A Study on the Development of a Template Model for Linking Service Learning and School Curriculum

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Abstract: Service learning is not just an activity. It needs to be conducted in a way that students develop their own problem-solving skills. Teachers also should understand the meaning of service learning and recognize the need for educational cooperation. However, practical cooperation is difficult. In particular, because the college entrance exam is important in schools, there are many restrictions on the realization of service learning. Considering this reality, service learning tasks should be developed into educational contents. This study was initiated by necessity in this context. The purpose of this study is to develop a highly useful template by dividing the service learning program into subject, goal, content, method, and composition. For this purpose, this study analyzed the programs conducted at the autonomous district volunteer center and practice school. As a result, this study presents templates that are easy to link course content, core competencies and activities.

Keywords: Service Learning, Volunteer Work, Curriculum Linkage, Core Competency, Program Development

1. Introduction

Recently, research is underway to clarify the educational phenomenon through the convergence framework[1-4]. It would be interesting to look at the phenomenon of service learning based on education. It is necessary to study volunteer activities that plan and practice activities beyond the existing passive volunteer activities. Based on this necessity, service learning with educational significance is attracting attention. Specifically, the city of Seoul has been promoting the service learning model development project since 2016, and the service learning pilot project was conducted from 2017 to 2018.

In 2019, the Seoul Volunteer Center and the Seoul Metropolitan Office of Education promoted the 'Seoul-type Student Volunteer Learning Practice School'. Practical schools tried to change the paradigm of service learning, and local communities, autonomous district volunteer centers, and schools established operational support systems.

As part of this effort, in 2019, 'a study on the development of community-connected youth service learning through analysis of Seoul-type service learning practice schools' was conducted, and learning development plans were presented to demonstrate Seoul-type student service. Through this study, the necessity of linking volunteer activities and 'curriculum content' was raised beyond administrative and procedural links.

In addition, it is necessary to find a practical survival plan for service learning in consideration of changes in the educational environment. Volunteer activities are being carried out amid changes in the

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environment that could be reduced by simplifying student records. Therefore, it is necessary to make efforts to overcome the crisis as an opportunity by promoting the realization of service learning beyond volunteer activities.

The purpose of this study is to analyze the service programs conducted by autonomous district volunteer centers and practice schools, and to develop a template with high utilization by dividing the service learning programs into subject, goal, content, method, and organization.

2. Theoretical Background

Volunteering is the foundation of social sustainability and trust among members[5]. The more active people are in solving community problems and helping neighbors in need, the stronger the trust and safety net of society[6]. For this reason, many school curricula encourage students to volunteer[7]. Meanwhile, for the changing future generations, schools and students should break away from the existing passive volunteer activities and engage in volunteer activities to discover, plan, and practice community problems on their own[8].

The concept of service learning began to be used in the late 1960s[9]. Service learning emphasizes the interaction, reflection and curricular connections between volunteers and beneficiaries. Reciprocity means that students and beneficiaries are equal. To this end, service learning must actually promote student learning and growth

Service learning can be implemented by applying Colb's empirical learning theory model. According to this model, service learning should be considered as a new paradigm. In other words, service learning should include educational activities such as experimentation, concrete experience, and reflection. According to the model, volunteering should include educational activities such as experiments, specific experiences, and reflections.

[Fig.1] The Experience Learning Cycle[10]

Previous studies have argued that efforts to improve the quality of service learning should be emphasized rather than emphasizing external aspects such as administrative and financial support. Through this, it is possible to confirm the relationship between school education and service learning

in subjects, educational contents, teaching and learning methods, and evaluation. In other words, it is necessary to select educational content that reflects the student's previous experiences.

In terms of teaching and learning, it is necessary to plan the results expected by students in advance and design them so that systematic learning is possible. In terms of evaluation, it is necessary to check whether the goal of the curriculum has been achieved in connection with the activity and to find a way to record it physically.

3. Research Method

3.1 Data analysis Model

This study analyzed the existing plan based on the ADDIE curriculum development model. The ADDIE Model is the base model of the Indicative System Design. The ADDIE model is named after the first letter of each phase of “analyze, design, develop, implement and evaluate”[11]. A systematic approach model that analyzes the curriculum for implementation, looks for solutions, designs, develops, implements, and evaluates results. [Fig. 2] shows that all five processes, components of the ADDIE guidance design model.

[Fig. 2] ADDIE Model [12]

There are five characteristics of the ADDIE guidance design model. First, it is systematic. Being systematic means that each part is structured and organized to form a unified whole. A closer look at the ADDIE model shows that the steps follow a specific logical sequence and thus have systematic characteristics. Second, it is dynamic. A dynamic interaction and holistic understanding of the ADDIE model includes critical processes for successful goal execution. Third, it is reliable. The ADDIE model is highly reliable because the same steps can be performed regardless of the specific designer, location, etc. Fourth, it is iterative. This is because the ADDIE model is highly likely to be repeated indefinitely from stage of the analysis to evaluation. Finally, it is empirical. The ADDIE model has empirical characteristics because it makes effective decisions over time based on various data.

3.2 analysis Data Frame

Core competencies: the 2015 revised curriculum outline introduces the following core

competencies. This study sets the following core competencies of the curriculum as the educational goal of service learning.

[Fig. 3] A Screen Capture of 2015 Curriculum Document [13]

Achievement standards: in the 2015 revised curriculum, the achievement standards are coded and presented as follows (Example of social studies and integrated social studies subjects). This study is based on linking achievement standards in setting educational goals linked to service learning subjects.

[Fig. 4] Screen Capture of 2015 Curriculum Document [14]

Curriculum documents are open to the public and can be accessed through the National Curriculum Information Center (<http://www.ncic.go.kr/>)

[Fig. 5] A screen Capture of 2015 Curriculum Document [15]

The collected data went through an internal review by the research team and a practical verification process through the Teachers' Expert Council. The model was revised in detail by collecting opinions from volunteer groups and school sites.

4. Result

Based on the data, the study developed the following template. The developed template is designed with the user in mind first. In addition, it was possible to index the connection between volunteer work and education. Specifically, it provides a visual representation of how the content of the curriculum relates to the activity. The relationship between core competencies and activities was also clearly expressed. The template was designed so that it can be connected naturally with the educational content. It also shows the content and activity with a simple check. Margins have been provided for teachers to fill in narrative form.

No.			
program subject			
Target grade	☐ Middle School ☐ HighSchool	planning entity	☐ Student Planning Type ☐ External (center/local organization) program participation type
		difficulty	☐ Low ☐ Middle ☐ High

education organization	☐ Creative experience activities according to the school education plan ☐ Other activities		activity scale	☐ Individual ☒ Club ☐ Class ☐ Grade ☐ School	
activity time			place of activity	☐ On-campus ☐ Off-campus	

service value	☐ Fostering democratic citizens ☐ Improving career development skills ☐ Improving self-efficacy ☐ Improving attitude toward solving social problems ☐ Others				
activity goal	subjects	☐ Korean ☐ Mathematics ☐ English ☐ Korean History ☐ Society ☐ History ☐ Ethics ☐ Science ☐ Physical Education ☐ Music ☐ Art ☐ Technology/Home ☐ Second Foreign Language ☐ Chinese ☐ Liberal Arts			
	competencies	☐ Self-management capability ☐ Knowledge information processing capability ☐ Creative thinking capability ☐ Aesthetic emotional competence ☐ Communication competence ☐ Community competence			
	topics	☐ Safety and Health ☐ Personality ☐ Career ☐ Democratic Citizen ☐ Human Rights ☐ Multicultural ☐ Unification ☐ Dokdo ☐ Economics/Financial ☒ Environment/Sustainable Development			
Curriculum-related content					

service learning activity goal check list						
check list	Items					
	activity					
	competency					
subject						

Remarks Record Contents (example)	
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[Fig. 6] A Template Model for Linking Service Learning and School Curriculum

A template used as an example is presented as follows.

No. 01			
program subject	No Food Left Behind Campaign		
Target grade	☒ Middle School ☒ HighSchool	planning entity	☒ Student Planning Type ☐ External (center/local organization) program participation type
		difficulty	☐ Low ☒ Middle ☐ High
education organization	☒ Creative experience activities according to the school education plan ☒ Other activities	activity scale	☐ Individual ☒ Club ☐ Class ☐ Grade ☐ School
activity time	3 hours in total (3rd to 4th class)	place of activity	☒ On-campus ☐ Off-campus

service value	☐ Fostering democratic citizens ☐ Improving career development skills ☐ Improving self-efficacy ☐ Improving attitude toward solving social problems ☒ Others (enhance eco-friendly awareness)		
	activity goal	subjects	☐ Korean ☒ Mathematics ☐ English ☐ Korean History ☐ Society ☐ History ☐ Ethics ☐ Science ☒ Physical Education ☐ Music ☐ Art ☐ Technology/Home ☐ Second Foreign Language ☐ Chinese ☐ Liberal Arts
		competencies	☒ Self-management capability ☒ Knowledge information processing capability ☐ Creative thinking capability ☐ Aesthetic emotional competence ☐ Communication competence ☐ Community competence
		topics	☒ Safety and Health ☐ Personality ☐ Career ☐ Democratic Citizen ☐ Human Rights ☐ Multicultural ☐ Unification ☐ Dokdo ☐ Economics/Financial ☒ Environment/Sustainable Development
Curriculum-related content	practical mathematics	[12PM01-01] Find rules in various phenomena and express them as expressions. [12PM01-02] Understand the meaning of formulas used in everyday life.	
	exercise and health	[12EH01-01] Learn how to manage health necessary to form a healthy lifestyle based on your understanding of lifestyle and health management. [12EH02-02] Based on the concept of metabolic rate due to lifestyle-related diseases and lack of exercise, an exercise plan necessary for obesity prevention and management is established, and continuous exercise is applied to obesity management.	

service learning activity goal check list	● Measure your body mass index to determine your degree of obesity and check your healthy eating habits. ● Suggest an appropriate amount of meals according to the index, and prepare and practice volunteer activities for the rest of the day.			
check list	Items			
	activity	1. Can you measure your body mass index to determine if you are overweight and check your healthy eating habits?		
		2. Can you suggest an appropriate amount of meals according to the index and prepare and practice volunteer activities for the rest of the day?		

	competency	3. Do you have the ability to lead a self-directed life with the basic abilities and qualities necessary for your life and career with your own identity and confidence?			
		4. Have you processed and utilized knowledge and information from various fields to reasonably solve problems?			
	subject	5. Can you calculate body mass index values and graph obesity rates?			
		6. Can you identify a healthy diet by determining the degree of obesity and investigating the causes and diseases of obesity?			
Remarks Record Contents (example)	The body mass index was measured to determine the degree of obesity, confirmed healthy eating habits, suggested appropriate meals according to the index, and prepared and practiced volunteer activities for the rest of the day. Through this, they gain self-identity and self-confidence, acquire basic abilities and qualities necessary for life and work, and have the ability to lead a self-directed life. Knowledge information processing ability has been cultivated.				

[Fig. 7] An Example of a Service Learning Record using a Template

In this example, achievement standards are used. It is easy to use textbooks when presenting achievement standards. In other words, looking at the service learning plan makes it easy for students and teachers to see if which content is relevant.

[Fig. 8] Mathematics Textbook Linked to Achievement Standards [16]

5. Conclusion

Recently, a plan to revise the national curriculum in 2022 has been announced. Service learning is expected to change greatly in curriculum revisions. At this time of change, it is necessary to diagnose the direction in which service learning should be undertaken. Service learning is not just an activity for it is done in a way that develops students' ability to solve problems on their own. But this is not easy. Although teachers understand the meaning of service learning and recognize the need for educational cooperation, actual cooperation is difficult. In particular, because the college entrance exam is important in schools, there are many restrictions in realizing service learning. Given this reality,

student volunteer activities should be developed along with educational content.

There are many ways to connect educational content to volunteer work. Accordingly, teachers have continuously requested to develop a standardized template. This study was conducted to meet that need. The use of this template serves as a bridge between volunteers, students and school teachers. In a previous study, these three subjects wanted to communicate with each other, but did not know what to do or how to communicate. Using this template, volunteers, students and school teachers might be able to organize educational goals, contents, methods, evaluation methods, etc. at a glance. In addition, by accumulating these results, it will be possible to determine the degree of correlation between educational content and volunteer work that is statistically significant. Based on this model, service learning is expected to become more active.

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