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# 'Post service learning' : civic engagement, social justice and beyond?

Man Lai, Manni CHEUNG

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# 'Post-Service Learning': Civic engagement, social justice, and beyond.

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CHEUNG MAN LAI BA CUS III


# BACKGROUND

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- Civic model and social justice model of service-learning has been emerging in the US.
    - promoting civic engagement and social justice
  
  - This research aims at investigating if the service-learning programmes at Lingnan University can promote civic engagement and provoking students' thinking in a socially just way.
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# LITERATURE REVIEW


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- ❑ To Westheimer and Kahne (2011), the ‘social’ in social justice education ‘implies that educators should talk about **concepts and practices** that relate to organisation of human society” while justice refers to the **fairness or reasonableness** in the way people are treated and decisions are made. (my emphasis)
  
  - ❑ Bell (2000) gave a simplified version of social justice by suggesting that “the goal of social justice is **full and equal participation of all groups in a society** that is mutually shaped to meet their needs.” (my emphasis)
  
  - ➔ Commitment to social justice is in turn, involves a critique of current inequality in society and experimentation with ways to create socially just conditions within schools for the larger society.
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# LITERATURE REVIEW


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□ Cippolle's overview of social justice model service-learning (four elements)–

1. developing a deeper awareness of self
  2. developing a deeper awareness and broader perspective of others
  3. developing a deeper awareness and broader perspective of social issues
  4. seeing one's potential to make change (2010)
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# LITERATURE REVIEW

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- ❑ Colby (2003) also suggests that social justice education is a “**contribution to social change and public policies** ... end discrimination of various kinds and reduce the stark income inequalities that characterize this country and most of the world.” (my emphasis)
  - ❑ Thus, education for social justice is one which prepares students to use their knowledge and analytic skills to identify ways for the society and societal institutions can treat people more fairly and more humanely to tackle inequalities.
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# Research Questions

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- ❑ Does and in what way the service-learning programmes at Lingnan University imposes effect onto the students regarding the captioned notions?
  - ❑ How does the duration of service matters (e.g. co-curricular service learning course which last for 3-4 weeks versus a one-month summer service learning experience)?
  - ❑ In what way does other forms of social participation (e.g. social movements) different from service-learning? Are they independent or can they be co-related?
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# Methodology

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## ❑ Semi-structured in-depth interview

- ❑ Conducted in Cantonese
- ❑ Audio-recorded for transcription purposes
- ❑ Obtain lively experience during the service

## ❑ Interview Guide (in Chinese)

- 請簡單介紹你的服務。
- 你所提供的服務涉及甚麼群體？
- 在服務的過程你如何跟社區交流？（如服務機構、目標群組及校方）
- 社區對你的服務有甚麼回應？
- 你的服務如何達致互惠互利的效果？
- 你認為你的服務如何能夠／不能夠達致一個更公平的香港？
- 你認為你的服務如何能夠／不能探討香港的不公？（例如少數族群所面對的不公平情況）
- 你曾參與過社會運動？如有，請分享你的經驗。
- 你對平權運動（如性別及種族平權）以及一般的社會運動的看法是？
- 你還有甚麼希望分享的嗎？



# Sampling

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- ❑ Snowball Sampling

- ❑ 2 samples

- ❑ Purposive sampling

- ❑ 5 samples

- ❑ Selection Criteria

- ❑ Students in the 4-year curriculum who have participate in service-learning programmes

- CCC8003 Understanding Morality, a Common Core course compulsory to all students enrolled in the 4-year curriculum system

# Sample

No.	Programmes	Total no. of S-L programmes	Agency/ Service Nature
1	BA III	2	<ol style="list-style-type: none"><li>1. The Salvation Army Ngau Tam Mei Community Development Project (Promotional Video)</li><li>2. Campus Farming Project</li></ol>
2	BA III	1	<ol style="list-style-type: none"><li>1. BiciLine, Tung Wah Group of Hospitals (Promotional Video)</li></ol>
3	BSSc III	2	<ol style="list-style-type: none"><li>1. BiciLine, Tung Wah Group of Hospitals (Telephone Survey)</li><li>2. Blessed Food, Hong Kong Sheng Kung Hui Welfare Council (Foodbank)</li></ol>
4	BSSc III	1	<ol style="list-style-type: none"><li>1. SHINE Centre Site!, Christian Action (Tutorial class for minorities)</li></ol>

# Sample

No.	Programmes	Total no. of S-L programmes	Agency/ Service Nature
5	BSSc III	1	1. Chungking Mansions Service Centre, Christian Action (Tutorial class for refugees)
6	BSSc III	3	1. Blessed Food, Hong Kong Sheng Kung Hui Welfare Council (Foodbank) 2. Hong Kong Police Force Tuen Mun District (Promotional Video) 3. New Arrival Women League 同根社 (Conference Transcription)
7	BSSc III	2	1. Chungking Mansions Service Centre, Christian Action (Tutorial class for refugees) 1. JIA

# Results & Discussions

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## Service Nature

Experiential	Internship
The Salvation Army Ngau Tam Mei Community Development Project	BiciLine
Campus Farming Project	Hong Kong Police Force Tuen Mun District
Blessed Food, Hong Kong Sheng Kung Hui Welfare Council	
New Arrival Women League 同根社	
SHINE Centre Site!, Christian Action (Tutorial class for minorities)	
Chungking Mansions Service Centre, Christian Action (Tutorial class for refugees)	
JIA	

# Results & Discussions

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- ❑ Experiential-type
  - ❑ combine the service and course materials
  - ❑ critically engaged in the service
  - ❑ some has continued their services after the service period

“The farming project allows me the reflect upon the relationships among human the land. I am able to experience the injustice that usually was left behind by the Hong Kong general public nowadays. Without service-learning I will not be able to understands the micro-politics in the farming sector which leads to a domination of basic needs by the conglomerates.”

(informant 1)

“The moral theories were ‘quite far away’ from us in daily life ... we will not usually judge an act to be moral or immoral especially from the views of the classical examples discussed in the lectures. The service-learning opportunity gives me another way to experience such theories.”

(informant 5)



# Results & Discussions

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- ❑ Internship-type

- ❑ were not able to get involve thoroughly in the service
- ❑ fail in attempt to critically evaluate the service and the social issues

- ❑ “... I personally think, since the route is pre-designed by the agency, and we have to accomplished by a tour guide, we cannot do the video shooting on our own ... we do not have the experience cycling and thus we cannot guide a tour. It feels like the agency do not really need the promotional video. The reason for us to be there is just a collaboration with OSL.”

(informant 2)



# Results & Discussions

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□ Results show that the students who have been actively engaged in the service (the experiential type e.g. designing the service on their own) are able to critically evaluate the service itself and the social issues that emerges. They are able to:

1. **Aware critically to what gives rise to the social realities of the present**
2. **Gain the desire to remake to social world for the purposes of improving the lives of others**

[Cippolle's four elements](2010)

- |                                  |  |
|----------------------------------|--|
| 1. self                          | 3. broader perspective of social issues  |
| 2. broader perspective of others | 4. seeing one's potential to make change |

# Conclusions & Suggestions

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- ❑ Service-learning opportunities that allows students to actively participate and critically reflect on certain issues can be seen as one of the major pedagogies that promote civic engagement and social justice.
  
- ❑ To educate service agency what elements shall be implemented as a good service-learning opportunity, which can
  - ❑ Allow participants to actively engage in the service
  - ❑ And in turn a reciprocal result for students and the agency



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