Faculty Engagement in Service-Learning at

Lingnan University

Dr. Carol Ma
Associate Director
Office Of Service-Learning
Outline

- Service-Learning at Lingnan
- Service-Learning as Knowledge Transfer/Exchange at Lingnan
- Faculty Engagement in S-L at Lingnan
  - Examples
  - Impact on Faculty
Service-Learning at Lingnan

- **Lingnan University**
  - The only liberal arts university in Hong Kong
  - Motto: “**Education for Service**”
    - Community services as part of students’ university life
  - **Community engagement and social responsibility** as one of the core values:
    - “Our University encourages its members to care for others, to be responsible for their own actions, to serve the local community and beyond, and to make a positive impact for the betterment of humanity”. (LU Website)

Service-Learning echoes Lingnan University’s Mission
Service-Learning as Knowledge Transfer/Exchange

- Knowledge transfer is,
  - “the systems and processes by which knowledge, including technology, know-how, expertise and skills are transferred between higher education institutions and society, leading to innovative, profitable or economic or social improvements” (UGC)

- Service-Learning is an effective means for knowledge transfer
  - **Students** apply academic knowledge to address issues/needs in the community
  - **Faculty members and community partners** discuss, develop and exchange knowledge and skills to combat social issues
  - Through teaching and supervising students’ S-L, **faculty members** contribute their knowledge and expertise to make positive impacts on the community

- 41 faculty/37 courses + 1024 students/108 SLRS projects → >7400 beneficiaries/77 community partners
Lingnan’s Service-Learning Model

Reference:
Importance of Faculty Involvement in S-L

Literature suggests that faculty involvement is crucial to the long-term success and institutionalization of Service-Learning:

- “Faculty involvement is critical because service learning in its most common form is a course-driven feature of the curriculum.” (Bringle & Hatcher, 1996, p.227)
- “Faculty are the arbiters of the curriculum, and service learning as a curricular initiative needs both their support and participation.” (Ward, 1998, p. 76)

Reference:
Opportunities and Supports for Faculty Engagement in S-L at Lingnan

Service-Learning Research Scheme (SLRS)

- Faculty Mini-Grants
- Resources for S-L Teaching & Assessment
- S-L Teaching Assistants
- S-L Coordinators from OSL/departments

Supports for Teaching & Course Development

- Departmental Sharing Sections
- Workshops and Seminars
- Faculty Retreat
- US Delegation Trip

Supports for Faculty Development

Research partnership
- Research development
- Journal/Book Publication
- International Conferences
- Supports for Research Publication
S-L at Faculties: Facts and Figures

- S-L figures in 2014-15 (by faculty)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Arts</th>
<th>Business</th>
<th>Social Sciences</th>
<th>OSL</th>
<th>Total</th>
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<tbody>
<tr>
<td>No. of teaching staff</td>
<td>19</td>
<td>12</td>
<td>7</td>
<td>3</td>
<td>41</td>
</tr>
<tr>
<td>S-L courses</td>
<td>20</td>
<td>7</td>
<td>8</td>
<td>2</td>
<td>37</td>
</tr>
<tr>
<td>No. of Students</td>
<td>414</td>
<td>380</td>
<td>182</td>
<td>48</td>
<td>1024</td>
</tr>
<tr>
<td>No. of S-L projects</td>
<td>53</td>
<td>16</td>
<td>31</td>
<td>8</td>
<td>108</td>
</tr>
<tr>
<td>No. of Agency</td>
<td>32</td>
<td>16</td>
<td>22</td>
<td>7</td>
<td>77</td>
</tr>
</tbody>
</table>

- Percentage of faculty with S-L experience

<table>
<thead>
<tr>
<th>Faculty</th>
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<th>Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members with S-L experience</td>
<td>16/89 (17.8%)</td>
<td>10/50 (20%)</td>
<td>9/49 (18.4%)</td>
</tr>
</tbody>
</table>
Faculty Engagement in S-L at Lingnan: Examples
Faculty of Arts: Literature and Society

Prof. Grace Lau, a mini-grant recipient

- Course: CHI 3236/ CHI 236 Classical Chinese Fiction
- S-L Project: To interview and write a biographical fiction for senior citizens
- A trainer and a Teaching Assistant supported students’ S-L projects
- Project outcome: 牽手回望--短篇小說集
“Literature and society are closely related. It is influenced by elements ranging from time to people. Through these projects, students have the chance to make reference from the residents’ memories and document them in short novels.” Prof. Grace Lau, Department of Chinese
(extracted from the Standard, 31st Mar, 2015)
Faculty of Arts: Oral History of Hong Kong

Prof. CP Lau, Department of History

- Course: HST 208 History of Hong Kong from 1941 (2011-2012)
- S-L project: To interview medical staff of Kwong Wah Hospital about SARS to write up a history report
- Partner: TWGHs Records and Heritage Office, Kwong Wah Hospital
- Project outcome: 危情百日-沙士中的廣華 (One Hundred Days In Alarm: Kwong Wah Battling SARS)
Faculty of Business

Prof. Robin Snell, Department of Management

- Course: BUS 301 Strategic Management
- S-L project: formulate strategic management and propose practical recommendation to social enterprises
- Outcomes:
  - New research area: Service leadership
  - New S-L course: CLE9023 Service Leadership in 2014-15

The Concept of Service Leadership is also applied in other S-L courses under the Faculty of Business to develop students’ service leadership’s qualities through S-L
- HRM 352 Leadership and Teamwork
- MKT 353 Services Marketing
- CLC 9009 Corporate Social Responsibility
- MKT/GEB 254/CLC9012 Social Marketing
- and others...
“The Service-Learning experience inspires us, as course instructors, to have a wider range of subject matters for research development.” Miss Sharon Chan, Department of Sociology and Social Policy

Faculty Engagement in S-L: Impact on Faculty
Enhancing the Study of Art and Community through Service-Learning

Sophia Suk-man LAW
Lingnan University, Hong Kong

Abstract
Background: In his discussion of higher education, Fred Newman (1983) explained that "the goal of higher education is to create a profound understanding of what it means to be a citizen", and be "capable of an informed, critical, and moral practice of citizenship". Many of the theories and hypotheses surrounding the relationship between the arts and the welfare of individuals and communities still remain. One of the key issues is how to engage students to engage in a meaningful, creative, and critical discussion about their roles and responsibilities in the community.

Service learning model at Lingnan University: development strategies and outcome assessment

Alfred Chan Cheung Ming, William K M Lee, Carol Ma Hok Ka
Lingnan University, Hong Kong

Abstract
Background: The Service-Learning and Research Scheme (SLRS) at Lingnan University is the showcase of Lingnan's Service-Learning model, which is the manifestation of Lingnan University's Liberal Arts education and mission "Education for Service". The scheme was a pilot project, from 2004 to 2005, which led to the development of a University-wide protocol for Service-Learning at Lingnan University.

Developing civic-mindedness in undergraduate business students through service-learning projects for civic engagement and service leadership practices for civic improvement

Robin Stanley Snell 1, Maureen Yin Lee Chan 1, Carol Hok Ka Ma 2, Carmen Ka Man Chan 2

A Hong Kong University First

Establishing service-learning as an academic credit-bearing subject

Carol Ma Hok Ka
Alfred Chan Cheung Ming
Lingnan University
Researches related to S-L/ Community/social issues/Social Enterprises from OSL/various departments

1) Impacts of S-L/ faculty engagement in S-L
2) Leadership in Social Enterprises / marketing in Social Enterprises
3) External Donation/funding to support researches related to students with learning difficulties; Service Leadership through Service-Learning/ domestic helper situation in HK/etc
Joint S-L Courses/ Partnership

Service Leadership Practicum

- 3-credit, free elective course
- 8-week during the summer term
- To be offered by MGT and OSL
- Have already approved by both programme committee of MGT & OSL
Faculty-student relationship

Prof. Ada Wong, Department of Marketing and International Business

Research on social enterprises

- Supervise a student research on social enterprises
  - Joint publication with the student
- Establish research partnership with social enterprises through S-L network
Framework about Faculty Engagement in S-L

Factors affecting Faculty Engagement in S-L Pedagogy

Institutional factors
Mission of the institution, institutional policy, leadership, reward system (Banerjee & Hausafus, 2007; Demb & Wade, 2012; O'Meara, 2003)

Personal factors
Gender, personal values, previous experience, beliefs about teaching and learning, conceptions of S-L (Demb & Wade, 2012)

Communal factors
Socialization, department support, professional community support (Demb & Wade, 2012; Giles & Eyler, 1998)

Student factors
Improved students’ learning outcomes, students’ feedback (Abes et al, 2002; Hesser, 1995; Hou, 2010)

Professional factors
Tenure status, faculty rank, professional orientation, length of time in academia (Demb & Wade, 2012)

Faculty Engagement in S-L Pedagogy

Experience in S-L Pedagogy
- Integration of S-L in teaching
- Year of experience in S-L pedagogy
- Support students’ community-based research

Challenges/ Difficulties Encountered
- Heavy workload, little control of learning, unfavorable students’ response, no recognition from university/department (Hou, 2010; Abes et al., 2002; Hou & Wilder, 2015)

Impacts of S-L

On Teaching
Relationship with students (Pribbenow, 2005), efficacy in teaching, willingness to try new pedagogy

On Research
Research productivity, new research areas/interest, publication (Driscoll, et al., 1996)

On Professional Development/ Service
Tenure status, remuneration, promotion (Morton & Troppe, 1996)
Involvement in community service, awareness of community needs (Driscoll, et al., 1996)
Service-Learning is an innovative teaching

- Service-Learning can be an integrated part of faculty daily work

- When carefully designed and implemented, Service-Learning nicely connects faculty’s teaching, research and service -→ Engaged Teaching, Engaged Research, Engaged Service

- It facilitates teaching and learning, supports research development and productivity, and deepens social responsibility and commitment to the betterment of the society.

- Thus, institutional support is necessary to encourage faculty engagement in S-L.

Through Service-Learning, faculty is moving towards engaged scholarship
Reference


Supports for Faculty Development

**Faculty Retreat**
- Visit community partners
- Explore best practices of S-L

**US Delegation Trip**
- Study S-L development in US
- Examine and exchange S-L teaching methods