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

### Background
- Formal Academic Studies
- Service-Learning
- Reflection
- Meaningful Service

### Literature
- Service-Learning
- Community Service

### Objective
- May not require server and also learner
- E.g. SL courses, Young Scholar

### 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>
</tbody>
</table>
Any Linkage between CBR & S-L?

- **Academic knowledge**
  - practical
  - theory
  - reflection

- **Service**
  - server
  - learner

- **Community**
  - engagement
  - social needs

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**Background**

**Literature**

**Objective**

**Methodology**

**Finding**

**Discussion**
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

2 cohorts
- since 2014
- 4+4 students

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

different topics
- 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

Connecting Classrooms & Communities

Background
Literature
Objective
Methodology
Finding
Discussion
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

- Mixed research method

<table>
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<tr>
<th>Quantitative Method</th>
<th>Qualitative Method</th>
</tr>
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<tbody>
<tr>
<td>online and street survey</td>
<td>in-depth interview</td>
</tr>
</tbody>
</table>

- Snowball sampling
- Convenience sample
- Quota sampling

Objective
Methodology
Finding
Discussion

- Campus-community partnership
# Service-Learning & Community-Based Research

## Research Title (Discipline, Cohort)

<table>
<thead>
<tr>
<th>Research Title</th>
<th>1. Do you think the YS-CBR Program is a Service-Learning experience?</th>
<th>2. How does your research benefit or link to the community and/or your academic study?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 (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;Raises 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>
</tr>
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<td>Residents' attitudes towards Community Green Stations (CGS): CGSs 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>
</tr>
<tr>
<td>Forgotten Kau Tam Tso: 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;Raises the public's awareness to the issues a rural village in the NT faces and urban-rural relations.&quot;</td>
</tr>
<tr>
<td>'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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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 issues

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

**Service-Learning**

**Depends on the topic of CBR**
Thank you!

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

- Benjamin Franklin