

8” Scenario



All service-learning activities

Students' response:

“I participate in service-learning with the aim of enriching my learning portfolio/resume, which will assist me in dealing with my further studies/finding a job”

Teachers can guide students to analyze the above response as students' feelings.

1.1

Students' response indicates a more utilitarian mindset and a failure to grasp the purpose and significance of service-learning. Teachers need to guide students in contemplating the meaning of service-learning and its genuine benefits to students.

“Why do you think service-learning is helpful for your further studies/finding a job, even though it is not directly related?”

“Why do you think participating in service-learning can enrich your learning portfolio/resume and attract attention from others?”

“Why do you believe that engaging in service-learning can help you with interviews?”

“Why do universities/employers value experiences in participating in social service?”

Responses from students can be:

In addition to grades and abilities, university interviews also emphasize whether the interviewee cares about society, whether they have participated in community service activities, and whether they have a sense of social and civic responsibility. During the interview, there can be more experiences to share.

“Why do universities/employers consider it important for interviewees to care about society?”

“Why do universities/employers consider it important for interviewees to participate in service-learning activities?”

Responses from students can be:

Universities/employers hope that students are not just studying for the sake of it, only concerned about themselves, and focused solely on personal interests. They also hope that students care about public affairs, show concern for the needs of others, possess compassion and empathy, and actively help others. They should have a sense of civic responsibility and contribute to society.

1.2

Teachers can guide students to reflect on what they have learned from the service-learning activities they have participated in and organize their personal experiences.

“Recall a service-learning activity you participated in and share what you observed. How did it help you learn?”

Responses from students can be:

When encountering the socially disadvantaged, such as the homeless, isolated elderly individuals, and underprivileged students, I have come to understand the difficulties they face. They lack support from family and friends and are in need of care. Relying solely on the government, social welfare organizations, and volunteer groups is insufficient in terms of manpower and resources. Besides making donations, it is also important for individuals to personally engage in social services.

1.3

Teachers can guide students to reflect on the above experiences and their relevance to the future.

“Apart from assisting you during interviews, how do you foresee the experiences gained from service-learning activities will benefit you in the future?”

Responses from students can be:

I will strive to think deeply about every issue, empathize with others and consider their difficulties, actively assist those in need, participate in voluntary work, and care about social issues and public policies.