



Service Learning: The Need for Research and Evaluation – Promoting Research Journals

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Service-Learning: Actually An Old Idea

- ▶ Some believe the idea for service-learning started with Bob Sigmon and Bill Ramsey in the 1960sthis is origin of modern US effort
- ▶ However, many philosophers and historical individuals have discussed the elements of service-learning long ago.



Confucius

- One of the key Chinese philosophers was Confucius (551-479 B.C.) who lived a little before Sigmon and Ramsey
 - Confucius had several virtues that were the foundation for a person living a meaningful life
 - These ideas form the basis for Confucianism in China and other countries and form an understanding of what it means to be a purposeful human being
 - These principles form the basis for many philosophies about how to live and grow in society
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Confucius : 6 Virtues

- Ren (仁): **Empathy and benevolence**, kindness and politeness are a way of interacting with others. This is an obligation of altruism and humaneness toward others
- Li (禮): involves **acting respectfully**, with a level of humility
- Yi (義): is based on the idea of **reciprocity**; may simply mean what is ethically best to do in a certain context
- Xin (信): means to act in ways that are not hurtful to others; **be mindful of how you interact with others**, both in mind and action
- Xiao: **involved with relationships with others and moral obligations that people have to one another**: elders are to be respected and cared for; children shown loving care and nurturing
- Zhi (智) referred to knowledge. **Learning and knowledge were an integral part of growing in life and learning to be a responsible member of society.**

仁
義
禮
智
信



John Dewey Comes to China

- ▶ John Dewey was one of main philosophers in US who developed “pragmatism”; learning by doing, connecting learning to real life
- ▶ Dewey developed programs in US, laboratory school at University of Chicago; promoted experiential learning, to learn about democracy and social issues (1895 to 1930s)
- ▶ Gave almost 200 lectures in China, worked with Chinese students to promote “pragmatic” education
- ▶ Called the “Second Confucius”

Service-Learning

- Does provide service – but service is determined through dialogue with community and is connected to real community needs
- Has a hyphen (-): Assumes **service is connected to learning** for both groups (servants and those receiving service); **reciprocal relationship**
- Effective service requires acquiring knowledge from community members and using knowledge from academic perspective
(scholars apprentice with farmers)
- Involves continuous action and reflection



And More Service-Learning

Service-learning is both a philosophy and a pedagogy

- ▶ The reason we do service is to achieve social justice and provide opportunity for those often left out of opportunities to be successful in society
- ▶ Teaching and learning are an active process that requires doing and reflecting
- ▶ Service is a means to teaching academic content and concepts
- ▶ Involves continuous assessment from all perspectives
- ▶ Becoming a citizen requires
service-learning





Service-Learning and Evaluation

Service-learning is based on evaluation. Assessment is included in every part of the process because:

- 1) You must determine community needs
- 2) You must demonstrate that service has been performed (input from service recipients)
- 3) You must demonstrate that learning has occurred: for servants and for those served
- 4) You must demonstrate that change has occurred in the community

Need for Service-Learning Research

- ▶ Process requires demonstration of service and learning
- ▶ Process requires evidence that there is impact
- ▶ Involves conduct of social science research to measure all elements of process
- ▶ Requires sharing of information through formal academic process – producing research articles





Developing a Research Journal Process

- China Youth University for Political Studies –is integrating service-learning courses into School of Social Work and all graduate programs
- Developing a research agenda where faculty are beginning to produce research articles
- Lingnan University has been conducting research on service-learning efforts for several years.
- Faculty and staff have created research agendas for programs and have engaged in research project
- UniSIM (Singapore Institute of Management) is developing service-learning programs
- Beijing Normal University: researching Civic Service Education



United States Experience

- Service-learning programs and research took off in 1990s
- Lots of government and private sector support for universities and research organizations to begin conducting more formal research studies
- Development in 1994 of *Michigan Journal on Community Service-Learning* ---first major journal to focus exclusively on service-learning research
- 2001/2007: Creation of the International Association for Research on Service-Learning and Community Engagement (IARSLCE) – produced publication *Advances in Service-Learning Research*: dissemination of service-learning research
- Now produces a “proceedings” on service-learning research and has formal journal (journal format is more regular and frequent than production of a yearly book)
- Other journals that focus on service-learning/related topics



On-Line Journal

- *Information for Action: Research on Service-Learning with Children and Youth*
- Included articles from faculty/professional researchers, practitioners, and youth
- Allowed community members, practitioners, and youth to share their research and evaluation of community programs
- Expanded contributions to service-learning literature



New Opportunities for Sharing Research in Asia

- ▶ *Michigan Journal for Community Service –Learning* is creating a special section of the Fall 2017 volume to focus articles on research from Asian countries.
- ▶ Edited by Rob Shumer and hopefully a few other Asian scholars who will solicit new research articles and help to form a review group to evaluate article submissions
- ▶ Hope to find research articles on a variety of topics that address current trends and issues in Asia



Timeline for Publication

- October - Submit Draft Call for Abstracts/Articles to Jeff
- November 20 - Finalize and Disseminate Call for Abstracts/Articles
December 20 - Deadline for Abstracts
- January 1 - Extend Invitations to Submit Articles
- March 31 - Article Submissions Due
- May 1 - Disseminate Articles to Peer Reviewers
- July 15 - Peer Reviews Due
- July 30 - Inform Authors of Decisions



Timeline Continued

- August 30 - Final Drafts of Accepted Articles Due
 - September – Review of Author Final Submissions, Copy Editing, Additional Work by Authors if Needed
 - October 15 - Forward "Imposed File" to the Printer
 - November 10 - Take Delivery on the Fall Issue
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Discussion

- What kind of articles are needed by Asian scholars and Asian universities?
 - What kind of information is needed by Asian communities and community organizations?
 - What should be contained in the call for articles?
 - Who should be included in the editorial “board”?
 - Should there be a person/institution responsible for coordinating submissions in each country? If so, who?
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The Future

- ▶ We need to move service-learning into a main role in educational programs
- ▶ We need to develop the capacity of schools, colleges, community organizations, teachers, faculty, community members ----all to engage in the process
- ▶ We need to be able to show that student involvement does make a difference for academic learning, for personal development, for civic engagement, and for improving the quality of life for all citizens

