Integrating Service Learning into Teaching Information Literacy: The Librarian as Designer and Facilitator for IL Instruction

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Abstract

Service-learning is a newly developed pedagogical approach that enhances teaching, learning and reflecting, of which the purpose is to integrate meaningful community service with instruction and reflection to enrich students’ learning experiences. This current project is to design and deploy an Information Literacy course taught by a librarian faculty that involves in digital learning materials funded and developed by the Ministry of Education (MOE) in Taiwan and Service-Learning approach for the students to serve in a community library. The aims of the study are to understand the role of the librarian as the designer and facilitator in the delivery of information literacy courses, and assess the impact of digital learning materials developed from service-learning approach on the students’ performance in terms of their cognitive, affective (civic responsibility) and library instruction skills. Action research method is applied for the course design, deploy and evaluation. Service-learning approach is taken for the course design that students are required to serve in a community library. Digital learning materials developed by MOE are used as teaching materials. The course of which is entitled “Network Information Organization and Retrieval” with a total of 24 students from Ching-Yun University in northern Taiwan participated in the course. The major research instruments include a questionnaire and students service journals. Quantitative as well as qualitative data are collected and analyzed. The results of the action research are reported and possible implications are discussed.

Keywords: digital learning material, service-learning, information literacy, instructional design

Background and Problem Statements

Former Harvard University President Bok (2005) has once addressed that university education be directed to several goals, learning to communicate, learning to think, building character, preparation for citizenship, living with diversity, preparing for a global society, acquiring broader interests, and preparing for a career of which

1 *corresponding author
indicating that course design of university education contains the above objectives to cultivate the students in cognitive, affective (civic responsibility) as well as skills. Beginning in the 21st century, Ministry of Education (MOE) in Taiwan actively promotes digital learning, information literacy, and service learning, encouraging faculty to use multiple teaching methods aiming at helping students with information literacy skills and community services awareness.

To improve library information literacy skills and e-Learning ability for the college students, Computer Center of Ministry of Education (MOE) in Taiwan brought up “Library and Information Application (LIA) for Digital Learning Materials in Higher Education Program” (2008-2011). The plan has been developed in two phases, firstly, development of the digital learning materials, and secondly implementation and promotion of the digital learning materials in colleges and universities. The purpose of which is to provide the students with more self-learning space, and both teachers and students could enhance information literacy skills through using the digital learning materials (Wu, 2010).

In order to support the schools to offer service-learning programs as formal curriculum, the MOE issued the “Reference Manual on Service-Learning Courses and Activities for Universities and Colleges” in 2007. The MOE also established the “MOE Subsidy Guidelines for Offering Service-learning Courses in Universities and Colleges” to persuade schools to operate relevant practices and actually implement service-learning courses. By the 2009 academic year, 125 universities and colleges have established units specifically responsible for service-learning programs, and 120 schools have added service-learning courses into their formal curricula (MOE, 2011). Service-learning as an instructional design and teaching approach is adopted because that it is anticipated that students could apply their professional knowledge while carrying out the civic responsibilities to improve the self-growth, to accomplish holistic education, and to experience the actual social problems and maybe to resolve them.

Librarians have always been considered educators and promoters of information literacy. The transmission and instruction of the significance of information literacy to students is an essential practice. Based on Dewey’s theory of “learning by doing” (Dewey, 1938), this study designs an information literacy course by using digital learning materials and deploying the service-learning approach to allow students to perform in their community services. The objectives of the course design are to promote and to enrich the students’ learning experiences through service-learning instruction and encouraging the reflection. Digital learning materials developed by
MOE are utilized and the students are requested to participate regularly in a community library as part of the service-learning course requirement.

Research Questions

This study intends to explore the role of librarians as designers and promoters in the information literacy course, and to evaluate how digital materials and the service-learning method influence students’ learning outcomes in terms of self-growth, civic responsibility, and library instruction skills. Three research questions are presented:

(1) How to design and deliver an information literacy course with digital learning materials and service-learning approach?

(2) What is the role of the librarian as the course designer and facilitator?

(3) What are the students’ learning outcomes with such a course design?

Literature Review

Digital learning materials

Although there are different views in using digital learning materials (such as video, audio, animations, games, etc.) for teaching, there are supportive voices for effective teaching (such as Kubey, 2004; Kiili, 2005; Lan, Hung, & Hsu, 2011). As such, Ministry of Education (MOE) in Taiwan launched a digital learning materials project to selectively design Liberal Art courses with digital learning materials. Courses that have been considered the most important courses for college students, such as Environmental Education, Life Education, and Library Information Literacy were selected for the digital course design project.

The digital learning materials for Library and Information Application\(^2\) (LIA) have been developed by using the framework of FILIP (Focus, Information, Location Integration, and Presentation), with a total 18 units of digital learning materials. They include (1) library and information application and research process, (2) selecting research topics, (3) establishing knowledge background, (4) recognizing information resources, (5) library introduction, (6) searching library resources, (7) searching internet resources, (8) searching journals, (9) searching newspapers, (10) searching

\(^2\) This is the course title named by MOE to teach library information literacy.
dissertations, (11) information evaluation, (12) becoming a good reader, (13) writing notes, (14) information ethics, (15) making a proposal, (16) writing reports, (17) learning how to cite, (18) making a good presentation (Wu, 2010).

**Service-learning approach**

Dewey’s famous quote of “learning by doing” makes him the pioneer and the advocate of experiential education. Dewey (1938) believes that learning coexists with life experiences. With the accumulation of experiences, learners continuously reorganize and reconstruct their knowledge through action and activities. Dewey believes that broader social environment makes better learning places. Sigmon (1979) defines service-learning as originated from the idea of volunteer service, and is a type of experiential education that builds upon reciprocal learning. For example, Bounous (1997, p.5) illustrates community service-learning as “a form of experiential learning whereby students and faculty collaborate with communities to address problems and issues, simultaneously gaining knowledge and skills and advancing self-growth”.

Furco (1996, p.12) distinguishes service-learning from volunteer and community service, and he stresses that “service-learning programs are distinct from other approaches to experiential education in their intention to equally benefit the provider and the recipient of the service, and to ensure equal focus on both the service being provided and the learning that occurs.” Implementing the idea in service-learning, students could integrate their service experiences with learning objectives through the activities of service and reflection (Hsu & Lin, 2008).

U.S. seems to be the first country to integrate service-learning program into practice. Beginning with higher education, the U.S. has been widely promoting and implementing service-learning through relevant acts and plans (Gretchen, 2011). Since 1985, over 1,100 universities and colleges have participated as members of “Campus Compact” with the mission to fulfill the civic responsibility of institutes of higher education. Campus Compact is a national organization for higher education dedicated to the tasks including: (1)Encouraging students of institutes of higher education to participate in public and community services that develop their citizenship skills; (2)Assisting campuses to form effective community partnerships, and provide resources and services; and (3)Training teachers to integrate the concept of service-learning into their curriculum (e.g. NCASL—SEANet3, NSLC4, National

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The United States has been successfully promoting service-learning policies and providing novel course contents and services; it has also implemented the idea of service-learning into the educational policies of primary and secondary schools. The efforts of the U.S. make it a good model for other countries in terms of promoting service-learning (Zlotkowski, 1998).

In 1993, the U.S. Federal government passed The National and Community Service Trust Act of 1993, and officially established the principles and applications of service-learning (Corporation for National & Community Service, 2011). Since then, higher education in the states has been devoted to blending service-learning into academic fields. Many plans and organizations other than Campus Compact are assisting with the improvement and advancement of combining service-learning with professional fields, in the hopes of developing student civic responsibility while connecting campuses with social issues (Campus Compact, 2011).

Huang (2000) suggests that to effectively implement service-learning based teaching, students need to hold five characteristics of service-learning: (1) Collaboration to make the interests, needs, and expectations of both parties satisfied, (2) Reciprocity that both parties learn and benefit from each other regardless of class prejudice, (3) Diversity, (4) Learning-based, and, (5) Social justice focus to make social changes and to achieve social justice and to solve the problems. Fertnam, White, and White (1996) have proposed four phases for planning service-learning courses: preparation, service, reflection and celebration. When a course is carried out in these four phases, students are able to clearly identify the process of service-learning and its purpose.

According to MOE’s statement (MOE, 2011), “multi participation, integration, innovative transformation, and sharing and encouraging” are the major principles for implementing service-learning programs. It is expected that with the implementation of these four major principles, students learning outcomes in terms of cognition, emotion, will, and behavior will be fully improved with the curriculum, which is composed of professional knowledge and the concept of learning by doing, and by internalizing the experiences of service provision

**Action Research Design**

It is assumed that with the teaching of the digital learning units, the students will

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5 [http://www.service-learningpartnership.org/site/PageServer](http://www.service-learningpartnership.org/site/PageServer)
gain knowledge for information literacy and thus would apply their knowledge in helping library community users with literacy skills. The curriculum integrated with the digital learning materials developed by MOE and service-learning aiming to improve the students’ ability in terms of self-growth, civic responsibility, and library instruction skills. Service-learning could be a useful tool to reflect the learning outcomes of the digital learning materials on the information literacy. The study is based on an information literacy instruction project lead by one of the researchers and a course entitled “Network Information Organization and Retrieval” offered by General Education Center at Ching-Yun University taught by the other researcher, who is a librarian and the instructor of the course, participates the process of providing services with the students. Knowing that local public libraries are generally short on manpower, the utilization of Internet resources and reader services is typically not widely introduced to the local residents. Therefore, the instructor and a local library established a common objective to create a partnership under mutual trust and reciprocity to provide library instruction and collection to the local residents of the public library.

An action research approach has been applied to integrate digital learning materials for teaching informational literacy developed by MOE into service-learning curriculum. The course design is composed of two concepts: the delivery of information literacy and the implementation of service-learning. The first concept focuses on the integration of the teaching materials and the digital learning materials, and its purpose is to train the students’ learning knowledge and skills. The second concept centers on the exercises that is designed to accomplish the task of service-learning by learning activities, with the objective of developing students’ self-growth and civic responsibility. The concept of course design is displayed in Figure 1 below:
The action research is designed based on the four phases for planning service-learning courses developed by Fertnam and colleagues (1996). The four phases include (A) Preparation – instructors propose plans for service-learning courses, learn about students’ backgrounds, study relevant reference information, and design and prepare teaching materials. Furthermore, to communicate with the targeted organization to work with, provide proposals for service-learning activities, and project the beneficial results and possible methods for evaluation, such as the student’s service learning journal and the questionnaire are developed; (B) Service – course design is executed based on the spirit of “collaboration” and “reciprocity” and the students are required to serve the community library for 12 hours in a semester base. Students need to do the individual study, including (a) studying the designated digital learning materials individually; (b) reading textbooks on service learning; and (c) serve the community library; (C) Reflection – after each session and service, students are required to: (a) write the service-learning journal based on the course guidance; (b) discuss and reflect their service experiences with peers and the instructor. And finally, (D) Celebration – in this phase, service providers and recipients share their thoughts and opinions to understand whether it is necessary to make adjustments to the service, modify the digital learning materials, or develop learning content with more diverse components to better satisfy the needs of both
students’ learning and the serving institutes.

There are three major tasks at the preparation stage:

**Task 1: Developing the objectives, service activities and the syllabus for the course**

a. Objectives: (1) To improve information literacy for students and library community; (2) To alleviate the lack of human resources in a public library; (3) To enrich students’ learning experiences and civic responsibility.

b. Service activities: Library and information services, including look up library resources, book circulation, shelving book, etc..

c. Developing a syllabus: The digital learning materials designed for library and information utilization include 18 units; the course in this study selected units 4 to 9, 15, and 18 as the content for the Network Information Organization and Retrieval course. The course begins with an introduction and an online search for resources, and ends with applications and presentations of online resources with service-learning activities carried out in between. The syllabus is presented in the Appendix A.

**Task 2: Searching for partnership and developing an agreement**

By consulting the library directory published by the Public Library Committee of the Library Association of the Republic of China, LAROC (Taiwan), the course has established a cooperative relationship with PingZhen City Public Library for service-learning curriculum purposes. An agreement called “Equality and Mutual Benefit” is developed by the two parties that include the students’ duty and obligation, the target for students’ learning experiences, how students would conduct the community service, and how to complete the service reflection forms, etc..

**Task 3: Designing the research instruments**

*Developing the questionnaire*

A questionnaire (see Appendix B) is designed based on FIPSE’s (The Fund for the Improvement of Postsecondary Education) integrating information literacy and service-learning into courses (Eyler & Giles, 1999) for understanding the students’ perception and performance of the learning outcomes. The questionnaire is composed of 26 questions with the five-point Likert scale
which is divided into three parts: digital learning material, self-growth and civic responsibility.

*Developing the format and guidance of the reflection journal*

The reflection journal (see Appendix C) is designed based on Bloom’s Taxonomy (1956) to identify students’ cognition and reflection before, during and after the processes of service-learning including (1) why choose to serve, (2) expected goal, (3) working tasks, (4) procedures, (5) reflection, and (6) future illumination. Students are required to complete the reflection journal after each serving-learning session.

**Course Implementation and Data Collection**

Beginning from the fourth week, students are required to study the assigned digital learning materials to support their knowledge in information literacy. Three topics from units 4 to 6 have been assigned, including “aspects of information resources,” “library introduction,” and “looking up library resources.” To effectively go through the three units and implement service-learning sessions, a few steps are applied. Firstly, a summary of the three units is delivered in a classroom-based environment. And secondly, a schedule to pay for a visit to the recipient library is arranged so that students learn about the resources and the operation in the recipient library. Thirdly, the students are required to study the contents of each digital learning material unit and are required to complete a four-hour basic internship in the campus library before going out to the community library. Then, with knowledge of information literacy and some working experiences working in the library, the students go and serve the community public library and write the reflection journal after completing each service.

At the end of the semester, the students were asked to fill out the questionnaire which elicits information regarding the perception and performance of using digital learning material, self-growth, and civic responsibility, with a completion rate of approximately 62%. Qualitative data were also collected from the students’ reflection journals writing after completing activities of each service-learning session. The instructor provided instructions for writing reflection journal at the beginning of the semester so that the students could follow the process of service-learning clearly.

As for data analysis, Regression Analysis and Pearson Product Correlation for digital learning materials with students’ perception of civic responsibility are applied.
And content analysis is used for analyzing students’ reflection journals.

**Research Results**

A total of 39 students enroll with twenty-four students, 16 males and 8 females accomplish the whole processes of the service-learning activities, record the reflection journals and complete the final questionnaire.

Students were asked to fulfill the four-hour internship in the Ching-Yun University Library before they could begin the required eight-hour service-learning sessions. According to the students’ reflection journals, some students ask to service for more hours to gain better knowledge to be able to assist the recipient library. This phenomenon illustrates that some students improve in terms of self-growth and civic responsibility, and maybe find enjoyment in the processes of service learning.

The following are the results from quantitative data analysis:

1. **Students are satisfied with the “Network Information Organization and Retrieval” course**

   The average value for student satisfaction in the dimension of digital learning material is 3.94. The students are especially satisfied with the design (4.16), the arrangement of the course (4.16), and the peer cooperation (4.20). The average value of student satisfaction with the dimension of self-growth is 3.90. For the dimension of civic responsibility, the average value of students’ satisfaction is 3.94.

2. **Digital learning material has a significant and positive relations with the student’s self-growth**

   A hierarchical regression analysis is applied to derive the influence of digital learning material on students’ self-growth. A demographic variable (gender) is placed in the model as a control variable, and the dimension of digital learning material is added as an independent variable. The result of the regression model reveals a significant and positive correlation between digital learning material and students’ self-growth ($\beta = .709$, $t = 5.268$, $p < .05$). The R² value obtained from the model is .634 indicates that the digital learning material is able to explain as much as 63.4 % of the variance in students’ self-growth. In other words, course design is helpful to enrich the student’s self-growth.
3. Digital learning material has a significant and positive relationship with the student’s perception of civic responsibility

The results from a hierarchical regression analysis between the digital learning material and the students’ civic responsibility reveal that the influence of the digital learning material is significantly and positively correlated with students’ civic responsibility ($\beta = .614, t = 3.907, p < .05$). The $R^2$ value is .500, which indicates the digital learning material is able to explain as much as 50.0% of the variance in students’ civic responsibility. The digital learning material has a significant and positive influence on students’ perception of civic responsibility.

4. Digital learning material is significantly correlated with service activities in self-growth and civic responsibility

The results from Pearson correlation show that the digital learning material and self-growth and the perception of civic responsibility are positively correlated in pairs (see Table 1. The correlation coefficient for digital learning material and self-growth is .758, and .664 between digital learning material and civic responsibility. The correlation coefficient between self-growth and civic responsibility is .697.

<table>
<thead>
<tr>
<th></th>
<th>digital learning material</th>
<th>self-growth</th>
<th>civic responsibility</th>
</tr>
</thead>
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<tr>
<td>digital learning</td>
<td>1</td>
<td>.758**</td>
<td>.664**</td>
</tr>
<tr>
<td>material</td>
<td>Pearson correlation</td>
<td>Pearson correlation</td>
<td>Pearson correlation</td>
</tr>
<tr>
<td>self-growth</td>
<td></td>
<td>.664**</td>
<td>.697**</td>
</tr>
<tr>
<td>civic responsibility</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

N=24, **= p<0.001

Students’ reflection journals are also analyzed to understand their perception change for service learning. The results of the qualitative data support the quantitative analysis that students reflect a positive self-growth in the service learning processes.
The results are displayed below. The evidence is listed with student code and date of the reflection journal in parenthesis, for example, (Student 15_Journal_20110108).

1. **The stereotypes of library perception changed through service-learning**

   Most students in this course reported that library was a place that only provided circulation and reading services. They did not know the purposes of the library and were lack of the knowledge of the operating procedures. They thought working in the library is an easy task without special knowledge. Through the experiences of service-learning, the students reported that they had a better understanding of the objectives and missions of a library. As a result, they changed the stereotype of libraries and began to make better use of library resources.

   *After the process of service-learning, I knew the functions of the library that can be used by everyone for free.* (Student 15_Journal_20110108)

2. **Empathy aroused by working and serving people**

   The students reported that they gained happiness from helping people during the process of service-learning. Their empathy and care for people had been stimulated. The reflection journals reveal that the students’ willingness to selflessly help satisfy the needs of others makes the course and the learning more positive and meaningful. Most students reported that they were willing to cooperate with others. As they considered other people while working with them, their empathy is aroused, and their sense of empathy won the approval of the public library.

   *I learned the spirit of service. It must continue to deliver the service to everyone, and I felt that the service-learning course made me growth and reflection.* (Student 21_Journal_20101224)

3. **New knowledge Learned by doing**

   The students reported that they do not only expect to complete the required hours of service-learning but also look forward to acquiring knowledge and experiences.

   *By the service-learning, I thought the school should release more the opportunities of service-learning course. And students can be exposed to different experiences and understanding for knowledge and mindset.* (Student 11_Journal_20101224)
Although shelving book was my service activity, by service-learning, I found the order and location of the books that was very important for saving user’s time. And the book number is the express of the knowledge. These things I did not know before. (Student 07_Journal_20101224)

4. Perception of social responsibility grows

The students’ reflection journal reported that service-learning motivated them to continue providing services and giving back to the society, and further helping guide the society in a positive direction. It seems that the service-learning course activates the students’ perception of civic responsibility. The action research for the instructional design for digital learning materials and service learning indeed arose the students’ civic awareness and action.

I will participate in the serving activities in the future, it inspires me and impressed me. (Student 24_Journal_20110108)

Conclusion

The action research supports the design of the course successfully by cultivating the students’ informational literacy and their competence in service-learning in terms of self-growing and gaining the perception of civic responsibility. That is, the students not only have the opportunity to work in a library, but also develop their civic spirit, the perception of civic responsibility.

By implementing the digital learning materials designed for library and information utilization to the service-learning course, this study examines the interrelationships between the digital learning material, student self-growth, and student civic responsibility. The results show that the digital learning material has a statistically significant and positive relationship with both student self-growth and civic responsibility. Although the limitation of the study has been the relatively small sample size for the application of quantitative technique, the qualitative data from students’ reflection journals also support their satisfaction with learning experiences.

In this study, the librarian successfully plays the role of the course designer who follows Fertnam, White, and White’s (1996) four phases to design the content and activities of the course by combining information literacy with service-learning, an instructor who delivers the knowledge of information literacy to the students and the
community residents with the understanding of the needs of a public library, and a facilitator to support learning activities. Fertnam, White, and White’s (1996) four phases of preparation, service, reflection and celebration seem to be a successful model for designing and teaching information literacy in integrating MOE’s digital learning materials with service-learning activities.

The results of the questionnaire and the content analyses demonstrated that the instructor guided the students through exploring the motivation, clarifying the missions, and realizing the process and enjoyment of service-learning, and activating the application of informational literacy and skills. Through the continuous guidance of this course, the students were able to internally reflect on the changes to their external behavior, and integrate their information literacy skills with the development of social responsibility.

Suggestions for Future Implementation

A number of issues require further consideration for future implementation:

Student participation and background understanding  Student participation is the key to a successful service-learning course. To encourage participation, instructors are suggested to provide a detailed description of the course before students enroll. Instructors are also encourage to survey the students prior volunteer experiences since the research results suggested that students prior in During the course, instructors also need to frequently communicate with students and service recipients to understand the progress and possible problems, so an adjustment can be made if needed. Attractive course features could be used to bring students in and connect them with service-learning by fine course design. It is hoped that students could walk out of the class with a motivation for serving people as volunteers and implementing civic responsibility.

Good relationship with the community libraries  Successful service-learning activities require not only the learning and service of the students, but good cooperative relationships with service recipients (Lin & Lin, 2011). In this study, the service recipient is able to take advantage of the students’ service-learning to compensate for its lack of manpower, and have assignments completed. Before students begin their service, they are required to be trained and get familiarized with the working environment, so that they have the basic knowledge to offer their services thus to learn. To reduce the time that the community library might spend on training the students and to multiply the quality of the students’ service are one of the ways to
remain good relationship with the cooperative libraries.

**More administrative support** Due to the time constraint and budget, this study only focus on the library resources training and did not implement all the 18 units of digital learning materials into service learning. It would be better to plan earlier and request for more funding and credit support to encourage the participative desire of the service-learning.

This has been a small scale research. It would be useful if the same action research can be applied in a broader context, that is, more librarian faculty and more students from more institutes in different areas taking the same approach for teaching information literacy through service-learning course design.

**Acknowledgements**

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**References**


through community service: A design. *New Directions for Student Services, 50*, 7-29.


# Appendix

## Appendix A: The syllabus and arrangement of course

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment/ Digital Learning Materials</th>
<th>Service-Learning/Location</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>09/11</td>
<td>Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>09/18</td>
<td>Service-learning: concept</td>
<td></td>
<td>Description of plan</td>
</tr>
<tr>
<td>3</td>
<td>09/25</td>
<td>Service-learning: case</td>
<td></td>
<td>Film discussion</td>
</tr>
<tr>
<td>4</td>
<td>10/02</td>
<td>library Visit</td>
<td>Unit 5: Understanding library</td>
<td>PingZhen City Public Library</td>
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<tr>
<td>5</td>
<td>10/09</td>
<td>Keyword: concept and application</td>
<td>Unit 4: Aspects of information resources</td>
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<tr>
<td>6</td>
<td>10/16</td>
<td>Library and information 1: management and application</td>
<td>Unit 6: Looking up library resources Unit 8: Find journals</td>
<td>Service-learning: start</td>
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<tr>
<td>7</td>
<td>10/23</td>
<td>An athletic meet</td>
<td>Self-learning at home</td>
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<tr>
<td>8</td>
<td>10/30</td>
<td>Library and information 2: management and application</td>
<td>Unit 7: Search internet resources Unit 9: Find newspapers and media</td>
<td>Experience report: film or reflection</td>
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<tr>
<td>9</td>
<td>11/06</td>
<td>Midterm</td>
<td></td>
<td></td>
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<tr>
<td>10</td>
<td>11/13</td>
<td>How to write the report</td>
<td>Unit 15: Planning experts</td>
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<tr>
<td>11</td>
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<td>Network information : Humanity Society 1</td>
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<tr>
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<td>17</td>
<td>01/01</td>
<td>New Year</td>
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<td>18</td>
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<td>Presentation 3</td>
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<td>Celebration: report and discussion</td>
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</table>
Appendix B: 服務學習課程問卷調查

親愛的同學，您好：

非常感謝您撥出時間填答這份問卷，這是一份關於您在參與服務學習課程，對於服務學習的看法與感受，以作為本校在推動服務學習課程之重要參考。期望各位能用心回答，俾使我們能得到最正確之資料。

本問卷共計 26 題，請按照您的真實情況填寫，您的回答極為寶貴，請務必回答每一題，不要遺漏。

您的作答僅供研究及改善學校教學與服務之用，資料會絕對保密，並和您的學業成績無關，請放心填答。誠摯謝謝您的協助！

敬祝
安康、學業順利

清雲科技大學學生事務處課外活動指導組

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>我覺得服務活動的時間安排適當</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>2.</td>
<td>我覺得課程設計能達到服務學習的目的</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3.</td>
<td>服務學習課程設計對我而言，只想儘快完成服務時數，其他的並不重要</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4.</td>
<td>對於將服務融入教學的上課方式，我覺得有趣</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>5.</td>
<td>在服務時，我有運用到自己所學之專業知能</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>6.</td>
<td>在服務時，我具備相關服務倫理之知識</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>7.</td>
<td>參與服務學習後，我認為關懷社會是現代公民基本要求</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>8.</td>
<td>參與服務學習後，讓我更關心身邊的人、事、物</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>9.</td>
<td>參與服務學習會讓我更加瞭解自己</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>10.</td>
<td>參與服務學習會使我更能肯定自己</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>11.</td>
<td>參與服務學習課程對我的個性成長有正面的影響</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>12.</td>
<td>參與服務學習讓我更有自信處理突發問題</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>13.</td>
<td>參與服務學習讓我有機會能解決問題的方法不只一種</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>14.</td>
<td>參與服務學習，我能針對問題提出有效的解決方案</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
15. 我會試著以他人的立場去了解他人的想法 □ □ □ □ □
16. 我能與團隊中的其他人共同合作 □ □ □ □ □
17. 參與服務學習讓我更能與不同背景的人互動 □ □ □ □ □
18. 參與服務學習讓我較能尊重和我意見不同的觀點 □ □ □ □ □
19. 參與服務學習課程讓我感受到助人的快樂 □ □ □ □ □
20. 我有接收到服務學習的對象給我的正面肯定 □ □ □ □ □
21. 參與服務學習後，增進我對服務對象的瞭解 □ □ □ □ □
22. 透過服務學習，我覺得自己可以改變這個世界 □ □ □ □ □
23. 我認為幫助需要幫助的人，比評估他們的問題更為重要 □ □ □ □ □
24. 參與服務學習後，我發現我們需要改變人們的態度以解決社會問題 □ □ □ □ □
25. 我覺得服務學習課程能豐富我的大學生活 □ □ □ □ □
26. 我還會選擇服務學習內涵之課程 □ □ □ □ □

基本資料
27. 性別 □ 男 □ 女
28. 參與此課程之前已累積的服務時數 □ 0 □ 1-5 □ 6-8 □ 9-12 □ 13-16 □ 17 時以上
29. 進行校外服務時，有授課老師陪同參加 □ 是 □ 部份 □ 否
30. 進行校外服務時，有教學 TA 陪同參加 □ 是 □ 部份 □ 否
31. 參與志工培訓課程情形 □ 基礎訓練 12 小時 □ 基礎加進階訓練 24 小時 □ 皆未參加
32. 參加社團活動的情形 □ 擔任社團幹部 □ 擔任社員 □ 皆未參加

本問卷到此結束，請再次確認是否有遺漏之處，感謝您的填答
### Appendix C: 網路資訊組織與檢索服務學習反思日誌

<table>
<thead>
<tr>
<th>姓名</th>
<th>學號</th>
<th>系別</th>
</tr>
</thead>
<tbody>
<tr>
<td>服務時間</td>
<td>服務對象</td>
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<tr>
<td></td>
<td></td>
<td>□新移民 □老人 □身心障礙 □兒童青少年</td>
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<tr>
<td></td>
<td></td>
<td>□社區服務 □學校服務 □非營利機構</td>
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<tr>
<td></td>
<td></td>
<td>□其他：</td>
</tr>
<tr>
<td>服務地點</td>
<td>服務機構</td>
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<tr>
<td>服務前</td>
<td>選擇理由</td>
<td></td>
</tr>
<tr>
<td>（構思）</td>
<td>預期目標</td>
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<tr>
<td>服務中</td>
<td>工作項目</td>
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</tr>
<tr>
<td>（執行）</td>
<td>過程經歷&lt;sup&gt;6&lt;/sup&gt;</td>
<td></td>
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<tr>
<td>服務後</td>
<td>服務心得&lt;sup&gt;7&lt;/sup&gt;</td>
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<tr>
<td>（反思）</td>
<td>未來啟示&lt;sup&gt;8&lt;/sup&gt;</td>
<td></td>
</tr>
</tbody>
</table>

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<sup>6</sup> 填寫要點：描述服務過程中看、聽或接觸到的人事物等。
<sup>7</sup> 填寫要點：描述服務過程中的體會，例如：如何應用學習到的知識；對自己、人生、社會等意義何在？
<sup>8</sup> 填寫要點：對未來服務學習活動之建議、其經驗對未來有何影響與應用？