サービス・ラーニング研究シリーズ 6
Service-Learning Studies Series No.6

Service-Learning in the Era of "New Normal": Reflection on the Modes of Service-Learning and Future Partnerships

国際基督教大学
International Christian University

サービス・ラーニング・センター
Service-Learning Center

サービス・ラーニング研究シリーズ 6

Service-Learning Studies Series No.6

Service-Learning in the Era of "New Normal":

Reflection on the Modes of Service-Learning and

Future Partnerships

国際基督教大学　サービス・ラーニング・センター

Service-Learning Center, International Christian University

目次/CONTENTS

はしがき

　『サービス・ラーニング（SL）研究シリーズ』は、2005 年の初刊以来、これまで 5 冊が発刊されました。2011 年にシリーズ 5 が発刊されてから実に 10 年が経過してしまいましたが、ここに第 6 巻を発行できることになり大変嬉しく思っています。

　2020 年は、新型コロナウィルスの世界的な蔓延により、サービス・ラーニングも大きな挑戦を受け、高等教育の経験的学習のあり方を見直す契機となりました。本学でもすべての国際サービス・ラーニングが中止となり、オンラインでのサービス活動のあり方が模索されました。第 6 巻では、本学とインド、香港、南アフリカのパートナー機関の事例から、ポスト・コロナ時代のサービス・ラーニングにおける教授法や取り組み方を展望することを目的としました。サービス・ラーニングの本質を失わずに柔軟で広がりのあるサービス活動を展開するために何が必要になるのか、考えるきっかけを提供できれば幸いです。

Preface

　　Since 2005 ICU Service-Learning Center has published five volumes of Service-Learning (S-L) Study Series. I am glad to publish this sixth volume after a long decade.

　　Due to the COVID-19 pandemic, the year 2020 was an unprecedented time that transformed our assumptions about higher education and adjusted how we frame the experiential learning process. We had to cancel international service-learning programs, while being challenged to explore alternative ways of implementing experiential learning programs online. This volume aims at looking ahead to the prospective pedagogy of service-learning in the post-pandemic era from the case studies of ICU and partner institutions in India, Hong Kong, and South Africa. We would like to provide an opportunity to think about what is needed to develop flexible and expanding service activities without losing the essence of service learning.

March 2021

Mikiko Nishimura 　　西村幹子

Director of ICU Service-Learning Center

Profiles of Authors (In the order of appearance)
執筆者紹介（執筆順）

Mikiko Nishimura (西村　幹子)
Professor, Sociology of Education and International Educational Development,
Director, Service-Learning Center, International Christian University, Japan
国際基督教大学教授（教育社会学・国際教育開発）、
サービス・ラーニング・センター長

Janice McMillan
Associate Professor, Centre for Innovation in Learning and Teaching, University of Cape
Town, South Africa
Renee Smit,.
Senior lecturer, Department of Electrical Engineering, University of Cape Town, South
Africa
Uzair Ben Ebrahim
Educator and Facilitator, Cape Town, South Africa
Ruth Brain
Researcher and Urbanist, Cape Town, South Africa
Shannon Cupido
Educator and Researcher, Cape Town, South Africa
Pieter Levecque
Associate Professor, Department of Chemical Engineering, University of Cape Town,
South Africa

Chong Xiao
Senior Project Officer, Centre for Holistic Teaching and Learning,
Hong Kong Baptist University, Hong Kong

Justin R Nayagam,
Assistant Professor, Department of Botany, Union Christian College, Aluva (Affiliated
to Mahatma Gandhi University, Kottayam), Kerala, India
Malini R,
Assistant Professor, Department of Psychology, Union Christian College Aluva
(Affiliated to Mahatma Gandhi University, Kottayam), Kerala, India
Akhila Narayanan
Assistant Professor, Department of English, Union Christian College Aluva (Affiliated to
Mahatma Gandhi University, Kottayam), Kerala, India

Kenji Ishihara (石原　謙治)
Instructor/Coordinator, Service-Learning Center, International Christian University, Japan
国際基督教大学サービス・ラーニング・センター講師・コーディネーター
Hitomi Yokote (横手　仁美)
Instructor/Coordinator, Service-Learning Center, International Christian University, Japan
国際基督教大学サービス・ラーニング・センター講師・コーディネーター

Mercy Pushpalatha

Program Consultant, South Asia, United Board of Christian Universities in Asia

1. Service-Learning in the New Normal: Reflections on Modes and Future Partnerships

Mikiko Nishimura
Service-Learning Center, International Christian University

Due to the COVID-19 pandemic, the year 2020 was an unprecedented time that transformed our assumptions about higher education and adjusted how we frame the experiential learning process, in particular, service-learning. Many institutions delayed the start of their courses, canceled exchange programs, and international service-learning. As a result, they were challenged to explore alternative ways of implementing experiential learning programs that combine *being*, *knowing*, and *doing*. International Christian University was not an exception to this struggle. Domestically, in Japan, we have tried our best to seek an online and hybrid mode of service-learning. While exploring our options, we were blessed to work with our U.S. partner, Middlebury College, to create an online international service-learning strategy that allowed Japanese and American students to jointly experience services for a U.S. museum and children in a Tokyo neighborhood. This online interaction expanded the social space for indirect service-learning. American and Japanese students, from various cities, towns, and countries, were also able to work together and engage in service activities with communities across the national border.

In this volume of the monograph series, we attempt to capture the impact of the pandemic and how service-learning researchers and practitioners responded by reframing courses and encouraging civic engagement in higher education systems in various parts of the world. This volume includes four articles featuring case studies about the University of Cape Town in South Africa, Lingnan University in Hong Kong, Union Christian College in India, and International Christian University in Japan. We also have one article written by Dr. Mercy Pushpalatha, who was the president and pioneer of service-learning at Lady Doak College in India and now serves as a program consultant for the United Board of Christian Higher Education in Asia.

The first article, written by McMillan et al., discusses how the University of Cape Town implemented a course that focused on citizen professionals in engineering and the built environment. This course was designed in 2019 for engineering students as a humanities elective to equip them, as emerging professionals, with new lenses. The goal was to create a new perspective that allowed students to contribute to society as civic-minded professionals. This initiative was also in line with one of the university's vision 2030 key pillars: to provide a socially engaged learning experience for all students. The course included thorough and engaging discussions and attempted to disrupt the narrow notions of engineering, development, and social change. The university accomplished its goal for the course by acknowledging multiple perspectives and allowing for a thorough examination of complex issues like unequal access to resources, opportunities, land, development, food security, water, and sanitation. Students studied the mobilizing actions

of groups and social movements in South Africa and across the continent. Utilizing pedagogy of care and intention, students focused on new methods of professionalism. They also examined so-called wicked problems that were difficult to solve because of factors like deep histories, contradictory stakeholder positions, and complex interdependencies. As a result, the program was able to produce deep reflection, engagement, and learning outcomes. Not only did the course utilize texts, but it also focused on the students, their peers, and their emergent professional identities. In 2020, due to the cancelation of field work during COVID-19, the program introduced weekly writing assignments allowing students to engage with being and to analyze and reflect on the course materials in relation to their own lives and personal experiences. By doing so, the program brought social issues into focus for the class.

The second article, written by Xiao, discusses the case of the transformative service-learning model at Lingnan University. Since 2018, the university's office of service-learning has been working on this model. The school piloted it in a service-learning course during the 2019-2020 and 2020-2021 academic years. As the first university to introduce a service-learning program in Hong Kong in 2004, Lingnan University made it a compulsory course for all students in 2016. In 2017, the school changed its pedagogical focus from direct service to social innovation with emphasis on problem solving, community needs assessment rationale, solution development, and strategies in sustaining impact by introducing design thinking and an evidence-based community needs assessment. During this course, students' social innovation practices were a continuous process that led to their participation in various entrepreneurial competitions. The school granted significant autonomy to students in selecting their challenges and solutions. The case of Lingnan University shows an outcome-based approach that steered the instruction and assessment design to connect a periodic semester with a continuous process of addressing social challenges. Even during the pandemic, this approach enhanced reciprocity between students and communities.

The third article, written by Nayagam et al. articulates the importance of the plural reality of the "new normal" within a specific country and concerning different parts of the world. Having been challenged by floods in 2019 and 2020, Union Christian College explored possible ways of conducting international service-learning during a time of unpredictable natural disaster. To maintain the mission of international service-learning and enhance the intellectual development of students, the college focused on basic skill acquisition, ethical and social responsibility, along with personal growth, and adopted a model that blended offline and online learning. As part of the course, students posted daily activity reports in the official WhatsApp group. They also regularly wrote about their impressions of the sites they visited, their experiences, acquired knowledge, and reflections. The student reporting practice evolved into a discussion with each participant commenting and responding to the views shared by others. Resource persons also had the opportunity to make timely interventions and put things into perspective. The platform generated more interactions among the participants and resource persons during the program and established a more intimate bond between the parties. Nevertheless, Nayagam et al. caution that an online international service-learning mode is not a comprehensive solution, because it can set a dangerous precedent for countries like India, where there is a sharp digital divide between the rural and urban populations and a low rate of digital literacy among the elderly population. Under such diverse contexts, Nayagam et al. suggest a combination of components, including pilot visits to community

sites for data collection, digital device training, appointing educated monitors to each location for future access, reaching out through social media groups, and periodical webcasting with real-time reflection through social media.

The case of International Christian University, presented by Ishihara and Yokote, indicates the necessity to revisit modalities of service-learning during COVID-19. Online service-learning, also called virtual or electric service-learning, was a new approach to our program. It utilized the Internet to provide full or partial components of instruction, service, and reflection online. When the service component occurred online, the program was more accessible, cost-effective, and even more inclusive for students who had difficulty conducting onsite service activities. Furthermore, it was effective to engage in a blended mode of teaching in combination with a service activity. It made the border between international and community programs less significant. By utilizing online service-learning, the university removed geographical barriers and helped students engage in remote projects together with peers and community partners in other countries. While online service-learning is a solution, there can be challenges. In this mode, team building or bonding can be difficult. For students who cannot afford to buy digital devices and obtain Internet service, it can be costly to join online programs. It is also evident that while it is more feasible to conduct indirect, research-based, and advocacy-based service activity in online service-learning, it cannot, through direct service, reach people in serious need. The online collaboration also made us question the existing definition of "community" in service-learning in comparison to international service-learning when we can remotely serve worldwide communities.

Finally, Pushpalatha illustrates a variety of service-learning programs that the United Board of Christian Higher Education in Asia funded between 2015 and 2019. The areas of intervention included education, health, welfare, care for the elderly, gender issues, inclusive society, local tourism, climate change adaptation, poverty alleviation, online financial management, and small and micro enterprise development. She maintains that, under uncertain new normal conditions, civically engaged students are equally, if not more, important and that higher education institutions should not ignore service-learning. According to Pushpalatha, service-learning can be a pedagogy that builds the classroom on the screen with the reality on the streets, allows for seamless character formation, and enables whole person education. In service-learning experiences, students develop many personal skills, such as self-awareness, interpersonal abilities, team building, risk taking, and empathy. They also gain the ability to appreciate the positive feelings they can experience in connecting with people in the community, engaging in citizenship, and gaining social consciousness, which are not easily provided by the virtual classroom. Pushpalatha proposes that higher education institutions need to provide ample opportunities for college students to engage in virtual volunteerism by evolving strategies for online service-learning to enable community engagement through social media, online courses, and other web-based platforms.

These articles demonstrate how four institutions have taken up the new challenge to foresee the future modes of service-learning during and in the post-pandemic era. The most important takeaway is that educators should make service-learning as flexible as possible. Also, they should keep in mind that service-learning is centered around whole person development and has the goal of providing engagement with local and global issues. For service-learning, educators need to focus on engagement and not look at a challenge as a mere technical issue or temporary countermeasure. It is important to note

that online service-learning can be offered as indirect service, research-based, or advocacy-based service projects. This format allows service-learning courses to become contactless, remote, or virtual engagements. However, it is a challenge to figure out how to reach out to the most disadvantaged populations. The key concerns include establishing networking, proper monitoring systems, and offering online access assistance to each particular community. It is imperative to note, regarding service activities, that online service-learning should not exclude certain groups of people. For students, it should attempt to create a willing attitude. They should be encouraged to listen to and learn from plural communities and respect their vitality and rich cultures that are filled with knowledge and wisdom. Since quality service-learning is human-centric, interactive, and based on mutual learning, we should explore a new pedagogy that allows for restricted physical contact with people.

There is another consideration in the area of international collaboration in conducting either community or international service-learning. We have realized, through online service-learning, that we maintain a narrow definition of a geographically bounded community. Now, we realize that online service-learning has the possibility of bridging plural epistemology and reality by engaging students from various parts of the world in local and global issues. The pandemic period has taught us about the fragility and uncertainty of human life. As a result, we realize the importance of creativity, innovation, and empathy for one another at all levels. With partner institutions, we should explore a more innovative service-learning approach to realize an academic space for *being*, *knowing*, and *doing* combined for the common good.

2. The Citizen Professional:
Engaging the Social and Holding Complexity in Challenging Times

Janice McMillan[1], Reneé Smit[2], Uzair Ben Ebrahim[3], Ruth Brain[4],
Shannon Cupido[5], and Pieter Levecque[6]

[1] Centre for Innovation in Learning and Teaching, University of Cape Town
[2] Department of Electrical Engineering, University of Cape Town
[3] Cape Town, South Africa
[4] Cape Town, South Africa
[5] Cape Town, South Africa
[6] Department of Chemical Engineering, University of Cape Town

Abstract

COVID-19 pandemic comes nearly five years after intense student protest centred around racism, colonialism, high university fees, and student housing, amongst others[1]. These two events have put huge pressure on higher education to relook its core purpose, its teaching and learning and the kind of students it graduates. The purpose of this paper is to reflect on the use of *deliberate civic engagement* in an engineering course at the University of Cape Town (UCT) that was developed partly in response to the calls of the students for broad-based change in 2015. We describe the course in 2019 and then in 2020, analysing the shifts we needed to make in the context of COVID-19, the challenges we faced, and the project that ultimately emerged. While not without enormous challenges, we believe that through a consistent '*pedagogy of care and intention*', we were able to run a successful course in 2020. Intentional work around developing relevant online learning materials and bringing on a strong and skillful facilitator were key to this success.

*What really matters: getting your content online is **not** your priority; connecting with your students is[2]*
Disciplines and professions define what counts as legitimate knowledge and acceptable practice by their members. The invisibility of this framing offers a major challenge for teachers in working with students, as staff are normally enculturated into their discipline or profession and take it for granted (Boud & Walker 1998: 200).

---

[1] See https://www.theguardian.com/uk-news/2016/mar/16/the-real-meaning-of-rhodes-must-fall
https://www.globalcitizen.org/en/content/rhodes-must-fall-founder-racist-statues/

[2] Quote from a colleague providing support for online learning at the University of Cape Town, March-June 2020.

> *Citizen professionals develop unique styles grounded in local civic cultures.*
> *...They also build skills of collaborative public work that help energize and*
> *activate broad civic energies* (Boyte 2008: 145).

Between 2015 and 2017 the University of Cape Town (UCT) was the scene of intensestudent protests centred around racism, colonialism, high university fees, and student housing, amongst others. While these protests started at UCT, they were ultimately part of much bigger, national (and ultimately global) student protests linked to the hashtag #RhodesMustFall (#RMF)[3] which then merged into #FeesMustFall (#FMF).

Conversations between engineering staff and groups of engineering students in that period highlighted that there was a clear lack of course offerings at UCT which included content around social justice and how to link social justice not only to their personal life, but also their future professional life. This absence is particularly significant in a society with the extreme inequalities of South Africa, where future engineering professionals should actively contribute to alleviating poverty. The purpose of this paper is to reflect on the use of *deliberate civic engagement* in an engineering course at the University of Cape Town (UCT) run as a pilot between July - November 2019 and then again in the second half of 2020 through the faculty of Engineering and the Built Environment (EBE). The course is called 'Citizen Professionals in Engineering and the Built Environment' (C/Prof) and contributes to the engineering curriculum as a Humanities elective, open to engineering students at any level of study. It runs for a full 12-week semester, with 4 hours of classes each week.

2020 was an unprecedented year globally with the start of the COVID-19 pandemic, which now into 2021, seems to be ever more serious. Countries across the globe have been challenged in ways unimaginable only 18 months ago, and the higher education sector has not been untouched. In fact, for many, the changes wrought by the COVD-19 context have changed higher education forever. New ways of learning became the focus of many efforts around the world as campuses moved their teaching and learning online.

The C/Prof course was not unaffected by this context. This paper describes the course in 2019 and then in 2020, analysing the shifts we needed to make in the context of COVID-19, the challenges we faced, and the project that ultimately emerged. While not without enormous challenges, and needing to think on our feet at times, we believe that through a consistent '*pedagogy of care and intention*' (Noddings 2005; Barnett 2009), we have been able to run a successful course in 2020; it is our hope that our students understand what it might mean to be a 'citizen professional', particularly in our increasingly challenging (post-COVID) world.

The Citizen Professional Course: Conceptualization, Framing and Guiding Principles

The Engineering Council of South Africa (ECSA) requires engineering students to undertake what they call 'complementary studies' courses, courses which

> *"cover disciplines other than engineering sciences, natural sciences and*
> *mathematics, which are relevant to the practice of engineering and include*
> *engineering economics, management, the impact of technology on society,*
> *effective communication, the humanities, social sciences and other areas that*
> *support an understanding of the world in which engineering is practised".*
> (Engineering Council of South Africa 2018).

---

[3] See https://www.theguardian.com/uk-news/2016/mar/16/the-real-meaning-of-rhodes-must-fall
https://www.globalcitizen.org/en/content/rhodes-must-fall-founder-racist-statues/

Contrary to criticisms voiced during the student protests of 2015 and 2016, many courses that count as complementary studies do not engage in issues of social justice, racism, and issues of privilege. Given our desire to provide students with the possibility of connecting with the broader social world/context in which they will one day work, we needed to think differently about both curriculum and pedagogy. For us the curriculum was less about teaching content areas and more about helping students think about the world, their professions and the relationship between these in new ways. In terms of pedagogy, it was important for all of us from the outset to bring a relational, intentional component into our teaching and engagement (Noddings 2005).

All of this is challenging but important in work aimed at shifting ideas of professional identity and role and goes to the core of much professional education. The C/Prof course thus aims to provide engineering and built environment students with new lenses to make sense of the broader social context in which they will apply their technical skills as citizen professionals. Harry Boyte in particular, has argued eloquently about the importance of the role of the 'citizen professional':[4]

> *Citizen professionals develop unique styles grounded in local civic cultures. They learn respect for the insights of those without formal credentials. They recognize that they have much to learn from communities where populist values of cultural roots, community vitality, and equality are alive. They also build skills of collaborative public work that help energize and activate broad civic energies* (Boyte 2008: 145).

Our course has aimed to develop a practice to enable the development of such a professional identity and role. The course runs in two parts: the first part of the course disrupts the narrow notions of engineering, development, and social change by acknowledging multiple perspectives and the complexity of working in a society defined by unequal access to resources and opportunities. This is done by deep discussion and engagement and by the introduction of some key texts which serve to challenge engineering mindsets.

In the second part of the course, we engage with key issues facing society today. These issues change from year to year and comprise land and housing, food security, and water and sanitation – and delve into the actions undertaken by groups and social movements mobilising around these issues here in South Africa and across the African continent. Building on this foundation, the second part of the course therefore focuses on equipping the students with tools on how to lead difficult conversations around *wicked problems*, important both in their personal and their professional lives. This culminates in students being required to design and moderate a deliberation event (discussed later in the chapter).

A note on locating our practice in the broader spectrum of courses that fall under the label of 'community or civic engagement' - service-learning, community-engaged learning, community-engaged research - as an invitation to engage with issues in civil society. In other words, this is not a course focused on service on even community engagement per se; rather, it aims to *position engineering students* – as emerging professionals – *with new lenses to contribute to society as civic-minded professionals*.

The rest of this section discusses the guiding concepts, principles approaches shaping the course.

Overarching Framing: Engaging the Social and Holding Complexity

> *…engineering epistemologies assume an apolitical and neutral stance that much of engineering's history does not meaningfully impact present day practices…[and] that bias-free knowledge is possible by focusing on practices that promote 'social cohesion' and 'efficient, and interdependent functionality'*
> (Banks & Lachney, 2017:4)

We use the phrase '*engaging the social*' as a metaphor for the broader context outside the university which includes amongst other concerns, the social, political and economic issues confronting society and with which professionals need to engage[5]. Framing the course in this way shifts the idea of the technical professional as it situates the student as an emerging *citizen* professional in this broader context while on our course. In thinking about professional education, one of the challenges is to shift the often hidden and implicit assumptions behind what counts as professional knowledge and competence:

> *Everything we do is framed and situated. The framing rarely occurs through our own volition but is part of the world we experience as given. …[O]f particular significance in professional education is the framing imposed by particular disciplinary and professional contexts within which teachers and students operate* (Boud & Walker 1998:200).

Linking to this to the work on our course meant that we needed to provide a learning context where students could be supported to develop and take on new lenses in this new role. The lenses we wanted them to develop are ones that could help them engage the broader social context in which they would one day work as professionals. Given the challenges and range of issues they will confront, they also need to be able to 'hold complexity' i.e. grapple with different, and often competing, paradigms. We are asking them to hold complexity of a particular kind - not the technical complexity of an engineering context, but social complexity: complexity of the social world. The social problems they will encounter do not simply require technical know-how; they require an ability to engage with a broader social context including different social actors and issues such as poverty and inequality, food security, gender inequality, and climate change.

A series of questions emerges from this kind of framing including: what are the ways in which we need to shape the curriculum and pedagogy to enable this new kind of learning and engagement of engaging the social and holding complexity? How can we build the new lenses needed for this new kind of engagement? The rest of this section outlines the key components of our approach.

A Pedagogy of Care and Intention. As social justice educators, we are keenly aware of the challenges of asking students to shift lenses especially in the context of professional education such as engineering, where students are encouraged to be certain and unambiguous in their thinking. We are also aware of the power (im)balances embedded in educational contexts. We were therefore intentional in the curriculum design, but also in the ways we worked with students in class. We were motivated to think about our teaching practice as caring, relational work.

Noddings' (1984; 2005) work reflects that approach we have taken in our work.

---

[5] We also bring an intentional *social* into our classroom space through a pedagogy of care (see 2.1.1) which values interpersonal communication and learning amongst the students which was important in different ways across both years of the course. However, it is important to help students think about the context outside the university which very few courses – engineering and otherwise – focus on.

Noddings (2005) makes the important point that a pedagogy of care is, by its nature, a relational pedagogy. Two key indicators of this care in educational relationships are receptiveness and responsiveness: to be receptive is to be open to listening to others; responsiveness indicates a willingness and openness to change, to meeting students' needs often in concrete ways. Importantly for our planning, Noddings' argues that caring relationships are the foundation for pedagogical activity, and this understanding shifts the lenses of teaching:

> *The relational sense of caring forces us to look at **the relation**. It cannot be enough to hear the teacher's claim to care…when we adopt the relational sense of caring, we cannot look only at the teacher* (Noddings 2005: np; emphasis added)

Noddings doesn't naively believe that caring relationships will accomplish everything that needs doing in education. However, she makes a key point linking *caring* to educator competence: competence is a dimension of caring or rather 'caring implies competence… teachers in caring relations are continually pressed to gain greater competence' (Noddings 2005: np). In our work, we have used the language of *intentionality* in place of competence but the imperative to improve and think about practice is the same.

New Ways of 'Being' as Professionals.

> *when the construction and subsequent maintenance of engineering projects pose a threat – either direct and immediate or gradual and compounding – to individuals or groups …if engineers were taught to be aware of their potential role in perpetuating violence and given opportunities to ethically reflect on cases of engineering violence[6] they would be in a much better position to find alternative, non-violent solutions to design problems (Banks & Lachney, 2017:5).*

A seminal piece of research and theorization with implications for educational practice that has emerged over the past two decades, is the work of Barnett (2004; 2009; Barnett & Coate 2005). Given the huge shifts in the global context over the past couple of decades to what Barnett has called the age of 'super complexity', Barnett is interested in how universities are preparing students for this world. To answer this question, Barnett's research focused on understanding the relationship between knowledge (*knowing*), skills (*doing*) and values (*being*) across a range of professional and formative degree programmes in the UK by interviewing lecturers and students across a range of disciplines. While the findings of the research showed that elements of *knowing, doing* and *being* were evident in all programme examples, they were present in varying relationships to each other (Barnett & Coate, 2005). In addition, in all cases, *being* was the least visible in the discourses of both lecturers and students. However, given the challenges of contemporary times, Barnett argues that it is the domain of *being* that is the significant area for curriculum and pedagogy:

> *A world of uncertainty poses challenges not just of knowing and of right action but also, more fundamentally, on us as beings in the world.... Curricula in*

---

[6] The use of the term 'violence' by the authors is multi-layered: it is linked to the history of engineering and its close association with warfare, but also linked to the 'violence of social structures and institutions' (pg. 2).

higher education therefore, have this challenge in front of them: how might
human being *as such be developed so that it is adequate to a changing and*
uncertain world? (Barnett & Coate, 2005, p.108; emphasis added).

Importantly, '*being*' is not outside of either *knowing* or *doing* but puts pressure on both: centering 'being' implies developing pedagogical spaces and practices that, through (new, intentional) ways of knowing and doing, promote students' *being*. What does this mean for our work in developing citizen professionals? For us, *knowing* needs to focus on students understanding *complex social problems*, and *doing* needs to facilitate processes for *engaging with these problems* as *citizen* professionals. Asking students to shift from complex technical to complex social problems might thus result in substantial amounts of 'unlearning' of ideas about how things ought to be in relation to the profession and related knowledge (Boud & Walker 1998) and this where the potential for a changed *being* occurs.

This is where care and intention are so important in this work so that students feel safe to engage on other aspects of themselves, especially in the context of university learning where power relations so often render students silent and disempowered. This is supported by Christie (2005: 246) who argues that

...we need to strive to build an ethics of care in our educational institutions, so that alongside the intellectual development of our students, we value and nurture a concern for what it is to be a human being.

Tackling 'Wicked' Problems Through Facilitating Deliberation. We talked above about the need to get students to engage with the social and try to understand the broader context within which they will work as professionals. For this, we drew on the literature on 'wicked problems' (Carcasson 2013; Ramaley, 2014; Eatman et al 2018). In particular, our focus was on getting students to engage with wicked *social* problems which are not resolved by technical solutions: we wanted students – as citizen professionals - to think about the people, the communities that they would need to engage with in working with such problems. In arguing for the importance of this practice in higher education teaching and learning, Carcasson (2013: 9) makes the point that students need to grapple with problems that 'involve competing underlying values and paradoxes that require either tough choices between opposing goods or innovative ideas that can transcend the inherent tensions'.

In thinking about how we could help our students to make sense of such problems, we were drawn to the work on deliberation in higher education, increasingly being viewed as an important process to engage students working through such problems (Carcasson, 2013; Carcasson & Sprain, 2012; Carcasson & Sprain 2015; Longo & Shaffer, 2019). Moderating a deliberation process, we believe, can provide students with important skills and mindsets useful in both their personal (citizen) and their professional (citizen professional) contexts. Wicked problems are thus at the core of the deliberation processes we require students to facilitate (2019) and design in detail (2020).

As a course outcome, the course requires students to plan, design, and facilitate a deliberation working in deliberation groups of 3-4. We drew on the approach used by the <u>Kettering Foundation</u> of bringing citizens together for the purposes of deliberation on critical social problems. Using the method of framing, naming and taming these issues, students needed to bring a group together and deliberate on a contentious issue (see 3.2 for how this worked in 2019). Following authors such as Longo and Shaffer (2019), and

in the South African context Waghid (2006), deliberation is increasingly being seen as a useful practice for professionals to get exposure to deliberation

> ...as a form of 'intelligent action' which encourages teachers and students to reflect upon problems, stimulates them to acquire new ways of solving problems, and engenders possibilities through which problems could be examined
> (Waghid 2006: 315).

2019: Engaging the (Visible) Social: Face-to-Face Learning and Engagement

The course, with 23 students in this pilot year, took place via what we called campus-based classes as well as off-campus classes (OCCs). Classes ran once a week for a 4-hour block with readings in between, key in developing the classroom space for the kind of learning we wished to facilitate. Classes were interactive and dialogic rather than content-driven.

Knowing Differently: New Lenses Through Texts and Place

As discussed earlier, the focus of the course was to enable engineering students to consider the world beyond their technical education in what we called 'engaging the social'. In order to allow this to happen, we needed students to develop a more socially-aware lens with which to look at the world. This was done by exposing them to various key texts and concepts in extensive in classroom discussions on Monday afternoons. These concepts included notions of community (Rohleder et al, 2008); problems of 'single stories' and their link to the development of stereotyping (Adichie 2009; Ndzendze, 2012); understanding perspectives (Stalker 1996); and asset-based community development (Mathews, 2013). A key text that proved challenging but ultimately transformative for most, if not all, students and represented the overarching goal of the C/Prof course, is a piece by Banks and Lachney (2017) titled 'Engineered violence: confronting the problems of neutrality and violence in engineering'. Linked to the quote upfront in the chapter by Boud and Walker (1998), this piece served to help shifting the engineering framing most students bring with them into the course[7].

Furthermore, a specific 'social' aspect of the course was explored in the two OCCs namely the inner city of Cape Town: a visit to the District Six museum[8], site of violent forced removals under Apartheid, and a city walk which gave students a chance to think about space, place and history. By visiting key historical and present-day sites, the visits asked students to consider issues such as how citizen-friendly the city is e.g. how easy is access for differently abled citizens? How do statues represent the history of the city (prominence, position, absence)? How does the city's physical layout represent Apartheid history, all of which they experienced by being physically present in the city itself[9].

---

[7] Most students are 3rd or 4th year students in a 4-or 5-year degree therefore engineering identity and knowledge is already relatively well-developed.

[8] District Six Museum is a museum in the former inner-city residential area and, District Six, in Cape Town, South Africa in an old Methodist church. The District Six Foundation was founded in 1989 and the museum in 1994, as a memorial to the forced movement of 60,000 inhabitants of various races in District Six during Apartheid in South Africa in the 1970s. See https://www.districtsix.co.za/

[9] While not used in this paper, we have been influenced by some of the work on place-based learning in particular Gruenewald's work on 'a critical pedagogy of place'. This is work we want to draw on more going forward.

Doing in Context: Facilitating Deliberations

In the second half of the course, students were required to plan, design, and facilitate a deliberation working in deliberation groups of 3-4. The purpose of including a deliberation was two-fold: to offer students the experience of developing facilitation and moderation skills thereby connecting theory and practice; to get them to reflect on what it means to be a professional who thinks about citizen engagement as a core part of their professional identity and role (Boyte, 2008).

For the deliberation topics, we developed themes from some of the complex social issues that students were exposed to on the OCCs (transport, memorialisation, gentrification and social housing). We drew on the materials from the Kettering Foundation[10] to help students in the deliberation process. As per the Kettering Foundation deliberation process, each group was given a broad theme they had to develop as a topic to deliberate. In selecting themes, we avoided technical or educational problems – anything that could be solved quickly by experts or by creating awareness. Themes needed to trouble the very training that the engineering students are steeped in – framing problems to find technical solutions. Using the Kettering methods – framing, naming, taming – students had to develop issues guides to support the deliberation process (see the work of the National Issues Forum for more on this).

Students thus had to frame their topic so that there was no clear 'right' answer (typical of a *wicked* problem) and develop three options that required participants to weigh up the trade-offs and benefits of each. Students had to conduct background research on their problem, thinking strategically about how to present facts and reading sources for biases and different opinions on each option (through collecting public opinion where possible). In the process of framing their issues, the students had to identify the underlying values behind different views and opinions. Once they had framed their issue, students had to describe the three solution options that they had devised. They then had to write the Issue Guide – an overview of the three options of action in response to their topic.

The pre-deliberation event work of framing the issue was key in learning about how to learn to value difference. Firstly, the framing process taught the students how to move beyond surface-level stances on hot topics. Secondly, students had to identify *values* as a means of understanding different opinions.

The latter is an exceptionally powerful tool in the current political moment. It has been widely documented how social media has contributed to polarizing debates and increase extremism on both ends of the political spectrum. The ability to see difference as a different prioritization of values, rather than as an alien 'other' beyond comprehension, is powerful. The deliberation process gave students the tools to think about how to engage with difference in a deeply divided South African society, whether it is in their professional lives through participatory planning or in dinner table debates in their (citizen) personal lives. This 'bridge-building' form of citizenship is linked to the Kettering Foundation's focus on consensus-building, but extends beyond it.

Engaging 'Being' Through Knowing and Doing

From a teaching perspective, the Citizen Professional course in 2019 was unique as the small class size (23 students) and the intensity (4-hour sessions) and personal nature

---

[10] https://www.kettering.org/

of the content meant that both teachers and students got to know each other. Whether it was walking through the city, bringing food to share in classes or contributing openly to conversation around personal experiences of social injustice, many of the students commented that this was the first course in their degree that engaged their *being* element, rather than just their *knowing* or *doing* (Barnett, 2009). As facilitators, given our commitment to social justice and relational pedagogy, we greatly enjoyed forming relationships with students and witnessing their personal growth.

Student evaluations of the course were positive overall. In most cases, final essays reflected a deep engagement with not only the texts in the course, but with themselves, other students and their emergent professional identity.

2020: COVID-19: Engaging the (Invisible) Social: Online Learning and Engagement

The disappearance of the linear time and space of the timetable on the campus introduced the real social time and space of ... daily lives[11]

UCT is an institution with students from a range of backgrounds that cut across race, class and ethnicity in complex ways. While a highly ranked university in South Africa (and Africa), not all students come from wealthy backgrounds. At the beginning of what was termed 'lockdown' in South Africa, a survey was conducted of students' access to technology, data, bandwidth as well as computers. There was an extraordinarily high return rate of over 95% from undergraduate students which provided the institution with good understanding of student needs and how it should respond. The approach adopted was called 'emergency remote teaching' (ERT) to indicate a less-than-ideal context for learning as many students' home environments are not ideally conducive to learning. Based on the findings of the survey, vulnerable students were identified and offered data, laptops and printed course materials where needed. In addition, a range of offerings and <u>online support</u> were made available through the Centre for Innovation in Learning and Teaching (CILT).

During one of the online support webinars for staff, a set of principles were identified to guide staff that reflected core aspects of UCT's approach to support during this ERT period:

- o Develop a pedagogy of care
- o Accept mistakes with grace and humility
- o Wherever possible, be flexible and inclusive in how
- o Simplicity is key in terms of technology and mode of engagement (i.e. low tech)

These principles guided us in thinking about what and how to change in the course for 2020.

Engaging the Social in 2020: Overview

It is not about your course or your institution; it is about your students[12]

In 2020, 30 students registered for the course. Although we were working in the

---

[11] Deputy Vice Chancellor A/Prof Lis Lange, opening keynote UCT teaching and learning conference July 2020.

[12] Quote from a colleague providing support for online learning the University of Cape Town, March-June 2020.

context of ERT, we still had the same goals of shifting mindsets by engaging 'the social' so that these engineering students could be citizen professionals. However, in 2020, the social we exposed students to in 2019, became 'invisible' (both in terms of classroom discussions, off-campus trips and deliberation events). This had implications for curriculum and pedagogy. We provide an overview of the implications below, followed by detail of our new practice that emerged.

It was not possible to run the OCCs, and we were not in class with students, both elements of which brought in a strong degree of the social in 2019. Instead, we needed to be intentional in new ways to provide a relational learning context. We therefore brought in a new team (Shannon and Izzy) who had particular skills and strengths in curating course materials and facilitating in online spaces. They also worked together previously in these roles which brought an added dimension of the social. We also kept a colleague on board (Ruth) who had been involved in the assessment in 2019 for continuity. Through these changes, we were therefore able to prioritise materials development and facilitation and understand how these two dimensions needed to work together.

Given the reality in South Africa that not all students have good access to technology, data or bandwidth, the online space was largely asynchronised; however, built into this was a weekly 4-hour synchronised slot. Forum posts (a low-tech form of synchronised engagement) were moderated by Izzy which enabled students to grapple with critical ideas and the views of others. This replaced the 2019 face-to-face class discussions.

Instead of the 2019 OCCs which brought students directly into contact with the bigger social context outside of the university, we developed rich case studies of critical social issues in an attempt to make the social 'visible', and thereby enabling students to engage with a larger context Assessment was also altered: students had to complete more frequent, shorter pieces. The assessment tasks were structured differently, requiring students to draw on elements from their own social (home) contexts. Finally, instead of requiring students to facilitate deliberations as a course learning outcome, we asked them to focus on the design of the deliberation process.

'Knowing' in (a Virtual) Context: Rethinking Materials Development. Critical in the COVID-19 context, we needed to imagine how materials could facilitate an understanding of the social in place of the OCCs. How could we still give students a sense of social, economic and civic life and through this, enable them to think about their identity as citizen professionals?

As important focus became mediating or 'scaffolding' learning materials in contexts where face-to-face classroom interaction was not possible. Bringing new materials into the course that asked questions of the social in new ways was critical. Included here were texts linking issues of epistemology with identity and positionality (Takacs 2003); linking technology to specific ideas of bias/non-neutrality (Delano 2018); as well as a seminal text on intersectionality (Crenshaw 2016). All of these contributed to students thinking more broadly - socially - about critical concepts and issues. This was part of the intentional practice we all have a deep commitment to.

The choice of texts – a mixture of popular and academic texts - was also deliberate. Although academic writing (journal articles and book chapters) holds great value in a university context, the narrow, specific audience they address was a limitation: we found it more fruitful to expose the engineering students in our course to these unfamiliar

sociological concepts derived from the humanities via popular texts. The more popular texts offered accessible accounts of how the concepts manifest in everyday life while also avoiding the jargon, references, and disciplinary conventions that are a staple of formal academic writing, and not immediately useful to our students. An example here are the resources on one of the key themes discussed in the class - food (in)security. We drew on both formal academic papers, newspaper articles, and personal narratives. Students were thus invited to think about the issue from a diverse range of perspectives and through this, on their own, find connections between supposedly disparate practices and events.

As discussed above, we were not able to offer students any OCCs. We therefore needed to think about how to bring the (invisible) social of the everyday into the course. A key approach to developing materials to bring social issues into the class, was the notion of 'constellation thinking' (Cole, 2012). In our work, this manifested as an effort to get students to make connections between events, histories, and lived practices that on their surface appeared to be dissimilar or disconnected. Such an approach zoomed in on individual struggle while also emphasizing broad structural forces. It therefore sought to forestall notions of sentimentality that often accompany accounts of personal strife and agency, while at the same time preventing feelings of hopelessness that emerge when powerful structural forces are discussed in the abstract as being pervasive and difficult to contest. To facilitate this aspect of the learning, Shannon developed materials focused on three key social issues: land and development; food security; water and sanitation.

Deliberation: New Ways of 'Doing' Through Educational Design. Materials development was also important for the deliberation task. The 2019 course drew deliberation themes from issues that students had experienced first-hand in the OCCs in the city. This was not possible in 2020 with no OCCs. We also could not require students to moderate a physical deliberation event in the COVID lockdown context. Attention thus shifted to the design of a deliberation event in small groups. We drew on the work of Jane Vella (1994), which emerges out of adult and popular education. Vella's learning design approach focuses on the 'who', 'why' and 'so that' of learning events, disrupting more traditional learning design where 'what' and 'how' drives the approach. This approach was important because it acknowledged upfront the community or stakeholders for whom the students needed to design their deliberation event.[13] This critical shift reflects Boyte's (2008) notion that citizen professionals do not have expertise that they bring to be 'on top' of their stakeholders, but rather 'on tap': the initial impetus of engagement is the people and their needs/interests in context, not technical expertise.

As before in 2019, students still needed to produce Issue Guides, and given there were no OCCs from which to draw deliberation topics, Shannon crafted three scenarios featuring forms of social contestation. While clearly works of creative writing, the scenarios addressed a range of real-world issues pertinent to our local context, including debates around the allocation of resources, gentrification, labour rights, and the legacy of colonialism and Apartheid. To stay true to our goal of having students engage with and hold complexity, the forms of contestation in the scenarios were set up as "wicked problems", that is to say, problems that are difficult to solve due to deep histories, a difficulty to grasp, contradictory stakeholder positions, and/or complex interdependencies.

---

[13] See more about Vella's work here - https://www.globallearningpartners.com/founder/

Facilitation: Enabling 'Being' in Virtual Spaces. As we have argued, opening up spaces for new types of *being* is important. However, as disciplinary *knowing* is so often hard to shift in this context, the role of pedagogy was critical in this regard, even more so in an online/virtual context. The role of facilitation in 2020 can therefore not be overestimated. It was the *central spine* of the course and the intentional work done by the course facilitator was critical in keeping the students engaging in dialogue online, mirroring where possible what happened in the face-to-face classes in 2019. Adding to the success of the facilitation, and therefore student learning and engagement, was the close co-operation between the materials developer and course facilitator. While this is the standard outcome in courses where one person serves as both the curriculum designer and the in-classroom educator, in our work here we had to be intentional about an alignment between the materials and facilitation.

There was thus an emphasis on the importance of dialogue and negotiation between the facilitator and materials developer, thinking through how the theory and learning would connect with and complement the students' learning process they experienced through the facilitation activities. These discussions took place on a weekly basis and played an important role in the course design process as they allowed the facilitator and materials developer to embody what that learning process might be for the students and to troubleshoot the experience before the session went live.

Facilitating social justice learning in an online space requires careful negotiation of the facilitator's identity and positionality to build rapport and trust with students, even for a seasoned facilitator. As rapport and trust are important components of humanizing the learning experience for all, this meant that the facilitator's identity should not be seen as a threat. This awareness on the part of the facilitator helped students on our course develop agency and construct a learner identity for themselves in the online course and reveal these on their own terms.

Re-Thinking Assessment: Rendering New Forms of 'Being' Visible. Our re-imagined practice to engage with *being* extended to our assignments. In place of longer essays students completed in the previous year, 2020 students were asked to submit short pieces of writing on a weekly basis. These 'self-study activities' required students to analyse and reflect on the course materials either alone or in relation to their own lives and personal experiences. This was another way to bring 'the social' into the class. For example, the self-study activity in the food (in)security week asked students to draw a 'food map' i.e. a geographic representation of where and how they were able to access food in their communities. They were then asked to use their own food map and the week's texts to think about the politics and economics of food accessibility, food deserts, and the kinds of changes required both on the national and local level to ensure that all citizens and non-citizens have access to fresh, healthy food. These small tasks reflect an approach to assessment which both foregrounds a scaffolding approach but also continuous assessment, a useful strategy more broadly but particularly so during a remote learning context.

Conclusion: Holding Complexity and Engaging the (New) Social

We will not be able to return to a pre-COVID reality. Neither should we.[14]

UCT is proposing to call ERT work for 2021 *physically distanced learning* (PDL) as a way of signalling a longer-term engagement in *digitally mediated* teaching and learning. Students and staff will not be back on campus for at least the first half of 2021 unless they specifically need to use university resources such as laboratories in engineering, science and health sciences. As in late 2020, exceptions will be made for students considered vulnerable (in terms of their home environments) who will be invited back into the residences so as to utilize the university network and to have secure lodging.

Reflecting on our experiences with this course, the challenges for continuing with a relational and intentional curriculum that strives to support students' engagement as citizen professionals are great; however, arguably ever more important in this forever-changed context. COVID-19 thus presents us with real opportunities to do things differently:

We harness our new awareness of the different spaces and times that we and our students inhabit…We harness the power of technology to challenge the status quo ethically and politically in a decolonial trajectory.[15]

Our work which is reflected in this course is part of a larger project we are all committed to, namely, to prepare citizen/civic-minded professionals across faculties and disciplines. Drawing on our work in engineering, this is critical as engineers (and other professionals) are needed to play a role in society that demonstrates more than technical know-how. The challenge for educators, while not simple, is possible:

…engineering educators can leverage the understanding of human safety, property, and violence by those in environmental and racial justice movements to help engineering students better understand their role as political actors (Banks & Lachney, 2017: 2)

Going forward, we also want to link our work to other relevant projects on campus. UCT has recently adopted a new Vision for the university, and one of the key pillars of Vision 2030 is to provide a *socially engaged learning experience* for all students. We believe our work can contribute to this and we are thus keen to scope out a bigger *engaging the social* project to reflect this new commitment. Doing so will not be without challenges - we will need to encourage colleagues to work in ways that might require them

…to step back from preconceived ideas of academic work and, where appropriate, acknowledge … complicity in the decisions that shape the learning of our students… [I]t requires a change from within … [and] challenging the structures in which decisions are made that reinforce the education of technically excellent but socially and politically dislocated student-citizens (McMillan 2016: 166).

---

[14] Deputy Vice Chancellor A/Prof Lis Lange, opening keynote UCT teaching and learning conference July 2020.

[15] As above.

References

Adichie, C. (2009). The danger of a single story.
https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single
_story?language=en

Banks, D. & Lachney, M., (2017). Engineered violence: Confronting the problems of
neutrality and violence in engineering. *International Journal of Engineering,
Social Justice, and Peace,* 5, 1-12.

Barnett, R. (2009). Knowing and becoming in the higher education curriculum. *Studies
in Higher Education, 34*(4), 429-440.

Barnett, R., & Coate, K (2005). *Engaging the curriculum in higher education.*
Berkshire: SRHE and Open University.

Boud, D. & Walker. D (1990). Making the most of experience. *Studies in Continuing
Education, 12*(2), 61-80.

Boyte, H. (2008). *The Citizen Solution: How You Can Make a Difference.* Minnesota
Historical Society.

Carcasson, M. (2013). *Tackling wicked problems through deliberative engagement.*
Colorado Municipalities: Colorado State University Centre for Public
Deliberation.

Carcasson, M. & Sprain, L (2012) Deliberative democracy and adult civic education,
New Directions for Adult and Continuing Education, 135, Wiley Periodicals Inc,
15-23.

Carcasson, M. & Sprain, L. (2015) Beyond Problem Solving: Reconceptualizing the
Work of Public Deliberation as Deliberative Inquiry, *Communication Theory*,
International Communication Association, 1-23.

Crenshaw, K. (2016). The urgency of intersectionality.
https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality
?language=en

Christie, P. (2005) Towards an ethic of engagement in education in global times.
Australian Journal of Education, 49(3), 238-250.

Cole, T. (2012) The white saviour industrial complex. Available at
https://www.theatlantic.com/international/archive/2012/03/the-white-savior-
industrial-complex/254843/?single_page=true

Delano, M. (2018). Engineering is not neutral. Available at:
https://engineeringinclusively.com/2018/06/12/technology-is-not-neutral/

Eatman, T., Ivory, G., Saltmarsh, J., Middleton, M., Wittman, A. & Dolgon, C. (2018).
Co-Constructing knowledge spheres in the academy: Developing frameworks and tools
for advancing publicly engaged scholarship. *Urban Education, 53*(4), 532–561.

Engineering Council of South Africa. (2018). Background to Accreditation of
Engineering Education Programmes *E-01-P Revision 3*: ECSA

Gruenewald, D. (2003). The Best of Both Worlds: A Critical Pedagogy of Place.
Educational Researcher, *32*(4), 3-12

Longo, N. & Shaffer, T. (2019). (Eds.) *Creating space for democracy: a primer on
dialogue and deliberation in higher education*. Sterling, Virginia: Stylus.

Mathews, S. (2013) Asset-based community-driven development (ABCD) in South
African: rebuilding communities from the inside out. Paper presented at the UJ

CSBD 4th Annual Soweto Conference, 28th-29th October.

McMillan, J. (2017). 'I understand that infrastructure affects people's lives …' Deliberate pedagogy and community engaged learning in engineering education. In T. Shaffer, N.V. Longo & M. Thomas (Eds.) *Deliberative Pedagogy and Democratic Engagement.* Michigan State University Press, 159-168.

Ndzendze, Z. (2012). A different face of illness in Khayelitsha: problematizing the single story. Paper presented at the Mellon Mays Conference, Philadelphia.

Noddings, N. (1984). *Caring.* Berkeley, California: University of California Press.

Noddings, N. (2005) Caring in education, *the Encyclopedia of Informal Education,* www.infed.org/biblio/noddings_caring_in_education.htm

Ramaley, J. (2014). The changing role of higher education: learning to deal with wicked problems. *Journal of Higher Education Outreach and Engagement,18*(3), 7-22.

Rohleder, P., Swartz, L., Carolissen, R., Bozalek, V. & Leibowitz, B. (2008). 'Communities isn't just about trees and shops': students from two South African universities engage in dialogue about 'community' and 'community work'. *Journal of Community and Applied Social Psychology, 18*, 253-267.

Stalker, J. (1996) Sharing the secrets of perspective. In D. Boud & N. Miller (Eds.) *Working with experience: animating learning*. Routledge: London, New York, 61-74.

Takacs, D (2003), How Does Your Positionality Bias Your Epistemology? *Thought & Action*, 27. Available at: http://repository.uchastings.edu/faculty_scholarship/1264

Waghid, Y. (2006). University education and deliberation: In defence of practical reasoning. *Higher Education*, *51*(3), 315-3

3. Reframing Service-Learning to Cultivate Social Innovators: A Case Study of Lingnan University in Hong Kong

Chong Xiao[1]
Centre for Holistic Teaching and Learning, Hong Kong Baptist University

Abstract

As one of the high-impact practices of undergraduate education, Service-Learning (also known as community-based experiential learning) has been prevalently practiced by universities and colleges around the world (Kuh, 2008). Extant literature has studied the integration of this pedagogy into different disciplines and summarized a series of principles in ensuring its effectiveness. However, the worldwide pandemic outbreak proposed significant challenges to the experience accumulated during the past half-century. This article introduces a Service-Learning model, which is reframed to enable students from liberal arts context to be innovators aware of the local and global social challenges and, more importantly, competent to make changes through social innovation. Since 2018, the Office of Service-Learning at Lingnan University has been working on this model and piloted it in a Service-Learning course in 2019/20 and 2020/21 academic years. A case study of this particular course under COVID-19 will be elaborated on to demonstrate this model's effectiveness and adaptability in student cultivation and social transformation.

The Changing Innovation Paradigm as the Social Background

In various business, political, and scientific bodies, the term "innovation" has been ranked high on their agendas. With the dynamics in human social development, the forms, scope, procedure, and outcomes of innovation are changing accordingly. In the industrial economies era, the notion of innovation was focused predominantly on economic and technological development and represented those inventions taking the form of material artifacts (Harrisson, 2012). Innovation policies and discourses are commonly underpinned by a belief in the central role of science and technologies (Howaldt, Domanski, & Kaletka, 2016). However, the skepticism on the over-reliance on technological innovation-driven economic development is not rare. As a countermeasure, the concept of sustainability was promoted internationally. From the report of *Our Common Future (UN & WCED, 1987)*, which clearly defined sustainable development for the first time, to the *Sustainable Development Goals (UN, 2015)* proposed by the United Nations in 2015, sustainability has been penetrated the global discourse of human

---

[1] Chong Xiao is formerly at Office of Service-Learning, Lingnan University

progress and societal development. This also results in the social relevance being increasingly valued in the global innovation community.

Unlike technology-oriented innovation, a new paradigm was developed, which adopts a sociologically enlightened understanding of innovation. Howaldt, Domanski, and Kaletka (2016) define social innovation as:

> *a new combination and/or configuration of social practices in certain areas of action or social contexts prompted by certain actors (constellations) in an intentionally targeted manner with the goal of better satisfying or answering needs and problems than is possible based on established practices.*

According to this definition, the new paradigm is characteristic of its *collective, inclusive*, and *transformative* nature. Social innovation usually takes place in a collective unit, members of which "*learn, invent, and layout new rules*" in this "*process of collective creation*" (Crozier & Friedberg, 1993, p. 19). It breaks the professional barrier of innovation and opens it up to the society which was exclusively practiced by academic elites or research institutions (Rosted, Kjeldsen, Bisgaard, & Napier, 2009). Citizens and customers, who were previously perceived as recipients, are more frequently involved in the invention for problem-solving. When assessing the success of particular innovations, in addition to the novelty in the artifact invention, to what extent it can be institutionalized or make routine should also be evaluated. In this sense, social innovation is not necessarily in the medium of technical artifacts. Renovations in the policy, rites, customs, system, or operation are possible forms. The preparedness of the society, including the social values, ideologies, institutions, and/or power imbalances, play a significant role in determining the extent of particular inventions being "*socially desirable*" in an extensive and normative sense (Howaldt et al., 2016, p. 27).

Socializing Students Into Liberally Educated Innovators

Changes in the innovation paradigm, which largely echo the global discourse of human progress towards sustainability, also shape teaching and learning transformation at the tertiary level. Since the 18th Century, some significant innovations in two Industrial Revolutions catalyzed an increasing request for scientific training that connects abstract theory with useful arts and practical education for industrial economics. This resulted in the expansion of comprehensive research universities and the flourishing of technical institutions. In contrast, liberal arts colleges switched their emphasis from humanities to physical sciences and achieved little growth (Atkinson, 1873). Until the late 20th Century, liberal arts education was reinvigorated as a counteraction to science and technology's dominance and moral emptiness and the frustrating large-scale climate of higher education (Boucher, 1935).

With the trends observed across the world in the 20th Century, contemporary liberal arts education provides an adequate and productive environment to socialize collegiate students into aware and competent social innovators in virtue of its four characteristics, namely *broad disciplinary foundation*, *humanism values*, *connection to communities* and *self-awareness originated from the collective discourse*. Specifically, liberal arts education encourages students to actively involve in civic efforts not limited to the political but crossing economic, social, cultural, and environmental areas. Many global challenges we are suffering are underdefined or ill-defined because of therein ambiguities and complexities. The ability and inclination to synthesize and apply knowledge transcending subject divisions become an essential civic competence (Wraga,

1993). Besides, with a special emphasis on international exposure, local engagement, and the interdependence among global, national, and local communities, liberal arts education facilitates students to have a better understanding of their interests and goals, enjoy more choices in locating their loyalty, and gain a more comprehensive picture of their local community (Lagos, 2002). Students start to empathize with the social contexts that they may not be directly involved, consider the universalities of human experiences, and join collaboratively global problem-solving (UNESCO, 2014).

Service-Learning as a Pedagogy of Social Innovation

Despite liberal arts education's capability in equipping students with the critical qualities of socially enlightened and academically competent innovators, the intangibleness of social innovation such as "*incompatibility with planning,*" "*limited manageability,*" "*non-linear trajectories,*" and "*a high degree of context and interaction contingency*" proposed big challenges to educators in terms of the curriculum, instruction, and assessment design and implementation (Howaldt et al., 2016, p. 24). The intangibleness requires social innovation pedagogy to be sensitive to social dynamics, flexible in procedural arrangements, inclusive of cross-sectoral interplays, and democratic permitting students' reflection and initiatives.

Among a variety of pedagogies, this article spotlights Service-Learning, which has been proven to enhance students' civic responsibilities, career awareness, interpersonal skills, and cultural tolerance (Hebert & Hauf, 2015; Peters, Mchugh, & Sendall, 2006; Toncar, 2006). All these competencies are vital for students to grow into a social innovator. It has been observed some trailblazers integrating the components of Service-Learning and social innovation in higher education. For example, Koç University's (Istanbul, Turkey) international program of *Service-Learning & Social Innovation in Vietnam* provided technical assistance in local non-profit management and some income-generating projects by matching students' interests and skills with concrete business problems (Global Engagement Institute, 2018). Another example is the *SPARK Community-based Social Innovation Challenge* organized by Grinnell College (Iowa, USA). In the half-year program, students collaborated with peers and created solutions to the challenges identified by the local organizations. In Canada, the component of community Service-Learning can also be observed in some acknowledged social innovation education programs, such as Mount Royal University's *Humanly*, which specifically works on making the information clearer and accessible to the general public, and a citywide innovation campaign *Vivacity* in Calgary, which annually launches design challenge and calls for post-secondary students' endeavors of solution creation. These programs verified that Service-Learning and social innovation could be married within the higher education context because of their shared goals in advancing social betterment, the common mechanism of experiential learning, and heavy dependence on the collective efforts.

However, insufficiencies can still be identified in extant programs. Some, especially those non-credit-bearing ones and particularly emphasizing social innovation, simply use Service-Learning as the synonyms of fieldwork in the community or community-based projects. As a pedagogy, Service-Learning's roles in establishing the social innovation curriculum and instructional strategies within and beyond the classroom are not thoroughly considered. Focusing on the impacts on the concerned community, instruments in evaluating students' academic learning and personal growth have not been

well-developed, corresponding to social innovation's nature and features. At the same time, most Service-Learning programs perceive social innovation as an approach to navigating community solutions. Regarding the historical background and social structure of the concerned communities, no systematic methodologies have been taught to guide the community needs assessment and streamline the innovation ideas' execution. The intangibleness of social innovation, including the first-hand feelings and constraints of concerned social groups, the historical and social reasons as the structural explanation for the challenges, and the uncertainties in the solution implementation, have not been well addressed in a way serving the innovative solution development. This is actually the crucial point to the transformative power of social innovation. Last but not least, the mismatched time between the continuous process of social innovation and the semester period of course arrangements is overlooked, which inevitably compromises either students' learning effectiveness or community gains. These insufficiencies compel educators and practitioners of Service-Learning and social innovation at the tertiary level to conceptualize the integration of two educational initiatives better and guide more substantial practices.

A Model of Transformative Service-Learning

As a response to the insufficiencies mentioned above, a Service-Learning model with the aim to give full play to the transformative power of social innovation was proposed by Lingnan University. As the first higher education institution in Hong Kong adopting Service-Learning as an indispensable part of its liberal arts education, Lingnan University had provided courses and programs with Service-Learning components to undergraduate students since 2004, when the programs were mostly in the form of direct service. In 2016, Service-Learning was institutionalized as a graduation requirement, which means every undergraduate student at Lingnan must take at least one Service-Learning course by graduation. On the one hand, the Office of Service-Learning, as the unit in charge, keeps exploring diverse projects impactful for the communities; on the other hand, it works on strengthening the academic rigor of relevant courses and programs. In 2017, social innovation was introduced, which demonstrates four changes in the methodology of problem-solving, the rationale behind community needs assessment, approach to solution development, and strategies in impact sustaining.

Design Thinking as the Methodological Foundation

Design Thinking (DT), a five-step human-centered problem-solving method (Dam & Siang, 2020), was introduced as the leading methodology. The *Empathy* stage of DT emphasizes gaining an empathic understanding of the social challenge, which adjusts the over-narrowed perception of social innovation as a practice mainly addressing the solution's concern. During the *Define* stage, the information from the empathy phase is analyzed and synthesized to figure out the concerned subgroup and the deeply-rooted structural reasons for the social challenges. This makes the problem-solving more focused. When progress to the stage of *Ideate,* with the solid knowledge of the social issues and the structural reasons, new solution ideas are generated through various techniques facilitating "thinking outside the box." With choosing the most feasible one, several *Prototypes*, which refers to the inexpensive, scaled-down versions of (certain features of) the solution, are developed to visualize the innovative idea. For the *Testing* purpose, designers present the prototype to the concerned subgroup, collect their feelings,

behaviors, and thoughts, and redefine the application condition, the solution design, and/or the social challenges.

The five steps of DT lay the necessary steps comprising the entire Service-Learning process with a major purpose to make positive social changes. Accordingly, a complete journey includes structured experiencing, challenge and reasons identifying, alternatives proposing, solution developing, and applying and scaling-up (Figure 1). Referring to Kaye's Service-Learning model (2004), DT's empathy and define two steps mainly address the Investigation concern. Ideate and prototype steps correspond to the Preparation stage. And the testing phase is more similar to the Action step of Kaye's model. Besides, DT permits the iteratively back and forth among different stages, which is ideally close to the real-life problem-solving process and capable of dealing with the ambiguities and uncertainties in execution.

Figure 1
Model of Transformative Service-Learning
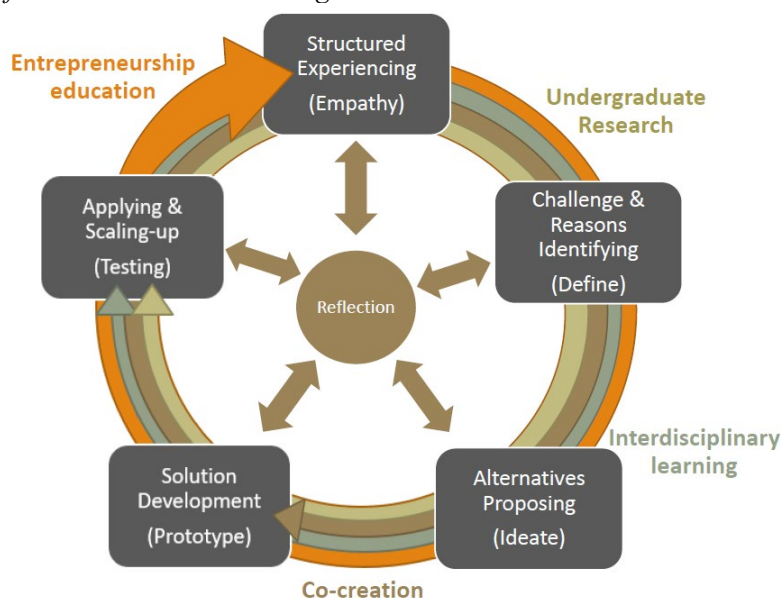
Source: developed based on DT, by the Office of Service-Learning at Lingnan University

Undergraduate Research Ensuring the Academic Rigor

The components of undergraduate research were introduced to guide students' social innovation in terms of the structured experiencing, challenge and reasons defining, and solution prototype testing. It ensures students' profound understanding of the concepts and theories and effective application of the knowledge to address social issues. Rather than spontaneous experiencing, in Lingnan's Service-Learning, empathizing with community people and defining their challenge is structured as empirical social research that informs the evidence-based community needs assessment. Starting with a broad topic, students *explore the extant literature* about the phenomenon concerned to identify what relevant concepts, theories, and practices have been studied and could be referred to. With a sound theoretical framework, students *develop the research questions* they would like to figure out during the fieldwork. When *designing the methodology*, students choose the

most data-rich informants and data collection means (e.g., observation, interview, or opinion survey). Empirical data from the fieldwork are used to verify students' assumptions and/or clear the stereotypes, guide further information exploration, and conclude the deeply-rooted structure reasons, which help define the problematic phenomenon and create opportunities for their social innovation. For courses offered by faculties, local communities in Hong Kong are chosen as the concerned communities that may not be familiar to all students. For the overseas programmes organized by the Office of Service-Learning, namely *Joint Humanitarian Entrepreneurship Academy,* students traveled to foreign countries (e.g., Uganda, Cambodia, Nepal, and Kazakhstan) for their field trip. This stage of issue identification takes typically one-third of the course or programme period.

Students go through similar empirical fieldwork guided by the conceptual framework when testing their prototypes. They identify the appropriate informants, who are the potential beneficiaries from the concerned community, collect their feedback on the solution, and decide the methods to collect the feedback in the forms of verbal language, behaviors, and/or emotional expression. Evidence-based prototype testing is conducted to determine whether the solution works as expected and the community's social readiness in adopting the new operation. In addition to the design and implementation of empirical studies, students also learn how to disseminate their findings through verbal presentations or other forms such as infographics or animation (Figure 2).

Figure 2
Sample Infographics of the Rainwater Harvesting Systems in Rooftop Farming
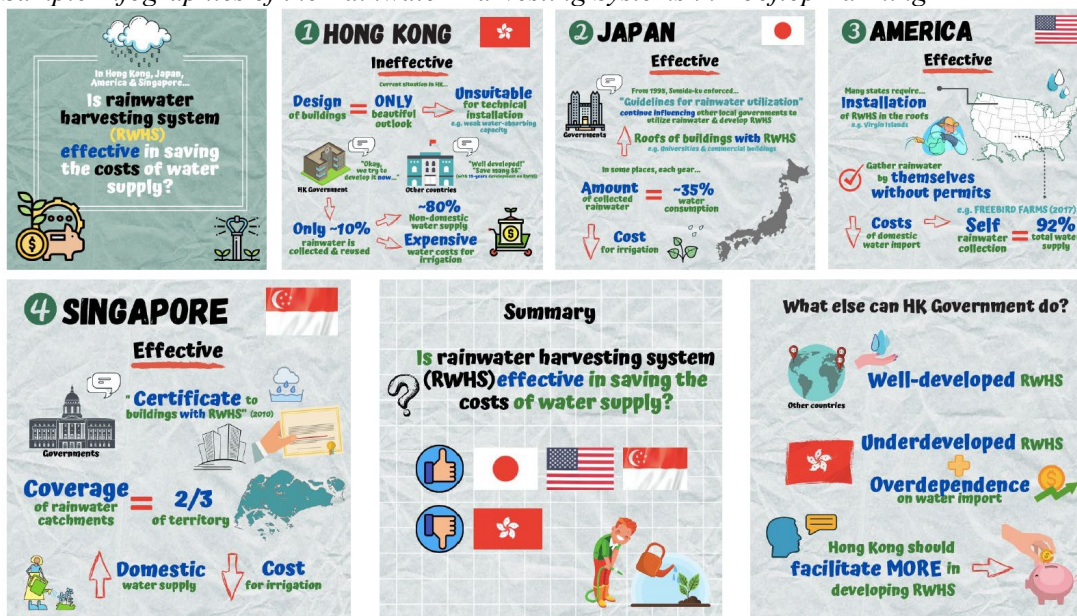
Source: student assignment from the summer term of 2019/20 academic year

Inter-Regional, Disciplinary, and Cultural Exchange for Social Changes
Several forms of division exist in conventional problem-solving, which constrains the eventual social changes driven by innovation. Based on the broad liberal arts education at Lingnan University, the components of global learning, team teaching, and

co-creation were implemented within and beyond the Service-Learning classroom to break the boundaries between regions, disciplines, and culture. Geographically, students are required to consider whether the challenge they concern has a similar structure and mechanism in other societies and to what extent the solutions they propose can be applied in an international context. This demonstrates a typical globalized approach to social innovation, which is realized through either overseas field trips or remote connections with foreign universities or organizations.

Professionally, students with different academic backgrounds are exposed to diverse perspectives on the phenomenon concerned. Academics and professionals from distinct fields deliver lectures on interdisciplinary topics and practices (e.g., discourse and progress of SDGs). STEM workshops (e.g., 3D modeling, Arduino, laser cutting, electronic circuits, and mobile app/website design) are offered to make students aware of available tools and boost their confidence in cooperating with engineers or technicians. This has particular significance for students from Lingnan University whose undergraduate education is historically featured with humanities, social sciences, and business studies. By breaking the disciplinary boundaries, collaborative work of humanitarian technology and/or institutional renovation solve long-lasting social challenges (e.g., poor air quality of subdivided flats[2] and the language barrier for ethnic minority housewives in Hong Kong) more easily.

Culturally, to adjust the frequently observed savior mentality of service providers, Lingnan's Service-Learning constructs an equal power relationship between local communities and students through co-creation. On the one hand, students play full use of their academic knowledge and analytical skills to identify the deeply-rooted structural reasons for the social challenge at the stages of community needs assessment. On the other hand, community people contribute their street knowledge and experience, which may not be rational but closer to reality, giving students constructive feedback to optimize the design at the stage of prototype testing. Students frequently describe their relationship with community people as "*hand-in-hand*" or "*life mentorship.*"

Inclusive Entrepreneurship for Sustainable and Transformative Effects

Entrepreneurship is crucial for scaling up and sustaining innovation, which refers to a philosophy of human existence, attitudes in navigating uncertainties, a leadership mindset, and problem-solving skillsets (Cogliser & Brigham, 2004; Kuratko, 2009). It is not unusual to teach entrepreneurship through Service-Learning because of both practices' contribution to solving social problems (Brock & Steiner, 2009; Dees, 2007; Mueller & Brahm, 2015). Nowadays, entrepreneurship's inclusive nature is increasingly valued, which challenges the idea that it is the prerogative of business school graduates (Gibb, 2003). As a personal quality, entrepreneurship enables non-business students to engage their personal identity with social discourse, influence the wider social community through economic leverages, and achieve success in the globalized knowledge economy (Godwyn, 2009).

To address the mismatching between the semester period and social innovation as a continuous process, Lingnan's Service-Learning model is extended with an

---

[2] Subdivided flats are a ubiquitous type of rental housing found in Hong Kong. They are flats divided into two or more separate units to house more people. The median living area per person of a subdivided flat was found to be 30-40 square feet.

entrepreneurial examination of students' community problem-solving. Students are required to make sense of their problem-solving experience and explain the outputs of their projects. With the systematic transformation as the eventual goal, students must analyze the diverse interests and capabilities of involved actors to figure out the potential opportunities and challenges in institutionalizing the changes. Training in storytelling, pitch, and other non-verbal expressions (e.g., infographics design and video making) helps students master the considerations in preparing a conversation with audiences from distinct backgrounds and with different concerns. Beyond the course period, students are encouraged to identify possible economic and social capital to transfer their project outputs into real-life products or start-ups. By virtue of the Lingnan Entrepreneurship Initiatives, funding and competition opportunities are open to all students no matter from a business background or not.

Since 2018, this transformative Service-Learning model has been piloted to ensure its effectiveness in enhancing students' competencies in seven domains (i.e., subject-related knowledge, communication skills, organizational skills, social competence, problem-solving skills, research skills, and civic orientation). The next section will explain its adaptability to different teaching and learning environments by taking the practices under COVID-19 as the instance.

Practices Under the Worldwide Outbreak of Pandemic

The worldwide outbreak of the COVID-19 has caused tremendous challenges to higher education; Service-Learning practitioners are not exempt. Lingnan University has been actively exploring the possible ways to provide Service-Learning opportunities, based on the model mentioned above, and summarizing the experiences and lessons in ensuring the efficacy. Here, practices in the spring and summer terms of 2019/20 academic year will be elaborated on to demonstrate the flexibilities and adaptability of this five-step model, including the phases of structured experiencing, challenge and reasons defining, alternatives proposing, solution development, and applying and scaling-up (Figure 1).

The sample course is a three-credit free elective one offered by the Office of Service-Learning and opened to all undergraduate students regardless of their cohorts and majors. Normally, the class size is under 25. During the 13-14 weeks (two-hour lecture plus a one-hour tutorial for each), students work on the topic of urban farming, which is closely related to their daily life, but most of them do not have much first-hand experience. Besides, this topic permits discussion within both local and global scopes. In the beginning, the basic concepts of Service-Learning, its principles, differentiation with volunteerism and internship activities, and the way Lingnan University frames it as a social innovation process are introduced to make sure students were on the same page. Regarding the assessments, in addition to their *Attendance and Engagement* (20%), student's learning outcomes were evaluated through a continuous entry in individual *Reflective Journals* (10%), group *Pre-fieldwork Research Infographics* (20%), group *Project Proposal Presentation* (10%), group *Report-back Demonstration* (20%), and individual *Reflective Essay* (20%).

Structured Experiencing

Students kicked out their Service-Learning journey with a phenomenon related to urban farming that they were interested in. With quick online searching, students chose

very distinct phenomena such as youth participation in agriculture, food education for the general public, rooftop farming as an alternative, etc. For a comprehensive and conceptualized understanding of the phenomena, students conducted the first-round literature review under the course instructor's guidance. In lectures, the concept of sustainability and the international discourse of sustainable development was introduced as the theoretical foundation. During tutorials, how to turn a real-life topic into an academic question and study it with existing literature and empirical data were explained. The phenomena identified at the beginning of the course were further refined into theoretical concepts such as human capital, information dissemination, resilience workforce, and technology affordance, which related to either the economic, environmental, or social dimension of the United Nations' notion of sustainability. Both the lecturers and tutorials were conducted on Zoom.

Figure 3
Sample Assignment of Pre-fieldwork Research Infographics

Source: student assignment from the summer term of 2019/20 academic year

In addition to studying the concepts, comparative research methods were introduced to analyze the situation and practices in Hong Kong and other countries or regions. As the output, a gap that students' project could fit in was expected. To ensure the quality of their research and nurture their skills in findings dissemination, a *Pre-fieldwork Research Infographic* was designed as the first group assignment in this course.

According to students' submissions, comparisons were conducted between Hong Kong and mainland China, Taiwan, Singapore, or Japan regarding the similarities and differences in specific types of urban farming. An example is shown in figure 3.

To facilitate students' remote communication and better guide their virtual fieldwork, a tool called SOAP note was introduced, which is an acronym for subjective, objective, assessment, and plan (Table 1). SOAP originated from the problem-oriented medical record developed by Lawrence Weed (Jaroudi & Payne, 2019). The items and connotations were adopted, with adjustments that make it more applicable to community needs assessment. The practice started with marking down students' perceptions related to urban farming in the item of S(ubjective). For example, students thought that "*farmers have limited knowledge on the usage of organic pesticides and fertilizers,*" "*no government support on the local farming industry,*" and "*the citizens have no idea about*

Table 1
SOAP Note for Community Needs Assessment

Concerned Community	➤ Target community people	
	➤ Location (geographic scope)	
S (subjective)	➤ What do you (as the observer) think the community people think/experience/feel? ➤ First person, complete sentence	
	S1. S2. S3.	
O (objective)	➤ What did the community people (as the speaker) actually talk about? ➤ Third-person, evidence-based	
	Questions from you	*Answers from community people*
A (assessment)	➤ What are the broader issues areas & possible reasons the speakers' statement is trying to address? ➤ Third person plural, secondary data	
	We were surprised to find that···	*We wonder whether it means···*
P (plan)	➤ What is the direction or possibilities of the solutions that students could involve? ➤ Use first person plural, considering your expertise, expected outcomes	
	How might we help/encourage/support _____ to_____ so that _____.	

Source: developed based on SOAP note originally designed by Lawrence Weed

rooftop farming." In this way, students' assumptions and stereotypes were easy to identify for verification in the fieldwork. Due to the social distancing, the onsite visit was replaced with online sharing in the forms of the virtual tour, guest talk, and Q&A. Farmers from the traditional organic farm, rooftop farm, hydroponic farm, and those involved in the consumption stage of urban agriculture industry were invited. Students recorded answers from the guest speakers in the O(bjective) item of SOAP note.

Challenging and Reasons Identifying

After the virtual fieldwork, students used the A(ssessment) item of SOAP note to analyze the information shared by the guest speakers, which was facilitated by two sentence patterns. One is "*we were surprised to notice ...*" which works to clear their stereotypes or bias. Students realized that "*farmers are quite knowledgeable in the organic farming practices or available technologies*"; "*government does provide some funding; however, the application process is quite troublesome.*" The other sentence pattern is "*we wonder if this means...*", which pushes students to consider the structural reasons for the problematic phenomena and plan further fieldwork and literature review. Taking the group working on public awareness and participation as an instance, students unexpectedly found that "*young office workers actually joined some one-off farming events, but did not become frequent practitioners.*" This finding made them curious about "*whether it means young office workers prefer other regular leisure activities.*" Therefore, they designed an online survey to investigate office workers' daily routines and further explore the possibility of using farming to build a resilient workforce.

As the output of the community needs assessment, students must develop a workable design question leading their social innovation. They used the P(lan) item of SOAP note as the guidance, which is phrased as "*how might we help/support/encourage... to ... so that ...*". They clarified the subgroup of the urban farming community as their concern, focused on one challenge this specific group face, and motivated to conduct further research to identify a feasible project question. Below are two HMW statements developed by students as examples:

"How might we help *more young office workers in Hong Kong who are suffering from stress* to *realize the benefits of indoor farming and practice it* so that *they can become a resilient workforce?*"

"How might we encourage *young elderly who are physically capable and personally interested in farming practices* to *learn how to initiate sustainable farming as a leisure alternative* so that *they can enjoy a more fulfilling and relaxing retirement life?*"

This stage was perceived as "*the most difficult*" by students because it involved extensive theoretical studies and data analysis. Based on the SOAP note, weekly consultations with the course instructor were conducted to monitor students' progress.

Alternative Proposing

With identifying the authentic community needs, students went through two steps to propose alternatives, namely brainstorming and idea filtering. For the first step, a flipped classroom was practiced to facilitate students' multi-disciplinary brainstorming, where the quantity and diversity of solution ideas are the primary concern. To open their horizons, students must study a series of short videos of guest talks in advance, which discuss the topic of urban farming from perspectives of sociology, politics, education,

biology, literature, anthropology, and environmental engineering. During synchronous virtual class, based on the HMW statement, students worked in groups to propose various ideas regardless of the feasibilities. Technically, to enable remote brainstorming, a free online platform, Miro, was adopted, which permits both synchronous and asynchronous inputs of individual group members.

The second step of alternative proposing is idea filtering. Students put those similar ideas together as clusters and screened out those hard-to-realized within the semester. SWOT analysis was introduced to guide their reflection on the strengths, weaknesses, opportunities, and threats when developing the solution. This tool facilitates students' projects by playing full use of team members' advantages and identifying the necessary support. It has been widely used in the field of business and management. It was part of the entrepreneurship training, in which students learned how to make rational decisions, tap the internal potential, and explore the available resources.

As a mid-term diagnostic assessment, students delivered a *Project Proposal Presentation* via Zoom. They reflected on the first half of their Service-Learning journey, made sense of every step experienced, and planned for the upcoming six weeks of the course.

Solution Development

Solution development comprises two steps, namely a low-fidelity prototype showing how the solution looks and a high-fidelity version demonstrating how it functions in real-life settings. The course instructor introduced some useful prototyping techniques, including sketches and diagrams, paper interfaces, storyboards, role-playing, physical models, and Wizard of Oz. Students chose the most appropriate means to visualize their solution ideas. Observed practices included the drawing of different interfaces of a Facebook promote homepage; a storyboard explaining how online gamers could be transferred to offline farming participators; and playing the roles of host, guest farmers, and audiences to demonstrate the rundown of a webinar.

For the high-fidelity prototype, the course instructor invited professional tutors according to the support requested by students in their SWOT analysis. Experts in online marketing, public campaign planning, indoor hydroponics, and mechanical engineering closely worked with students to develop the prototype in an apprenticeship style. This was seldom in subject knowledge studies and reported by students as one of the most significant elements in "*boosting their confidence in innovation.*"

For prototype testing, a stakeholder framework borrowed from policy studies was introduced to help figure out the target groups, end beneficiaries, decision-makers, and affiliated third parties involved in a social innovation process. Accordingly, students turned to different stakeholders to test out the dysfunctional aspects of the prototype. For example, the group working on the Facebook homepage organized a one-day free farm tour, obeying the government policy of social distancing, and collected the participants' feedback on the event organization, homepage design, and future purchase intention. Another group offered a two-hour webinar and evaluated its effectiveness in raising public awareness of urban farming through a post-event online questionnaire.

Applying and Scaling-up

Since social innovation's eventual goal is making routine changes, students were required to consider the generalization of their solution. Most students collaborated with

individual farms or organizations in prototyping their ideas. During the pandemic, a common practice to share their prototypes with a broader farming community was to digitalize their project outputs (e.g., handbook for Facebook page building, policy comparison infographics, recorded webinar, and documentaries, etc.) and make them downable/accessible through social media platforms. For those working on mechanical devices, they also suggested the mechanism of a shared economy to make their design more affordable and storable. Regarding the academic aspects of Service-Learning, students developed their entire project into a blog and shared it with the public. In the spring semester of 2020, students and educators from ICU were invited to give feedback to Lingnan students' project blogs and exchanged respective understandings of urban farming and the approaches to Service-Learning in the report-back demonstration. Hong Kong students adopted SDGs as a common language to explore the feasibilities of their problem-solving with contextualized in Japanese society.

Student's social innovation practices have never terminated with the course ends. Several students from the sample course brought their project ideas and prototypes to various entrepreneurial competitions, including *Hong Kong Techathon 2020*, *Virtual Hackathon COVID-19, Sustainability Hackathon 2020, etc.* This move is voluntary but reported as making students "*believe in the power of entrepreneurship in social innovation.*" This is also the way we address the mismatching course period and social innovation as a continuous process.

Service-Learning in the Post-COVID Era

The only thing that could be predicted is the unpredictability of the post-COVID world. Any challenges, natural and man-made disasters, taking place in human society could be perceived as up-to-date interruptions and request prompt responses. In this sense, conceptualizing Service-Learning as a social innovation process makes this pedagogy flexible and vigorous in dealing with dynamic and complex social changes. The effectiveness of Service-Learning was previously constrained by some conventional principles and practices, such as service content pre-determined by instructors, strict divisions between four categories (direct, indirect, research-based, and advocacy), limiting the academic studies within one discipline, superficial/temporary alleviation to problematic phenomena, and aligning the service period within the semester. Social innovation adjusts these insufficiencies by emphasizing both issue identification and solution development. Significant autonomy was granted to students' choice of concerned challenges and the solutions that permitted blurring the boundaries of different subtypes and fields. The band-aids-like effects are addressed by transforming a particular sub-system's structure and mechanism and realizing the eventual routine change.

COVID-19 is something new to human society; however, IT-based teaching and learning are not. During the past decades, IT was perceived as the ice on the cake for face-to-face instruction until the worldwide pandemic outbreak, which compels the educators of Service-Learning to either terminate or do it entirely online. In the two semesters discussed here, the author observed that educators and students perceived the influence of social-distancing on Service-Learning quite differently. Educators mostly thought of the face-to-face contact suspension as an obstacle for fieldwork, which breaks the theoretical cycle of experiential learning. Students often understood it as a restriction on implementation and naturally considered solutions that could be realized virtually. Instead of struggling with the IT application and its incompatibility with traditional

Service-Learning settings, as education researchers, what we could and should do is to keep refining the pedagogy and giving full play to involving actors. The notions of community and field should be re-examined contextualizing in a digital era, which began long before the outbreak of COVID-19. The paradox between periodic semester and continuous social challenge-addressing should be aware and addressed, which is critical to the reciprocity between students and communities. No matter what variations of Service-Learning are adopted, the fundamental emphasis on balanced academic studies and social service should be insisted, in which an outcome-based approach steers the instruction and assessment design. As the guiders and facilitators of Service-Learning, we should be opened to the dynamic ambiguities of social phenomena in the first place, believe in the social sensitivity and creativity of students, and permits trials and errors to catalyze students' growth and community empowerment.

References

Atkinson, W. P. (1873). *Liberal education in the nineteenth Century* (Vol. 4). New York: D. Appleton and Company.

Boucher, C. S. (1935). *The Chicago college plan*: University of Chicago Press.

Brock, D. D., & Steiner, S. (2009). Social Entrepreneurship Education: Is it Achieving the Desired Aims?

Cogliser, C., & Brigham, K. (2004). The Intersection of Leadership and Entrepreneurship: Mutual Lessons to Be Learned. *Leadership Quarterly, 15*. doi:10.1016/j.leaqua.2004.09.004

Crozier, M., & Friedberg, E. (1993). *Die Zwänge kollektiven Handelns: über Macht und Organisation*: Hain.

Dam, R. F., & Siang, T. Y. (2020). 5 Stages in the Design Thinking Process. Retrieved from https://www.interaction-design.org/literature/article/5-stages-in-the-design-thinking-process

Dees, G. J. (2007). Taking Social Entrepreneurship Seriously. *Society, 44*(3), 24-31.

General Assembly of United Nations. (2015). *Transforming Our World: the 2030 Agenda for Sustainable Development*. Retrieved from https://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E

Gibb, A. (2003). In Pursuit of a New 'Enterprise' and 'Entrepreneurship' Paradigm for Learning: Creative Destruction, New Values, New Ways of Doing Things and New Combinations of Knowledge. *International Journal of Management Reviews, 4*. doi:10.1111/1468-2370.00086

Global Engagement Institute. (2018). *Consulting Abroad Program (Vietnam): A Study and Service-Learning Experience between Tradition and Modernity*. Retrieved from https://oip.ku.edu.tr/wp-content/uploads/2020/03/gei_2018_consulting_abroad_program_-_vietnam.pdf

Godwyn, M. (2009). *Can the Liberal Arts and Entrepreneurship Work Together*.

Grinnell College. Social Innovation: SPARK Community-based Social Innovation Challenge. Retrieved from https://www.grinnell.edu/after-grinnell/cls/students/service-social-innovation/academic

Harrisson, D. (2012). Social innovation: what Is coming apart and what Is being rebuilt? In J. H. J. H. H. W. Franz (Ed.), *Challenge Social Innovation: Potentials for Business, Social Entrepreneurship, Welfare and Civil Society* (pp. 73-82). Berlin, New York: Springer.

Hebert, A., & Hauf, P. (2015). Student Learning through Service Learning: Effects on Academic Development, Civic Responsibility, Interpersonal Skills and Practical Skills. *Active Learning in Higher Education, 16*, 37-49. doi:10.1177/1469787415573357

Howaldt, J., Domanski, D., & Kaletka, C. (2016). Social innovation: towards a new innovation paradigm. *RAM. Revista de Administração Mackenzie, 17*, 20-44. doi:10.1590/1678-69712016/administracao.v17n6p20-44

Jaroudi, S., & Payne, J. D. (2019). Remembering Lawrence Weed: A Pioneer of the SOAP Note. *Academic medicine : journal of the Association of American Medical Colleges, 94*. doi:10.1097/ACM.0000000000002483

Kaye, C. B. (2004). *The complete guide to Service Learning: proven, practical ways to engage students in civic responsibility, academic curriculum, & social action*: Free Spirit Pub.

Kuh, G. (2008). *High-impact educational practices: what they are, who has access to them, and why they matter*.

Kuratko, D. F. (2009). *Introduction to Entrepreneurship*: South-Western Cengage Learning.

Lagos, T. (2002). Global citizenship - towards a definition.

Mueller, S., & Brahm, T. (2015). Service Learning in Social Entrepreneurship Education: Why Students Want to Become Social Entrepreneurs and How to Address Their Motives. *Journal of Entreprising Culture, 23*(3), 357-380.

Peters, T., Mchugh, M. A., & Sendall, P. (2006). The Benefits of Service Learning in a Down-Turned Economy. *International Journal of Teaching and Learning in Higher Education, 18*(2), 131-141.

Rosted, J., Kjeldsen, C., Bisgaard, T., & Napier, G. (2009). *New Nature of Innovation*. Retrieved from Copenhagen: http://w2l.dk/file/56002/newnatureofinnovationrapport.pdf

Toncar, M., Reid, J., Burns, D., Anderson, C., & Nguyen, H. (2006). Uniform Assessment of the Benefits of Service Learning: The Development, Evaluation, and Implementation of the Seleb Scale. *Journal of Marketing Theory and Practice, 14*(3), 223-238. s

UNESCO. (2014). *Global citizenship education: preparing learners for the challenges of the 21st Century*: UNESCO.

United Nations, & General Assembly of World Commission on Environment Development. (1987). *Our Common Future*: World Commission on Environment and Development.

Wraga, W. G. (1993). The interdisciplinary imperative for citizenship education. *Theory & Research in Social Education, 21*(3), 201-231. doi:10.1080/00933104.1993.10505702

4. Service-Learning Under the 'New Normals' and Beyond

Justin R Nayagam[1], Malini R[2], and Akhila Narayanan[3]
[1]Department of Botany, Union Christian College
[2]Department of Psychology, Union Christian College
[3]Department of English, Union Christian College

Abstract

The present paper premises itself on the understanding that we are living at a time when human societies are faced with multiple 'new normals', brought about by a variety of disruptive forces, both natural and man-made. When such disruptions compel us to change our behavior over a short-term or a long-term period, it constitutes a 'new normal.' Bearing this in mind, the paper proposes that any rethinking on the new pedagogy for SL under the 'new normal' should have a basis in flexibility than adaptability to the new learning contexts, i.e., an approach geared towards blending offline and online modes instead choosing one over the other. The paper corroborates this perspective based on the experience of conducting the International Student Exchange Service-Learning (ISESL) at UCC during the years 2018 and 2019 when the state of Kerala was hit by unprecedented floods causing massive disruptions to normal modes of functioning and installed, albeit temporarily, a 'new normal.'

Service-Learning (SL) as envisaged by Sigmon (1979) involves 'reciprocal learning' where those who receive as well as those who provide service are mutually benefitted from the experience. It is undoubtedly a pedagogical strategy which is transformative and attends to the wholesome development of students and faculty involved in it (Kahne&Westheimer, 1996; Kiely, 2005). The theme of the present monograph seeks to reconfigure the concept of SL in the context of the 'new normal' and explores the potential new pastures available to the SL educators as the old pastures become remote.

Though the 'new normal' here is a direct reference to COVID-19 pandemic, the authors of the paper would like to see it in a much broader ambit. It is an expression that has to be understood under specific contexts, delineating the characteristics of the distinct situations that constitute the 'new normal '. The paper premises itself on the understanding that we are living at a time when human societies are faced with *multiple* 'new normals' depending on where we are, brought about by a variety of disruptive forces, both natural and man-made. When such disruptions intrude into all walks of life, compelling us to change our behaviour over a short-term or a long-term period, it constitutes a 'new normal. ' Though the present 'new normal' is defined in relation to the COVID-19 pandemic that has had global impact, extreme weather events like floods,

cyclones, and earthquakes that affect a large geographical region and its population can also constitute a 'new normal' within that region. In most of such cases, the immediate consequences are curtailment of face to face communication and obstruction of established order of civic life.

Service-Learning Pastures and the Turbulent Climate

The adverse impact of global warming and climate change have been unfolding across the world for some time now in the form of extreme weather events and disease outbreaks (Patz, et al., 2000). India also has been at the receiving end of this for some time now and erratic weather patterns have been a regular phenomenon in different parts of the country (Sarkar, Dasgupta, &Sensarma, 2019). Kerala, ensconced in the southern tip of the country flanked by the Western Ghats on one side and coastal line on the other, experienced her geographic vulnerability in the face of 2018 and 2019 floods. It not only shook the state out of its stupor but has convinced the populace of the need to rise up to this 'new normal' where extreme weather events and outbreaks are not 'once in a life time' occurrence but could visit us more frequently. As far as the Service-Learning Centre (SLC) at Union Christian College (UCC), Aluva was concerned, this meant seeking alternatives to keep the SL afloat even in the face of such disasters that temporarily derail the usual modes of engagement in SL. As faculty and researchers involved in the field of SL that is rooted in community engagement, such scenarios pose a very serious question - how can or should we conduct SL under these 'new normals' from the present and future perspective? One obvious solution to this, now followed almost globally has been the context-switching from offline to online mode of learning and engaging with virtual communities (Stefaniak, 2020). But making such a transition raises serious concerns about its effectiveness and its ability to fulfil the principle goals of SL, which is to engage a student's total being with the target community. SL has been envisaged to enhance students' intellectual development, basic skill acquisition, ethical and social responsibility, along with personal growth which constitutes the total being of a student (Witmer & Anderson, 1994). As to how far online modes can fulfil this fundamental goal is still up for debate. Moreover, the feasibility of such transitions is called into question when one takes into account the 'digital divide' and lack of digital literacy among a fair percentage of the population in countries like India. Bearing in mind the above concerns, the authors of the paper propose that any rethinking on the new pedagogy for SL under the 'new normal' should have a basis in more flexibility than adaptability to the new learning contexts, i.e., an approach that is geared towards blending offline and online modes instead choosing one over the other.

The paper corroborates this perspective based on the experience of conducting the International Student Exchange Service-Learning (ISESL) at UCC during the years 2018 and 2019 when the state of Kerala and the region around the college was severely hit by unprecedented floods that caused massive disruptions to normal modes of functioning and installed, albeit temporarily, a 'new normal. ' During both years the floods hit around the same time, between early and mid-August, while the ISESL students were on campus, posing severe challenges to meeting the principle goals of SL. However the lessons imbibed from the experience of 2018 by the faculty at SLC, UCC to a great extent helped withstand a similar situation in the following year. The catastrophe not only nudged us to adopt online platforms but it also urged the faculty to seek new pastures for SL that was hitherto unexplored.

Despite the obvious differences between a pandemic and a calamity like flood, there were shared bases to the challenges faced under both the scenarios. One was the breakdown of regular face to face communication and the other was impediments to direct engagement with the community. A close analysis of events during both the years would help to put things in perspective.

Service-Learning Amidst 2018 Flood

One of the major SL events at UCC is the ISESL held every year since 2012. In 2018, like in the previous years, this was scheduled from 23 July to 20 August (the dates in previous years do vary). In educational institutions across Kerala, this is mid-semester when classes and academic activities run full-swing and campuses come alive. This affords international students of SL, who visit us, a good opportunity to observe and participate in the teaching-learning processes in schools.

It is also worth noting at this point that this is also the season of south-west monsoon in Kerala when the state receives its yearly precipitation. This seasonal monsoon that arrives by early June is a welcome relief from the hot summers of the preceding months and it lasts for months together (Nayagam, Janardanan & Mohan, 2008).

Some of the primary SL sites in 2018 included primary schools and school for exceptional children (The School for the Blind), along with other sites of historical significance and places of religious worship. Most of these SL sites are located at an average distance of 5-25 kilo meters from UCC. ISESL students on alternate days visited these sites three or four times in the company of one or two resource persons along with student volunteers from UCC, and organized an array of activities for the school children. The timely-spaced visits enabled the ISESL students not only to establish strong bond with the student community but also to improvise and explore new activities with them based on previous day's experience. Alongside the SL site visits, the international student participants visited the various departments of UCC, interacted with resident students and engaged in discussions and organizing activities with the college-student community. The activities were rolled out as per schedule, and on a weekly basis students made presentations and gave reports on their SL experience and shared their reflections with the resource persons.

This smooth conduct of the SL activities hit a major roadblock when weather events between 14th and 19th of August, took an adverse turn. The severe spell of rainfall in the intervening days resulted in disastrous flooding in Kerala (Mishra & Shah, 2018; Vishnu, Sajinkumar, Oommen et al., 2019). The dams reached its Full Reservoir Level (FRL) in a matter of days and 44 rivers across Kerala breached the banks. The situation was further aggravated by the opening of 35 dams (out of 54 dams) for the first time in the state's history that resulted in massive flooding. The ground situation was so grim that to many it was akin to the Biblical flood. Among the worst affected locations were Aluva and Paravur (10.109675°N 76.349638°E to 10.1446° N, 76.2273° E), flanked on both sides of UCC. The river Periyar that passes through both the regions breached its banks and submerged vast stretches of land in and around it. Our college located at a higher elevation became a relief point to where thousands approached from both sides during the peak days of the flood. In a matter of two days, the number of people in the UCC relief camp shot up from 800 to 13000, and it became one of the largest relief camps in the entire state of Kerala. The flood affected one-sixth of the population in Kerala and it was declared Level 3 calamity or 'calamity of a severe nature'. Several studies have

come out thereafter on the catastrophic event and a few among them have cited global warming and climate change as one of the reasons for extreme weather phenomenon (Hirabayashi, Mahendran, Koirala, et al., 2013). This argument gained further traction among scientists when a similar scenario repeated in 2019 and came to be referred to in the public discourse as 'new normal'.

For the SLC at UCC, the event posed several challenges to the conduct of ISESL activities during the said period. Many scheduled activities during the last week of the ISESL had to be cancelled due to lack of access to SL sites and breakdown of communication channels. The Government of Kerala declared holiday for schools and higher educational institutions during the week. Disruption of power supply in and around the region brought with it its own set of anxieties for the public with drainage of mobile phone battery and inability to get in touch with near and dear ones who were stranded in buildings and houses and needed urgent rescue. One of the resource persons of SLC got stranded for almost two days in her house before she was rescued by the disaster relief team. Among the heavily damaged infrastructure in the flood was Cochin International Airport (CIA), located close to river Periyar. The airport was closed indefinitely in the immediate days before and during the flood which led to the postponement of return journey of ISESL students.

In the immediate days after the flood much of the post-disaster activity was concentrated on the relief camps. Food, clothing, basic amenities like bedding, blankets, floor mats etc., flowed into the campus and the teachers, student volunteers from nearby and district authorities together engaged in widespread relief effort. The ISESL students got an opportunity to visit and observe the activities of the relief camp. During the days of the peak rain the ISESL students had to stay in the hostels and couldn't venture out. Regular communication with the Programme Co-ordinators kept them updated on what was happening on the ground and their days were spent engaging in activities like preparing meals, composing music and singing with the native students in the hostel. As the CIA was severely affected in the flood, the SLC committee decided to opt for an airport in the neighbouring district for the return journey of the ISESL students. It took almost one full month for the situation to turn normal and transportation to be restored across the state. The last few days were spent mostly in sharing and listening to experiences of the students and resource persons during the peak days of the flood. From the reflective essays that the ISESL students wrote later, it was gathered that the first-hand exposure to a different social community, living through challenging times, gave them lifetime lessons on how communities struggle, cope and survive in (ab)normal circumstances.

Exploration of New SL Pastures

There were several valuable lessons that the 2018 floods brought home to SLC at UCC which formed the basis of preparation for the following year. The proactive measures taken based on the experience of 2018, helped the SLC faculty to meet the challenges better in 2019 when a similar situation arose. But before laying out the mitigative measures, it is necessary to delineate the specific challenges that were identified by the SLC at UCC. In the current context of COVID-19 pandemic, some of these challenges resurface though both the 'new normals' are brought about by different set of factors.

One of the major challenges faced when the 2018 floods hit was curtailment of movement both for the students and the SL resource persons. Since our college was one of the epicentres of the calamity, the institution and its premises were inaccessible to SL resource persons during the peak days of the flood as most of faculty stayed at a distance far from the campus and the programme co-ordinator who stayed close by got stranded in her house due to the rising water levels. This meant that the only way the faculty could interact with the ISESL students was via phones. It was impossible to reach even the nearest SL sites and engage in field activities during the time of the flood as all non-essential movements were restricted.

To tide over a similar situation in 2019, where face to face meeting and presentation would be made non-conducive, it was decided that reporting of day to day activities be conducted in virtual platforms. Thus right at the beginning of the programme, a Whatsapp group was started including the resource persons and students. The students were asked to submit their reflections of each day's activities by late evening by Whatsapp or Email. Reflection is an integral part of SL. Since meeting everyday to hold a feedback session was not conducive, it was decided that the students could post a daily report of the day's activities in the official WhatsApp group. The students regularly wrote their reflections on each of the sites they visited, their experiences, learning and reflections. More often than not, such reporting evolved into a discussion with each participant commenting and responding to the views shared by others and resource persons could make timely interventions and put things in perspective. Researchers of the past have identified the benefits of incorporating technology in SL projects as a means to enhance civic engagement. Reflection and online group discussions, studies reveal, have more pronounced effect than mere individual reflection papers among students engaged in international SL (Smit &Tremethick, 2017).

Added to this, the platform also afforded them the space to express their requirements and queries that could promptly be looked into by the co-ordinators. The adoption of digital tool turned out to be an effective strategy, as the ease of communication not only helped us overcome the communication barrier when the floods re-occured in 2019 but also generated more interactions among the participants and resource persons during the course of the programme establishing a more intimate bond between both the parties.

Psychological well being of the international students was of utmost concern to the SL faculty at UCC given that next to the local population they would feel most vulnerable under adverse events like floods as they would be weighed down by concerns of their own. As a precautionary measure to tackle this, the SLC at UCC decided to set aside a portion in the schedule for recreational activities. Students were given training in Yoga at Triton Station. As the recreational centre was close to the college, students were able to visit it during the time of flood. This also materialised as a cultural exchange event as one of the participants shared his traditional form of martial art during a cultural evening session. Along with yoga, students were also encouraged to engage in sports like badminton which turned to be a stress buster during the peak days of the flood. The next crucial challenge to meet was the lack of access to SL sites during the floods. Similar to 2018, heavy downpour started from August 6th onwards. Many of the small water reservoirs had reached full capacity and dam shutters were opened in between the continuing rainfall. By August 8th, people began to panic in many places close to river Periyar and Government announced holiday for the educational institutions.

Waterlogging in the runway and the premises of the CIA forced the authorities to suspended flight services for 3 days. The condition continued almost for one week till 15th August and holidays were declared for schools and colleges for close to a week. This meant that the SL activity scheduled at schools could not be conducted and alternative options had to be explored. Learning from previous experience, the SL faculty were prepared to explore and experiment with SL sites closer home and this turned out to be a rewarding experience.

One such activity evolved was a biodiversity survey. UCC is home to a rich biodiversity, and during the peak days of the flood the only site safely accessible was the campus itself. A study of campus flora and vegetation analysis was organized for the ISESL students utilizing this resource in collaboration with the Botany Department of the college. A day-long activity, it involved visiting 43 acres land of UCC to study the tree species biodiversity. The study included introduction to each species, the calculation of density, frequency and abundance in the campus and its uses. The vegetation was compared with those found in their campus and the students recollected the common species seen in both the countries. Students were introduced to Ayurveda - an indigenous system of medicine of Kerala and the medicinal value of the plants seen on campus. They collected plant samples and information from the internet and submitted a report. All reports and herbarium specimens are open to farmers and the local community for identification of indigenous medicinal and aromatic plants.

Another activity evolved was putting together a book. The ISESL students were asked to prepare a document on their SL experiences in India during the last 20 days. Though the unscheduled activity did evoke concerns on the part of ISESL students, on proper explanation of ground reality they eagerly got down to work incorporating reports generated over the last 20 days and organizing them under individual four chapters by each of the participants. This was further edited and developed into a book document.

These SL ideas were evolved under a scenario in which being in the field and meeting the target community of considerable size was non-conducive due to adverse weather conditions. The alternative was to evolve SL that would mutually serve the students and target community without the two having to come in direct contact with the other. Thus the potential breach in SL activities like reporting, discussion and reflection were halted by planned adoption of digital technology and field activity were sustained by exploring newer pastures in the immediate environment and discovering new sites.

Experiences of 2018 and 2019 was a 'new normal' that compelled SL faculty to reckon with similar scenarios in future. Since SL is based on campus-community partnerships and direct interactions are the chief means of experiential learning, disruptions by way of natural calamities can hinder the very essence of the activity. Hence a need to develop greater sense of preparedness in anticipation of adverse events may be considered as a core skill to be imbibed by SL educators.

SL Under the 'New Normal': A Community Perspective

Several studies that have emerged in the wake of recent pandemic have focused on exploring the possibilities of conducting SL in an online mode (Mejia, 2020; Tian, & Noel Jr, 2020). These investigations have mostly tried to identify the merits and demerits of carrying over SL into a virtual platform under the 'new normal. ' Such an investigation is often based on the assumption that the institutions that offer SL and their target community are well-versed and well equipped with the modern technology like

smartphones and laptops and have digital connectivity. Such an assumption is challenged when we explore this issue in the context of countries like India where there exists a sharp digital divide (United Nations, 2006; Singh, 2010). In the case of the state of Kerala, despite being the most literate state in India, digital literacy is poor (Ashitha, 2018) and access to ICT facilities is limited. According to the reports of the NSSO (2019), India has a digital divide between urban (23.4%) and rural (4.4%) communities with around 11% of households with computer facilities. Though the teledensity in India is found to be as high as 78% (Bhatt, 2020), the availability of smartphones is only 32%. Kerala has a much improved smartphone availability (65%) compared to the national average in the recent years, however, access to internet facility and connectivity issues continue to be a major problem (Gaurav, 2020). A study by Kumar and Kumara (2018) reveals that only 20.66 % rural students and 69.70% of urban students use computers for various academic purposes and that electric power failure and lack of computer skills were identified as the chief problems in using computers. Though the use of digital resources for academic purposes in India is as high as 70-80% among college students (Pratap & Singh, 2018), the number is not that high in the case of the normal population. A recent study by Pavithra (2019) reveals that only three hundred million of India's 1.25 billion people are digitally connected.

Huge differences exist between the rural and urban population in terms of electronic literacy and this is a huge obstacle when any system based on ICT is implemented. Most of the target community that the SLC at UCC focuses on are located in places where access to digital connectivity is a stumbling block. Added to this is the low rate of digital literacy among the elderly population across community. This is a reality that stands the risk of obfuscation when any discussion on the SL pedagogy under the 'new normal' focuses exclusively on exploring the potential of SL in an online space and such investigations often tend to be from the perspective of the institution.

This digital divide was presciently recognized by the SLC at UCC. In 2019, the students on exchange program undertook a SL activity along with the Computer Science Department at UCC to provide digital literacy for the elderly community next to the guest house. During the session, SL students interacted with the elderly community and gave them hands-on guidance in using modern gadgets like smartphones. The elderly community is representative of one segment of the larger community that are yet to harness the full benefits of digital technology. Given such contextual realities, discussion of SL under 'new normal' should cater to a more balanced approach allowing for more flexibility.

Shifting SL from an offline to the online mode should be in line with the target communities that the institution proposes to serve. SL has to design its practices taking into consideration the limitations posed by the situation not just on the institution but on the community as well. SL can serve community online only to the extent that the community is digitally literate to imbibe that service.

It is also the case that every new normal can throw up new causes to serve. For instance, though digital literacy was an activity that the SLC undertook in 2019, its scope has become more wide-ranging in the current scenario. One of the SL activities designed by SL students at UCC is digitizing documents of the flood affected which points towards the direction.

Tread to the ''New Normal''

Any discussion of the 'new normal' cannot happen without specifying what constitutes the 'new normal. ' The definition proposed by the authors of the paper states that any large scale event that disrupts normal modes of functioning over relatively long period can entail a 'new normal.' The word 'relatively' is significant in the context of SLC. Though flooding of 2018 and 2019 was comparatively less disruptive to COVID-19 pandemic, it was a relatively long disruption in relation to SL Students Exchange Programme at UCC. The impediments faced directed us to rethink our regular modes of engaging in SL and explore blended use of online and offline modes. This is on par with the earlier works in higher education (Graham, 2013; Norberg, Dziuban & Moskal, 2011).

Moreover to define 'new normal' strictly within the purview of pandemic would be myopic given that pandemic is not a permanent scenario. However, it is indeed, plausible that in future such other 'new normals' can unfold due to varied reasons. To mitigate such unprecedented scenarios it would be desirable to seek a blended pathway for SL instead of privileging one mode over the other during the transition phase.

It is equally vital that, such definitions should always take into consideration the location from which the 'new normal' is defined. Though pandemic is a global phenomenon that has entailed discussions of the 'new normal', the experience of this 'new normal' is not homogenous. In the context of SLC at UCC- an institution in the State of Kerala that takes pride in 100 percent literacy, digital literacy is yet to reach that milestone. However, the stumbling block has enabled us to seek new pastures of SL on the ground and adopt a blended approach of using online and offline modes for SL and flexibility on the part of faculty engaged in SL would enable exploration of newer avenues conducive to better community engagement and enriched learning.

As we tread through this confining and dark phase of the pandemic, SL leaders and the trained practitioners perform their roles in a fragmented and localised manner. However, the constricting circumstances imposed by the 'new normals' like natural calamities or pandemics, do not halt our journey forward but enable us to frame innovative pathways to achieve the SL goals. Mix of learning tools with real time responses may be an innovative idea. A combo of components that includes pilot visits to community sites for data collection, familiarizing digital devices and appointing educated monitors at each community site for future access followed by reach out through social media groups. Periodical webcasting with realtime reflection through social media, a thoughtful and steady approach of SL researchers around the world can reveal new pastoral terrains of experiential teaching, learning and service. It is the versatile thinking of SL faculty and program coordinators that makes International Service-Learning Exchange program a success. Such informed experiments may evolve to form the 'new normal' for future SL and take us to greater heights in community partnerships with enriched teaching-learning pedagogy.

References

Ashitha, M. K. (2018). Bridging Digital Divide through E-literacy Programme:
The Case of Akshaya Project in Kerala, *International Journal of Research and Analytic Reviews. 5,* 3, 489-492. https:m //ijrar.com/ upload_ issue /ijrar_issue_1913.pdf

Bhatt, N. (2020). Coronavirus lockdown: How e-classes reveal India's
Digital Divide, Al Jazeera. https://www.aljazeera.com/ news/2020/04/ coronaviruslockdown-classes-reveal-india-digital divide 200428075114733. html#:~:text= Although%20about% 2078% 20percent%20of,Telecom%20Regulatory%20Authority%20of%20India

Cahapay, M. B. (2020). Rethinking Education in the 'new normal' Post COVID-
19 Era: A Curriculum Studies Perspective. *Aquademia, 4* (2). doi: 10.29333/aquademia/8315

Gaurav, K. (2020). Magnitude and Determinants of Digital Divide among the
users of Online Education in Kerala, *DogoRangsang Research Journal. 10,* 6, 259-26 http://www.drsrjournal.com/no_12_june_20/25.pdf

Graham, C. R. (2013). Emerging practice and research in blended learning. In
MG Moore (Ed.), Handbook of distance education (pp. 333–350). New York, NY: Routledge.

Hirabayashi, Y., Mahendran, R., Koirala, S. et al. (2013). Global flood risk under
climate change. *Nature Climate Change, 3*, 816–821. doi:10.1038/ nclimate1911

Kahne, J., &Westheimer, J. (1996). In the service of what. *Phi Delta
Kappan*, *77*(9), 592-599.

Kiely, R. (2005). A transformative learning model for SL: A longitudinal case
study. *Michigan Journal of Community Service-Learning*, *12* (1), 5-22.

Kumar, B. S., & Kumara, S. S. (2018). The digital divide in India: use and non-use of ICT by rural and urban students. *World Journal of Science, Technology and Sustainable Development.*15 (2). https://doi.org/10.1108/WJSTSD-07-2017-0021

Mejia, A. (2020). Community-Engaged Learning in Times of COVID-19 or, Why I'm Not
Prepared to Transition My Class into an Online Environment. *Public Philosophy Journal*, *3* (1). doi: 10.25335/ppj.3.1-3

Mishra, V., & Shah, H. L. (2018). Hydroclimatological perspective of the Kerala
flood of 2018. *Journal of Geological Society of India. 92,* 645–650. doi: 10.1007/s12594-018-1079-3

Nayagam, L. R., Janardanan, R., & Mohan, H. R. (2008). An empirical model for the seasonal
prediction of southwest monsoon rainfall over Kerala, a meteorological subdivision of India. *International Journal of Climatology: A Journal of the Royal Meteorological Society*, *28* (6), 823-831.doi:10.1002/joc.1577

Norberg, A., Dziuban, C.D., & Moskal, P. D. (2011). A time-based blended learning model. On
the Horizon, 19(3), 207-216. doi:10.1108/10748121111163913

NSS0 (2019): KeIndicatrs of Household Social Consumption on Education in
India NSS 75th Round, Ministry of Statistics and Programme Implementation, Government of India: New Delhi

Patz, J. A., Graczyk, T. K., Geller, N., &Vittor, A. Y. (2000). Effects of
environmental change on emerging parasitic diseases. *International Journal for Parasitology*, *30*(12-13), 1395-1405.doi: 10.1016/ S0020-7519(00)00141-7

Pavithra, S. (2019). Impact of digital India among rural people. *Asian Journal of
Multidimensional Research (AJMR)*, *8*(1), 36-46.

Pratap, R. V., & Singh, K. (2018). Digital Literacy skills among students and

research scholars of the Law school, Banaras Hindu University, Varanasi, India: a study. *International Journal of Next Generation Library and Technologies*, *4*(1).

Sarkar, A., Dasgupta, A., & Sensarma, S. R. (2019). Climate Change and Food Security in India: Adaptation Strategies and Major Challenges. In *Sustainable Solutions for Food Security* (pp. 497-520). Springer, Cham.

Sigmon, R. L. (1979). SL: Three Principles. Synergist: National Center for Service-Learning, ACTION, 8 (1), 9-11.

Singh, S. (2010). Digital Divide in India: Measurement, Determinants and Policy for Addressing the Challenges in Bridging the Digital Divide. *International Journal of Innovation in Digital Economy. 1*, 1-24. doi:10.4018/jide.2010040101.

Smit, E. M., &Tremethick, M. J. (2017). Value of online group reflection after International Service-Learning experiences: I never thought of that. *Nurse Educator*, *42*(6), 286-289. doi: 10.1097/NNE.0000000000000381

Stefaniak, J. (2020). A Systems View of Supporting the Transfer of Learning through E-Service-Learning Experiences in Real-World Contexts. *TechTrends*, *64*(4), 561-569. doi: 10.1007/s11528-020-00487-3

Tian, Q., & Noel Jr, T. (2020). SL in Catholic Higher Education and Alternative Approaches Facing the COVID-19 Pandemic. *COVID-19 and Catholic Schools*.13.https://?digitalcommons.lmu.edu/ce_covid/13

United Nations (2006). Encyclopedia Britannica, http://www. search. eb.com/ article-250455

Vishnu, C. L., Sajinkumar, K. S., Oommen, T., Coffman, R. A., Thrivikramji, K. P., Rani, V. R., &Keerthy, S. (2019). Satellite-based assessment of the August 2018 flood in parts of Kerala, India. *Geomatics, Natural Hazards and Risk*, *10* (1), 758-767. doi: 10.1080/19475705.2018.1543212

Whitmer, J. T., & Anderson, C. S. (1994). The Purpose and Goals of Service-Learning, *How to establish a high school service-learning program*. VA: Association for Supervision and Curriculum Development, Ch. 2

5. Reflection on Online Service-Learning at ICU

Kenji Ishihara and Hitomi Yokote
Service-Learning Center, International Christian University

Abstract

During the time of the COVID-19 pandemic, International Christian University(ICU), Tokyo, Japan, managed to carry out the Service-Learning classes of General Education with 18 hours of practicum, which was also done online, both Spring (April-June) and Autumn (Sept.-Nov.) terms in 2020. ICU also offered the 30-day practicum course of domestic or Community Service-Learning (CSL) online and/or hybrid (partially face-to-face). Through a reflection with the literature, the instructors learned from the experiences that a) blended modes of teaching and service activity was the most useful, b) the boundary of Community Service-Learning and International Service-Learning became blurry or nonexistent in an online setup, and c) the concept of "community" has changed online, that needs rethinking and redefining altogether. With reflection and literature review concerning online service-learning, lecturers explore ways to post COVID-19 with the program

In 2020, ICU, like other universities in the world, experienced the significant impact of the COVID-19 pandemic on our educational programs. This monograph attempts to describe what took place as a response to the COVID-19 pandemic in ICU's service-learning courses in 2020 for spring (April-June) and autumn (Sept.-Nov.) terms, with a reflection of the experiences by reviewing existing literature and thinking for future implication. In this paper, we first explain ICU's service-learning program and how it was impacted by the pandemic. We then focus on the literature on online service-learning before the pandemic. In the last part, we reflect on how the existing models and discussions can be applied to our cases. One of the significant findings through our reflection is that the blended mode of teaching and service activity was the most useful, making the border between international program and community program less significant.

ICU's Service-Learning Program

ICU was born as a new university for new Japan with donations from North American and Japanese lay people after WWII. With Christianity as its pillar, it has a mission to nurture a person who will contribute to world peace, and to nurture a heart to serve God and people. As a liberal arts university, ICU promotes critical thinking, interdisciplinary and integrated learning. Understanding of various cultural and

theoretical perspectives, and social contribution with a sense of social justice and equity are core values in its education (Takeda, 2003).

Service-learning embodies the founding spirit of ICU, as it has an intention to develop new ways of thinking and behaving. Through reflection, by becoming conscious of their own perspectives and positionality, students will obtain critical thinking, proactive behaviors, and communication with profound understanding of diversity, reciprocity and tolerance. By finding the same goal with a community, engaging oneself with social issues as his/her own, and integrating academic knowledge and experiential knowledge, students find their own identity of global citizenship and meaning of social engagement. ICU aims at preparing students through service-learning to become life-long learners who will continue to think critically and to act for others and world peace.

Figure 1
Service-Learning in 3 Steps
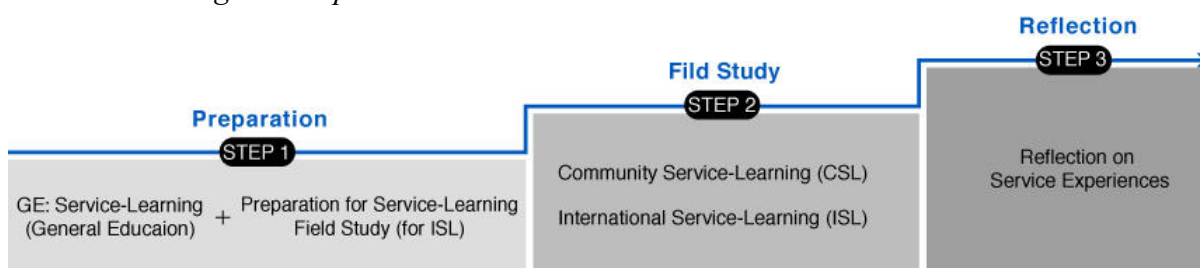
Note: Reprinted from *Service-Learning* by International Christian University.
https://www.icu.ac.jp/en/academics/sl/index.html

ICU offers a year-long curriculum designed for students to integrate the experience and to learn in the three steps; preparation, field study, and reflection. The General Education (GE) course is a three-credit course taught in Japanese in the spring term and English in the autumn term. The course provides students with opportunities to learn the essential process of service-learning, including the reflection cycle, journal writing, reciprocal partnership with the local community, and positionality. In this course, students experience the 18 hours of service activities on campus or at community organizations. This course serves to prepare students participating in the practicum courses, "Community Service-Learning" (CSL) and "International Service-Learning" (ISL).

The practicums are three-credit courses that require 30 days of voluntary community service and other requirements such as writing papers. ICU offers ISL programs in Asia, Africa, and Latin America. Service-Learning Center has built a Service-Learning Asian Network (SLAN) with universities and public institutions in Asia through a conference in 2002 (Murakami, 2009). Students participating in ISL programs conduct service activities at overseas partner institutions, and engage in educational, welfare-related, developmental, and many other activities.

CSL is a domestic service-learning program through which students engage in service activities at local communities in Japan. Students can choose to join service activities at ICU's partner institutions or propose new service sites if they meet the requirements of

the Service-Learning Center. This course is offered in the spring and autumn terms, and students can engage in service activities throughout the year.

ICU developed an inbound service-learning program called the Japan Summer Service-Learning (JSSL) with the Center for Community Engagement of Middlebury College, one of our US partner institutions. The program was started in 2016 to enhance reciprocity with the SLAN partner universities (Nishimura & Yokote, 2019). In 2019, 16 students participated: 6 students from SLAN partner universities (2 students each from Silliman University, the Philippines, Union Christian College, India, and Assumption University, Thailand), four from Middlebury College, and six from ICU. In a four-week program, students serve together in the local communities both in the urban and rural areas and deepen their understanding of Japanese society.

ICU also offers the course "Reflection on Service Experiences" in the autumn term. This course is for students who participated in the practicum courses to reflect and share their service activities with other students and teaching staff. This course encourages students to position the questions obtained from experience academically and plan future activities.

The Impact of Pandemic on ICU

As a response to the COVID 19 pandemic, the ICU Senate decided to move all classes in the spring term to online teaching on March 12, 2020, and close the campus from April. In this transition, the leadership team of ICU including the president, vice presidents, and deans responded swiftly and led the way for the entire ICU so that ICU students can continue receiving a liberal arts education (The ICU, 2020). Center for Teaching and Learning (CTL) and the IT department of ICU played a significant role in making the online course possible, including Service-Learning as the technology base and support. The IT department provided technical support needed to hold class via Zoom and provided equipment for students for remote learning. CTL held many workshops of various kinds for online education for faculty and promoted the usage of one of Learning Management Systems such as Moodle. The entire university all worked together for the sake of uninterrupted learning during an extraordinary time. In the autumn (Sept.-Nov.) and winter (Dec.- Feb.) terms, the campus became open for ICU students and some classes were taught in face-to-face and hybrid (online and face-to-face) modes, although more than 70% of the courses were offered through online modes.

The pandemic had a significant impact on our service-learning courses as well. ISL and CSL in the summer recess (July-Aug.) were canceled, and about 50 students who decided to participate in the summer practicums were forced to reconsider their registration plans. Some students selected for ISL deferred their right for participation to the next year, whereas students enrolled in the CSL shifted their registration to the autumn term. Fortunately, the GE course in the spring and autumn terms, and CSL practicum in the autumn term could be offered in online and hybrid modes.

Online Service-Learning as a New Approach to ICU

As a response to the pandemic, ICU adapted online service-learning (OSL) as a new approach to our program. OSL, also called virtual service-learning, or electric-service-learning, refers to a learning program in which full or partial experiences of the instruction, service, and reflection components are conducted online (Jacoby, 2014; Waldner, McGorry, & Widener, 2012). Similarly there is something called "service

eLearning" which is defined as "an integrative pedagogy that engages learners through technology in civic inquiry, service, reflection, and action" (Dailey-Hebert, Donnelli, & DiPadova, 2008, p.1). ICU adapted OSL for the urgent need to continue our educational program during the pandemic. However, OSL itself is not a new learning method that suddenly emerged after the pandemic; rather, its benefits and issues have been considerably discussed in the last decade (e.g., Waldner et al., 2012; Jacoby, 2014; Stefaniak, 2020).

OSL has developed as a response to the growth of online educational programs. OSL takes the combinational form between service-learning, online learning, and distance learning, designed to overcome the issue that online learning faced (Waldner et al., 2012). For example, online learning courses often face a lack of interaction and classroom engagement due to the absence of face-to-face communication (Gaytan & McEwen, 2007). OSL is expected to function as a tool to motivate and enhance the learner's engagement with a class activity if students can apply their knowledge into real-world experiences and work collaboratively with local partners (Waldner, McGorry, & Widener, 2010; Waldner et al., 2012).

According to the literature, especially before the pandemic, the most significant benefit of OSL is the removal of geographical barriers. In online courses, students could not participate in and receive benefits from onsite service-learning, because they live far away from the service site or work full-time during the daytime (Waldner et al., 2012). OSL, however, frees students from traveling to service sites and connects them to community partners across the world to engage together in a project remotely (Waldner et al., 2012; Tian and Noel, 2020). When the service component occurs online, the program becomes more accessible or even inclusive for students who have difficulty conducting onsite service activities. For example, for students who live far away from a service-site, and who work full-time besides attending a school (Strait & Sauer, 2004), an OSL program helps them save time for visiting the place. Also, for those who require special needs and/or physical disability, and/or who are introverted and prefer to avoid social connections (Waldner et al., 2010), OSL can remove physical challenges.

On the other hand, one of the most critical issues and challenges of OSL is its significant dependence on internet technology. The lack of physical communication can be a risk to losing student's motivation and some learning experiences. Malvey, Hamby, & Fottler (2006) note that OSL leads students to "miss out on the spontaneity and excitement of events by not being physically onsite" (p.191). Walder et al. (2012) reinforce that if students conduct their service online, they might "miss out on critical networking, organizational dynamics, and other learning experiences available to students conducting their service physically on site" (p.126). Furthermore, OSL may challenge students financially. For students who cannot afford to buy digital devices and get internet service, online programs may be too costly (Tian & Noel, 2020). On the instructor's side, instructors need to master the technology for the class contents and pedagogy for the effective transition to OSL. Dailey-Hebert et al. (2008) comment that if service-learning practitioners cannot adapt to online methods and contents smoothly, OSL may discourage them from keeping their service-learning endeavors. How the COVID-19 pandemic has affected the motivation of both students and instructors is an area of further research.

Types of Online Service-Learning

Waldner et al. (2012) categorize the nature of OSL into four types. According to Table 1, which Stefaniak (2020) redesigned, Type I refers to courses that offer online instruction while the service activities are conducted at community sites. This type is typical for some overseas programs which provide preparation instruction online and have a field trip onsite (Waldner et al., 2012). In Type II, course instruction is delivered in a face-to-face manner with the online service component. Lazar & Preece (1999) offered a computer class that aims to create an online community and find any social and technical issues. They commented that class with online service is challenging but can be successful if offered in a well-designed structure. Type III is a hybrid course in which both lectures and service are delivered both onsite and online. Killian (2004) experimented with classes that combined onsite teaching and distance service-learning. In his classes, students first attended classroom instruction and then worked remotely for service-learning. During this period, the instructor provided online software for quiz and discussions. Then, students return to the class for the final presentation. In his observation, this blended course provided creative ideas for pedagogical methods and promoted students' responsibility for service and learning (Killian, 2004). Type IV, also called Extreme E-Service Learning consists of instruction and service experience components wholly offered online. Waldner et al. (2010) examined the cases of developing a marketing plan and policy analysis conducted 100% online. They concluded that extreme service-learning is more useful for deepening student engagement and facilitating interaction than mere attendance in an online class.

Table 1
Types of Online Service-Learning.

	Course Instruction	Service-Learning Experience
Type I	Online	Onsite
Type II	Onsite	Online
Type III	Blended	Blended
Type IV	Online	Online

Note: Adapted from *A systems view of supporting the transfer of learning through E-service-learning experiences in real-world contexts*, by J. Stefaniak (2020), p.562.

In OSL, types and contents of service depend on whether it is online, on-site, or blended. Kaye (2010) explains that service activity can be categorized into four types: direct service, indirect service, community-engaged research, and advocacy. Direct service involves face-to-face activities with service recipients through meeting their direct service needs and building in-person relationships. Indirect service does not reach out to people in need but assists the community, group, or environment as a whole (Kaye, 2010). For example, cleaning up a park, creating an educational programing, or managing social media do not directly concern people in need but indirectly help the service recipient (Veyvodaa & Cleave, 2020). In the research-based service, students find, gather, and report information in a community's interest, and advocacy-based service aims to raise awareness of or take action on a social issue by petition, performance, and public speaking (Kaye, 2010).

Tian & Noel (2020) argue it is more feasible during the pandemic to conduct indirect, research-based, and advocacy-based service activities in online service-learning, using technology, writing skills, and research know-how. However, there is limited knowledge on how these existing models and discussions were utilized during the pandemic and how the types and contents of service transformed in each combination between online, onsite, and blended modes (c.f. Gresh et al., 2020; Tian and Noel, 2020; Veyvodaa and Cleave, 2020). The next section reflects our experiences in the courses offered in 2020 and guides the findings to a discussion in light of Waldner et al.'s (2012) framework.

Reflection of Our Experience: The Importance of Blended Types

The GE course in the spring term adapted the type IV of Table 1; both the lectures and service activities were delivered online. For the 18 hour services of our GE courses, students helped fundraising and SNS promotion for local NGOs by creating websites, starting a new Instagram account, and launching a crowdfunding project. Other students conducted an environmental awareness survey with a local environmental NGO.

On the other hand, from September 2020, ICU introduced hybrid modes of teachings, which allow students to join class both online and onsite. This hybrid mode applied to the GE course and CSL in the autumn term. In the first week of the GE class, instructors opened the classroom for students who could gather and taught online in the rest of the term. For the 18 hours activity, they used their language and IT skills to engage in distance service activities to support developing countries, environmental NPOs, and on-campus organizations at ICU. Other students in CSL engaged with onsite direct activities for two weeks during the autumn recess in November and then conducted remote activities after returning to Tokyo for the rest of the SL activities. This transition from 100% online to hybrid enabled us to utilize some blended modes of service activities; either whole online activities or activities that involve some onsite services.

As Tian & Noel (2020) argue, it is more feasible to conduct indirect, research-based, and advocacy-based service activity in OSL during the pandemic. In replacement of the community before, we found places or NPOs accepting students to engage in online activities such as research and planning, creating online surveys, conducting online fundraising and PR activities (for SNS), or individual works such as translation or video editing of their materials. Those places or NPOs who accept the indirect service activities are all equipped with connectivity and devices enabling OSL. Many of them serve the needs of distant clients such as developing countries or the general public, and their main work is fund raising, publicity, event planning, and advocacy for social issues.

Removal of Geographical Barrier and Global Partnership

As another benefit of OSL, the removal of geographical barriers helped ICU students engage together in remote projects with students and community partners in other countries. When geographical constraints are removed, OSL might foster regional, national, or global partnerships for service projects with a common goal (Malvey et al., 2006). In the case of ICU, it should be highlighted through the existing global partnership with Middlebury College in the USA. Middlebury College is a partner university of ICU and the co-host of JSSL. The COVID-19 pandemic brought both ICU and Middlebury the impact of 1) the cancelation of JSSL 2020, 2) transition of all the spring classes to online teaching and students needed to stay home, and 3) the cancelation of the exchange study abroad programs between the colleges.

OSL, however, converted these issues to a new approach of global remote collaborations. From April to June, ICU and Middlebury College School in Japan (MCSJ) linked "Service-Learning" from ICU, which requires 18 hours of service, to "Community Engagement" from Middlebury College School in Japan, which requires 24 hours of activity in the Japanese language. The collaboration was possible because each course term was mostly the same and students in both Japan and the US needed to stay home.

Four students from MCSJ and six ICU students participated and split into two project groups. The students were assigned to work together for about six weeks to design and implement projects for the inquiry, "What could we do for local communities in the time everyone has to stay home?" One group hosted a language exchange program that invited students from the US and Japan to practice their Japanese and English. Another group interviewed local families in Mitaka city and created a remote project for children in Mitaka because the local school was closed due to the pandemic and children have nothing to do. With the help of a local community partner, the students hosted the virtual tour event to 20 students by showing pictures and explaining their home cities.

In the autumn CSL course, we had another collaborative project with Middlebury College which translates primary source documents, such as videos, diaries, and oral history transcripts related to Japanese American Internment in the US. This project was proposed by a student from Middlebury College, who found that US history museums and organizations had a strong desire to translate the materials in order to reach the Japanese-speaking community who otherwise would not be able to understand the material. Six ICU students participated and worked remotely with students and faculty at both Middlebury College and Middlebury Institute of International Studies (MIIS) to translate the materials and create an online archive.

These online collaborations provided students with meaningful opportunities to serve oversea communities without an actual visit. One of ICU student participants commented, "It was meaningful to provide the children with an opportunity to 'have fun' with the students, under the circumstances that children struggle with many restrictions of their daily lives." Also the instructor from MCSJ commented, "Although the collaborative projects were challenging for students from MCSJ, it was good for them to practice Japanese and interact with kids in Japan under the pandemic circumstances." Simultaneously, the online collaboration raised a question; how do we define "community" in service-learning and differentiate it from "international" service-learning when we can remotely serve worldwide communities?

Difficulty to Reach People in Serious Needs

As the literature suggests, OSL can bring benefits to those who cannot visit service sites (Waldner et al., 2012). However, the reliance on online activity may not be inclusive for service recipients since it cannot reach the people in serious needs under the pandemic. Gresh et al. (2020, p.2) note that "(t)he COVID-19 pandemic increases threats to the independence and well-being of older community members, who already are facing challenges such as isolation, and food insecurity," as the physical distancing hindered their participation in social activities with family and friends, and community members. OSL has a risk of making such issues invisible to university students and instructors. As Tian and Noel (2020, p.187) argue, it is important for OSL "to spread the voice, bring the social issues to people's attention, and demand action for social justice, where everyone deserves equal economic, political and social rights and opportunities."

Our program should carefully treat this issue when relying on OSL. In ordinary academic terms, our service-learning courses send students to elderly homes, children's facilities or schools, centers for the handicapped, community parks. During the pandemic, however, we were not able to provide service to those places to avoid the spread of COVID-19, and it was not an option to connect online since most of them are not equipped with the technology needed. Once physical or face-to-face interaction is lost, we altogether lose contact with such communities. Thus, there is a need to consider how to keep relationships with such communities virtually and what type of service can be offered to reach those who are in direct needs.

Issues of Digital Communication

As another issue, our courses experienced that digital communication puzzled students and community members. In our past programs, face-to-face interaction was the primary communication method. In OSL, however, remote communication was the only way for students

to talk with organization members. Students had to set meetings with people whom they have not met in-person and conduct online activities from the beginning to the end. The difficulty in communication was eminent, especially among organizations that accepted service-learning students for the first time. Students and community members might have conducted more effective activities if they were allowed to meet in-person.

Also, in cyberspace, team building or bonding could be a challenge. When we asked for feedback from the host institutions after the online service is finished, there was a comment that students did not seem to coordinate well among themselves while the host tends to see them as one group. Internal communication among students had some issues since they meet and connect for a short time online, and the bond is not as strong compared to the face to face situation where they spend certain hours together.

Thus a suggestion was received that in the future for online service activity, host institutions also give individual assignments as well. In order for students to learn from the experience individually to fit online work, inquiry becomes ever more important. Based on the inquiry, students keep intrinsic motivation, engage in the activity deeper with more interest, meaning, and a sense of purpose. Blended learning draws upon the Community of Inquiry for information and Akyol, Garrison, Ozden, & Anderson (2009) found blended learning promotes higher level inquiry.

A Challenge to Definition of Community

The pandemic challenged the definition of community. In our past programs, a community in many cases was something tangible in a physical sense as places or localities with people where students can visit, with clear or certain needs. In our OSL experiences, the sense of local community differed among students because they took the course from various regions inside and outside Japan. For students staying in their hometowns, a local community does not necessarily mean ICU's surrounding cities. Furthermore, since more than half of the students in the spring course were first-year students who have visited Mitaka only a few times, such students lacked the attachment of Mitaka and required imagination of what Mitaka is like. While the OSL enabled students to serve remote communities, there is a need to discuss whether it is possible or effective for students dispersed to various places to serve a community they are not familiar with only through remote communication.

Discussion

To summarize our OSL experiences, we found the followings;
1. Types of service activities had to be changed in online and blended modes.
2. We needed to redefine "community" to serve for online activities.
3. Separation of CSL and ISL is becoming irrelevant online.

During the pandemic, ICU carried out blended service-learning; the mixture of face to face and online, or blended, course was introduced. In order to continue with 30 day practicum, ICU allowed a hybrid practicum for CSL partially online and partially face to face. The autumn GE course was taught mostly online while students could engage in blended service.

Through the reflection, we argue Waldner et al.'s (2012) framework lacks several more OSL patterns, especially when focusing on blended. Garrison and Vaughn (2008) define blended learning as "the organic integration of thoughtfully selected and complementary face to face and online approaches and technologies". This is one of the most convenient and utilized approaches as we offered service-learning courses. We therefore present the reinforced model in Table 2, adding Type V to Type VIII to the existing framework. This extended model embodies the importance of blended types of course instruction and service, especially during the pandemic. For example, some

students in our autumn GE course attended the class entirely online but conducted blended service activities in their residential cities. This case demonstrates Type V; instruction is given online, which blended service can be conducted. Type VI represents classes which offer blended teaching with online activity. In the autumn course, instructors and some of the students gathered in the classroom in the first week, while the rest of the course was taught online. And some of the students engaged in full online service activity. This experience supports the Type VI. Our class experiences indicate that the blended types of course instruction and service activities could work effectively for SL courses offered under the pandemic situation. This is because, during the pandemic, online SL is an alternative method to continue the educational program, while if the situation allows, students hope to participate in onsite activities.

Table 2
Extended Types of Online Service-Learning

	Course Instruction	Service-Learning Experience
Type I	Online	Onsite
Type II	Onsite	Online
Type III	Blended	Blended
Type IV	Online	Online
Type V	Online	Blended
Type VI	Blended	Online
Type VII	Onsite	Blended
Type VIII	Blended	Onsite

Note: This is the model the authors added Type V ~ Type VIII to the framework in Table 1 (Waldner et al., 2012; Stefaniak, 2020).

Type VII and Type VIII are prospective models to adapt onsite opportunities once the pandemic issue is eased. Type VII can be a case that the GE course is taught entirely in the classroom, but some community partners ask students to work on partial online tasks. Type VIII can be demonstrated if the blended class is offered, but students can engage in 100% onsite activity. The adaptation of OSL expanded the types of service-learning even after the pandemic is over.

Our OSL was not just blended in terms of face to face and online, but also blended with domestic and international projects as well, as seen in the case of the translation

project with Middlebury College. OSL removed geographical barriers and helped ICU students engage together in remote projects with students and community partners in other countries. Double doses of blended service-learning were formulated and carried out unexpectedly and inadvertently. Thus, separation of CSL and ISL does not make sense anymore online.

Furthermore, OSL removed mental barriers to some extent. We experienced how easy it is to connect to the outside world and work together online and also how cost and time effective it is when we do not need to travel. With these findings and "mind boundary" or mental block eased, ICU's service-learning was able to expand and reach out to a wider net of information through partnerships, and share each other's strengths online as seen in the case with Middlebury College.

In addition to the issue of service types, we noticed followings:
1. Creativity, flexibility and outside box thinking were essential for making service-learning activity possible for online, to make it meaningful for all involved;
2. More individualistic, and critical approach with inquiry-based method seemed to have worked better, compared to team based or traditional approach of service-learning; and
3. The university's readiness and facility for online technology was essential to make it possible to conduct online classes in general including Service-Learning courses.

Regardless of the types of organization to serve, in making online service activities possible, we all had to be creative and flexible, not just faculty and students, but also community. All stakeholders had to work as partners and team for the service activity to take place in cyberspace. Since the traditional way or physical face-to-face could not be done, we all had to think outside the box in order to come up with a new way of doing service. As a result, ideas such as virtual field trips for elementary school children came in. Also the 30 day- practicum of translation project with Middlebury College came into place with such effort. They were mainly planned and carried out by students as an outcome of collaboration with all involved.

Furthermore, the contributions of CTL and IT department behind the scenes were phenomenal. Not all universities in Japan have an IT section nor a teaching and learning center, and ICU is fortunate to have these two sections within our university. CTL and IT department played a big role in making the online course possible including Service-Learning as the technology base and support. CTL also provided support for students. According to Stefaniak (2020, p.567), "(i)n order to ensure the transfer of learning, instructors must contend with technological nuances unique to online instruction." Promoting technological systems is essential for clear communication between the instructor, students, and community partners, and for the learners' deep understanding of the content (Stefaniak, 2020).

For future partnerships online, we can explore further on followings: Global Course Connection - we had a great experience of connection with Lingnan University in Hong Kong online in service-learning class. Lingnan uses the Design Thinking model in service-learning, and ICU students participated in their class when Lingnan students researched urban farming of Japan online. Also ICU invited the lecturers from Lingnan in our OSL Special Study class, too. We learned so much from each other by connecting this way. ICU is part of Global Liberal Arts Alliance (GLAA) in which Lingnan is also part of, and GLAA solicits participants for their Global Course Connection, too. We can certainly look into this platform for connecting with more universities. And perhaps also looking into Service-Learning Asia Network (SLAN) and universities linked with the

United Board to explore the possibility of connection which share similar values based on the Christianity. For connecting with other universities online, time difference could be a hindrance in some cases. There may be a challenge to fit into the class hours for synchronous class. In that regard, SLAN partner schools fit well being in the Asian region since the time difference is relatively small.

COIL (Collaborative Online International Learning) - The aim of COIL is to promote international exchange among students and faculties of participating universities through international and interactive education using online technologies (The ICU, 2020). ICU is participating in COIL with other class, and there is opportunity for service-learning to explore and engage in it.

Going Forward

Experiential learning online, or service-learning online may be oxymoron. It contains seemingly contradicting and incompatible elements, in particular under traditional service-learning set-up where face to face activities are carried out. Daily-Herbert, et al. (2008) list four pedagogical values of service eLearning: Non-liner paths to learning, Peer learning, Global connectedness, and Application. It indicates that the domestic service-learning, or CSL in ICU's term, could expand global elements online. It would be an interesting topic to further study and research what defines CSL and ISL by taking the opportunity under the pandemic.

Along with that, how we organize and approach service-learning courses could be reviewed, by rethinking the course design, delivery, and the roles of students, faculty and community altogether, utilizing available resources and technologies. OSL certainly has an advantage of making SL more cost-effective and accessible to many students, while community participation may have limitations in equitable access to online service. This could bring about changes and needs of new development in service-learning pedagogy for betterment of education, as the silver lining of the pandemic.

The pandemic situation poked and triggered many questions to underlying fundamentals of our service-learning pedagogy today. But this could be the beginning of transformation of our Service-Learning programs for the university for tomorrow.

References

Akyol, Z., Garrison, D. R., Ozden, M. Y., & Anderson, T. (2009). Online and Blended Communities of Inquiry: Exploring the Developmental and Perceptional Differences. *International Review of Research in Open and Distributed Learning, 10,* 6, 65-83.

Dailey-Hebert, A., Donnelli, S. E., & DiPadova, L. N. (2008). Service-eLearning: Educating for citizenship. Charlotte, NC: IAP-Information Age Pub.

Garrison, D. R. & Vaughn, N. D. (2008). *Blended learning in higher education: framework, principles, and guidelines*. San Francisco: Jossey-Bass.

Gaytan, J., & McEwen, B. C. (2007). Effective online instructional and assessment strategies. *The American Journal of Distance Education, 2*(3), 117–132.

Gresh, A., LaFave, S., Thamilselvan, V., Batchelder, A., Mermer, J., Jacques, K, Greensfelder, A., Buckley, M., Cohen, Z., Coy, A., & Warren, N. (2020). Service learning in public health nursing education: How COVID-19 accelerated community-academic partnership. *Public Health Nurs Public Health Nursing,* 1-10.

International Christian University. *Service-Learning.* Last accessed: Dec 23, 2020. https://www.icu.ac.jp/en/academics/sl/index.html

Jacoby, Barbara.,Howard, Jeffrey.,. (2014). *Service-learning essentials questions, answers, and lessons learned.* San Francisco, CA : John Wiley & Sons.

Kaye, C. B. (2010). The complete guide to service learning: Proven, practical ways to engage students in civic responsibility, academic curriculum, & social action. Minneapolis, MN: Free Spirit Pub.

Killian, J. (2004). Pedagogical experimentation: Combining traditional, distance, and service learning techniques. *Journal of Public Affairs Education, 10*(3), 209–224.

The ICU. (2020, Dec). No. 47, International Christian University.

Lazar, J., & Preece, J. (1999). Implementing service learning in an online communities course. In *14th Annual Conference International Academy for Information Management* (pp. 22–27). Charlotte, NC.

Malvey, D. M., Hamby, E. F., & Fottler, M. D. (2006). E-service learning: A pedagogic innovation for healthcare management education. *Journal of Health Administration Education*, 33(2), 181–198.

Murakami, M. (2009). A Brief History of the Service Learning Asia Network. Lessons from Service-Learning in Asia: results of collaborative research in higher education. Service-Learning Studies Series (4), x-xxii.

Nishimura, M., & Yokote, H. (2020). Service learning as a means to understand socio-economic privilege, inequality, and social mobility. In C. S. Sanger, & N. W. Gleason (Eds.), *Diversity and inclusion in global higher education: Lessons from across Asia*. Singapore: Springer Singapore, 183-207.

Stefaniak, J. (2020). A systems view of supporting the transfer of learning through E-service-learning experiences in real-world contexts. *TechTrends TechTrends, 64*(4), 561-569.

Strait, J., & Sauer, T. (January 01, 2004). Constructing Experiential Learning for Online Courses: The Birth of E-Service. *Educause Quarterly, 27,* 1, 62-65.

Takeda, K. (2003). Higher education for tomorrow: International Christian University and postwar Japan. Tokyo, Japan: International Christian University Press.

Tian, Q., & Noel, T. (2020). Service-Learning in Catholic Higher Education and Alternative Approaches Facing the COVID-19 Pandemic. *Journal of Catholic Education*, 23 (1), 184-196.

Veyvoda, Michelle A., Van Cleave, & Thomas J. (2020). Re-imagining community-engaged learning: Service-learning in communication sciences and disorders courses during and after COVID-19. *Perspect ASHA SIGs Perspectives of the ASHA Special Interest Groups, 5*(6), 1542-1551.

Waldner, L., McGorry, S., & Widener, M. (2010). Extreme E-Service Learning (XE-SL): E-Service Learning in the 100% Online Course. Journal of Online Learning and Teaching, 6(4), 839.

Waldner, L. S., McGorry, S. Y., & Widener, M. C. (2012). E-service-learning: The evolution of service-learning to engage a growing online student population. Journal of Higher Education Outreach and Engagement, 16(2), 123-150.

6. Promoting Whole Person Education Through Service-Learning in Pre and Post Pandemic Period

Mercy Pushpalatha
United Board for Christian Higher Education in Asia

Abstract

Service-learning is a pedagogy that facilitates civil responsibility while pursuing academic learning. Service-learning has been one of the core program areas of the United Board. This article summarizes the United Board's service-learning projects in its network institutions from 2014-2018. The outbreak of COVID-19 since March 2019 enforces new ways of offering service-learning. The protocols of COVID-19 close the doors for university-community interaction. Hence, this article suggests the possibilities for e service-learning for the present and post-pandemic days like other academic learning. The article also covers e service-learning's advantages, the steps for designing an e service learning course, and the cautions while evolving an e service-learning course. Since character building is our network institutions' mission, they can adopt e service-learning for the present and post-pandemic period.

Service-learning has been used globally, as an effective pedagogy in higher education institutions. It facilitates civic responsibility while pursuing academic learning, and thereby the institutions achieve their mission of raising responsible citizens. Through service-learning, the institution addresses the real time problems/needs in the community, by taking the students through structured reflection. Ultimately, the students learn to integrate their disciplinary/interdisciplinary learning with the service in the community. The service-learning experiences enhance students' personal and professional skills through community engagement.

Service-Learning in United Board
In 1922, the missionary boards governing the 13 colleges and universities in China united themselves as Associated Board, which was later named as United Board for Christian Higher Education in Asia (hereinafter written as United Board). Later its work was expanded beyond China to North East Asia and South East Asia. In the 1960s, the United Board's work was extended to India too (Wai Ching, 2017). When the United States adopted service-learning as pedagogy for experiential learning, United Board started considering service–learning as one of its core program support. However, till 1999, no systematic advocacy for service-learning was launched by United Board. In the 1970s, Community outreach was identified as one of the most important areas of work for United Board. During this period (1970s till 1999), United Board supported many

projects of the Asian institutions that integrated the three dimensions of Higher Education: teaching, research and community outreach. United Board has always defined community work as "an integral part of a student's education and not charity". In United Board, service-learning was seen not as a distraction to the learning process but as enrichment (P.T. Lauby, 1996).

United Board appointed a William Fenn Lecturer, [18]Florence McCarthy to visit the network institutions in Asia to cultivate proposals on service-learning for United Boards' funding support. As a result of this initial work, regional network of institutions for service-learning began to shape in offering service-learning programs.

In 2002, the First Asian Conference on Service-Learning was held in International Christian University (ICU), Tokyo with the support from United Board. The goal of the conference was to initiate and establish ties among institutions of Higher education, community agencies. Kano Yamamoto, Chair of the Organizing Committee and Chair of ICU's Division of International Studies marked the goal of the conference as "establishing ties among institutions of higher education and community agencies" because he believed the effects of linking these institutions into networks of exchange among students, faculty, administrators and community people should promise even more powerful outcomes (Yamamoto, 2002). The significant outcome of this effort is the establishment of Service-Learning Asia Network (SLAN), by the participating institutions. This was also made possible by the support from United Board. This initiative was followed by United Board in establishing a service-learning program committee to coordinate regular institutional exchanges, at the Tokyo conference. This committee brought out the guidelines for service-learning program, later when they met at the Hong Kong office of United Board (United Board for Christian Higher Education in Asia). Over the years, many short and long term projects on service-learning were supported by United Board as program grant. Figure 1 gives the number of network institutions of United Board across Asia, who received the program grants for service-learning and the grant amount received by these institutions in the recent past.

Since United Board has the mission of promoting Whole Person Education in the campuses of its network institutions, the institutions utilised this grant to offer whole person education by adopting service-learning as their pedagogy. In the current trend of massification of Higher Education and the competitions existing among the institutions for National/international ranking, translating whole person education in the academic journey of the student or faculty in the college or university has become quite challenging to the institutions. Hence, these grants (2015-2019) were used by the network institutions to offer either service-learning courses/programs or train the faculty in designing service-learning courses/programs, for promoting whole person education in the campuses.

Many of our network institutions either redesign their traditional courses or design new courses where service-learning pedagogy is used for personal and professional development leading to whole person development. The faculty took the students through structured reflection to ensure intellectual, ethical and spiritual development. A few

---

[18] Florence McCarthy was trained as a sociologist and had taught at Cornell University and Teachers College, Columbia. She has been involved in international service-learning in the United States since 1989 and has had extensive experience in educational and social development issues and programs. She is currently an Adjunct Associate Professor of the Centre for Educational Research at the University of Western Sydney, Australia.

examples of our network institutions, where the grant from United Board has been used for service-learning program, are given below:

Figure 1
UB: Service-Learning Project grants 2015-2016 to 2018-2019
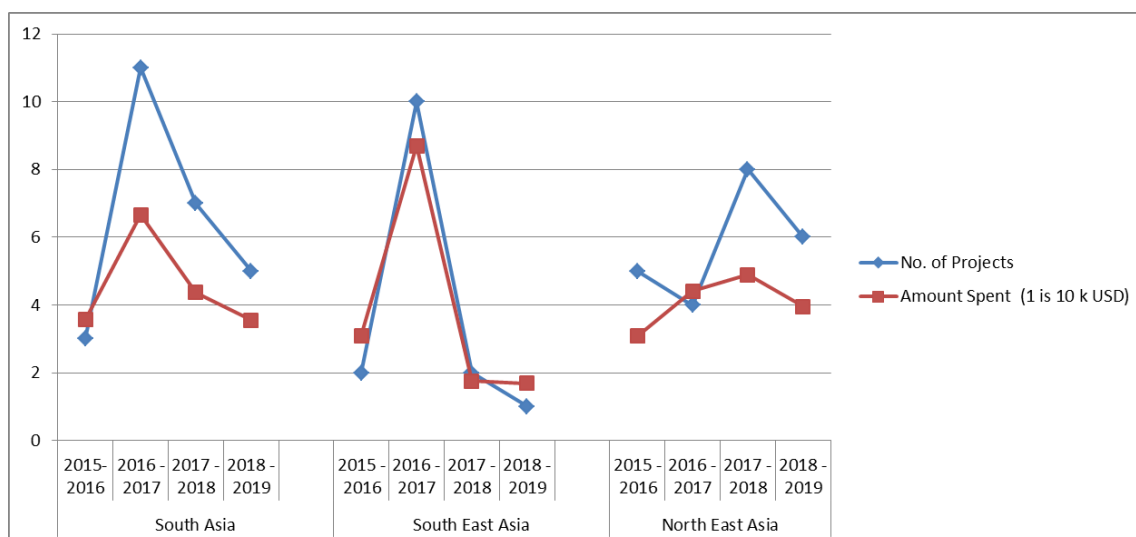
i) Miriam College, Philippines used the grant (United board Report, 2015) for developing teaching-learning modules using the whole person approach-leading to a culture of safety and caring for others. The materials prepared equipped the students with resilient knowledge, necessary skills and attitudes. Since many parts of the Philippines face frequent natural disasters, resilience is an essential life skill for the Philippians. The course materials train the students to develop important characteristics of resilient persons and they are prepared to face unforeseen situations. Similarly with the United Board grant, Ateneo de Davao University, Davao City facilitated many universities in the Philippines to design specific courses on community communication incorporating service-learning component (United Board Report, 2015).

ii) The Philippines being one among the top 10 climate hot spots, Trinity University of Asia, was able to engage and strengthen the public-private partnership towards the health and people's wellbeing for environmental sustainability in Riverine communities with the United Board grant (United Board Report, 2015). Formal trainings were held for selected faculty and students to enhance the knowledge and skills in community development work; these students offered community-based education to 50 selected people from Riverine Communities. The community-based research showed that there was considerable improvement in the knowledge, skill and attitude of the community with respect to environmental issues such as air quality, waste disposal, hazardous materials, natural disasters, etc. The 50 trained community partners have gained adequate confidence to lead a pro-environment program in their community. The Community got prepared to take up the responsibility for protecting and preserving the environment. The students of the university also, developed bonding with the community, they have become others' centred and developed leadership skills by planning and organising the sessions

for the community; this experience helped them to realise to become grateful for the blessing of life. The whole program has instilled the value of responsible citizenship and stewardship among the students.

iii) Seoul Women's University, South Korea, developed a Service-Learning Program for Gender and Sexuality Education Program (United Board Report, 2015). This program was designed to identify the intangible factors associated with adolescents' gender/sexuality culture and to understand the complexity of situations such as sexual violence and sexual trafficking. On interviewing 22 youngsters, the students realised the significance of commodification of sexuality, experiencing hierarchy in the peer group, exploitation under the pretext of romance, and overlaps between perpetration and victimisation. Through this program, the women students are suitably prepared to face real life challenges.

iv) Future English teachers were prepared through the S-L program by Ginling Women's College, Nanjing University (United Board Report, 2015). The Institutional motto being "Abundant Life", the English major students were enriched by serving in the community children libraries. The students enrolled in this course learned Child development, second language acquisition and pedagogy to teach reading. On working with the children in the library, the students became more confident on how to attract the attention of parent and children. They also developed skills to ask questions during storytelling, to apply voice modulation, to adapt suitable body language, etc. This experience has paved way for many students to take up teaching as career and they expressed that what they missed in learning in the classroom, the community engagement has taught them.

v) The students of Nutrition and Gerontology course of Ginling Women's College had a service-learning program on Health care for the elderly (United Board Report, 2015). Nutrition and Psychology survey were conducted before and after Health education offered to 1000 elders of 60 years and above. They found out that, higher the level of their education of the elderly, the greater the scientific ability of the elderly. Hence, the students realised the necessity of offering health care education for the elderly. This experience with the elderly enabled them to connect with the senior citizens and develop empathy for the senior citizens at home.

vi) The students of Architecture and Interior design departments, of Petra Christian University, involved in a service-learning activity in inclusive designing (United Board Report, 2016). The service activity was on exploring how to provide equal opportunities for persons with disability, senior lecturers, pregnant women and children of the faculty, in accessing the resources in the university library. The students were taught on inclusive design in Sociology classes, where they learnt on Universal design approach. The training sessions enabled them to develop empathy with the target community. The workshops with the target group enabled the students to get input for designing the library. With all the additional disciplinary knowledge gained, the students were able to design an accessible library on the 6th floor.

vii) In a multidisciplinary theme-based service-learning by Silliman University, the students addressed the negative impact of change and disaster preparedness in rural communities (United Board Report, 2016). The objective was to impart awareness on climate change to the rural community and to organise a responsive program for appropriate mitigating measures against the negative impacts of climate change. Hence, the rural community has become more sustainable and disaster–resilient. During the

activities with the rural community, the students were enriched with the local knowledge from the community and worked extensively with external and internal partners. A monograph prepared with an interdisciplinary approach on climate change adaptation, with drawings and paintings by the Fine Arts students of the university, was able to be used by all age groups in the community.

viii) The nursing students of St Luke's College of Nursing, Trinity University of Asia, offers a health education model as service-learning for the elderly in rural-urban setting (United Board Report, 2016). On determining the indigenous knowledge on health promoting practices of the elderly, students developed Health Education model on the health practices of the elderly. A Training of Trainers model was also developed. Few elders in the community started teaching classes for the others in the community along with the students of Nursing. The students of Nursing were able to apply all their academic learning for educating the elderly in rural-urban areas.

ix) Hue University College of Foreign languages, Vietnam offered a Service-Learning program on Community teaching (United Board Report, 2016). Target community for one group comprised of shop sellers, street vendors, orphans in pagodas, the second group served the staff at some tourist centres, and the third group taught English for the disabled who were the inmates at Hope Centre and the fourth group taught English for the workers in cruise boats. Lots of foreigners travel in cruise boats and many foreigners serve as volunteers at Hope centre. The students designed syllabus and lesson plan, prepared teaching materials, compiled a bilingual phrase book for the respective community. The students prepared materials with common vocabulary/phrases they use in dialogue along with Vietnamese translation. English teaching in the different community groups have trained them to develop the required teaching skills for their future career as English teachers.

x) The Service-learning Program on improving Small and Micro Enterprises by Activity-based Budgeting, was offered for the students of Management Accounting, in Soegijapranata Catholic University (United Board Report, 2016). This service activity enabled the students to design financial plan for small and micro enterprises. The community engagement in this course has enhanced the student registration for this course in the following semester. Many students continued to serve the community even after the completion of the course, by applying their marketing concepts and helping them in their marketing. On discussing the business problem with the community, the students were able to identify the root cause of their problem related to financial planning. These experiences in the community helped the institution to review and revise the syllabus to design courses on budgetary implementation.

Students of Indonesian Economy, from the same university were involved in the service-learning activity of poverty alleviation through family empowerment education, Health and household Economic management (United Board Report, 2015). At the end of the program, students were able to identify whether it was an individual or structured poverty and evolved poverty reduction strategies. The course content of Indonesian Economy was changed so as to align with the concept of the learning from the community on poverty alleviation.

xi) University of Hong Kong undertook a service-learning approach in Cambodia and implemented for students in Cambodia, by developing resilient student teachers at University of Hong Kong by nurturing resilience in others (United Board Report, 2017). The student teachers designed a curriculum on resilience and implemented it for girl

schools in Cambodia. Teachers and social workers in Cambodia were also given training on resilience by student teachers of Hong Kong. This experience made them understand more on resilience and they redesigned the curriculum on resilience focusing on the different aspects such as mastery, sense of relatedness and emotional reactivity. They also prepared five lessons with lesson plans for each aspect of resilience along with the materials. The students were able to integrate theories learnt in the classroom with practice in the community and through implementing their own curriculum; they grew as resilient educators with a sense of social and cultural awareness.

xii) The Psychology students of Union Christian College, Kerala, India undertook a service-learning initiative on identification of risk factors and psychological correlates of substance abuse, since substance abuse was part of their psychology curriculum (United Board Report, 2017). The students visited psychiatry hospitals, and some of the schools; they also attended Alcoholics Anonymous meetings. Based on their service in the community in these places, they were able to develop suitable psychological assessment tools.

xiii) The Special Education students (B.S.Ed.) of Central Philippine University, through their service-learning initiative designed Inclusive Education for elementary schools (United Board Report, 2017). The students visited the schools of Special need children, interacted with their parents, observed their classes, and assessed their difficulty in reading and learning Maths. They wrote Individualized Education Program (IEP), prepared instructional material, designed a strategy for classroom reading and learning Maths. Based on the service experience, they modified their lesson plans. The elementary school library was also redesigned based on the multisensory material prepared by the student teachers.

xiv) Ginling Women's College had a service-learning program on risk education of middle aged and old people's investment and financial management in the age of internet (United Board Report, 2018). The students interviewed different types of communities and residential settlements. Based on the condition of the community, they designed the activities to educate them on their investment and financial management; the service activities of proper education on financial matters enabled the community to get adequate internet knowledge and also the possible internet financial frauds.

xv) Christ University in India undertook a service learning program E-SAIL-Engineering– Service Assisted Integrated Learning (United Board Report, 2018). The students applied their technical skills to design a non-invasive glucometer for random measurement of blood sugar as one part of E-SAIL in a village Bairahalli. They were also able to develop an Android app to give glucose levels in real time.

In all the institutional stories mentioned above, the students were able to get an enhanced disciplinary knowledge along with the ability to get connected with their peers and community. The common outcome in all these projects was that the students becoming civic responsible.

Impact of Pandemic in Service-Learning

Every norm of human life got affected because of the global crisis of COVID-19 since March 2020 and higher education is not an exemption. The Lockdown restrictions mandated by the competent authorities across the globe have posed severe restrictions of mobility even in the residential areas since March 2020. With the high speed in the spread of COVID-19, the educational institutions have shifted to online teaching–learning and

testing since no other alternate option was possible. The technical skills become most essential during these pandemic days. Every area of human life, both personal and professional, needs to be governed by technology.

The absence of physical classes in the educational institutions seems to result in high levels of physical and mental health issues, since many of our students get deeply affected by lack of socialising with their peers. Many times, it's the outside classroom activities pave way for lots of learning, for example: discussions happening at cafeteria, residential halls, games arena, under the trees in the college campus and very importantly the service sites in the community. Unfortunately, constant exposure to screen, make the teachers and students quite fatigue. Another greatest loss for the younger generation is that they lose opportunities to develop social and interpersonal skills due to lack of physical social contact. Moreover in countries, where the institutions have a special mission of educating the students from less privileged background, the digital divide causes another level of stress. Hence, restrictions of social distancing have closed the doors for physically visiting the community site and the Service-Learning programs face a huge threat. It becomes a serious concern for those institutions where Service-Learning programs are implemented for promoting whole person education.

Lack of preparedness for the current new normal condition is a serious issue in Higher Education institutions, too. The higher education institutions need to rethink and redesign their curricular options so that the mission of the institutions be achieved through a detour. During these days of pandemic, there has been a huge pedagogical shift towards the online mode, where personal classrooms have become virtual and seminars have become webinars. This poses the administrators, and teachers to explore the possibilities of innovations. For any innovative changes (Mishra et al, 2020), external and internal forces are responsible for three step process, as **unfreezing- change- refreezing.** Traditional teaching learning process needs to undergo unfreezing; because of COVID-19 protocols, it is shifted to online teaching. The changing process involves two options, whether the institutions are going to follow the new online mode of other institutions or the institutions are ready to attempt any innovation. This change process needs to be dynamic and it cannot be a onetime event. After a few months of constant online teaching and learning, and even after COVID-19 pandemic crisis, the change has to be consistently followed as a step of refreezing. Under this condition, the systems continue to operate with integrated technology for teaching–learning and community engagement either as blended model or hybrid model. Only when Higher education institutions integrate technology for all the processes, it can match with the demands of the 21st century. Hence, the educators need to rethink, revamp and redesign the whole education system including service-learning. Under new normal conditions, service-learning cannot afford to be ignored, because this is the pedagogy that builds the classroom on the screen with the reality in the streets, where the character formation is happening seamlessly. As the level of uncertainty is quite high, because of COVID-19 pandemic, the necessity for whole person education becomes all the more important. In service-learning experiences, the students develop many of whole personal skills associated with whole person development, such as self-awareness, interpersonal skill, team building, risk taking, empathy, ability to appreciate the goodness they experience compared to the people in the community, getting connected with strangers in the community, citizenship, social consciousness, which the virtual classrooms cannot provide. Hence the universities/

colleges need to evolve strategies for e service-learning too not only for the pandemic days but also for post pandemic days.

E Service-Learning is the Solution for the Present and Post Pandemic Days

The e- service-learning is defined (Marianne, 2020) as "university-community engagement facilitated by social media, online courses and other online platforms". During the COVID-19 crisis, local government, local non-profits and vulnerable individuals like elders, they all have a greater need for the help of volunteerism. Hence, HEIs need to provide ample opportunities for college students to do their volunteerism in the virtual world.

The experiences of some institutions are suggested below where service-learning is offered for promoting WPE during the present and post COVID-19 Pandemic period:

- Evolving COVID-19 Service Policies (University of Central Arkansas)
- Constitution of Pandemic Planning and response team which considers all implications of the pandemic for students and staff. This team needs to have a sub-team to consider curricular revision on the mode of delivering service-learning courses/programs.
- Change in the overall framework: Instead of direct service, it can be offered as indirect service, research-based or advocacy-based service projects so that the service-learning courses become contactless, remote or virtual.
- Communicating with community Partners in orienting them on how the transition into online instruction will affect the service-learning projects
- Individual students need to be given guidelines on how to engage in remote service. Letters of agreement to be signed by community partners with the expectations of COVID-19 protocols during service.
- Recommendation for faculty: The possible options to be given: a) Indirect, research-based or advocacy-based service-learning: Examples are, advocacy within the university community- working with students on civic engagements projects, research, assessment or evaluation in collaboration with a partner organisation, deliverables created for a partner organisation such as digital media or social media content, print materials, logos or handbooks. b) Direct service offered in a virtual or contactless setting such as tutoring or mentoring through video conferencing platforms, hosting or assisting with a virtual event for a partner organisation, etc.
- Guidelines to be developed for COVID-19 safety procedures for student volunteers
- The institutional technical team to be available for helping the students and faculty of service-learning.
- 'GivePulse' application to be integrated with the institutional LMS, which gives list of virtual services for non-profit community partners and students can select according to their interest and convenience. Using the search, students can find out virtual service opportunities. Some of the examples for e- service-learning are: becoming social media ambassadors by Media and communication students, hosting online fund raising or donation drives by Social work students, remote services for web designing, graph designing by Computer Science students, financial coaching by Business studies students, tutoring by student-teachers of

department of Education, along with the students of Theatre and musical performances from the department of Fine Arts.
- Success stories of such remote service-learning can be posted in the institutional websites, so as to promote many students to engage in e service-learning.
- Contact details of the team in charge of E service-Learning to be made available in the institutional website.

Few Examples of e Service-Learning Offered by Some Universities

Marianne (2020, May) has mentioned that at Troy University in Alabama, where students went online to help a county with a high infant mortality rate in the state of Georgia to analyse health disparities and develop solutions. At five state universities in the U.S. heartland, students are helping Michigan towns to create government websites. Through civic ecology lab (Cornell University), it is reported that exploring e-engagement may uncover new ways of thinking about university engagement that will benefit engaged learning practice and research more broadly.

Cooley (Sept 2020) has reported that Purdue University's Service-Learning department offered a possible "hybrid flex model" for service-Learning courses' instruction. He also has mentioned that the Associate Director of Duke University Service-Learning said that students of Documentary photography course documented the quarantine from their own perspective. The students on reflection were able to connect their lives during a very volatile time period. The students of the course on Aging and Health continued writing letters to the older residents in nursing homes and retirement facilities they were serving in person prior to the coronavirus outbreak.

Advantages of e Service-Learning

It provides new opportunities to help non-governmental organisations (NGO) overseas and local governments in disaster planning and hunger issues. E service-learning gives an opportunity for students to be drawn back to humanities and arts courses (Brookes, 2020). These courses show that in no uncertain terms, how the content of those courses helps in understanding interconnected forces that are shaping the students' lives. And also, the students demonstrate more positive learning outcomes when they can use educational technologies to tackle real-world issues. Megon Woodland, (Oct 2020) mentioned about the Service-Learning courses offered by Marquette University, Australia that the students of sales and marketing were involved in the service towards veterans' health and culture. Reflection sessions were held in Zoom breakout sessions. Students have been talking to the veterans over the phone or through Face Time or skype. Veterans share their stories and experiences.

Different Types of e Service-Learning: (GivePulse team, E Service-learning basics and best practices)

E Service-Learning types can be classified as below:
- Hybrid I: Onsite service and online teaching
- Hybrid II: Online service and onsite teaching
- Hybrid III: Both instruction and service are partially online
- Extreme e service-Learning: Both service and teaching online (XE-SL)

The success of e service-learning relies on the instructional design and how informational technology team incorporates synchronous and asynchronous technology.

How to Set up an e Service-Learning Course?
- Identifying the e service-learning type
- Designing the course outcomes/ learning outcomes
- Evolving the assessment tools (need not be the same as that of in-person service-learning courses)
- Choosing the appropriate technology for execution for e service
- Selecting the community partners, considering the locations and possibility for remote connectivity
- Grouping the students is preferable for e service-learning
- Letters of agreement with the students, staff and community partners
- Finalising on the service hours (can be different from the real S-L courses)
- Detailing the plan by the students, in alignment with the goals of the course
- Reviewing the course after competition, through course evaluation by the stakeholders, and decide on the changes to be incorporated for future

As in other service-learning courses, the structured reflection needs to be followed by the course instructors periodically. At every stage all stake holders need to be involved in planning.

Cautions to be Addressed in e Service-Learning:
i) Communication barriers- between students, staff and community partners
ii) Unreliable technology
iii) Time constraints, working schedules

In the present trend of the job market, employers prefer employees who can work efficiently in online platforms so as to get cost effectiveness and efficiency. Sue Y. McCrory (2012) has presented a case study that was conducted during the two semesters in a private University in the Northeastern United States. Two sections of students of Marketing Strategy and two sections of students of Marketing Research participated in the study. These are the two courses of Marketing major. Same instructor taught all four courses with similar pedagogy for the traditional face to face strategy and research courses and the online strategy and research courses. On comparison of practical skills, interpersonal skills, citizenship and personal responsibility, there is no difference between traditional and online scores on any of the items.

In the past nine months of the pandemic crisis existing across the globe, we have seen that local knowledge and wisdom have been brought for survival and resilience in many parts of the world. Serving in the community is the best platform to acquire local knowledge and wisdom.

Planning for Future (Post Pandemic Period) Service-Learning (Budd &Rajesh, November, 2020)
Here are some suggestions:
• Redesign the curriculum of current courses to introduce a component of field study to monitor the current situation in nearby communities and neighbourhoods.
• Engage with local administrations and community organisations to identify poor and vulnerable families and people who have not been able to access various government benefits and share the information with relevant agencies.

• Undertake widespread multi- or trans-disciplinary studies on public health practices and economic situations in such communities (both rural and urban) in partnership with local communities, including with regard to the competencies and skills of frontline workers and community leaders and come up with innovative solutions.

• Participate actively to support frontline health and sanitation workers in spreading awareness and messages about behaviour change.

Conclusion

COVID-19 has underlined the importance of community-university engagement and now is the time to build on what we have learned from the experience of the pandemic. Since good Service-Learning is very much human centric, offering e service-learning will be quite relevant. The pandemic period has taught us the fragility and uncertainty of human life and hence we realise the importance of whole person development to live a happy and peaceful life, whether young or old, rich or poor and literate or illiterate. As Martin Luther King Jr. said, "intelligence plus character– that is the goal of true education", let our Higher Education institutions also continue to offer Service-Learning as one of the best platforms for character formation.

References

Brooks, L. (2020, September). Reimagining Service-learning in the Digital Age. https://www.insidehighered.com/advice/2020/09/23/how-adapt-service-learning-hybrid-or-online-classes-opinion

Hall, B. L., & Tandon, R. (2020, November). Community-university engagement in a time of COVID-19. *University world news.* https://www.universityworldnews.com/post.php?story=20201128094605500

Cooley, J. (2020, September). Service-learning during a time of Pandemic and protests. http://fourteeneastmag.com/index.php/2020/09/04/service-learning-during-a-time-of-pandemic-and-protests/

Cornell University.   https://www.civicecology.org/eengagement

GivePulse team, E Service-learning basics and best practices. https://support.givepulse.com/hc/en-us/articles/360051397693

Lauby, P. T. (1996). Sailing on winds of change: two decades in the life of the United Board for Christian Higher Education in Asia 1969-1990. New York: United Board for Christian Higher Education in Asia. 58–59.

Mishra, L., Gupta, T., & Shree, A. (2020). Online teaching-learning in higher education during lockdown period of COVID-19 pandemic. International Journal of Educational research open, Vol 1,100012. https://doi.org/10.1016/j.ijedro.2020.100012

Krasny, M. E. (2020, May). Social distancing is no reason to stop service-learning-just do it online. The Conversation. https://theconversation.com/social-distancing-is-no-reason-to-stop-service-learning-just-do-it-online-137034

McGorry, S.Y. (2012). No significant difference in Service-Learning online. Journal of Asynchronous Learning Networks, 16, (4). https://files.eric.ed.gov/fulltext/EJ982681.pdf

Woolard, M. (2020, October). Service-learning develops new ways to serve during pandemic. *News Reporter*. https://marquettewire.org/4041343/news/service-learning-develops-new-ways-to-serve-during-pandemic/

United Board for Christian Higher Education in Asia. Policy guidelines for service-learning program (Internal document)

United Board report of Program grants of the years 2015-2016 (Internal Document)

United Board report of Program grants of the years 2016-2017 (Internal Document)

United Board report of Program grants of the years, 2017-2018 (Internal Document)

United Board report of Program grants of the years, 2018-2019 (Internal Document)

University of Central Arkansas. https://uca.edu/servicelearning/service-learning-and-covid-19

Wong, Wai Ching Angela. (2018). Growing Together: Advancing Networks for Service-learning Actors in Asia, *SHS Web of Conferences,* 59, 01030. https://doi.org/10.1051/shsconf/20185901030

Yamamoto, K. (2002). Introduction- Service-learning in Asia: Creating Networks and Curricula in Higher Education (Tokyo, Japan)

SERVICE-LEARNING

ICU