

Students' Development in Service-Learning and Research Scheme at Lingnan University



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Outline

- **Student outcomes in service-learning (S-L) – U.S. findings and Lingnan findings**
- **Methods: Participants, Procedure and Analysis**
- **Results and Explanations**
- **Limitations**
- **Going Forward**

What We Know, Part I: Research findings on student outcomes in the U.S.

- **Eyler and Giles (2001) summarized student outcomes in an annotated bibliography of existed studies.**
- **Personal Outcomes:** positive effect on personal development such as sense of personal efficacy, personal identity, spiritual growth and moral development; positive on interpersonal development and the ability to work with others, leadership and communication skills

What We Know I: research findings on student outcomes in the U.S.

- **Social Outcomes:**
positive effect on reducing stereotypes and facilitating cultural and racial understanding; subvert as well as support course goals of reducing stereotyped thinking and facilitating cultural and racial understanding; positive effect on sense of social responsibility and citizenship skills; positive effect on commitment to service; volunteer service in college is associated with involvement in community service after graduation.

What We Know I: research findings on student outcomes in the U.S.

- **Learning Outcomes:**
positive impact on students' academic learning; improves students' ability to apply what they have learned in "the real world"; positive impact on such academic outcomes as demonstrated complexity of understanding, problem analysis, critical thinking, and cognitive development

What We Know II: SL Outcomes in Lingnan

- What outcomes → what measures: The Lingnan model 2005 – now
 - (A)daptability
 - Communication skills
 - Social competence
 - (B)rain Power
 - Subject-related knowledge
 - Organizational skills
 - (C)reativity
 - Problem-solving skills
 - Research skills

Defining the six domains

- **SOCIAL COMPETENCE:** Life skills, including confidence and self-presentation, care and concern for others, intrapersonal and interpersonal skills
- **PROBLEM-SOLVING SKILLS:** ability to recognize the core problems and to solve problems effectively
- **RESEARCH SKILLS:** ability to search for relevant literature, to understand types of research methods, to collect and analyze data, to make reflective and reflexive actions to evaluate oneself, and to generalize meaningful actions

Defining the six domains

- **SUBJECT-RELATED KNOWLEDGE:** understanding of the key concepts and knowledge taught in the course. Integration of course knowledge to services
- **ORGANIZATION SKILLS:** ability to put something into working order and arrange parts and people into an efficient and effective system in achieving the goals
- **COMMUNICATION SKILLS:** the ability to express ideas clearly and comfortably and to listen to the ideas of others, including people from other departments, organizations and students

The Lingnan SLRS instrument

10 points Likert (1-10 1=least agreed 10=most agreed)

The sample:

- Student no. = **1,545**
- years: **04/05 to 10/11**
- returned Qs = **1,740**
- more than 1 SLs=**167**

Female/Male = **1200/539**

Mean age = **21.4**, R=**17-56**

Business: **773**

Arts: **278**

Social sciences: **639**

Exchange/others: **39**

- **Stages:**

- pilot in 04/05 N=200+ semester base 15 weeks mostly elderly services & social sciences students
- 06/08 N about 250 expand to BBA more service types (hospitals)
- 09/now N about 300 expand to all types: CSR, SE Abroad: Mainland, Taiwan & Australia
- planning: tracking students Research & Journals

The Lingnan SLRS instrument

- The study sought to evaluate the outcome measures of Service-Learning. Substantial gains in students' self-perceived performances (subject knowledge, social competence, communication, organization, problem-solving and research skills), learning impacts and satisfaction are demonstrated from pre-test to post-test.

What we want to know

- To find out how students' learning happens in SLRS
- To assess outcomes qualitatively
- To discover outcomes outside the six domains

A study on students' reflective essays (RE)

- **“Qualitative methods provide valuable information when compiling teaching portfolios, conducting program reviews, and providing narrative for publications” (Bringle & Hatcher, 2000)**
- **“Conventional approaches to assessment have been almost exclusively quantitative and many administrative mandates require such quantitative reporting.” (Polin & Keene, 2010)**

Bringle, R.G. & Hatcher, J.A. 2000, "Meaningful Measurement of Theory-based Service-Learning Outcomes: Making the Case with Quantitative Research.", *Michigan Journal of Community Service Learning*, .

Polin, D.K. & Keene, A.S. 2010, "Bringing an Ethnographic Sensibility to Service-Learning Assessment", *Michigan Journal of Community Service Learning*, vol. no.2, no. vol. 16.

Participants

Students from SLRS academic year 2008-2009

From four social science courses:

1. SOC212 Hong Kong Society
2. SOC204 Society and Social Change
3. SOC324 Work and Occupation
4. SOC203 Social Gerontology

Service-learning program examples:

1. The Hong Kong Federation of Youth Groups - Befriending Scheme
2. Salvation Army (Fu Tai) -South Asian Children Program
3. S. R. B. C. E. P. S. A Lee Yat Ngok Memorial Primary School-
Digital Classroom Projects

62 students

Gender	Frequency	Valid Percent
male	13	22.0
female	46	78.0
Major		
Contemporary English Studies	1	1.8
Translation	1	1.8
Behavioural Science in Modern Society	30	54.5
Contemporary Economic and Public Policy	2	3.6
Contemporary Social Issues and Policy	21	38.2
Year of Study		
One	1	1.7
Two	39	66.1
Three	19	32.2

Guidelines of writing RE

- **Student Kit for Service-Learning and Research Scheme (SLRS) 2008-2009)**

“1. Brief description of service provided

2. Feeling to towards the service, service targets and service agency

3. Theory related to your observation or participation during service

4. Reflection during and after service

5. Any experience during service”

- **Guidelines from course instructors**

Procedure

- Two independent coders read the essays and identified the units of analysis
- The units were combined to construct categories
- The coding resulted in 680 units.
- The categories were arranged and rearranged
- Twenty-six categories emerged in the open coding process
- Categories were rearranged into six domains

Categories and six domains-Preliminary Results

Six domains (categories)	Frequency	Percentage
Social Competence (11)	285	42%
Communication Skills (5)	146	21%
Organization Skills(5)	97	14%
Subject-related Knowledge (4)	193	28%
Research Skills (3)	65	10%
Social Serving (3)	30	4%
Other	14	2%

Categories and six domains

Six domains	Categorizes	Frequency
Social Competence (11)	break down negative stereotypes	31
	developing tolerance	8
	empathy / emotional competency	24
	sense of achievement	25
	adaptability / respond to unfavorable situation	18
	interaction with community members/service targets	102
	interaction with peers	20
	communication with agency staff	2
	better understanding of the community members/service targets	67
	expressing ideas and thoughts	5
	ability to organize activity	14

Categories and six domains

Communication Skills (5)	discuss in the team for agreement, ideas or solutions to a problem	17
	interaction with community members/service targets	102
	interaction with peers	20
	communication with agency staff	8
	expressing ideas and thoughts	2
Organization Skills(5)	discuss in the team for agreement, ideas or solutions to a problem	17
	delegate task and work with others	6
	evaluating performance	38
	design activities with creativity	14
	ability to organize activity	14

Categories and six domains

Subject-related Knowledge (4)	learning in context	58
	better understanding of knowledge	43
	better application of knowledge	59
	critique of theories/policies	33
Research Skills (3)	gather relevant info	10
	critique of theories/policies	33
	search and use relevant literature and data	22

Categories and six domains

Social Serving (3)	willingness to give back to society / sense of social responsibility	6
	career benefits	15
	reward of helping others	9
Other	Self-reflection	14

Social Competence

Relationship with service targets is the richest category

- **Breakdown of stereotypes**

A word "marginal youth" is very common in Hong Kong. Parents, teachers, and policemen notices these people have deviance behaviors. Before I join this program, I have similar impression with teachers and parents. However, I have positive impression towards marginal youth after I join this program. It make me feel very happy to contact with the (them) [sic]. (RE0809SOC212-03, P12)

I feel surprise because older people seem to be strict because they are our senior. But, every lesson we attend on Saturday and when we meet at Fu Tai shopping centre they always very friendly to us. (RE0809SOC203-02, P2)

Social Competence

- **Appreciating their service targets' strengths**
Although the duration of our program is just the few months, I can still feel the elderly really like to talk about their past and share their experience with the other. They are really the "live" Story Album who can tell you about the past and I believe I can gain something thought (through) [sic] the communication with them.
(RE0809SOC204-13, P9)

Social Competence

- **Understanding the situation of their service targets better**

I realized surprisingly that children in Tin Shui Wai were still lacked of the chances to travel out of their home, their living places, even there were many media or NGDs (NGOs) [sic]...one of the station located along it. (RE0809SOC324-13, P11)

Social Competence

Chances for interpersonal interactions

- **Building relationships with service targets and group mates**

While we had conflict about each other, I learned how to solve it peacefully, we have to stay calm and listen to each group mate's idea to find out which part is feasible combining the other's suggestion. Through the process of the program, I know more how to manage the interpersonal relationship. (RE0809SOC204-05, P12)

Subject-Related Knowledge and Research Skills

Finding academic sources and theories to interpret service-learning work

- **Application of academic theory—students will often cite an incident and then cite the appropriate theory**

We have interviewed, 5A class teacher Miss Lam and Miss Tam. We asked them what do they gain from being a teacher, and they mentioned they gained the trust from their students.....she gained confidence and recognition. According to Maslow's hierarchy of needs, they may go through the previous needs and reached the esteem needs and going to the next stage which is the self actualization needs. (RE0809SOC324-07, P4)

Subject-Related Knowledge and Research Skills

- **Students confirm what they are learning and prompted to ask original questions and make critiques**

I was curious that why they did not live together since they want to live....however, it lack of humanization. What the elderly need in deed is not costly staff, but caress from the spouse and family (RE0809SOC204-12, P10)

After moving to the hospital, she said her body becomes worse. She agreed the nurses and workers in the hostel render great services to her, but she still find living alone happier. I wonder, if as Parson have said, the negative valuation of "sick role" What happened if one is not that sick was put into an environment that shared with norms of "being sick"? (RE0809SOC333-01, P7)

Limitations

- RE is assigned as course assessment
- Different courses have different S-L projects and RE criteria and guidelines.
- Some comments are just factual statements or very surface-level observations.
- Only from social science S-L courses

Going Forward

- **Research on the gap areas in the six domains**
 - **The definition of problem-solving skills**
 - **The definition of adaptability**
 - **Cross-cultural competency**
 - **Empathy**
 - **Self-confidence**

Forward

- Compare with SLRS pre/post survey (N=58)

	Mean
PreSubknowledge	6.2759
PostSubknowledge	6.7414
PreCommunication	6.4526
PostCommunication	7.0172
PreOrganization	6.6414
PostOrganization	6.9172
PreSocialC	6.6793
PostSocialC	7.1655

PreProblemSolving	6.5862
PostProblemSolving	6.9379
PreResearchSkills	5.8207
PostResearchSkills	6.2621
PreLearningImpacts	7.1724
PostLearningImpacts	7.2816
PreSatisfaction	7.4224
PostSatisfaction	7.4310
PrePositiveAttitude	7.2724
PostPositiveAttitude	7.3414

	Mean
PreSubknowledge - PostSubknowledge	-.46552
PreCommunication - PostCommunication	-.56466
PreOrganization - PostOrganization	-.27586
PreSocialC - PostSocialC	-.48621
PreProbleS - PostProbleS	-.35172
PreResearchS - PostResearchS	-.44138
PreLearningImpacts - PostLearningImpacts	-.10920
PreSatis - PostSatis	-.00862
PrePositiveAtt - PostPositiveAtt	-.06897

Going Forward

- **Outcome-based program review**
 - Program evaluation
 - Mechanism of student development

Thank you!

Questions?