

An Examination of the Impact a Week-Long Service-Learning Program in Hawaii Has Had on Japanese Nursing and Architecture Students

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Abstract

Herein is a study of an experimental international Service-Learning program conducted for students of two colleges, Nursing and Architecture and Environmental Design, at Kanto Gakuin University in Japan. Students participated in reflection and assessment activities during, directly after and one-year after the week-long program in Hawaii. The findings of the assessments and reflections of the students are discussed herein. Students from both colleges noted that they have less resistance to communicating with others since the program. Students from the College of Nursing noted a clear desire to continue to be actively involved in volunteer or community activities. However, students from the College of Architecture and Environmental Design expressed a desire to further their academic studies post-program. The differences in outcomes among these two student groups are areas for investigation in future programs.

Keywords:

Post-Service-Learning, Reflection, Assessment

I. Introduction

Kanto Gakuin University in Yokohama, Japan traces its beginnings back to 1884 when a small theological school was established by Baptist missionaries that entered Japan after the opening of the ports to outside countries. As the school evolved from this small theological school to a comprehensive educational organization represented by eleven colleges at the university level with post-graduate studies offered for many of these colleges, two high schools and junior high schools, two elementary schools and two nursery schools, the one thread that can be seen through the entire institution is the school's motto, "Be a man, Serve the World."¹ Though this motto has been a part of the Kanto Gakuin system for quite some time, "service" has not really been incorporated into today's educational policies or curriculum for the various colleges. Truthfully speaking, service learning programs have not been incorporated campus wide, nor are there service-learning opportunities available for students in most of the programs. For that reason, it has been important to begin even if at a very rudimentary level service learning programs for the

¹ This motto has been a part of the Kanto Gakuin educational system for 100 years from the time of the first headmaster, Tasuku Sakata, of the newly established Kanto Gakuin Junior High School in Yokohama, encouraged the first graduates to "Be a man, serve the world."

students at Kanto Gakuin University and examine the effects such programs have on the participants.

This study focuses on a one-week short-term Service-Learning program that was conducted in hopes of sharing the concept of Service Learning with students and faculty alike. Throughout this program reflection exercises were provided for students to reflect on their own development as well as the program itself. One year after the program, students were once again interviewed to see if they themselves had noticed a change due to their one-week experience in Hawaii or if the experience itself had a long-term impact on them and if so what kind of impact was had. From such an examination of the students through the reflection / assessment process, it is hoped that the results of this short program may help validate such programs for future development.

II. Overview of the Service Learning Program

International Service Learning can be defined as follows:

A structured academic experience in another country in which students (a) participate in an organized service activity that addresses identified community needs, (b) learn from direct interaction and cross-cultural dialogue with others, and (c) reflect on the experience in such a way as to gain a deeper understanding of global and intercultural issues, a broader appreciation of the host country and the discipline, and an enhanced sense of their own responsibilities as citizens, locally and globally. (Bringle, Hatcher and Jones, p. 19)

With this definition in mind, faculty at two colleges at Kanto Gakuin University began investigating the possibilities of incorporating Service-Learning into the programs, both curricular and extra-curricular in nature, for students enrolled in their colleges. In October of 2017, faculty members began preparation to take 10 students from the Colleges of Architecture and Environmental Engineering and Nursing at Kanto Gakuin University in Yokohama, Japan to Oahu, Hawaii to experience a week of Service-Learning activities in March, 2018. This project was initially proposed as a totally extra-curricular non-credit program. After the plan was approved by both colleges and the university, applications were accepted in early January for the program. The participants of this short program included 5 students from each college, with 5 students finishing their first year of study and the other 5 finishing their second year. There were 3 males (College of Architecture and Engineering) and 7 females, along with 3 faculty members participating in this program.

As this program was promoted during a very limited time and only to first and second year students enrolled in both colleges, the number of applicants matched the number of students the university had considered for participation in the project, so the selection process actually only included a review of each student's reasons and motivation for joining the week-long program.

After the selection process was completed, students began personal preparation for the

trip, which for some meant getting a passport for the first time. (Three of the ten students had never traveled abroad before, and so this was a new experience for them.) Students and faculty joined together for two pre-departure meetings. The first meeting was held the last day of final examinations for the fall term, and the orientation lasted for approximately 90 minutes. This orientation included an overview of the program by the faculty, travel information by a tourist agency, and a short introduction to Hawaiian culture and “survival” English.

Due to scheduling conflicts with the College of Nursing’s practicum hours, only one other time for orientation could be scheduled. This orientation included participating in Habitat for Humanity’s on-line volunteer safety courses for volunteering at a building site and at a ReSale Store. After that, students worked together to plan a meal to be prepared at one of the Ronald McDonald’s homes in the Honolulu area for the residents. Time was spent in planning the meal and preparing a shopping list for the meal as well as making a list of gifts and things to donate to the children and families at the facility there.

The faculty members were present for all the orientations, and they were able to observe the individual students as they began to interact and react to each other. For some of the students, it was the first time for them to really interact with someone outside of their own college, and so this orientation activity was very important for the group as a whole. Unfortunately, as stated above, the time for preparing the students for the Service-Learning time was quite limited, and so the students themselves had a very limited knowledge of exactly what Service-Learning is. Furthermore, the faculty members involved also had had limited experience in Service-Learning, and so for almost all participants, faculty included, many joined without a true understanding of what they were to experience, and since this was a first-time international Service-Learning program, the faculty likewise had a limited idea on what the outcome of such a program could be.

The Itinerary for the week-long program was as follows:

Date	Time	Place	Content	Additional Information
Mar. 8		Depart/Arrive Honolulu		
	13:00-15:00	Project Dana※1@Moiiliili Hongwanji	Lecture	Re: Volunteering
Mar. 9	8:00-16:30	Habitat for Humanity※2@ Kaneohe	Build wooden foundation for a single family dwelling	Building Site
Mar. 10	8:00-16:30	Habitat for Humanity Restore	Help organize and clean ReStore for more efficient use	Clean, organize, restore and repair goods for ReSale
Mar. 11	AM	Ronald McDonald's House※3	Food preparation	Prepared Japanese meal for approximate 40 people (Curry and rice, salad, and dessert)
	PM	Free	Free time	
Mar. 12	AM	Shriner's Hospital※4	Educational Tour of Facilities	
	14:30~	University of Hawaii	Tour and Student Exchange	
Mar. 13	AM	Free	Free time	
	13:00~	Ronald McDonald's	Service Learning	Cleaning facilities, etc.
	Evening	Reflection Dinner		
Mar. 14	AM	Depart Honolulu		
Mar. 15	PM	Arrive Narita		

※1Project Dana : An NPO and Interfaith Ministries providing volunteer services and respite care for the frail and elderly throughout Hawaii.

※2Habitat for Humanity : Internationally renowned NPO providing affordable housing and other community building services throughout the world.

※3Ronald McDonald's House : International NPO providing lost-cost or free accommodation / housing to families visiting or taking care of hospitalized children or those with long-term medical care resulting in a temporary displacement due to out-patient care needs.

※4Shriner's Hospital : An international NPO sponsored hospital in Honolulu that serves Hawaii and countries throughout Asia. Honolulu's Shriner's Hospital specializes mostly in orthopedic needs of children.

As evident through the schedule, the students participated in various programs throughout the course of a week. As this was a "trial" program, it was important to have the students experience various forms of service as well as learning. From these experiences, the faculty members have examined the students' reflections and evaluations to better plan and prepare for future Service-Learning activities both in Japan and abroad.

On the first day, students received a lecture regarding volunteering in Hawaii. This lecture was given by the Director of Project Dana, Cyndi Osajima. The lecture provided students a chance to understand the importance and value of volunteering in Hawaii and

how various volunteering and serving opportunities help the community both financially as well as emotionally. Students were also able to recognize some differences as well as similarities between the Hawaiian culture and their own in regards to volunteering and some issues of aging in today's modern society.

The next day, the group went to a town approximately 30 minutes away from Honolulu to work on a building site for Habitat for Humanity. The group was the first group to volunteer at that particular site, so all the participants were responsible for building the wooden foundation for the home. In order to build the foundation, members had to lift, carry, place and secure heavy and somewhat large beams. The group worked in teams to complete the task with all members participating in all facets of the tasks. One architecture student was given the responsibility of checking the wood to make certain that the wood was placed correctly in correspondence with the shape and slight bends and curves in the beams. Through communication efforts among the entire group, the difficult and quite strenuous tasks of the day were finished in good time and tasks for the next day's volunteer group were begun.² After this service, a reflection / celebration dinner was held that evening so students could reflect and celebrate the successes of the day as well as positively encourage each other.

The following day, the students went to the Habitat for Humanity ReSale Store to help the staff better organize the store. All the participants, faculty included, were divided into various groups with various tasks. Heavy furniture and equipment were moved, tiles for sale were organized, fans were assembled for sale and other miscellaneous jobs were completed. Students worked from 9a.m. till approximately 15:30. After reflection and evaluation with the Habitat for Humanity ReStore Staff and Volunteers, all participants returned to the hotel. After dinner, students went shopping for supplies for the next day and prepared gift bags for children residing at the Ronald McDonald's House.

On the fourth day, all the participants gathered donations, gifts and food to take to the Ronald McDonald's House. Upon arrival at the house, the staff in charge for the day gave the students a tour of the facility. After that, all the participants worked together to make Japanese curry and rice for the residents. The meal itself was donated by the participants, and the food prepared was enough for approximately 40 people. During the preparation of the lunch, the students unfortunately had little chance to interact with the residents. Also, as it was a Sunday, most of the residents were away from the house during the preparation time. Thus, students had little to no chance to interact with the residents or families there.

For the fifth day, the group was given a tour of the Shriner's Hospital in Honolulu by one of the head volunteers of the Shriner's Organization in Honolulu. Students were able

² Students were not required to have a certain level of English acquisition, and so the students' levels of English were quite varied. Even so, with the help of the faculty present and the understanding of the Habitat for Humanity Site Manager, the students were able to understand the tasks and their responsibilities throughout the course of the day. Furthermore, they were able to communicate well among themselves so as to avoid any dangerous mishaps or accidents that could have potentially occurred during this service project.

to ask questions and see first hand a medical facility in the United States. Architect students were able to see the way the architects and designers had worked to make the environment one welcoming to young patients, and nursing students were able to see the facilities and learn about the various ways the nursing staff help to accommodate the needs of the in-patient children. This tour helped both groups of students recognize the different viewpoints of the colleges and professions, and it also helped them all recognize cultural differences between Hawaii and Japan. In the afternoon, the students ventured to the Manoa Campus of Hawaii University, where architecture students visited University of Hawaii's Community Design Center, a center established for community service and service-learning for architecture students at the University of Hawaii. Students were able to meet other architecture students and see what the students and professionals at the UHCDC were doing. During that time, the nursing students took a self-guided tour on campus as there is no equivalent of the UHCDC for nursing students.

On the last full day in Honolulu, the students once again ventured to the Ronald McDonald's House to volunteer their services on the premises. The students helped do a thorough cleaning of the house and play areas disinfecting toys that the children play with and organizing the play areas as well as taking precautions to help ensure the safety in the play areas. This is an activity that must be done on a regular basis and is quite intensive and provided the students a chance to chat among themselves while doing the various tasks around the house. In the evening, the students and faculty members gathered together for a reflection / celebration dinner. Students were able to reflect on their experiences as well as the comment on the contributions of their peers through the course of the week.

Upon return to Japan, students completed their reflection journals and had reflection / assessment interviews with the faculty. On April 13th, the students gave a formal presentation and report to the Deans of their colleges. This presentation was open to interested faculty members and students, and it was attended in all by approximately 20 people, including the student participants. After returning from the international Service-Learning project, it was also determined by the Academic Affairs committee for the College of Architecture and Environmental Design, that the students could petition to the faculty advisor of the Social Service course for 2 credit hours if they chose. All the architect students did take the opportunity to meet individually with the faculty advisor for this independent study social service course, and after evaluation of their reflection journals and interviews, they all received credit for the participation in this program.³

III. Reflection and Assessment

As is well known, reflection is perhaps one of the most important aspects of any Service-

³ Students were not made aware that there would be a possibility for earning credit for this program prior to their departure as it was still uncertain if that would be possible. Through their evaluations, students stated they were pleased that they received credit, but that their participation in the program was not contingent on the credits earned.

Learning program. In most cases, it is through the reflection process that students can reflect and assess their own progress. Furthermore, faculty members can also review the reflection of the students and then help guide the students in co-assessing their efforts and the program itself. Through the reflection process, students are able to think critically about their experience, the knowledge they were able to apply as well as the knowledge needed for further investigation or action. “Critical reflection helps service learning students achieve a deeper understanding of academic material – including how to think from the perspective of their discipline – of civic agency and citizenship, and of themselves as authors of their own growth.” (Bringle, et al, p. 151) Through the reflection process for the participants in this program, they were able to truly understand the ties between the knowledge gained from learning with the experience of action, and through their actions they were similarly led to more considerations of how to learn more so as to act more effectively in the future.

In order for students to gain the most out of the experience as possible, and also in order for the faculty to better understand the impact the program had both individually and collectively on the students, reflection and assessment throughout the project took on several forms: self-assessment, group assessment and reflection, blog entries for the College of Architecture and Environmental Design’s public blog, oral presentations, and co-assessment. In this section, the different forms of reflection and assessment will be addressed.

1. Self-assessment:

Students were provided a journal to record their pre-activity preparation, activity log, as well as summary and reflection writings. For most of the students, their pre-activity preparation was initially not sufficient, in that most of the students were passive. Their preparation for the most part only included the schedule provided. In retrospect, students noted that after the activity, they re-visited sites on the Internet to seek additional information that they recognized would have been helpful initially. The initial passivity of the participants can be attributed to the lack of time spent in pre-departure preparation. Students all had a good understanding of the “service” they were to perform. However, it was only until the end of the trip and basically not until students returned to Japan that they began to recognize their responsibility in the program. The self-assessment as seen through the journal writing was a clear indication of this and then the co-assessment interview with the students helped to affirm this.

Regarding the students’ contents of the journals, students from both colleges mentioned that they felt they did not have adequate knowledge about their own fields of study. Both groups felt that if they had had more knowledge regarding their fields, that they would have been able to contribute more to the projects they participated in. Students from the College of Nursing stated that they wanted to know more about Service-Learning itself, and they wanted to explore more avenues for Service-Learning

to occur in Japan. This was not a significant thread found among the architecture students.

Students all wrote about future possibilities for continuing such a Service- Learning program. They all noted that pre-departure preparation needed to be enhanced, and with that students would have a better understanding of the culture and environment they were to conduct their service in. Furthermore, students all commented that the program was a valid experience and one worth continuing because team work skills coupled with a level of self-confidence were attained by all the participants. Similarly, some skills necessary for their own areas of study were also gained through the project.

The one activity that the students reflected upon the most was their experience at the building site for Habitat for Humanity. Team work was essential for the time spent at the building site, and the nursing students were able to help considerably during the building. As the home was being built for someone who has very limited sight, the nursing students and architectural students both recognized that though their approaches were different, both groups were striving to help and serve those in need. This was a universal common good that helped to build a bond between the two groups.

2. Group assessment and reflection:

During the program, the students and faculty gathered two times for celebration meals and assessment / reflection activities. The first time was the second evening after working together on the Habitat for Humanity build site. Rather than having each student focus on things they accomplished or did not / could not accomplish, participants (faculty members included) were asked to tell others what impressed them during the day about the person sitting to the right of them and their efforts. The students were sitting quite randomly without a conscious division between the two colleges' students. This exercise provided an opportunity for group building as well as a chance for students to positively recognize that their efforts and challenges are noticed by others.

The second time the students gathered for a celebration meal, the focus was on the experiences and what each student gained throughout the course of the week. As the students were still in Hawaii, they had not had adequate time to process the entire experience on a personal as well as a group level. Students had over the course of the week gained courage and their voices to express their ideas and opinions in front of others, and it was apparent that the experience had had an initial positive impact on the students at that time. At the end of the meal, students were informed of the interview co-assessment activity that was scheduled upon return to Japan, which will be addressed hereafter.

3. Open blog:

During the course of the program, students were asked to update the College of Architecture and Environmental Design's public, open blog. Each day two students, one from each college, wrote their reflection of the day's activities. Faculty members

read the submissions prior to uploading the blog to check for grammatical or word usage errors, but the content of each of the entries was maintained the way the students wrote them. For most of the students, this was a first experience to have their writing put in a public forum. Very little instruction or guidelines were given to the students, but even so they took on the responsibility and spent time and put a considerable amount of effort into their entries. This reflection process was an important part of the program as students' families and friends as well as faculty members and administration at the university were reading the daily entries and, in some cases, giving immediate positive feedback to them.

4. Group Presentations:

Upon return to Japan, the participants were required to give group presentations regarding their experiences.⁴ Students were not given any specific guidelines regarding the presentations other than it should be in a PowerPoint format and approximately 15 to 20 minutes for each college's group. Students requested pictures from the faculty for use in the presentation, but no other assistance was requested. As students were giving their presentations in an open forum, they prepared quite thoroughly about their experience as well as what Service-Learning is. The passivity of the pre-activity journal taking was replaced by a total assumption of responsibility for understanding what was Service-Learning as well as what each student's experience was and how it had impacted them on a personal level. This exercise was essential for all the students as well as the faculty and administration present to see the potential for growth and maturation among the students.

5. Co-assessment

a. Initial Post-Program Interviews:

Unlike many university level Service-Learning programs, this program was initially not for credit and so the co-assessment procedure was less for determining a grade and more for assessing the efficacy of the program and the impact on the participants. Co-assessment was conducted initially after return to Japan, and then once again one year later after the program. The faculty participants met with each student for interviews, and for the most part allowed the student to talk about their personal experience using some questions as guidelines. Students were also asked specific questions regarding the evaluation of the program for future considerations. These interviews were all conducted within 6 weeks after return to Japan. The main questions asked included the following:

1. Have you noticed any changes in yourself since returning to Japan?
2. Do you have any plans to use this experience in your future?
3. What are your thoughts regarding the joint Service Learning program with

⁴ Students received supplementary funding from each college to participate in this pilot program. For this reason, students were required to give presentations on their experience. The group presentations were given one month after returning to Japan during the second week of the spring semester.

participants from these two colleges?

4. What is the activity that has left the biggest impression on you?
5. What is something that you feel should be changed in any future program?
6. Are you planning on doing any volunteer activities in the future? Is there anything you think you can do here in Japan?

Findings from the first interviews included the following: In regards to the first question, students noted that their resistance to communicating with others had lessened. The majority of the students recognized that through communicating with others their circle or environment also increased. With that change, students began to consider “HOW” they could use the knowledge they were gaining at the university in society. Another change that some students noted was a change in their daily lifestyle. This change was noted due to the scheduling of the activities and working together as a group.

When considering how this program could be used in the future, students had a desire to share their experience with others, and they also wanted to have more students experience something similar. Students also noted that they believed that due to the experience their choices for employment and avenues for careers were broadened. Students also had an awakening to exactly what they knew and didn't know, and for some of them they recognized that they still had much to learn.

In regards to participating with students from other disciplines, all students were quite positive about this. Though Kanto Gakuin University is a comprehensive university, the students have little to no interaction with students from the other colleges. Thus, interacting with others was a positive and new experience for the participants.

When asked about what activity had the biggest impact on the students. The architecture students felt that the Habitat for Humanity experience left the biggest impression on them. As for the nursing students, they stated that the Habitat for Humanity building site as well as the tour of the Shriners' Hospital left lasting impressions on them.

The students felt that the program itself was acceptable. However, both groups felt that more adequate preparation was necessary prior to departure. This of course was not only recognized by the students, but also by the faculty participants as well.

Regarding the last question about volunteering in the future, students felt that a similar program in Japan would be impossible. The nursing students all pointed out the fact that working on building a house such as the Habitat for Humanity program would be close to impossible in Japan. They also felt that having various experiences in communicating with others from various backgrounds and cultures would be somewhat difficult in Japan. For those reasons, they felt that such a program abroad is validated. All of the nursing students expressed a desire to participate in volunteer activities in Japan if they could. Architecture students felt that similar activities would be available in Japan. Among the architecture students, one stated they would

like to find similar volunteer activities in Japan to participate in while on the other hand another student took a somewhat non-committed stance to participating in volunteer activities in Japan.

b. Second Post-Program Interviews

Students were once again asked to visit with the faculty members one year after the Service-Learning program. As all students were still enrolled in the university, this was possible and the time and meeting was set at the students' convenience. Each interview took approximately 20 to 30 minutes and the same questions were once again asked the students to ascertain if the program itself had a lasting impact on the students. As the students had progressed in their studies, five students were 4th year or senior students and the other five were 3rd year students. Among the 4th year students, two had already received employment offers and the other three were beginning the interview process for employment. Of the remaining five 3rd year students, all but one had selected fields of study to focus on for their final year.

Responses to the questions were similar in many ways, but one response that was marked was the reduction in a resistance to speaking with people from other countries. As there were no language requirements for this program, and language was not a focus of any aspect of this program, this shows that the actual experience participating in activities in a different culture / country had a positive impact on these students.

Architecture students noted one year later they recognized the experience not as a vertical experience where they were "helping" other people but rather one of a horizontal nature where they were working together and learning. They felt that the experience was one of mutual experience with benefits to both parties. Nursing students believed that they would be able to utilize the experiences gained in their communicating and working with patients. Nursing students also recognized that there are many things they can do, and they felt challenged by the prospect of serving others. The nursing students also noted that they felt satisfaction in helping others, and with that feeling they all felt a desire to serve more within their field. All students also recognized that their world view had expanded considerably from the experience. One student noted that in a job interview, the company representative had seen the open blog entries and photos that were included. From that, the interviewer asked questions regarding the experience and the student was able to talk about the Service-Learning program. The student was subsequently offered a position with that company, which further showed the impact the participation in the program had on that particular individual, but also on the others as well.

Students were asked about participating in volunteer activities after they had returned from the program. Of the five nursing students, three had participated in volunteer activities. However, as for the architecture students, none of them had participated in any volunteer activities.

At the end of the one-year post-program interview, students were asked to answer the following five questions with answers rated on a scale of 1 to 5 with 1 being low to no influence and 5 being high or much influence. As is evidenced by the students' answers, only the answers for Q. 1, showed a more positive response from the architecture students. This can be attributed to the fact that those students could see a direct relation between the service at the Habitat for Humanity build site and their major area of study. For all the other questions, the nursing students had a higher ratio of stating that the program had a positive impact on them. And for Q2, all the nursing students stated that their views regarding volunteering and community involvement had changed. In the one-year post interview, it was learned that of the five students three had found ways to volunteer in different capacities upon return to Japan.

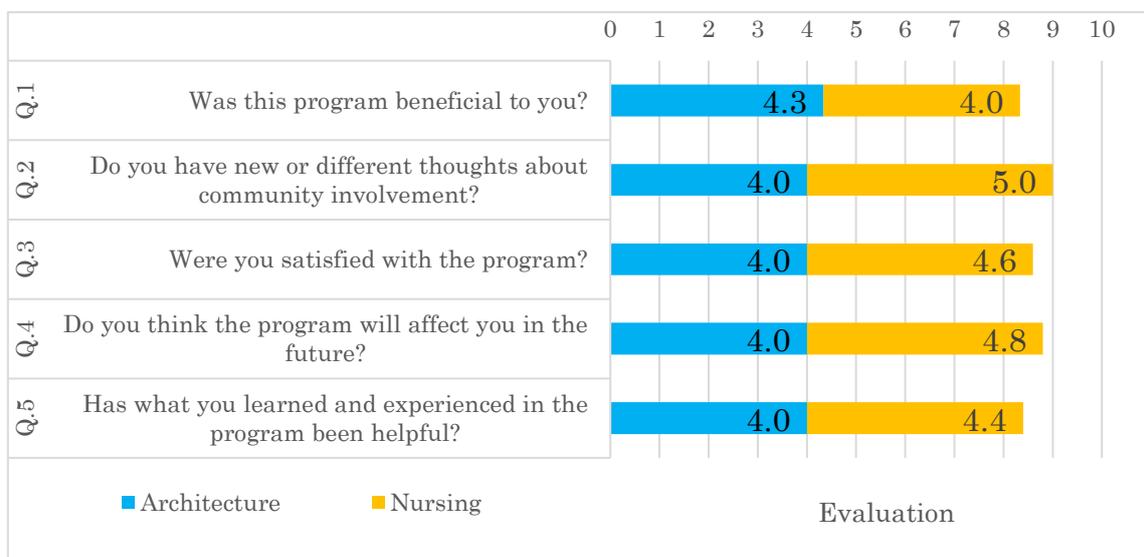


Figure 2 One-year post service results of questionnaire given to all participants

IV. Discussion

Herein we have presented a pilot Service-Learning program for students of two colleges at a Japanese university. For this pilot program as Service-Learning itself has yet to be established at this university as a part of the curriculum, and an official international program has also yet to be established, Jacoby's definition of Service-Learning, "a form of experiential learning in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development" (Jacoby, p. 5) is the working framework of Service-Learning at this time. Students participated in this program with the understanding that it was a pilot, experimental program for non-credit. As the venue was international, the students were not actively involved in the investigation aspect of the Service-Learning venues or possible problems to address in the program. Even so, the key aspects of Service-Learning were found within the program in that students had learning experiences while engaging with the community, and these experiences were then reflected upon and assessed in various ways. Furthermore, it must be remembered that

in the case of this pilot program, there was no direct tie between one specific course and the learning experiences, but instead the two colleges students due to the interest of the faculty in the colleges were recruited for the pilot program. Though the initial problem / investigation aspect of a higher-learning Service-Learning program was not incorporated in this program, once the students began each task, they took initiative in accomplishing the task and examined among themselves how to best complete the task efficiently within the time allotted. Due to the group's cooperative work together as well as problem-solving capabilities, they were able to go beyond the expectations of the community partners in every situation and accomplish more than was initially planned for them. It is here that their communication skills and group dynamics were quite apparent.

In the reflection stage of the Service Learning program, students were given various ways in which to reflect, both as a group and at the individual level. As this was not initially a program for curricular credit, the co-assessment process was one more for exploration of the benefits and issues with the pilot program. Through the interview / co-assessment process, the students all mentioned the change they all had recognized individually in their resistance to communication.⁵ During this week-long program, students had to communicate effectively with each other or the tasks and challenges they were confronted with would not have been successfully completed. Especially since the interaction between the two colleges' students is basically non-existent, the students had to overcome their own personal communication barriers to speak with students they had only met two times prior to the program. Since the students were coming from two very different backgrounds, they all recognized from the beginning the need for communication, and perhaps that is one reason why all students noted that they had felt less resistance to communication both directly after the program and one year later. Thus, it can be said that this program benefited the students in the development of their communication skills. Also, through this program, the students were able to recognize the differences in university classroom experiences between the two colleges, and with the recognition of the differences, the students also gained a better understanding that there are various points-of-view when examining a problem or situation.

Another area that students noted had changed was a reduction in their resistance to use English as a tool for communication. Though the activities during the week were not contingent on each student's English ability, the week-long stay in a foreign country helped the students recognize that the skills they had acquired thus far were adequate for basic communication. This also was a positive outcome of the program. Students also noted that they had changed their personal ideas about Hawaii and about "foreigners" to a more positive one in general.

⁵ Recently, this generation of students and Japanese society itself has become more and more dependent on text messages for communication coupled with a reduction in face-to-face communication. This reliance has caused somewhat of a hesitancy among youth to communicate with others in a positive manner, and in some the case of the participants, they all mentioned that they were insecure about communicating with others.

Through the reflection and co-assessment process, a difference between the students in the two colleges was noted. The nursing students appeared to have a stronger desire to volunteer or serve again in a different capacity after the program, and three of them actively sought out ways to volunteer and serve after returning to Japan. On the other hand, the architecture students expressed a desire to further their knowledge so as to apply it in the future. The architecture students also stated that they would like to serve if the opportunity came about, but none of them have yet to actively seek out opportunities to serve.

V. Conclusion

The pilot Service Learning program convened in Hawaii in the early spring of 2018 for students enrolled in Kanto Gakuin University's Colleges of Nursing and Architecture and Environmental Design, as evidenced through the assessment and reflection activities of the students, showed that the students did benefit from the program – not only immediately after the program but that the benefits continued to impact the students even one year post-program. The main area that all the students expressed had changed was a decline in resistance towards communicating with others. This shows that a level of confidence was attained by each student through the program. While a majority of the nursing students actively sought out ways to volunteer and serve upon return to Japan showing that their civic awareness and desire to be actively engaged in their community was heightened through this experience, the architecture students showed a desire to actively pursue more studies so they could apply that knowledge in their future careers. The fact that the students from the two colleges were distinctly divided for these expected outcomes is a question for further investigation.

The various assessment and reflection exercises utilized throughout the Service Learning program proved to be beneficial to not only the students but also the faculty members involved to help plan and promote future Service-Learning programs. Beyond the active reflection and individual, co- and group assessments, is the need also for faculty members to also actively assess and reflect on the Service-Learning program as well so as to help develop meaningful and sustainable credit-based programs for both colleges or the university as a whole. Such reflection, as Deeley has pointed out, is also helpful in establishing a relationship of trust while also allowing the faculty members be a part of the learning experience gained through Service-Learning. (Deeley, p. 98-101)

Presently plans are now underway for an early spring Service-Learning program in 2020 for the two colleges to once again participate in together. Pre-departure group orientation will be enhanced so that the students' will have a better understanding of their role within the Service-Learning program. Also, with more time spent for group orientation, it is hoped that students will recognize the need for face-to-face communication with others and experience a decrease in resistance towards communication prior to departing for the program so that the participants, as a group, will be able to work together

and grow together in the spirit of “Serving the World.”

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