

How do we create the meaningful Service-Learning?

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Tokai University

Representative of Japan Service-Learning Network

< **肩書、ニックネームなど >

Kyoko Ichikawa

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

**The representative of Japan
Service-Learning Network * * ***



**Classes to teach
Tokai University**

- 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**

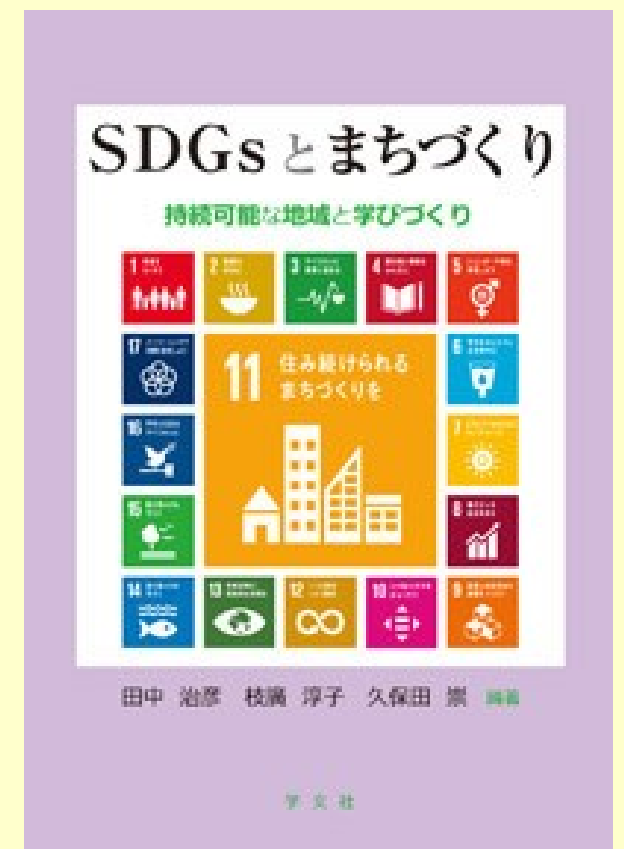
- Children poverty in Toshima-ward, Tokyo.
- The Japan University Accreditation Association (JUAA)
- Research committee member of Japan National Council of Social welfare

Board member

- Japan Academic Association of Socio-education and Service Learning
- Japan citizenship Education Forum

My recent research and books

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





Volunteering and Service-Learning with Thai students



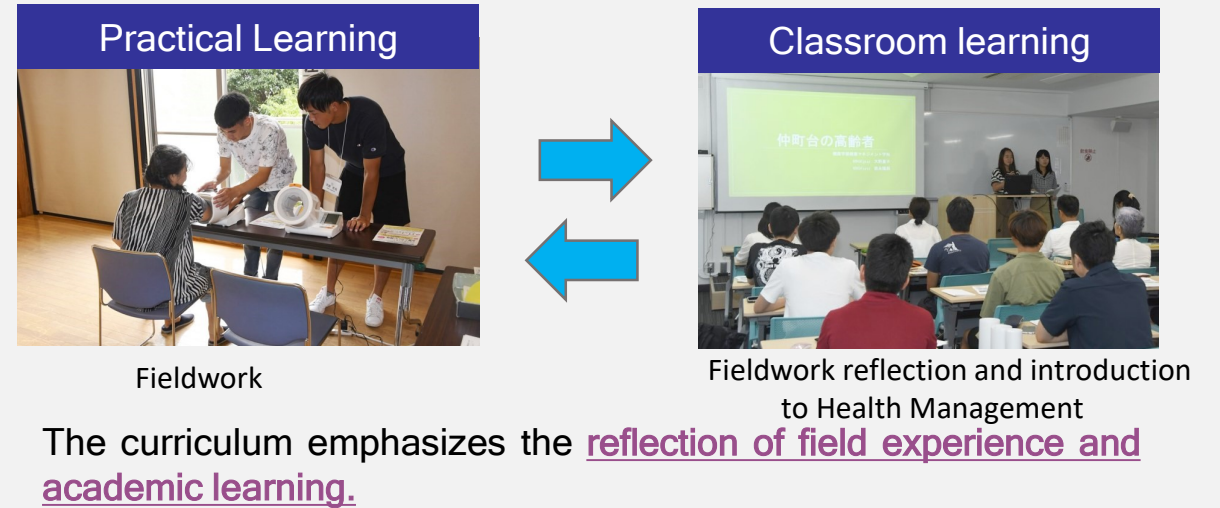
TOKAI University

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



Collaboration with a firm for its CSR activity



Sports and community development



Health check in the local community



Environmental protection of biodiversity of river



Multicultural symbiotic societies

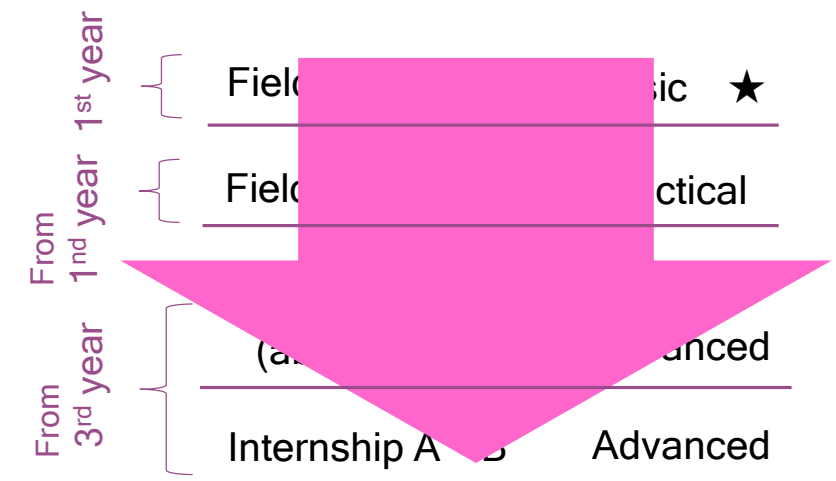


Playground for kids



Social innovation

Community Based Learning



★ Mandatory for all freshmen

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

Learning through Servicing



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

The mission of SL network will be discussed from Nov 2018 again.

Today, I share...

- 1) What is the meaningful volunteering?
- 2) What elements are necessary for meaningful volunteer initiatives and Service-Learning?
- 3) Core components and practices of Service-Learning programs in Japan.
- 4) What have Service-Learning impacted to the society beyond Education



Designed by Pngtree

**What is the meaningful volunteer and
Service-Learning?**

What do you think is meaningful volunteer and Service-Learning ?

How do you produce meaningful volunteer initiatives and Service-Learning?

What do you think is meaningful volunteer and Service-Learning ?

Please write your answer on the paper



How do you produce meaningful volunteer initiatives and Service-Learning?



What elements are necessary for meaningful volunteer initiatives and Service-Learning?

Please write your answer on the paper



Please show your answer

The Core components and practices of Service-Learning in Japan

The core components of meaningful Service-Learning

- Reciprocity
- Transformation
- Community Voice
- Social justice

Consider from the perspectives of each agency



Health check in the local communities



Tutoring foreign children in the community

6 Steps for meaningful Service-Learning

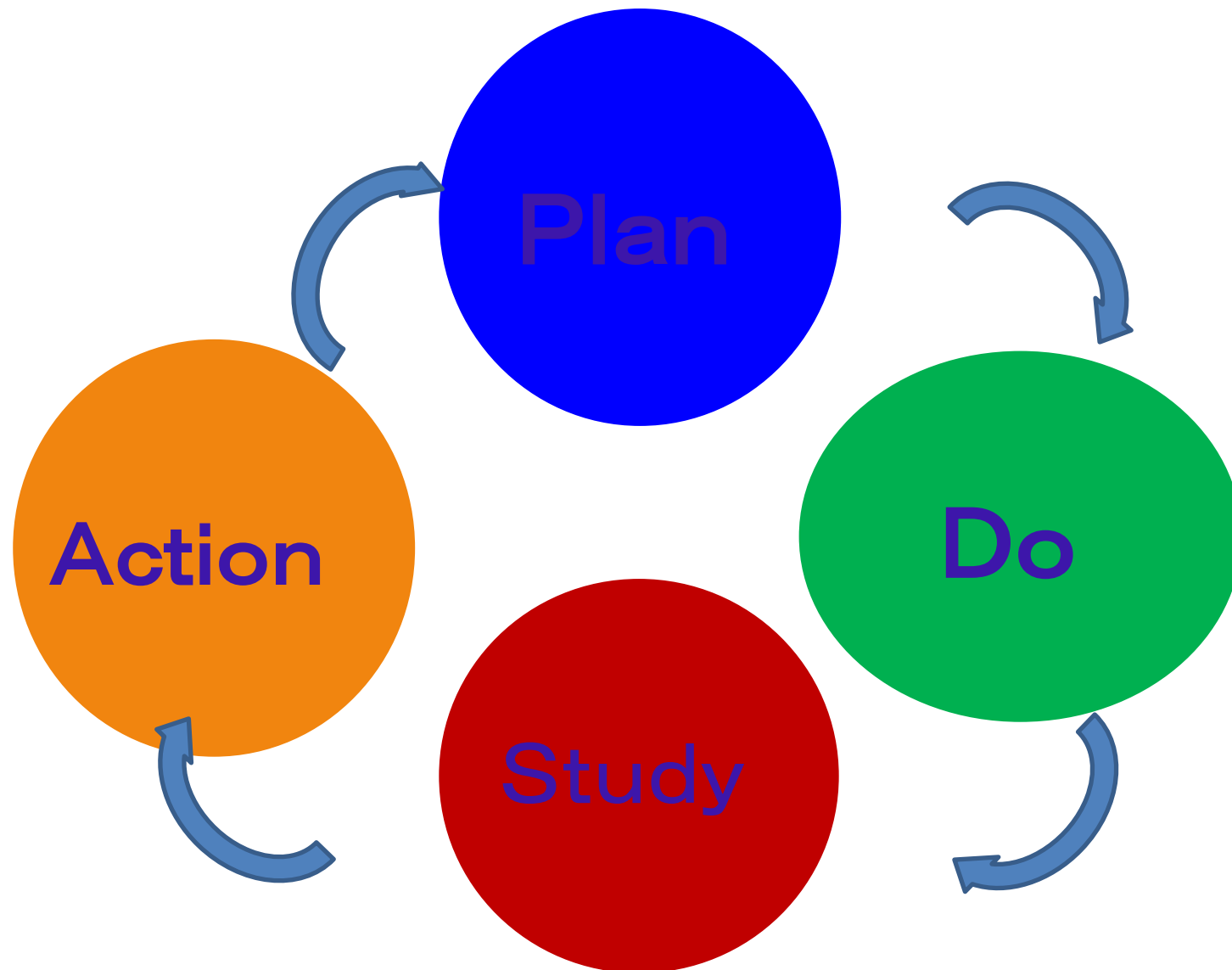
Activities

DVD

Step 1

Cycle of Experience and Learning

Cycle of Experience and Learning : **PDOSA** cycle



Plan: Students learn the community needs



Do: working on the projects



Tutoring and Mentoring



Archiving



Providing Social Activity

Seaside Forest Revitalization



Wanpaku-Hiroba
(Support program for children)

Do: Students interact with local citizens to gain feedback.



Study: Students have an evaluation discussion



Reflection

Study: Students also present their findings.



Reflection

Study: Students present their findings.



Reflection

Action: Students reflect on the experience and improve



Reflection

Action: Students improve their relief projects.



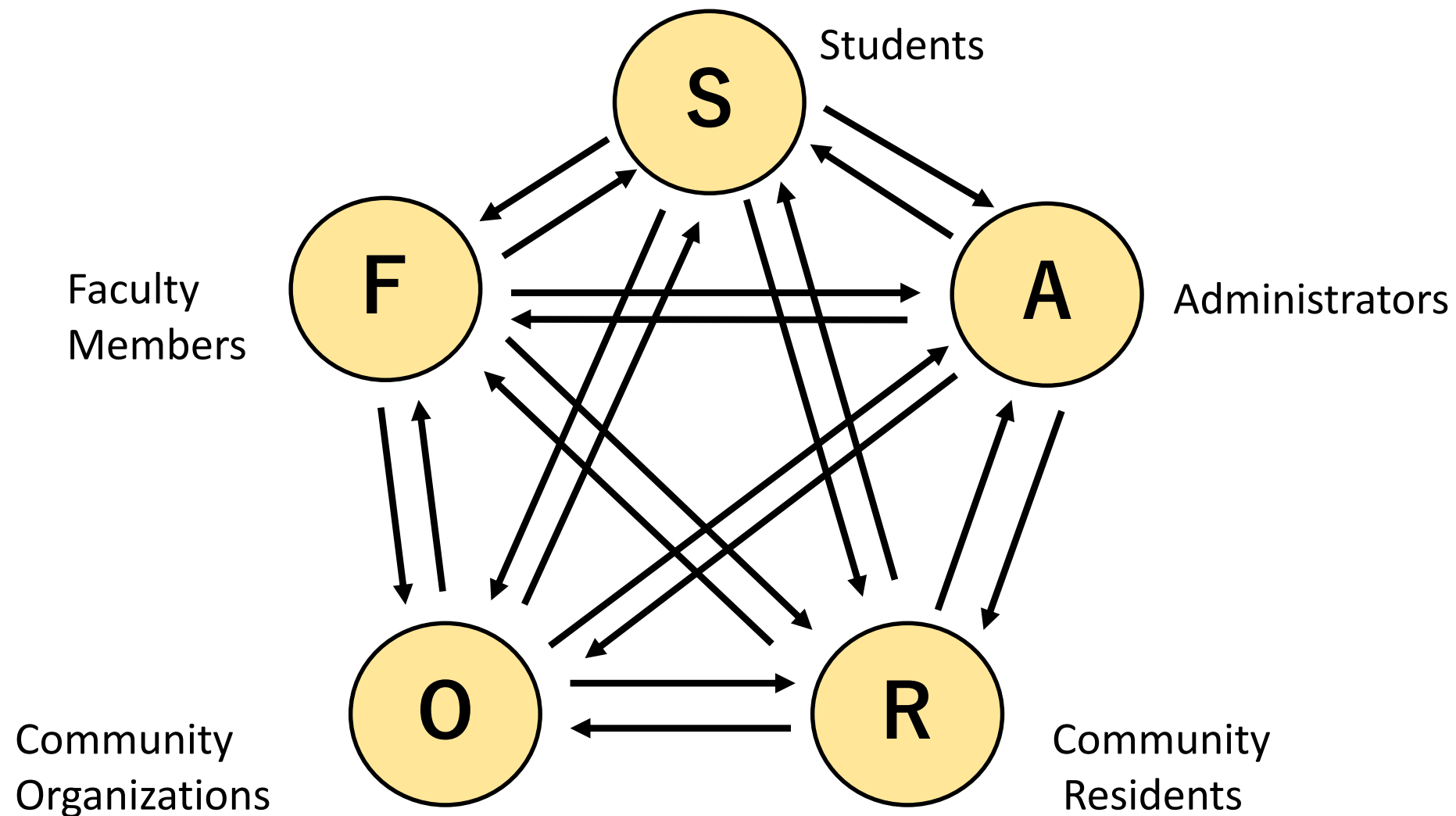
Reflection

<step 2>

Who are the agencies of Service-Learning?

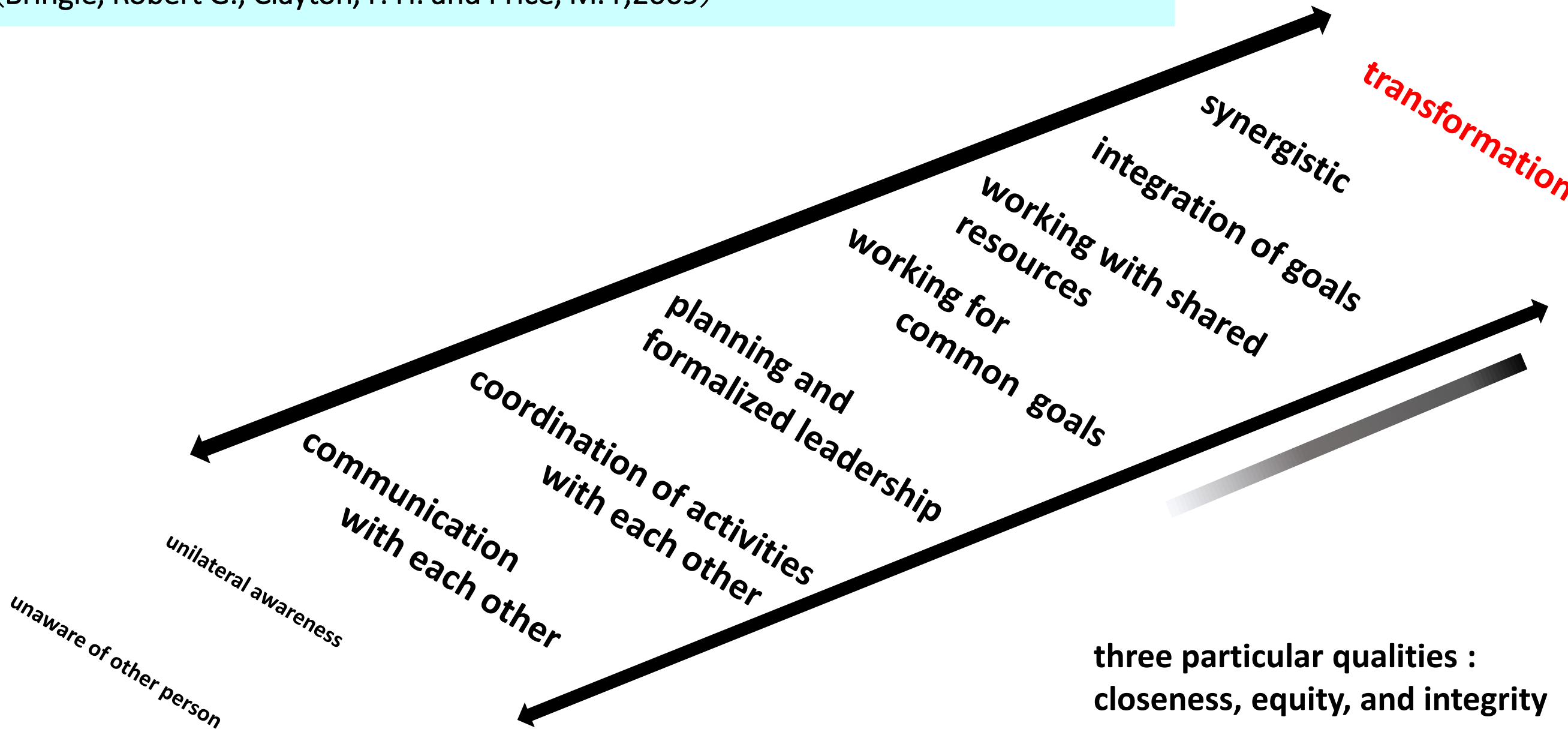
Discuss what each agency expect to realize

through Service-Learning programs



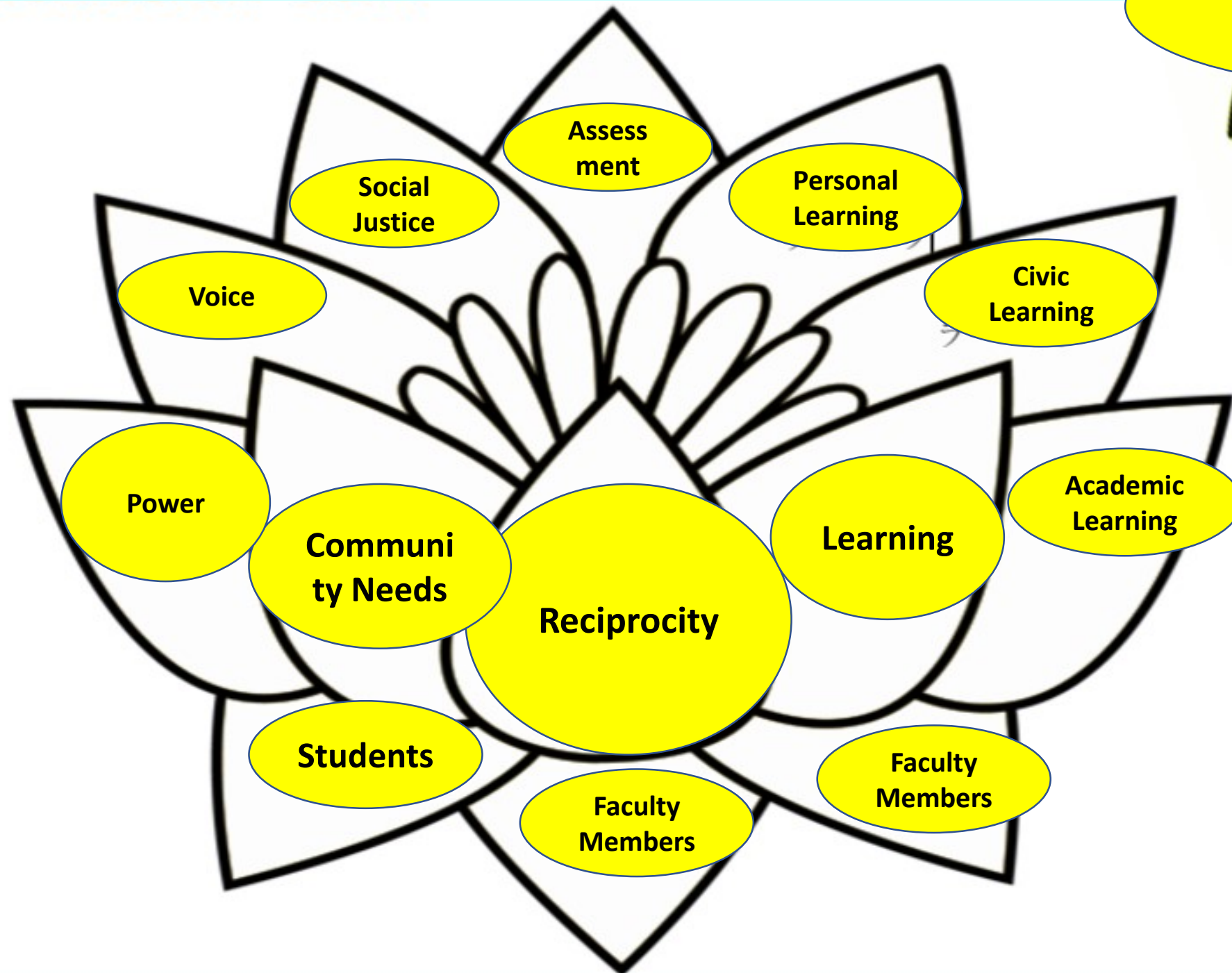
Transformation Path as ladder

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



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

<Step3> Create the Service-Learning Programs considering the key elements



Reflection

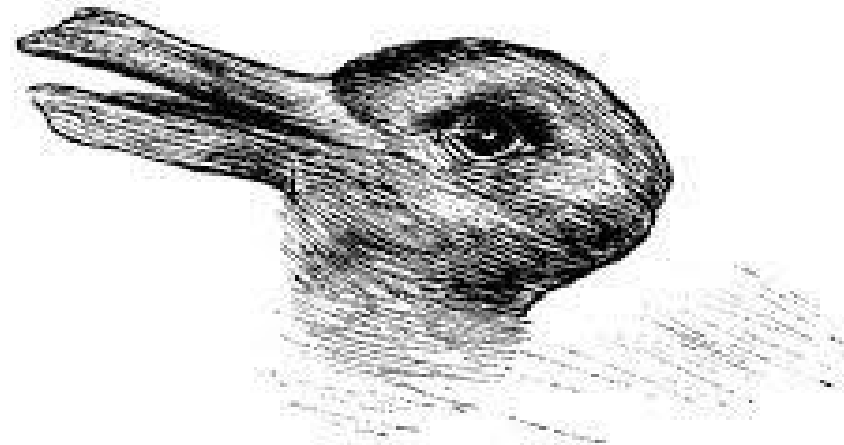
<Step4> Choose the pedagogy of Service-Learning

Which animal is this? Rabbit or Duck

It depends on how you look at it.

If perspective change, the fact should be changed.

Welche Tiere gleichen ein-
ander am meisten?



Kaninchen und Ente.

We teach the theory of Etic(insider) and Emic(outsider) in anthropology

Rebuilt the community after a disaster in 2011



Keeping the culture and tradition of the community and passing it to the future generations after tsunami



Step5

Assessing Service-Learning

【1st】 Clarifying students' major field of study

Before

*Student did not have a clear idea as to **why she study social welfare.***



After

She came to a better understanding of why and how studying social welfare is important to solve community problems and challenges.

Sophomore, majoring social welfare(female)

【2nd】 Motivating classroom learning

Before

Her focus was just on the usefulness of psychology.

After

Peer group discussions helped her create new ideas by learning about other fields of study such as social welfare, political science and economics which are also important to consider in community problem solving.



Sophomore, majoring psychology(female)

【3rd】 Influences on Career development

Before

He didn't have confidence to be a teacher.

After

He decided to follow the path to becoming a teacher after his positive experience tutoring a local junior high school students .



Junior, majoring Sociology(male)

<Step5> Assessing Service-Learning

WS ② 2018,Jul,23



(Ichikawa,Akimoto2018)

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。とも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）

<Step6> Deep understanding of SL

1) Focusing on the weakness of each agency

- Students don't know much about Japanese communities.
- This is a weakness but also an advantage.
- If communities face their challenges, they have the opportunity to collaborate with people from outside.

2) Creative reflection

- I encourage students to reflect on what they did and what they saw, and think how they can improve the situation.
- Critically think

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.**