

Service-Learning in the Philippines: A Short-Term Project for University Collaboration

フィリピンでのサービス・ラーニング

—大学協同の短期プロジェクト

Shirley M. Ando, Robert Sheridan, Noriko Mori & Kathryn M. Tanaka

Abstract: Otemae University (OU) and the Institute of International Education (IIE) implemented a service-learning short-term project in the Philippines in 2015. The initial purpose was to activate a recently established Memorandum of Agreement (MOA) of Academic Cooperation with the University of the Philippines Cebu (UPC). The project, however, became the source of not only collaborative learning (Cook-Sather et al, 2014) between the students and teachers of both universities but also of “transformations” wherein established perspectives are challenged requiring a critical questioning of self (Mezirow, 1991). This paper describes how the service-learning project in the Philippines was organized and conducted. It also examines its weaknesses and strengths in order to improve future service-learning projects and to advocate for service-learning course.

Keywords: service-learning, curriculum, collaboration, English language education

要約

大手前大学（OU）国際教育機関（IIE）は、2015年度フィリピンで短期サービスラーニングを行った。それは、フィリピン大学セブ校と交わした学術協定に基づき始動したものである。

このプロジェクトは、双方大学の学生と教員の共同学習（Cook-Sather et al, 2014）となるだけでなく、すでに確立されたものの見方から自分自身に対する批判的な質問へと促すトランスフォーメーションとなる。（Mezirow, 1991）

本論では、フィリピンでサービス・ラーニングを行うにあたりどのように計画し成し遂げたのかを述べる。さらに、有益だった点、見直すべき点を検証し、本学でのサービス・ラーニングのコース設計とカリキュラムを提言する。

キーワード：サービス・ラーニング、カリキュラム、協働、英語教育

Introduction

Otemae University (OU) and the Institute of International Education (IIE) implemented a service-learning short-term project in the Philippines in 2015, with the initial purpose of activating a recently established Memorandum of Agreement (MOA) of Academic Cooperation with the University of the Philippines Cebu (UPC) (see Appendix 1). The project, however, became the source of not only collaborative learning (Cook-Sather et al, 2014) between the students and teachers of both universities but also of “transformations” wherein established perspectives are challenged requiring a critical questioning of self (Mezirow, 1991).

Service-learning, as the opening article of this journal notes, has been the subject of much attention as a way

to provide students with a practical and meaningful way to extend the lessons learned in the classroom (Ando et al, 2015). At the same time, the majority of academic attention to service projects focuses on domestic service-learning and the impact on learners and the local community (Pisano, 2007). Yet, because the goal of service-learning is to create global citizens who advocate for social change (Lempert, 1995), the implementation of international service-learning projects is a natural extension.

Both service-learning projects and study abroad can be transformative experiences for students. Indeed, service-learning at its core is designed to be what constructivist educator Mezirow has described as a transformative education (Mezirow, 1991). To Mezirow, education is “the social process of construing and appropriating a new or revised interpretation of the meaning of one’s experience as a guide to action” (Mezirow, 1994, p. 223). Thus, the ultimate goal of education is a perception shift and a questioning of the self. To Mezirow, transformation occurs at “the intersection of the individual and the social” (Tennant, 1993, p. 36). In that sense, international service-learning has the potential to foster a perspective transformation, creating new ideas about the world and instilling students with a global sense of shared social responsibility.

Mezirow initially argued that transformative education was a rational process wherein new facts shifted acquired perspectives (Mezirow 1981, 1994), but recent scholarship has expanded this notion of transformation to argue that it occurs affectively as well as rationally (Dirkx, 2006). According to Dirkx, emotionally intensive experiences trigger unconscious meaning-making in individuals, causing a transformative experience even if it cannot be articulated. Mezirow (2006) does allow for affective learning, but he argues that it must be rationalized in order to become a conscious transformation. In that sense, reflection upon emotional or intense experiences becomes an integral part of the process of transformative education.

Service-Learning in the Philippines

The Philippine Service-Learning and Study Program (PSLSP) was at its core designed to be a collaborative and transformative, requiring students from Otemae University (OU) to work with students from University of the Philippines Cebu High School. Through collaborative and interactive learning, students shared their experiences and together created new meanings and affecting their perspective. At the same time, the program was also designed to be both rational and affective, allowing students to make emotional connections with the local culture and their host institutions as a way of furthering their education.

The program was first held in 2014 as a triad, between Otemae University and Konan University in Japan, and the University of the Philippines Cebu (UPC). Upon the success of this first attempt, the program was expanded and in 2015 launched as a partnership between OU and UPC. The 2015 program expanded not only in terms of number of students, but also in terms of their activities in the Philippines. In this paper, we focus on the second program to the Philippines, held in the winter of 2015.

The second program started on February 15, 2015 and ended on March 2, 2015 (see Fig. 1 for the schedule). It was a two-week intensive program that included the following components: 1. Pre-departure orientation; 2.



Photo 1: A Skype session with UP Cebu high school students

Actual Service-learning and Study program and 3. Post-trip reports. This structure follows Kolb's (1984) learning cycle and the importance he gives to formal reflection in the educational process.

The pre-departure meetings included but not limited to general orientation on how to travel to the Philippines, the history and pertinent background of the Philippines, Japan-Philippines relations, poverty and the gap between the rich and the poor in developing countries, a study of Cebu and U.P., a Skype session with UP Cebu high school students, and preparations on how to teach the 8th grade curriculum on Japanese culture.

Philippine Service-learning Program

Date: February 15-March 2, 2014

Location: Cebu and Manila, Philippines

Accommodation: (February 16-February 27) Balay Bakasyunan, Lahug, Cebu

<http://balaybakasyunan.com/>

(February 15, 28, March 1) 4 Arguilla Blvd.,

San Lorenzo Village, Makati, Metro Manila

Program Schedule

Pre-departure orientation and educational preparation

February 4, 5, 6 and 9 (20 hours minimum)

February 15: Depart for Manila (MNL), Philippines from Osaka (KIX)

February 16: Charity Bazaar organized by the American Women's Club of the Philippines <http://www.awcphilippines.net/event-1804386>

February 16: Depart for Cebu

February 16-27: Cebu, Philippines (See attached itinerary)

February 28: Depart from Cebu to Manila.

Visits to Philippine General Hospital (PGH)

<http://www.pgh.gov.ph/en/> and St. Luke's Medical Center

<http://stlukesmedicalcenter.com.ph/home>

March 1: Historical tour to Intramuros, San Augustine Church, and Fort Santiago

March 2: Depart for Osaka (KIX) from Manila (MNL)

Objectives of the Service-learning Program in the Philippines

Objectives for Otemae University and U.P. Cebu

1. To begin to stabilize our exchange agreements utilizing service learning program activities.
2. To investigate the best practices in exchange agreements utilizing service-learning activities.

Fig. 1: Schedule and objectives for the 2015 program

By requiring students to teach about Japanese culture and society, the program was meant to be one of explicit cultural exchange. In addition, because it also featured visits to a charity bazaar, hospitals, beach cleanup along the typhoon-stricken coast of Lapulapu, and the Pulang Bukid (Red Field) slum area, the service-learning project also featured a social welfare element. They visited historical monuments, where UP students led OU students on a guided tour of Cebu. For more details on the activities, see our Cebu schedule in Fig. 2 below.



UNIVERSITY OF THE PHILIPPINES CEBU
Lahug, Cebu City

Otemae University Service Learning
16-26 February 2015

Dates	Purpose	Itinerary	Students and Teachers Involved
16 Feb 2015/Mon	To pick up the guests from Mactan International Airport Welcome Dinner	Welcome Dinner 4:00 PM: Meeting area at UP High School 4:20 PM: Proceed to Mactan Cebu International Airport to pick up the guests 5:30 PM: Go back to UP High School to attend a Welcome Dinner 7:30 PM: Proceed to Balay Bakasyunan, Gemsville, Lahug, Cebu	20 students— Pick up. 20 students, 9 Otemae, 4, 35 pax.
17 Tue	Welcome Program with the High School	Program 7:20-7:35 Flag Ceremony and Welcome of Otemae University Service Learning Delegates at the UP High School - Open Stage -Program -Invocation -Philippine National Anthem UP High Glee Club -Japanese National Anthem -Welcome Address and Rationale -Introduction of Otemae University Students -Song Number by UP High Glee Club Program 7:35-9:35 Service-Learning Orientation -Welcome Address: Ms. Kayu Monsanto -Objectives: Dr. Aurelio Vilbar -Message: Prof. Shirley Ando -Introduction of Otemae Students	40 Grade 8 students

		<ul style="list-style-type: none"> -Introduction of UP High -Getting to Know You: Ms. Jerah Gumalal -Tasking: Dr. Cherry Malaque -Start the Service-Learning 	
18/Wed	Welcome Program with UP Cebu College	<p>7:25-8:30 Practice</p> <p>8:30-10:30 Welcome Program</p> <p>3:00-4:00 PM Japanese language teaching with the Japanese Language Club with Jerah</p>	<p>Mr. Pernia</p> <p>Ms. Jerah</p>
19/Thu	Chinese New Year	Free time/tour of the city	
20/Fri	Continue the Service Learning	<p>9:50 am Soc Sci: Mr.Pernia.</p> <p>PM Prepare for the Prom</p>	Ms. Kayu, please go with them to Casino Espanol
21/Sat		<p>Meet at UP Cebu at 7:30 AM and take the bus to UP SRP</p> <p>MEd Forum at 8:30am-12:00pm</p> <p>Lunch at UP SRP.</p> <p>Go back to Balay Bakasyunan to change at 1pm.</p> <p>Go to Pulang Bukid at 2:30 PM</p> <p>Go back to Balay Bakasyunan at 5PM.</p>	<p>9 Otemae delegates with Dr. Vilbar and 10 high school students.</p>
22	Free time.		
23 Feb/ Mon	Community Extension at Mandaue City Central School, Mandaue City	<p>9:50-12:00 Continue Service Learning at UP High School</p> <p>12:00 PM Meeting area at UP High School. Proceed to Mandaue City Central School</p> <p>5:00 PM Go back to Balay Bakasyunan, Gemsville, Lahug</p>	9 Otemae delegates with Dr. Vilbar
24 Feb/ Tue	Cultural and Heritage City Tour	<p>8:00 AM: Meeting area at UP High School</p> <p>8:10 AM: Start of the tour in Cebu City. Proceed to Taoist Temple, Sto. Nino Church, Magellan's Cross, Fort San Pedro</p> <p>12:00 PM: Lunch at AA Barbecue, near Fort San Pedro</p> <p>1:00 PM. Visit Museo Sugbu</p> <p>2:30 PM. Visit Mactan Shrine</p> <p>4:30 PM. Back to Balay Bakasyunan</p>	9 Otemae, 10 high school, 4 teachers 25 pax all.

25 Feb/ Wed	Coastal Cleanup in Lapulapu City	7:30 AM Meeting area at UP High School 7:45 AM Proceed to Lapulapu City for Coastal Cleanup 12:00 PM Go back to Balay Bakasyunan, Gemsville, Lahug	9 Otemae, 10 high school, 4 teachers 23 pax.
26/Thu		Closing ceremonies at 3:25pm-4:30 pm. AS Lobby.	Prof. Cherry All UP High School Students
27/Fri		Free time	
28 Feb/Sat	Drive the guests to Mactan Cebu International Airport	6:30 AM Pick up guests at Balay Bakasyunan, Gemsville, Lahug then proceed to Mactan International Airport	

Mechanics for the Performance:

1. Each group is composed of 10 high school students.
2. The Otemae University service learners shall be grouped into 4, depending on their talents, experience, and expertise.
3. *The following are the tasks :
 - a. Japanese speech choir.
 - i. Choose any short, classic, narrative, lyric poem meant for speech choir.
 - b. Japanese dance and/or song
 - i. Choose any traditional dance or song meant for a musical presentation
 - c. Japanese play, kyogen
 - i. Choose a scene of a play, around 4-5 minutes.
 - d. Japanese painting
 - i. Teach high school students on traditional Japanese style of painting

**Note: Based on group meetings and student input, the tasks were modified as follows: Japanese Haiku, Japanese Songs, Japanese Dance, and Japanese play*

4. Each Japanese and UP High School student will have a journal to write their experiences. Details of the journal entry will be discussed on 17 February 2015.

Fig. 2: Joint Activities between OU and UP

Thus, PSLSP took place mainly in Cebu, Philippines. However, three days were held in Manila where participants observed a charity bazaar organized by the American Women’s Club of the Philippines and toured hospitals that serve two ends of the economic spectrum in the Philippines. The hospital tours were guided by a prominent Filipino neurosurgeon who works both in a private Medical Center that caters to international patients and the rich and the Philippine General Hospital—the public hospital that cares for mostly the poor and the less fortunate in the Philippines.

In addition, the time in Manila was highly personal in that the lead faculty member from Otemae University, Professor Shirley M. Ando, is a Filipino-American born in the Philippines who still has relatives that reside in Metro Manila. She took students to meet her relatives and gave them the experience of visiting the home of friends and family in the Philippines. This again demonstrated the flexibility of the service-learning program and was a model to students about the ways in which learning flows “from charity to advocacy, from the personal to the political, from individual acts of caring that transcend time and space to collective action on mutual concerns that are grounded in particular places and histories” (Morton, 1996, p. 20). It allowed the students to have experiences unavailable to them through institutional visits or hotel stays—it immediately established a personal connection for all students that was then reinforced by the welcoming attitude of their hosts in every location.

Indeed, students repeatedly remarked upon the warmth of their hosts. One student wrote, “Philippines’s people is so kind. And also they are powerful. When I went to high school, students has good personality.” Again, for this student, the positive attitude encountered became the impetus for personal change: “Before this trip, I get nervous sometime when I have negative things, but after that I changed my mind to happy person. I mean if I got negative thing that I never think about nervous. I always think about positive things”.

The diversity of activities was intentional; it was done in part to engage with Morton’s (1995, 1996) articulation of three paradigms of service-learning: charity, project management, and social change. According to



Photo 2: Otemae students at the Closing Ceremony

Morton, different styles of service-learning projects have different benefits and disadvantages, and by combining several flows of service-learning we could maximize the experience for all involved.

The Cebu portion consisted of teaching 8th grade UP Cebu High school students about Japanese art, literature, and culture. The 40 students were divided into 4 groups and assigned a pair of Otemae University students: 1. Haiku group; 2. Play/Theater group; 3. Song group and 4. Dance group. For about two weeks, Otemae students prepared lesson plans and activities for the 8th graders which culminated with a performance on February 26th. While some students later stated on the post-study survey (Appendix 2) that they did not feel they had time to prepare sufficiently, the teaching exchange was overall a success.

Indeed, the lack of preparation became a source of transformative education. Several Japanese students went into the project with the idea that they were experts on their own culture. Yet, when they joined a history class, some participants expressed their shock at the fact the UP students asked questions about Japanese history they could not answer. One participant wrote:

“I learned how to teach other country people Japanese culture and my knowledge of Japanese and Philippines history, and to communicate with students and teachers. When I heard and joined the class of history, I realized that the history is very important thing for us as a Japanese. I was very shocked and annoyed because I could not answer any questions from the students. I did not know well about Japanese even I am a Japanese. Therefore I think that to know Japanese history is very important as Japanese.”

Indeed, this student later noted this realization was a source of personal transformation:

“I was realized that I have to study more about Japan as Japanese and a person in the world. I had never thought that the history is already passed, therefore I do not think about it too much.”

The teaching was not only transformational but also a source of great joy, and one that confirmed the productivity of their work and the effectiveness of the cultural exchange. A student remarked about the closing ceremony:



Photo 3 : Students from the Entrepreneurship class making donations to Pulang Bukid

“The ceremony is the most memorable thing for me because the students showed us what they learned from us. They learned hard and we were prepared too much, so when they show them, we worried that they can dance well... I danced together with them. It was very excited. When we taught dance my team, the other students came to our group and practice a dance with us! And then, after the ceremony they show us that dance. I was very surprised and impressed!!!”

In working at the school, some students expressed worry about teaching in English. One student said she couldn't communicate in the beginning because her English was so poor, but because the Filipino students in her group worked so hard to understand what she wanted to say they inspired her to work harder. Indeed, this student is on a longer study abroad at the present time.

Another student wrote, “We taught them in English, therefore that was very hard for us. However, these are very good experience... We communicated with the students in English. We could not tell what we want to do and teach them. So it is difficult for us to communicate with them in English. We learned it is very important thing as a tool to communicate with other countries people.”

It was not only the welcoming attitude of students at UP Cebu High that impressed the OU students. Besides working with the students of UP Cebu High, the participants also went to visit “Pulang Bukid” or Red field, an informal settler community about 30 minutes from the high school. Contact was established last year with this community and after careful evaluation of its needs, Otemae students, staff, teachers and some members of the community in Japan donated boxes of clothes and school materials that were shipped in January. The main organizer for the donation drive was Ms. Noriko Mori, a part-time lecturer at Otemae who also accompanied the participants as a volunteer. Although we were there only for half a day, the impact of being with people, mostly children, on subsistence living was mind opening and participants came to a realization of how lucky and privileged they are. Furthermore, students saw the impact of their classwork as they distributed items to the slum residents that were purchased with funds raised in the entrepreneurship course described in this volume (Sheridan, 2016).

Again, for many students, this was a moment of intense affective education. One participant remarked:

“In the Philippines, we went to a slum area called Pulang Bukid, where the poorest people live, and I can never forget the things I saw then. Trash was piled up in mountains on the streets, painfully thin cats and dogs wandered the streets. Trash was thrown in the river that flowed nearby, and I thought it would be dangerous to drink. Then, standing there, the stench was so powerful I couldn't help but use a handkerchief. In this environment, children were laughing and playing, and they greeted those of us who had come from Japan like heroes.

On our first visit, the children greeted us with songs and dance. We taught them a Japanese song, and gave them the clothes we collected at the Otemae School Festival. We also passed out snacks and juice. It wasn't only the children who were pleased with these things, but the adults as well, and as we left people kept thanking us... To have only good faith is just self-satisfaction, and in order to make sure it does not end there, we need to look around us, and see what is necessary now, and it is important to think about what we can do

ourselves.”¹

The slum brought the economic differences into sharp contrast, and this point was reinforced by the hospital visits. For some students, the differences in treatment at the facility for the poorer population and that for the wealthier people was striking. For one student from OU who had been born with a medical condition, however, it was meeting a child undergoing treatment for the same condition that proved to be a crucial moment of transformation. Immediately after the program, this student wrote on the questionnaire that the best aspect of the program was “visiting hospital. There are so many things what I feel. But there was a baby who has a bad condition as same as me. Then I think what I can do for person, like him.” We thus see social action beginning to work at the level of the individual.

The last component of the program consisted of submitting a journal of impressions and activities. In additions, the “best shots” of photos were collected and an album of the program was created. A feedback form to assist organizers to improve the program was distributed and data collected. The PSLSP participants also had the opportunity to share their experiences to the broader community through the Nishinomiya PechaKucha Night on July 8, 2015. This completed one stage of reflection on the service-learning project.

Assessment

Overall, the Philippine Service-Learning and Study Program 2015 was very successful and met its goals of giving students a transformative educational experience. In a post-project questionnaire (see Appendix 2), the majority of students expressed great satisfaction. Students uniformly praised the location of the program and the growth they experience through their participation. Furthermore, every participant reported profound affective transformation, that through the follow-up activities such as the PechaKucha Night presentation became rational transformation as well. Participants report being positively impacted to discover the positive in their own lives. The program strengthened not only personal but also institutional intercultural ties. As a foundation for future social action, the project was unequivocally a success. The service and reflection, combined with the affective and authentic experiences in the Philippines, provided powerful transformative engagement. OU and UP look forward to continuing their groundbreaking development of international service-learning programs in the future.

1 フィリピンの中でも貧困層の人たちが暮らすプランブキットという地域を訪れましたが、私はこの時に見た光景を今でも忘れることが出来ません。道にはゴミが山のように積んであったり、やせ細った犬や猫が至るところにいたり。近くを流れる川にはゴミが捨てられていて飲水として使うには抵抗を感じました。また、立ち込める異臭にハンカチで鼻を覆わずにはられませんでした。そんな環境の中でも子どもたちは笑顔ではしゃぎ、日本から来た私たちをまるでヒーローのように迎えてくれました。

一回目の訪問では子どもたちが歓迎の歌とダンスを踊ってくれました。私たちは日本の歌を教え、大手前祭などで集めた衣服を寄付し、お菓子とジュースを配りました。これらの寄付を子どもだけでなく大人の方も喜んで下さったようで帰り際にすれ違う人から何回も「ありがとう」という言葉を頂きました。...自分の善意がただの自己満足で終わってしまわないためにも、周りに目を向けて、今何が必要なのか、そのためには自分に何ができるのかを考えていくことが大切だと思いました。

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Appendix 1. Memorandum of Agreement of Academic Cooperation between Otemae University and the University of the Philippines Cebu

**AGREEMENT ON ACADEMIC COOPERATION
BETWEEN
OTEMAE UNIVERSITY
AND
UNIVERSITY OF THE PHILIPPINES CEBU**

KNOW ALL MEN BY THESE PRESENTS:

This Memorandum of Agreement executed by and between :

OTEMAE UNIVERSITY, a private institution of higher learning with official address in Nishinomiya City, Hyogo, 662-8552, Japan, represented herein by its President, DR. TAKAO KASHIWAGI, herein after referred to as "OTEMAE' "

and

UNIVERSITY OF THE PHILIPPINES CEBU, AN AUTONOMOUS COLLEGE of the UNIVERSITY OF THE PHILIPPINES, a national university, a public and secular institution of higher learning, created by virtue of Act No. 1870, as amended and strengthened by Republic Act No. 9500, otherwise known as "The University of the Philippines Charter of 2008,' with principal office at Gorordo Avenue, Lahug, Cebu City,

Philippines, represented herein by ATTY. LIZA. D. CORRO, Dean, UP Cebu, herein after referred to as “U. P. CEBU;”

WITNESSETH : That

WHEREAS, the parties desire to forge an academic cooperation in the development of education, based on friendship, equality and mutual interests ;

WHEREAS, a cooperative and collaborative agreement between the parties shall include the exchange of faculty and students and other modes subsequently deemed necessary ;

WHEREAS, a collaboration and cooperation in the promotion of academic excellence shall not only benefit the parties but also invariably promote greater international cooperation ;

NOW, THEREFORE, for and consideration of the above, the parties hereby agree as follows :

ARTICLE 1

CONTENTS OF THE EXCHANGE PROGRAM

1.1 The parties shall promote the following programs, subject to respective legal, financial and administrative capabilities :

- a. Exchange of scholars, professors, lecturers and researchers ;
- b. Exchange of students ;
- c. Exchange of academic information and materials ;
- d. Exchange of academic publications ;
- e. Other exchanges of academic nature which both parties agree.

ARTICLE 2

IMPLEMENTATION OF THE EXCHANGE PROGRAM

2.1 The specific terms of this Agreement shall be mutually discussed and agreed upon by the parties in writing.

ARTICLE 3

COORDINATION AND SUPPORT TO THE EXCHANGE PROGRAM

3.1 The parties shall coordinate in the preparation and the submission of proposals seeking funding and other assistance necessary for the implementation of the exchange programs, subject to the availability of funds and

approval by its respective responsible officials.

ARTICLE 4

INTERNATIONAL EXCHANGE COORDINATOR

4.1 Both parties shall designate a faculty or staff member to promote activities related to the exchange program.

4.2 The Office of the Chair of the International Exchange Committee of OTEMAE and the Office of the Associate Dean for Academic Affairs of U.P. CEBU shall be responsible for coordinating with the participants and making the necessary arrangements concerning the activities and programs of the exchange.

ARTICLE 5

TERM OF THE AGREEMENT

5.1 This Agreement shall remain in full force for three (3) years, from date of signing renewable after such period and under terms and conditions mutually agreed upon by the parties in writing. It may preterminated upon six (6) months prior written notice to the other party, without prejudice to the completion of any academic program of any existing exchange faculty or student.

ARTICLE 6

INTELLECTUAL PROPERTY RIGHTS

6.1 All copyrightable works jointly produced pursuant to this Agreement shall be jointly owned by the parties and the publication of the same shall identify the parties as the source of the output. Any fee or royalty due to such publication or use shall accrue to the parties herein. The parties reserve the right to use all the data and findings arising from this Agreement for the enhancement of its academic and research program without need of consent from the other party.

OTHER TERMS AND CONDITIONS

7.1 In the event of any disagreement as to the meaning or interpretation of this Agreement or any term herein, the parties shall endeavor to resolve such disagreement through amicable means or mediation.

7.2 This Agreement may be amended or modified by policies, rules and regulations subsequently promulgated by both parties.

IN WITNESS WHEREOF, the parties hereto have set their hands and seal on the date and place aforementioned.

MEMORANDUM ON STUDENT EXCHANGE
BETWEEN
OTEMAE UNIVERSITY
AND
UNIVERSITY OF THE PHILIPPINES CEBU

The agreement for the academic exchange between the OTEMAE University, Japan, and the University of the Philippines Cebu, Philippines as it relates to the exchange of students shall be implemented in the following way:

- Article 1 The students participating in the exchange program under the terms of this memorandum shall be selected initially by the home university and the host university shall make final admission decisions in each case.
- Article 2 This year, not more than two (2) students may be enrolled as exchange students at the partner university, and the number of students shall be modified by mutual consultation in advance. Prospective exchange students must be currently enrolled when nominated.
- Article 3 The period of enrolment of the students shall not exceed one (1) year, exchange students shall abide by the rules and regulations of the host institution.
- Article 4 The field of study for each student shall be such that the host university can appoint a qualified advisor and provide an appropriate course of study.
- Article 5 Each university agrees to provide documentation of course work completed by the students at the host university.
- Article 6 The host university shall make efforts to ensure that the students are provided assistance in finding adequate housing in or near the campus.
- Article 7 Each university agrees to provide appropriate information on the academic performance of the students.
- Article 8 This agreement is valid for five (5) years from the date of signing by the representatives of both Universities. This Agreement shall be renewed after being reviewed and renegotiated by both

Universities.

- Article 9 The students participating in the exchange program must:
- a. Have completed at least two (2) academic semesters with pass grade in their home university.
 - b. Have a suitable student record. The student must demonstrate a pass grade in at least 80% of the course subjects completed at the time of his application for visit.
 - c. Meet the particular requirements imposed by the home and host universities.
 - d. Each student will register and pay university tuition/fees at their home institution. Students shall also pay, if applicable, any fees charged by the home institution for participating in the Program.
 - e. Students must have a broad knowledge of the language required by the host university institution in order to ensure their normal integration into an academic study course.
- Article 10 The host university will issue an academic certificate for the student, indicating the course subjects completed and the grade obtained. Recognition of the certificate of course taken in the host university must be granted by the home university based on the grades obtained in the host university and according to the study contract agreed between the student and the home university. The academic record remains the property of the home university which will issue the corresponding title or degree. Studies carried out in the host university will not imply any right to obtain an official title or one issued by that university.

Appendix 2: Student Questionnaire

Name _____

Student Number _____

• Please provide feedback on the Philippine Service Learning and Study Program to assist us in maintaining and improving its quality and relevance.

今後のフィリピン短期研修の内容と質の向上そして、意義あるプログラムにするためにみなさんの感想を聞かせてください。

• Please state the extent to which you agree or disagree with the following statements where 1 is Strongly Disagree (SD) 5 is Strongly Agree (SA)

次の質問に1（まったく思わない）～5（強くそう思う）で答えてください。

PRE-DEPARTURE MEETINGS 出発前研修について

Q1. SD SA

1 2 3 4 5

A. The meetings were helpful for me to prepare for the trip. _____
事前研修は本研修の準備に役に立った。

B. The meetings clearly set the goals of the program. _____
事前研修では本研修プログラムの目標をきちんと定めてあった。

C. The number of meeting days is sufficient to prepare for the trip. _____
事前研修は本研修の準備をするのに十分な日数で行われた。

DURING THE SERVICE LEARNING AND STUDY PROGRAM 研修の内容について

Q2. SD SA

1 2 3 4 5

A. The program was relevant to me. 本研修は意義あるものであった。 _____

B. The program improved my English ability. 本研修で英語力が向上した。 _____

C. The program met my purpose in participating. 本研修への参加は自分の目的と合致していた。 _____

D. The program motivated me to take action. 本研修に参加して、自ら行動しようと思うようになった。 _____

E. I want to tell others about the program. 本研修での体験を他の人に話したいと思う。 _____

F. I gained the confidence to use the knowledge from the program in my life. 研修で得た知識をこれからの人生に活かす自信がついた。 _____

OVERALL EVALUATION OF THE PROGRAM 研修全般について

Q3. SD SA

1 2 3 4 5

A. The location was conducive to the purpose of the program. 研修先は研修目標を達成するのに妥当なところであった。 _____

B. The duration of the program was right for me. 研修期間はちょうどよかった。 _____

C. The program was organized sufficiently to meet program goals. 研修内容は研修目標を達成するためにきちんと構成されていた。 _____

Q.4. What was the best aspect of the program? 本研修のいちばんよかったところは何ですか。

Q.5. What aspect of the program needs improvement? 本研修のどこを改善すべきですか。