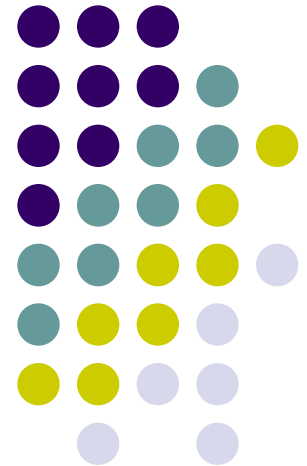


The Quest for Learning in Service-Learning: Approaches and Variations in the Asia Pacific

Betty Cernol-McCann, Ph.D.

Vice President for Programs

United Board

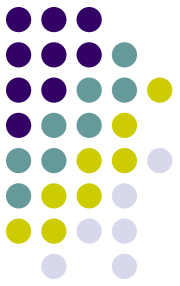


Academic Service-Learning: Features

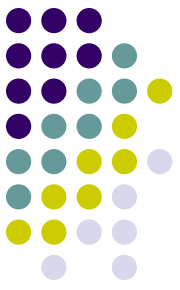


- a teaching methodology
- utilizes a community involvement component
- a means for students to gain a deeper understanding of disciplinary course objectives
- a way to gain deeper understanding of civic life and participation
- use of structured reflection

Academic Service-Learning: Its place in the College/University



- Provides a way to unite the three-pronged mission of the institution:
 - Teaching
 - Research
 - Public service



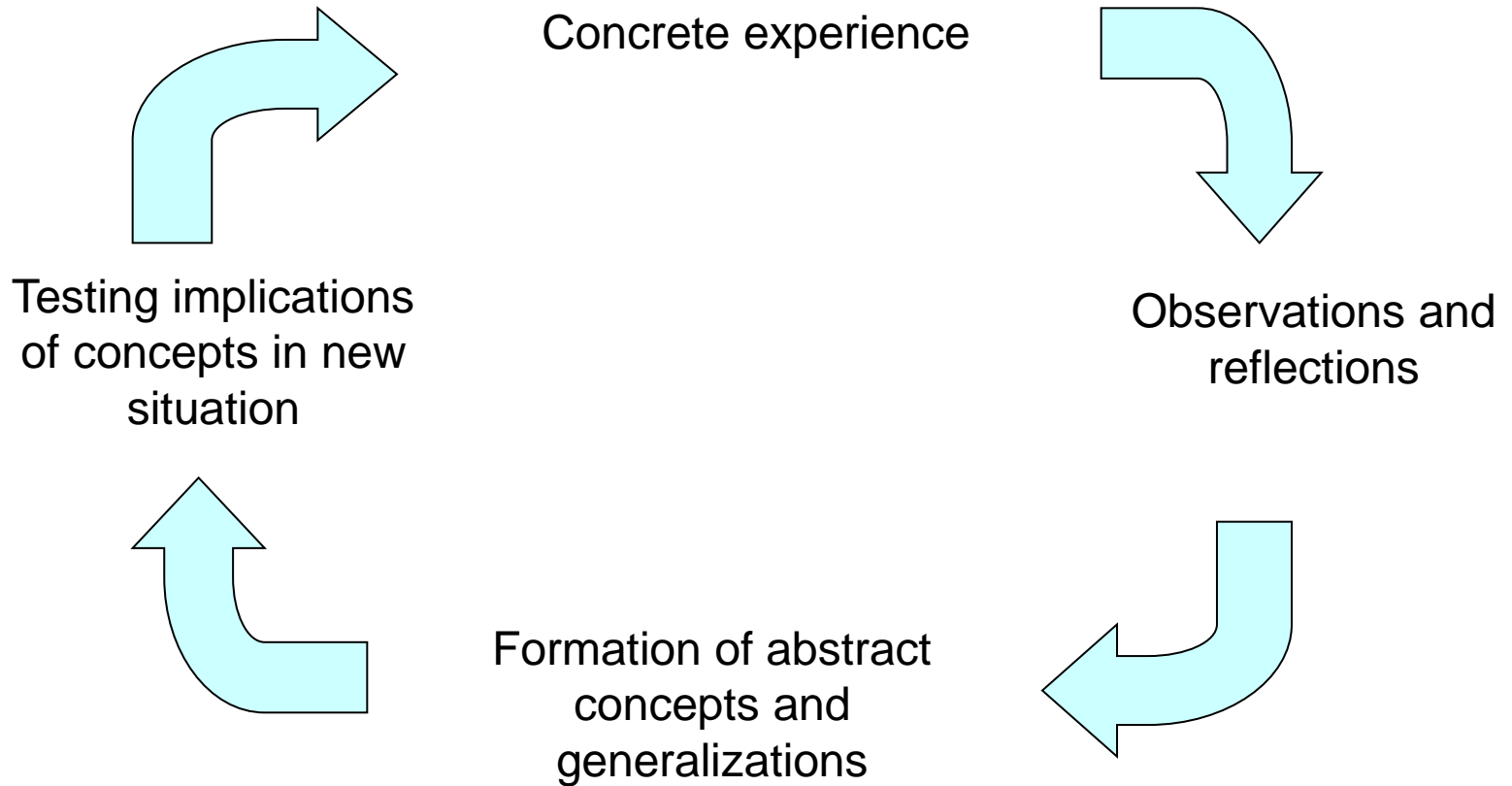
Service-Learning: Assumptions

- a pedagogy grounded in the belief that students learn by doing
- as a teaching strategy, it builds on experiential learning theories
- shaped by education reform principles that encourage students to take responsibility for their own learning
- inspired by the belief that the academy has a fundamental responsibility to prepare students for lives of active citizenship

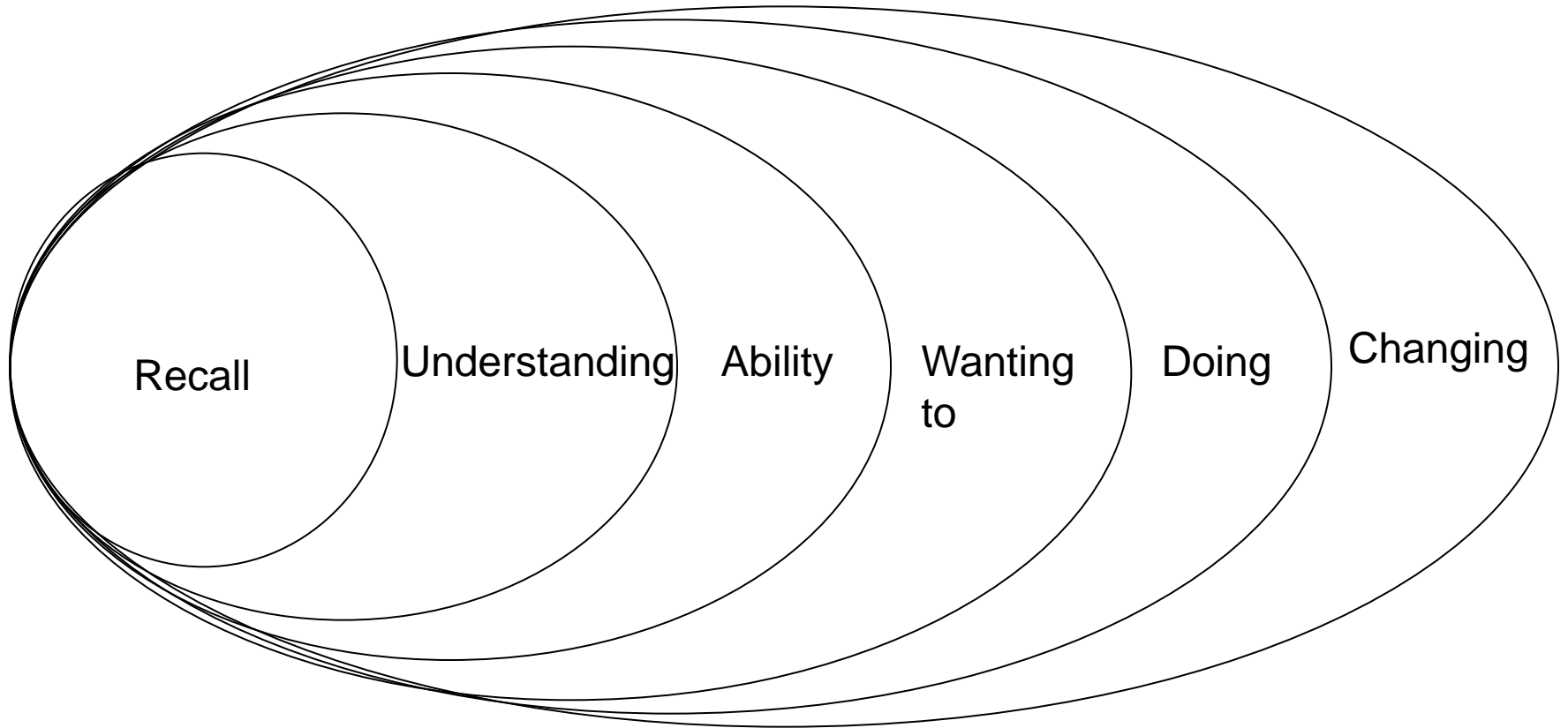
Experiential Learning Cycle: *conceptualize, experiment, reflect, revise*



A critical matrix of learning and teaching



Learning gaps



Recall

Understanding

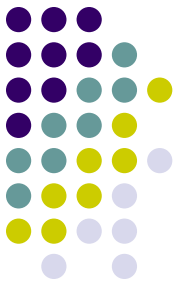
Ability

Wanting
to

Doing

Changing

Service-Learning: Approaches/Variations in Asia Pacific



- An institutional course offering, designed to introduce students to the theories and principles of SL – may be required or elective
- As a departmental program integrated into courses required for graduation (practicum, internship, national service and training, etc.)
- As a methodology in the teaching of courses
- As utilized in the conduct of special programs such as educational tours, field trips, student exchange, etc.

Service-Learning: Modes of delivery



- Teacher-initiated
- Staff-mediated
- Agency-driven

Where is the Learning in Service-Learning?



S-L as a meaning-making learning activity

- Independent but integrated learning
- Critical thinking

S-L as a communal learning enterprise

- Community of learners
- Formation of networks
- Dissemination and publication

Bringing S-L to a higher level

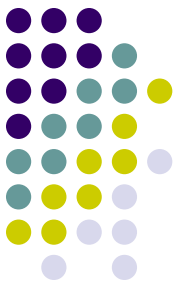


- Organize S-L around community issues or pressing problems such as those related to:
 - environment (water, forest, farms, coastal resources, pollution)
 - health (maternal and child health, epidemic)
 - interreligious understanding
 - basic education



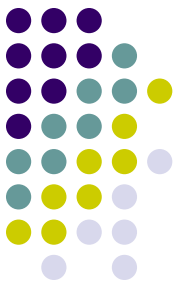
Bringing S-L to a higher level

- Compare lessons learned across communities to highlight similarities and respect differences
- Disseminate results, recognize achievements and publish outcomes to a wider audience
 - use web-based modes of communication



Bringing S-L to a higher level

- Address issues of reciprocity in learning
- Evaluate SL programs and learning outcomes
 - to include ethical considerations
- Establish mechanisms for institutionalization
 - ensure program sustainability



Sources of information

- Conference Participants, United Board S-L Workshops, 2004, 2005, 2006, 2007
- Conference participants, “Service-Learning in Asia: Creating Networks and Curriculum in Higher Education,” International Christian University, Tokyo, June 30-July 3, 2002.
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- Greg Light & Roy Cox, 2001. Learning & Teaching in Higher Education: The Reflective Professional. New Delhi: Sage Publications.
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