RESEARCH ARTICLE

SERVICE-LEARNING CONNOTATION, MODE AND CURRICULUM DESIGN

Gu Jianqiang^{a,b,*}, Xue Qinggen^a, Yu Yongmei^a^a Business School, Yangzhou University, Yangzhou Jiangsu.^b Guangling College, Yangzhou University, Yangzhou Jiangsu.*Corresponding Author Email: jqgu@yzu.edu.cn

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ABSTRACT

The cultural differences between China and foreign countries have made schools show great differences in the cultivation of students' learning methods. In China, flooding teaching is common, which has achieved a large amount of knowledge output, but it has not been able to guarantee the effect of knowledge instillation. In American colleges and universities, it is more open education, combining conscious education and learning with task-based education to meet the real needs of people in society, while service learning comes from traditional teaching methods, such as experiential learning. It became popular at the end of the 9th century and the beginning of the 20th century. Nevertheless, the combination of service learning and school curricula is still a fairly new concept, which only began to appear in the 1870s. At present, China is also introducing advanced foreign teaching methods to improve some of the domestic teaching drawbacks.

KEYWORDS

college courses, service learning, learning mode.

1. THE CONNOTATION OF SERVICE LEARNING

Service learning is an education and learning model that combines meaningful community service with education to enhance citizens' sense of responsibility and promote community development (Jones and Hill, 2001). In the process of service learning, students will provide valuable services to the community. At the same time, by sharing their ideas with their peers, they can learn scientific analysis, enhance their understanding of social services, and improve personal communication skills. Service learning adopts a different situation of extracurricular activities from volunteer services, and is closely integrated with academic courses. It combines community service with academic courses, paying more attention to reflection and civic responsibility. Service learning is a kind of experiential learning. Students meet the needs of the community by participating in well-organized activities. It provides students with the opportunity to care for others and extend their learning to the community. Service learning is different from different learning modes, focusing on the close integration of course learning and practice.

One is to emphasize both curriculum learning and service practice. Service learning must be combined with courses and coordinated with the arrangement of courses. Students will apply the knowledge and skills learned in the course to service practice; the second is to focus on structured reflection activities. Reflection is an important part of service learning. Teachers arrange reflection activities before, during and after service to help students integrate their course learning and service experience to achieve learning results (Theriot, 2006). The third is to encourage students to meet the actual needs of the community through

services, test the knowledge they have learned in real scenarios, and connect prior knowledge through critical reflection, which ultimately promotes personal growth and academic ability development, and improves social responsibility.

2. SERVICE-LEARNING MODEL

Service learning is a form of experiential education that connects community action and academic learning, service and learning at the same time, which can promote students to develop their talents and grow their talents in real social situations (Wade, 1995). As a form of education that guides college students to actively participate in social services and promote personal development, its core concept coincides with the requirements of talent training in the new era of our country. Research and service learning can also contribute to China's ongoing higher education reform and improve existing the social practice model of college students provides useful reference.

2.1 One-time and short-term service learning

In many research universities, one-time or short-term service learning is in the professional orientation stage and the first grade. It is often used to guide students to participate in service-learning projects. It is a mode of organizing students to participate in some activities. The community takes service as an opportunity to achieve the purpose of learning. This kind of short-term service learning is generally large-scale, involving larger-scale college students' community experience or voluntary activities, and it is easier to receive media attention (Peterson and Schaffer, 1999). For example, in China's current universities, basically every semester will have

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social practice activities, that is, social practice for a period of time during the holidays, which can be voluntary activities or life-experiencing activities, and finally put yourself in practice. The insights in the process are sorted out and reflected, and finally formed their own accumulation.

2.2 Continuous extracurricular service learning

Continuous extracurricular service learning, which can also be translated into continuous auxiliary course service learning, is a common service-learning model in American research universities. Organizations such as the Youth Christian Federation and the University Student Association are actively organizing various community service activities, which are regarded as an organic part of students' extracurricular life (Wells and Grabert, 2004). Now, not only are more and more universities providing students with extracurricular service-learning experiences, but also service-learning educators are paying more and more attention to making extracurricular service-learning activities more reflective and interactive, and enhancing service-learning factors in sexual learning. In the specific implementation process, continuous extracurricular service learning has different specific types.

Different from foreign universities, in addition to some activities organized by the school, there will be service-learning activities organized by religious organizations. At present, most of the students in China are still service-learning activities organized on campus. For example, student organizations run for student leaders every year. This is also a service-learning activity to cultivate leadership skills, as well as student associations organized by school students, college student sports activities, and voluntary activities in hospitals and communities, all of which belong to service-learning type (Henry and Breyfoyle, 2006). There may be some doubts about whether sports activities belong to service-oriented learning, but just like Gerdy said that although most sports departments participate in community service in some way, more emphasis should be placed on promoting citizens' sense of social responsibility and public service through athletes and coaches.

3. SERVICE LEARNING IN THE COURSE

Whether it is one-time or short-term service learning, or continuous extracurricular service learning, it is only to provide students with a practical experience. To further play the role of service learning, it is necessary to combine service learning and academic learning. Combine it to integrate into the heart of undergraduate education—the curriculum, and carry out the service learning in the curriculum. Introducing service learning into the curriculum can help students connect knowledge with their context, explore different definitions of good deeds and different interpretations of the roots of social problems, question the purpose and function of knowledge, and discover the multi-level meaning of meaning. In such a course, students' income will far exceed the traditional course. Most American colleges and universities adopt a fourth-credit elective and independent service-based learning module, and earn 1 credit by signing a contract to complete at least 40 hours of community service per semester. This is similar to the current campus of Chinese universities and colleges. It earns certain points by participating in campus activities, innovation competitions, and voluntary services, and finally converts them into credits. At the same time, some colleges and universities also provide service-oriented activities for teaching in mountainous areas. Through these activities, students not only get some honors, but also get a lot of inspiration from them.

4. COURSE DESIGN OF SERVICE LEARNING

In order to avoid pure indoctrination learning or only hands-on but no brain, the instructional design of service-learning courses needs to follow three concepts: student-centered, learning outcome-oriented, and continuous improvement. By combining with courses, we can divide the course design of service learning into the following sections.

4.1 Set precise oriented course goals

Service-oriented learning should be integrated with courses, so an accurate course goal is a crucial factor. The course of service learning is

different from ordinary teaching courses. It needs to set precise and reasonable course goals according to the needs of the community or the service object. We can develop innovative experimental projects through field research, combining the needs of communities and service targets, unify the content of community services and curriculum objectives, determine the content of service learning projects, and can also fully integrate student experience to provide students with activity theme selection. As well as the opportunity to ask questions, guide students to conceive topics, encourage students to ask questions of interest, and timely capture the dynamic problems generated by students during the activity, organize students to discuss the issues, and establish the content of the activity goals. For now, it is more to meet the needs of social organizations or others with their own labor, such as public welfare activities, voluntary services, work-study programs, etc. It emphasizes that students obtain their own development in the process of satisfying the needs of the served, and promote relevant Learn knowledge and skills, improve practical ability, and become a person who performs his duties and dares to take responsibility.

4.2 Set up in-depth experience service courses and practical teaching

Mr. Ye Shengtao once said that education is agriculture, not industry. Agriculture is seasonal, seasonal, and regular in growth. It requires sowing, fertilizing, weeding, spraying, soil, moisture, sunlight and waiting. This shows that education is a slow art. The practice of our service learning also needs to be done slowly, step by step. It is also very important for students to have in-depth experience and learn new knowledge from service practice. The teacher's guidance is very important in this process. Teachers should strengthen the guidance of student activities and methods to help students find their own learning and practice methods. Teacher guidance focuses on motivating, enlightening, instructing, and guiding, and cannot replace the student's activity process. Students should also be instructed to record the activity process and organize the activity data.

4.3 Carry out course self-reflection and evaluation

When the service course is over, it is necessary to summarize and reflect on the service learning process, which will help students have a more objective and in-depth understanding of what they have learned. Student self-assessment is a way for students to learn to be responsible for their own behaviors and to accurately evaluate their own service learning effects, which can promote students' self-reflection and expression, peer communication and dialogue. In addition to the students' self-reflection, the teacher should also play a leading role in this process. By guiding students to learn to reflect on successes and failures through writing activity reports, reflection logs, and experience notes, enhance individual experience, and promote the construction of knowledge, students can check for omissions based on the opinions of peers and teachers, and clarify further. The direction of learning, a deeper understanding of learning experience.

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