

Why Service-Learning is
important in the society?

Tokai University
Kyoko Ichikawa, Ph.D.

Kyoko Ichikawa

Work at Tokai University
(until 2017 MeijiGakuin University) * * * *

The representative of Japan
Service-Learning Network * * *



Classes I teach Tokai University	<ul style="list-style-type: none">-The Chief of Service-Learning Classes in Dep. of health science.-Community design , Community development-Pedagogy of welfare education * * * * * * * *
Advisory Council of Policy Making in the government	<ul style="list-style-type: none">-The Japan University Accreditation Association (JUAA)-Children poverty in Toshima-ward, Tokyo.-Research committee member of Japan National Council of Social welfare
Board member	<ul style="list-style-type: none">-Japan Academic Association of Socio-education and Service Learning-Japan citizenship Education Forum

My history with Thai SL Friends





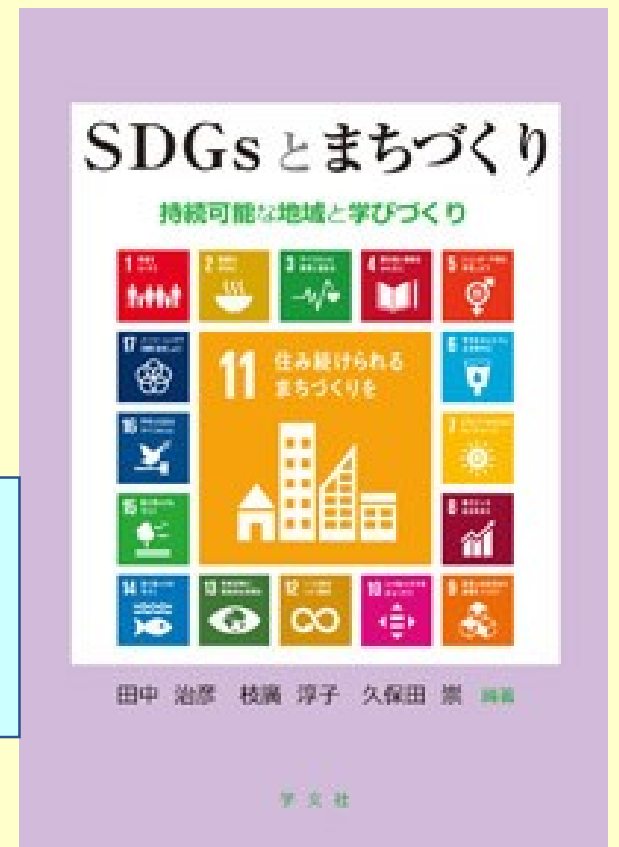
Volunteering and Service-Learning with Thai students

My recent research and books

- “Service-Learning and Community development”,
in “SDGs and Community Development”.
- Creating a Service-Learning Assessment Model Based on
Participatory Theory(Ichikawa,Akimoto2018)
- ” - What do community organizations create
through Service-Learning programs ?
(Ichikawa,Akimoto2018)

SL and SGDs

SL and Assessment



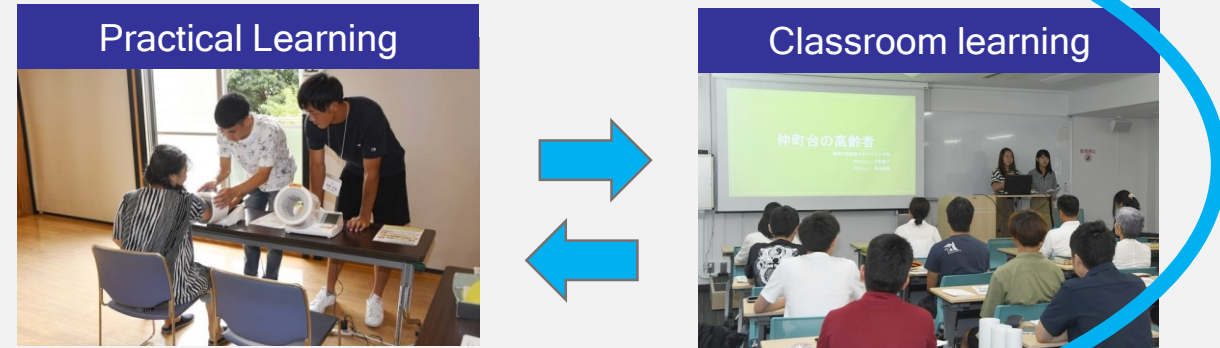


TOKAI University School of Health Studies

Feature of undergraduate School of Health Studies

- Newly established in April 2018
- The mission of the School is to develop the ability of students to create a healthy society through the interdisciplinary understanding of physical, mental and societal health.
- All freshmen(200 students) and 7 community partners are involved in Community Based Learning (CBL)

The Interrelation of Courses in the Curriculum



The curriculum emphasizes the reflection of field experience and academic learning.



Collaboration with a firm for its CSR activity



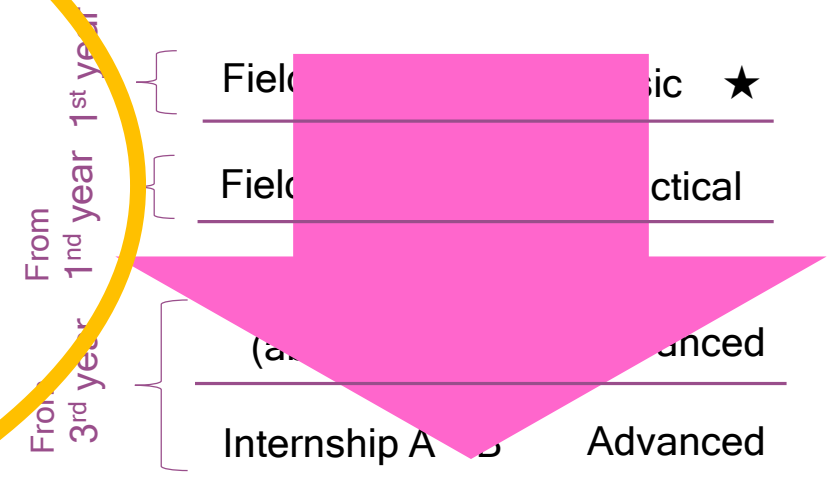
Sports and community development



Health check in the local community



Community Based Learning



★ Mandatory for all freshmen



Environmental protection of biodiversity of river



Multicultural symbiotic societies



Playground for kids



Social innovation

What have Service-Learning
impacted to the society
beyond Education

Mr. Aki Okuda was my student



SEALDs(students grope) take civil actions
for gender equity, threaten human rights

SEALDs



Mr.Aki Okuda

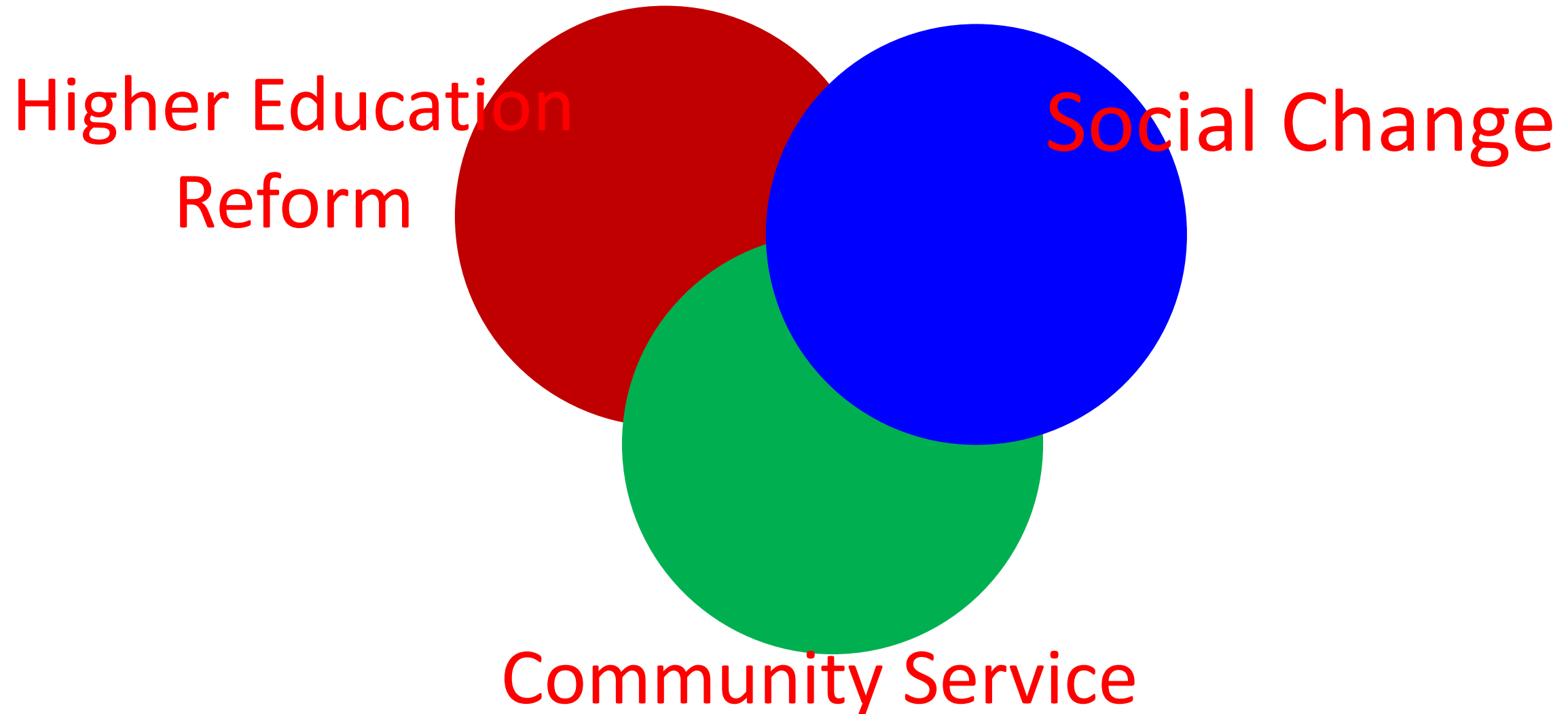


う
**He made a speech
in the Japanese Diet
in 2015.**

Today, I will share...

- 1) Japan Service-Learning Network
- 2) Struggles in Japanese Society
- 3) The changes in volunteering and SL over the past 30 years
- 4) Pedagogy and Practices SL in Japan
- 5) Assessment of SL
- 6) Threat to sustain for SL classes
- 7) The vision for the future.

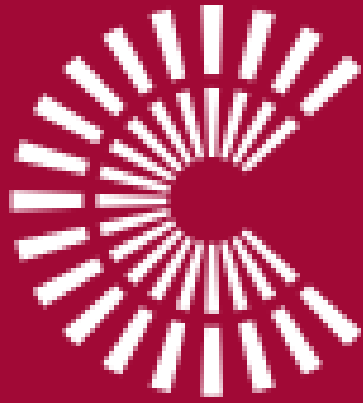
What is Service-Learning?



The Definition of Service-Learning

- A form of experiential education in which students engage in activities that address human and community needs together with structured opportunities for reflection designed to achieve desired learning outcome Jacoby,1996
- Reflection is a core component of service-learning (continuous, connected, challenging and contextualized) Janet Eyler etc,1996.

1. Japan Service-Learning Network

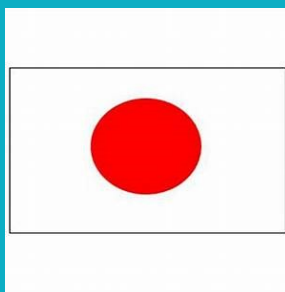


Campus Compact



“Campus Compact is a national coalition of 1,000+ colleges and universities committed to the public purposes of higher education. We build democracy through civic education and community development”

Japan Service-Learning Network



OBJECTIVES

1 To expand the theory and value of Service-Learning(SL).

To empower students, faculty members and staff, and community-partnerships.

3 To share the ideas and pedagogy of SL reflection, evaluation and campus-community partnerships.

4 To harness the true capacity of organizations promoting SL through research, teaching and partnerships.



Opening Speech at SL conference 2018



SL conference 2017 in Nihon Fukushi University



Visit to a mushroom cultivation site



Workshop in the community with local citizens and students



Workshop on coordinating SL program



Blueberry wine by students of



SL conference 2016 at Meiji Univ.



SL conference 2018 At Kochi University



Preconference session on the assessment of SL



Group photo of site visit with SL forum

Activities of Service-Learning Network

National Conference



**Journal for
students ' Reflection**

**Professional
Development**

There are 30 associates all Over Japan ,
in both big cities and rural areas.



Why Service-Learning is important in the society?



Designed by Pngtree

How do you answer to this question?



Why Service-Learning important in Japanese society ?

-Paradigm of Education and mission of universities shifted-

1)The shift of Pedagogy

contents Based to **competency based**

2) From traditional ideas about teaching and learning to **Constructivism** of Universities

3) Mission change to **“Engaged Campus”**: Universities engage community and collaborate with other agencies on complicated and novel (=new)problems



2) Struggles in Japanese Society

World Ranking of happiness

Which is Japanese Ranking

1. 13th

2. 25th

3. 58th



Japanese is ranked 58th in the world

World Ranking of happiness



1st



2nd



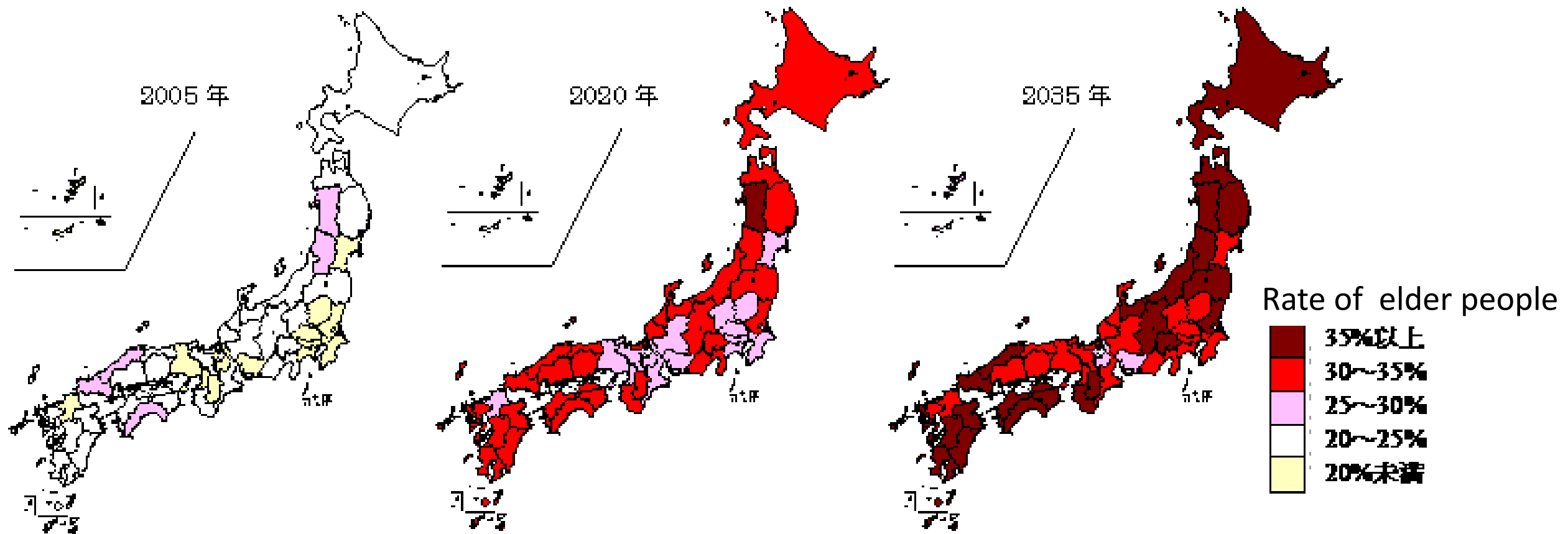
3rd



Top 3 are northern European countries

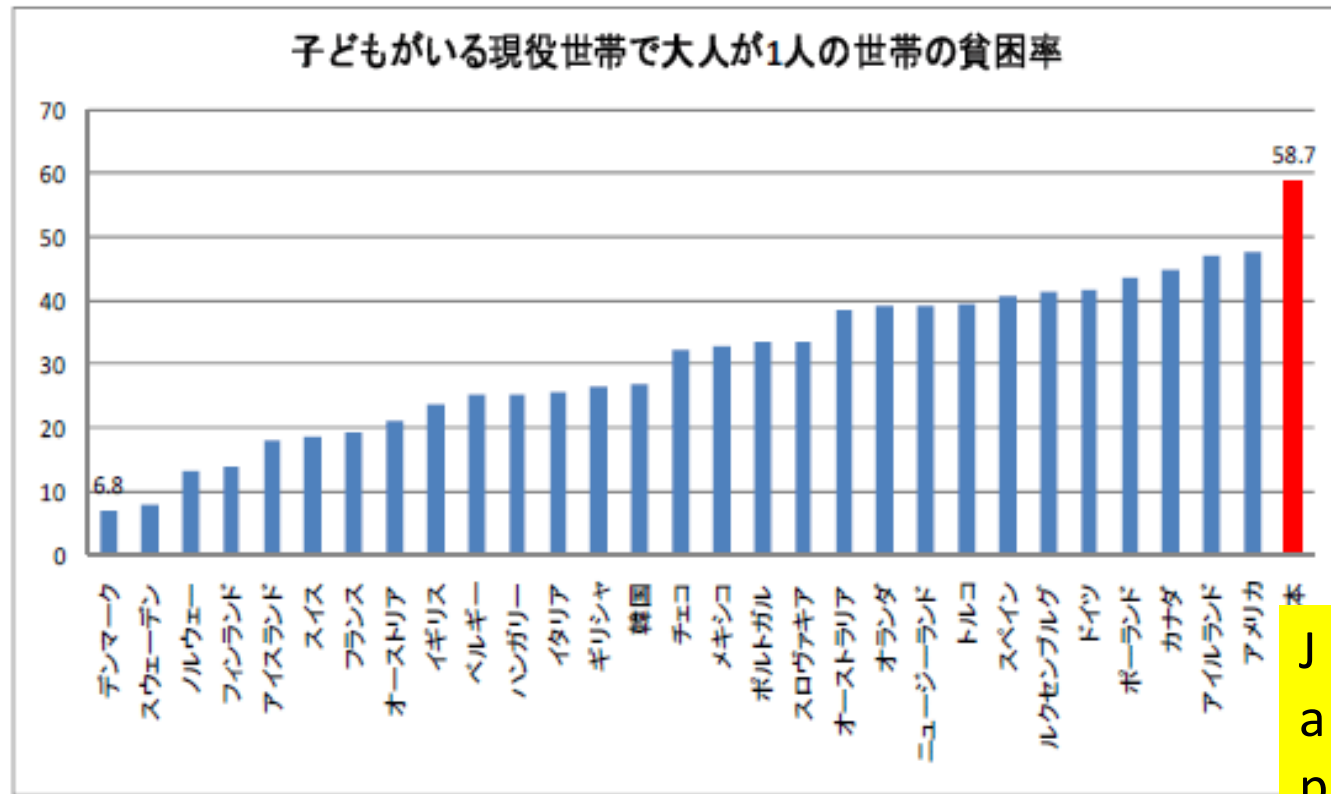
Japanese face to lose the community capability because of a the aging society and declining population.

The Proportion of elderly people is expected to increase greatly by 2035



Single-parent family poverty rate

ひとり親世帯の貧困率は最下位



出所:厚生労働省(2009)「子どもがいる現役世帯の世帯員の相対的貧困率の公表について」報道資料2009年11月13日

J
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Child cafeteria



Problems in Japanese Society

**People face Social isolation
in city areas (Tokyo)**



**People expect to lose
the community capability
because of declining
population**



SL contributes to addressing these challenges.

3 .The changes in volunteering
and SL over the past 30 years



The changes in volunteering over the past 30 years

- **1995 Kobe earthquake:
Acknowledgement of volunteer work**
- **1998 Act on Promotion of Specified
Non-profit Activities was created**
- **Numbers of NPOs and volunteers were
increased after them**

Ministry of Education and technology(MEXT) policies enhanced Service-Learning in universities

2003 Good Practice

MEXT supported efforts to reform universities for invigorating higher education and encouraging excellent education

2012 Center of communities

Promote universities as the Center of Communities (COC)

2015 Engaged school and curriculum management

(elementary ,Junior and high school)

Policies of Japanese government for symbiotic society

Ministry of Health, Labor and Welfare

2016 Collaborating with communities are including the mission for Welfare organization (Law for welfare organization)

2017 “Toward Realization of an Inclusive, Community-based Society”

4 Practices and Pedagogies of SL in Japan

Two SL Curricula in Japan

Classes for Liberal Arts

2004~

**-International Christian
University**

-Ritsumeikan University

compulsory

**Classes for
Majors**

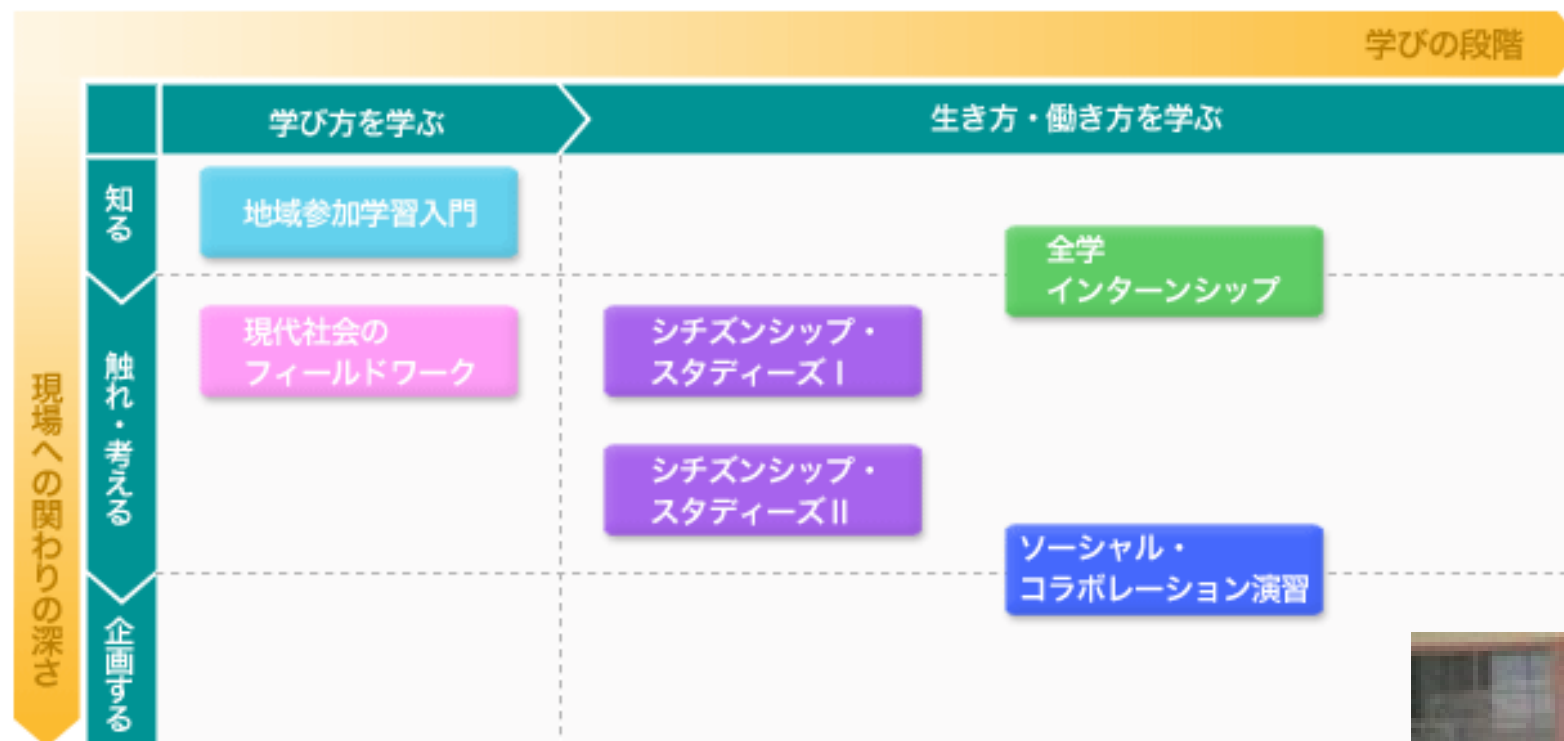
2010~

-Nihon fukuhi University

-Kochi University

-Tokai University

Ritsumeikan University



<http://www.ritsumei.ac.jp/slc/>



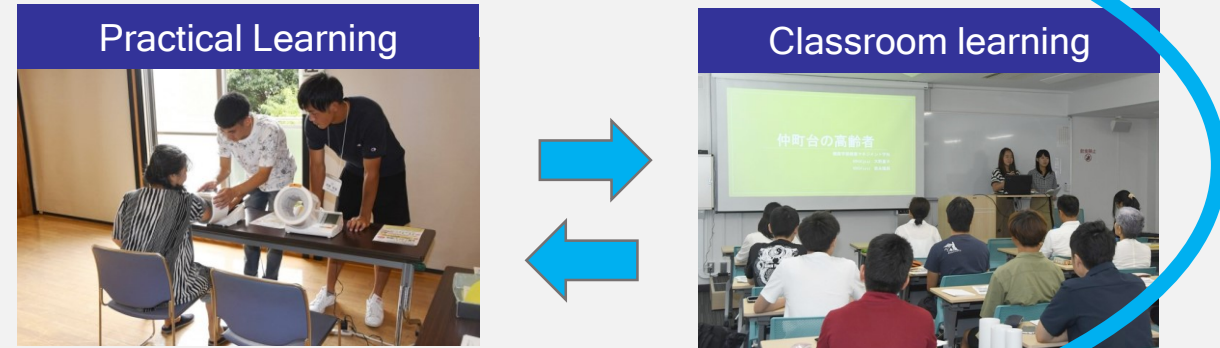


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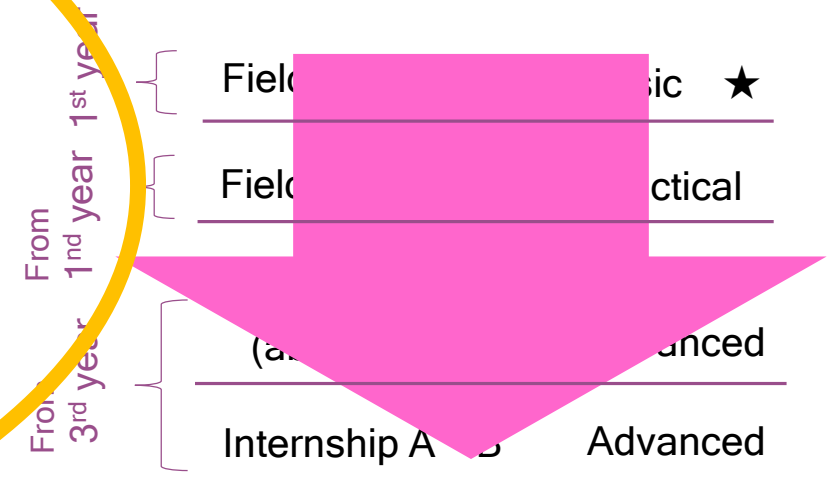
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Social innovation

経験と学習の循環



Service-Learning for Leadership Encouragement

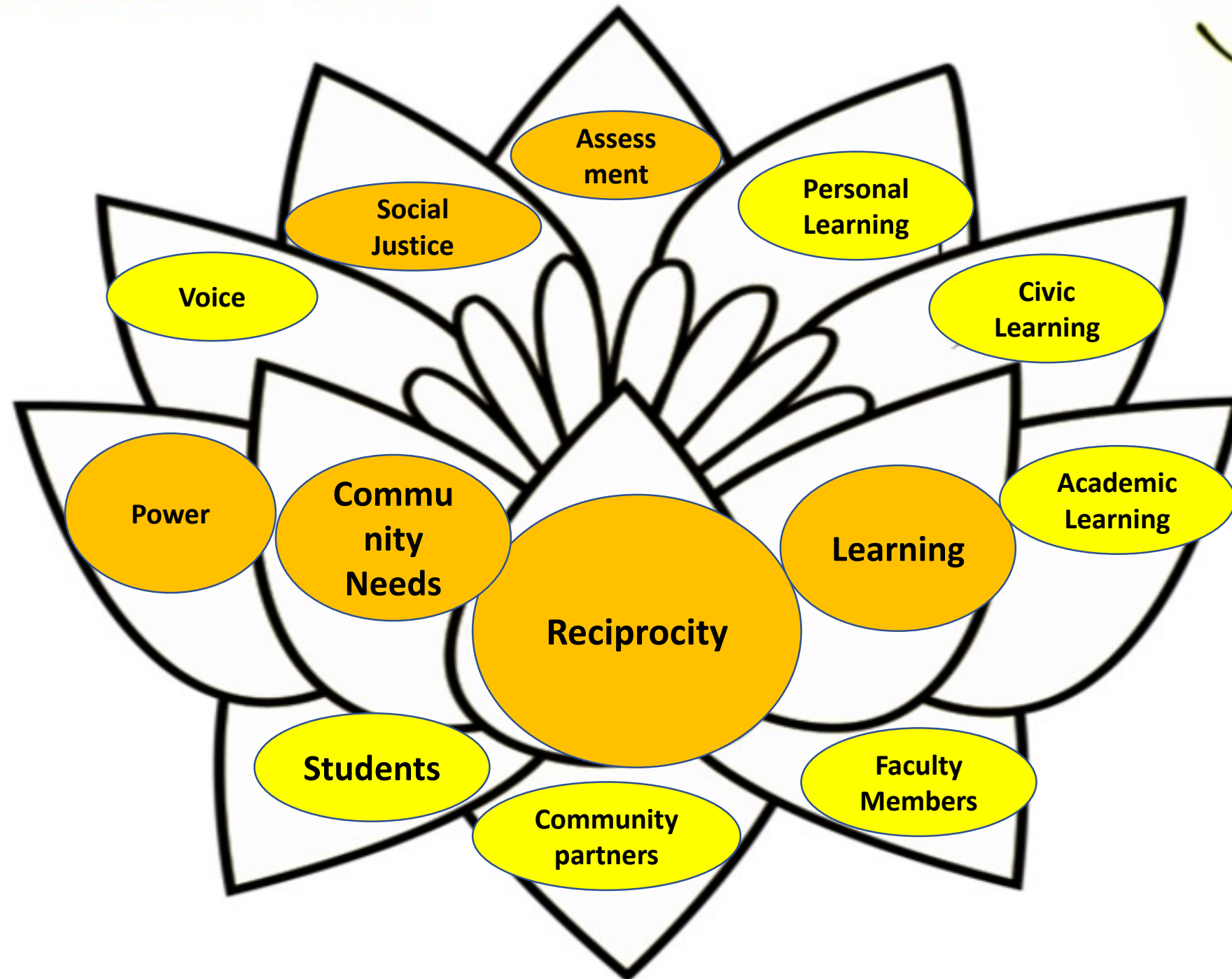


6 Universities are working together to create SL programs.

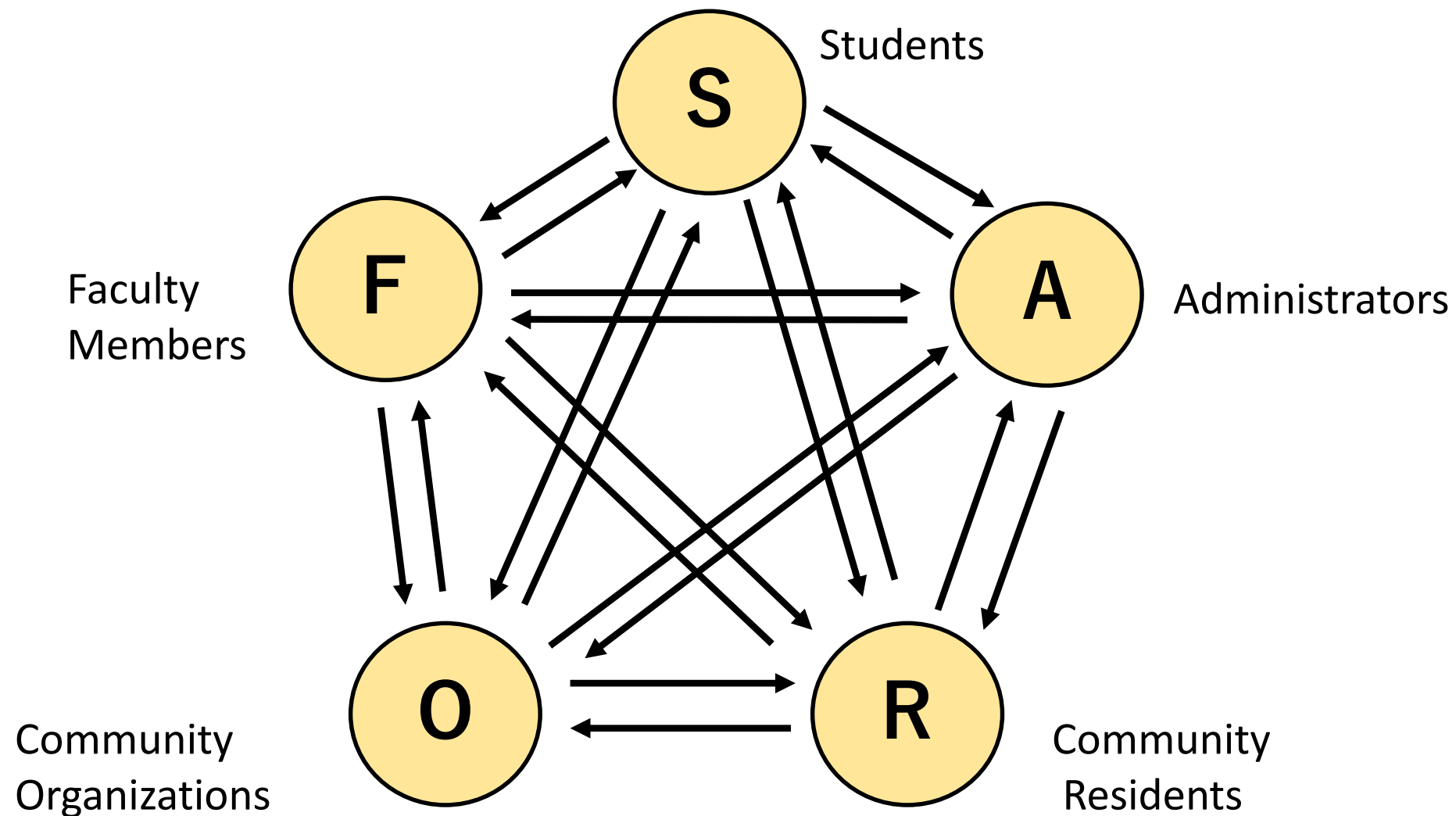
3 in Japan and 3 in Indonesia universities

Pedagogy and framework of SL

Key elements of CBL

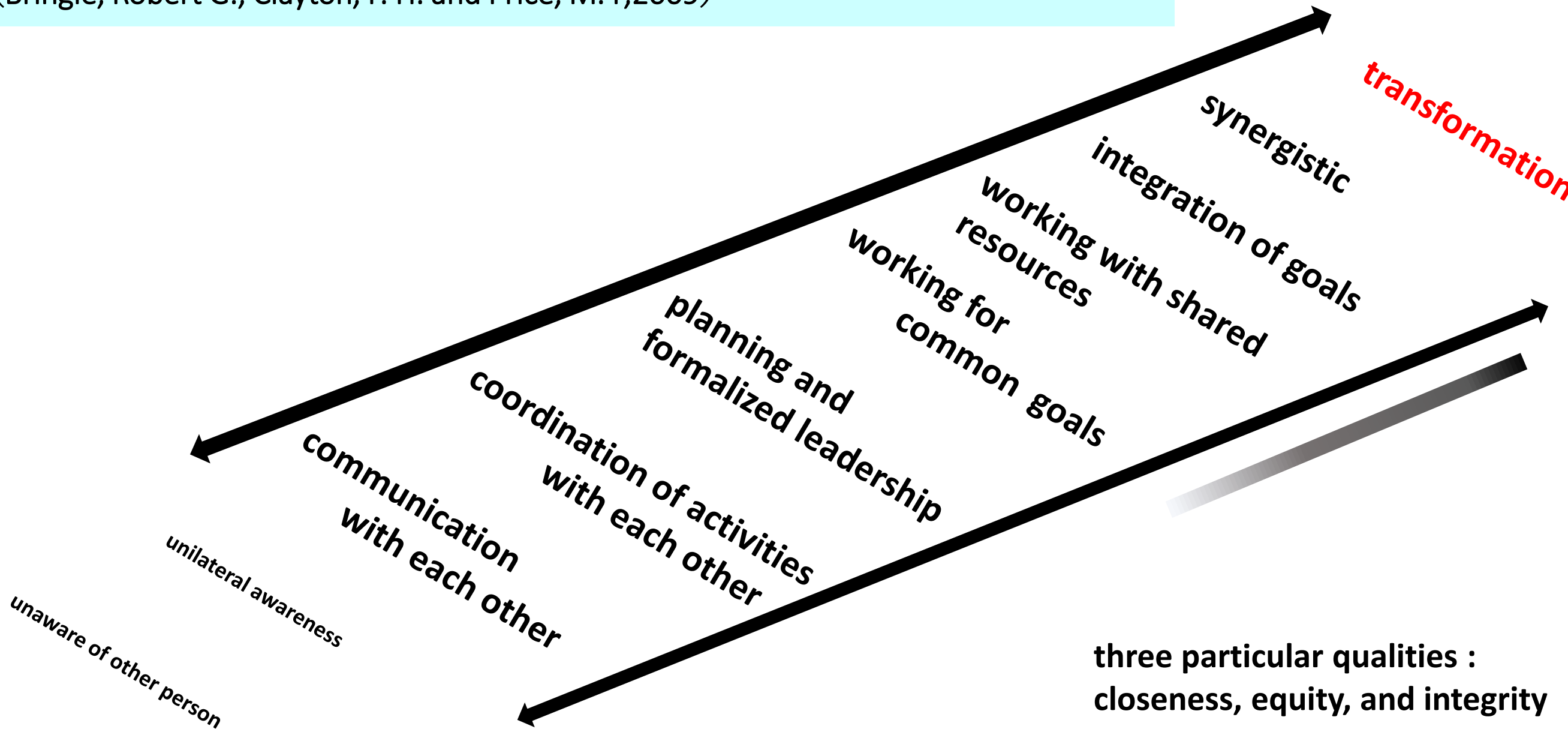


Service-Learning programs enhance interaction and transformation for each agency



Transformation Path as ladder

(Bringle, Robert G., Clayton, P. H. and Price, M. F,2009)

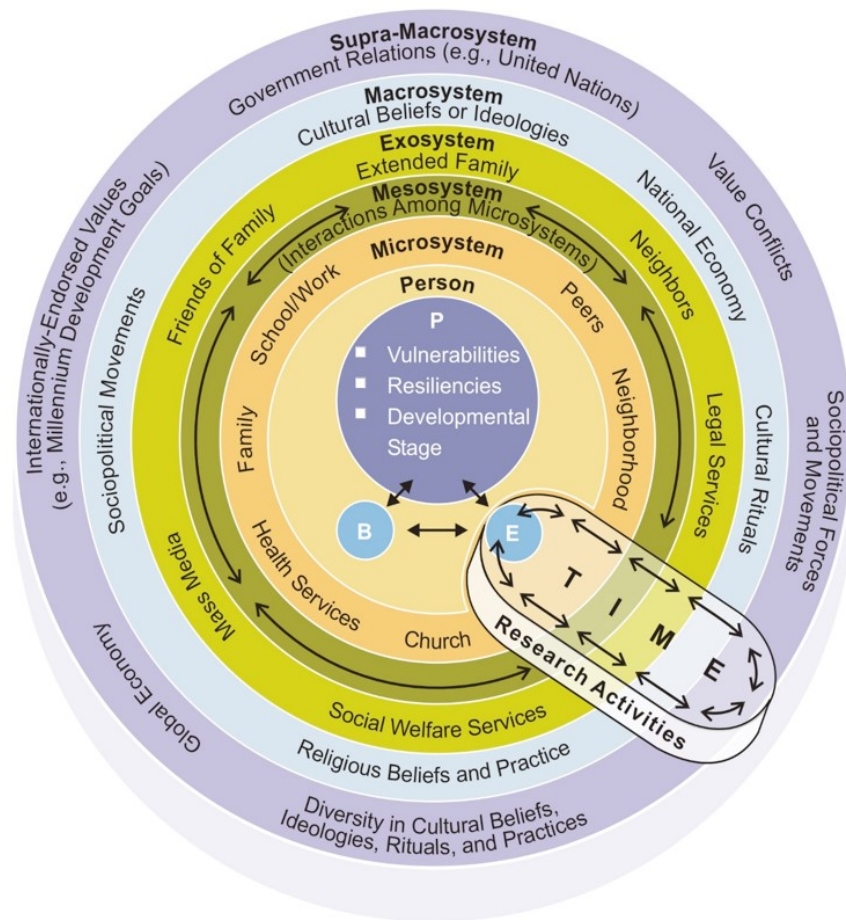


(Bringle, Robert G., Clayton, P. H. and Price, M. F,2009)

Psycho-Ecological Systems Model (PESM)

Integrated by following 3 models

the ecological systems model (Bronfenbrenner, 1979),
the biopsychosocial model (Kiesler, 2000),
the principle of reciprocal determinism (Bandura, 1978).



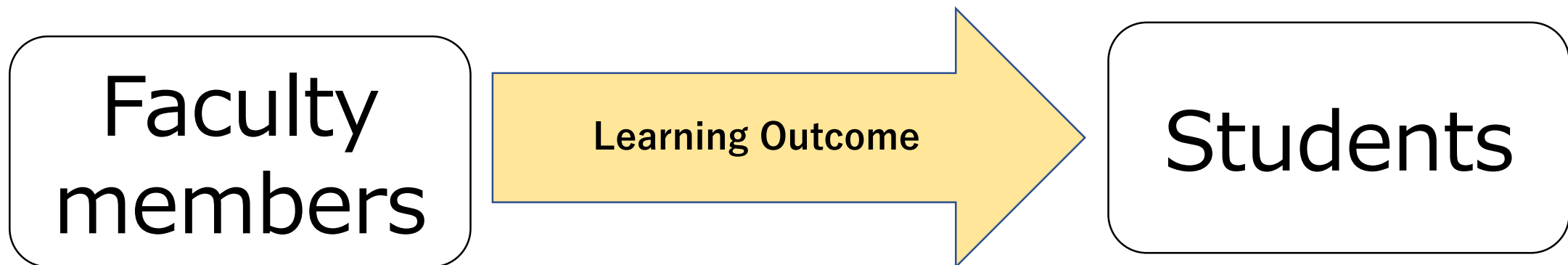
Roger N. Reeb, Nyssa L. Snow-Hill et al. 2017

**Assessment of SL?
(Process)**

**Evaluation of SL ?
(Result)**

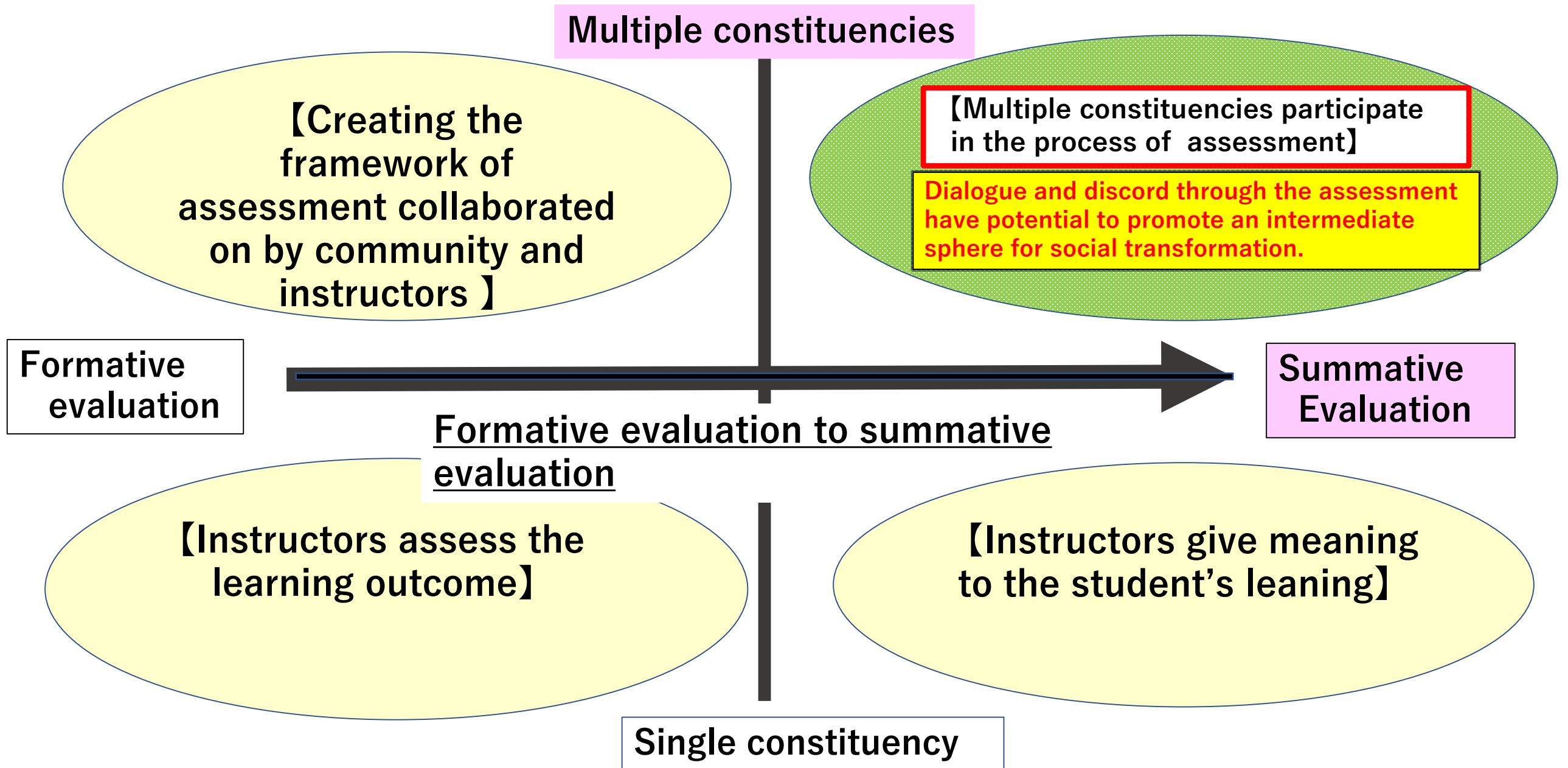
Previous studies concerning **Service-Learning Assessment** in higher education

Most of the researches were mainly focused
on the student learning outcomes of Service-Learning

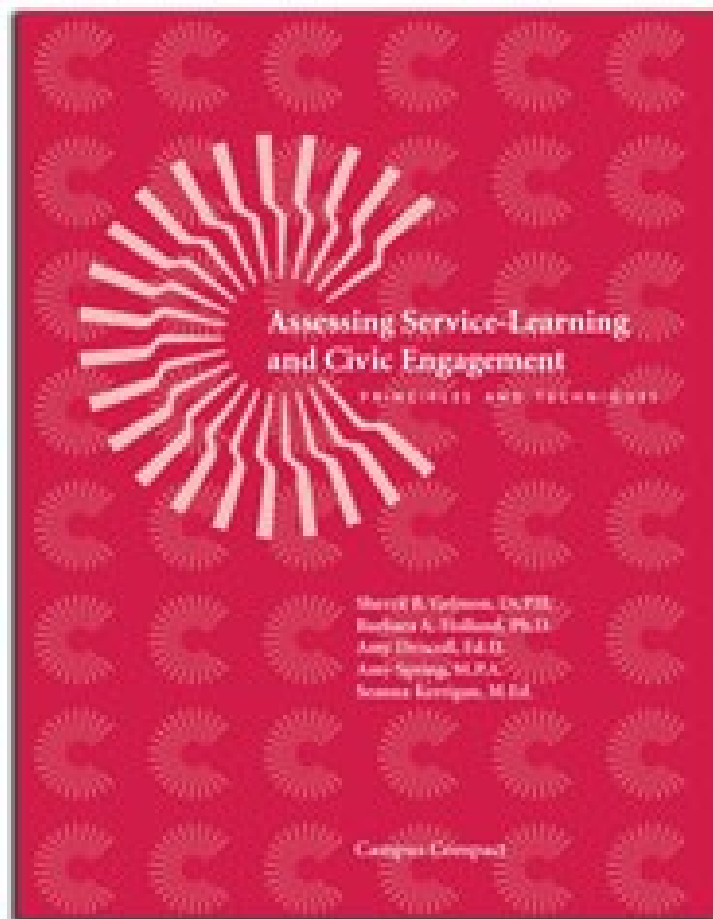


Kajihara, Hishinuma, et al. 2008; Nishida, 2009; Kimura and Nakahara, 2012
Nakazato, Yoshimura, et al. 2017

The Assessment model for service-learning and social transformation (Ichikawa ,Akimoto 2018)



“Assessing Service-Learning and Civic Engagement: principles and techniques”



(Gelmon, Sherril B. etc 2001)



翻訳『社会参画する大学と市民学習：アセスメントの原理と技法』（山田一隆監訳 市川享子、村上徹也ほか訳,2015）

The overview of assessing service-learning

■ Gelmon, S. B., Holland, B. A., Driscoll, A., Spring, A. and Kerrigan, S.(2001)

showed the principles ,framework and techniques.

They also showed “in the context of service-learning assessment, multiple player are essential to provide a broad perspective on program impact.

Students, faculty, community partners, and institutional leaders all have a distinctive role as key informants.

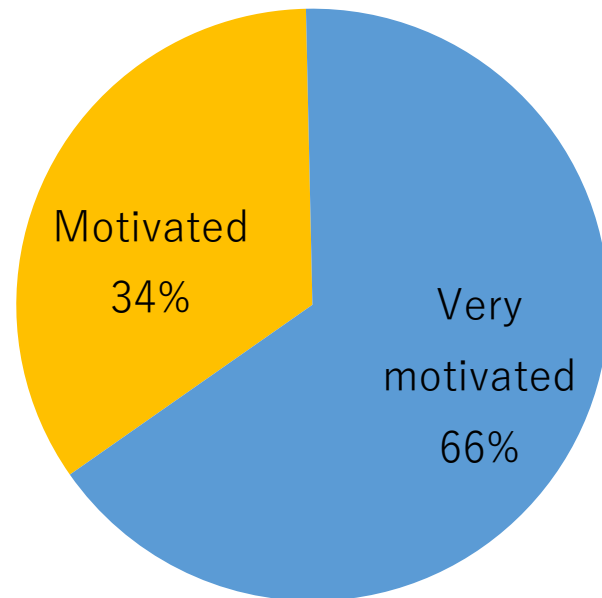
■ To assess the impact of community is the most challenging aspect

-Difficult to define what we mean by “community”.

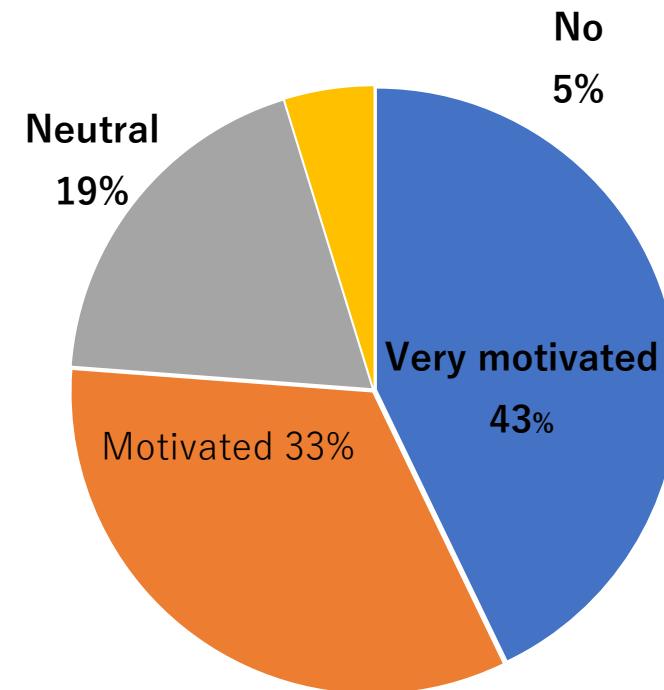
-There is no one “community” in fact.

Impact on MGU students

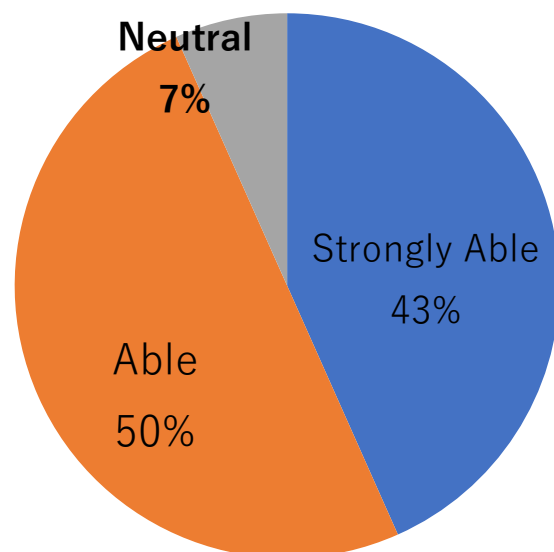
Learning Motivation



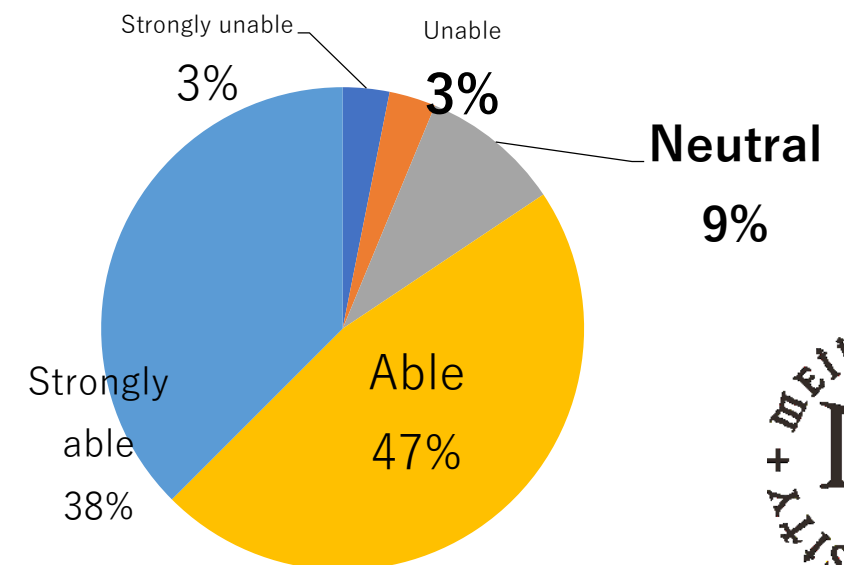
Motivated Classroom Learning



Consciousness Raising about the Community

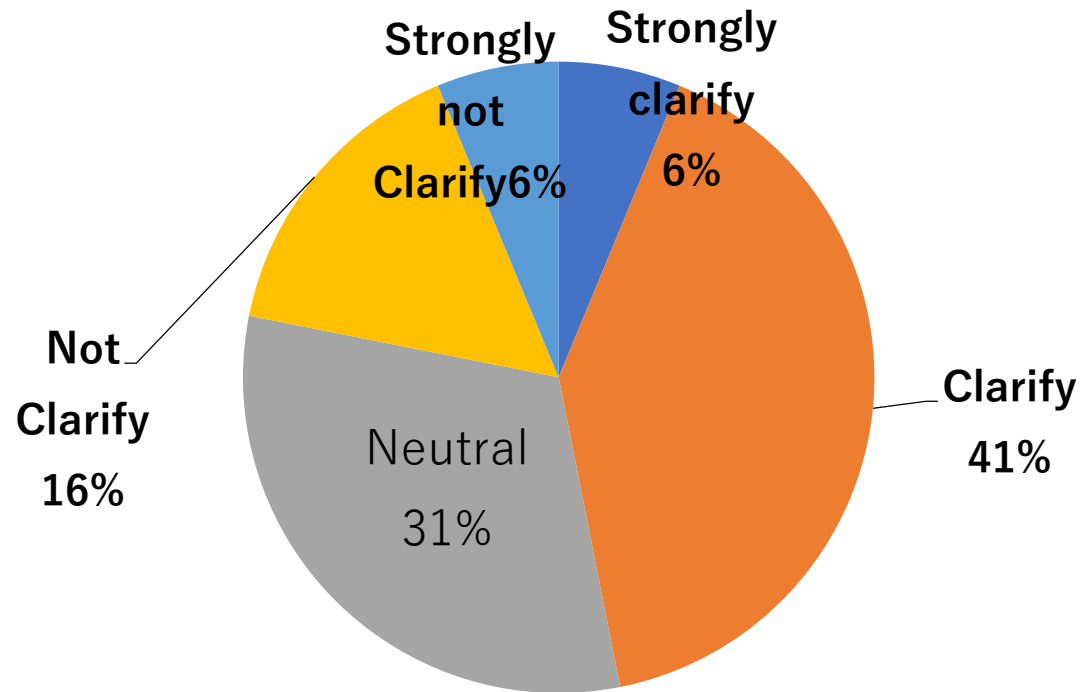


Enhanced Ability to Communicate

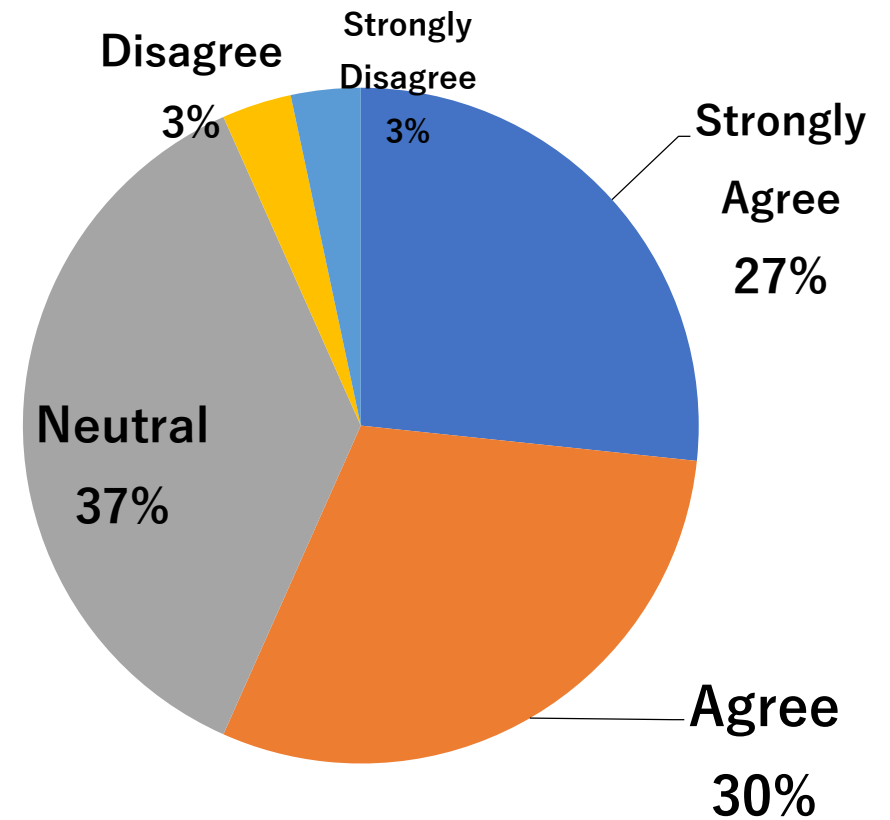


Impact on MGU students

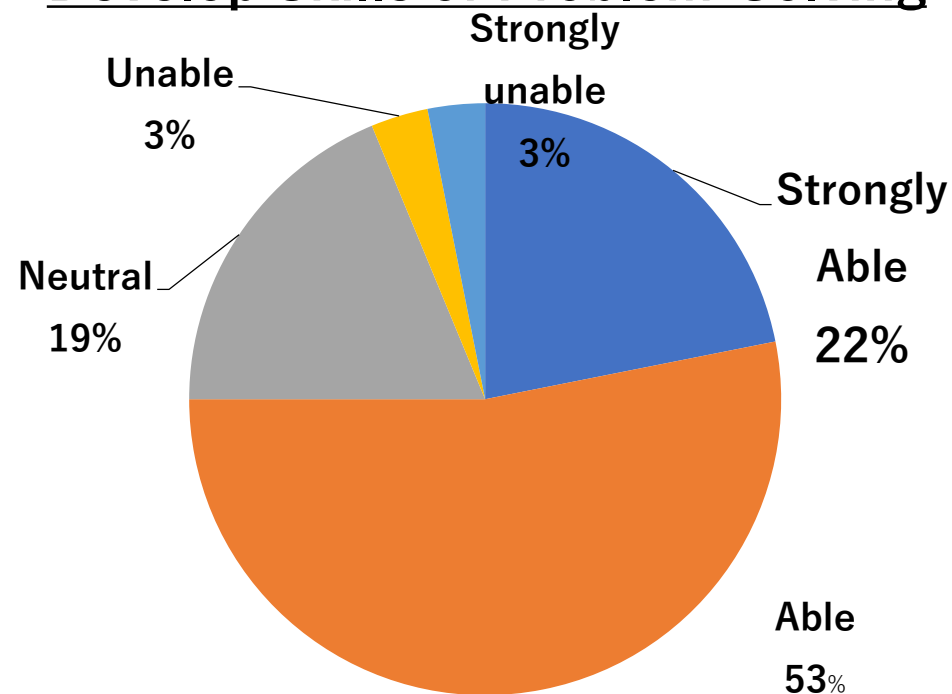
Clarify Major



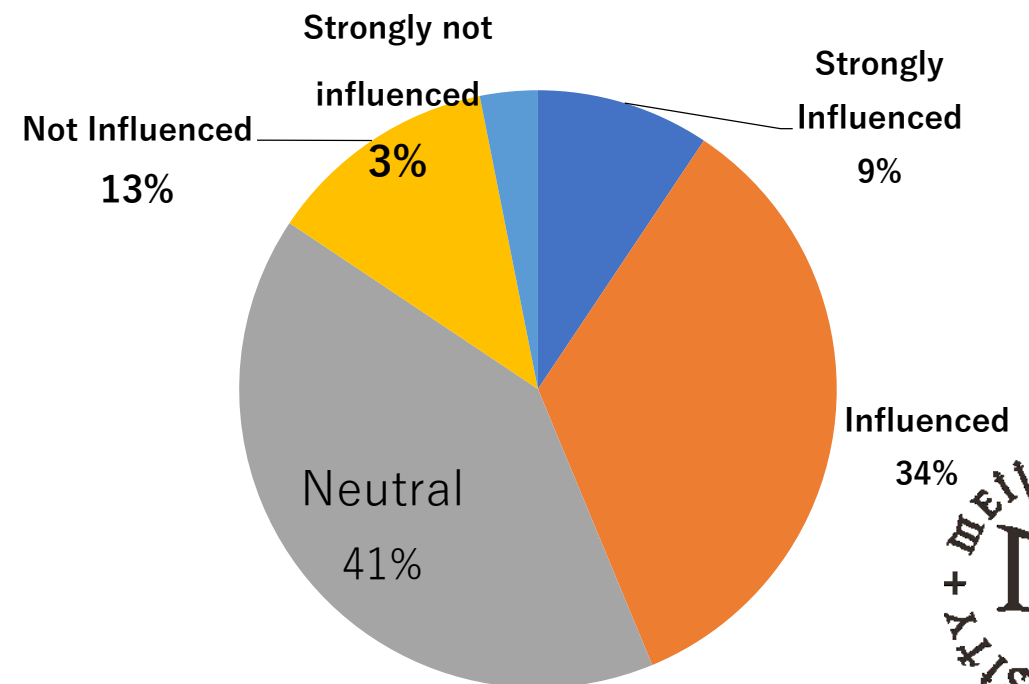
Assisted Defining the Issue to Pursue



Develop Skills of Problem-Solving

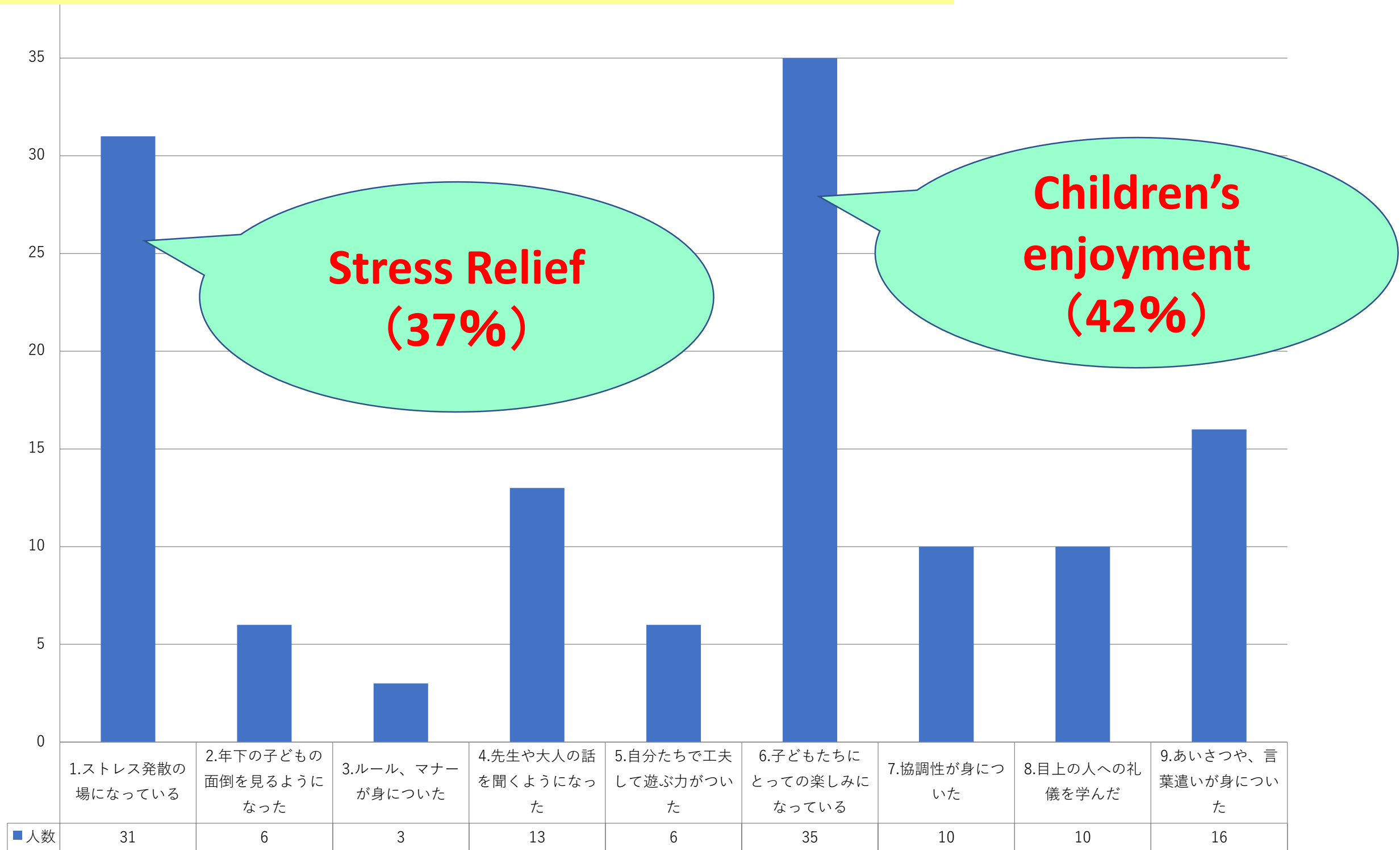


Influence on Profession



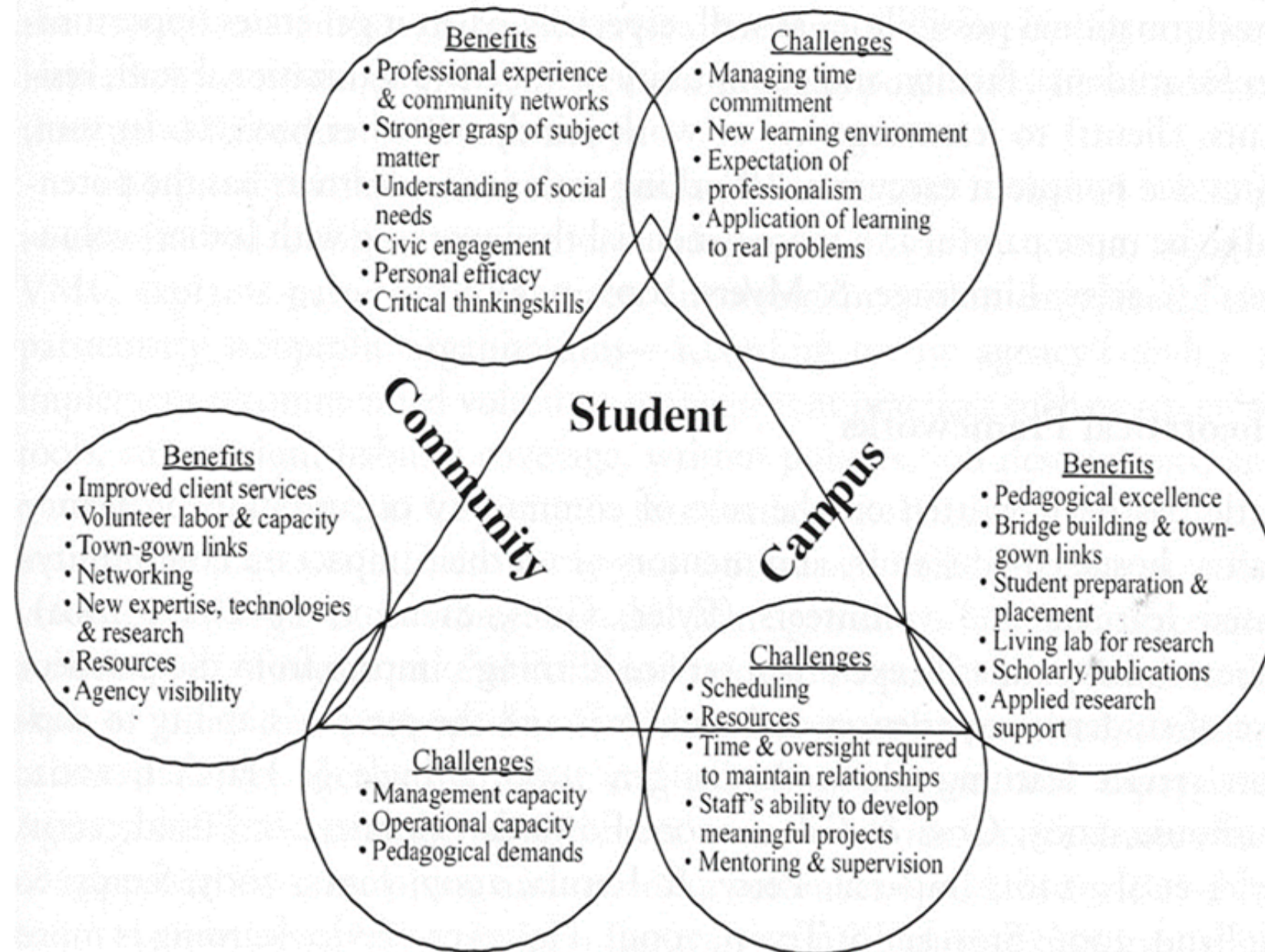
Impact on children in Kirikiri Community

Question for parents: How do you think MGU programs impacted your child?



Benefits and challenges of Community Based Experiential Learning from the perspective of the Campus, Community, and Students

A perspective of the Campus, Community, and Student



- Organized by NPO, Action Port Yokohama
- 10 Universities in Kanagawa Pref. collaborate to this program.
(Yokohama National Univ., Yokohama City Univ., MeijiGakuin Univ., etc.)
- Over 100 Univ. students are involved in this program from June to October
- 24 NPO's in Yokohama, Kawasaki, In Kanagawa Pref., Japan



Play park for kids



Handy Capped persons



International
Cooperation

WS ② 2018,Jul,23



Making partnerships with people who hold various values

色々

異

出会いとつながり

同じ思いを持っている人たちとのつながり

Realizing A Symbiotic Society

子どもがまんなかみんな子育て

Understand the importance of living in symbiosis

層を厚くしたい

“森ノート”発で地域に関わる若い世代を増やしたい

The result of WS ②

Classified about goals regarding SL practice

Realize the challenges facing the community

子育て支援し

障害者が直の共

環境、気候変動考えてほしい、知ってほしい

学齢期の子どもたちの生活経験を豊かにする

る、知る

立ち上げ（活動）の想いに触れる

地域の知らなかった点や面を知る、興味をもつ

Students and NPO's are self-aware of the value of their own NPO

子ども時代に体験していないことが多いとともがあるが自分で考えない。知恵を知る機会にして

NPOの課題解決方法を学ぶ

Receive future vision of the community

選

NPOで働くイメージを持つきっかけになる

将来の見通し

自分たちの将来に役立ててほしい

女子学生に学生時代からママ×子、出産後の女性のキャリアについて考える機会を提供

学生の視点を大事にしたい

若者の発想を学ぶ

若い人の考え方、感性を知る

若者のPCスキルコミュニティについて

地域、団体、学生とのつながりをきっかけに新しいアクション、価値をつくれる意識

若い力を借りて夏のプログ

Understanding and embracing new sensitivities

Explore potential human resource

将

自分たちの場（事業所）を生かす

資源発掘（人）

NPO's conscious of keeping track with students changes

受け入れによる意識

地域を知る、リーを知る目とをNPO側も意識しないとただのお手伝いになる

学生（若者）に対する危機感を共有する

側はコトがかわらない（win-win）

互いにスキルアップ

主体的に動く、気づく体験（何かを作り上げるには責任があること）

WS ②2018, Jul, 23

共に生きる社会の実現

学生と団体も
NPOの価値を自覚

共に生きるで知る。

地域・担い手
はし

主体的に
参加

若、感性を知る。

人材発掘

団体のが、
学生の変化をキャッチする意識

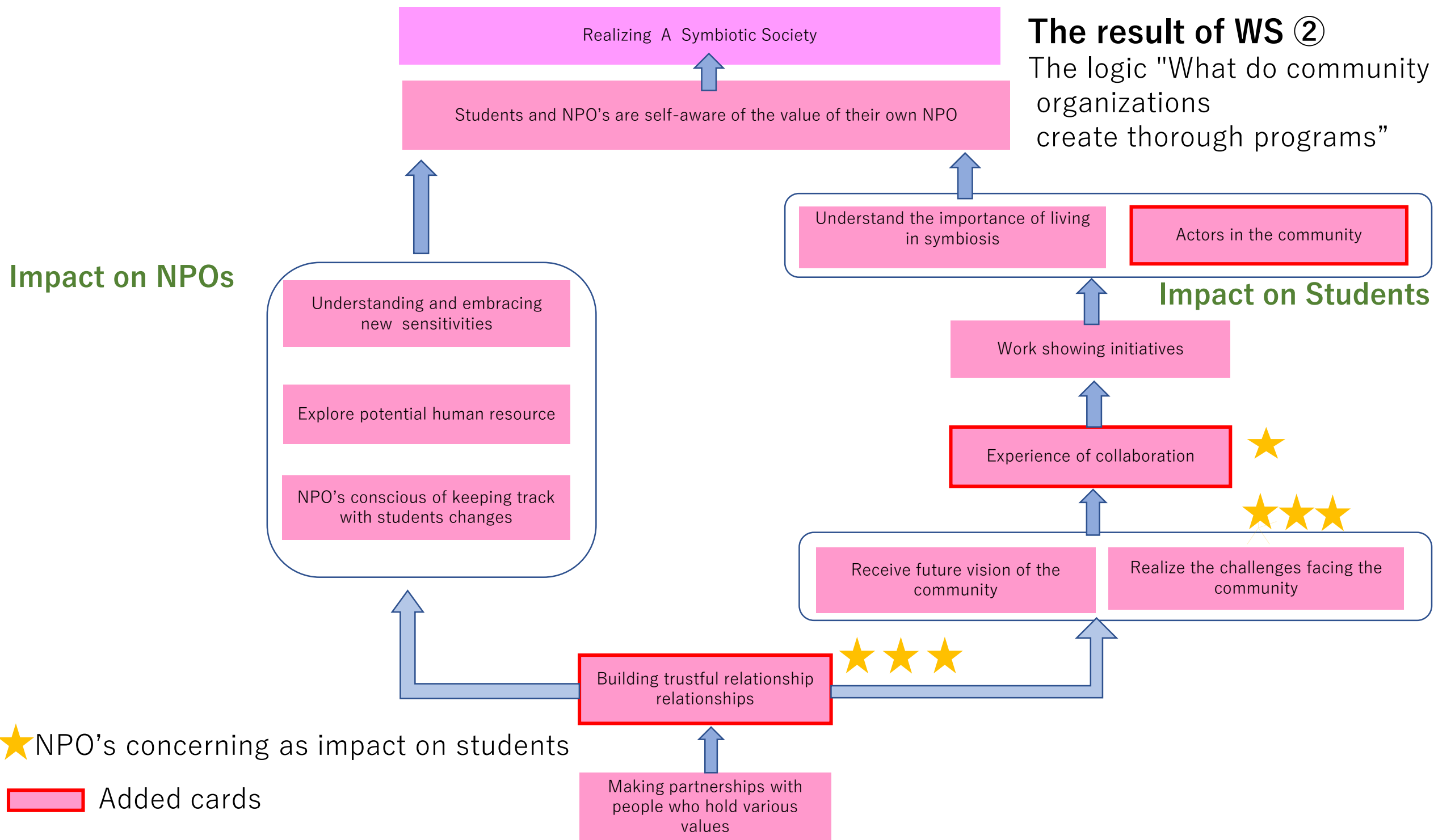
自分事としての
活動の体験
ができる

地域に
かかわる 将来の
イメージを共有

地域課題を
知ってほしい、気付いてほしい

信頼できる
関係構築

たくさんの(多様な)価値観を
持った人とのつながりを持つ



Result of work shop(1)

1) Community organizations(NPO) expect students to

- Build trust relationships with staff
- Get to know the realities of the community
- Be actors in the community
- Understand the challenges in the community
- Collaborate with community residents
- Understand the value of symbiotic living in a society

 **Quality of the reciprocal partnerships rather than physical support from students.**

2) Community organizations(NPO) aim to

- Understand and embrace sensitivities
- Explore potential human resource
- Keeping conscious of students changes

 **Capacity building of community organizations through collaboration with students.**

Result of work shop(2)

- 3) Each constituency operated independently as an incubator acting to cultivate its own unique program based on their respective mission .
In the later stage, each individual organization share their respective mission with each other.
- 4) Community organizations expect students to be active in the community and understand the challenges in the community as well as collaborate with community members. Furthermore, community organizations expect students to come to understand the value of symbiotic living in a society.

Threats SL classes are facing

- **Lowest priority is SL**
Traditionally Univ. System is
Research > Education >
community engagement
- **Lack of budget :Some of SL programs rely on grant from ministry of education.**
- **Time cost, SL class require more time than ordinary lectures**

Create the volunteer fund

Create Students volunteer Fund

MejiGakuin University Volunteer Center and SONY Created Students volunteer Fund



Create Students volunteer Fund

MejiGakuin University's goods' s 10 % profit are resource of students voluntter fund



How Service-Learning contributes to society?

- 1) **Service-Learning enhances problem-solving in the community for sustainable society.**
- 2) It provides a new perspective for the “mezzo system” of community-university collaboration.