

## **Proposal for a Panel Presentation**

**Ding-Jo Currie<sup>1</sup>, Muttika Chaturabul<sup>2</sup>, Rona Henry<sup>3</sup>**

<sup>1</sup> Lingnan Foundation, USA

Email address: [dcurrie@lingnanfoundation.org](mailto:dcurrie@lingnanfoundation.org)

<sup>2</sup> Public Service Center, UC Berkeley, USA

Email address: [mchaturbul@berkeley.edu](mailto:mchaturbul@berkeley.edu)

<sup>3</sup> Lingnan Foundation, USA

Email address: [rhenry@lingnanfoundation.org](mailto:rhenry@lingnanfoundation.org)

### **Abstract:**

Results from a mixed-method study on the short and long term personal, professional, academic, and community impacts of service learning in the Lingnan WT Chan Fellowship Program. With its East to West focus, this program is unique in its design consisting of cross-cultural, cross continental, service learning, living experiences with natives, project-based work, research, skill building, leadership development, and the application of theory to practice. Results show impacts in all aspects of the lives of the Fellows.

### **Impacts of Service Learning Intercultural Experiences – An Analysis of 16 years of the Lingnan W.T. Chan Fellowship**

#### **1. Introduction**

What are the short and long term personal, professional, academic, and community impacts of service learning in an intercultural context? Participants will receive valuable insights and outcomes from an 18-year old Fellowship program unique in its design and impactful in all aspects in the lives of the Fellows. With its East to West focus, this program consists of cross-cultural, cross continental, service learning, living experiences with natives, project-based work, research, skill building, leadership development, and the application of theory to practice. There is also no reciprocity expectation for the participants for the support received. The Campus Manager from UC Berkeley will present program design and Lingnan Foundation staff will share the mix-method study. Key elements needed to replicate the program – including program structure, staffing, and funding information will also be shared.

#### **2. Theoretical framework/literature review**

The Chan Fellows Program is designed with an integration of multiple theoretical frameworks on service learning. While a traditional framework of experiential learning utilizing Kolb's model cycling with a genesis from an abstract conceptualization to engaging service learning activity followed by reflective observations as the basic program model, the Chan Fellows program

expands the model adopting Cone and Harris's Lens model and Crabtree's International Service Learning Model incorporating cognitive elements that produces profound effects on the learner's intellectual and personal growth (Kolb, 1984; Cone & Harris, 1996; Crabtree, 2008; Permaul, 2009). It is an individual experience tailored to specific learning outcomes with both individual and group critical reflections in oral and written forms. The Lens model furthers the learning outcomes and deepen the impact through mediated learning with the leaner garnering new and integrated concepts that reframe the issues in multicultural and global contexts to enhance critical thinking, reframing, and problem resolutions under the service learning mindset. The ultimate integrated concept for Chan Fellows is a life-long service mindset that seek empowering solutions for social issues indigenous to its social, cultural, economic, and political contexts. Previous literature has conceptualized W. T. Chan Fellowship Program as a cross-cultural service learning model (Permaul, 2010). But further empirical examination needs to be conducted as this paper presents.

### **3. Methods/analysis**

The study sought to document the impacts of the Lingnan W.T. Chan Fellowship on the participants of the program. It also studied what was unique about this model service learning program. The study utilized mix-method approach with descriptive statistics and correlative analysis based on an online survey to 153 Chan Fellows alumni of the Classes of 2001 through 2016 resulting in 70% (107) respondents completing the survey. From the 107 Fellows who completed the survey, a purposeful sample of 18 alumni were selected and interviewed in-depth with representativeness from various years of participation, disciplines, gender, internship and fellowship placements. In addition, an extensive review of historical review was completed with reviews of Board minutes and archived program files to document the history and development of the program.

### **4. Results and Discussion**

The Fellowship changed the educational path of the Fellows. Forty percent of those who entered the program as undergraduate went on to complete their graduate studies. Based on a 10 point scale of academic impact score, the mean was 5.78. The impact on males was significantly higher than females in changing their educational path (female alumni scored 5.29 and male scored 6.77). The impact on undergraduate students was statistically significantly higher than on graduate students (undergraduate scored 6.33 and graduate scored 4.59).

Lingnan Chan Fellows also gained professional competency in leadership and presentation skills from their experiences through a variety of required and self-initiated activities. A 10 point scale of Professional Impact scores was conducted to examine the professional enhancements that benefit them in advancement in further education and careers. The mean scores for "Improve my presentation skills", "Improved my leadership/influencing skills", "Changed my career path since the program" and "Improved my professional technological skills" were 7.18, 6.95, 6.13 and 4.91 correspondingly.

In addition to awareness of community needs and selecting jobs with community mindfulness, the alumni also indicated high levels of community engagement, which means they turned community

awareness into community engagement in action (The mean score of “became more involved with providing services to my community or made me more civically engaged” was 7.49). Most importantly, the US experience helped them compare and contrast with their own country. There is significant change in their perspective about China, for the better and not worse.

Since Fellows come from both Lingnan University Hong Kong (LUHK) and Sun Yat-Sen University (SYSU) in China, there was also a significant difference between the two campuses on “*Changing the viewpoint of China*” with SYSU students responding with a significantly higher change level (6.74) than LUHK students (5.26) versus the overall score of 6.48.

## **5. Conclusions and contributions to theory and practice**

The Lingnan W.T. Chan Fellows program is unique with its East to West focus and its multi-faceted approach that entails academic seminars, living with American families, internships, leadership development and reflective sharing sessions that help the Fellows frame their practical experiences within a theoretical framework. The model is one that results in transformation for the participants – leading to a life-long commitment to service. It has impacted the Fellows’ academic path, professional careers and their community engagement levels.

**Keywords:** Service-Learning, Service Life-Long Impacts, Service Learning Community Impacts, Service Mind-set, Intercultural Service-Learning.

### References:

- Cone, D., & Harris, S. (1996). Service-Learning Practice: A Theoretical Framework. *Michigan Journal of Community Service Learning*, 3(1), 31–43.
- Crabtree, R. D. (2008). Theoretical Foundations for International Service-Learning. *Michigan Journal of Community Service Learning*, 15(1), 18–36.
- Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Upper Saddle River, NJ: Prentice-Hall.
- Permaul, J. S. (2009). Theoretical bases for service-learning: implications for program design and effectiveness. *New Horizons in Education*, 57(3), 1–7.

- Permaul, J. S. (2010). A Cross-cultural Service-learning Program Model: W. T. Chan Fellowship Program. In J. Xing & C. H. K. Ma (Eds.), *Service-Learning in Asia: Curricular Models and Practices* (pp. 143–155). Hong Kong: Hong Kong University Press.

## **Biographical sketch of each presenter**

### **Presenter 1:**

#### **CURRIE, Ding-Jo H.**

President, Lingnan Foundation, USA

Dr. Currie is President of Lingnan Foundation and Distinguished Faculty in the Higher Educational Leadership Program, California State University Fullerton, College of Education. As Chancellor of Coast Colleges she oversaw three California Community colleges in California. She was President of Coastline Community College, a premiere leader in technology and distance learning. She holds a Ph.D. from University of Southern California in Intercultural/International Education and degrees in Mathematics, Psychology and Counseling.

Email: [dcurrie@lingnanfoundation.org](mailto:dcurrie@lingnanfoundation.org)

Website: [www.lingnanfoundation.org](http://www.lingnanfoundation.org)

Address: Lingnan Foundation, 600 Anton Blvd, Suite 1100, Costa Mesa, CA 92626 USA

### **Presenter 2:**

#### **CHATURABUL, Muttika**

Manager, UC Berkeley Public Service Center, UC Berkeley, USA

Muttika Chaturabul manages internship programs and develops student leadership at the UC Berkeley Public Service Center. She received her Bachelor's in Social Welfare at UC Berkeley and is pursuing her Master of Business Administration at UC Davis.

Muttika fell in love with the community at UC Berkeley who taught her the value of love in action, a value she chooses to integrate in all her ways of being.

Email: [mchaturabul@berkeley.edu](mailto:mchaturabul@berkeley.edu)

Website: <https://publicservice.berkeley.edu/>

Address: Public Service Center, UC Berkeley, 2465 Bancroft Way, Suite 218, q Eshleman MC4500, Berkeley, CA 94720-4500

### **Presenter 3:**

#### **HENRY, Rona Smyth**

Director of Grants, Programs & Operations, Lingnan Foundation, USA

Rona Henry is Lingnan Foundation's Director of Grants, Programs and Operations. At Robert Wood Johnson Foundation (RWJF) she served as Director of Staff Development, Director of National Program Affairs and Senior Financial Officer. She was Associate Director of the RWJF Partners in Caregiving and the Dementia Care and Respite Services Programs while an Instructor at Wake Forest University School of Medicine. She earned an M.P.H. and M.B.A. from UC Berkeley.

Email: [rhenry@lingnanfoundation.org](mailto:rhenry@lingnanfoundation.org)

Website: [www.lingnanfoundation.org](http://www.lingnanfoundation.org)

Address: Lingnan Foundation, 600 Anton Blvd, Suite 1100, Costa Mesa, CA 92626 USA

*For: Paper/Panel\_Presentation*