

The Study of Student Attainments in the Course of Philosophy of Life Applied with Immersing Service-Learning Activities

Mei-Chin Lin

This study is intended to explore the course of Philosophy of Life applied with immersing service-learning activities with respect to student learning attainments in the subject university. Methods of questionnaire survey, interviews, observations, and documentation analyses were used in the study. There were 793 copies of the questionnaire sent out, with 743 valid returns. There was a total of 30 people interviewed, including 12 teachers who immersed service-learning activities into their courses, 16 student volunteers, and two staff from the Center of Service-Learning. The following statistical methods were adopted to analyze the data collected by the questionnaire survey. These included frequency distribution, *t*-test, one-way ANOVA, a stepwise multiple regression, etc.

The results of the study found that teachers and students in the Philosophy of Life course recognized service-learning when immersed into the courses. From the analyses of the questionnaire survey, students gave the highest score to the teachers in guiding service-learning. Student learning attainments after participating service-learning activities were good with the obvious changes in students' cognition and attitude. A significantly positive relationship was found in the operation both of service-learning and student attainments. Student attainments could be best predicted by the level of students' perception and involvement of service-learning.

According to the findings, the following suggestions are proposed. The Center of Service-Learning needs to plan deeper training courses for the student volunteers. Criteria of designing service-learning in the courses should be established. The student volunteers' abilities of leading reflection and solving problems need to be enhanced. In order to help students have better understanding about the relationship between service-learning and the course, the teachers should discuss the connection between learning outcomes of service-learning and the objectives of the course. With respect to the students, they need to actively take any opportunity involving service-learning in order to gain advanced learning and

主題文章

personal growth.

Keywords: service-learning, learning attainments, philosophy of life

Mei-Chin Lin, Professor, The Graduate School of Educational Leadership & Development, Fu Jen Catholic University