

The Sun Yat-Sen University Service Learning Program of Rebuilding Wenchuan County Library and Beichuan County Library after 512 Wenchuan Earthquake

Abstract The paper tries to use the theory of service learning to solve the problem that the theory teaching out of step with the practice learning in the education of library and information science (LIS). The Sun Yat-Sen University Service Learning Program of Rebuilding Wenchuan County Library and Beichuan County Library after 512 Wenchuan Earthquake, a program designed with the theory of service learning, is held in order to test and verify the effect of bringing in the service learning theory. After evaluating the volunteer's self-cognition, team-working, appreciation, responsibility and professional skill in the program, the study group assumes that service learning can effectively improve the graduated students' professional skill and working ability, and also help to cultivate their service spirit and humanistic spirit.

Key Words Education of library science, Service learning, Teaching reform, Practice teaching

1. Introduction

Service Learning is a method of teaching the academic knowledge combined with community volunteer work. It allows students to participate in all kinds of volunteer services to provide more opportunities for independent thinking and reflection. It can help students to deepen their learning of theoretical knowledge in the books, and also establish the connection between the university and the community, so that students can not only pursue the academic achievement and put their expertise back to the community, but also strengthen the awareness of caring for disadvantaged groups and life-long service to the community, and the judgment of analytical skills and leadership skills.

The history of service Learning can be traced back to the 19th century in the United States. In 1862, the United States established the first Land Grant Institution to promote liberal arts and practical education in industrial courses after the adoption of Morrill Act. It became a pioneer in service learning, which is the agriculture and mechanical arts combined with the traditional science and learning from the classic text for the first time. It can be said that service learning is closely connected to liberal arts education from the date of birth. The purpose of service learning is the training of liberal arts personnel.

In 1938, John Dewey proposed the concept of experiential learning, which has been the theoretical basis of service learning and cited frequently by the service learning advocates. According to Carver (1997), Service Learning contains three objectives of experiential learning: (1) enable students to become more effective power to change the social, (2) develop students' sense of belonging as a community member, (3) exploit students' potential. Meanwhile, Carver and Frankena (1966) also believe that the two basic principles of experiential learning is the continuity and interactivity, which is that students living or learning experience and habits will affect their current and future. Therefore, the school must provide opportunities for students to apply their knowledge to the community, even the world.

With the sustainable development of the theory about above-mentioned service learning and experiential learning, in 1989, Carnegie Foundation clearly states that "Each high school's core program should include services —the activities in which the youth help the people who is need at the school or community under the guidance". In the 1990s, with the establishment of Commission on National and Community Service and the passage of National and Community Service Act "service learning" has been gradually institutionalized in the United States.

Today, in the United States, Singapore and other countries, service learning is the core program of high school education. But based on the service learning itself and his effect, and the actual situation in various countries of secondary education, some countries put service learning into the tertiary education system. And even in the United States, many universities also attach great importance to the continuation of

services learning program. While not all schools' service learning have a relatively liberal arts objectives, but until today, around the world, what service learning gives students is still closely related to the core proposition of liberal arts education, such as broaden their horizons, and the practical ability and the concern on the disadvantaged.

2. Design of Service learning program

2.1 Design Ideas

From the theory of service learning, It can be found that we must follow four basic ideas to design a typical service learning teaching programs: (1) under the guidance of the theoretical and practical instructors in the overall process; (2) instructors combine the professional theory with the practice; (3) students' reflection and review on the contents of practical operation under the professional guidance of instructors; (4) the effective assessment of students' learning outcomes. These four basic ideas common point to the core concept of a liberal arts education——ABC, that is, Adaptability, Brainpower and Creativity. Therefore, the primary consideration is teaching subjects to design a qualified service learning program. The subject to selected must not only be linked to the theory of teaching content and has relatively use of the knowledge, but also be able to devise practical contents which are feasible, and looking for some practice locations to accommodate a certain number of students in the community.

Under the guidance of the theoretical and practical instructors in the overall process, the students how to effectively reflect and review on the practical content is essential to the success of the service learning program. This is usually combined with the program's evaluation process. The goal of service learning program is to achieve student liberal arts education and to comprehensive training student's academic ability, critical thinking skills, writing skills, oral communication skills, logic skills, solving problem skills, leadership skills, interpersonal skills, cultural competence and the ability to participate in social. At present, some foreign organizations and agencies

which are dedicated to teach and research service learning have developed a variety of assessment tools. Although these tools and their problems in terms of the scale are different, the areas of capacity which these problems point to are identical.

2.2 Practice of the Ideas

First of all, with regard to the guidance of the theoretical and practical instructors in the overall process, Our service learning program invited teachers from schools and libraries as the instructors of the theoretical training courses on various topics; and hired librarians, as the leader, to lead students to practice at Wenchuan County Library and Beichuan County Library, which was obliterated in the Earthquake 5.12 in China. At the same time, as supervisors, the directors of the two libraries also bear the responsibility to guide students' work.

Secondly, to combine the professional theory with the practice at our service learning program, instructors designed a weeklong targeted theoretical training courses aim to the contents and needs of the practice every year. For example, when the two new libraries rebuilding in May 2011, our teams designed theoretical training courses in which includes indexing documents, shelving books, document cataloging because there are a large number of books to processing, sorting and shelving. Figure 2 shows the combination of the theories with practice during our 2012 service learning program of Rebuilding Wenchuan County Library and Beichuan County Library after 512 Wenchuan Earthquake.

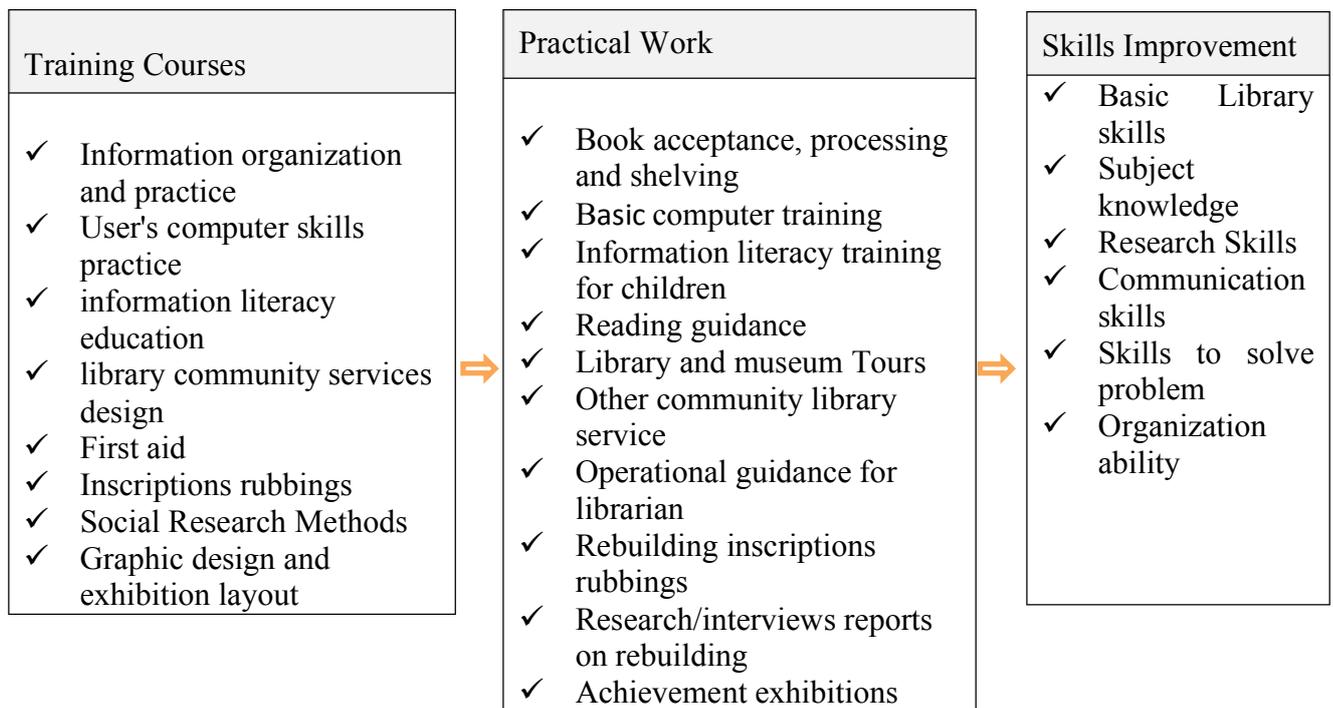


Figure 1: The Design Idea of Service Learning Program

Thirdly, to mark the students' reflection and review on the contents of practical operation under the professional guidance of instructors, our program requires the students to record and reflect on the content of theoretical study and experiential learning by various forms of text and images such as service diary, research report, program yearbook and exhibition and so on. Through this process, It can be expected to strengthen the awareness of the professional, to optimize the knowledge structure, to broaden academic horizons, to stimulate innovation consciousness and ability, and to enhance the sense of accomplishment and self-confidence by the way that the students use their professional knowledge to serve the social, to improve enthusiasm which engaged in social work and research

At last, with regard to the effective assessment of students' learning outcomes, our program combines quantitative assessment with qualitative assessment to assess the entire process, especially the traceable research on the overall effect of the service learning. Quantitative assessment was aimed at obtaining the students' score data on

the abilities by the two Questionnaires before and after service learning. These data can help us to find and analyze the changes brought by the service learning. However, qualitative assessment is focused on students' changes on attitudes, behaviors, values. So, it requires us to pay more attention to the students' service diary, open-ended questions, research reports and interviews by content analysis.

2.3 Objectives and Plan

From the date of beginning, the main objectives of the project are as follows:

- Optimize the knowledge structure, broaden academic horizons, and stimulate innovation consciousness and ability;
- Enhance the theoretical knowledge, the research and practical ability, and expand specific exploration and innovation in the theory and practice;
- Develop communication skills, organizational skills, time management skills and solving problem skills;
- Understanding the library's profession spirit and the social role;
- Strengthen the sense of accomplishment and self-confidence by the way that the students use their professional knowledge to serve the social;
- Improve enthusiasm which engaged in social work and research;
- Broaden the cultural horizons of the people who live in the service area, and rebuilding the local spiritual life and social memory.

To achieve these objectives, taking the reference of “service-learning program: Lingnan Pattern” (Office of Service-learning in Lingnan University, 2008), our team designs to a series of work plan. For example, Figure shows that the overall program implementation plan and time schedule of 2012 service learning as follows:

3. Implementation of the program

3.1 Introduction

It has been 6 years since the Sun Yat-Sen University Service Learning Program

of Rebuilding Wenchuan County Library and Beichuan County Library after 512 Wenchuan Earthquake began. In the beginning, as a part of the summer service learning of Graduate School and liberal arts education project of Sun Yat-Sen University, Our program was held by the School of Information Management and liberal arts classes and organized in cooperation with the Library Wenchuan County Library and Beichuan County Library. Embracing the principle of learning extensively and practicing devotedly , and the spirituality of wisdom and service, this program aimed mainly at the students who come from the School of Information Management and liberal arts classes. From 2011 to 2016, the students' number of our service learning was 36, 44, 18, 17, 14, and 16.

3.2 A Case of 2016

(1) Training Course

The service learning program invited teachers from school and library as the instructors of the theoretical training courses on various topics, this is the Course schedule in 2016(Table 1).

Table 1: Course Schedule in 2016

Courses	Teachers	Time
Origins of the Project	Zhou Yi (Associate	June 27th
The Practice of Social Research	Professor, School of Information Management)	June 27th
First Aid Training	Zeng Jingshi (School of Communication and Design)	June 27th
Spirit and principle of volunteer service	Wu Xiaoyin (Communist Youth League Committee of China SYSU)	June 27th

Graphic design and exhibition layout	Luo Huimin (Sun Yat-sen University Library)	June 28th
Reading Promotion	Li Jiuyan (Sun Yat-sen University Library)	June 30th
Information Literacy Education	Qiu Weiqing (Sun Yat-sen University Library)	June 30th
Trial Teaching		July 1st

(2) List of Activities

The program designed a series of summer activities for Beichuan County Library and Wenchuan County Library, services intended primarily for the elderly and children (Table 2).

Table 2: Schedule of Events in 2016

Beichuan County Library's activities in 2016 summer vacation			
Subject	Brief Introduction	Time	Activity Form
Computer Training for old readers	1.Course introduction	July 3th	Lecture+ one-on-one instruction
	2.Basic knowledge of computer	July 4th -5th	Lecture+ one-on-one instruction
	3.handwriting input method	July 6th -8th	Lecture+ one-on-one instruction
	4. search engines	July 9th -10th	Lecture+ one-on-one instruction
	5.QQ and WeChat	July 11th -13th	Lecture+ one-on-one instruction
Children training	Creative classroom:		
	1.The art of calligraphy	July 4th -11th	Lecture+ Calligraphy

	2.Handmade	July 9th -12th	Lecture+ Paper-folding+ Plasticene
	Subject reading:		
	1.Interesting advertising world	July 4th	Lecture+ Games+ Cartoon
	2.Polar animals tour	July 7th	Lecture+ Games+ Cartoon
	3.In the eyes of my heart	July 9th	Lecture+ Games+ Cartoon
Wenchuan County Library's activities in 2016 summer vacation			
Subject	Brief Introduction	Time	Activity Form
Computer Training for old readers	1.Device debugging	July 4th	
	2.Computer Training	July 4th-9th	Lecture+ One-on-one Instruction
Juvenile reading promoting	1.Story Telling: <i>Frozen</i>	July 3th	Lecture+ Games+ Movies
	2. Story Telling: <i>The wizard of Oz</i>	July 6th	Lecture+ Games+ Movies
	3.Story Telling : <i>Rapunzel</i>	July 11th	Lecture+ Games+ Perform
	4.History Telling	July 12th	Quiz+ Games
Handmade	1. Painting	July 6th	Handmade
	2. Kite-making	July 8th	Handmade
	3. Clay crafting	July 11th	Handmade
Parent-child book reading	1.Picture book reading	July 10th	Story Telling
	2.Picture book Making	July 10th	Handmade +Story Telling
English Learning		July 7th /9th	Lecture+ Games+ Movies+ Song

4 Evaluation

During our program, to verify the effect of service learning, our team carried out a teaching evaluation research by the way of questionnaires, observation, interviews.

4.1 Evaluation Purposes

The evaluation intends to four aspect: (1) Before and after our service learning, the students' changes on self-awareness, teamwork ability, communication skills, professional skills and other aspects of capacity; (2) The changes on the sense of responsibility, social services awareness and the perception of the world around them; (3) Tracking evaluation of the service learning program; (4) Integrity of the implementation plan and the problems during our service learning program. Through the above four aspects, our team intends to understand and analyze the significance and the role on liberal arts education of the undergraduate. Meanwhile, we also reviewed the problem which existed at service learning in order to discuss measures to solve, so that our service learning program can have the long-term operation and achieve a better result.

4.2 Evaluation Methods and Tools

The core theory of our service learning is reflective learning, and it pays attention to students' learning experience and practice experience and feelings, and personal knowledge system which is formed through the program. Our evaluation obtains quantitative data from students' self-assessment on their cognitive and emotional expression, while from the text descriptions and experience exchanges on learning process. we can make the qualitative evaluation of service learning.

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Figure 2: Evaluation Methods and Results

(2) Tools

Quantitative assessment intends to survey by the questionnaire. Before and after the service learning, the students will fill out the questionnaire to score their own ability and their partners' performance, and then we can obtain quantitative data.

For the design and selection of quantitative assessment, we use the evaluation tools by Lingnan University of Hong Kong because our program is similar to their "Star Service Learning Ridge sleeve Tour". But taking in account the specific characteristics of our service learning program, our team adjust some practical indicators, and adds two indicators of "impression of disaster area" and "perception of our overall program" to try to understand the students' thinking and felling on the world, as well as their evaluation on the effectiveness and significance of service learning.

According to the evaluation scale which is designed by Lingnan University of Hong Kong, the questionnaire contains five capability areas, and each capability area includes 2-3 indicators, which has about 77 questions for self-evaluation by the students (Table 3).

Table3: Ability Requirements and Quality Indexes

Ability Requirements	Self-knowledge	Team Cooperation	Appreciate	Responsibility	Professional Skills
Quality Indexes	1.Communication Skills 2. Organization Skills 3. Self-reflective Capacity 4. Survival skills	1. Social Skills 2.Problem-solving Skills 3. Time Management	1. Set Goals 2.Appreciate and Encourage Others	1. Respect 2.Social Responsibility 3. Life Attitude	1. Research Skills 2. Practical Skills 3. Professional Knowledge