

# Teaching and Learning Global Citizenship through Service-Learning: The success story of Cross-Border Service-Learning Summer Institute, Lingnan University, Hong Kong

## Office of Service-Learning

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# Global citizenship has already been rooted in higher education

- According to Schattle (2009), the concept of Global Citizenship has already been advocated back to ancient Greece and it is not a new concept for education at all.
- With the prevailing of internationalization in higher education today and advocacy of civic engagement, civic education has extended from national focus to a more global one and thus, the concept of civic responsibility has also been broadened beyond national borders.

# Service-Learning can be a mean of global citizenship education at Lingnan

- Regarding Galloway (2008)'s study, Service-Learning is potentially a powerful strategy in developing students as good citizen as it provides an opportunity for them to develop a sense of civic and social responsibility.
- Bringle et al (2010)'s study showed students have increased feelings of global citizenship, intercultural competence and social responsibility through participating in Service-Learning, especially internationally.

# Background of SLSI

- Summer course (with 3 credits)
- 2013 is the fourth year
- Targets: Local students + exchange students from the Asia-Pacific region and United States
- Elements: Guest Lectures, Research, Workshops, Agency Visits, Service Practicum, Service-Learning tour in Mainland China

# Objective of the Institute

The goals of Cross Border Service-Learning Summer Institute are to:

- Facilitate understanding of current social issues in the community, from a cross-cultural perspective and from theory to practice;
- Build students' grasp of the Service-Learning concept and applied research in the community and
- Develop students' sense of social responsibility and commitment, and strengthen students' community leadership qualities.



# Basic Structure of the Institute

**SLSI 2012: 7 weeks**

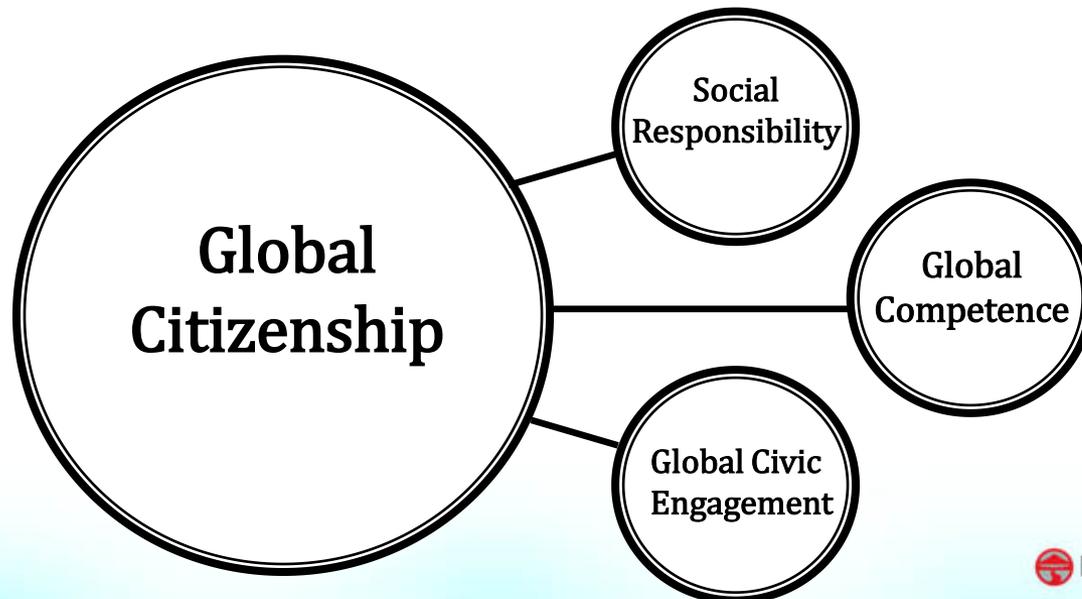
<b>1 Week</b>	Orientation: Introduction to Service-Learning and Leadership training	<b>Teaching Elements:</b> <ul style="list-style-type: none"> <li>• Guest Lectures,</li> <li>• Workshops,</li> <li>• Site Visits,</li> <li>• Service Activities,</li> <li>• Reflective Activities,</li> <li>• Group Discussions,</li> <li>• Advisor Consultations</li> </ul>
<b>2 Weeks</b>	HK Trip - Active Ageing and Social Enterprises	
<b>1 Weeks</b>	China Trip: Yunnan Trip	
<b>2 Weeks</b>	Service Practicum and Group Discussions	
<b>Half Week</b>	Report-back Celebration and Farewell	

# Global Citizenship Education

- Regarding to Duarte B. Morais and Athony C. Ogden (2010), global citizenship education is understood as a multidimensional construct and interrelated with three dimensions:

## Social Responsibility, Global Competence and Global Civic Engagement

*Duarte B. Morais and Athony C. Ogden, 2010, 'Initial Development and Validation of the Global Citizenship Scale', Journal of Studies in International Education, November 2011, 15: 445-466*



<p><b>Social Responsibility</b></p>	<p>Students are able to understand the perceived level of interdependence and social concern to others, to society and to the environment</p>
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Perception

<p><b>Global Competence</b></p>	<p>Students are able to be open minded while actively seeking to understand others' cultural norms and expectations and leveraging this knowledge to interact, communicate, and work effectively outside one's environment</p>
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Knowledge/ Skills

<p><b>Global Civic Engagement</b></p>	<p>Students are able to demonstrate of action and/or predisposition toward recognizing local, state, national and global community issues and responding through actions such as volunteerism, political activism and community participation</p>
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Action

# Objectives of the research

- Understand the reasons and ways on how the students develop the sense of the global citizenship; and
- Provide insights and serve as a reference for other Service-learning courses on developing the concept of global citizenship



# Methodology of the Project

- Quantitative pre- and post- test questionnaires
  - One pre- and two post- test questionnaires

Questionnaire	Date
Pre-test	27/6/2012 (After the orientation)
1st Post-test	8/8/2012 (After the final reflection)
2nd Post-test	9/1/2013 (Half year after the program)

# Methodology of the Project

- Qualitative research on the students' narratives of global citizenship experiences
  - Analysis of students' reflective essays.
  - Conduct focus groups at the end of SLP201

# Findings from pre- and post-test questionnaires (Quantitative)

**Table 1:**  
**Differences between Pre- and post- test**

Domains	Pre-Test (N=14)	Post-Test (N=14)	2 <sup>nd</sup> Post-Test (N=14)	Difference (Pre and 1 <sup>st</sup> Post)	Difference (Pre and 1 <sup>st</sup> Post)
Social Responsibility	6.595	6.333	6.071	-0.262	<u>-0.524</u>
Global Competence	5.935	7.684	7.480	1.749	<u>1.545</u>
Global Civic Engagement	6.090	7.258	7.016	1.168	<u>0.926</u>

# Some discussions

- The three constructs are independent – a decrease in perception does not necessarily affect the perceived competence and actual actions.
- Exposure to reality – reinforce rather than change students' perception re: e.g. injustice?
- Questionnaire design – 'Social Responsibility' being the only construct with negative questions (i.e. the lower, the 'better') (whereas students think the higher, the better?)

# Findings from pre- and post-test questionnaires (Quantitative)

**Table 2:**  
Differences between Pre- and post- test results by Global citizenship education outcome, by Group

	Team A (N=3)	Team B (N=4)	Team C (N=3)	Team D (N=4)
I) Mean from Pre-test	5.310	6.659	5.172	6.780
II) Mean from 1 <sup>st</sup> Post-test	6.218	7.121	7.563	8.151
III) Mean from 2 <sup>nd</sup> Post-test	6.374	6.922	5.994	7.452
Differences(Pre & 1 <sup>st</sup> )	0.908	0.462	2.391	1.371
Differences(Pre & 2 <sup>nd</sup> )	1.064	0.263	0.822	0.672

# Some discussions

- On the whole: increase between pre-test and 1<sup>st</sup> post-test and decrease between pre-test and 2<sup>nd</sup> post-test
- Team A: highest increase
  - Post-course responsibilities and involvement (acting as program coordinators)

# Findings from the Focus Group and students' reflective essays (Qualitative)

## Perception

- “Through this summer institute, I definitely know more about global citizenship especially the active aging issue. First of all, we need to have a social responsibility to care about this social issue. Then we have to learn more about this social issue and try to discuss with others to have a deeper understanding. In this process, we have to cope with others and using different language to communicate, which may cause some cultural shock and misunderstanding. This is global competence. We need to have a more open mind and try to understand others from different cultural backgrounds. Last but not least, we need to engage in the social issue. Engagement is not just participation, but a more active one with our input of our knowledge and deep thought.”

(Reflective Essay #14)

# Findings from the Focus Group and students' reflective essays (Qualitative)

## Knowledge/ Skills

- “I learn how to communicate with the people who come from different country. It is really important in this generation. When we met first time, it was hard to communicate. We use different language and live in different culture. But we tried to communicate with open-mind and understand each other. And we figured out that it works.” (Reflective Essay #6)
- “For me, to be open-minded, it is just there is no wrong or right opinions, just different perspectives.” (SE focus group #6)



# Findings from the Focus Group and students' reflective essays (Qualitative)

## Knowledge/ Skills

- “The welfare in Hong Kong is much better than in China. I am not sure about other cities. But in my home town, the elder... They didn't get much pensions. They have that kind of organizations. They gather together. They play musical instruments... Play poker with each other... It is their own place. Government does not provide any place.” (AA focus group #2)
- “After I went to Yunnan, I found that many social enterprises registered as business enterprises and they have very fake concept of social enterprises, that's because in the Western countries call this kind of social enterprises as social enterprises, and they also name themselves as social enterprises, but actually they don't have enough skills from business. Some of them may have a clear mind of running a business, but mostly they don't.” (SE focus group #6)

# Findings from the Focus Group and students' reflective essays (Qualitative)

## Action

- “When I get back in my hometown, I will continue serving my fellowmen. I will serve them to the fullest of my abilities using my new knowledge and skills learned in this program. I will continue being an active volunteer of the NGOs that I believe they really have a meaningful mission of irradiating social problems.” (Reflective Essay #5)

“My ultimate goal is social enterprise about computer and software.”  
(AA focus group #3)

# Other Findings from the 2<sup>nd</sup> Post Test Questionnaires

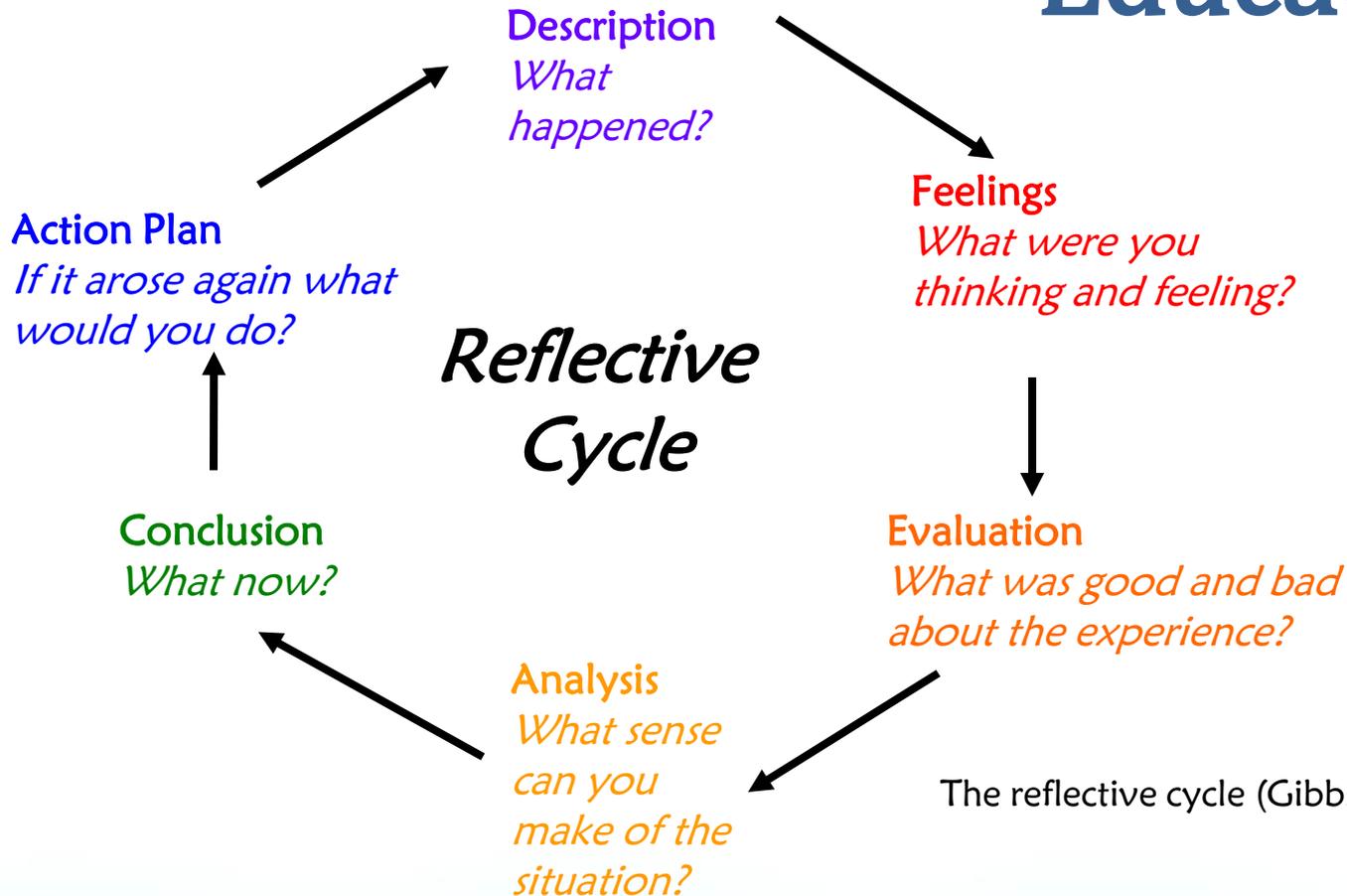
- I have more aware more the current issues related to AA and SE which are two important social issues I have studied from the SLSI. I will listen and analyze these two social issues and other social issues from different aspects. Besides academics, I will have more and deeper reflection and pay more attention on to use my experience which I have learnt from the SLSI. **Reflection** is a meaningful process from our experience since we can know what we have learnt, how we can improve. (2<sup>nd</sup> Post Test #3)

It was my first time to write up a research proposal and in-depth reflection in SLSI. The knowledge facilitates my later assignments in LU. The reflection attitude not only affect my daily behavior (having more reflection) , the **reflection** skills are also useful for me to lead reflection in my personal committees events and voluntary services. (2<sup>nd</sup> Post Test #14)

# Other Findings from the 2<sup>nd</sup> Post Test Questionnaires

- Yes, I have applied the knowledge and skills I learned from SLSI in my daily life. For instance the **Now-SoWhat-WhatNow reflection cycle**. I use it in my reflection papers in school. Not just in school but also to the important scenarios I encounter in my everyday life. I make it a point to reflect and learn from it. Also, since SLSI I am more particular with my civic responsibilities. That being said, I volunteer more outside of my hometown. Since SLSI, I am now more open to people's different perspective and make those differences a positive strength of the group. But beyond all these things that I write, I have learned countless lessons in which I couldn't learn it in any other way, just in SLSI. (2<sup>nd</sup> Post Test #8)

# Reflection and Global Citizen Education



The reflective cycle (Gibbs, 1998)

# Mentor's Sharing

- Mr. Anson Lai, mentor for SLSI 2013 and participant from SLSI 2012
- Social Enterprise Group (BiciLine)

## Cross-Border Service-Learning Summer Institute 2013 (SLP201/1201)

With **3 Credits**

Date: 26 June to 15 Aug, 2013  
Hong Kong + Kunming, Yunnan

Apply **NOW!**

Application Form:  
[www.ln.edu.hk/osl/SLSI/recruitment.php](http://www.ln.edu.hk/osl/SLSI/recruitment.php)

Application Deadline:  
Lingnan University:  
5 Feb 2013 (Tuesday)

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Contact person: Ms. Chloe Siu, [py3siu@ln.edu.hk](mailto:py3siu@ln.edu.hk), (852)2616-8178

Due Date: 6 Feb, 2013

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