Achieving Civic Outcomes, Academic Connection, Career Preparation & Personal Growth in Service-learning Modules @HMS

Presented by Faith Ong

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S-L OUTCOMES
- Academic Learning
- Personal Growth
- Civic Learning

PHASE 1
Every student experiences S-L via at least 1 module
Make S-L pervasive and entrenched in NP's ethos & culture

SET UP OF OSL
5 Focus Areas (5Cs)
Capacity Building, Curriculum Design, Collaboration, Communication, Champs

LAUNCH
S-L - a signature pedagogy
Module-based, credit-bearing

MAR 2016
OCT 2016
Definition of S-L

♦ Course-based ♦ Credit-bearing educational experience

★ Students participate in **mutually identified service activities** that benefit the community and

★ **reflect** on the service activity in such a way as to gain
  ○ further **understanding of course content**
  ○ a **broader appreciation of the discipline**
  ○ an enhanced sense of **personal values and civic responsibility**.

Bringle & Clayton, 2012: 114-115
Research Questions:
(1) What is the impact of S-L with structured reflections on civic outcomes?
(2) How well do students perceive the connection between S-L project & academic content (i.e., academic connection) and career preparation in curriculum-based S-L?
(3) What is the impact of S-L on students’ personal growth?
(4) What S-L features are correlated with change in civic outcomes, academic connection & career preparation?
Mixed Methods

**Quantitative:** Online Survey with students to measure change in Civic Outcomes; Academic Connection & Career Preparation; SL Design & Delivery Features

**Qualitative:** Interview with students to assess personal growth (n = 39 students)

**Research Design**

**Instruments**

**Pre-SL Survey:** 9-item
- Civic Outcomes

**Post-SL Survey:** 34-item
- Civic Outcomes, Academic Connection, Career Preparation, S-L Design & Delivery Features

Cronbach’s alphas ranged from .71 to .93

**Participants**

**Control/Experimental Condition**

**Control:** Year 1 students at Semester 1.1
**Experimental:** During semester with S-L module (n = 351)

**Students who took a S-L module within Apr 2017-Aug 2018**
- n = 832 (including 351 students) across 13 modules; Mean Age = 18.34, SD = 1.12; 87% female; 13% male
Procedure

Semester without S-L

- Start of Semester
  - Yr 1 students briefed on research study
  - Completed 9-item Civic Outcomes scale

End of Semester
  - Completed 9-item Civic Outcomes scale

Semester with S-L

- Start of Semester
  - Briefed on S-L, why S-L, S-L project
  - Completed 9-item pre-S-L survey
  - Reflection activity before S-L

- During Semester
  - Implemented S-L project
  - Reflection activity during S-L

- End of Semester
  - Reflection activity after S-L
  - Completed 34-item post-S-L survey
DEAL Reflection Model

**Describe**

**Examine**
Reflection prompts by categories of learning objectives

**Articulate Learning**
What did I learn?
How did I learn it?
Why is it important?
What will I do because of it?
Story-book reading at NLB

Picnic with the older persons

Modified P.E. activity for children with disabilities

Organising anti-cyberbullying campaign
Impact of S-L with structured reflections on civic outcomes?

Students showed **significantly greater improvement** in their civic outcomes scores under With S-L (Experimental) condition than Without S-L (Control) condition.

**An example of civic outcomes scale:**

*I am aware of what can be done to meet the important needs in the community.*
(2) Student perception of connection between S-L project & academic content (i.e., academic connection) & career preparation?

Students perceived:
- moderate connections between S-L & academic content
- positive impact in career preparation through S-L

An example of academic connection scale: This S-L experience allowed me to apply things I have learned in class to real issues/situations.

An example of career preparation scale: This S-L experience helped me to gain a clear idea of my career goals.

AC & CP means significantly greater than the mid-point (3), \( p < .01 \)
(3) Impact of S-L on students’ personal growth?

Interpersonal Development: Enhanced skills in...

+ Interacting and working with external parties
+ Interacting with community members
+ Leadership
+ Working with team members

Personal Development

+ Changed perception & challenged assumptions
+ Greater self-knowledge/awareness (e.g., strength/weakness)
+ Strengthened character & professional traits (e.g., adaptability, resilience)

- Limited personal growth
(4) **S-L features correlated with student outcomes?**

<table>
<thead>
<tr>
<th></th>
<th>Change in Civic Outcome</th>
<th>Academic Connection</th>
<th>Career Preparation</th>
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</thead>
<tbody>
<tr>
<td>Perceived Preparedness for S-L(^a)</td>
<td>( r = .21^* )</td>
<td>( r = .61^* )</td>
<td>( r = .61^* )</td>
</tr>
<tr>
<td>Perceived Impact of S-L(^a)</td>
<td>( r = .34^* )</td>
<td>( r = .77^* )</td>
<td>( r = .73^* )</td>
</tr>
<tr>
<td>Perceived Quality of Reflection Questions(^a)</td>
<td>( r = .30^* )</td>
<td>( r = .79^* )</td>
<td>( r = .70^* )</td>
</tr>
<tr>
<td>Amount of Interaction with Community(^b)</td>
<td>( r = .17^* )</td>
<td>( r = .17^* )</td>
<td>( r = .14^* )</td>
</tr>
<tr>
<td>Frequency of Reflection(^b)</td>
<td>( r = .31 )</td>
<td>( r = .23^* )</td>
<td>( r = .16^* )</td>
</tr>
</tbody>
</table>

\(^a\) Pearson’s Correlation  
\(^b\) Spearman Correlation  
* \( p < .01 \)
Better student outcomes are associated with

- better preparedness for S-L
- greater impact/meaningfulness of S-L project
- greater amount of interaction with community
- better quality of reflection prompts
- more frequent reflections
Conclusion

To achieve the outcomes that S-L promises, the quality of the S-L modules is important. Faculty need to:

- Design S-L projects that are meaningful & allow for continued engagement with community members
- Ensure that students are well prepared for S-L
- Design high quality structured reflection prompts
- Conduct regular reflections aligned with civic learning, academic learning, & personal growth