy
Resilience increased

Self-confidence increased

Solve the problem

Support and reflection

frustration

Communication problem

Communicate problem

Solve the problem

Self-confidence increased

Resilience increased
Discussion and Conclusions
Discussion and Conclusion

SL course provides real-world context (simulation of an organization) with plenty of challenges.

- Provide support from peers, lectures, NPOs (social capital) and encourage reflection.
- Problem solving skill and communication skill increased (human capital).
- Self-confidence and resilience increased.
### Discussion and Conclusion

- Contribute meaningful service (Benard, 1991)
- A caring and supportive relationship (Benard, 1991)
- Protective factors (Leadbeater et al., 2005)
- Relationship and social supports (Masten and Wright, 2009)
- Intelligence (Masten and Wright, 2009)
- Asset-focused strategy (Luthans et al. 2006)
Service learning could be the answer!

- SL course provides real-world context with plenty of challenges
- Provide support from peers, lectures, NPOs (social capital) and encourage reflection
- Problem solving skill and communication skill increased (human capital)
- Self-confidence and resilience increased
Implications

More SL course

Providing support is important

Design the course closer to the real work context

Putting more challenging elements in the course can also fostering resilience
thank you