

4” Scenario



Impoverished African country

Students' response:

“I feel great about myself, as if I were a savior helping them.”

Teachers may guide students to analyze this response as their personal feelings.

1.1

Teachers can affirm students' commitment and contribution to their service-learning trips to the country and guide them in organizing their experiences to gain a more comprehensive understanding.

Taking the visit to Rwanda as an example, teachers can do so by asking questions such as:

“Who planned this service-learning activity? What people were involved in the planning and execution process? How many resources were needed?”

“What role did you play in the team? What contributions have you made?”

“Did you encounter any difficulties during the activity? How did you solve them? Did you receive any help?”

These questions help students understand the amount of manpower and resources required for the entire service-learning activity, such as the involvement of different departments in the university, local organizations, and the contribution of money, time, and materials from every party involved. It is a collaborative effort where many people contribute. These questions also help students reflect on their own roles and contributions within the team. Even if individuals put in a lot of effort, it takes the entire team working together to accomplish the task. Moreover, during the activity, there are often unforeseen challenges that require the assistance of teachers, team members, and even local residents to find solutions. It is not necessary to overestimate one's importance, nor should local residents be seen as helpless or incapable.

1.2

Teachers can further guide students to reflect on the underlying meaning of the service-learning activity by asking:

"What is the purpose of putting in so much manpower and resources to bring students to Rwanda? Why not directly donate the resources to volunteer organizations and let them handle it?"

Responses from students can be:

In addition to helping local residents, through service-learning, students can put what they have learned into practice, enhance their personal abilities, cultivate compassion and empathy, broaden their horizons, understand the differences in development stages and cultures of different countries, and foster a sense of global citizenship.

A useful further inquiry: "So what did you learn from the event? What did you gain?"

Responses from students can be:

- Improved communication, collaboration and problem-solving abilities
- Gained a better understanding of my own/team members' strengths and weaknesses
- Learned about the environment and culture of African countries
- Enhanced empathy
- Developed a stronger sense of global citizenship and responsibility

The questions above help students understand the significance of service-learning activities, which is to assist students in learning and growing through their participation, as well as guiding them to reflect on their personal experiences and gains.

1.3

After students have engaged in reflection, teachers can ask them for their thoughts and feelings about the activity.

"What different thoughts do you have about this activity now?"

"What other profound feelings do you have about the activity now?"

"What changes do you have in your thoughts about yourself/the team/the beneficiaries now?"

1.4

Finally, teachers can guide students to think about applying the experiences and insights gained in the activity to their future lives.

"What impact do you think this experience will have on your future learning/life?"

"Based on this service-learning experience, what actions do you plan to take in the future?"