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高校思想政治教育服务学习研究

Study for Ideological and Political Education in Colleges and Universities

王　杨◎著

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图书在版编目（CIP）数据

高校思想政治教育服务学习研究 = Study for Ideological and Political Education in Colleges and Universities：英文 / 王杨著. —北京：人民日报出版社，2018.3
ISBN 978-7-5115-5328-7

Ⅰ.①高… Ⅱ.①王… Ⅲ.①高等学校—思想政治教育—研究—英文 Ⅳ.①G641

中国版本图书馆 CIP 数据核字（2018）第 033976 号

书　　名：高校思想政治教育服务学习研究
著　　者：王　杨

出 版 人：董　伟
责任编辑：刘天一
装帧设计：中联学林

出版发行：人民日报出版社
社　　址：北京金台西路 2 号
邮政编码：100733
发行热线：（010）65369509　65369846　65363528　65369512
邮购热线：（010）65369530　65363527
编辑热线：（010）65369844
网　　址：www.peopledailypress.com
经　　销：新华书店
印　　刷：三河市华东印刷有限公司

开　　本：710mm × 1000mm　1/16
字　　数：288 千字
印　　张：18.5
印　　次：2018 年 3 月第 1 版　　2018 年 3 月第 1 次印刷

书　　号：ISBN 978-7-5115-5328-7
定　　价：68.00 元

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Preface

Since China won the bid for Olympic Games in 2001, the volunteer service has experienced the prosperous development in China. College and university students have become the main force in the volunteer service. As a kind of service-oriented social practice, the volunteer service of college and university students has gradually become an important approach of the ideological and political education in colleges and universities. After the Olympic Games, the former mode of volunteer service of college and university students has gradually shown the defects such as lack of the function of education, continuity and systematization, which influences the display of the cultivative function. So it requires the urgent establishment of long-term mechanism and new mode. In the United States, Colleges and universities provide a brand-new perspective for the service-learning theories and practice, which created by the integration of the volunteer service and higher education: service-learning is a learning mode, in which students will actively participate in the well-organized service-learning and make progress. Such services occur in the community and satisfy the community needs. Today, the service-learning has become an important approach of the civic education and trends in American colleges and universities, and more institutions and countries in the world have adopted the service-learning mode. From the practice in the United States, service-learning has outstanding significance in establishing the correct values of students, enhancing their sense of social responsibility, and cultivating qualified citizens. The outstanding effect of service-learning in terms of the ideological values and democratic and political attainments can provide significant reference for the ideological and political education for students in colleges and universities.

Considering the importance of service-learning mode to the innovation in the ideological and political education in colleges and universities, many colleges and universities have realized the necessity of the introducing service-learning into the

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ideological and political education, and explored and implemented the service-learning in the ideological and political education in colleges and universities. Nankai University offers service-learning courses, and lists into the optional courses within Nankai University Program, which has received the popularity among students, and achieved outstanding education effects; Shandong University practices the students' service and adds training in Jinan communities under the service-learning concept, in order to explore the new service-learning mode in the volunteer service of college and university students. Many colleges and universities add the service-learning concepts and elements into the social practice, and work out several modes.

Meanwhile, at the end of 2008, Capital University of Economics and Business where I worked cooperated with four universities in Beijing in professional service-learning programs——Growth Guidance Program sponsored by Hong Kong Youth Development Foundation. Five universities recruited mentors for growth to provide the "one-to-one" growth guidance for migrant laborers' children in five schools in Beijing such as Huangzhuang, Xinghua and Hua'ao for one year (from March 2009 to March 2010). The student affairs department and social work department of Capital University of Economics and Business were responsible for the organization and implementation of the program. Supervising teachers be responsible for the organization and supervision of the students service plan were recruited from the student affairs office and social work department. I was lucky to participate in the whole process of the program as the supervising teacher recruited from the studeat offairs office, from training ,matching, adventure, to weekly contact and supervision. I find that, after more than one year's service-learning, the college and university student mentors participating in the activity had great changes in the thoughts and behavior. They became more enthusiastic, mature, communicative and readier to help others with sense of social responsibility, which shall be attributed to the participation in the education-oriented and systematic service-learning modes with certain objectives. I began to conduct relevant research while thinking. In May 2009, I applied for the special research subject of humanities and social sciences of the Ministry of Edueation with the Influence of Participation in Social Service on the Ideological and Moral Qualities of College and University Students-Investigation and Research based on Growth Guidance Program. The subject was approved in December 2009. It supported the research of the thesis, and provided important foundation for the preparation of the thesis.

This book tries to explore the necessity of the Introducing service-learning into the ideological and political education in colleges and universities, summarize and explore the mode of Introducing service-learning into the ideological and political education in colleges and universities, seek for the theoretical foundation for the service-learning into the ideological and political education in colleges and universities from theories of Marxist philosophy, political economy and ideological and political education science, verify actual effects of service-learning into the ideological and political education in colleges and universities through empirical research, and put forward countermeasures and suggestions for the development of service-learning into the ideological and political education in colleges and universities based on experience and analysis of problems. This book aims to explore the introducing service-learning into the ideological and political education in colleges and universities, and develop the feasible proposal of the service-learning in the ideological and political education in colleges and universities based on foreign service-learning theories and practice in combination with the actual situation of the development of the social practice and volunteer service in the ideological and political education in colleges and universities in China. This book is divided into seven parts, namely, introduction, the necessity of Introducing service-learning into the ideological and political education in colleges and universities, service-learning mode in ideological and political education in colleges and universities, the theoretical basis for the service-learning in the ideological and political education in colleges and universities, effects and problems of service-learning in the ideological and political education in colleges and universities, countermeasures and suggestions for development of the service-learning in the ideological and political education in colleges and universities, and conclusion (Initiate an Era of Service-Learning in the Ideological and Political Education in Colleges and Universities).

At the end of 2016, General Secretary Xi Jinping stressed again at the National Working Conference of Ideological and Political Work of Colleges and Universities that, the working capability and level shall be continuously enhanced following the laws of ideological and political work, education and students' growth. Meanwhile, specific requirements for the extensive implementation of social practice are raised, which has brought forth new opportunities and expectations for the innovation in the social practice in the ideological and political education in colleges and universities. The Introducing service-learning into the ideological and political education in colleges and universities

may become one of the important approaches to further strengthen the ideological and political work in colleges and universities, which can cultivate college and university students into all-round talents with both ability and political integrity.

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Chapter 1 Introduction

1.1 Introducing Service-Learning Theories

In recent years, the service-learning stressing the organizing students to actively participate in the community service and realizing the learning and development during the service process is under prosperous development in U. S. A. . The education fields in the first to the third level have higher enthusiasm towards service-learning, while the education in the third level, namely, service-learning in the colleges and universities takes on an upward tendency. The practice indicates that service-learning plays an active role in enhancing the character education, citizenship education and course learning of students. Originating from America, service-learning is currently applied in U. K, Europe, Australia, Asia and Africa to different extents. Service-learning has been successfully adopted by some European educational institutions, while it is a relatively new concept in some schools and a few institutions in Australia, Asia and Africa. "According to relevant study, some colleges and universities around the world are also providing courses or activities with the same contents as the service-learning, but they don't refer to those courses or activities as service-learning"[1]. Despite the worldwide dissemination of service-learning, U. S. A. remains the place of origin as well as an important place where service-learning is applied with the most perfect theories, and most of other regions and countries just quote and learn from the American system in terms of theories and practice.

1.1.1 Connotations of Service-Learning

1. Definition of Service-Learning

Service-learning was firstly raised by Southern Regional Educational Board in 1967, and gradually popularized in American schools at all levels later. In a broad sense, all the service activities engaged by students will have an impact on their knowledge, skills and attitudes, so all the service activities can be viewed as service-learning. However, service-learning in a strict sense has more emphasis on the close connection between service and systematic learning. "According to the National and Community Service Act of 1990, service-learning can be defined as follows: service-learning is a learning style in which students can actively participate in the thoughtfully organized service and realize development, and such service occurs in the community in response to the community needs; service-learning shall be well coordinated with primary schools, high schools, higher educational institutions and communities, in order to enhance citizens' sense of responsibility. Service-learning shall be integrated with academic learning of students, and it is necessary to stipulate period making reflections on the service experience for students. The integration of learning and service is the most important characteristic of service-learning. Firstly, the main part of service-learning is the community service, that is to say, teachers shall organize students to design, carry out, evaluate and correct certain service activities. Secondly, service-learning is in fact a learning style, and students participate in the community service with predetermined learning objectives. Teachers shall educate students on the relevant background, history and policies, and guide students to make reflections according to the learning objective during service activities to fully realize the educational value of service-learning".[2] Although there isn't a unified and universal mode in the specific implementation, service-learning basically includes perfect organization and planning, active participation by students, focusing on actual community needs, close cooperation between schools and the society, integration with academic learning, effective structured reflection, expansion of learning opportunities, and formation of civic responsibility. Service-learning is mainly carried out in four steps: preparation, action, reflection and assessment.

Service-learning has many definitions, and many definitions and approaches have been applied in the basic framework of linking service with learning. In the introduction

of Combining Service and Learning, Jane Kendall says that she has participated in hundreds of discussions about the language used to combine service and learning, and discussions will probably be conducted intensely forever. She adds that she has come across 147 terms in the works she reviewed, and even more are used nowadays. Sigmon comes up with a useful typology with four different types of service and learning: "service-LEARNING," which implies that learning objectives are primary and service results come second; "SERVICE-learning," in which the service agenda is central, while learning is secondary; "service learning" without the hyphen indicates that the two are regarded as completely separate from each other; and "service-learning" indicates service and learning objectives are of equal importance and the hyphen is essential[3]. The service-learning herein refers to the fourth form.

Therefore it can be understood that "service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. The hyphen in service-learning is critical because it symbolizes the symbiotic relationship between service and learning. Service refers to voluntary community service, and learning refers to the learning of knowledge, capability and value. In the service-learning, the provision of service for the society by students and the acquisition of knowledge, capability and value during the process are of the equal importance. The term community in the definition of service-learning refers to local neighborhoods, the state, the nation and the global community"[4]. The human and community needs that service-learning addresses are those needs that are defined by the community. Reflection and reciprocity are key concepts of service-learning. Reflection is made in the form of teaching, training, discussion and assignment, and reciprocity refers to the satisfaction of actual needs of students, schools and communities in service-learning.

2. Elements of Service-Learning

This article advocates that service-learning can be curricular and cocurricular, because not all learning occur in the classroom. Some current definitions insist that service-learning must be integrated into the curriculum, but student learning is indeed structured and facilitated by student affairs department, professors, principals, trained student leaders, and community members in addition to faculty. Although the structure provided by the curriculum (class meetings, syllabi, assignments, graduation, and

degree) makes it easier to hold students responsible for achieving desired outcomes of service-learning, skillfully designed and implemented cocurricular experience can produce rich results. And learning and developmental outcomes are not necessarily related to a discipline or to particular course content.

The viewpoint posits that service programs including the fundamental concepts of reflection and reciprocity can be called service-learning. The concepts of reflection and reciprocity can distinguish service-learning from other community service and volunteer programs. Some programs include elements of these concepts, but some do not. The use of the term service-learning indicates both conception and practice of these programs are centered on the reflection and reciprocity.

Reflection. As an experiential education form, service-learning is on the basis of the pedagogical principle: learning and development don't necessarily occur as an outcome of experience itself, but an outcome of reflection explicitly designed to realize learning and development. The works of learning theorists and researchers indicate that "we learn through combinations of thought and action, reflection and practice, theory and application"[5]. Different service-learning programs stress different types of learning objectives: intellectual, civic, ethical, moral, cross-cultural, professional or individual. Programs also emphasize different combinations of these objectives.

Service-learning programs are also explicitly designed to enhance students' understanding about the larger social issues behind the service needs. "This learning includes a deeper understanding of the historical, sociological, cultural, economic, and political contexts of the needs or issues being addressed"[6]. Reflection can be designed, for instance, to encourage students working in a shelter for homeless to ask such questions as, Why are there so many homeless people? What national and state policies cause them homeless? Why do we establish homeless shelters instead of locating and solving the causes of the problem? If homelessness is a global problem, how do other countries solve it? Reflection can be made in many forms: individual or group, oral or written, directly related to discipline-based course materials or not. Reflection should include providing opportunities for participants to receive feedback from the service targets, peers and program leaders.

Reciprocity. Another essential concept of service-learning is reciprocity between the server and the people or group be served. "All participants in service-learning are learners and help to determine what is to be learned. Both the server and those be

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