

The Yunnan Service Trip: Sharing, Serving and Connecting

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Background

- * With a motto of “**Education for Service**,” Lingnan University is a unique liberal arts institution in Hong Kong
- * The Yunnan Service Trip, organized by the OSL’s Mainland and International Service-Learning Program (**MISLP**)
- * Over the last seven years, Lingnan University has collaborated with **Deloitte China** and NGO in Yunnan to establish a Service-Learning partnership
- * University students apply their academic knowledge to teach primary school students in Yunnan, a poor area, **about educational topics and life attitudes**. Also, to interview the residents about the effectiveness of the infrastructures.

Background

	格章拉村、 格章拉小学及周边地区	弯腰树村、 弯腰树小学及周边地区
人口	总人口约450人 98户家庭、3个村民小组	总人口约570人 164户家庭、10个村民小组
族裔	彝族(70%)、汉族及其他少数民族 (30%)	苗族(70%)、汉族及其他少数民族 (30%)
常见农作物	烟草、玉米、大麦、蔬菜	烟草、玉米、小麦、蔬果

2007: **Ge zhang la Viillage**

- Interview the residents on the effectiveness of the infrastructure
- live at the residents' home

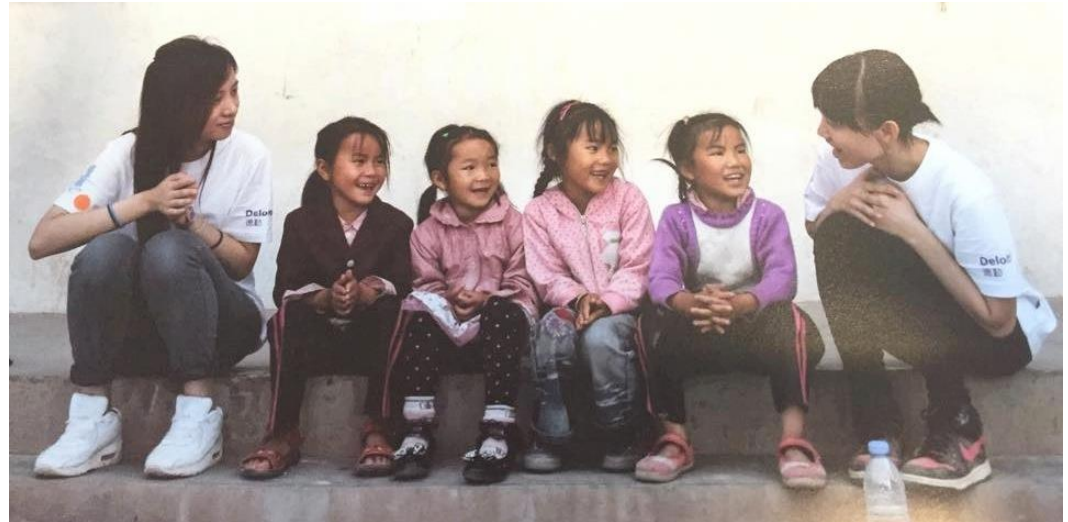
2010: **Wan yao shu Village**

- Teach students health knowledge
- basic health check



Objectives

To understand how the Yunnan Service Trip, a mainland and international Service-Learning opportunity, can impact students' learning and **whole-person development.**



Yunnan Service Trip- Before the trip

- * Workshops
(8 lessons, knowledge on the rural development in China, interview skills)
- * Internal telephone with Deloitte participants
- * Preparation for the trip
(material packing, psychological)
- * Presentation of the job duty
(Teaching group, health knowledge group, impact studies group preparation group)

Yunnan Service Trip 2014

Students in the primary school



Yunnan Service Trip 2014

The environment



Yunnan Service Trip 2014

Students work



Research Method

- * **Qualitative research methods**, such as individual interviews and reflective essays, were used to investigate student participants' learning impacts, along with their whole-person development, after the Yunnan Service Trip.
- * The research aims to investigate students' **attitude, awareness and behavioral** change, as a result of being a participant in the Yunnan Service Trip.
- * The study examines students' **whole-person development** based upon relevant domains in the Intended Learning Outcomes (7 Domains), which was created by the OSL to evaluate students' overall learning and development after Service-Learning experiences.

7 domains

- * Communication
- * Organization
- * Subjected related knowledge
- * Problem-solving skills
- * Civil Orientation
- * Research Skills
- * Social competence

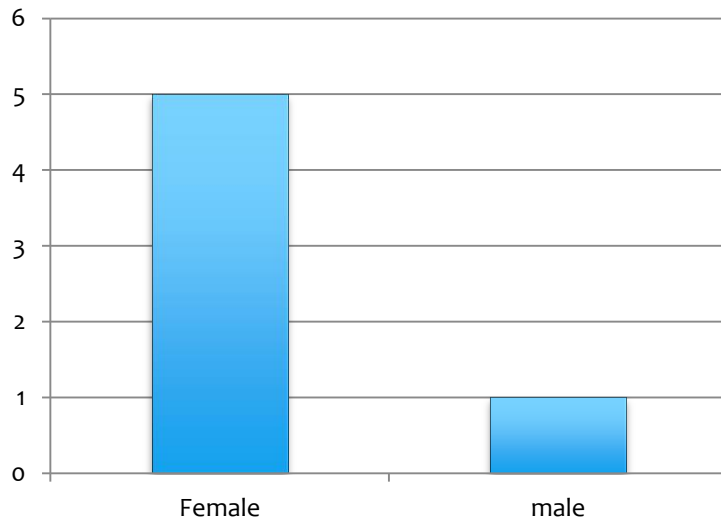
Research Questions

- * 1. Can you briefly talk about your role in the Yunnan service trip and What did you feel before the trip?
- * 2. After the trip, what is your feeling after the trip?
Is there any differences between your expectation and reality?
- * 3. What kind of academic knowledge you have applied during the trip?
- * 4. Do you have any action plan to practice from what you have learned from the Yunnan trip? (future change- personal, environmental)

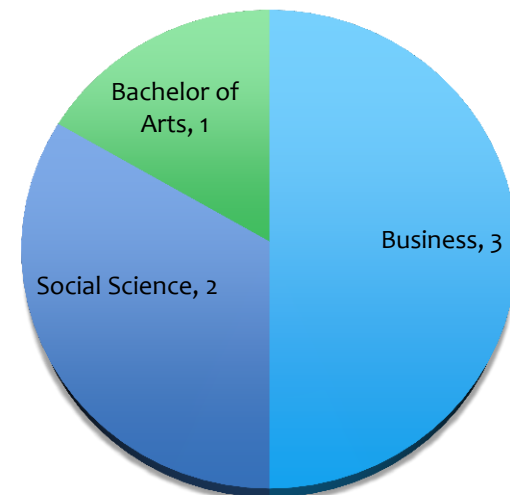
Methodology

A total of **6 students** interviewees from the Yunnan service trip 2014.

Gender



Gender



Findings

2. Attitude change

‘ The expectation and reality is totally different, originally I only know Yunnan is a beautiful place with different minority groups’

‘ Before the trip I am so nervous. After the trip, I feel satisfied and meaningful for the trip.’

‘ The children in the school are really hard working and looking forward to explore their world. But they lack of hopefulness because of the poor environment.’

‘ There are lots of poor people in the world. We should have the empathy to care the others.’

Findings

1. Awareness Change

‘ I misunderstand that people in the poor countries cannot speak mandarin.’

‘ The environment is better than my expectation, however the drought is really worst.’

‘ I find it is not about lack of skills, it is about the poor living condition.’

‘ What the children want is the care from others and opportunities in the future.’

Interview Results Analyze

3. Behavior Change

‘ I would like to promote the program to other students, hope that the program can be extended to see the long-term effectiveness of the infrastructure developments.’

‘ I have joined the India summer program. It is a good trip for me to explore the similar experience.’

‘ I am the group leader of the volunteer group in Hong Kong now. We organizes activities and workshops to the low income group. This program inspired me a lots to take this action!’

‘ After the trip, I am now more concern on the poverty problem. I am going to join the global village program this summer to help more poor people.’

Application of 7 domains

- * **Research skills**

Students have a better understanding to measure the effectiveness of the infrastructures

- * **Civil orientation**

Get more insights of social issue, for example, rural situation of China

- * **Communication skills**

During the discussion and reflection time time with all the students and Deloitte participants

- * **Subject related knowledge**

Teach the students the education knowledge and apply the social issue concepts in the discussion

Discussion

- * The Mainland and International model of Service-Learning is a relatively **new concept** in Hong Kong and Asia.
- * The program only lasts for 7 years, it still need a **long-term evaluation** of the infrastructure effectiveness and education for the children.

Conclusion

- * This research shows the **positive** effects of students' engagement in an international Service-Learning context.
- * The Yunnan Service Trip has been beneficial in increasing students' **7 domains**. For example, research skills, civil education, communication skills and subject related knowledge.
- * **Attitude, awareness, behavioral** improvement