



THE IMPACT ON THE LEARNING EFFECTIVENESS OF SERVICE LEARNING CURRICULUM FOR JUNIOR COLLEGE STUDENTS IN TAIWAN

Han-Lin, Hsiung

Assistant Professor, Department of Business Administration,
University of Kang Ning, Taipei, Taiwan, ROC

Abstract

This article focuses on the junior college students participating in service learning in 2020, with a total of 97 students. Through the planning and design of service learning curriculum, students will not only understand the application of professional knowledge in the service process, but also inspire students' potential abilities and skills. Expanding horizons; at the same time, collecting information through questionnaires, the research found that in addition to general knowledge application, the effectiveness of service learning, including service knowledge, self efficacy, and social care, has grown significantly. Finally, put forward suggestions for the implementation of service learning programs for colleges.

Keywords: Service learning, Learning effectiveness, Celebration, Preparation, Service, Reflection.

Introduction

The Ministry of Education has been promoting service learning curriculum in higher education since 2007. It has been one of the focuses of the curriculum development of various universities in recent years. To integrate the spirit of service learning into professional courses, the planning and design of service learning courses for colleges has gradually It is valued by various colleges and universities. Through the implementation of service learning courses, in addition to allowing students to realize the importance of professional skills in service, it also allows students to cultivate a good spirit of humane care and a

macro vision in the process of service.

Service learning curriculum is a curriculum based service learning program that combines classroom teaching and community service, designing service content in line with curriculum objectives, and through the guidance of reflective activities to strengthen the objectives of academic learning (Liu & Zhao, 2012). Service learning is a teaching method that links academic research with practical experience of community service (Liu & Hsiung, 2019). Service learning can lead teachers and students to enter the community to apply professional knowledge to help community development and solve

problems (Lin, 2015), and emphasizes that it is an empirical education that allows students to combine professional knowledge with real life experience (Sun & Tu, 2011), this kind of experiential education is to arrange students to participate in social services to stimulate students' motivation to care about society (Chen, 2000). To enable students to become "reliable people", the concept of service learning has become a new teaching method to promote education in recent years; the essence of service learning is holistic education, to cultivate better people (Sun & Tu, 2011).

Service learning emphasizes the combination of service and learning and allows students to experience the spirit of "learning by doing" during the execution of service learning; it also achieves learning goals through systematic design, planning, reflection, and evaluation (Liu et. al., 2012) to cultivate students' problem solving abilities of "learning by doing" and through the experience of industry academic interaction to cultivate students' ability to practice and act; therefore, through service learning courses, colleges and universities allow students to use their professional knowledge and skills to invest in social services, help community development and solve problems, and in turn stimulate students' motivation to care about society.

Curriculum planning and design

Curriculum planning

Service learning curriculum is a very important part of general education in colleges and universities. Service learning is an experiential education model involving active participation of

students. Its teaching method emphasizes that teachers, students, course content and community experience are interconnected through reflective learning (Liu & Hsiung, 2019). Through the designed learning goals, it promotes the learning development of students, improves students' centripetal force to the colleges, enhances the relationship between teachers and students, and to satisfy the goal of human and social needs. Reflection and reciprocity are the core elements, because in terms of educational principles, experience does not necessarily generate learning development. Learning development needs to be catalyzed by deliberate design reflection, and all those who participate in service learning are learners. They help each other decide what to learn, and both the server and the served are both the instructor and the learner (Jacoby, 1996).

Service learning courses must have a complete program design, including teaching goals and objectives, service programs, implementation methods and evaluation methods, etc., to achieve the expected results of service learning (Liu, 2009; He & Qiu, 2010; Yan, 2012). Through the evaluation of the learning effectiveness of service learning, it is possible to understand the learning status and service situation of students, and to provide teachers with timely correction of courses and service content, promote the internalized growth of students, and improve the teaching and service quality of service learning courses offered by colleges and universities (Liu, 2013). Good service learning effectiveness depends on complete curriculum planning (Ruan, 2009). Fertman, White, and White (1996) suggested that the development of service-learning programs should include four stages: preparation,

service, reflection, and celebration, the service-learning curriculum should be promoted in an orderly manner in accordance with these four stages.

Since service learning emphasizes the characteristics of “cooperation” and “reciprocity”, it is very important to understand the needs of the service organization during the preparation stage. Only by thoroughly understanding the needs and resources of the colleges, and the service organization, we can design a service-learning plan suitable for both parties (Xu & Qiu, 2008). The service learning course of this study is designed by the instructor according to the service content in the preparation stage.

In the service stage, based on the characteristic of “focusing on social justice” of service learning, the service process should care about the well-being of the server and the service recipient, avoid any participant being harmed, and be more proactive in the way of empowerment and establishment of a system. All participants work together to improve the current situation of society (Xu & Qiu, 2008). In addition, service learning also attaches importance to the characteristics of “multiple”. Therefore, service activities should provide students with multiple choices to suit the characteristics and abilities of different students. This article explores the effectiveness of service learning curriculum for students’ learning.

Reflection is the key stage to link service and learning. The biggest difference between service learning and traditional community service is that service learning has reflective activities. Through reflective activities, the characteristics of “learning based” can be

practiced, so that students can learn through service. If there is no reflection, then the service is only service and no learning effect (Ruan, 2009); the service-learning reflection in this study refers to the structured reflection activities carried out by the teacher after the student service.

Finally, the celebration stage is a time for sharing results. At this stage, students, teachers, and serviced institutions will share their service learning experience and express their heartfelt gratitude. In addition, during the celebration stage, evaluation is also a very important part, Effective evaluation will promote the continuous improvement of course quality, and at the same time strengthen the learning and development of students (Xu & Qiu, 2008); the service learning course evaluation methods in this study include qualitative and quantitative evaluation, and qualitative evaluation The data includes students’ service reflection record sheets, related homework and achievement performance, etc.; while the quantitative assessment is based on teacher ratings, and students’ learning performance is scored to select outstanding students for service learning courses.

Curriculum design

The preservice preparation stage in the course can be divided into 4 stages.

- (1) The first stage: professional knowledge training.
- (2) The second stage: understanding of service organization and target.
- (3) The third stage: activity plan design.

(4) The fourth stage: trial teaching of the activity plan.

Evaluation tool for project achievements

In the last service, there will be a sharing of results. All the servers and those who have participated in the service learning will share the bits and pieces of the entire course. At the same time, the results of the student's pretest and posttest questionnaires, reflections, and the learning process of the students, as well as the feedback given by the person being served and contractors of the service bases, will be used to evaluate the learning effectiveness of the students' service learning.

Implementation results of the service learning program

Service concept

The service learning is based on encouraging students to go out of school and classrooms to participate in social services, while rooting down and establishing cooperative relationships with neighboring communities, so it is a diversified and dynamic team service. On the one hand, it cultivates students' service promotion ability and common sense; on the other hand, it deeply implants the spirit and the concept of service-learning in students.

Service plan

This course is the integration of service-learning into professional courses, which links professional knowledge with service learning. Mainly through service learning to provide students to reshape service values, strengthen local services and accumulate service results. After the service learning

experience, we can understand that the service must meet the needs of others, which is the mutual benefit of both parties. After the service learning experience, students can have the ability to think critically, understand their own abilities and shortcomings, improve their self reflection ability, modify their attitudes, see things from an empathetic perspective, and increase their on the spot reaction. At the same time, students are more aware of their own shortcomings and areas for improvement, believe that if they are willing to do it, they can do things more responsible and proactive; they are more empathetic, understanding, tolerant and respectful; it can also help students to learn their majors Knowledge is implemented in life.

Service learning results

This service is designed and executed according to the four stages of the service learning plan, which are explained as follows:

(1) Preparation

Before the event starts, we will fully communicate with the staff of the service base and let the staff of the base understand the overall content and plan of the event, so that the formal event can start smoothly. In addition, for students to perform services smoothly, they must be fully prepared before serving. In addition to letting students understand the concept and connotation of service learning, students must also understand the methods, techniques, and processes of service project design. Students need to design a service project, and a complete drill beforehand.

(2) Service

After a series of preparations, the students went to the service base to start the service, and all the activity planning was carried out according to the activity schedule and plan.

(3) Reflection

After each activity, the students participating in the service will be asked to fill in the reflection form and review the activity, so that the next service can be smoother; at the same time, the participants are also asked to fill in the reflection feedback form to understand the participants. Each activity learns that relevant knowledge and asks the staff of the base to give feedback and opinions. Students are guided by their teachers to reflect, so that students participating in service learning can review their own learning process through reflection.

(4) Celebration

At the last service, a sharing of results will be held at the service base, so that all participating servers and the served will share the bits and pieces of the entire event, so that this service can be completed successfully, and it is also a good thing for the next bond. The beginning and preparation. At the same time, in the last week of the overall activity, the entire semester will be shared and reviewed in the classroom, so that the course has a complete ending.

The Effectiveness Of Service-Learning Implementation

Data sources and definitions

This article is adapted from the "Service Learning Integrating University Curriculum Learning Effectiveness

Scale" compiled by Mr. Ye. The pretest and posttest were conducted for 97 junior college students participating in the service management course to understand the students' Learning effectiveness. This scale is divided into four parts: "service knowledge", "self efficacy", "interpersonal tolerance and multiple respect", "social care", and adopts the Likert four point scale. Among the four options of "Strongly Agree", "Agree", "Disagree" and "Strongly Disagree", scores are based on 4 points, 3 points, 2 points and 1 point respectively.

In this article, the pretest questionnaire was conducted when the first class concept was explained, and then the posttest questionnaire was conducted after the course activities such as course, reflection, and sharing were completed. A total of 97 questionnaires were sent out in the pre-test questionnaire, and the incomplete questionnaires were eliminated, 97 valid questionnaires were returned, 0 invalid questionnaires, and the effective response rate was 100.0%. In the posttest questionnaire, a total of 97 questionnaires were sent out. After eliminating incomplete questionnaires, 94 valid questionnaires were returned, and 0 invalid questionnaires were returned. The effective recovery rate was 96.91%.

Based on the literature discussion and research design description, it is planned to summarize and analyze the empirical data obtained from the pretest and posttest questionnaire surveys of the tested students.

Basic information of the sample of tested students

Regarding the analysis of the basic

data structure of the tested students: in terms of gender, male students accounted for 39.18% and female students accounted for 60.82%, indicating that there are more female students tested, as shown in Table 1.

Table 1. Background Information Of The Respondents Of The Service Learning Integration Course

Demographic variables	Variable attribute	Number of samples	Percentage (%)
Gender	Male	38	39.18%
	Female	59	60.82%

Source: collated by this article

Analysis of pretest and posttest questionnaires

(1) Reliability analysis

The pretest and posttest reliability α coefficients of each component of the “Service Learning Integration into Uni-

versity Curriculum Learning Effectiveness Scale” in this article are shown in Table 2. In terms of “self efficacy” and “social care”, both the pretest and posttest reliability α coefficients are higher than 0.70, indicating that the overall internal consistency is high.

Table 2. Analysis Of The Reliability Coefficients Pretest And Posttest The Service Learning Integration Curriculum Learning Effectiveness Scale

Scale Name	Service Learning	
	pretest	posttest
Service knowledge	0.897	0.891
Self efficacy	0.746	0.798
Interpersonal tolerance and multiple respect	0.521	0.611
Social care	0.758	0.844

* The alpha coefficient of internal consistency in the pretest was 0.884; the alpha coefficient of internal consistency in the posttest was 0.922.

(2) Analysis of the basic characteristics of the research aspects

This article focuses on 97 questionnaires that were effectively returned in the pretest and 94 questionnaires in the posttest of the “Service Learning” course. The average number and standard deviation of the questionnaire data

are reviewed to understand the subject’s “Service knowledge”, “Self efficacy”, “Interpersonal tolerance and multiple respect”, “Social care”, the average level of the items on the scale, to further understand the students’ learning effectiveness after the service learning course. The average and standard deviation of the item data are as follows in Table 3.

Table 3. Service Knowledge Analysis

Service knowledge	pretest		posttest	
	M	S.D.	M	S.D.
1. Service learning has the significance of positively educating students.	3.34	0.55	3.42	0.56
2. Service learning has taught me to be humble with others.	3.26	0.56	3.33	0.58
3. Service learning allows me to develop the habit of working diligently.	3.28	0.58	3.39	0.58
4. Service learning has made me realize that to become a successful person, I must start from the grassroots.	3.21	0.71	3.28	0.73
5. Service learning is a waste of time.	2.08	0.85	2.05	0.95
6. Service learning can cultivate my habit of diligently learning.	3.06	0.62	3.25	0.72
7. Service learning is effective learning by doing.	3.15	0.58	3.28	0.55
8. Service learning makes me more focused and conscientious in doing things.	3.12	0.62	3.28	0.60
9. Service learning has taught me that I can't give up halfway.	3.15	0.65	3.30	0.65
10. Service learning made me realize that hard work is not suitable for me.	2.27	0.82	2.27	0.95
11. Service learning made me realize the importance of mutual assistance and cooperation with others.	3.38	0.55	3.41	0.56
12. Service learning allows me to learn to stick to the end.	3.18	0.61	3.30	0.58
13. Service learning has strengthened my self-confidence.	2.97	0.68	3.16	0.67
14. Service learning allows me to learn how to cooperate effectively with others.	3.30	0.55	3.38	0.58
15. Service learning allows me to realize the true meaning of equal personalities regardless of profession.	3.38	0.57	3.42	0.58
16. Service learning has strengthened my perseverance in doing things.	3.17	0.60	3.32	0.61
17. Service learning allows me to experience the simultaneous use of hands and brains.	3.12	0.61	3.29	0.63
18. Service learning allows me to learn to be grateful.	3.31	0.63	3.43	0.58

There are a total of 18 questions in "Service Knowledge". After service learning is integrated into the "Service

Learning" course, the project has made the most progress compared to other parts. Among them, the first, 4, 6, 8, 9

Questions 12, 13, 16, 17 and 18 have made great progress; among them, it is worth mentioning that students believe

that service learning can effectively learn the spirit of cooperation and learning by doing.

Table 4. Self Efficacy Analysis

Self efficacy	pretest		posttest	
	M	S.D.	M	S.D.
1. I have no confidence in my ability to do things.	2.22	0.78	2.07	0.77
2. When I think I am right, I will not waste time listening to other people's opinions.	2.01	0.73	1.97	0.79
3. I can decide quickly.	2.66	0.74	2.92	0.72
4. I can do something for others or society.	3.11	0.52	3.25	0.52
5. I am more responsible than others.	2.99	0.60	3.13	0.59
6. I am more enterprising than others.	2.95	0.64	3.10	0.61
7. When encountering difficult things, I choose to give up.	2.00	0.75	1.92	0.77
8. I cannot achieve the important goals I set.	2.21	0.69	2.18	0.82
9. I know how to use methods to get things done.	3.06	0.54	3.17	0.53
10. I can predict the results of actions.	2.71	0.69	2.89	0.69
11. I am very satisfied with my current situation.	2.85	0.68	3.01	0.67
12. I can try to persuade others to accept my opinion.	2.97	0.59	3.09	0.61
13. I dare not face difficulties.	2.08	0.74	1.96	0.74
14. I often act rashly without prior consideration.	2.25	0.76	2.25	0.80
15. I will try my best to do my job well.	3.30	0.52	3.29	0.61
16. When I have an argument with others, it is difficult for me to convince others.	2.37	0.71	2.36	0.79
17. My ability to do things is valued by others.	2.89	0.64	2.93	0.62
18. I can try to solve the difficulties encountered.	3.11	0.51	3.18	0.58
19. I am more capable than I thought.	2.83	0.67	2.96	0.66
20. I cannot guarantee that I cannot help others.	2.18	0.69	2.12	0.78
21. I can persuade others to accept my opinion.	2.92	0.59	3.01	0.62
22. I like the opportunity to make decisions.	3.08	0.56	3.15	0.61
23. I can make positive changes in my career.	3.20	0.56	3.26	0.56

There are 23 questions in “self efficacy”. After the service learning is integrated into the curriculum, questions 3, 4, 5, 6, 9, 10, 11, 12, 17, 18, 19, 21, 22

and 23 are for those who are progressing, the progress of questions 5 and 6 is more significant.

Table 5. Analysis Of Interpersonal Tolerance And Multiple Respect

Interpersonal tolerance and multiple respect	pretest		posttest	
	M	S.D.	M	S.D.

Interpersonal tolerance and multiple respect	pretest		posttest	
	M	S.D.	M	S.D.
1. I can tolerate the differences between others and me.	3.40	1.54	3.42	0.56
2. I can work with people who are different from me to get the job done.	3.33	0.54	3.44	0.54
3. I like to hear others share his stories or experiences.	3.46	1.50	3.44	0.58
4. I feel uncomfortable with strangers.	2.60	0.84	2.47	1.41
5. Normally I try not to deal with others as much as possible.	2.15	0.79	2.05	0.79
6. I think about others first when I do things.	3.17	0.55	3.22	0.58
7. I can reach a compromise with people who disagree with me.	3.12	0.51	3.21	0.55
8. I can respect the opinions of others different from mine.	3.27	0.50	3.33	0.56
9. I feel uncomfortable working with classmates from different departments.	2.00	0.74	1.96	0.79
10. I know how to cooperate effectively with others.	3.04	0.61	3.16	0.57
11. I think people who are different from me are very strange.	1.89	0.78	1.80	0.79
12. When criticizing others, I will try to stand in his position and experience his feelings.	3.08	0.61	3.20	0.63
13. I think old people are very stubborn.	2.10	0.86	1.95	0.91
14. I think people with physical and mental disabilities (such as cerebral palsy, autism, intellectual disability, etc.) are different from me, and I try not to contact them as much as possible.	1.77	0.79	1.75	0.79
15. I respect the customs and culture of each ethnic group (such as Hokkien, Hakka, foreign workers, etc.)	3.40	0.60	3.45	0.61
16. I find it difficult for the elderly with dementia to get along, so I avoid them as much as possible.	1.92	0.81	1.80	0.81
17. People with different life experience (such as low income households, elderly), I will try to understand them.	3.30	0.57	3.35	0.56

There are a total of 17 questions on “Interpersonal Inclusion and Multiple Respect”. After service learning is integrated into the curriculum, there is less

room for improvement compared with other parts. Among them, questions 1, 2, 6, 7, 8, 10, 12, 15 and 17 There is a slight improvement.

Table 6. Social Care Analysis

Social Care	pretest		posttest	
	M	S.D.	M	S.D.
1. I often discuss political or social issues with my friends.	2.53	0.83	2.64	0.82
2. I care about local and national affairs.	2.88	0.70	2.98	0.65
3. Seeing something wrong, I will try to stop it from happening.	2.97	0.59	3.08	0.60
4. Government agencies or communities should provide more benefits and assistance to disadvantaged groups (such as orphans, the elderly, and the disabled).	3.38	0.58	3.40	0.56
5. I can do my best to improve the well being of the disadvantaged groups in society.	3.14	0.56	3.25	0.57
6. If I can change society, I must first make society fuller of justice.	3.20	0.59	3.26	0.58
7. I will care about the people, things, and things around me.	3.32	0.52	3.33	0.57
8. I read newspapers or watch the news every day.	2.97	0.71	3.06	0.68
9. For those who need help, they should provide their livelihood skills.	3.21	0.56	3.26	0.57
10. It is everyone's responsibility to care for the disadvantaged groups.	3.29	0.56	3.34	0.54
11. Everyone should participate in the public affairs of the local or community.	3.20	0.56	3.27	0.57
12. Social problems are more difficult to solve than I thought. .	3.05	0.75	2.92	0.81
13. Local or community issues have little to do with my personal life.	2.17	0.80	2.25	1.31
14. Social problems will directly affect my personal life.	2.91	0.65	2.97	0.71
15. The person who suffered misfortune was caused by him.	2.19	2.21	2.07	0.85
16. I am willing to participate in social welfare activities.	2.97	0.65	3.14	0.62
17. I actively participate in school activities.	2.87	0.70	3.10	0.66
18. If students violate the school rules, I will take the initiative to advise them.	2.78	0.65	2.95	0.64
19. It is worthwhile to help people.	3.46	0.57	3.43	0.61

There are a total of 19 questions in “Social Care”. After the service learning is integrated into the curriculum, the first 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 15, 16, 17 and 18 The question is progress, and

the fifth question: “I can do my best to improve the well being of the disadvantaged groups in society”. The progress is the most obvious.

This article mainly intends to explore the impact of the integration of service learning programs into professional courses on student learning effectiveness. In the overall test of students' service learning effectiveness, the t test is used to observe the differences between students before and after the service, to understand how students are differences in the four dimensions of knowledge, ability, self efficacy, interpersonal tolerance and multiple respect, and social care.

It can be seen from Table 7 that after the integration of the service learning program into the professional curriculum, the overall p value of "interpersonal tolerance and multiple respect" is 0.972, which does not reach a significant difference level of 0.05, indicating that "interpersonal tolerance and multiple

respect" does exist. Growth, but does not reach a significant difference effect, is the part that needs to be strengthened; and the p values of "service knowledge", "self efficacy" and "social care" are 0.000, 0.026 and 0.005 respectively, which have reached a significant difference of 0.1, which means "Service knowledge", "self efficacy" and "social care" have increased significantly than "interpersonal tolerance and multiple respect"; in addition, it is worth mentioning that the part of "service knowledge" is a business management student of a university in the north After completing the service learning, the progress is most significant, indicating that the business management student has a good performance on the "service knowledge", whether in a single question or on the whole.

Table 7. Analysis Of The Difference Of T Verification Before And After Service Learning

	t test	p value
Service knowledge	6.917	0.000 ***
Self efficacy	2.393	0.026 **
Interpersonal tolerance and multiple respect	0.036	0.972
Social care	3.154	0.005 **

*p< .1, **p< .05, ***p< .001

Conclusions and Suggestions

Conclusions

The service learning model is integrated into professional courses to encourage students to go out of school and classrooms to participate in social services, while establishing partnerships with neighboring communities; therefore, it is based on a diversified dynamic service learning framework. On the one

hand, it cultivates students' service promotion ability and common sense; on the other hand, it allows students to experience the spirit of service learning "learning by doing", as well as understanding the spirit of teamwork and division of labor and the cultivation of tacit understanding with partners.

From this service learning process, observe the changes of students and discover the characteristics of many

students: leadership, tolerance, overall planning, patience, and affability ... etc., so that they can experience how to lead the elderly in activities and interactions and reflections the guidance of sharing, understanding the meaning of service learning, inspiring individuals' potential abilities and expanding their horizons, is another kind of help this project can provide to students.

This article can understand from the analysis of the pretest and posttest questionnaires that the business management students at a university in the north have grown significantly in service knowledge, self efficacy, and social care, but not in the part of interpersonal tolerance and diverse respect. Among them, the most significant growth is in the service knowledge part of the students, which shows that during the course, the plan of focusing on the interpretation and communication of service learning concepts has obtained positive benefits. Among them, the question of "service learning is a waste of time" has been tested before and after. Progress is enough to show that the preparations before the implementation of service learning have achieved remarkable results. In the question "Service learning has the significance of positively educating students", the scores have also increased. This can be seen in the plan planning and reflection after the implementation of service learning. It allows students to grow from experience and makes them feel the school's intentions and the meaning of service learning.

Self efficacy and social care Some students have also grown significantly, demonstrating that the implementation of service learning cultivates a responsible and empathetic attitude of students.

At the same time, it is possible to design a variety of service-learning programs and cooperate with the communities near the school to cultivate students' feelings of caring for the society. However, in the part of interpersonal tolerance and diverse respect, the results of the pretest and posttest are not significant. It means that although the activity plan is carried out in groups of classmates, it is possible that the group leadership method did not put too much effort into the group leadership, so that students can get along with each other and respect for diversity. There has not been any significant growth on the market, which is part of the future that can be continued.

Suggestions

Based on the results of the implementation of the service learning plan, the following suggestions are made:

- (1) The leader of the service learning program should continue to strengthen the interpretation and promotion of the concept

Students have achieved significant growth in the knowledge and ability of service learning, which shows that students affirm the educational function of service learning. The reason should be that the leader fully understands the meaning of service learning, so students' doubts can be immediately resolved. Therefore, the leader should be fully targeted. Publicize the meaning of service learning.

- (2) Service learning courses should focus on reflection and leadership

For students to gain growth from

the service learning experience, they need to be guided by reflection activities, so that students can raise their doubts, and get answers and growth through peer sharing and the guidance of mentors. This is of educational significance and does not make the service available. The course of study is reduced to just a school cleaning activity.

(3) Plan a diversified service learning program and integrate it with the community

Colleges and universities currently have a trend of diversifying service learning programs and have increased many programs that cooperate with the community, so that students can get more growth from different experiences and experience the spirit of “learning by doing” from hands on practice.

(4) Pay attention to peer interaction during the implementation of service learning

From the analysis of the pretest and posttest questionnaires, it found that the growth of students in interpersonal tolerance and diversity respect was not significant. The implementation method of this service learning activity plan was carried out in class groups and did not provide services with structured leadership for the group. Later, when leading service learning courses, the relationship between peer interaction should be strengthened, so that students can gain more growth from peer interaction.

Based on the above, it is recommended that students who are interested in engaging in and promoting service in the future, the inheritance of experience is very important; guide students to es-

tablish basic voluntary service concepts, voluntarily move towards service learning education, step out of the classroom to embrace nature and care for the community, and use their own abilities with a volunteer mentality. Pre communication, establishment of learning goals and confirmation of needs; instructor's understanding and guidance of the integration of service learning into the curriculum, tracking progress, reflection and review; proper planning, structured design of the implementation of each stage of service learning; before and during the activity, post management and achievement sharing; allow students to complete the task of service learning in a complete structure, and learn the connotation to be conveyed, cultivate good values of service learning, care for the society and serve everyone, so as to give play to the goodness of human nature And beauty.

Service learning puts more emphasis on students' independent choice and active inquiry. When there is a reciprocal connection between service and learning opportunities, the learning opportunities are accompanied by conscious and well designed reflections on the service experience, so the traditional community Service is transformed into service learning. At present, due to the university's social responsibility practice plan, community service and social practice are closely linked. At the same time, the service learning course is also cross domain and the courses in different fields are combined, so that students have more diversified learning and can Actually step out of the school gate to enter the community and apply professional knowledge to the service. Finally, it is hoped that more teachers will be willing to devote themselves to service

learning, cross domain learning together, leading students to experience the connotation of “learning by doing, learning by learning”, and fostering students’ humanitarian spirit and a macro vision.

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