

The Origin and Development of a Discipline-Based Model of Service Learning at One Japanese University

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1st Asian-Pacific Regional Conference on
Service-Learning, June 1, 2007

Introduction

- Models of service learning
- The service-learning program at Poole Gakuin University (Osaka, Japan)
- Service learning in Japan: some socio-cultural considerations and their significance for international/cross-cultural service-learning

The 6 basic service-learning models

- “Pure”
- Discipline-Based
- Problem-Based
- Capstone Courses
- Service Internships
- Action Research (Undergraduate Community-Based Action Research)

Discipline-Based Model

- Students are “expected to have a presence in the community throughout the semester and reflect on their experiences on a regular basis ... using course content as a basis for their analysis and understanding”
- (quoted from Fundamentals of Service-Learning Course Construction, Kerrissa Heffernan, Campus Compact, page3)

US Discipline-Based SL Model: example of sociology class

- Meets one hour five days per week
- Includes:
 - Lectures
 - Textbook or readings
 - Discussion led by a teaching assistant
 - Community-Based Component: SL related directly to content of course
 - Exams, reports, etc.

Poole: Department of International Studies
Course: Intercultural Service and Collaboration
異文化間協働専攻

- Freshmen seminar
- Required basic classes
- Languages
- Information Sciences
- Etc.
- Asian studies classes
- Social Sciences
- Intercultural Communication, Education, etc.
- Practicum: SL, FW, Internship, Overseas Study (4 credits required)

Poole's Mission Statement

- Purpose: search for mutual cooperation and coexistence between people of various backgrounds and differences based not only on ethnicity and nationality, but also differences of generation, gender, region, religion, education and occupation”
- Core educational objective is understanding:
 - “intercultural” (異文化間)
 - “collaboration” (協働)

SL Activities: School Settings

- Japanese language support for foreign or recent immigrant children
- Native language support for foreign or recent immigrant children
- Global education program
- English language education program
- Learning support for “school refusal” and learning disabled children

SL Activities: Other

- Collaborating at a preschool.
- Collaborating at an institution for the elderly, the handicapped or welfare-related.
- Collaborating at the Association for Japanese Returnees (from China).
- Finding your own activity and submitting a proposal.
- Collaborating with an overseas NPO/NGO or educational institution.

Participation by Activity, 2006

	Total	Foreign Students	Japanese Students
Public Schools	44 (64.7)	31 (70.5)	13 (29.5)
Preschools & Kindergartens	10 (14.7)	3 (30.0)	7 (70.0)
After School Day Care	5 (7.4)	4 (80.0)	1 (20.0)
Disabled-related	5 (7.4)	0 (0.0)	5 (100.0)
Other	4 (5.9)	1 (25.0)	3 (75.0)
Total	68 (100.0)	39 (57.4)	29 (42.6)

Outline of the SL Program

- Requirements:
 - 40 hours of service in the field, usually starting in May and continuing to February
 - 50 hours total: orientation, journal writing, reflection sessions (twice monthly), mid-term presentation, final presentation and final report.
 - Signature on a SL contract
 - Register for the class

SL Process

- Students register for class
- Decide on the type of SL activity
- Depending on the activity are divided into two groups overseen by 3 faculty
- Write up SL plan (including how they will satisfy 40 hours)
- Attend orientation to that activity
- Turn in the SL contract
- Activity begins; field supervisor signs timesheet.

The Disciplined-Based Aspect of the SL Program: Teaching “Intercultural” and “Collaboration” thru SL

- 2 levels of collaboration:
 - Service in field with partners
 - Collaborating in management of program
- 3 levels of intercultural:
 - Ethnic/national level
 - Generational level
 - Location: unfamiliar settings

SL in Japan & US: Cultural Differences

- Emphasis in US on concepts such as:
 - Civic learning
 - Social justice
 - Power, privilege

Example: Michigan Journal of Community Service-Learning

- 3 essential criteria for academic SL:
 - Relevant and meaningful service within the community
 - Enhanced academic learning
 - Purposeful civic learning

Civic Learning

- Definition: any learning that contributes to student preparation for community or public involvement in a diverse democratic society
- Includes: diversity learning, political learning, leadership learning, inter- and intra-personal learning, social responsibility learning.

Power & Privilege

- One new textbook poses the question: How is the social and political reality you are engaged with in your community partnership informed by racism (exclusion based on race and ethnicity), sexism (exclusion based on gender), classism (exclusion based on socioeconomic status), heterosexism (exclusion based on sexual orientation) and other forms of discrimination?

SL in Japan & US: Cultural Differences

- Conditions giving rise to the SL programs
 - US: student-led initiatives
 - Japan: university reform-related and faculty-led initiatives

SL in Japan & US: Cultural Differences

- Reflection methods ?

NC State Model of Reflection

(Ash & Clayton, 2004)

- Students analyze their experiences from the perspective of 3 different categories of learning: **personal**, **civic** and **academic**.
- For each category of learning, students describe:
 - 1. What did I learn?
 - 2. How, specifically did I learn it?
 - 3. Why does this learning matter, or why is it significant?
 - 4. In what ways will I use this learning?

What if the collaborating parties
define “service” differently?

- Example: 5- week international service-learning program for American students with Zapatista Communities in Chiapas, Mexico. (Simonelli, et al., 2004:46)

Conclusion 1

- SL practices and conceptualizations are culturally embedded and the SL models that develop here in Asia reflect the educational and socio-political conditions particular to a district, country or region.

Conclusion 2

- As we promote international and cross-cultural SL programs, we must be careful to examine the underlying cultural assumptions that shape the expectations for those experiences -- both the expectations of the “host” partner and the “guest” partner. The meaning of “service” and “learning” may vary.