

Extracting the Significant Learning: An Exploration to the
Thoughts of Selected Participants of the CUAC-Asia ISLP 2019

By

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INTRODUCTION

One of the emerging trends among institutions of higher learning that adhere to the practice of Service-Learning, particularly in Asia Pacific region, is the international collaboration in implementing Service-Learning programs. In the Philippines, at least two universities have active global Service-Learning programs – Trinity University of Asia in capital city of Manila, and Silliman University in the Visayas region. Silliman University has an active partnership with International Christian University, Japan, and other members of the Service-Learning Asia network (SLAN) in India, Indonesia, Thailand, and Taiwan. Trinity University of Asia, on the other hand, has developed its own network through the Colleges and Universities of the Anglican Communion (CUAC) - Asia chapter, and holds a two-week international Service-Learning program every February annually.

Service-Learning has long been considered as an effective pedagogy of teaching in enhancing the learning of the students. The integration of the service component in the academic teaching improves the students' higher-order cognitive skills, such as analytical reasoning and critical examination of issues and ideas (Eyler and Giles, 1999), and a deeper sense of civic responsibility which prepare them to become more caring and responsible citizens of their countries (Larson-Keagy, 2002).

In Service-Learning, students apply the knowledge that they acquired inside the classroom to help a particular community develop, and at the same time enhance their learning and understanding of the world through reflection. Eyler and Giles (1998) said that when students reflected on how and what they learned during activities, Service-Learning programs

create an educative experience for students. This, according to Dewey (1938) as mentioned by Eyler and Giles, is when students are engaged in intrinsically worthwhile activities that awaken curiosity and the need to know more and extended over a considerable time span to foster student development.

The learning experiences of the students level up when service-learning brings them to another country where they serve for a given period of time because they are not only expected to academically learn but also culturally because of their exposure to a diversity of students and people (Oracion, 2009). Given their exposure to an environment different to what they have back in their own countries, students are expected to gain knowledge, skills, and wisdom that are necessary for meaningful lives.

These objectives are not far from the mission of CUAC. In 2017, CUAC crafted a declaration of values that distinguish Anglican higher education from the rest. These identity and character declaration are reflective of the objectives of Service-Learning such as caring for the community around them, preparing students to become lifelong learners, and shaping the society for a better world.

This paper is intended to identify and discover the knowledge, skills, and wisdom gained by the participants of the CUAC-Asia International Service-Learning Program 2019, as anchored to the Taxonomy of Significant Learning proposed by L. Dee Fink in 2003. It is assumed that the student participants gained significant learnings that are meaningful to their lives.

THE CUAC-Asia International Service-Learning Program

Trinity University of Asia, formerly Trinity College of Quezon City, is the pioneer in Service-Learning in the Philippines. With service embedded in the vision of its founders, students have been practicing community service as part of their course requirements long before it was called Service-Learning. As early as 1970s, Nursing students conduct medical and health care missions to nearby villages, and Education students render tutorial services to out-of-school youth. It was in the 1990s when the International Partnership for Service-Learning (IPSL) tapped the university as the sole implementer of its international program in the Philippines. Students from America and other parts of Asia participated in six-week Service-Learning Summer Special Program until 2003 (Cantal, 2018).

The CUAC-Asia International Service-Learning Program (ISLP) started in 2014 when the chapter president, Mr. Herbert Donovan III, thought of creating a program that would help promote the ideals of the CUAC institutions in East and Southeast Asia. With Trinity's vast experience in the field, he thought of reviving its international Service-Learning program (Cantal, 2018).

The CUAC-Asia ISLP is participated by students of CUAC-member institutions in Japan (Rikkyo University, St. Luke's International University, Poole Gakuin University, St. Margaret's Junior College, and Kobe International University), the Philippines (Trinity University of Asia, Easter College, and Brent Hospital and Colleges, Inc.), and South Korea (Sung Kong Hoe

University). The program aims to develop whole-person education among the student participants, that by participating in the program, they become more well-rounded individuals personally, academically, socially, spiritually, and morally.

The two-week program, which takes place every February, engage the students into four community services: entrepreneurship among women of a partner community, health and nutrition of children of another partner community, elderly care in another, and basic literacy to pre-school children in another partner community. The participants are equally divided among these four communities to make sure that the people in the community will not get overwhelmed with the number of students flocking to their areas, and faculty community coordinators will be able to easily manage each group. These communities have on-going programs with TUA, with regular students of the university engaging in community work when the CUAC participants are not around.

Participants are given a pre-departure orientation weeks before the start of the program by the Service-Learning coordinator in their home universities. Upon their arrival, they are also given program and community orientation before engaging them in community work. Students spend at least three hours daily in community engagement for seven days and are given time to write their reflection every after immersion. At the end of the program, students are expected to submit their daily reflection and a summary journal which sums up their experiences while in Manila.

The program aims to develop whole-person education among the student participants, that by participating in the program, they become more well-rounded individuals personally, academically, socially, spiritually, and morally.

Reflection is an integral part of the Service-Learning process. It is the gauge of most teachers in assessing whether the students learned something from community engagement. Structured Service-Learning programs such as the CUAC-Asia ISLP have guide questions which the students can ponder on when reflecting on the services they made. CUAC-Asia ISLP has been using these daily guide questions since 2017:

Pre-Entry to the Community:

1. What are some of the perceptions that you have about the community you will be working with?
2. What are your perceptions to the people in the community?
3. What are your perceptions to your group members?
4. What fear, if there is any, do you have about working in the community?
5. What specific preparations did you do before working in the community?
6. What do you hope or expect to learn and gain from this experience?

First Day of Community Engagement

1. Describe the Service-Learning project you are working in.
2. What did you observe with the site? The people? The environment?
3. Were you able to accomplish your plans for today? Is it effective?

4. What tasks were assigned to you?
5. What did you learn today?
6. What do you think is the most valuable service that you can offer to the community?

Second Day of Community Engagement

1. What have you done today that made a difference?
2. What skills did you use in the community?
3. Were you able to implement your group's plan in the community? Was it effective?
4. Which of your group's plan worked? Which ones did not?
5. Were you challenged/motivated this time to work in the community? Why?

Third Day of Community Engagement

1. What did you learn about the people/community?
2. What are the best things you discovered about the community?
3. What challenges did you encounter?
4. What new skills did you learn since the start of your service?
5. Describe a person you have encountered in the community who made an impression on you positively or negatively.

Fourth Day of Community Engagement

1. How does your perception of the community change as a result of your participation in this program?

2. Describe how you find the daily community work?
3. How do you assess the plan of the group for the community? Did it go well? Why or why not?
4. Discuss any disappointment or success of your project. What did you learn from it?

Fifth (Last) Day of Community Engagement

1. Identify at least three strengths you demonstrated in your service placement.
2. What are the best things you discovered about your community?
3. What have you contributed to the community site?
4. Describe the relationship, working attitude of your group that may have contributed to the success or failure of your service to the community.

Aside from the daily reflection, students are also required to write a summary reflection which would sum up their experiences during the two-week program. The following questions are used in writing the summary reflection of CUAC-Asia ISLP:

1. Describe what you have learned about yourself as a result of your service.
2. What values, beliefs, and opinions have changed after participating in this program?
3. What is the most important lesson you have learned in this program?
4. What have you learned in the community?
5. What have you contributed to the community?

6. If there is one person in the community who made a big impact in your life, who is s/he and why?
7. What are the things that you discovered in the community?
8. After the service, did your perception of the community change?
9. What new knowledge, skills, and wisdom did you gain from the community?
10. How are you going to apply these new learning?
11. What follow up is needed to address any challenges and difficulties?
12. Complete the sentence: "Because of my Service-Learning experience, I am..."

Since majority of the students are coming from countries where English is a second or foreign language, it is expected that there will be some gaps in articulation of thoughts, cohesiveness, readability, and expansiveness.

The Taxonomy of Significant Learning

In 2003, Dr. L. Dee Fink, director of the International Development Program of University of Oklahoma, formulated the Taxonomy of Significant Learning. According to him, teachers have most frequently relied on the Bloom's Taxonomy in cognitive domain – evaluation, synthesis, analysis, application, comprehension, and "recall" knowledge. These six kinds of learnings are arranged in a hierarchical sequence that one has to give up one kind of learning to achieve another.

With a question in mind of *what are the ways in which learning can be significant?*, Dee Fink developed the Taxonomy of Significant Learning that answers the other kinds of learning that do not emerge easily from Bloom's Taxonomy. These are the following:

Foundational Knowledge. The ability of the students to understand and remember specific information and ideas. It provides basic understanding that is necessary for other kinds of learning.

Application. Occurs when students learn how to engage in some new kind of action, which may be intellectual, physical, social, etc. Application learning allows other kinds of learning to become useful.

Integration. When students are able to see and understand the connections between different things and make connections between specific ideas, people, or life.

Human Dimension. When students learn something important about themselves or others, which help them interact more effectively with others.

Caring. The changes on the degree to which the students care about something. This may be reflected in the form of new feelings, interests, and/or values.

Learning How to Learn. Occurs when the students learn something about the process of learning itself. This kind of learning enables students to continue learning in the future and to do so with greater effectiveness.

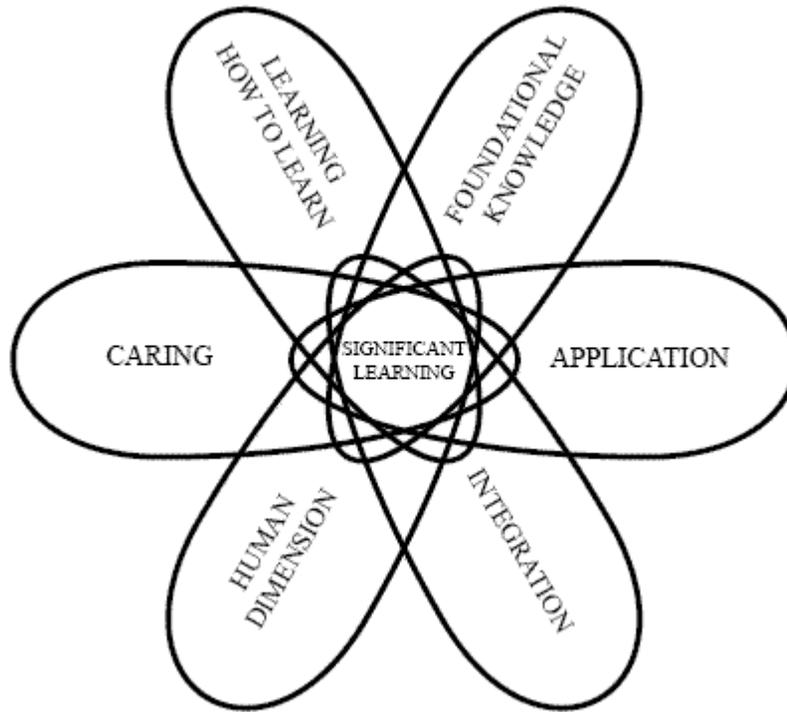


Figure 1. The Interactive Nature of Significant Learning

According to Dee Fink, one important characteristic of the taxonomy is that they are not hierarchical but rather relational, and even interactive. Each kind of learning is related to other kinds of learning and that achieving any one kind of learning simultaneously enhances the possibility of other kinds of learning being achieved. He also added that the more these kinds of learning occur, the more significant the learning experience is.

Research Design

The CUAC-Asia International Service-Learning Program 2019 has a total of 44 participants, 20 of them are from Japan, 11 are from South Korea, and 13 are from the Philippines. The program started officially on February 9 and concluded on February 23, 2019.

The students were grouped into four and were assigned to four partner communities of TUA in Quezon City, each with different thrusts: Bgy. Tatalon for teaching basic education to pre-schoolers, Sitio Araneta 630 for children's health and nutrition, Bgy. Santo Domingo for women empowerment through home entrepreneurship, and Bgy. Kalusugan for elderly care and wellness. The assignment of each student was pre-determined by the organizing committee prior to the program through a survey which indicates the collegiate programs they are in and the interest of the participant to the community. The organizers made sure that the community assigned to each student has a program related to their major in college and the service they are interested to provide. Another consideration in the formulation of each group with 11 students are their gender and places of origin. Each group has more or less equal number of representatives from each country and equal in the number of male and female participants for each group.

Each group is given a community program guide based on the needs of the specific community, which they considered in planning for the activities that they will implement for the entire duration of the ISLP.

Student participants engaged in community service every morning for five days. In the afternoon, they are sent back to the university for guided reflection writing and sharing. Through the structured questions enumerated above, participants were able to assess their engagement and publish meaningful reflections in the activities they took.

The daily reflection and the summary reflection papers were collected by the organizing committee. These reflection papers are the bases for extricating the significant learning among the participants of the program.

With the availability of 44 sets of daily reflection and summary reflection journals, the author trimmed down the number to 15 for the current study. The criteria used for selecting the samples are readability, articulacy of thoughts, and expansiveness. The nationality of the participants was not considered in the selection of samples for study.

The research is exploratory in nature and the method used is document analysis.

The 15 sets of daily reflection and summary reflection journals were thoroughly studied and coded using a predetermined coding scheme, which is based on the kinds of Significant Learning, as developed by L. Dee Fink (2003). According to Gibbs (2007), coding is a way of indexing or categorizing the text in order to establish a framework of thematic ideas about it. The variables and indicators in Table 1 were used to determine the significant learnings of the selected participants of CUAC-Asia ISLP 2019.

VARIABLE	INDICATORS
Fundamental Knowledge	Understanding of concepts, information, ideas, and perspectives.
Application	Learning new skills, engaging to new kind of action, which may be intellectual, physical, or social.
Integration	Learners are able to see and understand the connections between different things.
Human Dimension	Learning something about one's self or others which enables them to function and interact more effectively.

Caring	A change on the degree to which the students care about something. New feelings, interests, or values.
Learning How to Learn	Learning how to become a better student, or self-directing learner.

TABLE 1. Variables and Indicators to Measure Significant Learning of CUAC-Asia ISLP 2019

Results and Discussion

In February 9 to 23, 2019, 44 students from Japan, South Korea, and the Philippines attended the Colleges and Universities of the Anglican Communion (CUAC) – Asia Chapter International Service-Learning Program 2019 at Trinity University of Asia in Quezon City, Metro Manila, Philippines. These students planned and implemented service-learning projects in four partner communities for five days. Using a journal writing reflection guide, the students furnished a daily reflection and a summary reflection write up.

Out of the 44 sets of daily reflection and summary reflection journal, 15 were chosen to be included in this study. These journals were studied thoroughly and coded using a predetermined coding scheme which is based on the Taxonomy of Significant Learning by L. Dee Fink.

The following are the result of the extrication of significant learning in the daily and summary reflection journals of the selected participants:

PARTICIPANT	CODED STATEMENTS	SIGNIFICANT LEARNING
1	<ul style="list-style-type: none"> ➤ Communication ➤ Goals in life ➤ Feelings of others ➤ New language ➤ Personal limits ➤ New Skills ➤ Stewardship 	<ul style="list-style-type: none"> ➤ Human Dimension ➤ Human Dimension ➤ Human Dimension ➤ Application ➤ Human Dimension ➤ Application ➤ Caring

TABLE 2. Extracted significant learning from the daily and summary reflection journal of Participant 1

Participant 1 wrote that through the CUAC-Asia ISLP 2019, she realized that it is her nature to communicate with others. She loves learning new things by listening to the stories of other people, and because of her newly-found self-image, she realized what she really wants to do, which is to serve in developing countries, even if there is no money in it.

These areas of discovery and realization are classified as Human Dimension because it made Participant 1 learn more about herself. She created a new vision of what she wants to become in the future. She also learned that being poor does not always equate to unhappiness. She wrote that when people are contented, even small things are reasons for celebration.

Participant 1 also said that she learned some Tagalog words, which is classified as Application kind of significant learning, together with the skills she learned from her Filipino and Korean group mates.

“Because of ISLP, I found my strengths and weaknesses,” she wrote. This is coded as personal limits and falls under Human Dimension, as it involves learning something about one’s self. As the leader of the group and one of the more fluent English speakers from Japan, she

assumed the responsibility of looking after other Japanese participants who have limited communication skills. It is classified as Caring.

PARTICIPANT	CODED STATEMENTS	SIGNIFICANT LEARNING
2	<ul style="list-style-type: none"> ➤ Equality ➤ Understanding culture ➤ Positivity ➤ Learning new things ➤ Conquering Fear 	<ul style="list-style-type: none"> ➤ Caring ➤ Foundational Knowledge ➤ Caring ➤ Human Dimension ➤ Learning How to Learn

TABLE 3. Extracted significant learning from the daily and summary reflection journal of Participant 2

Participant 2 realized that she should not judge other people by comparing them to her stature. As a form of feelings and values towards others, it is classified under Caring kind of significant learning.

She also wrote her discovery that the Filipinos are receptive to foreign cultures and like new things such as Korean dance, songs, and origami. This is classified as Fundamental Knowledge, which is the student’s ability to understand and remember specific information and ideas.

She also said that although her English is off, she should not be afraid to learn and seek further knowledge. This is identified as Learning How to Learn significant learning.

PARTICIPANT	CODED STATEMENTS	SIGNIFICANT LEARNING
3	<ul style="list-style-type: none"> ➤ Interpretation ➤ Self-discovery 	<ul style="list-style-type: none"> ➤ Integration ➤ Human Dimension ➤ Human Dimension

	<ul style="list-style-type: none"> ➤ Discovering other cultures ➤ Community Values ➤ Poverty gap ➤ Beauty of Friendship ➤ New language ➤ Self-improvement ➤ New Skill ➤ Self-discovery ➤ Perseverance 	<ul style="list-style-type: none"> ➤ Integration ➤ Integration ➤ Human Dimension ➤ Application ➤ Learning How to Learn ➤ Application ➤ Human Dimension ➤ Caring
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TABLE 4. Extracted significant learning from the daily and summary reflection journal of Participant 3

Participant 3 also realized that poverty does not equate to being unhappy. He learned that people in the community maintain happy disposition because they are always helping each other even if they (elderly) are not very mobile. His interpretation of happiness is considered as Integration significant learning because he made a connection between people and the realms of life. The community values that he also discovered are classified under Integration.

Participant 3 also compared the monopoly of wealth in the Philippines which cause the poverty gap. This is also classified as integration.

“I learned that by demonstrating how to make origami and praying the Lord’s Prayer in Japanese and English, I improved my English skills and made the people happier,” he added. This is coded as self-improvement, a Learning How to Learn type of significant learning as he developed ways on how he can improve himself in terms of English language communication.

Participant 3 also said that he learned new skills, such as taking the blood pressure of the elderly, which can be considered under Application.

PARTICIPANT	CODED STATEMENTS	SIGNIFICANT LEARNING
4	<ul style="list-style-type: none"> ➤ Adaptation ➤ New values ➤ Importance of skills ➤ Misconception ➤ Skills of others ➤ Other cultures 	<ul style="list-style-type: none"> ➤ Application ➤ Caring ➤ Integration ➤ Human Dimension ➤ Human Dimension ➤ Human Dimension

TABLE 5. Extracted significant learning from the daily and summary reflection journal of Participant 4

Participant 4 discovered the importance of getting used to her community placement. This is considered as a new skill thus classified under Application. She also developed new values, such as being cooperative. She wrote that she used to think that Filipinos have high blood pressure, but she proven herself wrong. This led to a better understanding of other people, which is a characteristic of Human Dimension.

Participant 4 also realized that origami helps in the prevention of dementia among the elderly. This is classified as integration, because she was able to understand the connections between two different things.

She also said that Filipinos are kind and know a lot of Japanese words and keeping the smiles in their faces is important. These are all considered under Human Dimension as it is an example of learning about others.

PARTICIPANT	CODED STATEMENTS	SIGNIFICANT LEARNING
5	<ul style="list-style-type: none"> ➤ Values ➤ Incongruity ➤ New Skill 	<ul style="list-style-type: none"> ➤ Caring/ Learning How to Learn ➤ Human Dimension ➤ Application

	<ul style="list-style-type: none"> ➤ Interpersonal Skills ➤ Deeper understanding of others ➤ New language/skill 	<ul style="list-style-type: none"> ➤ Application ➤ Human Dimension ➤ Application
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TABLE 6. Extracted significant learning from the daily and summary reflection journal of Participant 5

Participant 5 wrote that through the program, he learned the importance of teamwork, self-confidence, communication, camaraderie, self-respect, and love with other people, and that he would carry these lessons even when the program is through. This is classified both as Caring and Human Dimension because it is a learning experience that changed the degree to which the student care about something, and at the same time it pushes Participant 4 to continue learning in the future.

He also discovered that the people in the partner community “are very loving people, approachable and a very happy people even if some of them are on low financial capacity they always smile and live their lives to the fullest.” This is classified under Human Dimension as he acquired a better understanding of others – how and why others act the way they do. He also highlighted the new skills he learned such as speaking in Nihongo and dancing to K-Pop music (Application).

PARTICIPANT	CODED STATEMENTS	SIGNIFICANT LEARNING
6	<ul style="list-style-type: none"> ➤ Importance of friendship ➤ Personal limits ➤ Importance of service ➤ Good professional ➤ Learning from others ➤ Importance of Patience 	<ul style="list-style-type: none"> ➤ Caring/ Integration ➤ Human Dimension ➤ Caring/ Integration ➤ Learning how to Learn ➤ Human Dimension ➤ Caring/ Integration

	➤ Reminiscing	➤ Integration
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TABLE 7. Extracted significant learning from the daily and summary reflection journal of Participant 6

Participant 6 put a heavy weight on the bond that she and her groupmates developed over the two-week program. She said that friendship is crucial in order to do the tasks effectively. Again, this falls under integration because Participant 6 was able to understand the connection between friendship and effective accomplishment of task. This could also be classified under Caring, as she developed new interests and values towards others.

She also discovered her strengths and weaknesses through the program. She also learned a lot of new things from her groupmates. Both fall under Human Dimension, as these are new learnings about herself and others.

She said that her experiences in CUAC-Asia ISLP is a good training ground for her as future social worker in her country.

PARTICIPANT	CODED STATEMENTS	SIGNIFICANT LEARNING
7	<ul style="list-style-type: none"> ➤ Austerity ➤ Incongruity ➤ Contentment ➤ Language Barrier ➤ Cultural Differences 	<ul style="list-style-type: none"> ➤ Caring ➤ Integration ➤ Integration ➤ Integration ➤ Integration

TABLE 8. Extracted significant learning from the daily and summary reflection journal of Participant 7

Participant 7 discovered the value of saving money. When she engaged in community service, she learned how to prepare food in a tight budget. This surprised her a lot as it is just a

fraction of what she spends in Korea for a meal, yet it can feed the whole family. This is a new value and interest for her that's why it is classified as Caring.

She also learned that one doesn't need money to be happy. She shared how some Koreans would not care on anything but money but still remain unhappy. She learned from the mothers in the community that by being contented with what they have, it makes them happy. She also noted the differences in culture of her home country and the Philippines which amused her.

She shared that there are a lot of chickens (rooster) in the community and older men are engaged in "chicken fight" (cockfighting). She was amused that the defeated chicken ends up to the table as dinner.

These things are considered to be under Integration as it allowed Participant 7 to understand the connections between different things, such as poverty and happiness.

PARTICIPANT	CODED STATEMENTS	SIGNIFICANT LEARNING
8	<ul style="list-style-type: none"> ➤ Perspective Change ➤ Sharing of Knowledge ➤ Leadership Skills ➤ Value of Service ➤ Incongruity ➤ Patience ➤ Sense of fulfilment ➤ Valuing little things 	<ul style="list-style-type: none"> ➤ Application ➤ Integration ➤ Application ➤ Integration ➤ Integration ➤ Caring ➤ Caring ➤ Caring

TABLE 9. Extracted significant learning from the daily and summary reflection journal of Participant 8

Participant 8, just like other participants, learned that poverty is not tantamount to misery. She said she used to think that poor people are miserable because they don't have

money but through her exposure to the people of her assigned community, she realized that man can be happy even without much money or wealth. This can be under Application, where critical thinking is an important part of learning.

She also learned to develop her leadership skills. Through the tasks assigned to her, she was able to accomplish things which she didn't think she's capable of. This new skill can be classified under Application.

She also learned the importance of patience, especially when dealing with pre-school children. She also learned to appreciate small and simple things, just like the paper hearts given by the kids during Valentine's Day. "Although it is just made of paper, it means a lot to them," she said. She demonstrated the kind of significant learning which is Caring.

PARTICIPANT	CODED STATEMENTS	SIGNIFICANT LEARNING
9	<ul style="list-style-type: none"> ➤ Importance of leadership ➤ Incongruity ➤ Love and passion ➤ Facing problems ➤ Understanding people ➤ Value of love 	<ul style="list-style-type: none"> ➤ Application ➤ Integration ➤ Caring ➤ Application ➤ Integration ➤ Integration

TABLE 10. Extracted significant learning from the daily and summary reflection journal of Participant 9

Participant 9, just like other participants, learned the importance of leadership to accomplish the tasks assigned to them. He also highlighted the seeming disparity between poverty and happiness. Just like the other participants, he also noticed that people in the community are always smiling and ready to give love even if they have nothing.

He wrote that if one loves what he is doing and is very passionate about it, it will bring change to the world. He also admires the people in the community for their resilience in facing the problems.

PARTICIPANT	CODED STATEMENTS	SIGNIFICANT LEARNING
10	<ul style="list-style-type: none"> ➤ Change in perspective ➤ Respect and teamwork ➤ Motherly love ➤ Leadership and planning skills ➤ Professional skills application ➤ Eye opener ➤ New skill ➤ Patience 	<ul style="list-style-type: none"> ➤ Application ➤ Caring ➤ Human Dimension ➤ Application ➤ Application ➤ Application ➤ Application ➤ Caring

TABLE 11. Extracted significant learning from the daily and summary reflection journal of Participant 10

Participant 10 shared that he was moved with the motherly love that the mothers in the community shower to their children. He said his mother passed away when he was young and his experiences in the community made him feel that motherly love that he missed. This is considered to be under Caring.

He also said that while he is a Filipino and coming from the host institution, he has not fully understood the plight of the people in the partner community until today. His experiences in the community served as an eye opener for him to help more people who are in need.

He wrote that he was able to apply the technical skills taught in his university while in the program and he hopes that in the future, he will still be able to share his expertise in the field of health sciences to the undernourished children in the partner community. This is classified as Application.

PARTICIPANT	CODED STATEMENTS	SIGNIFICANT LEARNING
11	<ul style="list-style-type: none"> ➤ Confidence ➤ Listening ➤ Life's Lessons ➤ Spending time together 	<ul style="list-style-type: none"> ➤ Caring/ Human Dimension ➤ Application ➤ Integration ➤ Application

TABLE 12. Extracted significant learning from the daily and summary reflection journal of Participant 11

Participant 11 highlighted the importance of listening to the stories of other people in order to fully understand them. She shared the story of one of the elderlies in the community who was able to send all her children to college. She was inspired that even when resources are not abundant, people still find a way for good education. It can be considered under Application.

She also learned lessons in life when the elderlies in partner communities keep on “preaching” every time they visit the community. She said she accepted the words of wisdom of the *Nanays* (mothers) with all her heart.

Lastly, she also discovered the importance of spending time together with her groupmates. With a very limited time, she said, they should make the most out of what they have so they’ll be able to make good memories. This is under Application too.

PARTICIPANT	CODED STATEMENTS	SIGNIFICANT LEARNING
12	<ul style="list-style-type: none"> ➤ Self-actualization ➤ Gratefulness ➤ Leadership and communication 	<ul style="list-style-type: none"> ➤ Human Dimension ➤ Caring ➤ Application

	➤ Sense of community	➤ Human Dimension
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TABLE 13. Extracted significant learning from the daily and summary reflection journal of Participant 12

Participant 12 is very grateful for the opportunity to participate in the program. She said that the program made her realize what she really wants in life, and that is to be of service to people especially the needy ones (Human Dimension).

Naturally loud and a good communicator, she thinks she was able to put into good use her leadership and communication skills which made their team stand out and accomplish tasks effectively (Application).

PARTICIPANT	CODED STATEMENTS	SIGNIFICANT LEARNING
13	<ul style="list-style-type: none"> ➤ Positivity ➤ Perspective Change ➤ Comparison of self to others ➤ New language ➤ Overcoming fear 	<ul style="list-style-type: none"> ➤ Caring ➤ Application ➤ Human Dimension ➤ Application ➤ Application

TABLE 14. Extracted significant learning from the daily and summary reflection journal of Participant 13

Participant 13 learned that the power of positivity can bring change. She said that even if a person is in miserable condition, if he or she takes the challenges positively, he or she will be able to overcome it (Caring). She also shared that through her exposure to the conditions of the partner communities, her stereotype of poor people changed. She never expected that the people in the community are very jolly and full of positive vibes (Application).

She also shared her admiration to one of the teachers in the community. “She was just the same age as me, but she’s already a teacher,” she said. She wished to be like her (Human Dimension).

She was also able to learn some Tagalog words and phrases and was able to overcome her fear of speaking English (Application).

PARTICIPANT	CODED STATEMENTS	SIGNIFICANT LEARNING
14	<ul style="list-style-type: none"> ➤ Interpersonal relationship ➤ Incongruity ➤ Desire to learn new language ➤ Personal contribution 	<ul style="list-style-type: none"> ➤ Human Dimension ➤ Integration ➤ Learning How to Learn ➤ Application

TABLE 15. Extracted significant learning from the daily and summary reflection journal of Participant 14

Participant 14 learned the importance of developing interpersonal relationship to the people of the partner community to gain their trust. “They are like our real mothers. One mother gave me a card with Korean words in it that says I will never forget you. It means a lot to me,” she shared. This is considered under Human Dimension significant learning.

Just like other participants, Participant 14 was also amazed on how the people in the community remain happy despite their condition (Integration). She hoped that one day, she can learn how to speak English and Tagalog fluently so she can talk to the mothers easily (Learning How to Learn).

PARTICIPANT	CODED STATEMENTS	SIGNIFICANT LEARNING
15	<ul style="list-style-type: none"> ➤ Intercultural communication ➤ Persistence ➤ Perspective change 	<ul style="list-style-type: none"> ➤ Human Dimension ➤ Caring/ Human Dimension ➤ Application

TABLE 16. Extracted significant learning from the daily and summary reflection journal of Participant 15

Participant 15 learned that the differences in nationality and culture cannot be a hindrance in the effective completion of tasks. He highlighted that each nationality has strength which, when combined, can be a powerful tool in task completion. He shared that Koreans are expert in songs and dance while Japanese are masters of paper art. The Filipinos on the other hand have distinct advantage of speaking the language that the children in the community understand (Human Dimension).

He also discovered that determination gets the things done. While they encountered some minor problems along the way (children didn't pay attention at first, were sleepy, or acting like they're sleepy), giving up was not an option. Instead they persisted until the tasks were complete (Caring and Human Dimension).

Just like the others, Participant 15 also proven that his stereotype about poor people are wrong.

SUMMARY OF FINDINGS

This research is aimed to extract the significant learning from the daily and summary reflection journals of selected CUAC-Asia International Service-Learning Program 2019 participants using the Taxonomy of Significant Learning by L. Dee Fink.

Fifteen journals were taken as sample and were analyzed and coded using Dee Fink's Significant Learning model. Of the fifteen sets of reflection papers, 96 learnings were recorded. These learnings were classified further to the type of significant learning it represents.

Application and Caring type of significant learning recorded the highest number of learning from the selected sample, with 23 learnings each. It was closely followed by Integration and Human Dimension with 22 learning each. Learning How to Learn registered 4 learnings, while Fundamental Knowledge has 2.

Of the many learnings shared by the selected participants, the most common among them is the change in perspective or incongruity. Mentioned by 10 different participants, the most obvious thing that everyone in the program learned is that poverty and misery do not go side by side. Some participants wondered on the incongruence of the situation, while others were able to break the stereotype they had prior to the program – that poor people are unhappy people. This learning can both be classified as Application, because it engaged the learner in some kind of critical thinking, and Integration, because it allowed the learner to connect two different ideas, i.e. poverty and happiness.

Learning new language is the second most popular learning under Application. At least five participants mentioned that they learned new words and phrases, both in Tagalog and English. This is closely followed by leadership skills, where four participants said that through the CUAC-Asia ISLP, their leadership abilities were honed.

Developing patience is the most mentioned values in the reflection papers of the participants. This can be attributed to the hardship they encountered in dealing with the children and with the unfavorable conditions of three of the four partner communities.

In general, while it was not explicitly mentioned by participating students, the cultural differences between Japan, South Korea, and the Philippines, as well as the disparity in their living conditions with that of the partner communities, are the most obvious source of their significant learning.

CONCLUSIONS

This research paper aimed to identify the significant learning among selected participants of CUAC-Asia International Service-Learning program by probing the sets of daily and summary reflection journals produced during the program.

It was found out that participants changed their perception and stereotype about poverty after being exposed to the program. Most participants equate poverty with hopelessness and misery, but their beliefs changed after seeing the happy disposition of people in the partner communities where they were assigned to serve.

The participants also learned new skills, such as new words and phrases of a foreign language (Tagalog), and leadership and communication skills, aside from the songs, dances, and paper artworks that other participants taught them.

Participants also learned new things about the culture of the Philippines, such as cockfighting, *bayanihan* or helping each other, and resiliency.

They also realized their full potentials which they aim to use to help other people in the future.

It can be concluded that after engaging in community service as part of the CUAC-Asia International Service-Learning Program 2019, participants demonstrated significant learnings that are meaningful to their lives and the lives of others.

Furthermore, majority of the participants posited Application and Caring significant learning, with Human Dimension and Integration following closely.

It is recommended that a further study be conducted on the impact of CUAC-Asia ISLP to the students, the community, and the university, and a study that takes into consideration the multi-cultural setting of the program.

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