

Faculty Engagement for Service-Learning: Overseas Service-Learning Project

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1. Background

In order to train the students to have introspection on the value of life and inspire their motivation to learn through the “cross-cultural understanding” and “learning by doing”, since 2005, the CYCU Service-Learning Center has engaged in promoting the Overseas Service - Learning plan and extended the plan to more than ten countries including Malawi, Thai-Burma Border, North India, Cambodia, Myanmar, Salvador and Thailand. So far, more than 20 teams and 200 Service-Learning volunteers have contributed what they learned on foreign countries, inspired each other’s motivation to learn, and resulted in the transformation of service providers and recipients.

CYCU Overseas Service-Learning project consists of the teams which are organized by Service-Learning Center, the teams which are organized by Professional Department/College professors and teams which are organized by students themselves. The Service-Learning Center Team has been recruited, trained and led by the staff of Service- Learning Center for one year, which may be identified as the role model about CYCU faculty’s participation in Service-Learning activities.

Overseas Service-Learning Team recruited by Service-Learning Center			
Leader/Faculty: Staff of Service Learning Center			
Team	Contents of Service-Learning	Year	Number of students per term/year
Overseas Service Learning Team in Cambodia (14th term until now)	Village English Teacher Workshop	2009 until now	6 people/107 people
Overseas Service- Learning Team in Myanmar (6th term until now)	Service-Learning Club Training Camp	2014 until now	6 people/36 people
Overseas Service- Learning Group in EL Salvador (4th term until now)	IT Skill Training Camp and Energy Regeneration Program	2015 until now	4 people/19 people

2. Introduction

Service-Learning is one of the multiple teaching methods. The teachers or trainers shall lead students to learn how to observe everything surrounding them and achieve self-awareness via structural and systematic introspection at the various stages of Service-Learning, in order to help them re-build their awareness toward the value of social diversity through the cross-cultural impact. Notwithstanding, a challenge to be encountered by Overseas Service-Learning activities frequently is “whether the faculty or employees are willing to lead students to engage in Overseas Service-Learning activities and guide the students to grow through introspection during the whole journey”. Since CYCU Service-Learning Center implemented the Overseas Service-Learning program in 2008, it has kept having the employees lead the student teams and guide the students to introspect the value and meaning of life and form the responsibility and mission of “world citizens” under the impact brought by the foreign cultures.

3. Service results: Characteristic Service-Learning Development Program - “Grow With Local Community” to expand the local sustainability of effect of the Service-Learning

For each of the following three Service-Learning programs, there would be one employee from the Service-Learning Center responsible for leading the student teams to complete the Overseas Service-Learning schedule for one year. The schedule consists of “Before trip: Preparation - 6 months”, “During trip: action - 1 month” and “After trip: introspection and spreading - 6 months”. At the three stages referred to in the preceding paragraph, the diversified introspection activities (e.g. experience, drama, film, workshop and presentation, et al.), combining with the Service-Learning curriculum, helped students with development of their self-awareness and thoughts, integrated the impact brought by foreign cultures and value, re-inspired the students’ motive to learn, and trained the students’ tolerance about diversified cultures.

(1) Overseas Service-Learning Project in Cambodia:

- A. Service Program: Village English Teacher Workshop
- B. Partner: Khmer Akphiwat Khmer Organization (KAKO)
- C. Local social community: Cambodia Village English Teachers
- D. Term of Service: 1 month
- E. Mode of Service: To share the active and interesting teaching methods with the rural area primary school teachers and children in Cambodia by virtue of the teaching plan design, body languages, games, songs and verses pronunciation and picture books to encourage the local youth to integrate the “local traditional thinking” and create the “New English teaching method” applicable locally, in hopes of expanding the Service-Learning result and helping the village’s English education improve by means of the “Cast Net” service model.
- F. Effect of Service: A total of 106 seed teachers were trained and a total of 3180 village children were benefited. (About 30 village children were taught by one local teacher.)

(2) Overseas Service-Learning Project in Myanmar:

- A. Service program: Service-Learning Club Training Camp
- B. Partner: Guo Min High School, Hei Meng Long High School and orphanage of Li-Su Tribe in Lashio, Myanmar
- C. Local social community: Chinese school students in Myanmar
- D. Term of Service: 1 month
- E. Mode of Service: To share with the Chinese school students the experience and method for organization of the “Service-Learning Camp” based on the camp design teaching integrating such elements as English and Math, and work with the local Chinese school students to organize the “English and Math Recreation Camp” to care for minority orphanages and improve disadvantaged children’s interest in learning English and math, hoping that the youth of both countries could continue the effect of service locally by working with each other to train service club through the Service-Learning activities.
- F. Effect of Service: A total of 200 Chinese school students were trained. After CYCU group returned back to Taiwan, the Chinese school students organized the activity voluntarily and paid a visit to the orphanage of Li-Su Tribe to care for disadvantaged children.

(3) Overseas Service-Learning Project in EL Salvador:

- A. Service Program: IT Skill Training Camp and Energy Regeneration Program
- B. Partner: Care to Help Foundation, and ISNA
- C. Local social community: College Students in EL Salvador
- D. Term of Service: 1 month
- E. Mode of Service: Including such services as the basic introduction to computers, application of paperwork APP, basic image and video edition, basic programming, solar experience camp, cultural exchange and care for village, and visit to Santa Ana (Ciudad de la Niñez y adolescencia) to bridge the digital gap between urban and rural areas.
- F. Effect of Service: Work with the university students in Salvador to train 400 disadvantaged young girls and help them upgrade their skills for employment.

4. Mythology

(1) Application for registration Taskforce

Role	Team	Mission
Integration of resources Policy making	Staff of Service-Learning Center	<ol style="list-style-type: none"> 1. Project supervisor, leader and teaching assistant 2. Design of project contents and course system 3. Arrangement of project calendar 4. Counseling to student teams 5. Integration of resources 6. Leading Service-Learning reflection 7. Participation in training courses and student groups' meetings
Counseling to students	Overseas Service-Learning student teams (Counselor team)	<ol style="list-style-type: none"> 1. Design of Overseas Service-Learning project system 2. Leading juniors to engage in the Overseas Service-Learning project as the vice leader 3. Organization of the Service-Learning promotional activities
Executor	Overseas Service-Learning student teams (Current executor)	<ol style="list-style-type: none"> 1. Execution of Overseas Service-Learning project 2. Assistance in promotion of Overseas Service-Learning

(2) Stage mission for faculty's participation in Overseas Service-Learning

Stage	Time	Mission
1 st Stage: Preparation	September ~ December of each year	<ol style="list-style-type: none"> 1. Communication with cooperative entities and field survey 2. Design of Overseas Service-Learning program 3. Design of Overseas Service-Learning student team recruitment system 4. Design of training systems and courses

2 nd Stage: Training	January ~ June of each year	<ol style="list-style-type: none"> 1. Arranging and attending training courses 2. Periodic participation in student meetings 3. Counseling for students' preparation of protocol and application for budget 4. Counseling for students' communication with Overseas cooperative entities 5. Counseling for students' design of Service-Learning program 6. Counseling for students for domestic Service-Learning activities 7. Leading Service-Learning reflection 8. Counseling to relationship of student team
3 rd Stage: Service-Learning Action	July ~ August of each year	<ol style="list-style-type: none"> 1. Leading the student group to the destination to engage in the Service-Learning activities 2. Leading Service-Learning reflection 3. Counseling to relationship of student team
4 th Stage: Sharing and celebration	September ~ December of each year (Same time as 1 st Stage)	<ol style="list-style-type: none"> 1. Presentation of results 2. Organization of the recruitment orientation 3. Counseling to the students' organization of promotional activities (bazaar) 4. Counseling to the students' participation in Service-Learning competition 5. Leading the students' review and reflection 6. Recruitment and election of the student team for next term

(3) Overseas Service-Learning course system

The students involved in the Overseas Service-Learning teams recruited by Service-Learning Center need to attend the Service-Learning courses included in the general education courses, namely 2 subjects for 4 credits.

Course attribute	CYCU General Education Courses
Application unit	CYCU Service-Learning Center
Instructor	Director of Service-Learning Center

Course attribute	CYCU General Education Courses
Teaching assistant	Whole Faculty of Service-Learning Center
Course Name	1 st semester: Introduction to Service-Learning 2 nd semester: Service-Learning
Types	“Human Being”-Oriented “Extended Elective Course”
Credits	2 credits per semester, totaling 4 credits
Scoring	1. Attendance rate (40%) 2. Mid-term group report (20%) 3. Final group report (20%) 4. Final personal feedback (20%)

5. Learning results: Train students' self-awareness and diversified ability

(1) Training plan

A. Training term: 1 year

B. Training Stage:

Stage	Term	Time	Course
1 st Stage	Preparation	January~June	Formation of the Team, formation of the Service-Learning attitude, introduction to the service location, preparation of the proposal and brief, integration of resources, design and exercise of service programs, field survey, and image record
2 nd Stage	Action	July~August	Overseas Service-Learning Action
3 rd Stage	Reflection and Celebration	September~December	Introspection/review, presentation of results, promotion, and participation in competitions

(2) Students' learning growth:

A. Quantitative effect

Before and after departure, CYCU overseas service learning group will test the self-awareness toward three types of ability, namely, self-ability, attitude and level, and skill, and the ability indicators required by future career with respect to each type of ability are also identified as following. The following three charts refer to the quantitative charts showing the growth between post-test and pre-test. (The aggregate of post-test scores less pre-test scores per indicator)



▲ Said chart (1) shows that with respect to upgrading and growth of the **“self-ability”, the ability to plan time, ability to communicate and coordinate, ability to observe, ability to respond to emergencies, ability to gain resources, and ability to listen** grow the most in order.

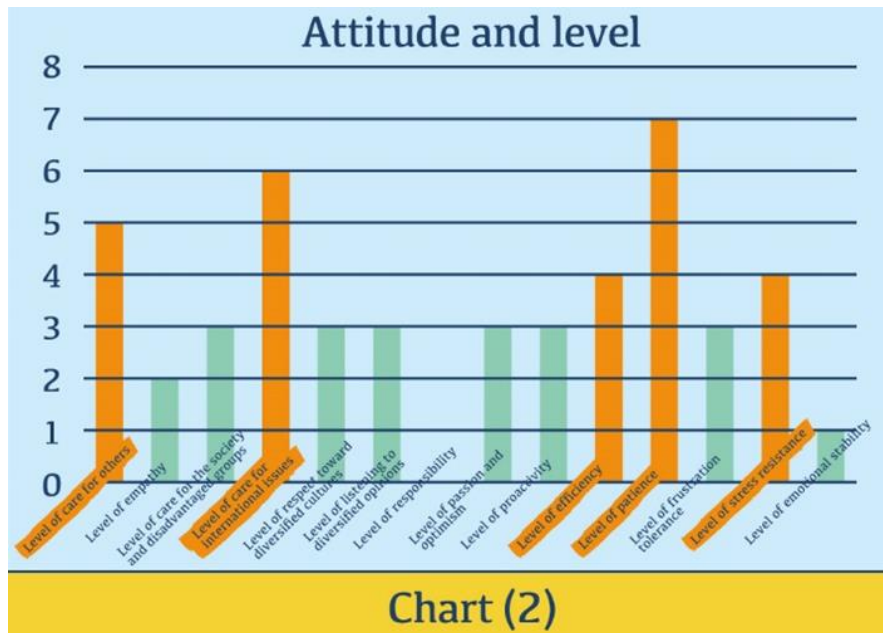


Chart (2)

▲ Said chart (2) shows that with respect to upgrading and growth of the **“attitude and level”, the level of patience, level of care for international issues, level of care for others, level of stress resistance, and level of efficiency** grow the most in order.

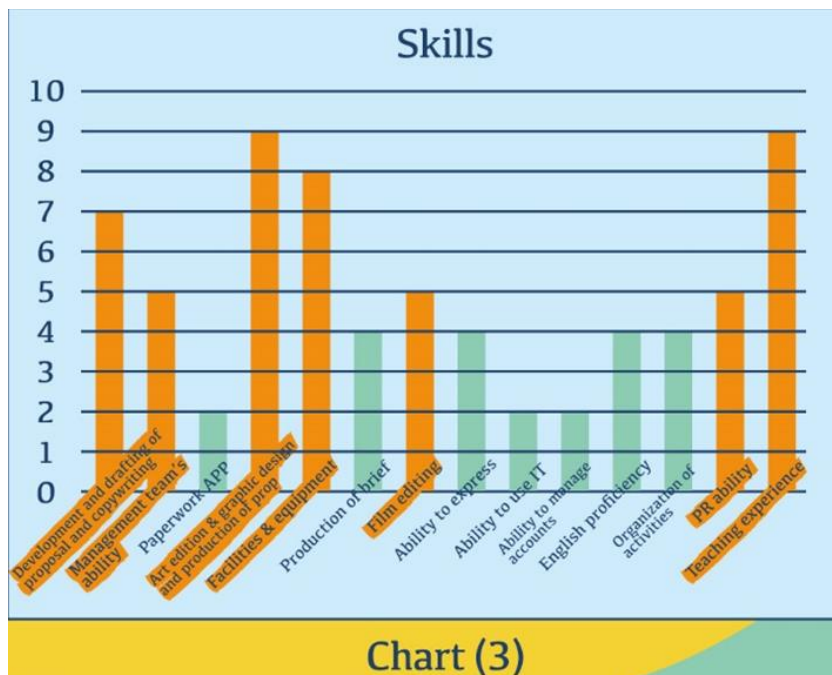


Chart (3)

▲ Said chart (3) shows that with respect to upgrading and growth of the **“skills”, the teaching experience, art edition & graphic design and production of prop, facilities & equipment, development and drafting of proposal and copywriting, management team’s ability, PR ability, and film editing** grow the most in order.

B. Qualitative effect

The following is compiled and summarized from the feedback by CYCU overseas service learning groups:

Ability	Summarization of Feedback by Overseas Service Learning Group Members
Feedback to the society	After seeing that a 13-year-old girl worked so hard to become a village English teacher in order to help her country get better, I could not help recalling that what I was doing when I was 13 years old. <u>As a 21-year-old person, I think I should also do something for my country?</u>
Teamwork	The experience in overseas service learning enabled us to realize that <u>in order to urge the group to make progress, there must be someone willing to lead the group and guide the group members, and the group members are also willing to be led by him.</u> I believe that, without my partners staying with me, I could not complete the mission alone.
Communicate and coordinate	Learn to <u>“state my own opinion actively”, “communicate clearly” and “assign responsibility effectively”</u> from the group. I can practice the group experience when I am working in the future. If I have any disagreement with my colleagues, I would know how to communicate with them.
Ability to lead	Being a leader, one must <u>know how to respond to any emergencies perfectly</u> , act more <u>carefully</u> than others and take care of every detail.
Empathy	In the process of writing the teaching plan, I knew more about the <u>“cultural difference”</u> and <u>“empathy”</u> .
Frustration tolerance	After so many exercises, reviews and corrections of teaching plans, <u>I feel that my frustration tolerance has been improved remarkably!</u>
Respond to emergencies	<u>The “uncertainty” in the service activities could help improve my ability to respond to emergencies, manage crisis and react properly,</u> and teach us to be smarter and act <u>more flexibly.</u>
Global view	The experience made me realize <u>how narrow my view was, as I always judged the outside world only based on my own imagination.</u> After getting along with the locals physically, I felt embarrassed and <u>hoped to contact the world with to gain a wider view in the future.</u>
Cherish and brave to practice dreams	<ol style="list-style-type: none"> <u>The most precious experience I received is the “upgrading of ability to introspect”,</u> and I became more active after returning back to Taiwan. From each service recipient, I learned that <u>“everyone has the right to practice his own dream, irrelevant with whether he is poor or rich”.</u> <u>The most precious experience received by me is “to cherish my own resources more”.</u> Besides, I should also learn the <u>“insistence”</u> from the service recipients. I deeply learned <u>the importance of “self-adjustment”: How to participate in overseas service learning as a fair sharer but not a noble giver.</u>

6. Conclusion

(1) Staff's participation in Service-Learning: The rigid apprenticeship training system and training courses train students to hold the solid "soft power".

CYCU has promoted the Overseas Service-Learning projects for about 10 years. The student teams are recruited, led and trained by the "staff of Service-Learning Center". The rigid "apprenticeship training system", "systematic training" and "periodical introspection" affect the trainees' "diversified and interdisciplinary ability", "ability of cross-cultural communication" and "ability to introspect and react" profoundly, especially in regards to "attitudes and concepts about life". The students learned "contentment, treasuring life and gratitude" from the target groups who are poor but still work hard to fight for their life, and also learned how to adapt into the inconvenience life in a strange and unknown environment. Therefore, the students may be trained to have the "empathy and adaptability".

The Service-Learning Center recruits the "cross-disciplinary, cross-grade and interdisciplinary group" as its focus. We hope to stimulate the real career for students by the multiple "interdisciplinary" sectors and help students train their "soft power" for employment, by asking them to work with the partners of different professions, ages and personality for one year and train the "empathy, ability to communicate and ability to organize and coordinate" in the high-density teamwork.

(2) Characteristic Service-Learning Development Program: Hand in hand Service-Learning to inspire students to think about their "future action".

According to CYCU Overseas Service-Learning project, the staff of Service-Learning Center and Overseas Service-Learning Team design the Characteristic Service-Learning Development Program, "Work With local Community" also urge the youth to affect the others to increase the youth's willingness to help their own country, and encourage and grow with the service recipients as each one's life mentor. Make the students introspect about their "future action" and think about when caring the foreigners, they should also bring the resources learned by them in foreign countries back to their own country and communities; the service recipients, affected by the "volunteers coming from distant countries", became more willing to help their own country. This is so-called magic power urging the growth of the youth between both countries.

Biographical sketch of presenter

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- ii. Short biography-Honors and Awards
 1. The trainers of Overseas Service-Learning Teams (2012~2016)
 2. The conduct award of the “Excellent Overseas Youth Volunteer Service for Peace” from Youth Development Administration, Ministry of Education from 2015 to 2016. (Cambodia Overseas Service-Learning team)
 3. The 1st prize of the “Outstanding Young Leaders – College/University and Youth Groups” from Department of Youth Affairs, Taoyuan in 2015. (The Myanmar Overseas Service-Learning team)
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