

# The Connection between Service-Learning and Community-Based Research



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# Agenda

## Background

- Service-Learning (S-L)
- Community-Based Research (CBR)

## Literature

- Service-Learning & Community Service
- Service-Learning & Community Based Research

## Objective

- Linkage between CBR & S-L

## Methodology

- Case study of CBR-Young Scholar

## Finding

- Common Values of CBR & S-L

## Discussion

- Types of S-L

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# Service-Learning (“S-L”)



Service-Learning is the combination of "Formal Academic Studies," "Reflection" and "Meaningful Service."  
(The Lingnan Model of Service-Learning, 2015)



# Service-Learning & Community Service



Service-Learning "S-L"	Community Service
	service
reflection	often NOT incorporated
academic knowledge	often NOT incorporated
server and also LEARNER	only the server
quality of service and linkage to academics	only quality of service
e.g. S-L courses, CBR	e.g. volunteer work



# Community-Based Research (“CBR”)



"CBR is a partnership of students, faculty, and community members who collaboratively engage in research with the purpose of solving a pressing community problem or affecting social change" (Strand, et al., 2003).

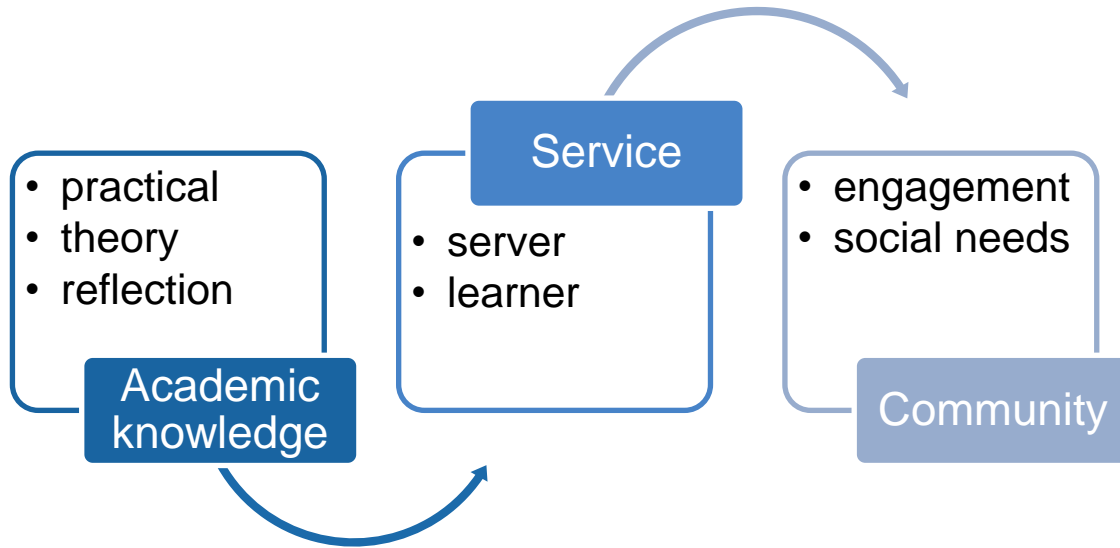


# Comparison of Traditional & Community-Based Research

	Traditional	CBR
Aim of Research	Advance knowledge	Address social need advancement
Source of Question	Existing work	Community identified need
Researcher	Researchers, Professors	Researchers + Students + Community Partners
“Owner” of Research	Researchers	Researchers + Students + Community
Relationship of Researcher & Participants	Short-term, detached	Long-term, connected
Beneficiaries	Researcher, the industry	Researcher + Students + Community



# Any Linkage between CBR & S-L?

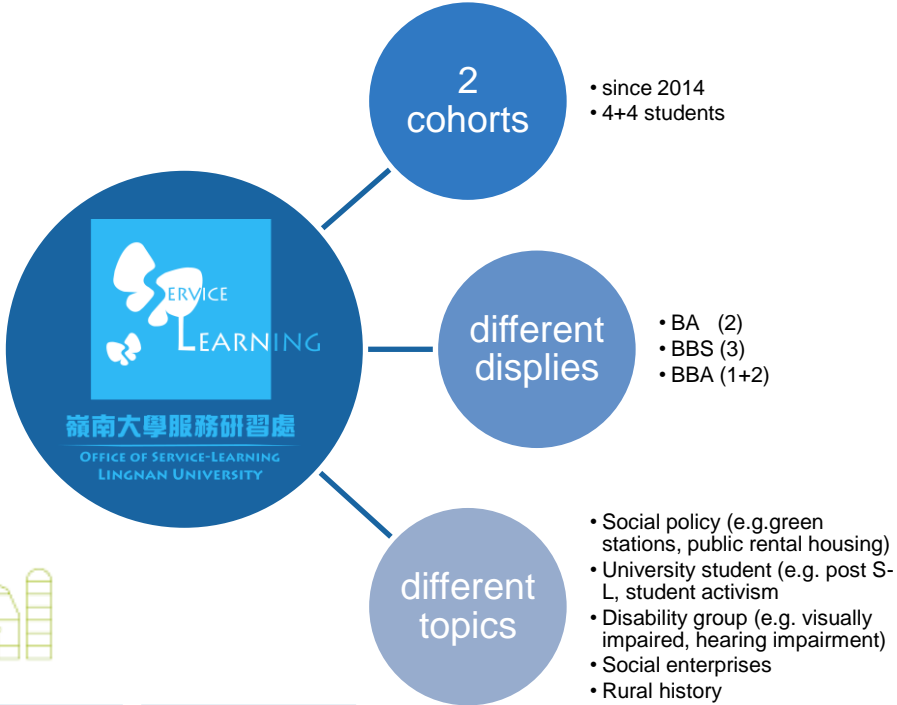


learning  
to serve  
serving  
to learn



# Young Scholars' Community-Based Research Program ("YS")

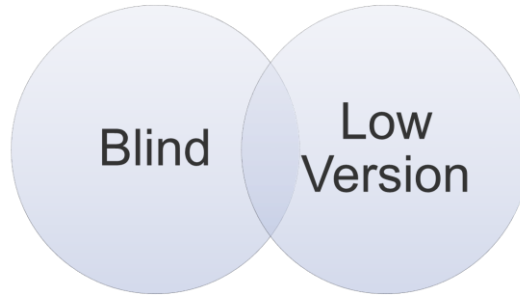
Participants	Aim	Program Structure
<ul style="list-style-type: none"> <li>Lingnan undergraduates from any disciplines</li> <li>Faculty supervisor &amp; Research trainer</li> <li>Community</li> </ul>	<ul style="list-style-type: none"> <li>entry-level CBR experience</li> <li>identify social problems and innovative solutions</li> <li>prepare students to pursue higher degrees</li> </ul>	<ul style="list-style-type: none"> <li>1 year with research trainings and activities</li> <li>Self-Initiative topics</li> <li>Scholarship</li> </ul>





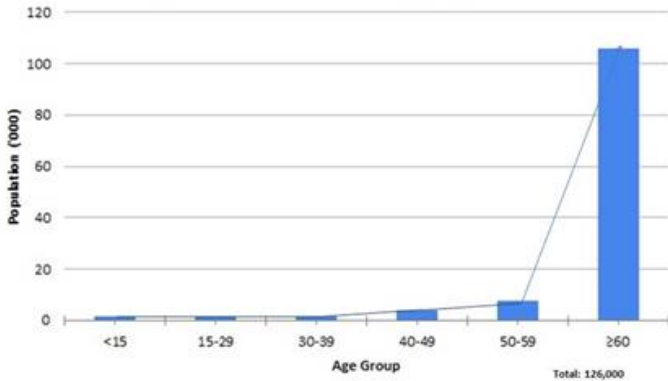
# “YS”-CBR Topic

Research on visually impaired elderly using Braille label and/or Quick Response (QR) code with sound recording and smell feature to access information regarding medication packaging



A collage of research posters and documents. The main poster is titled "Using Braille Label and/or Quick Response (QR) Code for Elderly with Visual Impairments". It includes sections for Introduction, Results, Conclusion, Objectives, Methodology, and Acknowledgment. The poster also features a QR code and a small image of a hand holding a pill.

Table1. Age Distribution of Visually Impaired in 2007



Background

Literature

Objective

Methodology

Finding

Discussion

# “YS”-CBR Topic - Research Method

- campus-community partnership



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LINGNAN UNIVERSITY



- mixed research method

**quantitative method**

online and street survey

**qualitative method**

in-depth interview

-Snowball sampling

-Convenience sample

-Quota sampling



World Blind Union - Asia Pacific Mid-Term Regional General Assembly 2014

21-24 November 2014 Hong Kong

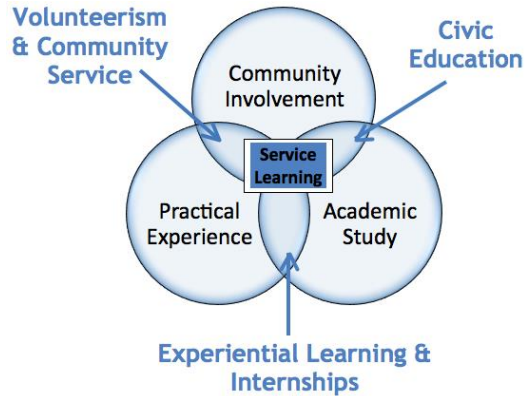
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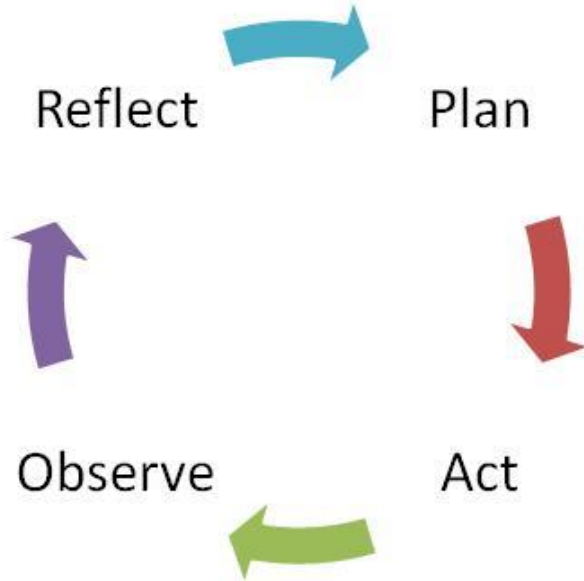
# Service-Learning & Community-Based Research



	1. Do you think the YS-CBR Program is a Service-Learning experience?	2. How does your research benefit or link to the community and/or your academic study?
<b>Reserach Title (Discipline, Cohort)</b> Research on visually impaired elderly using Braille Label and/or Quick Response (QR) code with sound recording and smell feature to access information regarding medication packaging (BBA, 1st Cohort)	Yes. "Both include a commitment to addressing community needs and the cooperation with a community partner in order to make changes in the society."	"Raises public concern on the problems and needs of the visually impaired in accessing medication information. Rather than scientific research, the research is more a humanities approach, which also helps to better society."
Residents' attitudes towards Community Green Stations (CGS): CGSs in Sha Tin and Shau Kei Wan (BSS, 1st Cohort)	Agreee. "Both concern the voice of the community. In addition to a participatory research method, the data collection method (which I used) can also be helpful for the community, as it provides the community with information and knowledge."	"Helps residents record and voice out their opinions about a new Hong Kong policy- Green Community Station- through data support."
Forgotten Kau Tam Tso: A study of rural history in Hong Kong (BA, 2nd Cohort)	Yes. "It involves research on community related issues, which is a type of indirect service."	"Raises the public's awareness to the issues a rural village in the NT faces and urban-rural relations."
'Post Service- Learning': Civic engagement, social justice and beyond? (BA, 2nd Cohort)	Yes. "In the same way as S-L, the program provokes a critical thinking process for both the researchers and the community. Students can apply academic knowledge to service/research, and the service/research to academic studies."	"Allows students to put theories into practice to benefit community."



# Service-Learning & Community-Based Research



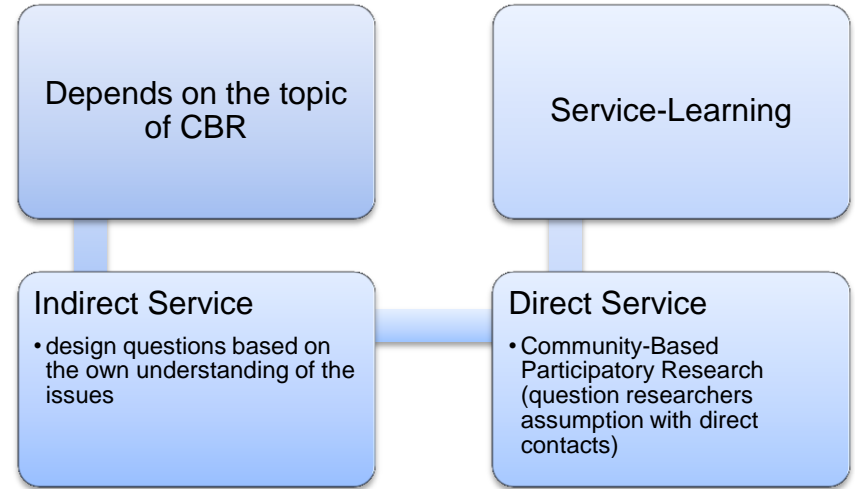
Service Learning “SL”	CBR
service & learning	
reflection	
academic knowledge	
with the community	



# Types of Service-Learning: Direct or Indirect

From **empathy** to  
**engagement**

From **understanding** to  
**response**



# Q & A



“Tell me and I forget. Teach me and I remember.



*Involve me and I learn.*”



- Benjamin Franklin

## Thank you !