The Connection between Service-Learning and Community-Based Research

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Agenda

**Background**
- Service-Learning (S-L)
- Community-Based Research (CBR)

**Literature**
- Service-Learning & Community Service
- Service-Learning & Community Based Research

**Objective**
- Linkage between CBR & S-L

**Methodology**
- Case study of CBR-Young Scholar

**Finding**
- Common Values of CBR & S-L

**Discussion**
- Types of S-L
Service-Learning ("S-L")

Service-Learning is the combination of "Formal Academic Studies," "Reflection" and "Meaningful Service." (The Lingnan Model of Service-Learning, 2015)
Comparison of Service-Learning & Community Service

<table>
<thead>
<tr>
<th>Service-Learning &quot;S-L&quot;</th>
<th>Community Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>service</td>
<td>often NOT incorporated</td>
</tr>
<tr>
<td>reflection</td>
<td>often NOT incorporated</td>
</tr>
<tr>
<td>academic knowledge</td>
<td>only the server</td>
</tr>
<tr>
<td>server and also LEARNER</td>
<td>only quality of service</td>
</tr>
<tr>
<td>quality of service and linkage to academics</td>
<td>e.g. volunteer work</td>
</tr>
<tr>
<td>e.g. S-L courses, CBR</td>
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</table>

Background

Literature

Objective

Methodology

Finding

Discussion
"CBR is a partnership of students, faculty, and community members who collaboratively engage in research with the purpose of solving a pressing community problem or affecting social change" (Strand, et al., 2003).
## Comparison of Traditional & Community-Based Research

<table>
<thead>
<tr>
<th></th>
<th>Traditional</th>
<th>CBR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aim of Research</strong></td>
<td>Advance knowledge</td>
<td>Address social need advancement</td>
</tr>
<tr>
<td><strong>Source of Question</strong></td>
<td>Existing work</td>
<td>Community identified need</td>
</tr>
<tr>
<td><strong>Researcher</strong></td>
<td>Researchers, Professors</td>
<td>Researchers + Students + Community Partners</td>
</tr>
<tr>
<td><strong>“Owner” of Research</strong></td>
<td>Researchers</td>
<td>Researchers + Students + Community</td>
</tr>
<tr>
<td><strong>Relationship of Researcher &amp; Participants</strong></td>
<td>Short-term, detached</td>
<td>Long-term, connected</td>
</tr>
<tr>
<td><strong>Beneficiaries</strong></td>
<td>Researcher, the industry</td>
<td>Researcher + Students + Community</td>
</tr>
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</table>

### Background

- Literature
- Objective
- Methodology
- Finding
- Discussion
Any Linkage between CBR & S-L?

- **Background**
- **Literature**
- **Objective**
- **Methodology**
- **Finding**
- **Discussion**

**Academic Knowledge**
- practical
- theory
- reflection

**Service**
- server
- learner

**Engagement**
- social needs

**Community**
- learning to serve
- serving to learn
Young Scholars’ Community-Based Research Program (“YS”)  

**Participants**  
- Lingnan undergraduates from any disciplines  
- Faculty supervisor & Research trainer  
- Community  

**Aim**  
- entry-level CBR experience  
- identify social problems and innovative solutions  
- prepare students to pursue higher degrees  

**Program Structure**  
- 1 year with research trainings and activities  
- Self-Initiative topics  
- Scholarship  

**Program Structure**  
2 cohorts  
- since 2014  
- 4+4 students  

- BA (2)  
- BBS (3)  
- BBA (1+2)  

- Social policy (e.g. green stations, public rental housing)  
- University student (e.g. post S-L, student activism)  
- Disability group (e.g. visually impaired, hearing impairment)  
- Social enterprises  
- Rural history
Research on visually impaired elderly using Braille label and/or Quick Response (QR) code with sound recording and smell feature to access information regarding medication packaging.
“YS”-CBR Topic - Research Method

- campus-community partnership
- mixed research method

Objective
Methodology
Finding
Discussion

quantitative method
- online and street survey

qualitative method
- in-depth interview

Snowball sampling
Convenience sample
Quota sampling
## Service-Learning & Community-Based Research

### Background

Volunteerism & Community Service
- Civic Education
- Community Involvement
- Service Learning
- Practical Experience
- Academic Study
- Experiential Learning & Internships

### Literature

**Research Title (Discipline, Cohort)**

1. Do you think the YS-CBR Program is a Service-Learning experience?
2. How does your research benefit or link to the community and/or your academic study?

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<th>Research Title</th>
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<td>Research on visually impaired elderly using Braille Label and/or Quick Response (QRB) code with sound recording and smell feature to access information regarding medication packaging (BBA, 1st Cohort)</td>
<td>Yes. &quot;Both include a commitment to addressing community needs and the cooperation with a community partner in order to make changes in the society.&quot;</td>
<td>&quot;Raisers public concern on the problems and needs of the visually impaired in accessing medication information. Rather than scientific research, the research is more a humanities approach, which also helps to better society.&quot;</td>
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<td>Residents' attitudes towards Community Green Stations (CGS): CGS in Sha Tin and Shau Kei Wan (BSS, 1st Cohort)</td>
<td>Agree. &quot;Both concern the voice of the community. In addition to a participatory research method, the data collection method (which I used) can also be helpful for the community, as it provides the community with information and knowledge.&quot;</td>
<td>&quot;Helps residents record and voice out their opinions about a new Hong Kong policy: Green Community Station- through data support.&quot;</td>
<td></td>
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<td>Forgotten Kau Tam Tsso: A study of rural history in Hong Kong (BA, 2nd Cohort)</td>
<td>Yes. &quot;It involves research on community related issues, which is a type of indirect service.&quot;</td>
<td>&quot;Raisers the public's awareness to the issues a rural village in the NT faces and urban-rural relations.&quot;</td>
<td></td>
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<td>&quot;Post Service-Learning: Civic engagement, social justice and beyond? (BA, 2nd Cohort)</td>
<td>Yes. &quot;In the same way as S-L, the program provokes a critical thinking process for both the researchers and the community. Students can apply academic knowledge to service/research, and the service/research to academic studies.&quot;</td>
<td>&quot;Allows students to put theories into practice to benefit community.&quot;</td>
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### Objective

### Methodology

### Finding

### Discussion
Service-Learning & Community-Based Research

Reflect → Plan

Observe → Act

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Background → Literature → Objective → Methodology → Finding → Discussion
Types of Service-Learning: Direct or Indirect

From **empathy** to engagement

From **understanding** to response

- **Indirect Service**
  - design questions based on the own understanding of the broad issues

- **Direct Service**
  - Community-Based Participatory Research (question researchers assumption with direct contacts)

Service-Learning

- Depends on the topic of CBR
Q & A

Thank you!

“Tell me and I forget. Teach me and I remember.
Involve me and I learn.”

- Benjamin Franklin