

Research on the Handling of Multiple Relationships in Service-Learning

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ABSTRACT. *At present, service-learning has been tried and applied in many countries, with remarkable effect. Service-learning is a kind of teaching method that combines classroom learning with community service. Because it involves field transformation, it requires close cooperation among schools, communities and families. This paper will study the relationship between teachers and students, schools and communities, schools and families, theoretical learning and practical exercise that need to be dealt with in service learning.*

KEYWORDS: *Service-learning, Multiple relationships, Handling*

1. Introduction

service-learning grew up in the United States in the 1960s, developed rapidly in the 1990s, and now it is in a mature and stable stage of development. Different institutions and scholars have defined the concept of service-learning from different perspectives. American Association for education points out that service-learning is a learning way for students to develop and grow through organized and purposeful service-learning; [1] The service-learning alliance of American educational reform believes that service-learning is a teaching method that teachers guide students to apply their knowledge and skills to help communities solve practical problems; Stanford University considers that it is a curriculum system, which combines community service with subject curriculum, so that students can meet social needs and cultivate social responsibility in service action and reflection [2]. Thus, service-learning can be seen as a teaching method, a curriculum system, a learning method.

This paper defines the concept of service-learning as follows: it is a teaching method combining classroom learning and community service. It takes students as the main body, so that students can use knowledge in real social situations, acquire new knowledge from experience reflection, and become responsible and capable of serving the society in the process of caring for the society and others.

service-learning has three outstanding characteristics: emphasis on “service” and “learning” in concept; emphasis on structural reflection in implementation; emphasis on the growth of individual students and the satisfaction of community needs in goal. service-learning is quite different from the traditional classroom teaching. It is an open experience teaching and involves the transformation of the field. There is a huge teaching system, which needs the guidance of the school, the cooperation of the community and the support of the family. service-learning is also a long-term teaching mechanism. Each service project needs a long-term process, so If we want to reflect the effectiveness of service-learning, we need to deal with all aspects of the relationship.

2. The Relationship between Teachers and Students

In the traditional teacher-student relationship, when teachers preach, teach and solve problems, teachers are the master of the classroom, Students do not have independence, they learn under the guidance of teachers. It is also embodied in the relationship of “teacher's dignity” in personality. Teachers often look down on students and regard students as the container of passive acceptance of knowledge, which makes the relationship between teachers and students indifferent or contradictory, and restrains the development of students' innovation ability. [3] Modern education model has broken the traditional boundaries of teacher-student relationship. In the new curriculum reform, we mentioned more about the teacher-student dominant position, emphasizing the equal dialogue between teachers and students, promoting “teaching benefits teachers as well as students”. For the practical teaching of service-learning, the implementation of the relationship between the leading and the main body is particularly important. In terms of service preparation, service action, structural reflection, evaluation and celebration, each process of service-learning is inseparable from teachers' leading role and students' main role.

First, in the preparation stage, teachers should make students clear the concept and implementation process of service-learning, guide students to carry out community surveys, and select service themes. Students should give full play to their subjective initiative, actively strive for parents' recognition and support for service-learning, and cooperate with teachers in formulating learning objectives, service plans and ways of development. Both students and teachers should do a good job of preservice reflection, reflect on whether the preparatory work is in place, foresee the situation and solutions in the service process.

Second, in the action stage, students are the main body of service. They should make full use of their existing knowledge and skills to solve the problems in the community, seek cooperation and communication with partners, and strengthen the contact with community members, teachers and parents. In this process, teachers should revise the service plan in time according to the progress of activities, understand the progress of the service timely, track and guide students' difficulties in service actions, encourage students to find problems, analyze the causes, and assist them to find the best solution to the problems.

Third, in the reflection stage, reflection is the key link of service-learning, students reflect under the guidance of teachers, teachers also reflect in the service of students. Students reflect on whether their services can really solve community problems, whether they can better cooperate with their peers, whether they can apply what they have learned, use practice to test and deepen what they have learned. Teachers reflect on the achievement of service-learning goals, as well as the problems and solutions of students in practice.

Fourth, in the evaluation stage, teachers use certain evaluation indexes and methods to analyze and evaluate the performance of students in service-learning, and evaluate the knowledge and skills acquired by students in the service process and the cultivation of civic awareness. At the same time, students will also conduct self-assessment or peer-to-peer assessment to evaluate their own gains and losses in this practical activity and evaluate the significance of service-learning. Students' self-assessment and mutual assessment are also of great significance for teachers to arrange the next service-learning.

Fifthly, in the celebration stage, teachers and students can affirm the significance of service-learning, affirm students' participation and contribution, and witness students' achievements through celebration. On the other hand, in the process of celebration, students can also build up self-confidence, devote themselves to the next stage of service-learning with full enthusiasm, and increase their abilities while serving the community.

The above five stages are closely linked, which is a continuous process. From the teacher's point of view, the preparation of all activities should be student-oriented, combined with students' personality, to arrange every task. In the process of implementing service-oriented learning, students are encouraged to give full play to their subjectivity, practice boldly, contact with the society, serve the community, reflect and evaluate in time, and organically combine book knowledge with practical service. Only when the leading role of teachers and the main role of students are closely combined, can service-learning be carried out well.

3. Relationship between School and Community

Through the cooperation of school and community, service-learning combines community service with school curriculum. Students can meet the needs of society and develop their sense of social responsibility in this kind of organized service. This means that in the process of implementing service-learning, the school and the community must have a great deal of connection. School and community are two very important fields of service-learning. It is of great practical significance for the smooth development of service-learning to properly handle the relationship between school and community. For the good interaction between schools and communities in the process of service-learning, we can also start from the following two aspects:

First, the school should fully investigate the needs of the community and do a good job in the overall tracking of service-learning. In the preparation stage of service-learning, the school should actively contact with the community, understand the needs of the community on the basis of research, combine the needs with the ability of students, formulate feasible plans and teaching objectives, and strive to achieve the win-win goal of improving students' ability and solving community problems; In the service action stage, the school should track the service practice of the students, understand the progress of the service project through the community staff and the served objects, find out the problems and solve the problems in time, and arrange the service practice of the students by using the theories of pedagogy, psychology and sociology from the perspective of curriculum and society; in the evaluation stage, the school should combine with the community to get more comprehensive and objective feedback, we should work together with community members to do a good job in the process evaluation and final evaluation of students, celebrate the service achievements of students with community members, so that students can realize the unity of self value and social value through service practice.

Second, the community should closely cooperate with the school arrangement to provide corresponding guarantee for service-learning. service-learning considers “Service” is as important as “learning”, which plays an important role in promoting the common development of schools and communities. This open learning needs the support and promotion of the community. When the community needs service, it should contact with the school and provide appropriate service opportunities for students; In the process of student service, it should pay attention to place allocation, guidance and encouragement; It should contact with the school and timely feedback the service situation of students. service-learning involves the transformation of teaching field, which will involve the safety of students in the process of service, especially some projects are arranged for junior students, such as the safety of students on the way to the community, the safety in the process of service, etc. which requires the community to do a good job in safety prevention and emergency plan. In addition, service-learning also involves some financial issues. At present, many school funds can only meet the students' school activities, without more funds for students to participate in community interaction, the community can raise funds in multiple ways, strengthen its own function, and provide material support for service-learning.

In a word, only by strengthening cooperation between the school and the community, can we ensure the smooth development of service-learning, and realize the win-win of improving students' comprehensive ability and solving the real needs of the community.

4. Relationship between School and Family

At present, service-learning has developed in the United States, and has been tried in Japan, England, Singapore and other places. The effect is remarkable, and it has been strongly supported by the government, schools, communities and families. However, under the current education system in other countries, to promote service-learning, we need to strive for the understanding and recognition of students' parents, and at the same time, parents need to give students the necessary guidance and help.

First, the school should play a leading role in coordinating all aspects of the service-learning process. First of all, the school should spread the concept of service-learning to parents. For a long time, under the shackles of exam oriented education, parents pay more attention to students' classroom learning in school, and service-learning, as an open and experiential learning, is very important to win the support of parents. Teachers can communicate with parents well, and let parents participate in short-term projects to try, so that parents have a deep understanding of the process and characteristics of service-learning. Secondly, the school should give feedback to parents on the effectiveness of service-learning. Parents are most concerned that students can grow up better. Schools need to cooperate with the community to do a good job in recording students' service-learning. They need to grasp the situation of each stage of students and give timely feedback to parents, so that parents can see the intentions of schools and communities in the feedback, see the growth of students in each stage and feel the value of service-learning. Moreover, the school should cooperate with the family to do a good job in coordinating education. It is not enough to rely on the strength of schools and communities for service-oriented learning. Families are the constituent units of communities. Schools can ask parents to give more life concerns and spiritual support to students.

Second, the family should strive to cooperate with the school, so that family education and school education are integrated into a harmonious whole. First of all, parents should cooperate with the school's advanced teaching concept, and accept students to participate in the process of service-learning. Secondly, parents should participate in school education, urge and guide students' homework, provide teachers with the necessary information of students, and actively understand the situation of students in service-learning from teachers. In addition, parents can also actively participate in the negotiation and formulation of school management and rules and regulations. In the preparation stage of service-learning, they can help schools understand community needs, contact with the community and provide help within their capabilities. Moreover, parents and teachers should do a good job in the role of psychological counselors. They should seize the psychological characteristics of students at every stage and give them timely psychological instruction. service-learning is a long-term and arduous process, in which students will inevitably be lazy, proud or discouraged. Parents and teachers should pay attention to students' psychology at any time, so that students can maintain a good mental state to achieve service The ultimate goal of business learning.

5. The Relationship between Theoretical Study and Practical Exercise

service-learning is a kind of learning to achieve learning objectives through community service. Its essential content is social learning, encouraging students to participate in various activities in the community, focusing on cultivating students' sense of social responsibility and citizenship, and providing real learning experience.[4]

This has to involve the content of the relationship between theoretical learning and practice. The relationship between theory and practice has always been an important issue in philosophy. Marxist philosophy holds that theory and practice are dialectical and unified.

First, service-learning emphasizes the connection between learning and service. Through the service practice, it can promote the organic combination of students' thought and action, theory and experience, so as to achieve the teaching goal. In the process of serving the community, students put their theoretical knowledge into practice, carry out structural reflection, recharge theoretical knowledge in time, and get tested and improved in practice. In the process of service, students have a wide vision of observing things, a deeper understanding of things than before, and a fresh experience of feeling and acquiring knowledge. This is a rare experience in the past learning process [5].

Second, service-learning is a collaborative practice process. It is usually carried out in groups. In the group, the individual division of labor is different, but everyone around a common goal to play their own role, which also enhances the sense of team cooperation of students, and promotes the improvement of interpersonal skills. In the process of practice, resources sharing, experience sharing, mutual help and mutual assistance, constantly promote the enhancement of their theoretical knowledge and practical ability.

service-learning makes full use of the complementary relationship between theory and practice, combines the theoretical knowledge acquired by students in school with the practice of community service, increases their ability in practice, and finally puts them into practice better through practice test and improvement of their own theory. It is not enough to transmit knowledge and skills in class. Such a transmission mode can only give students an empty impression and concept, and only combine with practice to gain direct experience, so as to better improve the theoretical cognitive level. Society is a big stage, students need to connect theoretical knowledge with social services, so as to realize the value of knowledge itself. service-learning is not an overnight project. It needs to coordinate the relationship among schools, communities and families, form a joint force of education, so that service-learning can be carried out smoothly and effectively, so that students can test, deepen and use knowledge in theoretical learning and community practice, and at the same time promote the achievement of Ideological and political education goals.

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