Breaking the Ice and Encouraging Enthusiasm：How the Taiwanese Community Partners in Service Learning Cope with Challenges

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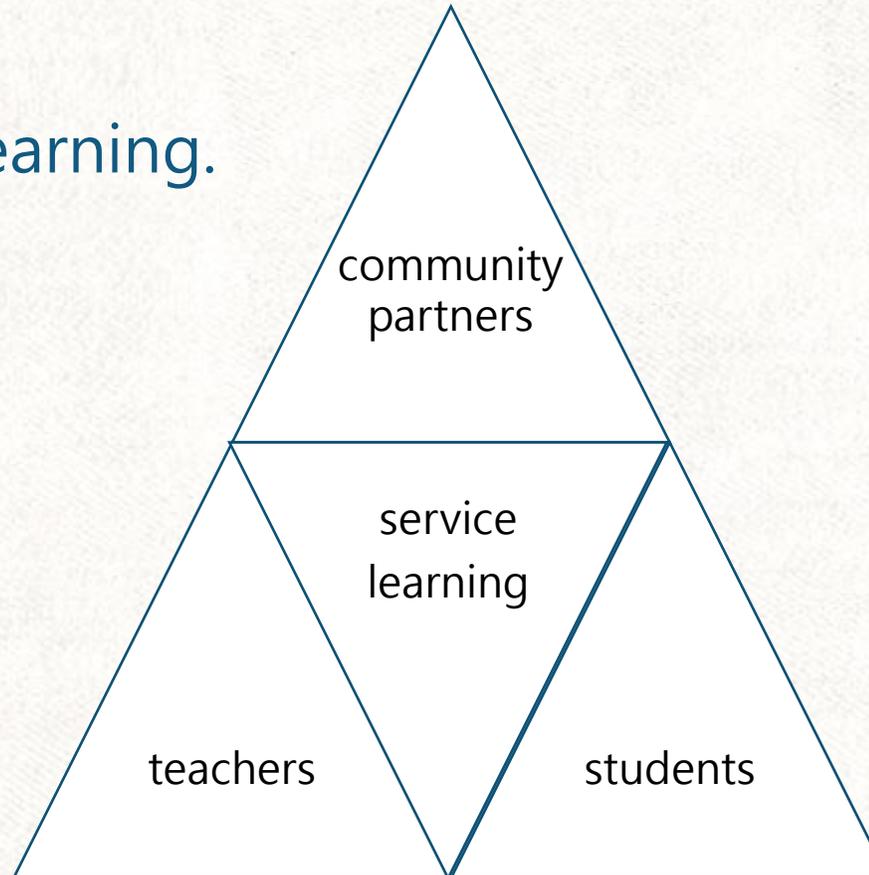28th May 2015

Introduction

- Research Motive & Purpose
- Literature Review
- Research Method
- Key Findings
- Conclusion

Research Motive & Purpose

- Service learning is widespread and has played an important part in education.

<div align="right">(Yen，2005)</div>

- The collaboration in service learning.

community
partners

service
learning

teachers

students

(Bushouse, 2005)

Research Motive & Purpose

- The reciprocity of benefits for all participants has long been an intended hallmark of service-learning practice.
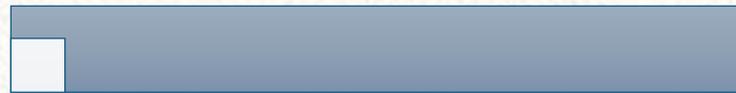
(Ferrari & Chapman, 1999)

community partners | teachers | students

☐ Increase visibility, awareness and understanding of the organization and its mission.

☐ Integrate theory and practice to teach.
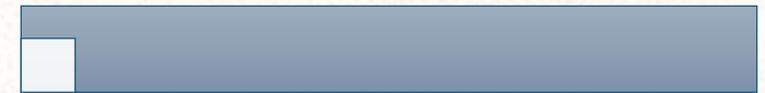
☐ Learn outside course content.

☐ Increase social responsibility.

(Abravanel, 2003) | (Bushouse, 2005) | (Bringle & Hatcher, 1995)

Research Motive & Purpose

- The service-learning experience is "boundary crossing," or " boundary work," entering another world where different rules apply.

(Taylor, 2002)

- The culture differences that exist between higher education and the community in terms of how each generates knowledge and solves problems.

(Bender, 1993)

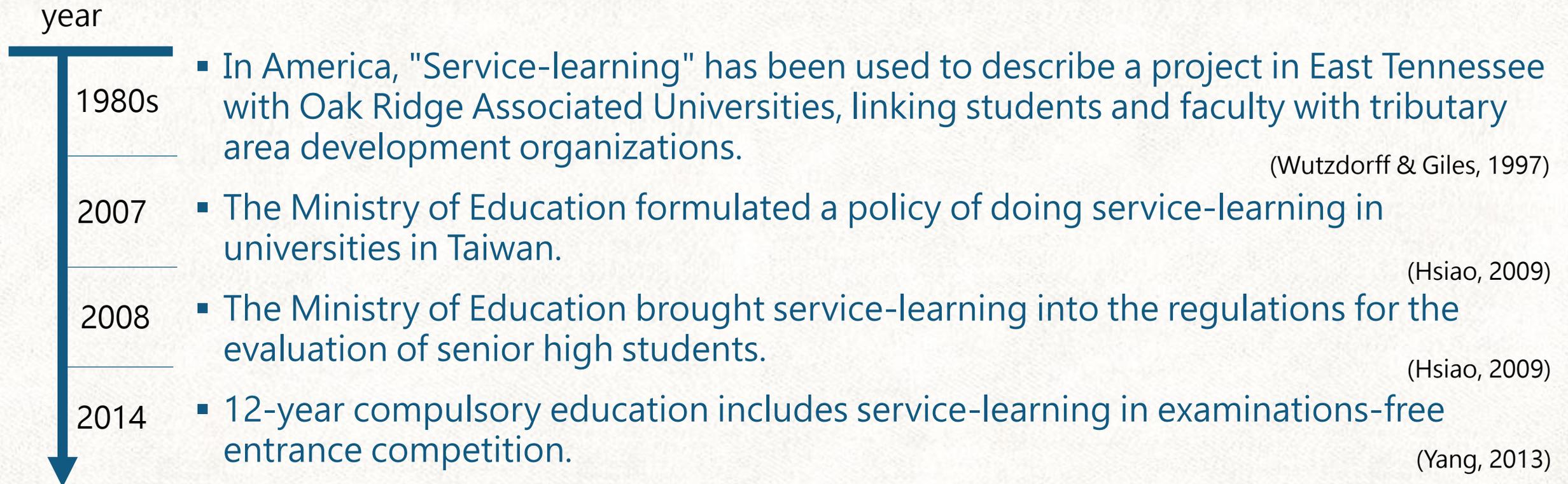|	community partner	school
knowledge generation	pluralistic	specialized
problem solution	action oriented, focused on results	theoretical, cautious, moving at slow pace

➡ culture conflict

Research Motive & Purpose

- **A research motive**
  - Service learning has become more important.
  - The limited research assessing the community partners' perspective in Taiwan.

- **The aim of this paper**
  - To explore the difficulties and challenges faced by the community partners involved in the service learning in Taiwan.
  - To explore what the community partners can do in service learning.
  - To help the students and teachers understand the perspectives of Taiwanese community partners.

Literature Review

Literature Review-history

year

1980s
- In America, "Service-learning" has been used to describe a project in East Tennessee with Oak Ridge Associated Universities, linking students and faculty with tributary area development organizations.

  (Wutzdorff & Giles, 1997)

2007
- The Ministry of Education formulated a policy of doing service-learning in universities in Taiwan.

  (Hsiao, 2009)

2008
- The Ministry of Education brought service-learning into the regulations for the evaluation of senior high students.

  (Hsiao, 2009)

2014
- 12-year compulsory education includes service-learning in examinations-free entrance competition.

  (Yang, 2013)

Literature Review-definition

- Service learning is defined as "a form of experiential education".   (Jacoby, 1996)

- Reflection and reciprocity are essential components of service-learning.   (Jacoby, 1996)

- The activities of reflection enable the student to think.   (Jacoby, 1996)

- Service learning demonstrate reciprocity in all participants because the service activities are designed and organized to meet their needs.   (Bringle & Hatcher, 2002)

- There is a equally reciprocal relationship between all participants .   (Basinger & Bartholomew, 2006)

Literature Review-the challenges of community partners

roles	difficulties
community partners	a. scarce organizational resources (Abravanel, 2003) b. the staff lack of the leadership skill (Littlepage et al., 2012)
between community partners and teachers	a. different perspectives (Bender, 1993) b. distrust each other (Sandy & Holland, 2006) c. the service does not match the needs (Littlepage et al., 2012)
between community partners and students	a. passive attitude of students (Sandy & Holland,2006) b. unfamiliar with the ability of students and have a wrong expectation (Wingspread Conference Center, 2006) c. need time to plan different service for different students' conditions (Bushouse, 2005)

- **The relationship is foundational to service-learning.**
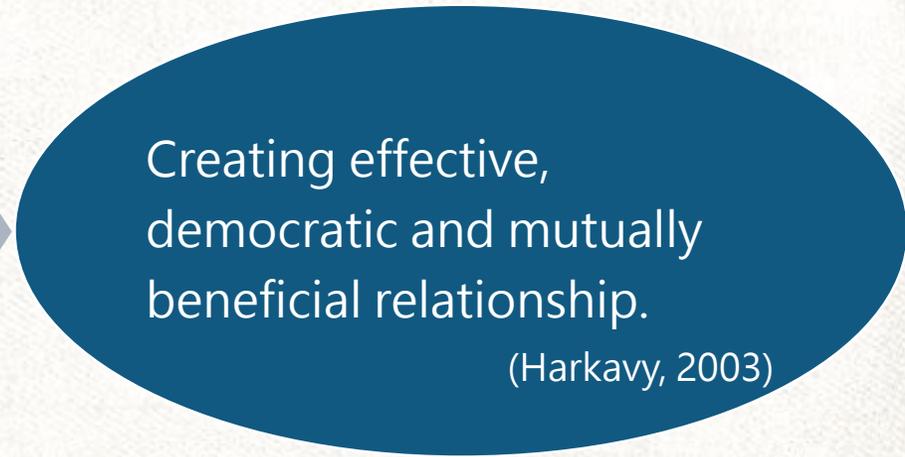
(Sandy & Holland, 2006)
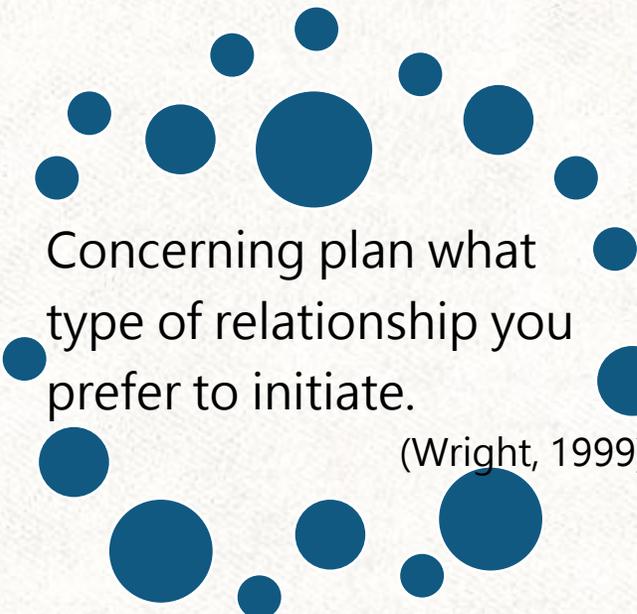
Concerning plan what type of relationship you prefer to initiate.

(Wright, 1999)

Providing an open, honest and frequent interaction and communication.

(Freeman, 2000)

Creating effective, democratic and mutually beneficial relationship.

(Harkavy, 2003)

Literature Review-the approaches of community partners' to face the challenges

- To train staffs the skill of leading students.   (Bringle & Hatcher, 2000)

- To plan the project together.   (Basinger & Batholomew, 2006)

- To understand the capacity and resources of students.   (Basinger & Batholomew, 2006)

Research Method

Research Method

- The aim of this paper is to explore the experience the community partners have.

- Qualitative Research Method：
  - To know interviewers' point of views from their perspective.

    (Neuman, 1997)

  - To know the mentality of interviewers.

    (Jian & Chou, 1998)

  - To analyze the data by inductive method.

    (Bogdan & Biklen, 1982)
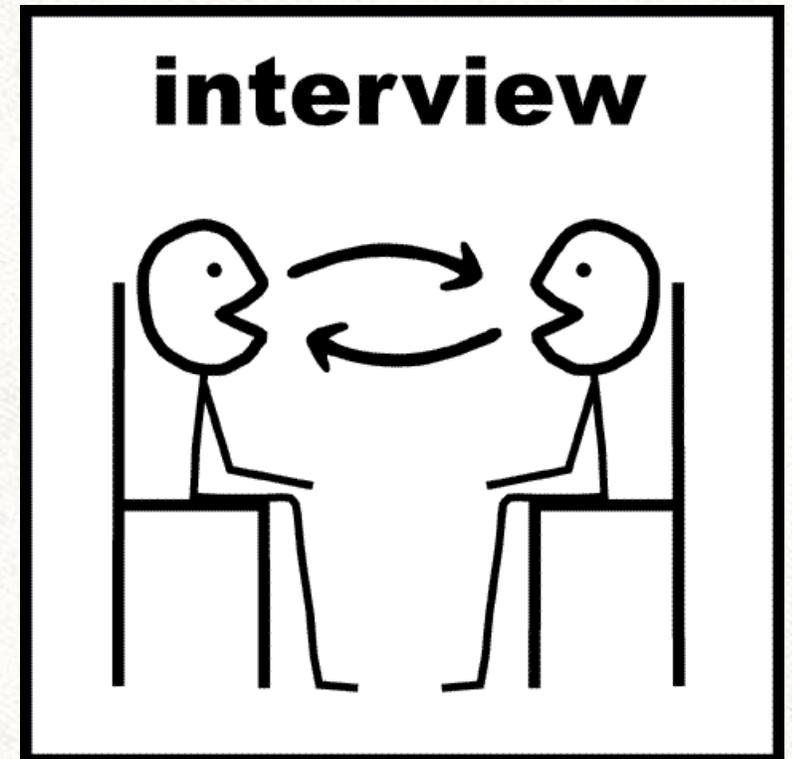
interview

Research Method-qualitative research method

- **In-depth Interview：**
  - It would be carried out face to face.
  - It would be conducted using a discussion guide.
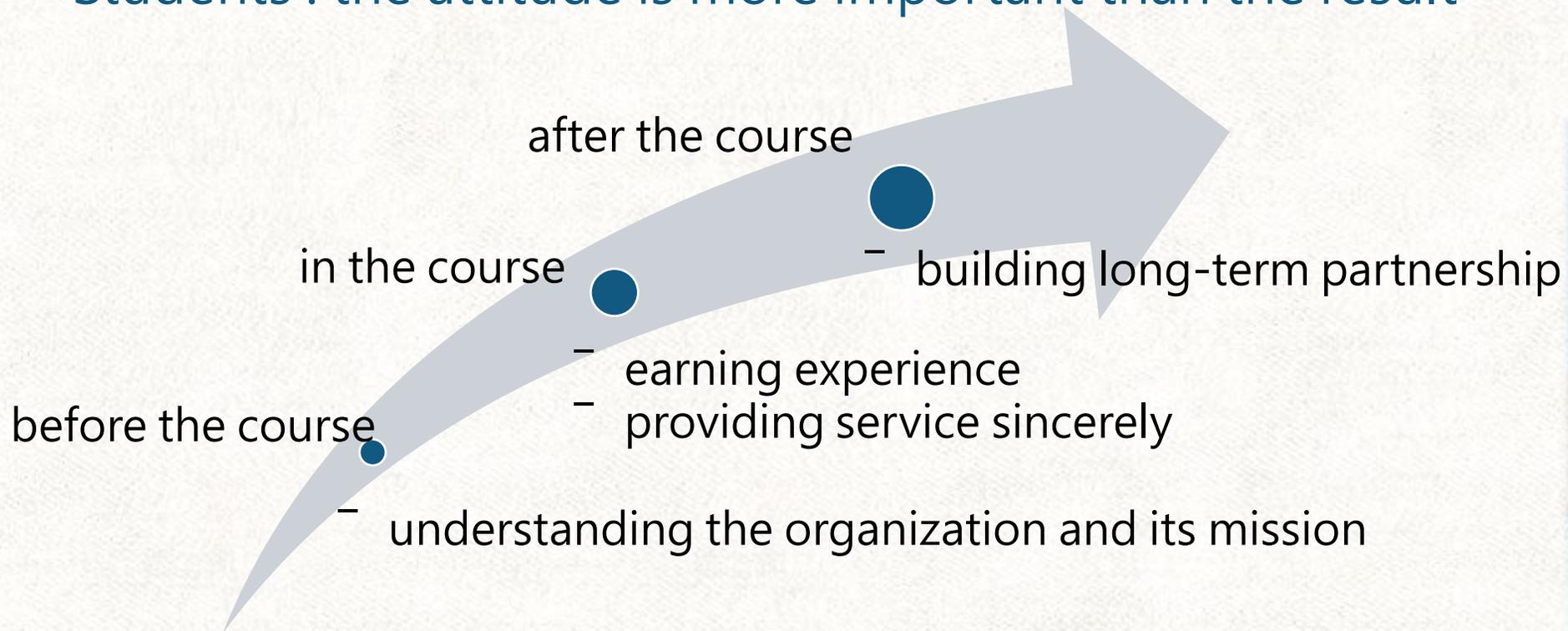
(Wan,2004)

- **Semi-structured Interview：**
  - It allows freedom for both the interviewer and the interviewee to change direction of questions, if necessary.

- **Interviewee：** 14 experienced service learning community partners

- **Grounded Theory：**
  - To review the data collected and tag it with codes.
  - Codes can be grouped into concepts, and then into categories.

(Hu, 1996)

Key Findings

Key Findings-the expectation from community partners

- Students : the attitude is more important than the result

after the course

in the course

building long-term partnership

- earning experience
- providing service sincerely

before the course

- understanding the organization and its mission

- Teachers : the intervention can help the students

Key Findings-the challenges of community partners faced and the solutions they had

- **community partners**
  - limited resources
  - lack of skill to lead students

- **solution**
  - reach the internal consensus within the organization
  - training of leadership and motivation skill for the personnel

- **teachers**
  - time is too short
  - different field
  - less experience
  - unfamiliar with each others
  - distrust

- **solution**
  - cultivate a long-term relationship
  - design a longer course
  - plan together before begin the program

Key Findings-the challenges of community partners faced and the solutions they had

- students
  - attitude
    - lack of concepts in service-learning
    - negative attitude in providing service
    - offend community partners
  - substance
    - less money, expertise, experience, and time

- solution
  - community partners
    - introduce the organization to students before begin the course
    - understand the ability of students
    - give students authority
    - team effectiveness
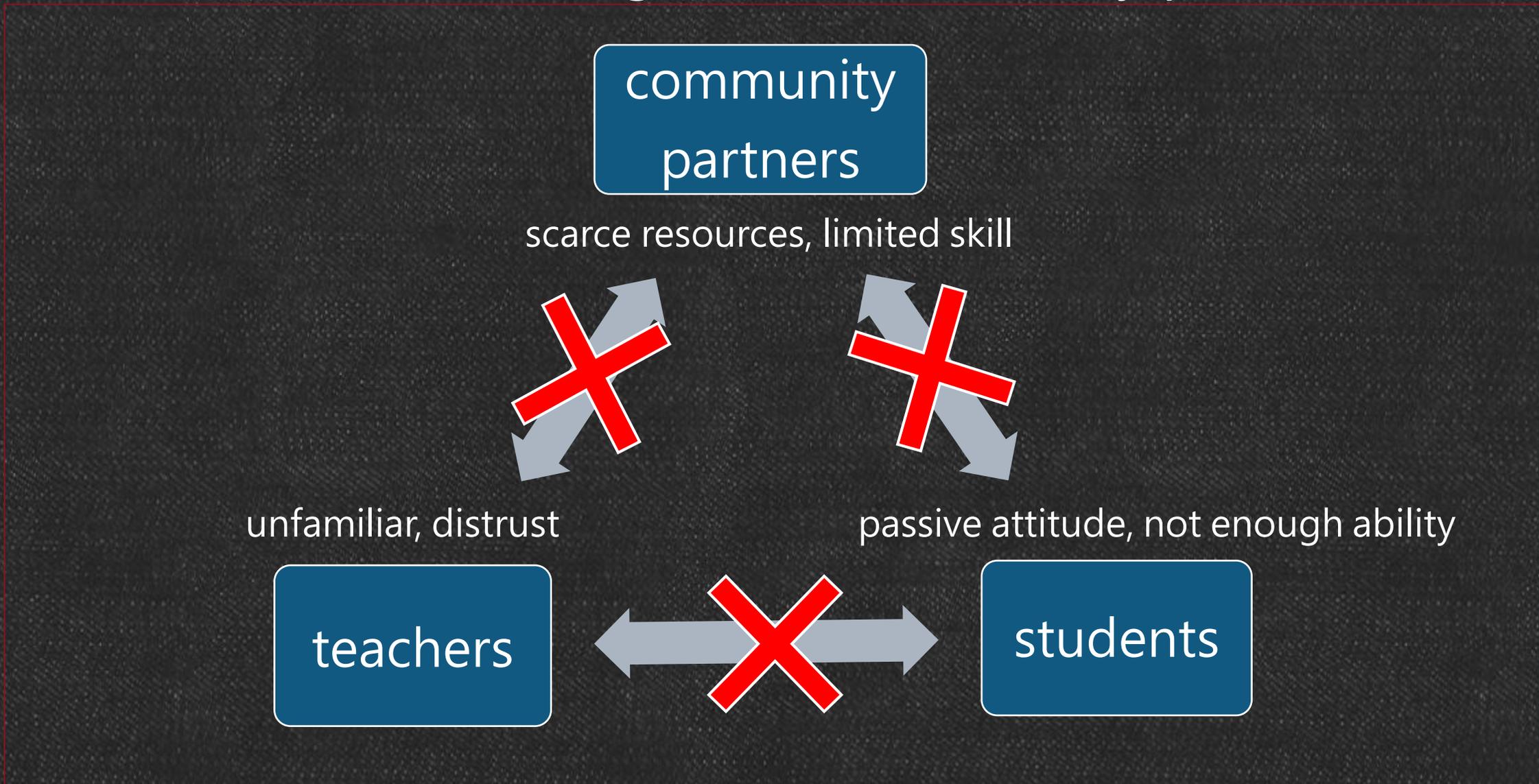   - pass on experience
  - teachers
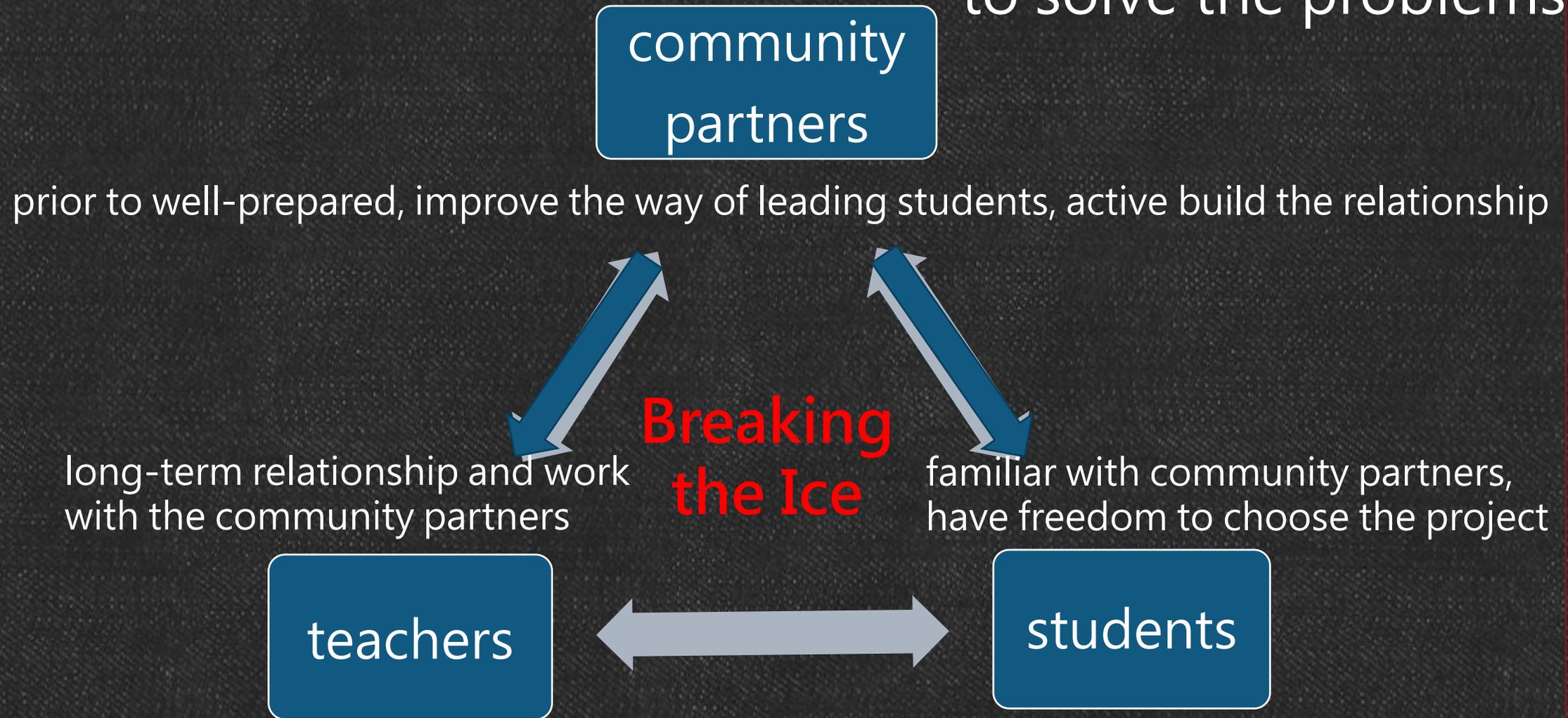   - support, supervision and guidance for the students
  - students
    - choose the service by themselves

Conclusion

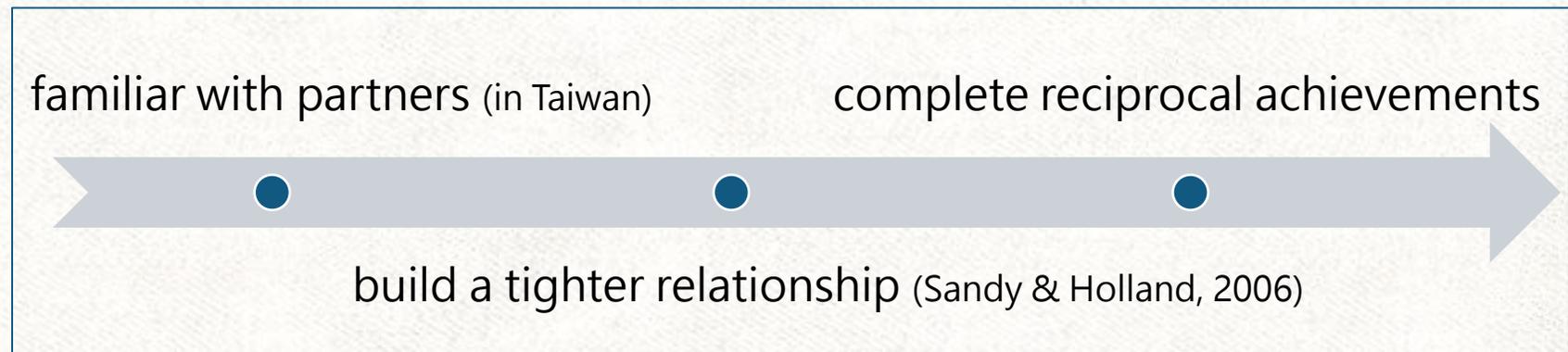# Conclusion-the challenges the community partners faced

community partners

scarce resources, limited skill

unfamiliar, distrust

passive attitude, not enough ability

teachers

students

community partners

prior to well-prepared, improve the way of leading students, active build the relationship

Breaking the Ice

long-term relationship and work with the community partners

familiar with community partners, have freedom to choose the project

teachers

students

Conclusion-the approaches that community partners do to solve the problems

- There is a difference between foreign community partners' (from the past literature) and Taiwanese community partners' solutions.

- In order to make the service learning work in Taiwan , all three partners have to get to know more about each other.

- Community partners have to take the initiative to get acquainted with the teachers and the students in order to break the ice in between.

familiar with partners (in Taiwan)   complete reciprocal achievements

build a tighter relationship (Sandy & Holland, 2006)

Conclusion-implications

community partners

- preparation and consensus within organization
- improve the leadership skill
- take the initiative to build the relationship with the schools
- having a clearinghouse to exchange information

teachers

- having a long-term partnership with community partners
- accumulating the collaboration experience
- giving students more support and guidance
- giving students more space to make decision in the process

students

- being familiar with community partners
- making their own decision
- doing service activities with good attitude and right motivation

- In summary, we can build a service learning matching platform, to help the community partners match with students suitably.

Thanks for listening!

Have a good night !