



# The Implementation and Learning Effects of Group Dynamic in Intensive Service-Learning Program Based on Taiwan International Volunteer

Hsing -Yuan Liu , Ta-Ling Chia,  
Yu-Jung Chang

**Chang Gung Institute of Technology**


PhD, RN Associate Professor

Dean of Student Affairs



# Introduction 1

**volunteer services become culture and international development**



**1970 IAVE (International Association of Volunteer Effort)**  
**1997 Taiwan involve IAVE**  
**2001 International Year of Volunteers**  
**Taiwan became the first country to pass**  
**“Voluntary Service Act “**

**past three years in Taiwan(2006-2008)**

**982 students 51 universities**

**78 international volunteer service groups**

**serviced in India, Malawi, Thailand, Solomon and other**

**serviced in 34 countries.**



# Introduction 2

**Higher education becomes internationalization and globalization.**

**International Service-Learning has emerged as a response to the desire for more economical weak trend international locations and more hands-on experience.**



# Introduction 3

**From Campus Compact report that international Service-Learning has been increases from 26% in 1990 to 34% in 2000.**

**In Taiwan higher education serviced to the international community about 5 years which found there were at least in 43 countries involved.**



# The purpose of this study

**Explore the group dynamic in intensive Service-Learning program development and learning process of college students.**



# The questions of this study

**To what specific group dynamic reflex program occur as a consequence of participation in international**

**What extent does international Service-Learning process of the college students ?**



# Subjects

**Purposive sampling**

**10 finish international Service-Learning students from two Taiwan universities.**



# Method : Qualitative research

**Using participant observation, focus group interview and content analysis**

**For establishment of the trustworthiness developing trust relationship with participants, triangulation, peer reviewing, member check, and thick description.**





# Result & Discussion : Participants

**Four males and six females**

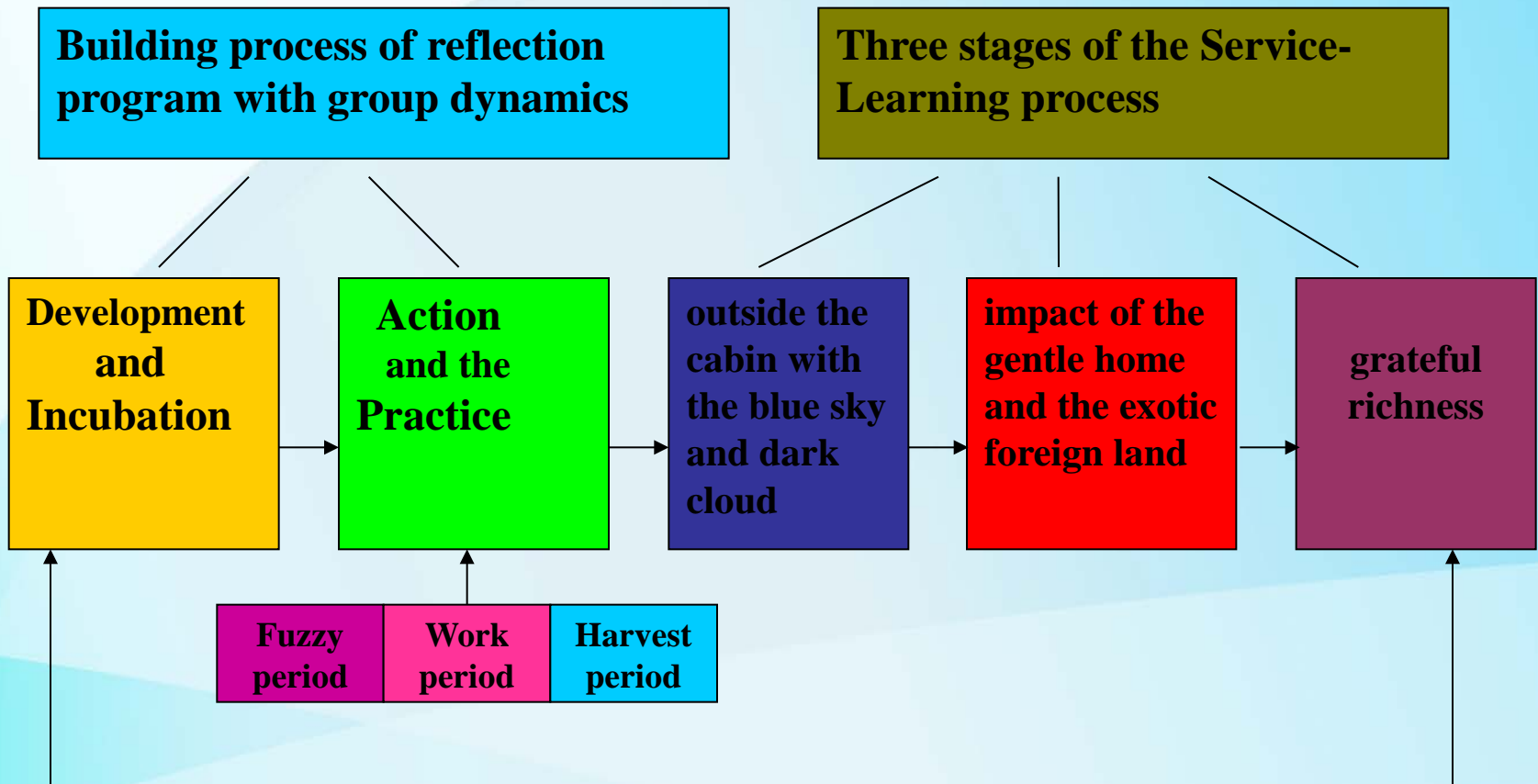
**The average years of serving for their volunteering serves are two and a half years**

**Five students have never been abroad before**



# Result & Discussion :

## Building process of reflection program with group dynamics

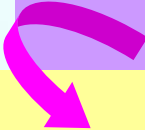




# Result & Discussion :

## Building process of reflection program with group dynamics

### Development and incubation : reflection program with group dynamics.



**This session explains the scenes where and how the project were implemented. It includes educational belief and project framework for the research team, theoretical model for the project design, ideas of reflection with group dynamics, field explore, and group meetings.**

**In the process of reflection, the focuses are on brainstorming ideas of reflective projects and theoretical models.**



# **Result & Discussion :**

## **Building process of reflection program with group dynamics**

- **Action research team found that scholar Chang-Chu Ho (1997) had defined group dynamics as a continuing influence power after the beginning operation of group**
- **In our study, the reflection could be both structured and unstructured, But it should be continuous and context as scholar Hsing-Yuan Liu etc. (2008 ) has stated**

**Yong-Jing Liao also mentioned that guides should provide some dynamic or static activities in the beginning of using group dynamics to promote the interaction and learning between members**



## Result & Discussion2:

# Building process of reflection program with group dynamics

**This conforms the description of reflection model of Eyer's reflection map during SL (2001), which stated that the reflection should be carried out during the whole period of processing Service-Learning.**

**In this study, 10 students organized themselves into a small group to perform intensive service learning program of the 15-days journey. They had a common goal, and lived together as the marathon group, which may have great strength.**

**This stage explains mainly about that how the action research team to find out the proper position of reflection program with group dynamics in intensive service learning.**



# Result & Discussion :

## Building process of reflection program with group dynamics

### Action and the practice



**The researcher attempts to the group dynamic**

**Integrate in the S-L**

**The field research discovery, the group dynamic**

**Integrate to the SL may divide into the fuzzy ,  
work and harvest stages**



## Building process of reflection program with group dynamics

### Fuzzy period

- (a) This stage before the study abroad preparatory stage, the participants are unable go abroad for further prepare before this journey.**
- (B) The researcher leads the group members together , because the participants come from different college ,therefore this stage leads to introduction and set up trust relationship.**



# Result & Discussion : Building process of reflection program with group dynamics



## Work period

- (a) This stage explains the participants to tread the entrance to a country, enters in the imagination the service world, even if before the experience that the knowledge can train and the clique shares, each other looks like the family member same to be harmonious, to be intimate**
- (b) This stage leads to guide the student from the actual service experience to reconsider, starts to carry on-depth self-reflection.**





## Building process of reflection program with group dynamics

### Harvest period

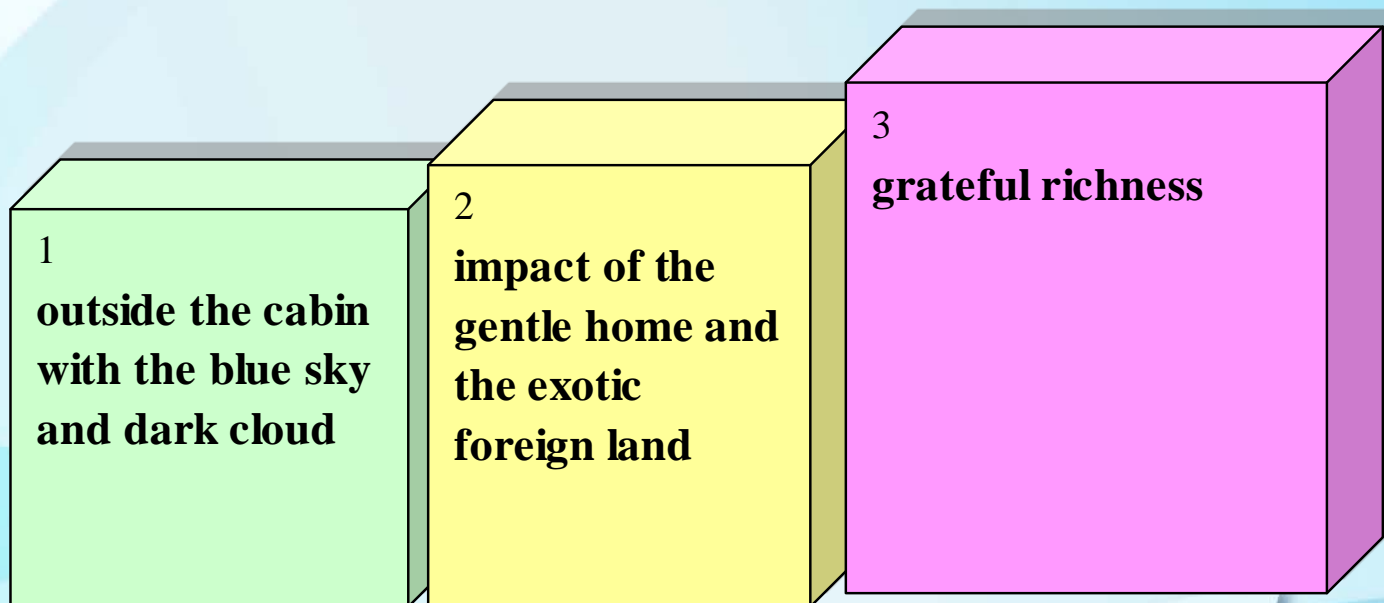
**This stage for association's last act, leads because in Nepal and India and the target client, experiences “the praise which together loves” outside, but also after including returning to homeland in school celebration.**



# Result & Discussion 3 : Three stages for the Service-Learning progress



The study found that participation in ISL **learning process** can be divided into three stages :





# Conclusion

**After international Service-Learning :**



**Group dynamic integrate in the international S-L  
not only provide group reflection but also enhancing  
college students learning**



# Recommendation

**The proposed combination of school-related community resources to promote Service-Learning abroad**

**Screening service experience with domestic students, participation in overseas Service-Learning**



第12屆國際志工協會亞太區域會議

XII IAVE Asia Pacific Regional Volunteer Conference  
November 26-29, 2009 Kaohsiung Taiwan

台灣志工 · 世界融通 · 全球接軌  
*Volunteering Taiwan Volunteering You and Me!*

- **The 12th IAVE Asia Pacific Regional Conference organized by International Association of Volunteer Effort (IAVE), IAVE Taiwan and Kaohsiung City Volunteer Association (KVA) will take stage at Kaohsiung City in Taiwan from November 26 to 29, 2009.**
- **The international volunteer conference aims to gather volunteers of Asia Pacific region to exchange the new trends of volunteerism and experience the diverse volunteering services in Taiwan.**



長庚技術學院

# See You Taiwan from November 26-29 in 2009



## *Voice Volunteering from Taiwan to Global*

*As volunteering becomes a neo-lifestyle for social solidarity in today's global community, the multicultural volunteer action is translated as a new trend for civil society.*

*IAVE sincerely invites volunteering, academia, corporate and government from 17 countries of Asia Pacific region gather in Kaohsiung Taiwan from November 26 to 29 in 2009 to brainstorm and voice for volunteerism in the new era.*

