Case Analysis of College Student Participation in Local Service Learning Programs in Taiwan

Yu-tien Huang

Graduate Institute of Public Affairs Management,
TransWorld University, TAIWAN.

yutienh@gmail.com

ABSTRACT

The goal of higher education is helping students' development and learning, fostering talents for the job market, through a series of services, programs and environments. With this in mind, guided by the policies of the Ministry of Education, the universities in Taiwan have been promoting service learning and incorporating it in their course designs to inspire students' concern for local development. This study is a case study of the Round-Island Cycling Companion Volunteer Service Learning Program between TransWorld University and Hsin-Yi Foster Home. It attempts to investigate the case through the case study inquiry of semi-structured interviews and participant observation. The results of the study show that the students in service learning programs value the options and initiative in those programs, stress the sense of identity with the region, the cooperating units and themselves. They also need administrative support from the universities.

Keywords: higher education, service learning, volunteer service

INTRODUCTION

Background Information

Many of the colleges in Taiwan have been actively promoting service learning programs that combine social services and learning objectives. A survey shows that in 2010, more than 138 of the 164 colleges in Taiwan have offered service learning courses (Hung, 2010). In the study on the effects of service learning on college students by Vogelgesang and Astin (2000), it was found that service learning is more effective than social services in the enhancement of leadership and the level of devotion in the activities.

The goal of higher education is helping students' development and learning, fostering talents for the job market, through a series of services, programs and environments (Huang, 2005). With this in mind, guided by the policies of the Ministry of Education, the universities in Taiwan have been promoting service learning and incorporating it in their course designs to inspire students' concern for local development.

The colleges and communities plan and integrate local resources to offer diverse service learning courses that cater to local needs. The courses support and encourage the communication, interaction and cooperation between students, the communities and non-profit organizations. Through the process of "localization," the identification, care and affection for the land are deepened, in hopes of nurturing in the students the spirit of community service, care for and identification with the community and eventually the contribution to society.

The service learning programs and activities allow the students to participate in person. With the education guideline "learning by doing and doing by learning," students understand their roles in service learning, the required knowledge and skills and interpersonal sensitivities, thus laying the groundwork for a good work attitude. The communities and the colleges are also able to utilize the service learning mechanism to promote service learning interaction and exchange opportunities and cultivate self-motivated spirit of service and achieve the "giving is better than receiving" ideal of serving.

This study is a case study of the Round-Island Cycling Companion Volunteer Service Learning Program between TransWorld University and Hsin-Yi Foster Home. In Taiwan's history, Yunlin County is a relatively remote and under-developed region. Therefore, it is crucial to cultivate local features. TransWorld University is one of the only three universities in Yunlin County, and it would be the University's responsibility as a member of the community to discover Yunlin's needs through service learning courses and programs and localization.

THE CASE FOR RESEARCH

TransWorld University aims to cultivate a service learning program with local features and actively cater to the needs of local foster homes with the Round-Island Cycling project in association with Hsin-Yi Foster Home. College students are going through the process of coming in contact with society, trying to understand and explore it. However, their understanding of service learning mostly stays with labor and environmental volunteering, making them reluctant, and the service a mere form. TransWorld University hopes to, through the diversity and uniqueness of the programs, inspire in the students the vigor and eagerness to serve society. By giving the choice of service learning program to the students, their initiative and activeness for service learning would be strengthened. By actively facing the children's frankness and courage, the participants are expected to have deep reflections on the value of, and respect for, life. In the vastness of the world, one would acknowledge the humility of life, and one would through feeling and learning to be touched, further realize the discipline, respect and serving in life. Deeper comprehension of life can be gradually achieved in the four stages of service learning (Fertman, White & White, 1996):

1. Preparation: The volunteering Cycling Companions are required to establish connections with the children in the foster home beforehand, understand as much as possible the history of their upbringing and grow with them. In addition, as is required for the project, participants need to maintain personal health, acquire knowledge regarding the geography and bicycle traveling for the journey and participate in the 8 training exercises, to raise the students' initiative and team spirit.
2. Service: Volunteering Cycling Companions would perceive the meaning of service learning on the journey. They are expected to acquire understanding, identification and humility by giving, serving and exploring.
3. Reflection: By examining the journey they take, students are expected to understand that they "take more than they give" and learn introspection and gratitude.
4. Celebration: Discussion sessions or symposiums can be held to allow students to acquire identification and gratitude through sharing their experiences and further acknowledge the support from the colleges and the foster home. Students are also expected to affirm themselves so as to give back to society.
5. This researcher had been in charge of the service learning affairs of the University in this case and an active participant in the promotion of localizing service learning programs, especially the Cycling Companion Project between TransWorld University and Hsin-Yi Foster Home. In-depth investigation, summary and analysis are

conducted to reveal the perception and behavioral orientation regarding service learning among college students in Taiwan.

LITERATURE REVIEW

The Concept of Service Learning

Service learning stemmed from the early community service concept in the U.S. (M. Chang, 2006). It combines service practices and learning courses. With systemized design, planning, execution, supervision, reflection and evaluation, it integrates the essence of service and learning. Jacoby (1996) believes that service learning is experiential education, which allows students to experience the meaning of learning and go through reflections by participating in service activities and learning from the courses.

In short, service learning provides students with a way to learn while caring for the need of the community, promoting the thinking and development in students. Sigmon (1996) believes that all activities that combine the objectives of service and learning can be called *service learning*. With students as subjects, integrating the concepts of *service* and *learning*, it allows students to learn and grow in the process of service (Lin, 2001).

Service learning programs can be basically divided into two types--courses and activities. One is service learning that is combined with courses, including required common courses designated by colleges along with general education and professional courses. The other is combined with club activities for community services and services for non-profit organizations. Of the two types, the former is combined with courses and is not optional; the latter is more voluntary. The different types of service learning college students participate indicate differences in their motives for participation and their level of involvement.

The emphases of service learning are *reflection* and *mutual benefits* (EyIer & Giles, 1999; T. Chang, 2012). They are the two key concepts of service learning. Experience may catalyze and generate learning development, but *reflection* is a necessary part of the process, so that all who participate in service learning can benefit from it. In instances where students participate in service learning courses, club activities or community service, they become involved in the field and in the non-profit organizations, absorbing the experiences in the process of the service, and through reflective transformation the achievements, they obtain internal growth and a learning process that trigger their change. Such is the meaning of experience in service learning programs.

Jacoby (1996), based on the execution of service learning programs, divide service learning in the U.S. into four types (Huang, 2001:34-36):

1. One-time or short-term service learning

The purposes of service activities of this type are introduce students to and lead students into the field of service. These activities lead students into the world of services, help them explore the meaning and value of service. They are suitable for beginners as they allow students to know about service opportunities, cultivate an interest in service and prepare for long-term involvement in service, providing students with opportunities to understand social issues and community care. Instances of this type of activities include half-day or one-day service activities, college-wide community cleaning day once or twice a semester, and one-day hospital volunteer work.

2. Long-term extracurricular service learning

Programs of this type are purposed to guide service providers in their gradual exploration and clarification of the meaning and issues of service activities with long-term, continuous and regular service and structured reflection, so that service providers reach genuine understanding step by step. They would participate in long-term services, such as service clubs and services with regular class-wide participation. This type of service learning goes from the exploration stage to the confirmation stage, helping participants take interest in service learning and decide on continuous service learning programs.

3. Service learning combined with courses

The choice of organizations and setting of objectives in this type of service learning have to be closely coordinated with the content and subjects of the courses, provide students with practice opportunities and choose non-profit organizations and underprivileged groups as the recipients of service. Students are expected to realize the needs of the society and discover their citizen consciousness and initiative, through the reflections and feedback while they make contributions with their abilities. Instances of such activities include fundraising for non-profit organizations in marketing courses, free hair-styling for vagrants by students in the beauty department, and making chocolate for charity sale with foster home children by students in the culinary arts department. Students learning to care for others in community service in general education courses is also service learning combined with courses.

4. Experience-intensive service learning

This type of service provides opportunities of intensive and long-term conversations and reflections with the recipients of the service, allowing understanding of the backgrounds and contexts of different issues and problems in life, thus bringing the most direct influences on the participants, promoting a speedy entrance into stages of understanding or action. Instances of this type of experience-intensive include programs of Youth Peace Corps serving overseas that last over a year.

Howard (2001) believes that the purpose of service learning is promoting integrated development in students and a win-win situation between the colleges and the communities, meaning that it is a way to effect a joint growth of students, colleges and communities.

Investigations into the Execution of Service Learning in Higher Education

Empirical research on service learning (Huang, 2011, 2008; Eyler & Giles, 1999; Lake & Jones, 2008) shows that in addition to benefits for academic application and personal growth, service learning has positive effects on students' experiential learning in personal development, social concern, leadership, interpersonal skills, learning efficiency, problem-solving skills and citizen consciousness. These results support the belief that service learning can effectively fulfill the expectations for higher education from society.

Feng (2003) summarized the state of execution of service learning in higher education in Taiwan into the following points:

I. Campus labor education is the dominating type of service learning in higher education in Taiwan.
II. In-class teaching is gradually integrated into service courses.
III. Of the options in service learning, those that allow students to make choices based on their interests, schedule and abilities are more popular.
IV. The greatest obstacle in service learning is the lack of rewards and acknowledgement.

Copyright © 2014

V. Cooperation with off-campus organizations is not clearly defined and is irregular.

Furthermore, though the execution of service learning in some of the colleges in Taiwan is well-intended, the programs are more objective, and cause counter-effects (Chang & Chen, 2008). In the face of college students' diverse service learning experiences, before the colleges design and execute courses and programs, the motives for participation in students should be understood, enrich the contents of various service learning courses, guide and arouse willingness and commitment to participation and at the same time fulfill the internal needs of the students. Thus the level of participation and satisfaction in service learning can be raised.

Secondly, colleges should strengthen the integration and utilization of resources and improve on the various obstacles that hinder the execution of service learning programs. The obstacles may come from individual will, interpersonal relations and environmental factors. Colleges should actively improve related administrative policies, construct a more systemized institutional model and integrate resources on and off campus and effectively utilize them (Chang, 2011).

RESEARCH METHOD AND DESIGN

This study investigates the perception and behavioral patterns of colleges, students and cooperating units in the advancement and execution of local service learning programs. With the case study inquiry of semi-structured interviews and participant observation, it summarizes and clarifies the execution process and difficulties in localized service earning programs and offer concrete suggestions.

Semi-Structured Interviews

Qualitative interviews are conversations held for a specific purpose, focusing on the interviewees' narration of personal feelings and life experiences. With these conversations, the researcher is able to obtain, understand and interpret the interviewees' perception of social facts (Minichiello et al., 1995). Taylor and Bogdan (1998) believe that the main objective of the direct face-to-face interview between the researcher and the interviewees is to understand the point of view through which they narrate their stories in their own language.

This study utilizes the semi-structured style of interviews, with the more general research questions as guidelines for the interviews. The outline of the semi-structured interviews is designed before interviews begin and agrees with the research questions to serve as the backbone of the interviews. The questioning and discussions are conducted in a more flexible manner, without much restraint on the wording and the order of the questions. Through the in-depth interviews after the service learning programs, in connection to the service experiences and learning, the participants' reflection is achieved. Because of the emphasis on *reflection* in the process of service learning, students are able to achieve various levels of learning and thinking through reflection. In addition to deepening the effects of learning, it is able to further assist personal growth (Wade, 1997; Huang, 2009).

Kolb (1984) proposed the Experiential Learning Cycle, believing that after contact with concrete experience, people have to observe and internalize their experiences through reflection, then in the process of reflection come up with new principles and concepts for later application in their new concrete experiences. Wade (1997) believes that through reflection, learning can be put in continuous motion. Experiential learning provides the opportunity for one to reflect on experiences and allow students to acquire learning more effectively.

Baldwin, Buchanan and Rudisill (2007) believe that for service learning to be beneficial, the experiences therein must be meaningful and come to fruition. Huang (2008) proposed that to achieve effective service learning, the process of reflection must involve five factors (T. Chang, 2011):

I. Connection: Bridging colleges and communities, experiences and applications, emotions and thinking, the present and the future;
II. Context: Integrating what is learned in classes to solve problems in real-world situations;
III. Challenges: Providing impact on old and new experiences and viewpoints, turning confusion into momentum for growth;
IV. Continuity: Repeating the process with a plan;
V. Supervision: Supervisors who are perceptive of the students' service experiences and opportunities for interaction providing challenges as well as support that balances the challenges. Reflection can take place during the preparation, during the activity or after the activity.

Based on the actual execution, mediation and interaction, the selected interview subjects are 6 Volunteer Cycling Companions who went through selection by TransWorld University and training by Hsin-Yi Foster Home as well as 4 workers at Hsin-Yi Foster Home. The interview outlines are shown in Table 1 and Table 2.

Table 1. Outline for Participating Students

1	What reasons or motivations brought you to this activity?
2	Do you think there were sufficient screening and training for the activity? Is there anything that needs to be improved?
3	Is there anything different in design between this activity and other service learning activities of the University? What other activities have you participated in?
4	Had there been any thoughts of giving up during the training?
5	Were you nervous when interacting with the foster home children? If yes, what are the reasons?
6	What impressed you the most during the cycling journey and in the interactions with the children?
7	What do you think of Yunlin? Are you from Yunlin? What would you do to help the non-profit units and organizations in Yunlin?
8	Will you be participating next year? Why or why not?
9	What do you have to say to the foster home children and the staff?
10	Reflecting on the process of your participation, what would you like to change?
11	In this service learning program, what do you feel you have been in service of? What have you learned?

Table 2. Outline for Foster Home Children and Staff

1	What reasons or motivations brought you to the planning or participating of this activity?
2	Do you think there were sufficient screening and training for the activity on both the University's part and the Foster Home's part? Is there anything that needs to be improved?
3	Is there anything different in design between this activity by TransWorld University and service learning activities in other colleges?

4	In the process of training, how did the students from TransWorld University fare?
5	Were you nervous when interacting with the students from TransWorld University? If yes, what are the reasons?
6	What impressed you the most during the cycling journey and in the interactions with the students from TransWorld University?
7	What do you think of Yunlin? If you could do something with the help of the colleges in Yunlin, what would it be?
8	What do you have to say to the students from TransWorld University?
9	Reflecting on the process of participation, what suggestion would you make to the students from TransWorld University and what would it be about?

The Case Study Inquiry of Participant Observation

Case study inquiry is an experience-oriented method which observes and studies in-depth real-world situations, often applied to situations where it is difficult to differentiate the phenomenon and its context, to gather and analyze information and evidence. The method in which the researcher enters directly the organization or the community of the subjects, participating in their actions, is *participant observation* inquiry.

The researcher began the charge of the University's service learning affairs in August 2012. The affairs included contact and cooperation with Hsin-Yi Foster Home, wherein the researcher planned execution programs for volunteer service and service learning courses, saw to the signing of the cooperation memorandum with the foster home which included tutoring, the construction of the Foster Home's tutoring and game room and the Volunteer Cycling Companion Project. The researcher had been involved throughout the planning negotiations and participation of TransWorld University's execution of the localized service learning deepening program.

CONCLUSION AND SUGGESTIONS

This study investigates the promotion and execution of localized service learning, with the Round-Island Cycling Companion Volunteer Service Learning Program between TransWorld University and Hsin-Yi Foster Home as the case of study. Based on the actual execution, mediation and interaction, the selected interview subjects are 6 Volunteer Cycling Companions (coded A, B, C, D, E, F) who went through selection by TransWorld University and training by Hsin-Yi Foster Home as well as 4 workers at Hsin-Yi Foster Home (coded G, H, I, J). Through actual participation and observation of the execution of the service learning program, the following conclusion and suggestions are made:

The Choices and Initiative in the Participation of Service Learning

The perception and behavioral orientation of student participation in service learning is influenced by the choices and initiative in the service programs and the identification with the region, cooperating units and participants themselves. When students have the right to choose and are no longer bound by course requirements and compromises, the choice is handed to the students. In behavioral science, the main influence on attitude toward behavior is motive, including the inception, starting and maintaining the activity--the internal experience guiding the activity toward a certain objective. There are two causes of motive--internal need and external motivation. The former is a spontaneous behavior in an individual; the latter is a stimulated behavior cause by external stimuli in the environment (Heckausen, 1985).

The motive for service learning can be divided into service motive and learning motive. The former is a spontaneous drive to participate in community service, and the latter is the product of the guidance and motivation in course design (McCombs, 2000). This researcher hopes to integrate local resources, create distinguishing features, hold students in the position of the subject of service learning and initiating learning opportunities.

> *I was once on overseas study to Thailand held by the University's Office of International Affairs. What was different was that we were having a cultural exchange with another country. It was a very different experience. The cycling trip focused more on the physical side of things, but they were both wonderful experiences. (A3)*
>
> *Many of the service learning activities take place on campus. This one was off campus helping the underprivileged. (B3)*
>
> *This was actually the first time I participated in a University's activity. I felt it meant a lot. (C3)*
>
> *This activity was held in cooperation with units off campus. Though the coercive power of the University was not present, it still gave me a sense of responsibility. (D3)*
>
> *That fact that I got to interact with children in this activity was what interested me. The rest of the activity was more like recreational service. (F3)*

Accordingly, this service learning program incorporated student willingness, personal interests and the orientation of the activity:

> *Because I planned to take a trip to Sichuan and Tibet, and because I wanted to go to Tibet, I hope I have a chance next year. (A1)*
>
> *I hoped to one day have a round-island bicycle trip on my own. (B1)*
>
> *When I heard my friends were going on a cycling trip, I remembered my passion for cycling and the happy time I had cycling.*
>
> *I was at first intrigued by the idea of going to Tibet, and I wanted to make my college life more colorful. (E1)*

Or the identification with personal values:

> *I had been interested in the education of children, and because Hsin-Yi Foster Home is a special organization, I had wanted to work with them for some time. The University offered this opportunity, so I signed up for it. (D1)*
>
> *This activity felt meaningful to me. Also, I had worked as a volunteer in a children's shelter before, and I like interacting with children. (F1)*

There are more choices and a higher level of willingness in college students' participation in service learning. They are more inclined to face problems, interact with others, and identify with the organization or service group they belong, doing their job completing their assignments.

> *I wanted to change myself. I wish I had more perseverance, so I could work harder in the training. (F10)*
>
> *It is difficult to manage a team. Without strict discipline, it is easy for the team to fall apart. In the face of all problems and obstacles, we help each other, cheer each other up and overcome. This is where the honesty, trust and motivation between people come*

> *from. Sometimes, the less likely something is to achieve, the less one should give up. Hold on, and the beauty of fruition will come forth. (A11)*
>
> *I felt that I was not in service of anyone, but I have learned the meaning of endurance. (B11)*
>
> *I cannot say that I served anyone. I will say that I am grateful for the children because they were there with us to make our dream come true. (C11)*
>
> *I served many people. I served the society. We brought more warmth to the society. I learned a lot from the perseverance of the children and the way the Foster Home dealt with things. (D11)*
>
> *I learned that we should have enthusiasm for everything and finish what we started and do it well. Even if it is difficult, we should not give up halfway. Though we may not do the best job, we should do the best we can. We should also always deliver on promises because we gained someone's trust, and because we should be responsible for our lives. (E11)*
>
> *I feel that I have learned more from* them. *They had more perseverance. The best I could do was comfort the children when they were sad. In fact, their will power and perseverance during this activity moved me deeply. (F11)*

In the process of reflection, the journey from training to completing the round-island trip is examined, and the participants achieved re-identification and reaffirmation of themselves.

> *I am about to graduate, so I don't know if I will have another chance. Riding along with the children and making friends from other fields made me very happy. (A8)*
>
> *If time allows, I will take part again. (B8)*
>
> *It was very nice to ride with the children and see their innocent smile. (C8)*
>
> *I will be participating again because every time I interact with the foster home children, it feels different. We have the kind of bond between brothers and sisters. (D8)*
>
> *If I have time, and there is a chance, I would participate again because, though it was tiring and there were problems, traveling around the island with the Foster Home allowed me to see the world outside and broaden my horizons. I also got to experience different lifestyles and mature my thoughts and soul. (E8)*
>
> *Yes, because it was not only a challenge to myself, but a chance to interact with these children in need. It has always been what I want to do. (F8)*

The interaction with non-profit organizations in the field and the feedback are also key to arousing students' willingness to learn. Thanks to Hsin-Yi Foster Home's cooperation on numerous occasions, among which are the University's service learning lectures, Volunteer Day, and Anniversary for the Founding of the University. The direct involvement of the Director of the Foster Home and the staff resulted in camaraderie. They collaborated in numerous service learning programs and provided guidance to students.

> *See more, hear more, think more, understand more, do more, experience more, reflect more, and one would gain more. I am grateful for everyone's participation. For better or for worse, it was a major experience in life! (H8)*
>
> *Face reality, realize dreams, confront difficulties and start the future. Let's work together! (I8)*

> *What is the most important is that we pour our hearts into it. (G9)*

> *You are great. Behaviors are taught. Habits are nurtured. We stuck strictly to team discipline and achieved our goals. It was good. (I9)*

> *In the training process, the Foster Home should clearly state their standards for the students to follow. Also, one should be able to learn by analogy. Work hard. (J9)*

> *One should be able to accept and follow the teachings and warnings of the runner of the activity and not affect the team with one's personal emotions. Most importantly, stick to the goal and persevere! (H6)*

> *It took some breaking-in between us at the beginning of the round-island trip, but later it was all OK. The students from TransWorld University are getting better. To be in a team, one has to have team consciousness. (J6)*

> *We were like teachers to those students, so we had expectations of diverse performances and practical thoughts when we had our conversations. However, we also have small talks with the students and act like we were peers. It was pleasant and we were happy to share our feelings. (H5)*

> *Physical abilities are important, but one still has to take the step forward because "one learns more from a fall than warnings against the fall." Experience and physical abilities requires training, not talking. (I2)*

Identification and Support for Localization

Yunlin County's appropriateness of allocation of resources is limited by its geographical location, and its support and cooperation with local non-profit organizations have been relatively passive. Therefore, the initiative of local non-profit organizations is essential.

> *Yunlin is a place of hospitality. There is a lot that can be done. With the heart to help the children and be their companions, we can do a lot. As to what can be done, one should consider their abilities. (G7)*

> *My opinion is that we should emphasize environmental protection and the cultural beauty of the region. I hope we can pass on our efforts and bring Yunlin's culture and unique environment to the public's knowledge. (H7)*

> *Many things can be done through collaboration. To let the government do it on its own would be too slow. I would worry less about the tiny details than the whole picture of the goal to achieve. Worrying is useless. I am thankful for the help we received. We have to create distinctive features. We have to let the children go out into the world. Every life has a reason to live in this moment, so we have to be brave. (I7)*

> *Yunlin has rich hospitality. There is a lot that can be done, but we have to do it, not just think it. (J7)*

> *Yunlin is a city of agriculture. I am from here. Most people here have incredible endurance. For young people though, it is a little boring. Giving non-profit organizations the interpersonal trust and passion and learning from one another has also brought more warmth to Yunlin. (A7)*

> *There is great natural landscape. I am not from here. I think when we help other people, we can offer money if we have it, or we can offer labor if we have it—do whatever we can. (C7)*

> *I am not from Yunlin. It is a place of hospitality. People in the countryside value interpersonal relationships, even with acquaintances. I want to be long-term companions for the underprivileged children. (D7)*
>
> *Yunlin is a simple place full of hospitality. I am a local. I want to help those in need, to be a volunteer, like a companion for children or the elderly. (E7)*
>
> *It is a leisurely place. I am half a local. My grandmother lives here. I want to help the children in the foster home, to be with them, to let them feel the warmth of society.(F7)*

Administrative Support from the University for the Execution of Service Learning

The partnership and cooperation between non-profit organizations and local colleges can invigorate regional service learning. Local colleges should fulfill their responsibilities and respond to the actual needs of local non-profit organizations. Service learning focuses on both service and learning. Incorporating the involvement of the colleges themselves and the staff is also key.

> *First of all I would like to thank the University for the Support and the Dean of Student Affairs who promoted the cycling trip in class, which got me interested. Then I would like to thank my instructor, who labored for the students' welfare. (A9)*
>
> *I am truly thankful for everyone, especially the University for the Monetary Support that made the trip possible. (B9)*

In addition, the integration and utilization of academic and administrative resources within TransWorld University is one of the keys to its success. The University actively improved administrative policies, constructed more systemized institutional models, integrated resources within and outside of the University, and utilized them effectively. The University also executed the Campus Service Learning Seed Teacher Training. Teachers are the catalyst for the effects of service learning (Pribbenow, 2005). They activate in students the learning motivation for the programs. Accordingly, enhancing teachers' understanding of the spirit of service learning and related teaching experiences contributes to helping students integrate their knowledge in service learning.

The training produces service learning seed teachers who truly understand the content of service learning and the importance of its execution and possess professional abilities. The teachers with professional abilities in service learning can lead the participants of service learning in the planning of courses and incorporate the core elements of service learning, allowing participants to acquire in the service learning process profound learning and gain that are different from what they had before.

The partnership and cooperation between non-profit organizations and local colleges can invigorate regional service learning. The responsibilities of local colleges should be especially highlighted. In addition, the perception and behavioral orientation of student participation in service learning is influenced by the choices and initiative in the service programs and the identification with the region, cooperating units and participants themselves. Furthermore, Yunlin County is one of the less developed regions in Taiwan. Its appropriateness of allocation of resources is limited by its geographical location, and its support and cooperation with local non-profit organizations have been relatively passive. Non-profit organizations' identification with their role and their initiative is also key to continuous operation.

In addition to Yunlin, Taiwan's society in general also went through processes such as demographic transition and modernization. After rapid social change, the core of Taiwan's social class structure has apparently transformed with social mobility. Non-profit organizations grow in number. In higher education, there have been more and more student participation in service learning, non-profit organizations and public affairs. Many public services have been made available and social welfare consciousness have been raised, resulting in higher education taking a more active part in the promotion of service learning programs and the participation and action thereof, gradually ensuring the sound development of service learning.

REFERENCES

[1] Chang, M. C. (2006). *A study on the application of service learning in teacher education*. Taipei: Higher Education Press.

[2] Chang, S. M. & Chen, C. K. (2008). New ideas for the sustainable development of service learning. *Student Affairs: Theories and Practice, 47*(3, 4), 70-82.

[3] Chang, T. M. (2011). Exploring the relationship among motivation, barrier factor and satisfaction of college students toward participating in service-learning courses. *Educational Journal of National Hsinchu University of Education, 28*(1), 1-34.

[4] Chang, T. M. (2012). The relationships among motivation, reflection and leadership for university students of participating in service-learning. *Zhishan, 13*, 145-170.

[5] Eyler, J., & Giles, D. E. (1999). *Where's the learning in service-learning?* San Francisco: Jossey-Bass.

[6] Feng, L. Y. (2003). A Study of Service Learning in Higher Education. *Report on Projects Entrusted by the National Youth Commission.* Kaohsiung: Wenzao Ursuline University of Languages.

[7] Furco, A. (2003). *Self assessment rubric for the institutionalization of service learning in higher education.* Berkely, CA: Campus Compact.

[8] Heckausen, H. (1985). *Achievement motivation in perspective.* Orlando, FL: Academic Press.

[9] Howard, J. (2001). *Service-learning course design workbook*. Ann Arbor, MI: OCSL Press.

[10] Huang, Y. (2001). Service leaning—the practice of civic education. *News Letter for Teaching the Humanities and Social Sciences, 12*(3), 20-42.

[11] Huang, Y. (2001). The theories and application of college student affairs.In P. C. Chen & Z. Ge (Eds.), *Higher Education Policy and Administration in the New Century* (395-470). Taipei: Higher Education Press.

[12] Huang, Y. (2008). *Learning through serving-interdisciplinary service learning theories and practice*. Taipei: Hungyeh Publishing

[13] Hung, W. C. (2010). *A study of the analysis of service-learning program curriculum and its impact on students' citizenship in universities in Taiwan*. Fu Jen Catholic University Graduate School of Educational Leadership & Development Master's Thesis.

[14] Jacoby, B. (1996). *Service learning in today's higher education.* San Francisco, CA: Jossey-Bass.

Copyright © 2014

[15] Keen, C., & Hall, K. (2009). Engaging with difference matters: Longitudinal student outcomes of co-curricular service-learning programs. *The Journal of Higher Education, 80*(1), 59-79.

[16] Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development.* New Jersey: Prentice-Hall.

[17] Lin, Hui-Chen (2007). The Study of Service Learning Program Design in Higher Education in America. *Journal of the Chinese for General Education, 11*, 117-140.

[18] McCombs, B. L. (2000). Reducing the achievement gap. *Society*, *37*(5), 29-39.

[19] Minichiello V., Aroni R., Timewell E. & Alexander L. (1995). *In-depth Interviewing* (Second Edition). South Melbourne: Longman.

[20] Pribbenow, D. (2005). The impact of service-learning pedagogy on faculty teaching and learning. *Michigan Journal of Community Service-Learning, 11*(2), 25-38.

[21] Sigmon, R. (1996). The problem of definition in service-learning. In R. Sigmon (ed.), *Journey to service-learning: Experiences from independentliberal arts colleges and universities*. Washington, DC: Council of Independent Colleges.

[22] Taylor, S. J., & Bogdan, R. (1998). *Introduction to qualitative research methods: A guidebook and resource* (3rd ed.). New York, NY: John Wiley & Sons.

[23] Vogelgesang, L. J., & Astin, A. W. (2000). Comparing the effects of community service and service-learning. *Michigan Journal of Community Service Learning*, *7*, 25-34.

[24] Wade, R. C. (1997). Community service-learning: an overview. In R. C. Wade (Ed), *Community service-learning: a guide to including service in the public school curriculum.* Albany: State University of New York Press.