

## **Motivate Resilience through Innovation of “Windows of Opportunity” and “Social Applied Scholarship”:**

Comparative Cases Study of Coping Strategies in Extended Project-Based Service-Learning of Universities in Taiwan and China

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### **Abstract**

This paper propose a new perspective of double innovative framework of “Resilience” and “Course Re-design”, in order that the extended project-based service-learning in education reform can solve its bottleneck in a much better way of motivating college students and teachers under stress to facillitate the needs of the disadvantaged people or community in a more willing and perseverant way. This research compares cases of project-based service-learning of Taiwan and China universities, using research methods of critical incident technique, narrative inquiry and grounded theory to analyze the coping strategy of the student’s decision and behavior under stress from service-learning. The research result is that the key successful factors of solving the bottleneck of extended project-based service-learning lie in a new framework inspired by the theory of “inducement and contribution” of Chester Barnard and Herbert Simon with two dimensions: 1) the dimension of “Resilience”, including: positive, empathy, initiative; 2) the dimension of “Inducement”, including: (i) incentive, (ii) loading, (iii) a) “knowledge-skill link”-in student’s part of learning pedagogy, or b) “social applied scholarship”- in teacher’s part of community engagement. The new frameworks imply that if the course design can achieve a better balance or equilibrium of the two dimensions, then the annoying inconvenience part of the extended project-based service-learning and the negative way of stress coping strategy of students and teachers will reduce, thus produce a much better performance of the extended project-based service-learning.

Keyword: service-learning, resilience, inducement, enactus, coping strategy, applied scholarship.

## Abstract Overview (maximum 80 words)

This paper propose a new perspective of double innovative framework of “Resilience” and “Course Re-design”, in order that the extended project-based service-learning can solve its bottleneck of motivating college students and teachers under stress to facillitate the needs of the disadvantaged people or community in a more willing and perseverant way. This research compares cases of project-based service-learning of Taiwan and China universities. The research result is that the key successful factors lie in two dimensions: 1) Resilience; 2) Inducement.