

The 7th Asia-Pacific Regional Conference on Service-Learning

Pedagogy in Action: What Really Matters?

Service Learning at the Master's Program of De La Salle University –

An Educator's Perspective

**Paper Presented at
The 7th Asia-Pacific Regional Conference on Service-Learning**

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Abstract:

1. Introduction

The triadic functions of higher education are the provision of knowledge through teaching, creation of new knowledge through research and engaging its constituents in service to the community and society. The first two have been the focus of colleges and universities for so long but the third had been relegated to community outreach which may not be integrated and connected to the academic curriculum.

With the emerging trend in institutions of higher learning to contribute to public work or service with the community, universities are slowly instituting social engagement in their strategic directions that focuses on “collaborative discovery, learning and engagement” (Bringle, 2012, p.48).

De La Salle University has specifically identified in its strategic objectives for 2015 to 2020 that all programs of the University should have a Service Learning component and there should be an increase in the number of Service Learning activities locally and internationally as well as an increase in the satisfaction level of students in Service Learning experience. In its strategic plan for 2018 to 2022, DLSU desires to have all social engagement projects assessed for impact and eventually be recognized for its social engagement efforts. Students who are enrolled in courses with Service-Learning component foster the development of a sense of caring for others as they learn while serving and serving while learning.

In this context, as the professor of the BUS560M named as Lasallian Business Leadership, Ethics and Corporate Social Responsibility with Service Learning component, I take the dual roles of educator and researcher in order to present the Service Learning framework used at the Master in Business Administration Program, and the preparatory and evaluation processes employed in the Service Learning endeavors as well as the development agenda and

interventions with engaged sectors. Initial impact assessment on students' outcomes using their reflection papers before and after community visits and implementation of projects and prospects will be presented which can be basis for university – wide impact assessment of service learning experience.

Service Learning (SL) is an effective *Pedagogy* of teaching and learning integrating meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities (National Service-Learning Clearinghouse, 2005). It employs a substantive amount of time spent in and for the needing community or organization and allows students to “interact with communities while they engage in active and real-life learning experiences” (Isaacson & Saperstein, 2005; Schoenfeld, 2006; Buchanan, Baldwin & Rudisil, 2002); provides structured time for thinking, talking, and writing on the actual service activity (Sawyer, 1991) and utilizes critical reflection on experience.

At De La Salle University SL is operationally defined as a course-based and credit-bearing educational experience integrating community engagement or service in the academic program (DLSU-COSCA Primer on SL, 2017).

2. Theoretical framework/literature review

Service Learning in Higher Education

As SL is integrated in the higher education curriculum, it is imperative that pedagogical approaches are employed in the conduct of classes. The pedagogical approaches include constructivist, inquiry-based, reflective, collaborative and integrative. Constructivism endeavors learners to actively and socially construct meaning based on prior knowledge and experience. It uses integrative teaching cutting across disciplinary lines- (multidisciplinary) and learning styles. \

Reflection is utilized on what has been experienced using cognition and affection. Collaboration on the other hand employs team and individualized learning for deeper understanding of realities and their implications while inquiry-based strategies include posing questions, problems or scenarios rather than teacher-centered lectures. Moreover, SL employs a multi-stakeholders management approach where faculty and students, communities, government and non-government organizations, institutions and agencies directly link the university to their target community audience. Specifically, “community partners are given opportunities to assess their capacities and abilities; stress local leadership, investment and control; and, operate and grow on their strengths that benefits everyone” (Lapinid, et al, 2016).

The study of Lapinid, et al (2016), is a seminal work which used Curry's Model in institutionalizing SL at De La Salle University and identified three conditions: structural,

procedural and operating procedures. Structural refers to multiple concrete ways to support SL in short or long-term plans with budgetary appropriation for workload, reward system, functions and roles as well as integrating mechanisms for communication, funding streams and assessment models (Holland, Driscall, Spring and Kerrigan). Procedural integration on the other hand, catalogues courses with SL and purposefully including SL in the standard operating procedure. Hollander, et al (2002) suggests self-assessment as an engagement strategy. A continuous conscious process of discovery and self-assessment are as important as an assessment of quality and depth of experiences in SL (Bingle, Hatcher, 1999, Holland, 1997). Meanwhile, cultural integration refers to the participation of partner communities, faculty, students, staff, and administrators in SL endeavors and training becomes a part of faculty development activities (Prentice, 2002). Furthermore, various stakeholders must embrace the norms and values associated with SL.

Building from the earlier work of John Dewey and Kurt Lewin, David A. Kolb developed the experiential learning four-stage cyclical theory of learning. It is a holistic perspective whereby experience, perception, cognition and behavior interplay. Kolb believes that “learning is the process whereby knowledge is created through the transformation of experience” (1984, p. 38) as illustrated below.

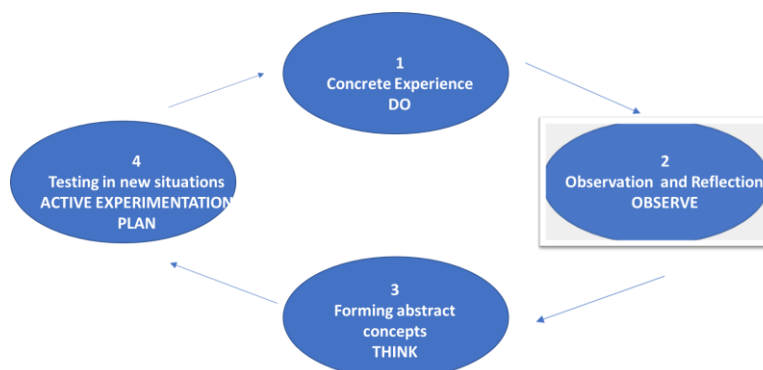


Figure 1. Experiential Learning (Kolb, 1984)

This experiential four-cycle learning theory has the following phases:

1. The Concrete Experience is a new experience encountered or a reinterpretation of existing experience;
2. The Reflective Observation of the New Experience (of particular importance are any inconsistencies between experience and understanding);
3. Abstract Conceptualization –reflection gives rise to a new idea, or a modification of an existing abstract concept the person has learned from their experience;

4. Active Experimentation is the phase where the learners apply their ideas to the world around them to see what happens.

Kolb (1974) views learning as an integrated process with each stage being mutually supportive of and feeding into the next. He emphasizes that effective learning only occurs when a learner can execute all four stages of the model and no one stage of the cycle is effective as a learning procedure on its own.

Kolb's learning theory had been applied in Adult Learning and has developed into the following phases: 1. Experiencing the Activity Phase; 2. Sharing - Exchanging reactions and observations; 3. Processing- discussing patterns and dynamics; 4. Generalizing- developing real world principles and 5. Applying where learners plan effective use of learning. The first two answer the question WHAT? The third and the fourth answer the question SO WHAT and the last answer the question THEN WHAT?

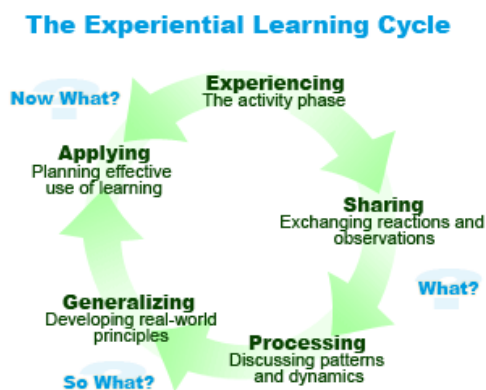


Figure 2. The Experiential Learning Cycle Applied in Adult Learning

At De La Salle University, the implementation of Service Learning adapted Kolb's Learning Theory and came up with the following Lasallian Reflection Framework.

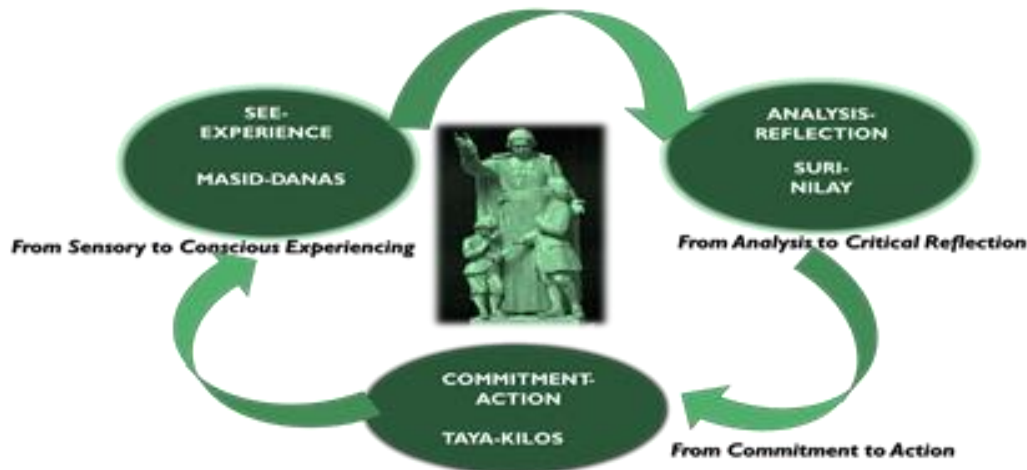


Figure 3. Lasallian Reflection Framework

Anchored on the Lasallian core values of Faith, Zeal for Service and Communion in Mission, the Lasallian Reflection Framework has three stages:

1. See-Experience (Masid-Danas) Understanding of the situation and social issues;
2. Analysis-Reflection (Suri-Nilay) Elevating the situation to cognitive level of analysis and critical reflection; and the
3. Commitment-Action (Taya-Kilos) Engaging Lasallians into the work-mission where plans are out into action (Lasallian Mission Office, 2011).

This Lasallian Reflection Framework is being used in the conduct of all Service Learning interventions and in all reflection papers of students in the Master in Business Administration.

Students Learning Outcomes

Learning Outcomes are faculty - developed statements that describe the knowledge, skills, behaviors or values that students are able to demonstrate at the end of their program of study. The Master in Business Administration (MBA) program endeavors to form Lasallian Business leaders who are competent, humanistic, nationalistic and socially responsible change agents in business organizations and the society in general.

The 5 broad learning outcomes include critical and creative thinker, effective communicator, reflective lifelong learner, service – driven, ethical and socially responsible citizen and technically proficient, competent professional and leaders. Specific behavioral

indicators for the 5 broad learning outcomes are spelled out in the syllabus with corresponding learning outputs. The course, BUS560M is a foundation course in the MBA tagged with Service Learning component.

The Role of the Faculty in Service Learning

My multi-faceted role as the faculty in the course with Service Learning component is both challenging and fulfilling. I call the Service Learning strategy as *Pedagogy in Action* as SL entails these functions:

Social Scientist. This entails research, collaboration and partnership with multiple stakeholders that have direct involvement in the SL of the graduate students. I had to get immersed in the SL community in order to get a deeper understanding of the social realities. This is necessary to instruct students on how to assess needs, generate ideas that can address pressing community issues and concerns as well as identify problems that need urgent attention. This also demands decision-making as to which SL site match the set of skills, knowledge, maturity and capabilities of MBA students in addressing the needs of the organizations and communities.

Facilitator. Facilitation demands continuous help in the teaching and learning process. The faculty is a resource for the student in the establishing linkage in the content and process of SL. This also entails processing experiences in class and coordination with internal and external partners.

Director of Learning. The Faculty approves project proposals, mentors, monitors, assesses and evaluates student outputs and learning outcomes; critically responds to issues and concerns brought by students from their experiences; gives timely feedback on improvement of intervention and inspire students to start and complete their projects that impact lives, teach minds and touch hearts.

3. Methodology

Research Design and Methods of Data Collection

This paper made use of the descriptive and evaluative research designs. Two hundred seventy graduate students who took BUS560M at Term 1 and Term 2 of Academic Year 2017-2018 and Term 1 and Term 2 of Academic Year 2018-2019 have been included in the study. The students' reflection papers, Service Learning projects and interventions in the partner organizations were noted and evaluated by tripartite stakeholders: professor, Center for Social Concern and Action Service Learning Lead and partner Non-Government Organization. Evaluation of the Service Learning at the MBA was initiated by COSCA and qualitative analysis of reflection papers was done by the professor for better understanding of students' outcomes.

4. Results and Discussion

The Service Learning of MBA Students

The University Internal Partner. The Center for Social Concern and Action (COSCA) is the social development arm of De La Salle University and the strong partner of students and the faculty in choosing the external partner organizations for the different groups of graduate students in the foundation course of the MBA. The SL Lead of COSCA provides the profile of the partner organizations; orients the students on the importance and significance of SL in the community or partner organization and assists in the logistical needs and requirements of the partnership. The specific interventions, however, are identified in the first site visit of the students, professor and the COSCA faculty.

External Partner Organizations.

1. **Hospicio de San Jose** has been recognized as a Catholic Welfare Institution since 1865 managed by the Daughters of Charity of St. Vincent de Paul and presently governed by a Board of Directors under the Chairmanship of the Archbishop of Manila. It is home to more than three hundred people of varied age and needs from cradle to twilight years. Two-thirds of its population, abandoned by their families, seeks for temporary / permanent shelter. Since its foundation in October 1778, this institution has been attending to the urgent needs of the indifferent & mentally/physically handicapped: namely; formal Catholic education of the poor; outreach program for the slum areas of Quiapo, San Miguel and other diversified areas in Manila sharing its facilities and material resources.

2. **Brothers of Charity-Ortho-Pedagogical Institute.** In 1981, the Brothers of Charity started looking after physically disabled children in the Philippines. Later, they developed support for children with intellectual disabilities and children with hearing impairments. A great deal of effort went into the formation and training of young brothers, which took on a renewed international dimension. Today, the brothers and their staff are involved in the care of people with mental disorders in Bicol and Gingoog (regional sites), and in the education of children and adolescents with intellectual disabilities in Pandacan, Manila. The formation and training of Asian novices takes place in the Philippines, as well, in two international houses of formation in Bicol and Tagaytay.
(https://drive.google.com/drive/folders/1ydz_WWjdszrHyrv1u7RmH-T1bq9BR-IM)

3. **Kababayan Samahan ng Bagong Barrio (KSBB).** This is an urban poor community peoples' organization, (used to be slum area) located at 285 Katarungan St., Brgy.150, Zone 13, District I, Bagong Barrio, Caloocan City, comprising of 26 barangays and the biggest supplier of rags in Metro Manila. The organization focuses on literacy and education services for

the youth.

4. **Philippine Toy Library (PTL).** This is a Non-profit organization creating safe play spaces where children from marginalized communities can play for free. Its vision is “happiness through play” and its advocacy is “the right of every child to play regardless of personal and socio-economic circumstances”. The organization is dependent on the support of private persons, organizations, and corporations of cash, toys, renovation materials, toy library equipment and other resources for the children. From its inception in 2012, PTL has put up about 220 toy libraries across the Philippines.

5. **Concordia Children's Services, Inc. (CCSI)** This is child welfare agency providing both residential and community-based programs. The agency takes in orphans and assists children who are from very poor families and provides them with education, spiritual hope and nourishment. CCSI was founded in 1983, in partnership with another child caring agency for the abandoned, neglected and orphaned children.

6. **Bukluran ng Migranteng Manggagawang Kapamilya -BMMK.** People's Organization and urban poor community at Dagat-Dagatan, Caloocan City, Philippines. The community is poverty-stricken with leaders who wanted to formally organize their activities and operations.

7. **Philippine Jesuits Prison Services PJPS.** The Jesuit foundation established PJPS in 1994 located in National Bilibid Prisons Reservation. Since then, 18 Jesuit priests, dozens of staff, and thousands of volunteers have strived for restorative justice for inmates, their affected communities, and Philippine society. <https://youtu.be/w6v72697Y2Q>

Service Learning Initiatives

As shown on Table 1, the Service Learning of MBA students in the seven sites included various initiatives and interventions that addressed the specific needs of the organizations. Graduate students must be able to use their knowledge, skills and value propositions in coming up with project proposals. These project proposals must indicate the concepts, principles, content, practices and opportunities discussed in the class sessions. Since BUS560M tackles responsible and ethical business leadership, Lasallian spirituality and Catholic Social Teachings, corporate social responsibility, personal and family values, problem solving skills, environmental sustainability, work ethics, humanistic and responsible business management, among others, graduate students must be able to link their learnings with the needs of the community and use their skills in the conduct of the Service Learning. In the event that the students need additional knowledge and skills needed in the successful conduct of the SL initiatives, they are encouraged to do research and seek further help from parties concerned.

Table 1, Service Learning Initiatives and Interventions of MBA students

Sector	Development Agenda	SL Project/s
Special Population Persons with Disability or Differently Challenged	Special Education	Refurbishing Home Economics Room and Arts Workshop Room, Arts classes, HE Teaching Manual
Urban Poor Community; People’s Organization	Community Organizing	Capacity building for PO, Health and Wellness and Environmental Seminars
Children	Bringing play to children	Manual of Operations; Marketing plan; Policies and Standards
Persons Deprived of Liberty (PDLs)	Prison Ministry	24 th anniversary celebration online marketing strategy; livelihood reselling project; Health and Wellness Seminar for PDLs ; Epektibong Pamamaraan sa Pag-aaral for PDLs in Alternative Learning System – Elementary; Career Prep Seminar for 24 college scholars of PJPS
Orphanage	Care for Abandoned Children; Adoption	Seminar on Smart Goal Setting for 50 HS students;
Orphans, Street Dwellers, Aged, Special Population	Care for children, bringing families together	Bag making instructional booklet; Job Placement Seminar for Street Dwellers; Instructional materials for special children/adults
Urban Poor Community- People's Organization	Organization Development	Manual of Operations; Website creation; Basic Financial Literacy Training and marketing campaign, ARTICLES OF Incorporation, By-Laws

Sample Project Outline

Project Title : Interactive learning for Persons with Special Needs (PSN)

Improve / add visual aids being used in special education.

Develop programs that will cater various age groups.

Project Type : Education-Training

Project Beneficiaries : SPED education and PSNs

Project Start Date : June 26, 2018

Project Completion Date: July 31, 2018

Mission / Purpose:

The group’s mission is to create and provide the SPED education of 1 the partner agency teaching materials such as flip boards, puzzle boards, charts etc. that will help the teachers create an interactive learning atmosphere with PSNs (Persons with Special Needs) students in their classroom lessons and activities.

Goals and Objectives:

At the end of the group’s CSR (Corporate Social Responsibility) activities, the SPED education program will have additional visuals aids and other teaching materials that will help the teachers in their classroom activity enhancing the student’s motor and intellectual skills.

Beneficiaries: 21 students in SPED program, 19 people are the current students and there are two (2) new students. The PSNs are grown up people with a mind like a child. The SPED teachers instruct the students basic education and pre-vocational courses where PSNs are introduced into simple activities that will develop new skills enabling the PSNs to become independently functional.

Link to Concepts, Principles in Class: Universal Right to Quality Education especially by People with Special Needs and Ethics of /care

Materials for production: Flip boards for laundry procedures, Flip boards for the different types of clothing and materials being used for laundry; activity Chart for laundry items; Folding boards – to assist the students on how to fold clothes; hold a small exhibit to sell the chosen artwork of the PSN students; puzzle boards of different kinds such as Numbers (from 0 to 20), Alphabets, Animals, Shapes, Fruits, Vegetables

Learning from the Intervention:

Corporate Social Responsibility (CSR) helped us widen our perspectives about the world and appreciate the kind of life we have so we can help others who are in need. It is like a crystal ball that allows us to see the different facets of our society and the people around it. Some people live their dreamed life, some are still pursuing it while others who belong to the poor and the marginalized are still struggling to have better life conditions. Author Paulo Coelho once mentioned that “simple things are the most extraordinary”. True enough, we have experienced this in our CSR activity in SPED. Creating and working on the project seems easy but it is not, as you need to spend and manage your time to complete it coupled with thorough coordination with the partner community for better execution.

In this project, we applied ethics of care. We care for the welfare of our PSNs, we want them to learn new skills and gain new insights so that they will become better equipped functioning in their surroundings. The efforts and the hard work to complete it paid off as we have seen and felt the sincerest gratitude from people whom we really don't know and yet appreciated what we did for them. This whole CSR activity is an amazing experience that we will cherish for the rest of our lives. Extending help for people who are in need created a wonderful feeling and a positive mindset. It doesn't matter how thick or thin your bank account is, what matters is your willingness to allot some time and a willing heart to do service to those who are in need.

SL Implementation Using the Lasallian Reflection Framework (LRF)

Table 2 shows the LRF Cycle from which graduate students decide and reflect on their SL experience in the various sites. The following is a summary of the processes involved in SL intervention.

Table 2. The LRF Cycle per site

Community	Masid-Danas	Suri-Nilay	Taya-Kilos
<i>Hospiciode San Jose</i>	<i>Unsustainable living condition Unemployment Street dwelling Living in housing units by the Daughters of Charity</i>	<i>Migration from provinces to Manila Manila has more job opportunities vs culture shock of reality of rat race, individualistic mindset, self – focused, survival mode, need for employable skills; use of knowledge, skills to earn a living</i>	<i>Creation of jobs for street dwellers; assess skills of HDSJ residents; job fair, knowledge transfer by putting up a manual of operations for livelihood programs</i>
<i>Brothers of Charity</i>	<i>Physical and intellectual disability, hearing impairments</i>	<i>Care for people with mental disorders, special education for children with special needs</i>	<i>Functional skills development for special children; improvement of facilities conducive to learning</i>
<i>KSBB/ BMMK</i>	<i>Urban poor; poor sanitation; environmental health hazards; unskilled PO officers; financial instability</i>	<i>Poverty in urban communities; need for livelihood programs, health needs for children, women and families; education for wives</i>	<i>Organize PO: strategic planning; organizational development; help for SEC registration and document requirements; Writing Constitution and By-Laws; marketing of PO products; leadership training</i>
<i>PTL</i>	<i>Lack of playground for kids; no facilities for play; children play on the streets; lack of social services for</i>	<i>Children's playground not a priority; children development sole</i>	<i>Provision for physical play area; partnership with local government units, family, village</i>

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	<i>children; inaccessibility to toys; psychological wellness and psychomotor development</i>	<i>responsibility of parents; parents in slum areas also lack education; no capacity to provide educational toys and materials to develop mental ability, emotional stability and psychomotor development</i>	<i>associations; sourcing of funds for toy library in strategic areas; market toy library concepts to companies for their CSR initiatives; build child toy library in far-flung areas; assist PTL in its operational documentation and processes</i>
<i>CCS</i>	<i>Abandoned, neglected and orphaned children; monetary assistance to very poor families for education of children</i>	<i>Population of poor families in the locale of the CCS; poverty incidence; reasons for child abandonment</i>	<i>Care and love shown to abandoned and orphaned children; skills development for women and students; personality development for children</i>
<i>PJPS</i>	<i>New Bilibid Prison Medium Security Compound, hot, comprised of about 6,000 inmates; with Alternative Learning Systems in elementary, high school, college and School of Fine Arts</i>	<i>Reasons for delinquency; NBP education and training programs; skills assessment; PJPS programs for PDLs and their wives and children</i>	<i>Livelihood programs, Personality development modules, Music appreciation seminars and arts classes, performing arts workshop, mental health awareness; stress and anger management, teaching materials and modules development for ALS teachers, Basic Math, English and Basic facilitation workbooks, spirituality development workshops and celebrations, Improved study habits</i>

COSCA Evaluation of the Service Learning in the MBA

BUS560M POST SL EVALUATION

College: RVR COB (Graduate)

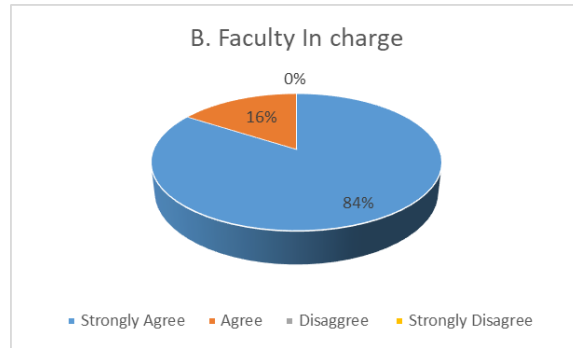
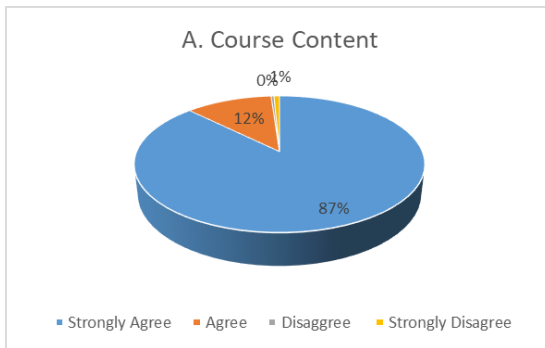
Total No. of Students: 70

Total No of Surveyed: 45

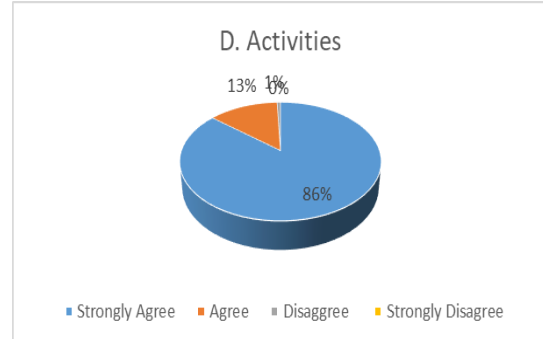
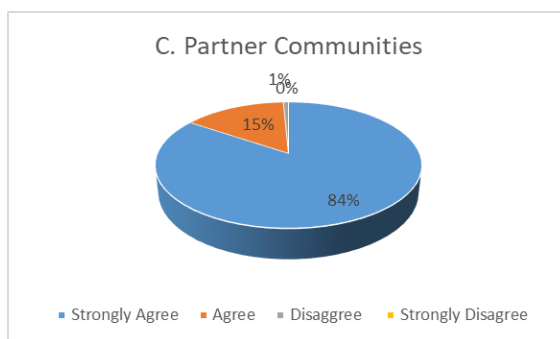
Percentage: 64%

Partner Organization: PJPS (PDLS, PJPS, wives and youth)

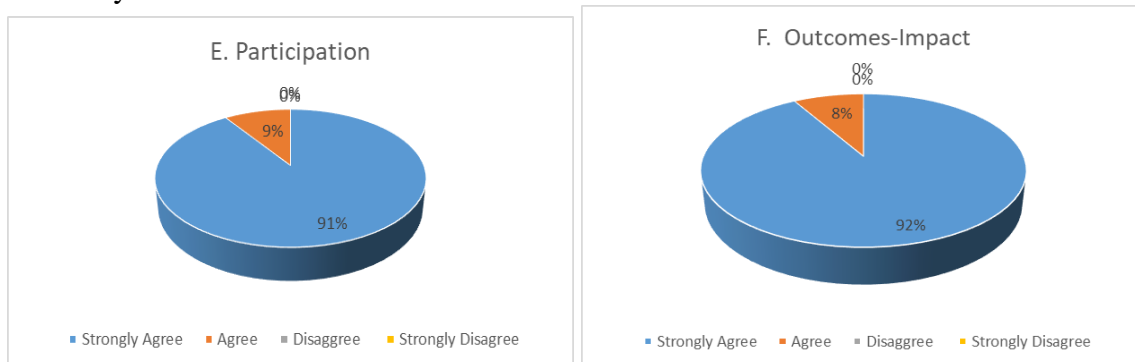
Projects: Values formation (bible sharing, importance of education), urban/ vegetable gardening, ALS module development, eco-brick making, team building activities, mental and physical health, e-newsletter for PJPS anniversary



In terms of course content, 87% and 12% of graduate students strongly agree and agree respectively indicated that the course incorporating SL has intentional link to the curriculum and the faculty in charge did the job well as evidenced by 84% strong agreement and 16% agreeing.



Ninety-nine percent of graduate students surveyed strongly agree and agree to the choice of partner community (New Bilibid Prison) as well as to the activities implemented in the prison community.



Hundred percent of graduate students surveyed strongly agree and agree on the active participation of stakeholders in their SL initiatives and have indicated that they have achieved the learning outcomes. The results of this evaluation of the SL done in the New Bilibid Prison Term 2, AY 2018-2019, concurred with the Service Learning Clearinghouse indicators of high-quality service learning. To wit, “high-quality service-learning requires: (1) meaningful service, (2) intentional link to curriculum, (3) reflection, (4) diversity among participants, (5) youth and parental engagement and decision-making, (6) mutually beneficial partnerships, (7) ongoing progress monitoring, and (8) appropriate duration and intensity to meet community needs and outcomes.

Graduate students were also asked to comment on the SL at the MBA. Here are their suggestions and comments:

Table 3. MBA students suggestions and comments on SL Program

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
Strong, positive relations w/ PJPS and CICL	The Service Learning projects need not be new each term, the next batch of graduate students can upgrade, modify, extend	PDL professors haven’t tried yet SL with their teaching	safety of the students, do not let them log their names for security purposes
The theories and frameworks, and the integration of those and the Lasallian core values into the service	I think meeting other possible beneficiaries. It has been a challenge thinking what are the needs of other	NBP-PJPS as a unique beneficiary. It is a challenge & opportunity for us.	data privacy of students

learning	beneficiaries given that we are only able to talk with CICL only		
Meeting people who have shared their stories and helped us see all	Contingency plan for strict entrance/ implementation at NBP. Capacity of projects to NBP since there are already numerous projects	I hope this kind of activities that focuses on their mental health continues	I would suggest to strengthen the security measures to protect the identities of the students
Sending hope to PDLs and telling them we are concerned about them	Communication stem, this kind of project might have a project systems (Online with Mobile App) that will integrate project documentation, archiving, database management and project management	Hope that we had someone from the evaluators to attend our implementation day so that actually saw how impactful the activity was.	Security - logbooks was used by PDLs to contact students
The program lets students experience & see what the community needs	Easier access on equipment for seminar and trainings	The chance to collaborate	Food and materials from DLSU CSR classes should not be under light security as we are in partnership w/ PJPS
Practical application of class learnings	coordination with the (PJPS) partner community (agreed output/participants needs improvement	Awareness on what are the facilities of New Bilibid Prison	
Learning through experience is a more remarkable / memorable way of learning	Coordination of PJPS to students in providing information such as of NBP, education of system and the likes	"Feeling" which were acquired cannot be taught in class	
CSR really came into existence. I appreciate how it is was implemented	lack of visual materials, lack of time	get to know and learn about life that we don't learn in school. More on CICL	

Strongest point is when our project implementations had a green light since there was an issue of drugs inside before the day of our implementation	I think what needs to be improved is the list of allowable objects that can enter the NBP. It's kind of limiting to help our friends in the prison	It is an eye-opener to the realities of the communities in need	
The strong point of the program is it focuses on psychological aspect of PDLs which is very relevant	minimal adjustments to safety protocols	service learning activities are suggested to be implemented during weekends	
The strong points are the established relationship (COSCA) has with PJPS and the cooperative community of PJPS	Logistics & schedule	School should provide transportation mechanism	
Volunteer work and learning outside the context of classroom lecture	scheduling since we are not able to start on time	I recommended to do this on weekends since most of us have work during Friday.	
The first-hand experience had a strong impact to the students	security and proper communication with the NBP officials in charge	Give children an opportunity like this before they are in the prison	
It is very brave to choose the NBP as the community to serve rather than other set-ups which are relatively easier to reach. This makes the program more worth it	Content mining to increase content for the future issues in the site	To get an idea what are the previously implemented programs beforehand to fully think about our possible projects	
The CSR program main strength is its ability to find collaborator (such as PJPS) for the students	More coordination of the resources/materials that can be brought inside the NBP	Expand the service learning coverage on other unfortunate communities	

<p>SL gives balance to MBA program. In real world you do not only deal w/ people on the higher ranks you also deal with the bottom ranks. If you manage/well-communicated in all levels of the organizations you are an effective leader</p>	<p>Longer immersion hours</p>	<p>Since La Salle is using gmail, the email can easily be integrate with Kanban (Project Management) to improve the communication and project between DLSU and community</p>	
<p>This program is really good because it focuses on how to lift the life of others, to love and give respect to everyone</p>		<p>This should be part of other DLSU colleges and should be introduced to other universities as well</p>	
<p>DLSU chose NBP as the beneficiary for the service learning activity. It has impacted us MBA students in the most unimaginable ways</p>			
<p>I am happy that DLSU-MBA program has this kind of connection w/ NBP for the students to enter the medium security. It's a unique experience I will never forget</p>	<p>1</p>		
<p><input type="checkbox"/> The course is really useful especially in our future subjects, case analysis & thesis. Ethical considerations are very important and leaders should learn it.</p>			

Other Comments/ Suggestions/Recommendations by MBA students

- SL program, overall for students is a good way for us to be able to reach the partner communities
- Please continue this activity. It is very moving. Something that cannot be learned by the book. It is a very grounding experience.
- To continue the newsletter for future communication & to become the official communication
- Personally, the activity is fruitful wherein it reinforced to engage more into CSR activities
- better if PJPS will attend at least a class session (mtg after 1st visit of students at NBP so if there are any clarifications, students could approach them easily
- Excellent! May this be continues for NBP
- I recommended that DLSU & COSCA continue this activity as it provides a form of learning no book can ever teach
- The course was fun!
- I hope every MBA student may teach us a lot of things
- I hope DLSU continues this kind of program and extend to other communities from farther areas, maybe native tubes from provinces
- Re-schedule the service learning activity on Sunday (if possible). Thank you for this experience
- Service Learning in NBP should be continued since it is an important part of learning
- Additional time for project implementation to have more participants to cooperate with the activities as it takes a lot of time
- I would recommend that DLSU would encourage private organizations to join w/ their service learning activities
- Engagements should be done more frequently
- good job!
- I would recommend this course to my schoolmates. I think this what set La Salle above from the rest
- Continue CSR activity inside Bilibid with the students of DLSU who will be taking CSR subject
- continue SLA's in NBP
- I recommend it with all pride and honor to my fellow MBA students to take part of this activity

Students Individual Reflection on Service Learning

A sample of reflections before the intervention includes “I was so scared, no knowledge about Calocan”; “we had to ride a tricycle on a highway on the road to Dagat-Dagatan” ; “I was so overwhelmed of the situation in the community- 5 to 6 people trying to compress in a house that is just a fourth of the classroom”; “I questioned the injustice for these children in CCS”.

After the intervention a sample of what the graduate students have to say are: “I realized I can be an agent of positive change”; “I have so much to share...”; “SL has not just been a school requirement and we knew we had a job well done”; “it was a fulfilling experience not only to share my technical knowledge but we were able to add value to their organization”; “I commit to be a good and responsible father in the future, provide for all the necessities of my children, support them in their aspirations and dreams and love them unconditionally...”

The foregoing presentations of the SL experience of MBA students have been overwhelming as these have indicated positive impact to students' experience of the course as well as attaining learning outcomes.

5. CONCLUSION

As the faculty in charge of the course with Service Learning component, I asked myself what I have gained as an educator in the whole SL experience of my graduate students for two years. These are the following:

1. The SL is a concrete contribution to the upliftment of the poor from their conditions by the interventions and projects of graduate students in various sites.
2. I have the opportunity to let students acquire a deeper understanding of social realities, how they are physically, emotionally, cognitively and psychologically challenged by their own growth and responses to these realities;
3. Have privilege of witnessing personal transformation of students in their perspectives and looking at social realities from an insider's point of view.
4. Affirm learning and caring capacities of learners in the pursuit of greater impact to social organizations, government and non-government agencies.
5. Mentor and monitor students' learning outputs and outcomes that impact decisions and lifelong learning;
6. Actively work on advocacies that push for a more humane conditions in various poverty-stricken communities and organizations;
7. Sharpen the Saw of actively promoting collaboration for an effective management of resources between and among stakeholders engaged in SL endeavors;
8. Inspire stakeholders to learn from actual experiences and decide to act addressing pressing social issues confronting their social and physical environment;

9. Having the opportunity to consistently and publicly affirm one's values and principles not only in the class sessions but with the beneficiaries of SL initiatives;
10. Teach graduate students who have the intent, capacity, abilities and the heart to advance the plight of the poor and the distressed;
11. Journeying with learner for structural transformation through skills building; environmental sustainability efforts, competence in handling sensitive social issues' advancing humanistic principles of freedom, rights and duties, ethics of care, effective work and professional relations and concrete interventions for communal improvement
12. Teaching has never been so meaningful and productive as having SL as part of the curriculum.

Service Learning is a Pedagogy in Action that teach the minds, touch the hearts and transform lives of all those involved in it.

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Dr. Bonnet She holds a doctorate degree in Educational Leadership and Management from De La Salle University, Philippines with high distinction. She finished her master's degree from Philippine Normal University with specialization in Values Education and Development; has special training in Theology at the Maryhill School of Theology and teaching certificate from the University of the Philippines. She earned her baccalaureate degree in Accountancy from the University of St. La Salle in Bacolod City.

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