

# **Community Service-Learning Facilitators' Perceptions of Student Volunteers**

Wen Hsia Yeh\*, Yuh Yuh Li, Hsing Chuan Hsieh & Tai Chu Huang  
National Sun-yat Sen University (NSYSU), Kaohsiung, Taiwan

\*Presenter: Wen Hsia Yeh (Judy Yeh)

# Definition of Academic Service Learning

- **Service-Learning:**

- A pedagogical practice that integrates **service** and **learning** to promote increased understanding of course content
- helping students develop knowledge, skills, and cognitive capacities to deal effectively with complex social issues and problems.

- **Emphasis:**

- Reflection and field-based learning to engage the learner personally in the curriculum.
- Meaningful student learning through applied, active, project based learning that draws on multiple knowledge sources (academic, student/community knowledge, experience)

# Service-Learning Standards for Quality Practice

- 1. Meaningful service** – actively engages participants in meaningful and personally relevant service activities.
- 2. Curriculum links** – service-learning intentionally used as an instructional strategy for meeting learning goals and/or course standards.
- 3. Reflection** – incorporates multiple challenging reflective activities that are ongoing (before, during and after service activities) and prompt critical thinking about oneself and one's relationship to society.
- 4. Diversity** – promotes understanding of diversity and mutual respect among all participants.

# Service-Learning Standards for Quality Practice

4. **Youth Voice** – provides youth with a strong voice in planning, implementing, and evaluating their service-learning experiences.
5. **Partnerships** – involves collaborative, mutually beneficial partnerships that address community needs.
6. **Progress monitoring** – participants engage in an ongoing process to assess implementation quality and progress toward meeting specified goals and use results for program improvement and sustainability.
7. **Duration and Intensity** – projects have sufficient duration and intensity to address community needs and meeting learning and service goals.

# Main Purposes of This Study

- To Investigate the current situation of **facilitators'** perception of the performances of student volunteers on **Meaningful service, Curriculum links, Reflection, Diversity, & Youth Voice**.
  - **Facilitators** can give SL programs a structure and resources to develop learning opportunities for students.
  - E.g., local school teachers (from elementary schools to colleges), school administrators, and NPO staff
- To explore the **demographics** influencing the facilitators' perception

# Method

- **Project:** Inspection and Connection of Schools and Community Organizations Workshop

- Launched by **Youth Development Administration (YDA)** , subordinated to the Ministry of Education in Taiwan
- 10 sessions across Taiwan

- **Sample:** N=376 facilitators

### Demographics

Organization	%	Age	%	Concerns (tick all that apply)	%
School/College	37.4	≤20	2.0	educational projects	57.2
NPO/ social organization	57.3	21-30	25.6	human service	34.8
Others	5.4	31-40	24.4	environmental issues	30.1
		41-50	26.4	Health	21.5
<b>Gender</b>	<b>%</b>	≥51	21.6	Citizens	17.6
Female	76.3			Culture	16.5
Male	23.7			Arts	9.0

# Method

- **Self-report questionnaire:**

- Measuring the facilitators' perception of the SL project, its influence toward communities, and the network with other organizations.

- **Item set selected:**

- Assessing facilitators' perception of the performances of student volunteers on the effectiveness of the SL project

Option	strongly disagree	disagree	Neither agree nor disagree	agree	strongly agree
Score	1	2	3	4	5

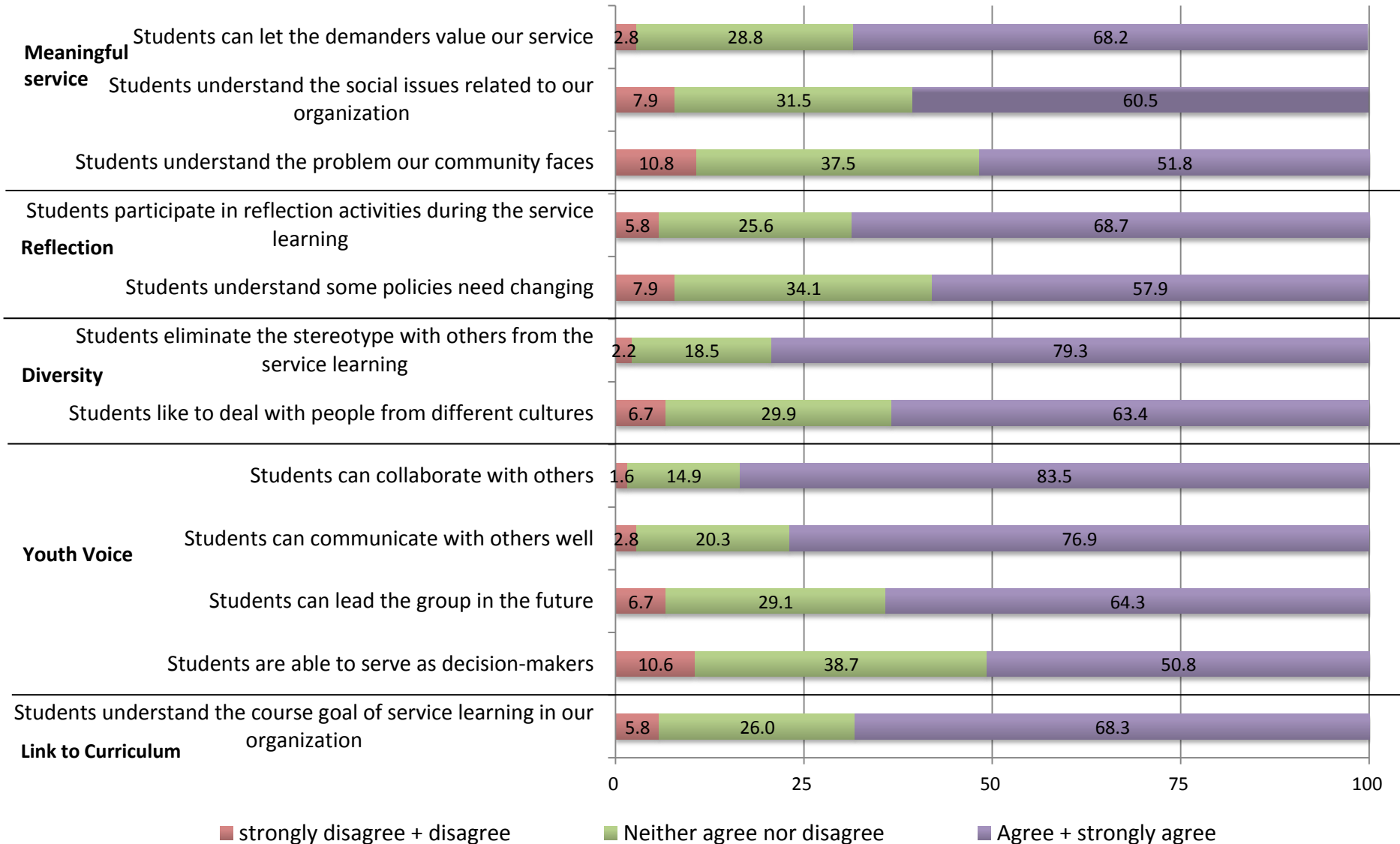
- Constructs of the effectiveness of the SL project :  
Meaningful service, Reflection, Diversity, Youth Voice, Link to Curriculum

# Method

- **Goal:**
  - Investigate the facilitators' Perceptions of Student Volunteers
    - Item response (%), average scores of the constructs,...
  - Explore the **demographics** that correlate with the facilitators' perceptions on the effectiveness of the SL project
    - Analysis: ANOVA
    - **Demographics** : Organization, Gender, Age, Concerns,...



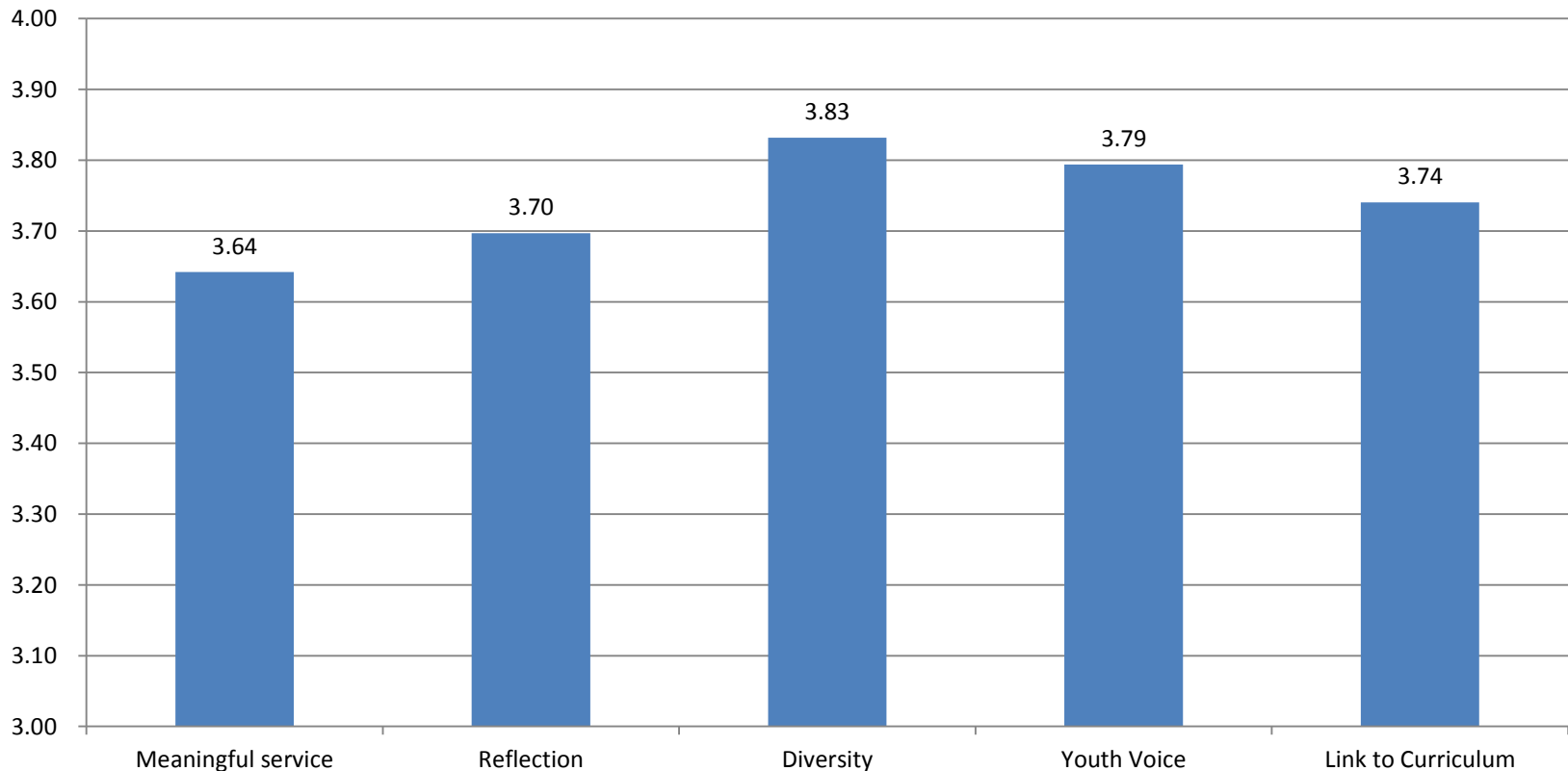
# Investigation: Item Response



# Investigation

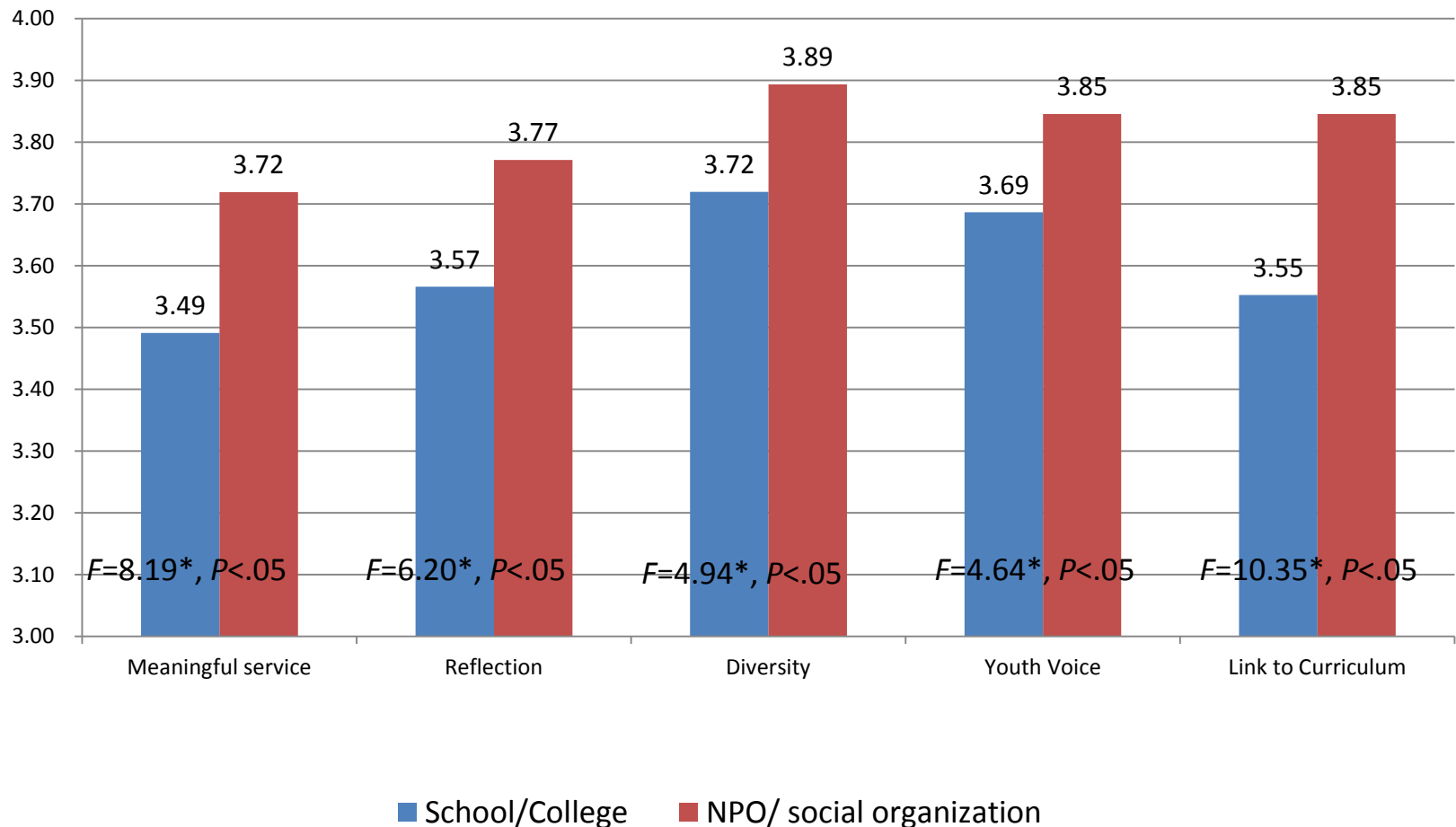
- **Constructs of the effectiveness of the SL project**

**Average Scores of the Constructs**



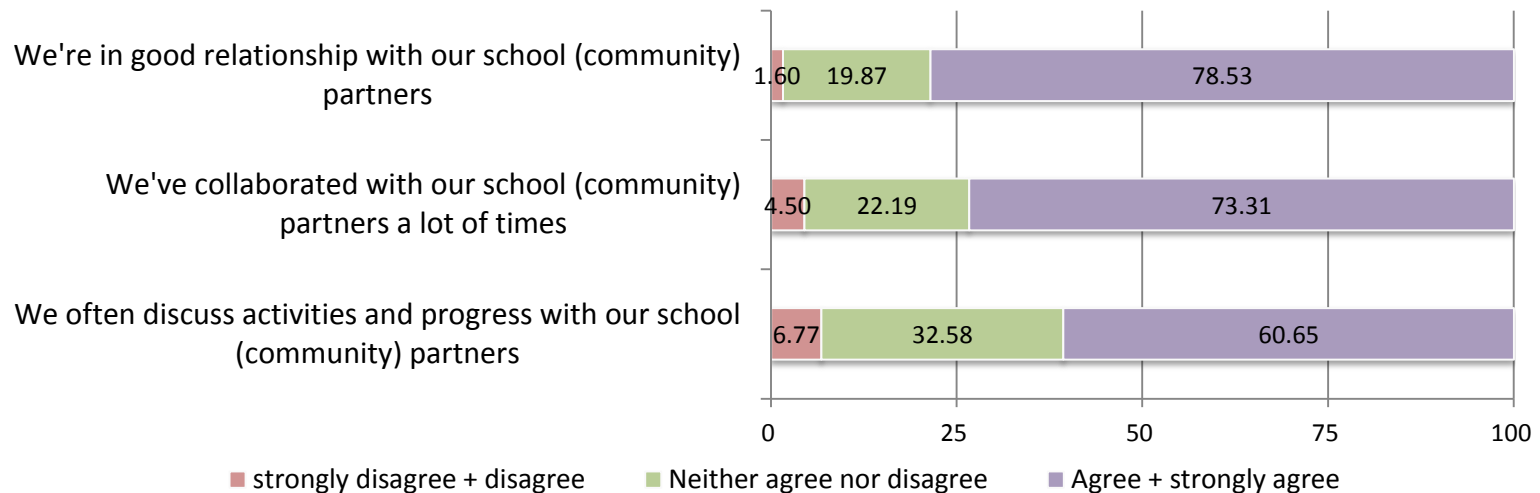
# Exploration

- Correlated Demographics: Organization



# Exploration

- **Further question:**
  - Could “the level of **collaboration** with other organization” correlate with facilitators’ perceptions on the constructs ?
- **Indicators of construct “collaboration”**



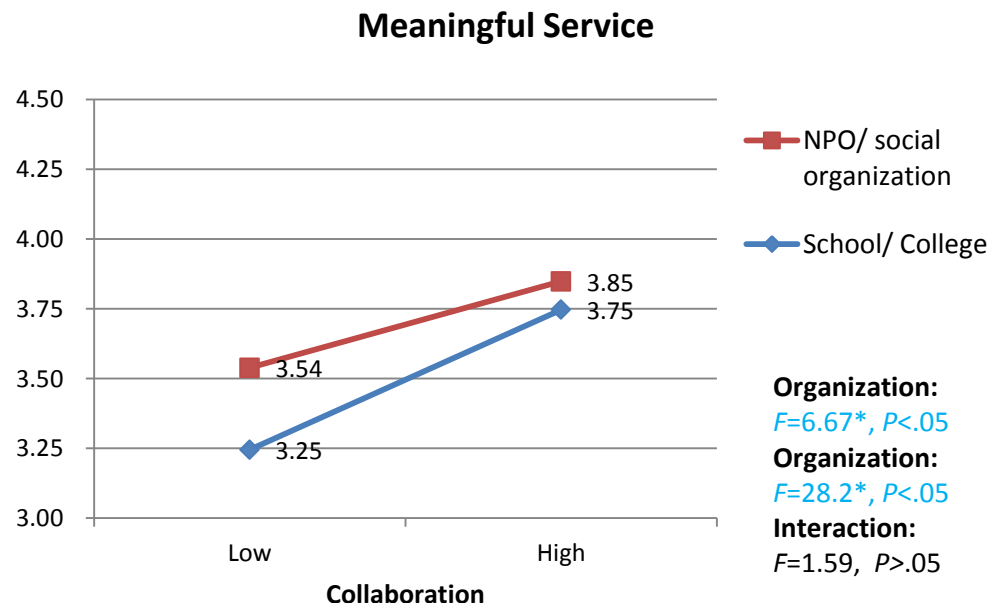
– Average Scores of 3 items:

< 4.0 (Lower 50%) => **Low Cooperation**

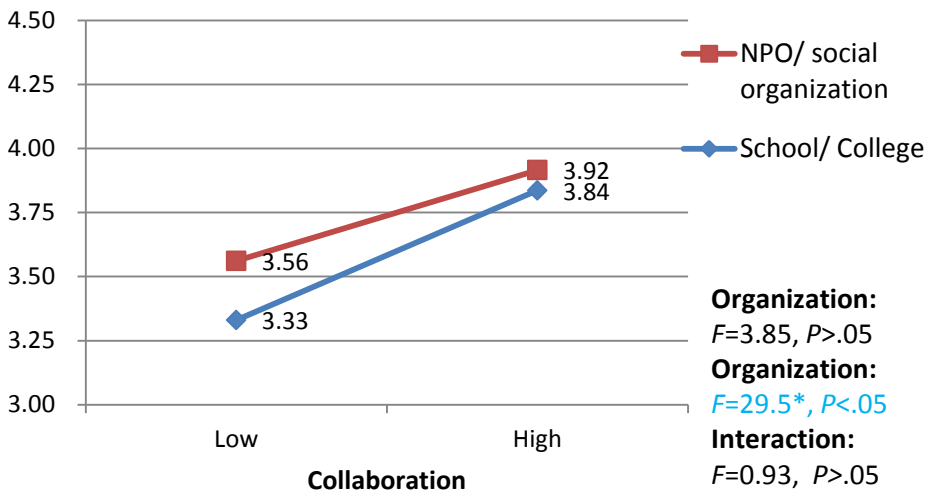
≥ 4.0 (Higher 50%) => **High Cooperation**

# Exploration

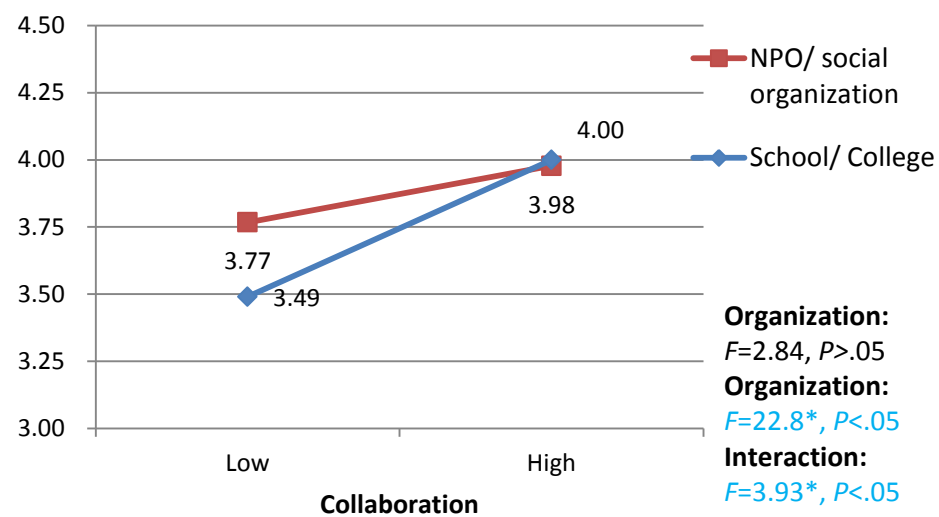
- **Two-way ANOVA** indicates
  - “**Collaboration**” has main effects on all constructs
  - “**Organization**” has main effects on Meaningful Service, Link to Curriculum.
  - There’s an interaction effect on Diversity.



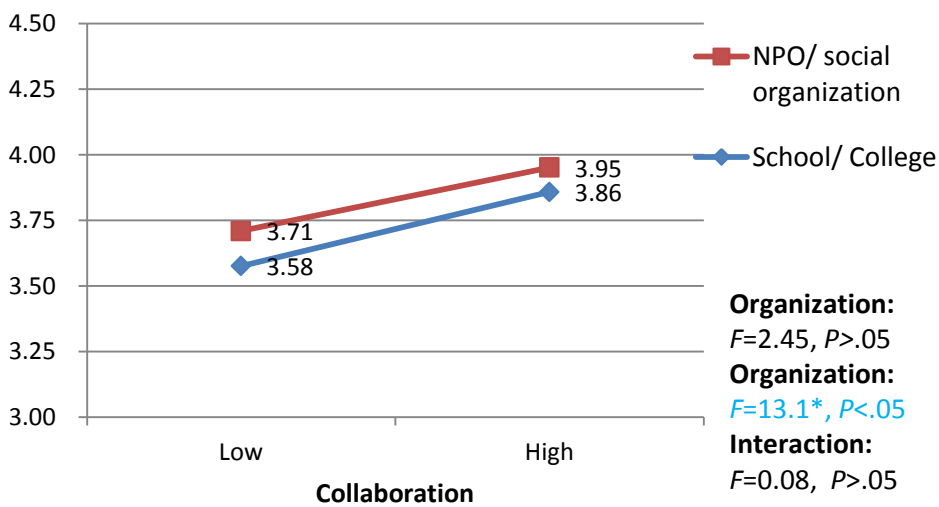
### Reflection



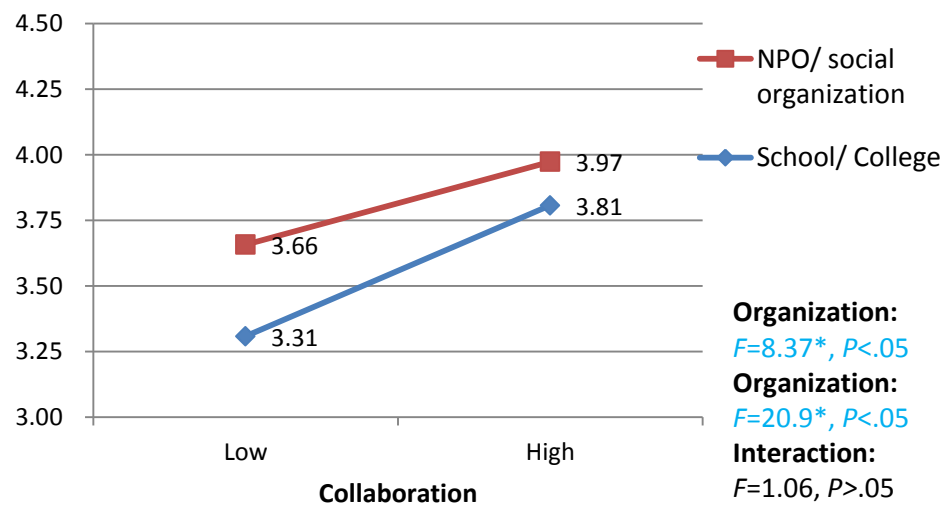
### Diversity



### Youth Voice



### Link to Curriculum



# Conclusion

- Despite the organization, **high collaboration is the main factor** correlated with the facilitators' perception of the performances of student volunteers.
- Facilitators from NPO still have higher perception of students on Meaningful Service, Link to Curriculum, given the condition of cooperation.

# Suggestion

- The necessity of “**Partnership**” establishment
  - Positive improvement in qualified SL practice
- **Advantages:**

1. Shared responsibility for goals	2. Group ownership
3. Expands resources	4. Creates synergy
5. Discovers common ground	6. Values group decision-making
7. Incorporates continuous improvement	8. Creates unity
9. Expands knowledge of resources	10. Challenges thinking in new ways
11. Creates new options for problem solving	12. Creates opportunities to learn from taking risks
13. Win-Win	



# Suggestion

## Roles Schools Can Play

- Provide students willing and able to provide service
- Connecting service experiences with the curriculum
- Access to students
  - Allowing students to get out of school to serve
  - Bringing people to the school
- Setting expectations about what students will do and how they will behave at the service site
- Provide supervision of students while at their service site
- Transportation
- Funding for expenses related to service activity

## Roles Community Partners Can Play

- Work together to eliminate competition for students
- Refer students and teachers to other agencies when appropriate
- Serve as the liaison, keeping agency staff informed about when students will be at the site and what they will be doing
- Provide service site and opportunities for students
- Provide training for students if needed
- Expand teacher's knowledge of needs and resources in the community
- Help give credibility to the program; help in "selling" it to the community
- Help with planning and publicity
- Influence other partners to "get on board"
- Open doors to other organizations that might have been closed to the school in the past
- Provide award and recognition
- Help with "Volunteer Fairs" in local schools
- Transportation
- Funding for expenses related to service activity

Thanks for your listening~