

Effectiveness of Curriculum-based Service-Learning Programs for Undergraduates of a Taiwanese University

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Abstract

Since the initiation of Service-Learning Program for Tertiary Institutions by the Taiwanese Ministry of Education in 2007, many tertiary institutions actively promoted curriculum-based service-learning programs within campus. This research investigated the effectiveness of curriculum-based service-learning programs offered by a major research university in southern Taiwan ($n=284$), based on pre- and post- courses questionnaires. Pre-test found that students' prior experience in service-learning programs have a positive correlation with understanding of service-learning and societal empathy. Undergraduates were found to have a significant increase in the understanding of service-learning, a greater sense of involvement and concern for the society at pre-post survey analysis. However, there was a significant decrease in students' level of liking for the courses. A correlation was also found between the use of documentation, classroom discussions, additional readings on related topics, self-reflection, students' prior experience in service-learning programs and students' understanding of the course and concern for society. Self-reflection was shown to have a greater effect than others. Implications for future review of service-learning programs are discussed.

Keyword: Learning Outcome, Institutional Research, Social Concern