Global Citizenship and Community Engagement through Global Service-Learning;

Seoul Women’s University
Prof. Sookyoung, Ryu
Researcher. Jungwon, Jo
What is Global Service-Learning (G S-L) in Seoul Women’s University (SWU)

2014-Summner G S-L in Mongolia
  - Activities in Mongolia
  - Data Collection & Analysis
  - Results

Implication
What is **Global Service-Learning** in Seoul Women’s University?
Service-Learning in SWU

- One of Teaching-Learning methods integrating academic objectives and social community service.
Service-Learning in SWU

- Service-Learning [I], [II], [III] since 2009

- Advanced College Education (ACE) Fund from Ministry of Education from 2010 to 2013
Global Service-Learning in SWU

- Service-Learners have receive the benefit to go abroad as an advanced course of their S-L. Students get one credit for participating G S-L.

We designed Global S-L in Philippine, Vietnam, India and Mongolia with Asian Friends.

Students begin to concentrate on preparing GS-L when vacation start.

During two weeks, they implement the things they’ve prepared.

- Most beneficiaries are low income, poor, aged, disorder, and who haven’t received any qualitative support. By giving and sharing the student’s talent and love with them, students communicate with them through their language or English.

- **Main partners**

SWU Service-Learners of the course ‘International Development Cooperation’ have been working with AF since it was established in 2006. We designed Global S-L in Philippine, Vietnam, India and Mongolia.

For the rest of semester and the first few weeks of the vacation, G S-L students have five times of training workshops for successful Global S-L.

During two weeks, students go to Philippines, Vietnam, India and Mongolia, and implement activities they have prepared when they had trainings.

Students wrote reflection papers after each event: workshops, team meetings, activities, and the final meeting. The reflection journals of individual and team over the whole process of GS-L were very important for assessment for student’s learning.
Global Service-Learning in SWU
2014-Summner G S-L in Mongolia
2014-summer Activities in Mongolia

- Period & Place

Six students applied for this program, even though there were not any financial support from the school. The participants were chosen to go to Mongolia for two weeks; 01, July, 2014 ~ 15, July, 2014.

- Participants

<table>
<thead>
<tr>
<th>Students</th>
<th>Year</th>
<th>Major</th>
<th>Experience of global volunteering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kim, Y.E</td>
<td>4</td>
<td>Theology</td>
<td>None</td>
</tr>
<tr>
<td>Lee, Y.J.</td>
<td>3</td>
<td>Business Administration</td>
<td>None</td>
</tr>
<tr>
<td>Kim, Y.J</td>
<td>3</td>
<td>Food Engineering</td>
<td>India</td>
</tr>
<tr>
<td>Cho, H.J.</td>
<td>3</td>
<td>Food Nutrition</td>
<td>None</td>
</tr>
<tr>
<td>Yoo, S.Y</td>
<td>3</td>
<td>Business Administration</td>
<td>Cambodia</td>
</tr>
<tr>
<td>Choi, Y.J.</td>
<td>2</td>
<td>Artistic Crafts</td>
<td>None</td>
</tr>
</tbody>
</table>
2014-summer Activities in Mongolia

• Doing
  - Environmen tal Education
  - Korean Language Education
  - Coal-mining town
  - Forest land

• Art
  - Drawing
  - Making fans

• P.E
  - Korean Dancing
  - Collaborative physical work

• Learning
  - Everyone gathers together to reflect and share what happened today and their feelings.
  - Students reflect what they did today, and the supervisor and peers can give them feedback.

• Students and the community members openly communicate.
2014-summer Activities in Mongolia

- Education
  - Environmental Education: Planting together and children can learn the life respect
  - Korean Language Education: learning basic words and structure
  - Diverse Nations Education
2014-summer Activities in Mongolia

Art
- Tree Drawing: to improve their concepts of environmental conservation
- Collage: Dream making
- Rolling Paper
- Face painting/making a fan
2014-summer Activities in Mongolia

- Physical Education
  - Singing and dancing with a Korean music
  - Korean traditional games: Team work building
2014-summer Activities in Mongolia

- Cultural Experience
  - Coal mining Town
  - Forest land
Data Collection & Analysis

- The data set of the study includes a collection of surveys, follow-up discussions and reflective journals.

<table>
<thead>
<tr>
<th>Pre-meeting</th>
<th>Field Activity in Mongolia</th>
<th>Post-meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey</td>
<td>Daily reflective journals</td>
<td>Survey</td>
</tr>
<tr>
<td>Five reflective journals</td>
<td>Follow-up discussion</td>
<td>Final reflective journals</td>
</tr>
<tr>
<td>Follow-up discussion</td>
<td></td>
<td>Follow-up discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interview</td>
</tr>
</tbody>
</table>

- Before going to Mongolia, we have provided orientation and four times of previous trainings for the activity. It was an obligation to participate in the pre-meetings, thus every student.

- Data Analysis
  - Pre- and post-surveys were compared to investigate the students’ mind-change.
  - Five reflective journals and daily reflective journals are analyzed.
  - Discussion

Through these data, we conclude that after GS-L, students have strengthened three aspects; Their Perspective on the diverse world; Community engagement; Motivation to learn foreign language.
Results
Results
1) Wider perspectives on the diverse world

- Awareness
- Understanding
- Unfamiliarity
- Comparing to Korea
Results

1) Wider perspectives on the diverse world

- It was great to see the mother nature and the nature covers me in her arm. Through the nature, I could feel true emotional healing. (Kim.Y.E., Day 12)
- In Naadam Festival, it was very impressive to see their dancing and musical performance. Their voice is incredible and unbelievable. Also their bodies are very flexible, and it was very surprising that they played their instrument that sounds like human’s voice. (Choi, Y.J. Day 13)

Understanding

- In Naadam Festival, I could see the soldiers’ march and performance to celebrate the festival. Since Mongolia used to be a socialist state, there are still some elements of the socialists state. Also I could think that our blood, north Korean lives like this image. (Kim, Y.E. Day 9)
- Nobody allows to go to the obstetrics. I could understand that this is because of cultural difference from Korea. In Mongolia, women’s right is very high, so entrance and exit are restricted in order to respect women’s right. (Kim, Y.E. Day 12)
Results

1) Wider perspectives on the diverse world

Unfamiliarity

In Naadam Festival, I could feel hostility because people make unfamiliar and strange sound to sing and dance. I don’t still understand why they did, but I try to understand their love toward the traditional culture. (Yoo, S.Y. Day, 12, 13)

I drank Mongolian traditional alcohols, Hours milk drink. It was unfamiliar that children drink the alcohol, and I was confused that I have to accept this as a cultural difference. (Yoo, S. Y. Day 9)

Comparing to Korea

- Mongolians are very kind to strangers, especially their guests, and always relaxed. Compared to Korea, women are very self-assertive and have a high rights. I hope Koreans are more kind to strangers and relaxed to every moments.(Lee, Y.J, Day 9)
Results
2) Higher community engagement as a good global citizen

- Develop personal ability
- Motivation/Dream
- Ability to adjust conflicts

Higher interest in global environment issue
Results

2) Higher community engagement as a good global citizen

- Loving children is the most valuable thing. Through this opportunity, I could realize my ability and limit. I will develop my capacity for those kids. (Kim, Y.E., Day 5)

- There was a conflict because they had to go to the church, but not everyone was a Christian. We express our discontent, communicate each other and adjust the conflict. It was the opportunity that we could learn the element of the global citizenship. (everyone, Day, 6)

When I apply to this program, my interesting field was education. Actually, there was not many opportunity to think about the environment. However, through this Mongolian activity, I am getting to know various field about environment. (Yoo, S.Y., Day 1)
Conclusion

3) Motivation to learn foreign language to communicate with diverse people

- Because there was a lack of a language preparation, we had a hard time to implement the activities. Also we felt very inconvenience when the kids asked us something. We should have prepared carefully. (Choi, Y.J. Day 3)

- Yesterday, kids didn’t even say hello to us, but today, they seem to open their heart. I have to be kind and learn language in order to open their heart. (Choi, Y.J, Day, 4)

- Through the communication, our relationship would be growing. I have to learn foreign language from now on. (Cho, H. J. Day, 7)
Implication & Limitation

- SWU launched GS-L with 4 year support funds of Advanced College Education (ACE) Project from Korean Education Ministry in 2010. We made it a good opportunity to build a good cooperative relationship with some communities abroad in Asia. SWU regards them highly as its educational partners because students are able to construct better their knowledge, values, and future life in the real community over the wall of the classroom. As service experiences from overseas are well appreciated in Korea, SWU is branding S-L as one of unique programs of SWU in Korea.

- Though it has taken more than one year to earn the partnership based on trust with local and global partners, relationship with them is most important for successful GS-L, motivating students to make continuous involvement to serve the local and global communities. SWU students want to find a way to make them better, the problems or global issues they faced, though not to solve them at once. They are willing to serve the next GS-L team as mentors and learn how to use their knowledge and to collaborate with various people.

- Integrating local and global S-L creates a synergy effect for more students to choose to participate in S-L and for them to perform their S-L mission better.
Thank you~!!