



# SLAN X ICU

## Service-Learning Asia Network

### Business Meeting 2022

**1 July, 2022 13:00-17:00pm (JST)**

**International Christian University (ICU), Japan**



**Service-Learning Center**

## SLAN Business Meeting (July 1, 2022)

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**Service-Learning Asia Network (SLAN) Business Meeting**

**Date and time: 1 July, 2022 13:00-17:00pm (JST)**

**Venue: International Christian University (ICU), Japan**

**Mode: Online**

**1. Opening Remarks/Welcome Address (13:00-13:10pm)**

VPAA of ICU, Prof. Robert Eskildsen

SLAN Secretariat, Dr. Victor Paul, Director of Social Action, Christ University

**2. Confirm the Minutes of the Last Meeting (13:10-13:15)**

**3. SL Reporting (13:15-15:00)**

Presentation by participating institutions, by pre-recorded material covering at least one of the followings: **curriculum development, institutionalization, and network building.**

13:15~14:05 8 institutions (alphabetical order)

1. Amity Foundation, China
2. Ateneo de Manila University
3. Christ University, India
4. Chung Yuan Christian University, Taiwan
5. De La Salle University, Philippines
6. Fu Jen Catholic University, Taiwan
7. Lady Doak College, India
8. Ngee Ann Polytechnic, Singapore

Break (14:05~14:20) ICU Students performance

14:20~15:00 7 institutions (alphabetical order)

9. Petra Christian University, Indonesia
10. Silliman University, Philippines
11. Singapore University of Social Science, Singapore
12. Taiwan Service Learning Association, Taiwan
13. Trinity University of Asia, Philippines
14. Union Christian College, India

15. International Christian University, Japan (Host)

Break (15:00-15:15) Indian Cultural Performance by Christ University

**4. Open Forum (15:15-16:45)**

**Breakout Discussion Session (15:15-15:55)**

Theme 1: Curriculum Development Facilitator: Mikiko Nishimura

Theme 2: Institutionalization Facilitator: Hitomi Yokote

Theme 3: Network Building Facilitator: Kenji Ishihara

**Report from Each Breakout Session and Open Discussion (15:55-16:45)**

Each thematic group's rapporteur will share to the entire group

Open discussion

**5. Sharing on the upcoming 9<sup>th</sup> Asia-Pacific Regional Conference (16:45-16:55)**

Dr. Victor Paul , Director of Centre for social Action, Christ University, India

Prof. Sharon Valarmathi, Director of service learning, Christ University, India

**6. Closing Remarks (16:55-17:00)**

Prof. Mikiko Nishimura, Director, Service-Learning Center, ICU



**Date** : July 29, 2021  
**Platform** : CISCO Webex  
**Host Institution** : Silliman University, Philippines

## MINUTES OF THE MEETING (SLAN)

- I. **Attendance** (Please see separate sheet)
- II. **Overview of Service-Learning and Minutes of the Meeting (7<sup>th</sup> SLAN Meeting):**
  - Dr. Ma. Lourdes Ursos, Director of the Office of Community Engagement and Service-Learning in Silliman University, Philippines provided an overview on the Service-Learning Network and the minutes for the 7<sup>th</sup> SLAN Meeting which is hosted by Silliman University last June 18, 2020.
- III. **Paper Presentation**
  - Dr. Mikiko Nishimura, Director of the Service-Learning Center in International Christian University, Japan presented her paper titled: "Oral History Project: Service-Learning in Asia which she co-authored with Dr. Carol Ma Hok Ka from Singapore University of Social Sciences, Singapore.
- IV. **SLAN members reporting of Service-Learning Initiatives:**
  1. International Christian University, Japan
  2. Ateneo de Manila University, Philippines
  3. De La Salle University, Philippines
  4. Lady Doak College, India
  5. Singapore University of Social Science, Singapore
  6. University of St. Lasalle, Philippines
  7. Trinity University of Asia, Philippines
  8. Fu Jen Catholic University, Taiwan
  9. University of Santo Tomas, Philippines
  10. Ngee Ann Polytechnic, Singapore
  11. Christ University, India
  12. Taipei Medical University, Taiwan
  13. Union College, India
  14. Silliman University, Philippines

**V. Food for Thought: Service-Learning Research in Asia:**

- Dr. Robert Shumer provided the order information for the book.

**VI. Open Forum/Announcements:**

- Approval of the minutes for the 7<sup>th</sup> SLAN Meeting.
- Dr. Mikiko Nishimura announced that International Christian University will be hosting the 8<sup>th</sup> SLAN Meeting. Tentative date is on July 1-3, 2022. The university will also be celebrating the 20<sup>th</sup> anniversary of the establishment of the Service Learning Center as well as SLAN. With that, they are planning to host an International Symposium on July 2, 2022 with the theme "Service-Learning in Asia and Its Value and Significance."
- Dr. Victor Paul announced that Christ University, India will be hosting the 9<sup>th</sup> APRCSL which will be held in their main campus in Bangalore, India. This will be on July 19-21, 2023. They will also hold a SLAN Meeting on July 18, 2023 with a cultural night for the participants. Call for papers are as follows:
 

March 15, 2023	-	First submission
April 23, 2023	-	Second submission
May 10, 2023	-	Third submission
July 5, 2023	-	Full paper submission
- Details of the 9<sup>th</sup> APRCSL such as venue, hotel accommodation, etc. will be posted on their university website.

**VII. Adjournment:**

- Having no matters to be discussed, the meeting ended with a closing prayer by Rev. Leny Jovita and was followed by a Silliman Song.

Prepared by:

Dimple P. Montes, RSW  
Social Worker, Office of Community Engagement and Service-Learning

Approved by:

Ma. Lourdes E. Ursos, MD, MPH  
Director, Office of Community Engagement and Service-Learning

## Best Practice at Amity Foundation

### Service Learning Program

In 2005, Amity initiated Service Learning Program and has been conducting the program with partners from 17 countries over the years. In year 2019, students from ICU, volunteers from United Methodist Church and Chinese university students participated in the program. They worked together in some Chinese international communities, got involved in Chinese cultural activities, provided services at Amity social service centers and joined in a camp on environmental protection with students from Nanjing University.



#### Distinct Features of Amity Service Learning Program

##### 1. Language and Culture Exchange Based

Working together with people from various backgrounds, students are able to learn about different languages and culture, based on which they gain a better understanding of each other and enhance their ability in communication and adaptation.

##### 2. World Social Issues Recognition and Solving Oriented

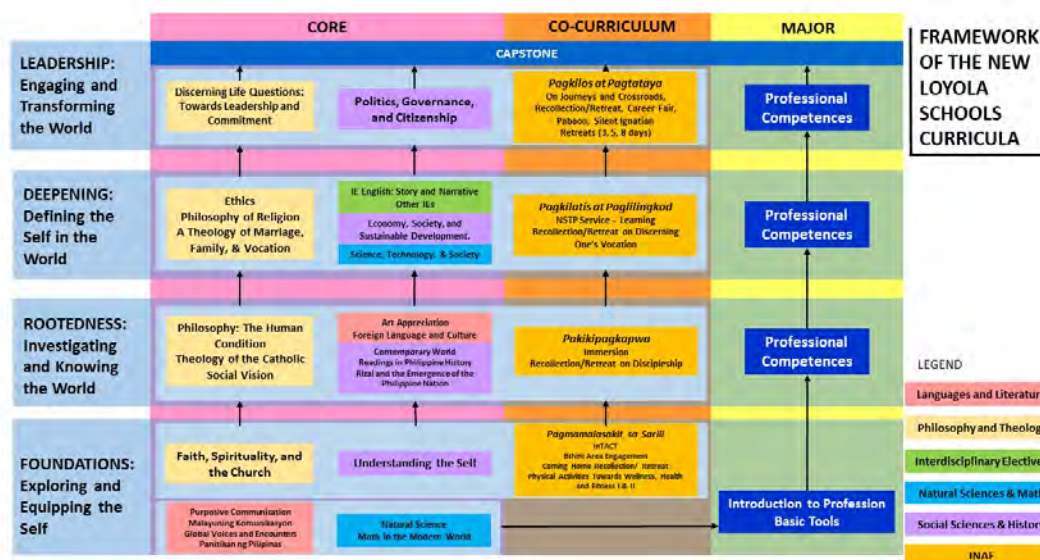
Participants learn more about the world social issues by working in communities, social service centers and taking part in exchange salons, and try to put what they have learned into practice so as to solve the problems accordingly.

##### 3. Social Responsibility and Global Citizen Cultivation Targeted

Through the program activities, participants feel a greater sense of connection with people elsewhere on the planet and a stronger sense of social responsibility to shoulder on in the years to come.

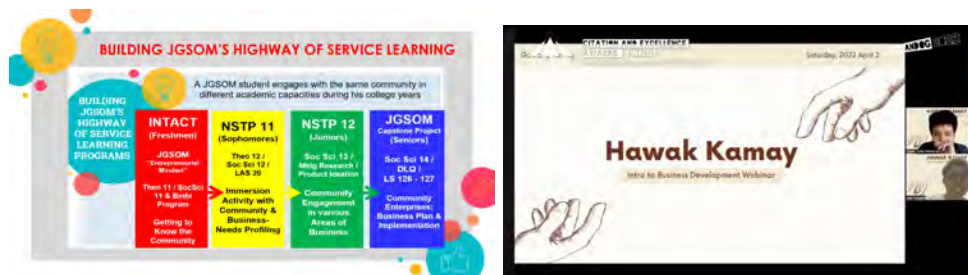
## Service-Learning in the Ateneo de Manila University

The school year 2021-2022 marked the fourth year of the expansion of Service-Learning in the Loyola Schools, in the context of its new curricular framework in which Service-Learning is mandated to be a key component of the education and formation of *all* undergraduate students. In the new curricular framework, *all* undergraduate programs have three basic components: the core curriculum, the major curriculum, and the co-curriculum.



## Best Practices

- New Curricular Framework.** In the new Loyola Schools curricular framework, *all* undergraduate programs have three basic components: the core curriculum, the major curriculum, and the co-curriculum. It is in the last component, the co-curriculum—also referred to as the Integrated Ateneo Formation or InAF program—where Service-Learning activities are undertaken by students. The third-year formation program, NSTP12-Bigkis, provides students with service-learning opportunities as requirements of a core curriculum course and as part of a major subject that is based on their academic discipline.
- Service-Learning (SL) Highways.** The new Loyola Schools curricular framework makes possible the continuous development of discipline-based student community involvement activities. In this regard, SL “highways” (involving SL-related activities from the first to the fourth year of the concerned students) are already being implemented for students of particular courses (Health Science, Development Studies, and Management Honors). In this model, a student is envisioned to engage with the same community from first year to fourth year in different capacities, based on a major course, a Core Curriculum course, and a social formation program the student is enrolled in. The long-term engagements aim to further enhance our impact on our partner communities.
- Outstanding Service-Learning Projects.** “Hawak Kamay” is an undergraduate group project implemented by third-year AB Development Studies students who worked with a community-based organization called “Gawang Kamay” that is active in Barangay Escopa 3, Quezon City. The students used a comprehensive process of data-gathering and consultations with “Gawang Kamay” members to identify weak internal organizational capacities as the core problem of the organization. Consequently, a series of capacity-building interventions were planned and implemented by the students towards making “Gawang Kamay” more resilient and sustainable.



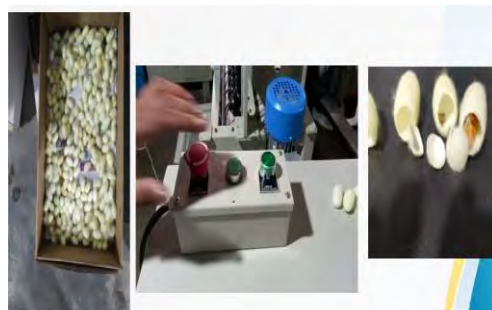


**Centre for Service-Learning (CSL)  
CHRIST (Deemed to be University)**

May 31<sup>st</sup>, 2022

CHRIST (Deemed to be University) has been conducting Service-Learning courses since 2015. The University has set up the Centre for Service-Learning in 2022, to coordinate and support S-L activities across campuses. Some of the key outcomes of S-L activities in the University are mentioned below:

1. **Developing an AI-based machine for sex identification of silkworm, pupa, and cocoon cutting machine** by the Department of Computer science and Engineering. The idea was presented at a national conference that published a research paper and was patented. They also received financial assistance from the department of science and technology, the Government of India.



2. Students from the Department of Media Studies conducted soft skills training through skits and short plays for a school run by CRY NGO for the *children of commercial sex workers* near K.R. Market, Bengaluru.



3. The pandemic posed a unique challenge for the course Service Learning to shift towards the online function mode. Hence, students of 2020-2021 were given 160 children from CSA active areas to work on **telephonic mentoring**. All these students were from the most underprivileged regions in Bengaluru and were studying at government schools that didn't conduct online classes till the end of 2021. Each Media student was paired with a student from the community.



## Best Practice at Chung Yuan Christian University (CYCU) Service-Learning Seeds Group (SLSG)

The Service-Learning Seeds Group (SLSG) aiming at “care for the local environment”, works hard to build a local environment that is healthy for people physically and mentally. By extending care for the local cultural and natural environments, SLSG urge community residents and students to participate in service learning activities and thereby upgrade their social civic awareness.

Since 2014, SLSG have worked with the Taiwan New Resident Mengya Association to practice the “Knowledge-Action Education Program” and “Confidence Empowerment Program”, in order to improve the knowledge-action ability and confidence of the second generation of new residents. Meanwhile, SLSG included the concept about natural environmental protection to achieve the purpose of “care for the local environment”.

### Service Program of SLSG

- 1.The Knowledge-Action Education Program** (After-school tutoring service) helps the second generation of new residents bridge their academic gap, and increases the opportunities to speak Chinese for them, in order to improve their knowledge-action ability in combining Chinese proficiency with their life experience.
- 2.The Confidence Empowerment Program** plans the summer vacation camp and mountain cleanup, including the environmental protection concept, in order to strengthen the self-awareness and environmental protection action of the second generation of new residents.
- 3.The Christmas Care Program** calls on youth volunteers to provide services for non-profit-seeking organizations or elementary school special education classes during the Christmas’ days, in order to improve the self-confidence of disadvantaged children (students with disabilities) and the youth volunteers’ caring awareness.





## DE LA SALLE UNIVERSITY

### SERVICE-LEARNING BEST PRACTICES

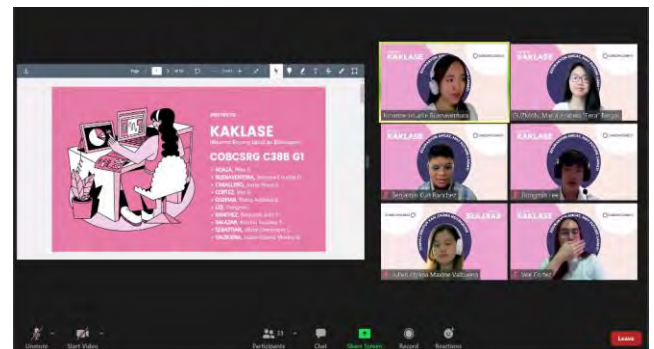
#### 1. Formation Programs

Continuous capacity-building activities for students, faculty, and community partners to enhance their skills and knowledge on Service-Learning. The students receive SL orientations about concepts, principles, and frameworks on SL and local community situations to prepare them for their field activities. Select leaders of community partners attend organizational development training, while the faculty members participate in regular SL training and fora. The formation programs for these stakeholders were sustained remotely during the pandemic.



#### 2. E-Service-Learning Implementation during the Pandemic

In AY 2021-2022, more than 6000 students and 60 partner organizations participated in electronic or online SL. Students successfully implemented projects for their partner communities, such as advocacy materials, learning materials, donation drives for hygiene supplies, accounting tutorials, webinars, livelihood activities, and others. Synchronous activities were done through live online meetings/consultations and virtual tours.



#### 3. Incorporation of SL in faculty promotion

In the revised Faculty Manual of 2021, SL involvement particularly in teaching a course will SL earn points that are included in faculty promotion. This is the DLSU's initiative to recognize faculty teaching courses with SL components and incentivize them for their efforts in contributing to the achievement of the University mandate. As a result, faculty have increased their interest in SL.

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**Service-Learning development at Service-Learning Center, Fu Jen Catholic University**  
**from February 2021 to February 2022**

**Accomplishments**

**1. Service-Learning Curriculum through Community Engagement**

Regarding the Service-Learning Center report, the service-learning curricula, including the course of Introduction to University Life, Philosophy of Life, and Professional Courses incorporated service-learning, were engaged in the community to have 2339 students from 55 classes instructed by 44 teachers and there are collaborated with 146 NGO / NPO.

Table 1. Statistic of Service-Learning Curriculum

	<b>Introduction to University Life</b>	<b>Philosophy of Life</b>	<b>Professional Courses</b>	<b>Total</b>
<b>Teachers</b>	12	4	28	<b>44</b>
<b>Students</b>	555	509	1275	<b>2339</b>
<b>Classes</b>	10	9	36	<b>55</b>
<b>Collaborated NGO/ NPO</b>	24	9	113	<b>146</b>

**2. Volunteering Team**

Twelve teams were engaged in domestic and oversea service learning. They crossed the identification, grades, academics, and areas; they also, met with the people who they needed. 42 students had applied for the course credit for service-learning.

**3. The Faculty Network on Service-Learning**

➤ **Held the Faculty Study Group (FSG)**

There were 20 teachers and staff from the College of Medicine, Communication, Fashion and Textiles, Human Ecology, Management, Education, Foreign Languages and Literatures, Science and Engineering, Social Sciences, and the Office of Student Affairs who participated in the FSG. Besides, they had read three books: (1) Learning through Service- Theories and Practices of Service-Learning across the Disciplines, (2) The Faculty Guide to Service Learning, and (3) Social Praxis-Dialogue Between Education and Social Action.

➤ **Held the 13th Service-Learning Conference on October 15<sup>th</sup>**

The theme of the conference is Prevention of COVID-19: Challenge and Change of Service-Learning and there were 100 participants.

➤ **Held the Lectures about Service-Learning, Student Social Responsibility, and Sustainable Development**

Held 11 lectures to empower teachers and students about service-learning, social responsibility, and sustainable development. There were 892 participants.

➤ **Implemented the Interdisciplinary Program: Promoting Life Safety Plan for At-Risk Children and Youth in Community**

Four teachers from the Dept. of Nursing, Nutritional Science, Business Administration, and Holistic Education Center Graduate Institute of Educational Leadership & Development participated in this program and cooperated with two after-school classes in the communities.

#### 4. International Networks

##### ➤ Participating in the UNIVERSITATE-Training for Leader Space

Three teachers participated in the 1st edition (Mar. 23 to June 18) and five teachers participated in the 2nd edition (Sept. 6 to Dec. 10)

##### ➤ International Sync & Async Online Service-Learning Program

Team	Service Object	Date	Content
<b>Volunteer Team in Vietnam</b>	School Sisters of Notre Dame in Vietnam	May 17 to July 2, 2021	Chinese language teaching and recognizing Taiwanese culture
<b>Volunteer Team in Tanzania</b>	Jordan University College and Kola hill secondary school	July 1 to Sept. 10, 2021	Microsoft Word teaching and typing skill teaching
<b>Volunteer Team in Lashio, Myanmar</b>	Holy Light School	July 1-31, 2021	Six topics about Taiwan (food and celebration, etc.)

#### Future Activities

##### 1. To Publish the Literature About the Projects for Service-Learning

The literature is going to collect the experience and reflection on the process of implementing the service-learning from teachers to provide the resources and structural elements in service-learning.

##### 2. To Apply the UNIVERSITATE AWARD 2022 "Service-learning Experiences in Catholic Higher Education"

The Uniservitate Award aims at promoting quality service-learning practices, that is, at recognizing experiences (1) that show measurable contributions to the solution of socio-environmental problems, identified and addressed in solidarity with organizations and recipients of the community; (2) with the active participation of students in all stages of the project; (3) with a clear articulation between service and educational planning that includes specific links with the curriculum, opportunities for skills development, reflection and research.

Office of Service-Learning  
Ngee Ann Polytechnic

30 May 2022

2021 Best Practice at Ngee Ann Polytechnic (NP)  
Civic Internship Programme

In October 2019, Ngee Ann Polytechnic launched the Civic Internship (CI) programme, a 18 to 22-week work attachment where students apply their skills and knowledge for social good, and deepen their awareness and thinking on social issues. This [video](#) gives a short introduction to the CI programme and this [video](#) shows a Business student’s internship journey with a social enterprise. So far, 1,136 students have completed the Civic Internship programme. Based on the Post Civic Internship Survey conducted, students have indicated an “Increase in Social Awareness (M= 4.49, SD= .68)” and an “Increase in Civic Motivation (M= 4.48, SD= .66)”, both above a mean score of 3.5.

The Civic Internship programme includes the following four unique features:

- 1) Exposure to Social Issues - Students gain insights into how they can use their professional skills for public good.
- 2) Inspirational Start - Students are prepared to have the right mindset for their internship through reflective learning. An [example](#) of an Inspirational Start is where guest speaker Ms Jo Tang shared candidly with the students on her journey as CEO and Founder of the Sustainability Project, a Singapore-based business that aims to encourage and inspire the adoption of a low or zero waste lifestyle.
- 3) Fireside Chat - Students get to engage with and be inspired by exemplary civic role models. Take [this](#) as an example: Anbarasi Boopal (Anbu), Co-CEO of ACRES: Animal Concerns Research and Education Society (Singapore), spoke to 29 interns about her journey with wildlife. She candidly touched on the challenges faced, the effect of the Covid-19 pandemic on the non-profit’s work, and what keeps her going despite the hurdles.
- 4) Civic Challenge - Students continue the civic journey by delving into solutions to address a social issue. An example of a Civic Challenge is given in this [link](#) where the students completed their post-Civic Challenge projects with Human-Animal Bond In Ministry - HIM .



A student’s reflection on her Civic Internship Journey

## Service Learning at Petra Christian University

### 2022 Service-Learning Asia Network (SLAN) Meeting

Service-Learning (S-L) was first introduced at Petra Christian University (PCU) in 2006 through a seminar. Since then S-L has been part of PCU and was managed by the Institute for Research and Community Outreach (IRCO). Various efforts have been initiated by IRCO to increase awareness of S-L among PCU faculty members, among others are:

- trainings, seminars, and conferences on S-L;
- the publication of “Service Learning Implementation Guide” booklet for faculty members; and
- the development of a management information system to support the implementation of S-L.

S-L has also been relatively institutionalized at PCU by its inclusion in the Strategic Planning document of the University. In terms of S-L implementation, in 2011 the Vice Rector for Academic Affairs has issued a circular on the “Implementation of Service Learning.” The circular specifically mentioned the accommodation of Community Outreach Program (COP) as a non-mandatory course in all academic departments at PCU. COP is Service-Learning program, which aims to give an experiential learning process to students and faculty members by living in the communities. COP also aims to respond to the real social needs and assists in developing local communities using interdisciplinary approach. COP has been a major and sustained initiative at PCU and its international version, the International COP, has been a flagship initiative at PCU.

More substantively the circular elaborated on how S-L should be implemented and accommodated into the curriculum of all academic departments at PCU, among others are:

- Each academic department is required to have S-L courses (at least one) where these courses don’t have to be newly-created courses;
- S-L courses in each academic department can be on non-permanent basis but there needs to always be one in every semester and these courses need to be published to students and reported to the Faculty level;
- S-L courses are required to add “Introduction to Service Learning” content in their syllabi;
- every student is required to take at least one S-L course OR the COP as a graduation requirement; and
- an additional one credit point (for teaching load) is awarded to the lecturer(s) for each S-L course.

Some challenges that we face at PCU with regards to S-L are lack or differing understanding of S-L which has resulted in limited buy-in among faculty members. This limited buy-in has been exacerbated by the lack of ‘regeneration’ of S-L advocates among the faculty members. The recent pandemic has also added to the challenge in implementing S-L since most of S-L activities needed to be postponed or cancelled due to health reasons. Fortunately, with the improvement of the COVID-19 situation in Indonesia we’ve seen some restarting in S-L activities.

Despite the challenges above we’ve also seen some opportunities for S-L at PCU worth mentioning. Firstly, the new curriculum, implemented since 2020, has included four different types of off-campus learning activities. One of them, Community Engagement, is closely related to S-L activities. Secondly, the launch of the Merdeka Belajar-Kampus Merdeka or Emancipated Learning by the Indonesian Ministry of Education, Culture, Research, Technology in 2020 has spurred interests in experiential learning activities among Indonesian universities. These opportunities are believed to be able to increase awareness to S-L.

by: Liauw Toong Tjiek (Aditya Nugraha) – Director of ELTC at PCU – [anugraha@petra.ac.id](mailto:anugraha@petra.ac.id)

### **Good Practices of Service-Learning at Singapore University of Social Sciences (SUSS)**

In SUSS, the 5 key elements of the Community Engagement (CE) Framework informs our programming and students' learning. Regarding the latter, all full-time undergraduates undergo a pre-engagement Foundations of Community Engagement course which emphasises the 5 key elements:

1. **Reciprocity:** We recognise that reciprocal partnership among all stakeholders is the key factor for any successful Community Engagement endeavour. In alignment with Stanton's (1999) Principle of Reciprocity, "I serve you in order that I may learn from you. You accept my service in order that you may teach me", community partners are encouraged to come on board students' CE journey as co-educators<sup>1</sup>. The community is also engaged as trainers for student capacity-building workshops.
2. **Reflection:** Kolb and Fry's Experiential Learning Cycle is applied when students reflect on their community engagement. Reflection is also incorporated in student assessment whereby students reflect on their journey and personal philosophy towards social consciousness and civic responsibility.
3. **Meaningful Service:** OSLCE has worked with university and community stakeholders to curate seven pathways for CE engagement. Each pathway offers opportunities based on community priorities. A suite of resources (capacity building workshops and funds) is also available for students enhance their skills and competencies when engaging with communities. The various pathways informed by community-determined opportunities coupled with resources, enhance meaningfulness for both students and community partners.
4. **Community Voice:** As a community-engaged institution, through strategic networks in Singapore and beyond, SUSS facilitates unique cross-sector collaboration between learners, educators, community organisations, government agencies and companies to collaborate for the greater good, and share resources that help to enhance society's well-being. Community partners are also given the annual platform (community engagement fair) to share their opportunities and recruit students; and are sought for feedback regularly so that our office's programmes and resources can be enhanced.
5. **Student Voice:** SUSS emphasises student autonomy, empowering students to propose self-directed, student-driven initiatives. Students may propose a diverse range of project types, be it individual or group, direct or indirect service, project-based or on-going projects. Importantly, students are encouraged to balance the needs of the community with a commitment level that is sustainable for themselves. Also, a suite of University Awards serve as a platform for students to exercise their voice by nominating their peers with outstanding contributions to the community.

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<sup>1</sup> Chang, C. & Yap, M.S. (2017). Service-Learning: Appreciating the Community as Co-Educator, *The Heart of Learning*. Singapore University of Social Sciences. [https://www.suss.edu.sg/docs/default-source/contentdoc/comms/theheartoflearning\\_suss2017pdf.pdf](https://www.suss.edu.sg/docs/default-source/contentdoc/comms/theheartoflearning_suss2017pdf.pdf)



## Best Practice at Taiwan Service Learning Association (TSLA)

### Online Practice Forum on Building Friendly Communities in Schools Using Art as a Media

- Teaching experience of picture books for young children and the elderly in the community.
- Art practice of co-learning and co-creation with special groups.
- Music as a Medium for Community Elderly Rehabilitation.
- Art penetrates the elderly community and revitalizes local creations .
- We Media Health Communication and Art and Culture inheritance.
- Art as an Approach to Citizenship and Moral Education.

### Journal of Service Learning and Social Engagement

#### ● RESEARCH PAPERS

1.As Covid-19 happens quickly, urgently, and suddenly, what can we do in service-learning courses ? A narrative study of a teacher's observation and practice in the field of senior citizens.

2.Exploring the Experience and Challenges of Community Organizations in College Service-learning Curriculum.

3.Community Festivals and Regional Revitalization: A Study of Fun Guandu Festival.

#### ● FEATURED CASE REPORTS

1.The practice of digital learning partners under the remote teaching mode under the influence of the epidemic.

2.English Volunteer Group and Children's Picture Book Online Learning Experience.

3.The exploration and discovery of online museum education promotion activities.

**長幼共學 青銀互動**  
藝術作為學校營造友善社區的媒介  
線上實務論壇  
2022.03.12 09:30-16:30  
<https://meet.google.com/kpg-tisd-qjd>

**主題1 社區幼童與高齡者繪本教學經驗**

- 老幼共讀—從府前街有民活動室繪本共讀的教學經驗 | 范維珍 (慶學副校長兼副校長)
- 繪本繪畫—Story Dreamer(愛語志工團)與繪本共學經驗 | 邱悅萍 (國立臺北教育大學華文系外語系副教授兼圖書資訊系組長)
- 繪本故事的療癒力量—高齡者繪本劇作的教學經驗 | 羅翠瑛 (臺北醫學大學課外活動指導老師)

**主題2 與特殊族群共學共創的藝術實踐**

- 家庭劇創作進入安老病房—藝術師的藝術實踐 | 張麗輝 (國立藝術教育工作者)
- 透過藝術服務學習提升社區的友誼 | 劉子華 (國立臺北教育大學藝術服務學習組組長)

**主題3 音樂作為社區高齡者療育的媒介**

- 從在地團體—樂齡服務會發展的社區參與及公民實踐 | 蔡明瑜 (國立臺灣師範大學博士後研究員兼任助理教授)
- 疫情中透過音樂線上課程作為高齡者療育的媒介 | 廖惟珍 (國立臺灣師範大學藝術治療法課程講師)

**主題4 藝術漫潤高齡社區活化地方創生**

- 耆年巡遊—新竹清社區高齡者共創經驗 | 許文淳 (竹東服務學習工作室負責人)
- 耆鏡之海—開戶內閣部高齡者的高齡地方創生 | 沈怡庭 (藝術領域研究生研究工作者)

**主題5 藝術文化傳承與自媒體健康傳播**

- 原鄉傳統戲曲—與耆老人的互動傳承 | 吳建雄 (中華科技大學雙外活動發展組高級管理師兼任學生生活資訊中心主任)
- 耆樂節目與口語傳播技巧—以高齡者為團體對象 | 藍雅琪 (流行音樂傳播組組長)
- 高齡健康傳播—自媒體的療癒力量 | 吳振祥 (新學健康服務學院身心健康促進組組長兼任助理教授)

**微电影 藝術作為公民與品德教育的途徑**

- 一門促進世代共融的課—藝起來玩社區微電影音樂劇
- 耆童共學彩虹繪畫的生命

**反思對談 社會參與及服務學習的全新思維**

- 主持人 | 蔡明瑜 (國立臺灣師範大學博士後研究員兼任助理教授)
- 嘉賓人 | 李俊傑 (國立臺灣師範大學研習組兼任助理教授)
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10th Service-Learning Asia Network (SLAN) Meeting  
Institutional Service-Learning Updates 2022

With most classes still held online in the Philippines, Service-Learning activities remained online as well, with the National Service Training Program (NSTP) as primary implementer of ACES or the Alternative Community Engagement Scheme, which allows students to think of out-of-the-box and output-based online projects that would bring development to selected communities. These projects enabled students to learn from their experiences while rendering service without exposing themselves to the dangers of the contagion.

Among such projects are webinars on disaster preparedness, environmental conservation and preservation, women empowerment, and mitigation of fatal diseases such as Dengue fever, leptospirosis, heart diseases and brain stroke, and some degenerative illnesses.

In some major courses, Service-Learning activities were also held online, including a webinar on safe food handling and preparations as the number of online food businesses mushroomed during the pandemic, animal welfare advocacy which focused on reducing cases of abuses of dog breeding, and a campaign for literacy on availing government services among the digitally-challenged segment of the population.

With the COVID-19 surge in the Philippines last January, 2022 due to the Delta variant of the coronavirus, the 2022 International Service-Learning Program with the Colleges and Universities of the Anglican Communion (CUAC) was postponed again for the third straight year but plans for the 2023 program are on the pipeline as the COVID-19 cases dropped significantly in the fast few months.

To keep the faculty updated with the developments in the field of Service-Learning, the university sent 10 college teachers to the Uniservitate Asia and Oceania and De La Salle University Service-Learning Training for Institutional Stakeholders which is composed of several modules spread in several months since 2021.

Two researches from the university were also presented during the 8<sup>th</sup> Asia-Pacific Regional Conference on Service-Learning last July, 2021, which was hosted by Silliman University. Trinity University of Asia committed to help Silliman, it's sister school, during the conference, and a faculty of TUA was chosen to be a blind reviewer for research presentations.

Service—Learning Center,

Union Christian College, India

### **2021 BEST PRACTICE AT UNION CHRISTIAN COLLEGE (UCC)**

Since 2012, UCC, India has hosted the International Service-Learning for the students of International Christian University, Japan. 3-4 students participate in the 30-day long Service-Learning covering over seven partner institutions to perform SL. 2018 Service-Learning was a memorable one as the place experienced great flood and program coordinators had to cover the program through digital platform such as WhatsApp for a few days. This learning was useful to conduct the International Student Exchange Service-Learning (ISESL) under the pandemic induced “new normal” during July-Aug 2021. Three students from ICU, Japan and 12 students from UCC Aluva, participated in the program. Special focus was given to the woman empowerment initiative (*Kudumbasree*) where the ICU students introduced 2 indigenous snacks for marketing in our region. Service-Learning at the School for the Blind, old age home, primary school education, inter-religious understanding and biodiversity study are other area of studies covered.

The Service initiatives enabled the following.

1. Help students gather a better understanding of community needs that was found to benefit the community partners. The Service-Learning with Kudumbasree was eye-opener towards the empowerment initiatives undergoing at the grass-root level in the locality. Working as teams to document the story of women community and firsthand interaction with local community over virtual platforms opened new vistas to conducting service learning digitally.
2. Reflections on digital learning: Teaching and interaction with the blind students and students from primary school over digital platforms generated dialogue on the possibilities and challenges of digital learning.
3. Cultural and Bio-diversity – Exposure to cultural and biodiversity of the region through introduction to traditional attire, songs, language, cuisine and campus flora.
4. Gender Studies - Students perform gender based observations in Indian scenario and compares the gender equalities in Japan.

## 2021 Best Practice at International Christian University (ICU) Japan Summer Service-Learning (JSSL)

Since 2016, ICU has hosted a joint program, Japan Summer Service-Learning (JSSL) with Middlebury College (USA) and SLAN universities. Students from various cultural backgrounds gather in Japan, to serve community needs in both urban and rural contexts in Mitaka city (Tokyo) and Tenryu Village (Nagano) respectively. International students compare and contrast various local perspectives with reference to the Japanese contexts while ICU students obtain multiple perspectives by coordinating and serving as an interpreter.



Photos: Service activities in Tenryu village

### Distinct features of JSSL

1. Learning with students from diverse socio-cultural backgrounds
  - In teamwork with rich cultural diversity, students engage in service activities in Japanese communities, deepen their understanding of issues through dialogue, and enhance their ability to respect various cultural backgrounds.
2. Partnership and mutual learning with the Japanese local community
  - Local community partnerships in Japan can also generate a mutual exchange of diverse local perspectives through interaction with students from Japan, the USA, and Asia and community members with various backgrounds.
  - Continuous implementation of JSSL enables ICU and local communities to develop a partnership with long-term visions for community development.
3. Reciprocal program with SLAN partners
  - The stereotypical savior complex is avoided and ICU and SLAN partners develop reciprocity in SL programs through JSSL.
  - This explores common challenges and connections among local, national, regional, and global issues.

