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**The Importance
of Ownership in
Facilitating
Students'
Learning in
Service-Learning
Process**

Background of the Study

- Non-government-funded post-secondary education institute in Hong Kong
- Students studying HKQF Level 3 to 4 programmes
- Participants of Service-Learning projects
- Qualitative method employed

Instruments for Data Collection

Instrument	Nature	Purpose
Semi-structured Individual Interview	Qualitative	To explore informant's views in-depth
Focus Group	Qualitative	To allow informants to interact and exhaust the views on the topic
Student's Reflective Journal	Qualitative	To allow student to have in-depth reflection on their experience

Informants

- 11 student participants of service-learning projects from different academic programmes
- 3 staff members involved in organizing or leading service-learning projects

Characteristics of the Students

- Students are characterized by their relative disadvantages in:
 - academic achievement in public examination;
 - social competence; and
 - self-esteem

Concept of “Student Ownership”

- **Student Ownership** can be defined as a strong sense of engagement and identity with their contribution in the Service-Learning process.

Process of Service-Learning

- In the present study, students were encouraged to select service user groups (primary school students, old people, single-parent families etc.) and design service-learning projects on their own choice.

Impact of Student Ownership

- “Student Ownership” is identified as a **foundation for students’ success** in Service-Learning.
- The success came not only from success in **benefiting those service users** but also from success in **learning by student** participants.

Factors Contributing to Student Ownership

- **Freedom of Choice** in selecting service opportunities:
- **Pre-service Training** and
- **Students' Autonomy** in planning and designing the service projects.



**Freedom
of Choice**

**Student
Ownership**

**Pre-
service
Training**

**Students'
Autonomy**

Discussion

- The three factors as **psychological empowerment**
- Students perceived that they can contribute themselves to “**serve**” people, under the sufficient support and guidance from the institution, they can try their best and integrate their “**learning**” into service “**practice**”.

Discussion

- Student participants **value their involvement and contribution** throughout the Service-Learning process.
- Student participants feel that they **own the learning experience** without external forces to “push” them to do something.

Recommendations for Practice

- Provision of variety of service opportunities
- Inter-disciplinary collaboration among students
- Freedom in selecting service user groups and in designing service projects
- Pre-service training in relation to characteristics of selected service user groups

Final words...



In conclusion,
Service-learning initiative
is found to be an effective way
of enhancing students'
learning, it need to be given
greater attention in
incorporating into educational
process in Hong Kong.

Q & A

