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Promoting Service-Learning as a Pedagogy for Social Work: Education: Lessons from the Philippines

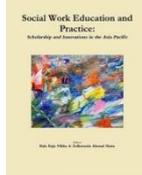
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Abstract

This article discusses service-learning as a teaching-learning pedagogy and innovation in Social Work education. As a teaching-learning pedagogy, it is considered an innovation as it challenges institutions of higher education to go beyond its usual ways and avenues for advancing knowledge. Institutions of higher learning, particularly its faculty, students and its partners outside of the community collaborate and develop innovative ideas to optimize learning and the benefits of partnership.

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Introduction

Service-learning was conceptualized to enhance traditional modes of learning and actively engage students in their own educations through experiential learning in course-relevant contexts and foster lifelong connections between students, their communities and the world outside of the classroom. As a form of experiential learning, it employs service as its modus operandi. It involves active learning since it draws lessons from the experience of performing service work (Crews: 1995).

There are four distinctive characteristics of service-learning derived from various definitions. First, service-learning is a teaching tool in which students apply classroom learning to solve real life problems in the community. Second, it is a form of experiential learning. Third, it is more than community service as it goes beyond classroom learning and contains opportunities for students to reflect upon their experiences and fourth, it creates the opening to develop a sense of compassion and citizenship (Silliman Journal, 2002).

This article discusses service-learning as a teaching-learning pedagogy and innovation in Social Work education. As a teaching-learning pedagogy, it is considered an innovation as it challenges institutions of higher education to go beyond its usual ways and avenues for advancing knowledge. Institutions of higher learning, particularly its faculty, students and its partners outside of the community collaborate and develop innovative ideas to optimize learning and the benefits of partnership.

The article is divided into three sections: First, *The Social Work Education in the Philippines* describes the goals and mandates of Social Work Education at the undergraduate level. It highlights the field instruction or internship program as crucial in the development of future Social Workers in the country. Second, *Promoting Service-Learning as Pedagogy and Innovation in Social Work Education* was part of a study this author conducted to understand how field instruction is carried out by the different schools of Social Work in Mindanao and is divided into three sub-topics: a) Social Work Field Instruction Experiences and Motivations of Students from Selected Social Work Schools in Mindanao; b) Improving Field Instruction and the Proposed Service-Learning Curriculum for SW Field Instruction; and c) Service-Learning as Pedagogy and Innovations. Finally, the third part, *Conclusions and Implications* highlights lessons learned as well as implications to further improve Social Work Education in the Philippines through Service-Learning.



The Social Work Education in the Philippines

Social Work is defined by the International Federation of Social Workers (IFSW) as:

A profession that promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing the theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. The principles of human rights and social justice are fundamental to social work (IFSW, 2012).

It encompasses a wide array of practice areas involving a continuum of client systems (individuals, families, groups, organizations and communities). As such, social workers are change agents in society and in the lives of the individuals, families and communities they serve.

In the field of education, the primary goal of Social Work is to prepare and develop future professional social workers. This preparation means helping students to acquire foundation and knowledge, skills, and values and to identify with the social work profession.

The new Policies Standards and Guidelines (PSG) for the Bachelor of Science in Social Work (BSSW) states that “social work education at the undergraduate level shall be geared towards the preparation of students for generalist social work practice”. It requires that professional education in Social Work shall lead to the acquisition and application of beginning level of knowledge, attitudes, values and skills in enhancing social functioning of individuals, families, groups and communities. The BSSW curriculum must emphasize the integrative character of Social Work within the context of a micro-macro practice continuum focusing on human development and social transformation; possessing such attributes as cultural and gender-sensitivity, rights-context and evidence based, critical-reflective thinking, among others. Underpinning social work education is the inculcation of values, attitudes and behaviours that are deeply rooted in the profession’s core values, philosophy, principles and code of ethics (Art. 4, PSG for BSSW, 2010).

The Social Work (SW) program hopes to go beyond mere competence and produce the next generation of social workers who are not only skillful practitioners, but also bright, articulate, analytical and conceptual (Witkin 1998 in Javier, 2009). This is undertaken by providing training in four curricular areas as mandated by the Social Work Law (RA4373) and the Commission for Higher Education (CHED). The four curricular areas include Human



Behavior and Social Environment to provide students with the theoretical and philosophical understanding of the knowledge base of the Social Work Profession. Second are the Social Welfare Policies and Programs that introduce students to the different social welfare theories, concepts, programs and services and an understanding of the rigors of policy development. The Social Work Practice equips students with the methods, skills, tools and techniques of the Social Work profession. Finally, Field Instruction provides students with hands on experience of case management, organizing groups, families and communities. Under this fourth curricular area, students are assigned in agencies and community settings and supervised by a registered social worker.

The Social Work field instruction has been vital in preparing students to become an efficient and effective would be social work practitioner in the future. It is where integration and application of theories acquired in the classroom are tested and put in practice. Field instruction is a “dynamic process that links students with social service agencies. During this process, students work with faculty members and field instructors to develop learning goals and objectives. The educational process will integrate knowledge from classroom content, social work practice and research. It is intended to provide the most educationally sound learning experience for each and every student,” (Barbara Coats in Javier, 2009).

Field instruction is designed to prepare students for a greater challenge after college. It is then important that the training they get should be relevant and extends far beyond mere platforms to inculcate important values and orientation such as social responsibility, civic engagement and service. This very essence of field instruction is also shared by service-learning as pedagogy of teaching.

Service-learning is similar to SW Field Instruction in the sense that it ensures a forward -backward link between what the students learn in class, their experience of service in the field and the benefits that partner agencies and communities derive from field instruction. Like Social Work Field Instruction, service-learning also starts with community assessment to determine needs and plan interventions based on needs. While most practicum and internship programs are concerned with the application of knowledge to practice where most often, communities have been considered laboratories for learning, Social Work Field Instruction makes a distinction as it ensures that programs and activities in fieldwork are designed to meet the needs of the communities, the agencies or the clientele group. This makes Social Work Field Instruction relevant and a potential site for service-learning.



Promoting Service-Learning as a Pedagogy and Innovation in Social Work Education

How do we translate an existing field instruction curriculum into a service-learning curriculum so that it can become a site for service-learning? It can be noted that while the curriculum for field instruction of schools of Social Work in the country, particularly in Mindanao is already in place and continuously updated, there is still a need to look into its implementation and explore how it can eventually become a site for service-learning. Given the current trends in the Social Work Practice, Field Instruction has yet to comply with the new standards set for Social Work education as described in the recently approved PSG for BS in Social Work.

At present, feedbacks coming from students taking field instruction show that there is a need to seriously look into how Field Instruction is carried out. Students identified problems in supervision both by the school and agency field instructors. For schools that have many students, there is a problem in time allotted to them by teachers for supervision. There were complaints of being left alone in the field and no monitoring being done by school supervisors. For agency field supervisors, it has always been a problem of time and capacity to supervise. Despite incentive (modest honorarium), there are still complaints from students of non-performance of tasks by agency supervisors as shown in not being able to comment on their journals and process recordings. In some instances, agency field supervisors were so caught up with their activities in the agency that students felt they are taken for granted.

Another problem expressed by Social Work schools in Mindanao is on the capability and readiness of the agencies to provide appropriate venue for field instruction. There were efforts at designing and implementing training programs to prepare partner agencies and field supervisors with the needed skills for effective supervision but their participation were also hindered by lack of funds to finance expenses to training invitations. The students' attitude in field instruction was also considered a problem by school and agency field supervisors. Some students take field instruction for sheer compliance with a requirement and not because they are interested to learn from their experience. As a result, they perform far below the standards set by the school. These scenarios provided the impetus to look into the experiences of students in field instruction and explore possibilities of enhancing the said curriculum through service-learning.



SW Field Instruction: Experiences and Motivations of Students from Selected Schools of Social Work in Mindanao

Transforming the existing curriculum for field instruction into service-learning is not a breeze or easy. Note that the different schools of Social Work in Mindanao may have gotten used to what they have been doing in terms of facilitating students' learning via field instruction or internship programs. Other schools may have their limitations to include financial constraints and lack of competent faculty and agency field instructors. In order to transform the existing field instruction curriculum into service-learning, a closer look into the experiences of students, and their motivations were conducted using a framework for service-learning, referred to as the PARE model.

Five schools of Social Work in Mindanao were selected to participate in the study to describe the experiences and motivations of students and supervisors in field instruction. A total of 72 students enrolled in field instruction served as respondents including the school and agency field instructors of each of these schools. Experiences and motivations were described vis-à-vis performance of students in field instruction.

The study underscores the importance of preparation, students' motivations (both intrinsic and extrinsic) in predicting students' performance in field instruction. It also identified areas for improvement of the existing field instruction curriculum and paved way for the development of a new and improved version incorporating the principles of service-learning.

In the PARE service-learning model, preparation should be done in three levels as follows: the preparation of students, the preparation of the field supervisors and finally the preparation of the partner agency/ community. At the students' level, what is found lacking is the assessment of students' readiness for field instruction. It is important that the student has clarified his or her motivations for going through the field instruction experience. By determining students' readiness and surfacing their intrinsic motivations for field instruction, the field supervisors will be able to perform their supervisory roles better. Preparation of the field supervisors and the community were also found to be absent from the current field instruction curriculum, thus, the need to incorporate these aspects in the improved version of the curriculum.

The action part of the model describes the various activities that were provided to students. These vary depending on the nature of field instruction the student has enrolled.



Schools have various ways for doing reflection. The different schools of Social Work utilized structured group discussion, commonly termed as supervisory conferences, journal writings, case conferences and process recordings. It was also evident that the kind of supervision students gets from their field instruction experience affect their perception of the quality of instruction and learning they gained from it.

In terms of students' performance and motivational factors, the study revealed that among the intrinsic motivations, competence, choice, cultural adaptability and family values predict students' performance. Competence, choice and family values are directly proportional to performance while cultural adaptability is inversely proportional with performance. Likewise, among the extrinsic factors, the null hypothesis that extrinsic factors influence students' performance is also rejected at .05 only for variables AFIs style of supervision, school support and agency readiness. Relationship between agency readiness and students' performance however is inversely proportional.

The results on intrinsic motivations of students are supported by the theory of Developmental-Contextualism (Lerner, 2010) that examines an individual's development with respect to the many influences that impact development and the process by which change occurs. While individuals are considered active participants in their own development, they are also influenced by multiple internal and environmental factors. The important concepts under this theory include context, multiple domains, lifespan and risk and resiliency. Some examples of these concepts may be inherent to or external to students and may consider students' voice, reciprocity, directionality and stakeholders' collaboration.

Likewise, the findings that cultural adaptability is inversely proportional to performance contradicts the position of Deal et al (2003) that states that "Cultural adaptability increases as the knowledge and skills to interact effectively with people from different cultures are gained". Cultural adaptability being considered as intrinsic motivator is also inherent among students.

The findings may suggest another angle for looking at cultural adaptability. The inverse relationship may be explained in the context of the present environment which is rapidly changing and is adept to the new technology. The rise in the use of technology makes students more adaptive and blends with the new culture, including the development of new



ways of learning. This type of global environment and culture makes them global learners who adapt to the use of technology not only to learn but to be entertained as well. Students then use the technology not only to study and research on new trends and development related to their subjects but rather spend most of the time in their laptops and computers while enjoying the vast opportunity for expanding networks and friends. A more alarming scenario is when students get hooked to the technology for gaming purposes.

Going back to foundations of service-learning, the results may suggest that students may not be well prepared for their field instruction experience. Their readiness to go through the field instruction experience has not been determined thus resulting to some difficulty in the way they behave and perform in the field.

It is crucial and challenging for field instructors to be cognizant of the intelligences of the students on field instruction. This should be part of the preparation as emphasized in PARE service-learning model. Knowing the intelligences of students in field instruction may make the field supervisors ready and equipped with how best they can assist and mentor their students.

Among the extrinsic factors that facilitate students' learning, only the *Style of Supervision, Agency Readiness and Stakeholders Collaboration* came out to be statistically significant thus the null hypothesis that extrinsic factors shape students' performance is rejected at .05 but only for the three factors mentioned. Agency field supervisors' style of Supervision and Stakeholders' Collaboration predicts performance such that a more supportive and open supervisory style leads to an increase in the students' performance rating by .248 units. Likewise, the higher the stakeholders' collaboration, students' performance rating also increases by .182 units.

Agency readiness as an extrinsic factor is inversely proportional (-.174) to perform and is statistically significant. This may suggest that agency readiness provides more opportunity for schools of Social Work to assign students for field instruction. Agency readiness denotes being open to accept more students and higher willingness on the part of the agency personnel to accept supervision tasks from the different schools. This scenario may increase the number of students being supervised by an agency field supervisor hence, decreasing the learning chances of the students. Another possible explanation is that the more the agency is ready and willing to accept students to be supervised, the more flexible and



relaxed they are in monitoring students in the field. As a result, students become relaxed and complacent in their performance at the agency or community.

Stakeholders' collaboration as one of the principles of service-learning promotes reciprocity and mutuality between and among stakeholders. Stakeholders include students, parents, community-based organizations, staff, school administrators, teachers and recipients of service.

The challenges school and agency supervisors encounter reminds us of Freire's pedagogical praxis called "conscientization" which challenges the teachers and agency field supervisors to work in a reflexive and transformative ways. In this pedagogical praxis, students and teachers are viewed as unfinished human beings and both have much to learn from each other in the educational process. This process is referred to as the process of critical dialogue and mutual knowledge creation. The same contention was posed by Giroux (2001) who further stressed that teachers and educators act as transformative intellectuals. "Transformative intellectuals create a transformative learning environment," (Palmer, 2001).

The Proposed Service-Learning Curriculum for Social Work Field Instruction

The findings of the study conducted among schools of Social Work in Mindanao served as basis for the development of a proposal for a service-learning curriculum for field instruction. First, the study found the importance of preparing the students, community/agency, and the field supervisors. The preparation of students may include a refresher on the theories they learned, an orientation about the field instruction, and discussion of the field manual and agency expectations. Training for agency and school field instructors was intimated as part of the preparations on the part of the field supervisors. For the partner agency and community, a periodic orientation was highlighted. A suggestion with regard involvement of students in deciding where to be assigned was also articulated.

Overview/Rationale of the Field Instruction

Field Instruction (FI) is an important feature of the BSSW Curriculum. It is a 12 or 15 unit course whose mandate can be traced back to RA 4373, known as the Social Work Law. The law requires students to complete a minimum of 1,000 hours of field work or practicum under the supervision of a registered Social Worker. Placement can be Concurrent Placement or Block Placement. Concurrent placement means that students take field instruction along with



other subjects in the undergraduate program. The Block placement means that only the Field Instruction and the Seminar on Emerging Trends in Social Work are being taken by students during the semester.

Field instruction can be done in a social welfare institution or a community with required documentation of their placement experience. All schools of Social Work shall ensure that competent social work faculty members are available to provide the necessary supervision to students.

In the new guidelines, schools offering an undergraduate degree in Social Work shall identify rural or urban communities as partners in the field instruction of students. The engagement with partner communities should be for a minimum period of three years to provide enough time for all stakeholders – the faculty, students and communities to achieve desired outcomes. The selection of communities may be based on existing community needs, problems or issues, available resources and security considerations. The agency where social work students are placed must designate a supervisor to be referred to as “Field Supervisor” or Agency Field Supervisor (AFI). Qualification should include being a licensed social worker who has completed at least fifty percent (50%) of the academic requirements for a Master’s Degree in Social Work. Below are the detailed activities of the proposed service-learning field instruction curriculum using the PARE model.

Proposed Service-Learning Field Instruction Activities and Procedures

The proposed service-learning field instruction activities and procedures are presented in the succeeding tables below. Table 1 presents the activities entailed in the preparation while table 2 presents the action, reflection and evaluation steps of the PARE Model.

Table 1 : Preparation

PARE Steps	What’s Involved?
<p>PREPARATION Note: It is assumed that the manual contains the details needed for implementing the FI curriculum hence it should include the following:</p> <ul style="list-style-type: none"> ○ VMGO of the school ○ Objectives of the Program ○ Code of Ethics of the SW Profession ○ Duties and responsibilities of the 	<p>Preparation in three levels – students, faculty and field supervisors and the agency and community as partners.</p> <p>General Preparation (involving faculty with school support)</p> <ul style="list-style-type: none"> ○ identify a community to serve ○ investigate the needs of the community ○ build relationships with the community partners ○ develop a connection between course objectives and community needs ○ formulate a plan for action, reflection and assessment ○ prepare and sign MOA with partners



<p>students, school field instructor, agency field instructors and the partner agency/ community</p> <ul style="list-style-type: none"> ○ Protocols and ethical guidelines ○ The framework used for the field ○ Policies related to FI 	<p>Students</p> <ul style="list-style-type: none"> ○ will be asked to complete a Student Self-Assessment for Field Readiness, Field Work Motivation Inventory (IMI) and Multiple Intelligence Tests ○ attend the Orientation and Pre-Deployment Seminar ○ based on the identified needs for skills enhancement, students also attend the Skills Enhancement Training ○ decide on where to be assigned given the skills and needs of the agency/ community ○ read and internalize the FI manual ○ sign the Learning Contract <p>Faculty and Supervisors</p> <ul style="list-style-type: none"> ○ Will also be asked to complete a Faculty/Supervisors Self-Assessment for Field Supervision Tool and Training and Skills Inventory Form. ○ Attend the Supervisory Training prepared for Field instructors ○ Read and familiarize oneself with the FI manual ○ Review and prepare how to handle and supervise students assigned based on the readiness, motivations and intelligence tests results <p>Agency and Community</p> <ul style="list-style-type: none"> ○ Representatives from the community and the agency with the school should sit down for levelling of expectations, orientation and discussion of the FI manual. ○ Orient and inform the people about the presence of students ○ Participate in the identification and planning for joint service activities in the agency/ community
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Table 2 Action, Reflection and Evaluation

PARE Steps	What's Involved?
ACTION	<p>Student Actions:</p> <ul style="list-style-type: none"> ○ research the problem and possible solutions ○ choose a feasible solution that meets community needs and learning goals ○ prepare and implement an action plan ○ integrate in the agency/ community ○ take notes for later reflection and assessment <p>Instructors and Community Actions:</p> <ul style="list-style-type: none"> ○ provide feedback and orientation ○ instructor arranges logistics, such as transportation, permission, and resources ○ ensure that regular supervision, mentoring and guidance are done ○ For instructors- checks and return students outputs <p>For field supervisors (both the school and agency) – provide feedback on students' motivation</p>
	<p>For the students, reflection should:</p> <ul style="list-style-type: none"> ○ take the form of a journal assignment, essay, discussion board, in-class discussion, or survey (may be done by individuals or teams)



REFLECTION	<ul style="list-style-type: none"> ○ be performed on a continuous basis, specifically at the pre-service, service and post-service stages. ○ be connected to learning objectives ○ challenge participants to think critically about their experience ○ be in the context of the level and type of course ○ have the potential to transform a simple project into a commitment for future action <p>Instructors and Community Actions:</p> <ul style="list-style-type: none"> ○ be prompted by questions that push students to analyze the cause of the problem, the service experience, the learning experience, and the effectiveness of the service ○ provide feedback either in written or in consultation with students ○ facilitate sharing and reflection sessions on the partnership with school
EVALUATION	<p>It is recommended that evaluation of a field work activities</p> <ul style="list-style-type: none"> ○ be both formative and summative ○ involve students, faculty, partnering agency, and beneficiaries of service ○ take different forms depending on the nature of the project ○ include written reflections ○ include team evaluations ○ include an exam or skill test and an attitudinal survey ○ include a final oral presentation, report or portfolio, and ○ be performed before and after the service. <p>Participatory action research involving all stakeholders regarding effects of students' service-learning activity in the community and agency shall be conducted.</p>

The proposed curriculum highlights the importance of preparation before the deployment of students for field instruction. The general preparation includes identification of the agency or community to be served and developing partnership with them. This entails crafting and signing a memorandum of agreement or understanding with partner communities or agencies. The *preparation* is done in three levels - the students, the faculty and agency field instructors, and the partner agency or community where students will do their field work study.

Students' preparation includes filling up the different assessment forms for field instruction. These assessment tools help the faculty determine motivations and readiness of students to undergo training in field instruction. At the same time, it also serves as a basis for the development of orientation and training modules for students as part of their pre-deployment preparation. Preparation on the level of the faculty and agency field includes orientation as well as skill enhancement trainings. Agency and communities are prepared through a series of meetings and consultations.



The *action* component includes defining and identifying problems in the community or agency through which students come up with an action plan and implement them. Field instructors provide feedback and orientation, arrange logistics, and ensure that there is regular supervision, mentoring and guidance being conducted.

The *Reflection* takes the form of a journal assignment, essay, discussion board, in-class discussion, or survey which may be accomplished by the students individually or by teams. It is important that reflection be conducted regularly and should be connected to learning objectives. Teachers during the reflection phase take note of the questions that push students to analyze the cause of the problem and the service experience. It is also the responsibility of the teacher and field instructors to provide students with feedback on their performance. The last component of the framework is the *evaluation* which can be both formative and summative. Here, students, the faculty, partner agencies and the communities should be involved. Evaluation can be in different forms where rubrics can be prepared or survey can be done. Regardless of the form, it is encouraged to use participatory approaches involving all stakeholders.

Service-Learning as Pedagogy and Innovation

The rise of the interest in service-learning can be attributed to the challenge brought about by the three general critiques directed at academe: lack of curricular relevance, lack of faculty commitment to teaching, and lack of institutional responsiveness to the larger public good. Yet its roots lay deeper than these three recent critiques. Its history can be traced in the early 1970s where there was wave of innovation in higher education. Many current pedagogical innovations owe their creation and development to this period. These innovations include multiculturalism, collaborative learning, learning communities and service-learning. These pedagogical innovations were grounded on experiential and emancipatory approaches to learning and share the core assumptions of Dewey's philosophy (Kezar et al, 2001).

Kezar (2001) mentioned that Service-Learning evolved from Dewey's belief that dualisms in philosophy had created a problematic distinction between doing and knowing, emotions and intellect, experience and knowledge, work and play, individual and the world, among other forced dichotomies. Two long-standing traditions in philosophy supported a dualistic view of the world: (1) that body and mind were separate, and (2) that the spiritual



and material worlds were separate. These beliefs led to the development of institutions that enacted dualistic values and structures. Medieval universities were formed with this separation in mind, and modern universities and colleges often reinforce these same belief systems. This separation also extends to teaching, research and service, which Dewey also finds problematic.

A Deweyan perspective would avoid viewing service-learning as the work of few teachers. Instead, all educators within a particular institution ought to consider the experiential and democratic dimensions of service-learning. But, until this happens, support mechanisms and incentives for faculty to be innovative in their teaching should exist. Release time should also be considered for faculty who employ service-learning. Such efforts often require elaborate planning and coordination, although collaboration with student affairs practitioners may alleviate some of the time demands. Having a service-learning centre can also provide centralized support in terms of pedagogical aids, resources, and connections to community agencies. A centre offers the potential for student affairs practitioners, faculty, staff, and the community to learn from one another in a community-oriented and democratic learning environment (Kezar, 2001).

The successful implementation of service learning across an institution's academic mission necessitates a commitment from formal leaders, the faculty, student affairs staff, and students. Lack of commitment from any of these groups shall limit the success of service-learning initiatives.

In an educational management setting, the development of a service-learning curriculum is an example of knowledge creation and knowledge management where knowledge is a “fluid mix of framed experience, values, contextual information, and expert insight that provides a framework for evaluating and incorporating new experiences and information. It originates and is applied in the mind of knower” (Davenport and Prusak, 1998). The Social Work administrator evaluates, assesses and proposes effective alternatives to improve pedagogies of teaching, thereby achieving its goal in forming Social Work graduates capable of finding and leveraging opportunities to produce high level research, strengthened contextual decision-making and accelerated innovation, or what Dale Stanley (2008) would describe as Knowledge Service. It is also an example of innovations in Social Work Education.



Who Will Benefit from the Innovation and how?

Service-learning as a widely accepted educational pedagogy places students in community service projects and backs this service up with formal learning that helps students understand and do their jobs more effectively (Tonkin:1993). King (2004) contends that among the benefits of service-learning is the potential enhancement of students' ability to critically reflect upon their experiences. This is supported by the findings of Johnson (2003) that states that service-learning has succeeded in improving students' academic performance. Johnson (2003) found that when community service is tied with academic objectives, students perform on achievement tests, take an increased interest in completing their homework and raise their grade point average; hence, Johnson considers service-learning as a win-win situation where students, teachers and the community in a triadic partnership benefit the most.

For the Students, the use of service-learning as a teaching-learning pedagogy hopes to develop their self-esteem in the sense that students earn a sense of empowerment by engaging in community service where they are needed, valued and respected. Through service-learning students will also learn that citizenship requires an active engaged community life. Students' desire to learn is heightened by their experience in community service. They learn to connect the classroom experience with life in the community.

Teachers on the other hand gain new roles as mentors, guides and presenters of information. Service-learning requires performance based methods of evaluation. Staff collegiality improves as staff work together in an interactive learning environment. Most importantly, service-learning leads to a mutually beneficial school and strong community partnership.

For schools of Social Work, service-learning brings direct benefits as well. Since most service-learning activities are directed at community needs, the community becomes aware of what the schools are doing in the community. This can result to a better public support for the schools as citizens realize what services are being offered and can also lead to more direct involvement in school programs. Service-learning contributes to reform-based teaching strategies such as cooperative learning and thematic teaching and encourages higher level thinking skills and student citizenship.



Finally, service-learning contributes to community development and renewal. The recipients of service benefit from direct aid, human involvement and personal empowerment. Agencies receive an infusion of creativity and enthusiasm for participating students. Service-learning helps students become invested in their communities as community-minded citizens.

Conclusion and Implications

In a service-learning curriculum, a successful Field instruction program requires a triadic partnership between student, agency/community and the institutions of learning characterized by clearly defined goals and expectations. The school should have developed a set of learning objectives that served as evaluation of students' performance. Students in turn should also be clarified about their motivations, values and are prepared to go through the experience. It is important that professional values be acceptable to people who choose to become social workers. Social workers' personal values must be in adequate compliance with professional values for individuals to be comfortable and productive professionals. The better one knows oneself, the more capable one will be in making decisions about what job to pursue and accept (Ashman, 2007).

Service-learning is just one of the many ways by which an institution of higher learning, particularly its faculty, students and its partners outside of the community collaborate and develop innovative ideas to optimize learning and the benefits of partnership. In the case of selected Social Work schools in Mindanao, integrating service-learning in field instruction hopes to provide the avenues to improve not just the faculty and students' performance but more importantly contributing to the development of the partner organizations and communities as well. In so doing, it also satisfies the different dimensions of scholarship as defined by Ernest Boyer (1990), namely the scholarship of discovery, integration, application, teaching and the scholarship of engagement. Service-learning illustrates the scholarship of application, teaching and engagement.

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