



Office of the Vice Chancellor for Research and Innovation TECHNICAL REPORT

Assessing Current Service Learning (SL) Practices at De La Salle University (DLSU): Towards a Unified Model of Institutionalization

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Introduction

Twenty-first century education represents a world of shifts. Such shifts may refer and can include people's preference, attitude and behavior. Although people seem so connected because of the power of technology, they appear to be indifferent since they look for meaning or connection of what they do and who they work with especially in the university. This scenario prompted institutions to put emphasis on service learning where students are expected to find meaning and to make it work not just for them, but for the others, too. SL for some is pedagogy in itself. Since it is experiential in nature, it can be directly linked to the constructivist perspective. AUN regards it as Engaged Teaching and Learning where faculty and students, as well as universities and communities are involved from the beginning until it reaches its level of sustainability. But for DLSU it is a mission that "bridges faith and scholarship in the service of society, especially the poor." However, SL remains to be a co-curricular activity for the students, a volunteer's task for the faculty, a requirement for the college, and an undirected assistance for the community. SL remains to be misunderstood as either internship or community engagement, thus a need for clarification. This situation limits SL's depth and narrows its purpose. Hence, a need for ISL deems timely and relevant.

Service Learning (SL) is a pedagogy that enables students to interact with communities while they engage in active and real-life learning experiences (Isaacson & Saperstein, 2005; Schoenfeld, 2006; Buchanan, Baldwin & Rudisil, 2002). In De La Salle University – Manila, SL is operationally defined as a course-based and credit-bearing that is linked to academic goals and outcomes. As such, it has structured time, is output based and requires critical reflection. It is a form of scholarship with merit to research and teaching. It is a method of teaching that combines formal instruction and related service to a community, and a strategic approach in achieving one of the institutional goals of DLSU: bridging faith and scholarship in the service of the poor.

As a form of community engagement (CE), SL is achieved through university community partnerships that centers on the relevance of social responsibility, which the ASEAN University Network (AUN) advocates. In this respect, students do not only render service but also get to apply the academic theories and principles they learn from their classes. Moreover, SL is experiential and constructivist in nature, which is basically consistent with the Lasallian Framework. Supporting this notion, SL is a form of authentic assessment as pieces of evidence of students' target learning outcomes are in the form of real world tasks. Realizing the various benefits SL brings to faculty, students, DLSU image, and the community beneficiaries (Isaacson & Saperstein, 2005; Swick, 2001; Eyler & Giles, 1999; Bennett, Henson & Drane, 2003; Billig, 2000), institutionalizing SL can make its practice more deliberate and centralized.

Institutionalization involves four equally relevant components: infrastructure, faculty, student and community partnerships. An assessment of DLSU's past and current initiatives in relation to service learning can better place it at the core of the whole new system of social responsibility. Thus, significant to ISL is the assessment of current SL practices in DLSU, a metrics is needed to determine to what extent SL is a success in terms of its alignment to the Lasallian pedagogical framework.

SL engages both faculty and students in a pro-active way that teaching and learning tasks and activities make them more confident, proficient, and versatile in

addressing and applying creative solutions to complex problems. Since they are involved in their teaching and learning experience, they can view every activity as relevant, interesting and absorbing. They develop a sense of competence in using the knowledge and are able to broaden, build, and connect their understanding through application, dialogue, and reflection. This then opens a greater thirst for life-long learning and commitment to the community. (Simonet, 2008) Community partners, on the one hand, are given opportunities: to focus on their capacities and abilities; stress local leadership, investment and control; and, operate and grow on their strengths that benefits everyone.

In a macro level, when service learning is institutionalized, it's not merely about giving of service nor recipients receiving service but all stakeholders offer resources, capacities, hopes and priorities in a mutually reciprocal partnership. The whole ISL translates DLSU vision mission into one consolidated action plan where all stakeholders are given respective designation and function.

Indeed, institutionalizing SL will translate the vision-mission and strategic plans of DLSU into action guidelines applicable to living the Lasallian spirit where fundamental values and objectives are integrated into the culture and structure of the university. It is effective and integrative because it addresses multiple objectives and brings together a number of disparate units, structures, and programs on campus (Furco, 2005). Once institutionalized, SL serves as a unifying agent that provides opportunities for faculty to work across disciplines, brings together the campus and community, promotes strong working relationships between students and their professors, and encourages collaboration among students.

Furthermore, SL is perceived to be a potential best feature of the Lasallian pedagogical framework, this project addresses one recommendation of the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU), which is to institutionalize SL. More significantly, SL can ensure DLSU graduates as service-driven citizens who have not only learned the theories but also have conceptualized and

concretized learning through their enriched experience with the community.

In a larger scale, a project of institutionalizing SL subscribes to Curry's Model of Institutionalizing Service Learning (1991) which highlights three conditions necessary for institutionalization to occur: structural, procedural, and cultural integration. Structural integration refers to the support for SL, which should be reflected in multiple, concrete ways throughout the organization either through short or long term plans as inclusion in the university's budget for trainings and other infrastructures. Infrastructure refers to the support in relation to the "labor intensive nature and the importance of giving faculty ongoing support in this new pedagogy" (Holland, 2000, p.6). This includes consideration of workload units, reward system, the functions and roles of support structures, integrating mechanisms for communication, funding streams, and assessment models and their interrelationship to sustain SL (Gelmon, Holland, Driscoll, Spring & Kerrigan, 2001). Procedural integration



(Adapted from Curry's 1991 ISL Model)

means activities associated with SL that have become part of the operating procedures such as cataloguing the courses offering SL, making it a standard operating procedure that eventually loses its status as a special project. On the other hand, cultural integration involves participation of partner communities, faculty, students, staff, and

administrators whereby SL training becomes a part of faculty development activities (Prentice, 2002). Its stakeholders must embrace the norms and values associated with SL: faculty, students, and the partner community. Figure 1 shows both Curry and Prentice frameworks for institutionalizing SL.

Hence, the project of assessing current SL practices at DLSU is conceived as an initial step towards its institutionalization. This aims to:

1. determine the extent to which SL is currently being practiced at DLSU;
2. describe unique characteristics of different colleges within DLSU;
3. assess alignment with Lasallian framework by identifying best practices and developing metrics for evaluating SL projects;
4. develop a unified model for SL, as well as structures/mechanisms following its immediate implementation; and,
5. disseminate results of the study and utilize these to develop a plan for subsequent research project.

Social Relevance and Expected Societal Impact of the Project

Relevant to this project is its response to the research thrusts of DLSU and to the achievement of the Millennium Development Goals (MDG), an initiative of the United Nations (UN).

This project also values collaboration between the partner communities (PCs), and the different departments from different colleges of DLSU. It perceives that SL if properly implemented, is effective in fostering social responsibilities. Through this

collaborative efforts and participatory practice, specified services will be rendered to the target communities where the value of collaboration is not only verbalized but also actualized. In so doing, these communities will recognize their contributions as an essential element for progress.

Through the analysis of the current Service Learning practices in DLSU, success stories, best practices, challenges, constraints, and the identification of metrics aims at contributing to sustainable growth and development of SL practice.

Scholarly Relevance

Existing body of knowledge in SL highlights notions of service which blends engagement and retention (Tinto, 2006; Astin, 1991, 1993). Indeed, engagement means commitment, involvement, participation, attraction, and action. This can be translated into experiential learning, i.e. learning by doing. In this respect, stakeholders, who are engaged and involved, learn more. In addition, SL contributes to professional development of teachers in actualizing the Lasallian Pedagogical Framework. Through this project, the practices of the teachers as regards SL will be improved and enhanced.

Moreover, research studies of SL that intentionally connect community service to classroom learning have positive impacts on youth in three general areas: academic engagement and achievement; civic attitudes and behaviors; and, social and personal skills. SL can as well demonstrate the maximum benefits: direct tie to the curriculum, planning and design of projects by students, structured reflection on the service experience in the classroom and continuity of service (“The Impact of Service Learning”, 2007).

In the Philippine context, however, it can be stated that there is a dearth of scholarly outputs. Thus, this project can be considered as groundbreaking, and will serve as a case in institutionalizing SL that can be reviewed by scholars and

researchers for betterment not only in the university level, but also in the national level.

The A-Priori Construct

Indicators of Engagement

As a body that oversees United States' service learning activities of over 750 colleges and universities, the Campus Compact came up with the framework for the engaged campus by identifying 10 indicators of community and civic engagement (Hollander, Saltmarsh & Zlotkowski, 2002). Since service learning has risen to its prominence as a distinct evolution of community engagement, one that bridges the university to the community, under this framework, the university is envisioned to engage in its local communities, reorient its core missions, teaching, scholarship and service for community building and resource development. These ten indicators are described as follows:

1. Pedagogy and epistemology – Are the service learning courses with community-based component that can enhance the acquisition and creation of disciplinary or interdisciplinary knowledge identified? Can the service learning experience that had assumed to have helped students not only gain knowledge but can be accepted as academically credible of creating meaning and understanding?
2. Faculty development – Are the faculty given the opportunities to rethink and restructure their teaching methods through reflective teaching methodology to include service learning as a way to maximize the value of integrating community-based experiences with the academic aims of a course? Do the faculty have administrative support to redesign their curricula to integrate community-based activities and reflection on service learning activities?
3. Enabling Mechanism – Are the structures that assist faculty in their community-based teaching and learning visible and easily accessible? Is there an office that broker the relationships between community-based organizations and the service providers?

4. Internal Resource Allocation – Are the service learning initiatives and activities adequately funded by the university?
5. External Resource Allocation – Is there funding available from an outside source to support service learning activities?
6. Faculty roles and rewards – Do the tenure and promotion guidelines consider a scholarship of teaching and scholarship of application in community service at par with the scholarship of discovery or research?
7. Disciplines, departments, interdisciplinarity – Is service learning limited to social science disciplines or is it also embedded under various disciplines such as arts and humanities, hard sciences, technical disciplines, professional studies, and interdisciplinary programs? Is service learning only practiced in the margins of the curriculum, or has it penetrated the institution's academic core?
8. Community voice – Are the community partners deeply involved in their roles, as source of knowledge? To what degree have the community shape the institutional involvement to maximize the service benefits to the community?
9. Administrative and Academic Leadership – Do the president, provost and trustees visibly support service learning, both in their words and deeds? To what degree are they in the forefront of institutional transformation that supports civic engagement? To what degree is the college or university known to the local community development efforts?
10. Mission and Purpose – Is commitment to service as integrated in teaching and learning explicitly articulated in the college or university's mission? Is this statement openly valued and identified to reinforce the service learning activities of the campus or are these viewed merely as rhetoric? Is there a substantive reality to match the stated purposes?

Hollander et al. (2002) also suggest self-assessment as an engagement strategy. The continuous conscious process of discovery and self-assessment of the service learning practices is as important as simply having service learning activities. Aside from compiling an inventory of service learning activities, an assessment of the service

learning experience in terms of quality and depth is necessary and are available (Bringle & Hatcher, 1999; Holland, 1997).

Research Design and Methodology

This project adopts Eisenhardt's case study as an approach. The case study allows understanding of the dynamics present, in SL as practiced in each identified college at DLSU, its dimensions and factors that facilitate mechanisms of SL.

There are eight colleges in De La Salle University – Manila: Br. Andrew Gonzalez College of Education (BAGCED), College of Science (COS), Gokongwei College of Engineering (GCOE), Ramon V. del Rosario College of Business (RVRCOB), School of Economics (SOE), College of Liberal Arts (CLA), College of Computer Studies (CCS), and the College of Law (COL). , each of which came from a college. There had been no reported service learning activity yet in the College of Law at the time this study was conducted since the college was relatively new in its existence. The unit of analysis (case) is each SL project practiced in each of the seven colleges. The cases were identified and recommended by the Office of the Center for Social Concern and Action (COSCA) based on the following criteria: recently practiced service learning to ensure access to respondents, or ...

Each case was cross-analyzed and compared-contrasted across other cases and with the priori model to develop a unified framework for its institutionalization at DLSU. As such, the following are the phases:

1. Collection of Pertinent Documents

This involves gathering of available documents pertaining to SL from seven colleges in the university: one SL project per college. Other relevant data will also come from the office of COSCA.

2. Establishment of Metrics for Evaluating SL Model

A metrics is formed based on a priori model after a thorough review of SL literatures. This metrics were used to determine the extent at which each SL concurs with the established a priori model.

Based on a priori model, the proponents will align the target needs of the community and the specialization of the DLSU with the Lasallian framework, and identify best practices of SL towards the establishment of metrics for evaluating SL projects.

3. Document Analysis

This involves analysis of pertinent documents such as the university and community profiles, syllabi, and documentations of recently implemented SL programs. Analysis will focus on factors leading to its success and obstacles that need to be addressed. Part of it is checking whether the Lasallian Framework was actualized in the SL projects as reflected in students' reflective journals and SL documentation.

4. Instrument Development

Using the results from the review of literature, survey questionnaires for the involved stakeholders (faculty, students and communities) were developed. Construct and content validation by experts in SL, and pilot-testing were also done in this phase.

5. Instrument Administration

Face-to-face individual interviews with the faculty, a representative student and a representative community member were conducted using the instruments developed in the previous phase.

6. SL Model Development

All data gathered from the previous phases were used in developing a unified model for SL.

7. Results Dissemination

The initial unified model will be presented to COSCA for feedback. The study will also be disseminated in an SL conference to further its empirically based knowledge.

Triangulation of data types is done through multiple data sources: interviews with the main stakeholders, the faculty, student representative and community partner representative, and essential pertinent documents.

Results and Discussion

The goal of this analysis is to articulate the best practices of the De La Salle University in implementing service learning projects. Following the framework employed in this study, the coding process looked for indicators of best practices in each of the given elements of the framework. Utilizing the MaxQDA software, the substantive coding returned the coded segments (Appendix A: Coded Segments) of the interview transcripts, treated as substantive indicators of best practices. Simultaneously, memos (Appendix B: Memo Manager) were created every time an indicator was coded, primarily to explain why the segment was coded as such. The conceptual coding was conducted primarily to establish relationships and patterns (Appendix C: The Memo Matrix) among indicators in each element of the framework. However, simultaneous with exploring various indicators in each element of the framework, this study also looked into the type and salient features of the University's Service Learning (SL).

Throughout the University, a total of 40 undergraduate academic courses have SL component as of February 2016. Table 1 shows the distribution of such courses per college.

Table 1

Distribution of Courses with Service Learning per College

College	Total No Of Academic/Degree Program	Academic/Degree Program With Service Learning Component (Undergraduate)	Academic Courses With Service Learning Component (Undergraduate)	% Of Accomplishment
1. College of Computer Studies	3	3	3	100%
2. BAG- College of Education	8	3	5	38%
3. College of Liberal Arts and ARTS-BUS	101	9	16	9%
4. RVR- College of Business	9	5	9	56%
5. School of Economics	25	25	1	100%
6. G. College of Engineering	13	11	6	85%
7. College of Science	13	2	9	15%
Total	172	58	40	34%

Table 2 shows the service learning activity as described by the respondents from the 7 colleges. All triangles are complete except that of the Gokongwei College of Engineering, where after exhausting all possible means, the researchers were not able to get a student respondent.

Table 2

Respondents Interviewed and their Service Learning Activities

Triangle	College	Course	Service Learning Activity
1	SOE	Economics and Development	Demographic Survey of a barangay on income, employment, health, education, migration, etc.
2	CLA	AB/BS Psychology Practicum	Training on self-esteem of students in target community as part of practicum
3	CCS	Thesis IS/MOBIDEV/WEBDEVE	Mobile based route generation app as part of thesis – in case of flood, it sends a text message containing the shortest possible route to the evacuation center.
4	COS	Parasitology	Conduct intestinal parasite laboratory analysis of children; created and distributed brochures with life cycle of parasites, transmission to humans, control and prevention; gave a lecture to parents about the causes, harmful effects, and prevention of parasites.
5	BAGCED	Problem Solving	Conduct seminar to public school teachers and students on problem solving
6	RVRCOB	Corporate Social Responsibility	Conduct financial literacy seminar to parents in a barangay
7	GCOE	Occupational Health and Safety	Identification and presentation of hazards in a barangay and developed recommendations for prevention and improvement

Table 3 shows the list of partner organizations of COSCA that are affiliated with the service learning activities of DLSU, and the types of projects or interventions that they are involved with. Most cases included in this paper, sought the assistance of COSCA in choosing and communicating with their partner community, however in the case of BAGCED, it was the students who coordinated with their chosen community.

Table 3

List of Partner Organizations/Networks of COSCA that are Involved with SL Programs

Name of Organization	Sector	Development Agenda	Location	COSCA Projects / Interventions
Basic Ecclesial Community (BEC)	Spiritual	Spirituality/Basic Services	Brgy 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721 Zone 78, Malate, Manila	Rapid Savings Mobilization, Profiling

Harvesters for Christ Foundation, Inc (HCFI)	Urban Poor	Spirituality/Basic Services	Tondo, Manila	Tutorials/Sports Clinic/Computer literacy
Kaisahan ng mga Tinig sa Kamarin (KATINIGKA)	Urban Poor	Basic Services (Land Acquisition, Education and Livelihood)	Caloocan City	Home-based Tutorial/Research/Medical and Dental Service/Sportsfest/Health and Fitness Seminar/Sportsfest/Livelihood/Book Drive/organizational development intervention
Kaunlaran Community Support Group, Inc (KCSG)	Children	Education	Caloocan City	Tutorial/Seminars in Waste Management, Responsible Parenthood, Values Formation, and Responsible Voting/organizational development intervention/Daycare Renovation/Proposal Development
Kababayan Samahan ng Bagong Barrio (KSBB)	Urban Poor/Migrant Worker	Basic Services (Livelihood, Education)	Caloocan City	Tutorial/ Mini-library/Book Drive/Tshirt Printing/Resource Mobilization/organizational development intervention
Local Government Units of Lian Batangas (MENRO and MAO)	Government officials	Fisheries Development, Coastal Resource Management and Participation in Local Governance	Lian, Batangas	Organizational development; skills training on fisheries development and natural resource management; Coastal Clean -up/Gathering and planting of wildings, mangrove planting
PANGISDA	Fisherfolks	Advocacy on fisherfolks issues/Basic Services	Brgy Tanza, Navotas City	Tutorials/Mangrove Reforestation/Environmental Awareness/ Organizational profiling
Samahan ng mga Migranteng Manggagawa at Kapamilya sa Escopa (SAMMAKA)	Workers/OFW	Workers' Rights	Quezon City	Resource Mobilization, Tutorial/Value Formation, Sportsfest/Reading Clinic Art & Crafts/ Organizational Development
UM-Mapulang Lupa	Workers	Workers' Rights	Valenzuela	Tutorial/Medical Mission/Livelihood Skills Training/Health care seminar/waste management
UM-Masambong	Workers	Workers' Rights	Quezon City	Tutorial/Medical Mission/Livelihood Seminars
UM -Villa Paraiso	Workers	Workers' Rights	Paranaque	Tutorial/Waste Management/Talent Show/Resource Mobilization

As can be drawn from the interview with students, faculty members, and community representatives (referred to as “triangle” in this study) who were engaged in SL projects, the University’s SL activities are primarily **seminars and trainings**. Five of the seven triangles reported an SL that provides seminars and trainings to communities on topics covered in the host course. For example, the College of Education conducted a seminar to basic education teachers and students on techniques in solving a variety of Mathematics problem, while the College of Business provided a training on financial literacy. The School of Economics was reported to conduct a community profiling survey that returned socio-economic **baseline data** which eventually served as basis for programs and projects of the local government and other needs-based program. *“Basically, the SL project is more of a demographic survey which aims to come up with a profile for the community that will help the barangay officials identify what are the issues or causes, or issues that they can address”*. For example, because the survey showed that many of the families in a slum barangay do not have toilets, the local government funded a project to create public toilets in the area. The College of Computer Studies was also unique as its SL tendered **innovative solution to a prevailing problem**. Specifically, it developed a text-based application that will provide a safe and the shortest route to the evacuation center for locals during flood.

Further investigation showed that DLSU’s SL programs are primarily **formal, complementary**, and generally **economical**. A formal SL is defined in this study as an integrated component of a course, comprising a certain grade percentage, as revealed in the course syllabus. CLA, COS, COB and GCOE presented syllabi of courses which explicitly mentioned service learning and with corresponding grade components.

It was reported that before integration to a course, some SL programs started as an outreach or community work driven by the teacher’s passion and personal commitment to help, or as an output on integrating values education in teaching a course. A complementary SL means the SL project aligns to an existing program of the department, the University, or the government. In the case of GCOE, one faculty focused the SL on safety hazards (e.g. electrical hazards, chemical hazards) in, and vulnerability of, the community and another faculty focused on mitigation such as designing and costing construction plans for rehabilitation. The College of Science

initiated an SL activity that profiles the, and tests for parasitic infections among, children in a community as an extension of the government program called “*oplan goodbye bulate*” targeting those students who have no access to schools for the deworming component of the program. It was also commonly disclosed by the interview participants that the SL activity they were involved was economical. “*I made sure na talagang dapat mura and gagamitin at halos walang gastos*”. That is, the SL providers use scratch papers whenever possible, take conservative meals, take jeepneys and economical transportation modes to the community, and operate in a meager budget. It was also notable during interviews that faculty members engaged in SL activities have **inherent inclination towards community service** and that **SL providers (SLPs) generally prepare for the implementation of the SL**. Preparations come in various forms such as conducting simulations and dry runs, pre-visit and familiarization trips, and ocular inspection. For example in conducting seminars and trainings, students first present before their teacher how they will conduct the activity “*pinractice na namin sa harap niya (teacher) yung sasabihin namin so alam na niya yung mga mangyayari*”.

Pedagogy and Epistemology

The first indicator of engagement that this study investigated pertains to Pedagogy and Epistemology. Specifically, it focused on finding evidence that Service Learning activities of the University enhances the acquisition and creation of disciplinary or interdisciplinary knowledge of the course. Further, the study also hoped to find out whether knowledge gained through experience is accepted as a credible method of creating meaning and understanding.

There are three categories of pedagogy and epistemology that this study explored. The first category focuses on the presence of relevant reflection towards service to the partner organization. The second category pertains to the significant impact of the service-learning activity to the learning objectives of the course. The third category explores whether the indicators (See-experience, Analysis-Reflection, Community-action) of the Lasallian Reflection Framework are attained.

Reflection on Service

After examination of participants' accounts about their SL engagements relative to service, this study reports that Lasallian Service Learning (SL) activities **addresses real community needs**. Needs are considered real when the supposed ***needs are in consultation with the recipient***. Consultation in this case does not only mean "coordination". It means that the recipients are actively engaged even in the needs assessment stage. Needs are also real when the supposed ***needs are identified through needs assessment surveys and similar activities*** and results of the needs assessment showed the prevailing problem and that intervention is indeed needed. These may be achieved through review of existing baseline data (e.g. data from COSCA), ocular inspection (*"At first pumunta kami doon para mag ocular inspection to identify what are the hazards sa roads, sa glass ng bahay... and they saw a lot and classified like electrical, biological, chemical hazards"*) and meetings with the local officials (*"nakipagkuwentuhan sa barangay chairman, nagkaroon ng more in depth questions, nalaman na madalas silangmagkaroon ng fire dahil daming jumper*). The CLA also reported that the training they conducted was based on the needs of the community derived through consultation with the community. As mentioned by the community representative, *"tinanong muna nila, inaalam muna nila kung ano ba yung gusto ng mga bata na malaman para sa susunod na visit nila"*. SL must also have a ***systematic process of identifying the recipients*** such that selection does not only consider proximity, accessibility, and convenience. Finally, the SL project must be ***relevant to the community*** – example if community language is Tagalog, project language is also in Tagalog. In the SL of the Parasitology course in COS, students developed a kind of brochure or campaign material (IE awareness) about the intestinal parasites that are common in Philippines, translate in Filipino and distribute to community members. The disaster mitigation application developed by the students of COS was text-based because very few of the community members use smartphones. *"we reviewed kasi in (the community), konti lang gumagamit ng smartphones and it is not reliable in times of disaster because wala naman (silang) internet connection"*.

Lasallian SL may be either **continuous** or **sporadic**. Continuous SL, as exemplified by the SL activities of College of Computer Studies (CCS), College of

Science (COS), and College of Engineering (COE), pertains to SL activities that ensure continuity. One example is the SL activities in the Parasitology course under COS. The SL was started by one class as a profiling survey to know the probability of having parasites and parasitic infections, then followed up by another class which conducted actual fecal analysis to determine actual parasitic infection. In the case of the Computer Studies, it was revealed that theses with SL components are follow-up theses of the previous batches. Specifically, the succeeding batch of students evaluated and consequently improved the prototype of the disaster mitigation application developed by the previous batch.

For seminar/training types of SLs, continuity may be achieved by capacitating key people (trainers) to echo the content of the training or seminar, providing materials such as slides. In other SL activities, there are follow up activities on the same community partners. Continuity likewise pertains to SL activities that exhibit replicability and transferability. Replicability means that the SL project may be copied or administered by another entity with minimal supervision by the original proponents. Transferability means that the administration and management of the SL project may be transferred completely to the recipient.

On the other hand, sporadic SL means that the SL activity is occurring occasionally, singly, or in irregular or random instances. Student participants hinted in the interview that a one-shot SL activity may be inadequate and recommended that the SL be recognized as a standalone course in order to sustain and widen its scope. *“Siguro kung magkakaroon ng isang course para sa service learning, somehow sustainable siya kasi pupuntahan mo every now and then at makakapagturo ka ng mga livelihood activities, mga pagtatahi, paggawa ng sabon”.*

Lasallian SL likewise tenders novel contribution and diverse impact to the community, and cultivates volunteerism among SL providers. In the case of the novel text-based application developed by the COS SL, the SL led to secondary impact to the community. Primarily, the SL was to develop a text-based routing application during floods but it also returned digitization of the local map.

Reflection on Learning/Academic Significance

In terms of Academic significance, this study reports that **SL tenders evidence of application or (meaningful) transfer of knowledge** as shown by the accounts of participants from the School of Economics, College of Computer Studies, and College of Engineering. Because the content of the SL are topics discussed in the host course, *“students are able to apply whatever theories they learned in class”* to the real world. For example, in conducting a community profile survey in a course under the School of Economics, *“the items in the survey (are about) income, employment, health, migration, (and) migration”*. Participants reported that they *“experienced first-hand the situation”* and that the SL is the *“best way to help students understand the concepts of the course... and to make the classroom discussion meaningful”*. The SL course from the College of Computer Studies developed a text-based application (system) that will provide the safest and nearest route to the evacuation center for residents to take in the event of flood. Students see this activity as relevant to their course because as they mentioned *“kapag computer science ka, solutions developer ka in the real world”*. Faculty from this college believed that *“if we just focus on theories, we can’t appreciate what’s the impact of what we are studying”*. In another account, students who are engaged in a seminar type of SL, the reported learnings of the seminar participants may suggest evidence of students’ learning or *“when students were able to communicate what they learned in class to the participants of the seminar, and participants reportedly learned from the seminar”*. Other colleges also reported that the **SL activities enhances student retention** (College of Science) and **develops students’ social skills** (College of Liberal Arts and College of Education). As explained by the student participant, *“when students are engaged in an SL, they will strive hard to learn the relevant concepts to prepare them for the SL”*, which the faculty believes *“enhances (the) retention of course concepts”*. For example, students in parasitology developed a campaign material on the common intestinal parasites in the Philippines, how it can be transmitted and the corresponding control mechanisms or prevention. Students also surveyed prevailing cases of parasitic infections in the community (*“sila yung gagawa ng mga questionnaire if there are really infections in the community”*) and the vulnerability of the community to such infections.

Alignment to Lasallian Framework

This study returned three core indicators of successful attainment of the Lasallian Reflection Framework. It was reported that Service Learning activities **developed the Lasallian values** in the students. The SL activities likewise **strengthens the students' commitment to help**, and it **promotes servant leadership among students**. The development of Lasallian values and strengthening of students' commitment to help were best exemplified by the SL activities of the School of Economics and College of Liberal Arts. As revealed by the reflection papers of student participants from these colleges, the service learning has *“challenged the students to practice humility and content, generosity, awareness of others, and sharing and spreading helpful experiences to the community”*. Students likewise believed that the service learning experience teaches them to be sensitive to the community's context even in the manner they conduct the interview such that questions are phrased and delivered in a manner that is not offensive to the respondents' cultural and economic context. Students also learned the value of expressing gratitude. The SL activities also teach the students to empathize with the poor. It challenges them to further practice the Lasallian values of faith, service, and communion. One student wrote *“because after seeing and knowing the situations of those people in the community, it moves me to do more to help them move forward from poverty”*. Another accounted *“Masaya sila kasi parang nakita nila kung ano yung buhay sa labas ng La Salle in a way... at nakapag interact sila sa ibang tao”*. Commitment to help also manifested in the accounts of participants from other colleges. It was reported that the SL activities challenged the students to *“do well in studies to help the less privileged, (and) to have the capacity to share blessings and talents”*. The faculty respondents also believe that SL *“strengthens students' desire to help, not just meager help but big steps”* as SL exposes the students to reality. Using the learned skills to help the community, they believe the SL *“makes students realize that they can be helpful to the community”*. Finally, SL *“emphasized the importance of being a servant leader and to cater to other people's needs”*.

Faculty Development

This study also looked into the opportunities for faculty to retool their teaching methods to employ a reflective teaching methodology and administrative support to redesign curricula to incorporate SL in courses. Specifically, the study examined faculty knowledge and awareness, faculty involvement and support, faculty leadership, and administrative support to faculty development in SL. Faculty knowledge and awareness explores whether there is a substantial number of faculty members who know what service learning is while faculty involvement and support checks whether there is a substantial number of influential faculty members who participate as instructors, supporters and advocates of service learning. Faculty leadership on the other hand looks into whether a highly respected, influential group of faculty members serves as the University's service learning leaders or advocates. Finally, administrative support to faculty development in SL pertains to full support in all aspects such as financial, curriculum development, training, and human power provided to faculty members in order to advance his service learning activities.

The strength of DLSU when it comes to faculty development for SL is on providing **trainings and workshops**, both in-house and external, as well as orientations for faculty members. The Center for Social Concern and Action (COSCA), the social development arm of De La Salle University, and key office that oversees the service learning activities of the University, also conducts forums and individual consultations, prepares brochures, AVPs, and other information awareness materials. Other colleges however reported that they may have not received any capacity-building opportunities from the University. *"I am not aware in terms of capacity building... parang I don't know if nakuha ko sya"*. In terms of faculty leadership, COSCA revealed that the University's Vice President for Lasallian Mission actively promotes and advocates SL integration in DLSU curricula. SL was also included in the 2011 Strategic Directions of DLSU and the institutionalization of SL had been recommended in the Academics Council. Regarding Faculty involvement and support, the College of Engineering reported that the SL of one faculty on rehabilitation planning **complements** the SL of another faculty which focused on profiling of hazards and vulnerability. Other colleges did not report any relationship, collaboration, or support among faculty members in terms of SL implementation. In fact,

some colleges reported that other faculty in the department are hesitant to be involved in an SL activity while others believe that there are other ways to better teach or gauge students than doing SL acknowledging that *“some people are more comfortable with theory based discussions”* who would say for example *“because they are going to medical school we have to give them everything... theories”*. It can also be inferred from the interview that other departments have fragmented implementation of SL such that there may be more than one SL program in the department but these may not be communicated with other faculty members. *“Hindi ko masasabi kong ako (lang) but probably I’m one of the first na nag implement ng SL”*. In terms of faculty knowledge and awareness, most of the faculty participants reported that they underwent trainings and workshops provided by COSCA while two of them said that they likewise attended conference and forums outside DLSU.

Administrative and Academic Leadership

Another area that this study explored is the Administrative and Academic Leadership of the University in terms of Service Learning. This pertains to the Policy-making entity (composed of the Board of Trustees and the President’s Council in this study), Administrative Support from the Deans, Research and Advanced Studies Department, and College Committees, and Departmental Support. As reported in the previous section, the institutionalization of SL in DLSU had already been included in the Strategic Direction of the University since 2011 and had been recommended to the Academic Council. It was also reported that there is a strong indication of weak intradepartmental support as revealed by fragmented SL activities among teachers in the department. It is noteworthy to mention however that most colleges claimed that they were given substantial financial support to implement their SL project. In terms of publications, COSCA provides brochures, AVPs and other information materials about SL for circulation in the University and partner communities.

Enabling Mechanism

In ensuring smooth implementation of SL, this study also investigated the visible and easily accessible structures in the University that function both to assist faculty with SL and broker the relationship between community partners and faculty/students. Specifically, this section explored student awareness, opportunities, leadership, incentives, and rewards. It also looked into the coordinating entity of the University, staffing for SL, and evaluation and assessment.

In terms of student awareness, opportunities, and leadership, generally, students undergo SL orientation with COSCA. Students also reported that some of the students who participated in SL were given leadership roles *“ako yung ginawang leader, representative ng buong class”*. For the faculty, the students need to be capacitated or empowered saying *“kailangan talaga may skills pag pumasok ka sa community kasi kung (wala) anong gagawin mo?”*. Most of the colleges reported that students were actively involved in all phases of the SL such that students and faculty engage in brainstorming activities where students give comments, suggestions, and modify the SL plans. *“They should be part of the decision makers kasi sila ang gagawa eh, hindi naman ako”*, one faculty said explaining her role *“ako I will just guide them”*. It was also noted that in most cases, all student were delegated with specific tasks. Regarding student incentives and rewards, it was apparent across all colleges that grade primarily motivates students to participate in SL. It was acknowledged however that SL may enhance students’ social skills and retention.

The University’s Center for Social Concern and Action was generally reported to be the key agent in coordinating with partner communities on SL activities. Students’ participation in the process of coordination is always channeled through COSCA. Students’ coordination extends even to ensuring the safety, convenience, and comfort of the SL providers that they conduct pre-visits, ocular inspections, and constant communications with community representatives. As explained by one of the community partners, *“siyempre lagi naming inaano yung kaligtasan ng mga bata, na nasa maayos silang lugar, yung (venue) spacious, at maaliwalas”*. At present, there are two COSCA staffs who handle tasks related to SL activities of courses – one is a permanent Service Learning Coordinator and the other one is project-based external coordinator. The

coordinator primarily ensures the institutionalization of service learning and promotes SL within and outside the University. Specifically, the coordinator reviews and updates the manual of operations for Service Learning, coordinates with students, faculty, community partners and other stakeholders with regards to program implementation, and promotes service learning program and other COSCA programs. The external coordinator is primarily in-charge of coordination and management of partner institutions. The complete task description of the coordinators may be found in Appendix D and Appendix E.

Evaluation of SL that pertain to students may be divided into two – evaluation of students by the faculty, and evaluation of the SL program by the students. Although COSCA provides an existing evaluation instrument for community partners, in most cases explored in this study, the community partners were not involved in formal evaluation of the students and the SL in general. The evaluation of students by the faculty is guided by the course syllabus where the grade percentage allocated for various aspects of the SL are indicated. Some courses require students to report an *“academic write up that is similar to a thesis which is complete until recommendation”* or a reflection. In some cases, evaluation was conducted as an informal activity immediately at the end of and SL. *“nakaupo kami, then sharing nalang ng insights”* or *“students sit in circle tapos pinag-usapan yung kelangan i-improve”*. The Student Evaluation of Service Learning Experience is recommended by COSCA to SL activities in the University. The instrument evaluates the areas on Student Learning, Student Safety, Project Effectiveness, Project Efficiency, Lasallian Values, and Program Management. Students are given statements pertaining to each of these areas and rate their level of agreement. As revealed by the interviews with student participants, it was commonly reported that time of engagement with the community is inadequate. As one student claimed *“given yung sa time, kulang sya (kasi) yung session hindi sya pang ilang oras lang, sana medyo mahaba”*. For training and seminar types of SL, student participants also noted that students were interested and participative to the topics that are relevant to them. *“Basta mga patungkol sa kanilang buhay, interesado sila, nagpaparticipate sila”*. For students whose partners were NGOs, students noticed that the local government was not involved. In citing implications to safety of SL providers,

the student participants suggested *“yung local government makasama sa service learning, kahit yung barangay man lang para aware sila na may ginagawa sa barangay nila”*. However, further probing returned no serious incidents that occurred during SL implementation except for one student who narrated saying *“I don’t think anything too bad happened, just a few catcalling lang siguro”*.

In order to improve the implementation of SL, this study returned some recommendations from student participants. Generally, the students recommended to increase the contact time with the community partners. In most colleges, the SL activity is a one-day engagement with the community such that. Students also recommend to assign more community representatives and facilitators during the actual conduct of SL. Students also pointed out that SL must be *“progressive, continuous, and building up”*. In seminars and trainings for example, the next topic must be an application of the previous one.

Community Voice

In order to understand deeper the SL mechanism of the university, this study explored the depth of community involvement in terms of roles and contributions to education and to what degree the community shape institutional involvement to maximize its benefits to the community.

First, the study probed community partner voice and leadership or engaging appropriate community representatives to serve as advocates and ambassadors for institutionalizing service learning on the campus. Such community representatives are provided substantial opportunities to express their particular agency needs or recruit student and faculty participation in service learning. It was found out that community partners were not given adequate opportunities to be involved in the service learning programs of the University. One instance is the planning and evaluation of SL activities. As reported in the previous sections, the community members were not involved in the planning and evaluation of the SL activities. Interview of community representatives also returned no indicator that their agency were given adequate opportunity to express their true needs. In the case of the CCS, it was found out that the recipient community of the flood assistance application is not a flood prone area. As revealed in the interview of the

community partner, flooding is not a problem in their community. When asked about the usefulness of the text-based application that will provide the safest and fastest route during flood, the community partner commented that the locals should know better the many shortcuts in the area which were never mapped out by the project team. This study drew an impression that partners are simply being informed of the SL activities but they were not involved in the planning and given sufficient opportunity to help develop the SL. As narrated by a community partner *“pinadala nila sa amin kung ano yung gagawin, tapos nag set ng schedule”*. Another community reported saying *“parang planado na lahat eh, tinanong lang ako kung saan-saan so binigay ko ang map”*. This suggests that SL activities were primarily planned by the SL providers and were just cascaded to the community as information rather through consultation.

Second, the study also investigated whether both the university and community representatives are aware of, sensitive to, and support each other's needs, timelines, goals, and capacity in implementing SL activities. On one hand, University role points to designing SL activities that align to the real needs of the community. As indicated in the previous section of this report, there are SL programs that were not aligned with the real community needs. The community partners on the other hand made sure of the safety and convenience of the SL providers. They provided resources such as space for SL activities like conference rooms and basketball courts. They also provided personnel and volunteers to assist the SL team during the SL activity. The faculty and students reported that the partners' support and cooperation were sufficient except for the SOE team where some mothers seemed to prefer watching TV at home than to participate in the survey that the students conducted. When asked why the support was considered sufficient, one participant said *“they were always there and they would give support... they gave us info about the place and they made sure the place is secured for us”*.

Third, the awareness of community partners was also explored. As indicated in the previous sections, it emerged in the interviews that the community partners are generally not involved in the planning and evaluation of SL activities. In fact, some partners divulge that it was not clear to them why they were chosen for the SL activity conducted in their community. Further, coordination with the community is more of relaying the information and instructions rather than consultation. Another community

representative claimed that they were not aware that the activities they were involved in was a service learning.

Interdisciplinarity

Interdisciplinarity in this study means that SL is embedded across all disciplines and SL activities are applicable across all colleges. As shown in the summary of SL programs per college presented in Table 1 in the previous sections, each college registered at least one academic course with an SL component. Interdisciplinarity also manifested in the fact that other colleges or departments make use of data obtained by another department as an SL output. For example, the SOE SL dataset on the socio-economic profile of the partner community was reported to have been utilized by other departments such as health, politics, and education, as baseline data for their respective SL projects.

Faculty Roles and Rewards

This section reports whether faculty who are involved in service learning receive recognition for it during tenure and promotion process and were given incentives to pursue service learning activities. Interview of faculty participants revealed that SL activities form part of the considerations in promotion and ranking. There was no indication however as to monetary benefits directly derived from SL activities. The faculty participants however claimed that more than the incentives and rewards, SL activities provide non-material rewards such the sense of fulfillment derived when students are learning the concept based on real life applications and for professional growth as well as every SL activity offers new knowledge to learn. As has emerged in the interview analysis, the role of faculty includes the following:

1. orient students about SL
2. coordinate with COSCA and/or community
3. facilitate planning and design of SL
4. facilitates logistic preparations (transportation, waiver, evaluation)
5. monitors the implementation of SL and conducts site visits with students
6. resolves issues and conducts processing (debriefing whenever needed and

- appropriate) of all SL experiences.
7. facilitates student reflections
 8. facilitates turnover and transition of SL outputs and products
 9. serves as consultant of the students for the SL

As mentioned by one community representative, *“kahit yung pinaka professor po nila nandiyaan lang”* in explaining the role of the faculty in the SL activity. Student participants reported that the faculty served as their consultant on matters about their SL. *“siya (teacher) yung pinaka consultant namin... nagpapaalam muna kami kung ganito yung gagawin naming, ok ba ito”*. Faculty participants also indicated that students are delegated with tasks according to their strengths *“kasi kung ano yung kagalingan nila, yun yung i-share sa ano (community)”*.

Resource Allocation

As discussed in the previous sections, the SL projects of DLSU are generally economical. However, for the meager budget requirement, the University provides whenever a request is made. In some cases, students volunteer to spend their own money especially for tokens and food for the community participants. There are also SL activities wherein students divulged that they were asked to spend their own money for their fare and SL materials. However, generally, the SL activities of the university are funded by the University.

Student Reflection on the SL Activity

Another aspect of SL that this paper looked into is the crucial part that reflection plays in service learning. Reflection allows students to recall and think back, thoroughly ponder, and gain insights from their service learning experience. Reflection may include acknowledging and/or sharing of reactions, feelings, observations, and ideas about anything regarding the activity. Reflection can happen through writing, speaking, listening, reading, drawing, acting, and any other way you can imagine. Reflection is the key component of service learning. It is what distinguishes service learning from volunteering and community service (Hatcher & Bringle, 1996).

Most SL cases considered in this research includes reflection in their SL activity. Some reflection were done formally in writing (COS, CLA, RVRCOB, GCOE, SOE) while some are group discussions and sharing (BAGCED). Some faculty members interviewed submitted a copy of some of their students' reflection papers, and they were also analyzed in this study.

The cases of CLA and SOE made use of The Lasallian Reflection Framework guide questions in the reflection paper they asked their students to submit. This includes three important stages: "See-Experience" ("Masid-Danas") understanding of the situation and the social issues; "Analysis-Reflection" ("Suri-Nilay") elevating the situation to cognitive level of analysis and critical reflection; and the "Commitment-Action" ("Taya-Kilos") engaging the Lasallians into the work-mission where plans are put into action (Lasallian Mission Office, 2011).

The reflection paper submitted by the case of GCOE entails the student to reflect before, during, and after the SL activity. On the other hand, for the case of RVRCOB, was integrated in the journal that students' must submit at the end of the course. While for the case of COS, the students were given the freedom to decide how to write it.

The reflections submitted provide faculty the means to assess the experiential learning that occurs when students participate in service activities outside the classroom. Reflection also allows students to synthesize the observed data gleaned from service activities and connect the new knowledge with the formal knowledge obtained from classroom activities and materials.

The students recount their experience and shared how the SL activity affected them. One student from SOE wrote, *"The survey (SL activity) emphasizes my understanding of the Lasallian values of faith, service, and communion in mission. By experiencing it by myself (it) gave me an urge on how to improve the people's current situation."* Another student from COS included in her reflection that she *"gained insight on the importance of "service learning", and how it greatly increases the overall experience of the student in the course."* *"We were able to apply what we learned for the good of others"*, she added. Additionally, one student from GCOE reflected that the SL activity gave her a sense of accomplishment, she noted *"My perception of the entire*

thing changed from it being something that is a mere requirement 'in partial fulfillment of the requirements for OCCHSAF' and instead it turned into something that was, well, fulfilling."

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Appendix A

Sample Coded Segments from Triangle 1

Document: Triangle 1\rp3

Weight: 0

Position: 593 - 626

Code: Pedagogy and Epistemology\Alignment to Lasallian Reflection Framework

effort and presence is what they need. Moral support and the assurance that someone cares for them are what keeps them positive in life.

Document: Triangle 1\rp2

Weight: 0

Position: 353 - 379

Code: Pedagogy and Epistemology\Alignment to Lasallian Reflection Framework

me an urge on how to improve the people's current situation

Document: Triangle 1\rp1

Weight: 0

Position: 636 - 648

Code: Pedagogy and Epistemology\Alignment to Lasallian Reflection Framework

ask the questions in a manner where it would not seem offensive

Document: Triangle 1\rp1

Weight: 0

Position: 74 - 84

Code: Pedagogy and Epistemology\Alignment to Lasallian Reflection Framework

to thank the surveyed resident.

Document: Triangle 1\rp1

Weight: 0

Position: 329 - 413

Code: Pedagogy and Epistemology\Alignment to Lasallian Reflection Framework

As a student, what I can do is study well enough to be able to think of new ideas on how to help eradicate poverty. I have learned a lot through this experience and what I have learned contributed to my personal development. Also, the post-activities in class may help me and my classmates form effective programs to help lift the standard of living of those in the community.

Document: Triangle 1\rp1

Weight: 0

Position: 213 - 278

Code: Pedagogy and Epistemology\Alignment to Lasallian Reflection Framework

have been blessed with. The experience challenges me to further practice the Lasallian values of faith, service and communion because after seeing and knowing the situations of those people in the community, it moves me to do more to help them move forward from poverty.

Document: Triangle 1\ECONDEV Syllabus

Weight: 0
Position: 1305 - 1527
Code: Emerging Codes\SL Implementation Process
Classes are conducted principally through class discussions, lectures, and service learning component.

SERVICE LEARNING:

The main teaching and learning strategy of the course is the service learning component.

Document: Triangle 1\ECONDEV Syllabus
Weight: 0
Position: 2286 - 3014
Code: Pedagogy and Epistemology\Reflection on Service

The benefits of service learning are three-fold: first it provides relevant and meaningful service in the community. In the case of ECONDEV, the demographic and economic profiling survey will help the community build their database for program implementation and monitoring. Second, it enhances academic learning since the profiling and data analysis will help students translate theories in poverty and development into practice, statistics into real people, and ideas into proposed solutions for the community. Third, service learning creates the opportunity for purposeful civic learning. It helps the students define for themselves what it means to be aware and participate in community and nation building

Document: Triangle 1\ECONDEV Syllabus
Weight: 0
Position: 1305 - 1527
Code: Pedagogy and Epistemology\Reflection on learning / Academic Significance
Classes are conducted principally through class discussions, lectures, and service learning component.

SERVICE LEARNING:

The main teaching and learning strategy of the course is the service learning component.

Document: Triangle 1\ECONDEV Syllabus
Weight: 0
Position: 2286 - 3014
Code: Pedagogy and Epistemology\Reflection on learning / Academic Significance

The benefits of service learning are three-fold: first it provides relevant and meaningful service in the community. In the case of ECONDEV, the demographic and economic profiling survey will help the community build their database for program implementation and monitoring. Second, it enhances academic learning since the profiling and data analysis will help students translate theories in poverty and development into practice, statistics into real people, and ideas into proposed solutions for the community. Third, service learning creates the opportunity for purposeful civic learning. It helps the students define for themselves what it means to be aware and participate in community and nation building

Document: Triangle 1\ECONDEV Syllabus
Weight: 0
Position: 607 - 902
Code: Pedagogy and Epistemology\Reflection on learning / Academic Significance
LO#1: Interpret social, historical and economic Philippine, regional and global issues using appropriate economic development framework and apply methodologies (e.g. social surveys) that will measure the social impact of economic policies (e.g. climate change; demographics; poverty)

Document: Triangle 1\ECONDEV Syllabus

Weight: 0
Position: 932 - 1191
Code: Pedagogy and Epistemology\Reflection on learning / Academic Significance
LO#2: Apply scientific methodologies (e.g. social surveys) that will measure the social impact of economic policies (e.g. climate change; demographics; poverty) to advocate for economic thinking, policies and resolutions (mobilization and propagator)

Document: Triangle 1\ECONDEV Syllabus
Weight: 0
Position: 2101 - 2279
Code: Pedagogy and Epistemology\Alignment to Lasallian Reflection Framework
The service learning in De La Salle University is rooted in the Lasallian Reflection Framework which applies the values of faith, zeal for service, and communion in mission.

Document: Triangle 1\ECONDEV Syllabus
Weight: 0
Position: 2286 - 3014
Code: Pedagogy and Epistemology\Alignment to Lasallian Reflection Framework
The benefits of service learning are three-fold: first it provides relevant and meaningful service in the community. In the case of ECONDEV, the demographic and economic profiling survey will help the community build their database for program implementation and monitoring. Second, it enhances academic learning since the profiling and data analysis will help students translate theories in poverty and development into practice, statistics into real people, and ideas into proposed solutions for the community. Third, service learning creates the opportunity for purposeful civic learning. It helps the students define for themselves what it means to be aware and participate in community and nation building.

Document: Triangle 1\ECONDEV Syllabus
Weight: 0
Position: 607 - 902
Code: Pedagogy and Epistemology\Alignment to Lasallian Reflection Framework
LO#1: Interpret social, historical and economic Philippine, regional and global issues using appropriate economic development framework and apply methodologies (e.g. social surveys) that will measure the social impact of economic policies (e.g. climate change; demographics; poverty)

Document: Triangle 1\ECONDEV Syllabus
Weight: 0
Position: 932 - 1191
Code: Pedagogy and Epistemology\Alignment to Lasallian Reflection Framework
LO#2: Apply scientific methodologies (e.g. social surveys) that will measure the social impact of economic policies (e.g. climate change; demographics; poverty) to advocate for economic thinking, policies and resolutions (mobilization and propagator)

Document: Triangle 1\ECONDEV Syllabus
Weight: 0
Position: 1305 - 1527
Code: Enabling Mechanism\Student Awareness
Classes are conducted principally through class discussions, lectures, and service learning component.

SERVICE LEARNING:

The main teaching and learning strategy of the course is the service learning component.

Document: Triangle 1\ECONDEV Syllabus
Weight: 0

Position: 1305 - 1527
Code: Faculty Roles and Rewards\Faculty Role
Classes are conducted principally through class discussions, lectures, and service learning component.

SERVICE LEARNING:

The main teaching and learning strategy of the course is the service learning component.

Document: Triangle 1\ECONDEV Syllabus
Weight: 0
Position: 1305 - 1527
Code: Disciplines, Departments, Interdisciplinarity\Extent of SL Practice Per Department
Classes are conducted principally through class discussions, lectures, and service learning component.

SERVICE LEARNING:

The main teaching and learning strategy of the course is the service learning component.

Document: Triangle 1\ECONDEV Syllabus
Weight: 0
Position: 1305 - 1527
Code: Disciplines, Departments, Interdisciplinarity\Interdisciplinarity
Classes are conducted principally through class discussions, lectures, and service learning component.

SERVICE LEARNING:

The main teaching and learning strategy of the course is the service learning component.

Document: Triangle 1\ECONDEV Syllabus
Weight: 0
Position: 2286 - 3014
Code: Disciplines, Departments, Interdisciplinarity\Interdisciplinarity
The benefits of service learning are three-fold: first it provides relevant and meaningful service in the community. In the case of ECONDEV, the demographic and economic profiling survey will help the community build their database for program implementation and monitoring. Second, it enhances academic learning since the profiling and data analysis will help students translate theories in poverty and development into practice, statistics into real people, and ideas into proposed solutions for the community. Third, service learning creates the opportunity for purposeful civic learning. It helps the students define for themselves what it means to be aware and participate in community and nation building

Document: Triangle 1\ECONDEV CONSOLIDATED report for Brgy 844, Manila_12
Weight: 0
Position: 590 - 816
Code: Emerging Codes\Impact on Real Community Needs
final presentation to the officials of the Barangay 844, Manila. The final presentation last December 1, 2015 allowed the officials and COSCA to have an overview of the demographic and economic profile of their barangay.

Document: Triangle 1\ECONDEV CONSOLIDATED report for Brgy 844, Manila_12
Weight: 0
Position: 959 - 1136
Code: Emerging Codes\Impact on Real Community Needs
The main objective of the survey is to assist the community in having an overview of the demographic and economic characteristics of households for better policy formulation.

Document: Triangle 1\ECONDEV CONSOLIDATED report for Brgy 844, Manila_12
Weight: 0
Position: 1208 - 1343
Code: Emerging Codes\Impact on Real Community Needs

On the other hand, the toilet facilities in the community are mostly the flush or pour-flush types that are owned by each household.

Document: Triangle 1\ECONDEV CONSOLIDATED report for Brgy 844, Manila_12
Weight: 0
Position: 959 - 1136
Code: Pedagogy and Epistemology\Reflection on Service

The main objective of the survey is to assist the community in having an overview of the demographic and economic characteristics of households for better policy formulation.

Document: Triangle 1\ECONDEV CONSOLIDATED report for Brgy 844, Manila_12
Weight: 0
Position: 246 - 352
Code: Pedagogy and Epistemology\Reflection on learning / Academic Significance

The survey was composed of five main areas namely population, income, education, migration, and health.

Document: Triangle 1\ECONDEV CONSOLIDATED report for Brgy 844, Manila_12
Weight: 0
Position: 590 - 816
Code: Pedagogy and Epistemology\Reflection on learning / Academic Significance

final presentation to the officials of the Barangay 844, Manila. The final presentation last December 1, 2015 allowed the officials and COSCA to have an overview of the demographic and economic profile of their barangay.

Document: Triangle 1\ECONDEV CONSOLIDATED report for Brgy 844, Manila_12
Weight: 0
Position: 959 - 1136
Code: Pedagogy and Epistemology\Reflection on learning / Academic Significance

The main objective of the survey is to assist the community in having an overview of the demographic and economic characteristics of households for better policy formulation.

Document: Triangle 1\ECONDEV CONSOLIDATED report for Brgy 844, Manila_12
Weight: 0
Position: 590 - 816
Code: Community Voice

final presentation to the officials of the Barangay 844, Manila. The final presentation last December 1, 2015 allowed the officials and COSCA to have an overview of the demographic and economic profile of their barangay.

Document: Triangle 1\ECONDEV CONSOLIDATED report for Brgy 844, Manila_12
Weight: 0
Position: 590 - 816
Code: Community Voice\Mutual Understanding

final presentation to the officials of the Barangay 844, Manila. The final presentation last December 1, 2015 allowed the officials and COSCA to have an overview of the demographic and economic profile of their barangay.

Document: Triangle 1\ECONDEV CONSOLIDATED report for Brgy 844, Manila_12
Weight: 0
Position: 590 - 816
Code: Community Voice\Community Partner Voice and Leadership
final presentation to the officials of the Barangay 844, Manila. The final presentation last December 1, 2015 allowed the officials and COSCA to have an overview of the demographic and economic profile of their barangay.

Document: Triangle 1\Community
Weight: 0
Position: 165 - 545
Code: Emerging Codes\Impact on Real Community Needs
R: Kasi yung ano, kagaya dito, yung walang facilities na... mga walang toilet, marami pa kasing napuntahan sila na wala pang toilet. Ngayon, nung ni-report nila 'yon, yung isang leader namin, eh taga doon. Ngayon ini-report nila sa barangay, sinabi sa barangay. Ngayon yung barangay, gumawa ng paraan. At least yung ilang kabahayan doon na walang toilet, pinaayos ni chairman.

Document: Triangle 1\Community
Weight: 0
Position: 594 - 739
Code: Emerging Codes\Impact on Real Community Needs
R: Kumbaga sa ano eh, hindi alam ni chairman ang lahat ng problema, na dapat alam niya sana. Eh kung hindi dahil dun sa NSTP, hindi lalabas yon.

Document: Triangle 1\Community
Weight: 0
Position: 804 - 850
Code: Emerging Codes\Impact on Real Community Needs
R: Kailangan. Kaya nga lumabas yung probleman

Document: Triangle 1\Community
Weight: 0
Position: 435 - 508
Code: Emerging Codes\SL Implementation Process
Yung hinihingi nilang mga data, naibigay naman nung ibang mga tao sa are

Document: Triangle 1\Community
Weight: 0
Position: 471 - 525
Code: Emerging Codes\SL Implementation Process
R: Isang araw lang nila ginawa. Ano naman eh, maghapo

Document: Triangle 1\Community
Weight: 0
Position: 1222 - 1344
Code: Emerging Codes\SL Implementation Process
Inano rin nila kung tama ba yung nakuha nilang report. Sinabi naman na tama, walang kulang, walang sobra, tama lang 'yo.

Document: Triangle 1\Community
Weight: 0
Position: 165 - 544
Code: Pedagogy and Epistemology\Reflection on Service

R: Kasi yung ano, kagaya dito, yung walang facilities na... mga walang toilet, marami pa kasing napuntahan sila na wala pang toilet. Ngayon, nung ni-report nila 'yon, yung isang leader namin, eh taga doon. Ngayon ini-report nila sa barangay, sinabi sa barangay. Ngayon yung barangay, gumawa ng paraan. At least yung ilang kabahayan doon na walang toilet, pinaayos ni chairman.

Document: Triangle 1\Community
Weight: 0
Position: 594 - 738
Code: Pedagogy and Epistemology\Reflection on Service

R: Kumbaga sa ano eh, hindi alam ni chairman ang lahat ng problema, na dapat alam niya sana. Eh kung hindi dahil dun sa NSTP, hindi lalabas yon.

Document: Triangle 1\Community
Weight: 0
Position: 947 - 1188
Code: Pedagogy and Epistemology\Reflection on learning / Academic Significance

R: Oo, kasi demograpic eh. Bale kasi kabuuan sa area yung tinanong nila. Pero nagbahay-bahay muna bago. Siguro nung nag-ano kami sa La Salle eh, pinakita sa amin buo na eh. Demographic. Nand'yan yung pinaka-file niya eh.

Document: Triangle 1\Community
Weight: 0
Position: 323 - 362
Code: Faculty Development\Administrative Support to Faculty Development in SL

R: Lagi kaming pinupuntahan ng La Sall

Document: Triangle 1\Community
Weight: 0
Position: 1070 - 1230
Code: Enabling Mechanism\Evaluation and Assessment

R: Kasi nga yung sa report nila. Talagang nai-report nila ng maayos. Hindi sobra. Talagang nai-report nila ng maayos. Talagang bawat data, kinuha nila talaga

Document: Triangle 1\Community
Weight: 0
Position: 323 - 362
Code: Enabling Mechanism\Coordinating Entity

R: Lagi kaming pinupuntahan ng La Salle.

Document: Triangle 1\Community
Weight: 0
Position: 810 - 984
Code: Enabling Mechanism\Coordinating Entity

I: So prior to that Ma'am, hindi niyo pa talaga nami-meet talaga yung mga estudyante ng Lasalle. Na-meet niyo na sila nung...

R: Dun na lang, dun na lang. Sa area na lang

Document: Triangle 1\Community
Weight: 0
Position: 204 - 659

Code: Community Voice\Community Partner Awareness

I: Buti naman po. Pero before that po, wala pong consultation? Bago po sila naggala, hindi po sila nag-consult sa inyo?

R: Hindi, basta sasabihin lang nila, "Ate punta ka rito, sunduin mo kami". Ayon "isang araw ng sabado, sunduin mo kami", tapos ia-ano naman dito sa social worker namin, iti-text naman sa akin ni Ma'am Mitch kung anong oras, kung saan. Ganoon lang. Kasi hindi naman kami talaga staff dito. Volunteer kami. Talagang volunteer.

Document: Triangle 1\Community

Weight: 0

Position: 413 - 941

Code: Community Voice\Community Partner Awareness

R: Unang-una kasi, malaking barangay. Marami talagang tao. Hindi kagaya dito sa amin na kaunti lang kami. Ilang families lang kami. Eh ang beneficiary namin dito 141. Malaki talaga. Yung area kasi nila depressed talaga. Yung area kasi namin hindi ganoon ka-depressed, walang sabit-sabit, walang kalat-kalat. Hindi kagaya sa kanila na talagang eski-eskinita na maliit, medyo nakakatakot talaga. Siguro parang 'yon talaga ang inano ni Ma'am Mitch, para mapag-aralan nilang mabuti. Siguro nakita nila 'yon nung naglibot sila.

Document: Triangle 1\Community

Weight: 0

Position: 949 - 1126

Code: Community Voice\Community Partner Awareness

I: Naging bahagi po ba kayo nung pagbuo at pagpa-plano ng mga bata? o dumating sila dito alam na nila yung gagawin nila...

R: Dumating sila, alam na nila yung gagawin nila

Document: Triangle 1\Community

Weight: 0

Position: 353 - 434

Code: Community Voice\Mutual Understanding

Tapos, ano sila, yung mga pinuntahan nilang mga bahay naging cooperative naman.

Document: Triangle 1\Community

Weight: 0

Position: 654 - 920

Code: Community Voice\Mutual Understanding

Siguro yung naiambag ko... yung bawat bahay, kasi nahihiya silang pumasok, ako yung kumakatok. Tapos ipinapakilala ko sila do'n sa may ari nung bahay. Sinasabi ko kung anong kailangan nung mga bata. Gano'n yung naiambag ko sa kanila, at saka yung safety rin nila.

Document: Triangle 1\Community

Weight: 0

Position: 200 - 366

Code: Community Voice\Mutual Understanding

R: Oo leader. Yung sa area, yung tanod, yung chairman. Tumulong maglagay ng parang booth, kasi masyadong mainit nun eh. Nung time na 'yon eh, nung hapon naman umul

Document: Triangle 1\Community
Weight: 0
Position: 374 - 531
Code: Community Voice\Mutual Understanding
I: Ay talagang nagtayo sila ng booth para sa kanila. Siyempre oras niyo po ano?

R: Oo. Oras namin. Pero ok lang 'yon, para naman din sa beneficiary nam

Document: Triangle 1\Community
Weight: 0
Position: 276 - 335
Code: Community Voice\Community Partner Voice and Leadership
R: Tapos nung nireport nila 'yon, pinatawag din nila kami. S

Document: Triangle 1\Community
Weight: 0
Position: 3 - 92
Code: Community Voice\Community Partner Voice and Leadership
R: Oo, inaano nga nila kung tama nga yung mga report nila. Kung hindi sobra, hindi kulan

Document: Triangle 1\Student
Weight: 0
Position: 327 - 665
Code: Emerging Codes\Impact on Real Community Needs
For example, we would ask how much would you spend on food, or if you'd rank accordingly what you spend most of your income on. I have a feeling that if you asked it one on one with a household head, they might, along the way, make up something, they might just guess what their answers are. That might make our data not so reliable.

Document: Triangle 1\Student
Weight: 0
Position: 833 - 1477
Code: Emerging Codes\Impact on Real Community Needs
R: I think so. Definitely. Since it was very targeted. Since not every barangay is the same with others. But, what was interesting that we found out was, a lot of them were employed, were in good jobs. And in fact, one was employed as a teacher for NU. Makes you wonder why they would be living in that certain area. Since he was a professional. But, other than that, I think we did. Because... it was a way to apply what we have been learning in EconDev throughout. Since our lessons in EconDev were about education, were about health. Each of the topics that we covered, that was what our paper was about and we got the data first hand

Document: Triangle 1\Student
Weight: 0
Position: 1485 - 1543
Code: Emerging Codes\Impact on Real Community Needs
I: Do you have any idea what happened to your data? After...

Document: Triangle 1\Student
Weight: 0
Position: 1616 - 1764
Code: Emerging Codes\Impact on Real Community Needs

R: I think AKI is compiling all of the data for their... I think by a few years they would expect to have a more... a bigger sample to create better results.

Document: Triangle 1\Student
Weight: 0
Position: 1846 - 2026
Code: Emerging Codes\Impact on Real Community Needs

They realized that there were households which has no toilets inside their own home, so from your data. So I think they come up a program for that.

I: Related sa sanitation.

Document: Triangle 1\Student
Weight: 0
Position: 1284 - 1345
Code: Emerging Codes\Types of SL
our project mainly involved gathering data from the households

Document: Triangle 1\Student
Weight: 0
Position: 2185 - 2315
Code: Emerging Codes\SL Implementation Process
There was one about education, there was one income, and the like. And each of the groups was tasked based on the data that we got

Document: Triangle 1\Student
Weight: 0
Position: 2382 - 2451
Code: Emerging Codes\SL Implementation Process

R: Yes. We were tasked to make a story out of the data that we have

Document: Triangle 1\Student
Weight: 0
Position: 1056 - 1223
Code: Emerging Codes\SL Implementation Process
So we practice asking the questions and we'd go through the questions by whole, so us as surveyors would know what to say, and what to do, while gathering the data.

Document: Triangle 1\Student
Weight: 0
Position: 0 - 335
Code: Emerging Codes\SL Implementation Process
R: So Ms. Mitzie would always try to prepare us for how to do it. So she trained us again, with how to answer and how to take down correct data. We even had to pass out practice survey taking to her, to make to sure... she'll check if we're doing the right thing, like "skip 4 if blah blah blah", so you know... ahm, it gets confusing.

Document: Triangle 1\Student
Weight: 0
Position: 369 - 573
Code: Emerging Codes\SL Implementation Process
R: Yeah, mock survey. And ah, during the actual interview, she'd roam around. Mostly she'd want to stay

at the basketball court, just in case anyone needs to look for her. That was our place of meeting

Document: Triangle 1\Student
Weight: 0
Position: 1738 - 1881
Code: Emerging Codes\SL Implementation Process

R: No we weren't. Parang "ok we can start here", but in our own discretion we had to go everywhere else, because wala nang mga households

Document: Triangle 1\Student
Weight: 0
Position: 658 - 829
Code: Pedagogy and Epistemology\Reflection on learning / Academic Significance

I: Ahm, do you think the service learning project or activity that you did under EconDev is relevant to the course that you are taking?

R: I think definitely it is.

Document: Triangle 1\Student
Weight: 0
Position: 865 - 1237
Code: Pedagogy and Epistemology\Reflection on learning / Academic Significance

: Because in economics, part of what we do, we have to know the rigor or gathering data so we can appreciate what real life data is like. And I think that the most value added that the students did afterwards, was the analysis of the data. So that was a good way to... 'cause most of our other subjects, we would gather data from ahm... the world bank, so it's a lot of...

Document: Triangle 1\Student
Weight: 0
Position: 1282 - 1453
Code: Pedagogy and Epistemology\Reflection on learning / Academic Significance

It was first hand information, and we were able to experience it ourselves, and it's more targeted. So we were able to practice our analytical skills, our problem solving...

Document: Triangle 1\Student
Weight: 0
Position: 1462 - 1549
Code: Pedagogy and Epistemology\Reflection on learning / Academic Significance

So you can you say that you had a better understanding of the course?

R: Oh yes, oo

Document: Triangle 1\Student
Weight: 0
Position: 0 - 325
Code: Pedagogy and Epistemology\Reflection on learning / Academic Significance

R: Oo, and since primarily, developmental economics, we want to know what we could do to a community to target how we could promote employment there, and yeah... being able to experience first hand, that was a good way to practice us thinking outside of the box on how we can improve their lifestyle situation in the barangay.

Document: Triangle 1\Student

Weight: 0
Position: 0 - 127
Code: Pedagogy and Epistemology\Reflection on learning / Academic Significance
R: It was quite big. I think that was 15 percent. I'm not...

I: I think it's more than that.

R: Maybe 20 or somethin

Document: Triangle 1\Student
Weight: 0
Position: 990 - 1184
Code: Pedagogy and Epistemology\Reflection on learning / Academic Significance

I: No, that's alright. Meron naman si Ms. Mitzie, pero sa tingin na-meet naman yung objective ng...

R: Yeah, 'cause literally, everything we learned in the classroom, we got it first hand

Document: Triangle 1\Student
Weight: 0
Position: 771 - 1043
Code: Pedagogy and Epistemology\Reflection on learning / Academic Significance
the project capped off the learning, to see really if we are learning something in the class and if to see if we're not just memorizing things from the book. But if we know actually how to use this concepts and theories into making analysis of what the households need.

Document: Triangle 1\Student
Weight: 0
Position: 1557 - 1856
Code: Pedagogy and Epistemology\Alignment to Lasallian Reflection Framework
I think one main part of being a Lasallian is knowing how... is accepting the fact that not everyone has the same benefits as we do. Not everyone is given the same opportunities. But our role is to try our best, given the opportunities that we are given, is try our best to empathise with people.

Document: Triangle 1\Student
Weight: 0
Position: 1233 - 1433
Code: Faculty Development\Administrative Support to Faculty Development in SL
I think COSCA primarily did all the leg work, while Ms. Mitzie would be the one, say linking the students with COSCA, in making sure that we know what to do, and we know how this can help I think.

Document: Triangle 1\Student
Weight: 0
Position: 1233 - 1433
Code: Administrative and Academic Leadership\Administrative Support (Deans, EADs, RASDs, College Committees)
I think COSCA primarily did all the leg work, while Ms. Mitzie would be the one, say linking the students with COSCA, in making sure that we know what to do, and we know how this can help I think.

Document: Triangle 1\Student
Weight: 0
Position: 569 - 750
Code: Enabling Mechanism\Evaluation and Assessment

R: I think there was form. I think there was a survey form that we just had to fill on, yeah. You know, the usual rate how did the experience, improvements, comments, and the like.

Document: Triangle 1\Student
Weight: 0
Position: 884 - 989
Code: Enabling Mechanism\Evaluation and Assessment
I: So the only evaluation was the form?

R: The form, and then the final paper that we had to presented.

Document: Triangle 1\Student
Weight: 0
Position: 483 - 581
Code: Enabling Mechanism\Evaluation and Assessment
i think the most shallow part that... of not liking service learning was how time consuming it was.

Document: Triangle 1\Student
Weight: 0
Position: 712 - 928
Code: Enabling Mechanism\Evaluation and Assessment
I don't think it would be very... not naman useful, but... the project capped off the learning, to see really if we are learning something in the class and if to see if we're not just memorizing things from the book

Document: Triangle 1\Student
Weight: 0
Position: 1112 - 1424
Code: Enabling Mechanism\Evaluation and Assessment
R: Probably more representatives and facilitation during the actual survey taking. Ahm, yun nga the moms, yeah... I think, I'm not sure if it would have been better if there were already assigned households. Possibly... maybe if there were assigned households, so... a lot of time was wasted looking for household.

Document: Triangle 1\Student
Weight: 0
Position: 428 - 538
Code: Enabling Mechanism\Student Awareness
There was someone else who gave us our orientation, from COSCA as well. Ahm, it was another meeting allotte

Document: Triangle 1\Student
Weight: 0
Position: 1530 - 1635
Code: Enabling Mechanism\Student Awareness
R: No, it was primarily Ms. Mitzie. Before the actual interview, she never asked us to go and talk to th

Document: Triangle 1\Student
Weight: 0
Position: 321 - 416
Code: Enabling Mechanism\Student Awareness
R: Hmm, I wouldn't know how the communication went, because Ms. Mitzie didn't really involve u

Document: Triangle 1\Student
Weight: 0
Position: 1784 - 2015
Code: Enabling Mechanism\Student Awareness

R: If I recall, there was a time that there was one representative from... representative from the community and one COSCA representative, who took over our EconDev class, to give an overview you know... what to do, what not to do.

Document: Triangle 1\Student
Weight: 0
Position: 1339 - 1641
Code: Enabling Mechanism\Student Opportunities

But since we were pre-assigned a certain topic, so for us, we were education, we felt that some of the details there weren't sufficient. So we asked Ms. Mitzie if we could add more details to it. So at the surface yes, but I think there weren't too many changes that were made in the questionnaire.

Document: Triangle 1\Student
Weight: 0
Position: 403 - 545
Code: Resource Allocation\Funding and Resources

since mabagal po yung accounting, Ms. Mitzie asked if we can shoulder 100 pesos each first, and then at the end of the term we were paid back.

Document: Triangle 1\Student
Weight: 0
Position: 364 - 392
Code: Resource Allocation\Funding and Resources

Kasi lahat nga sa department.

Document: Triangle 1\Student
Weight: 0
Position: 216 - 292
Code: Disciplines, Departments, Interdisciplinarity\Extent of SL Practice Per Department

R: I think so, yeah. Since in SOE, everyone is required to take EconDev. Yes.

Document: Triangle 1\Student
Weight: 0
Position: 1530 - 1635
Code: Community Voice\Community Partner Awareness

R: No, it was primarily Ms. Mitzie. Before the actual interview, she never asked us to go and talk to th

Document: Triangle 1\Student
Weight: 0
Position: 1784 - 2015
Code: Community Voice\Community Partner Awareness

R: If I recall, there was a time that there was one representative from... representative from the community and one COSCA representative, who took over our EconDev class, to give an overview you know... what to do, what not to do.

Document: Triangle 1\Student
Weight: 0
Position: 707 - 863

Code: Community Voice\Mutual Understanding

Everyone was very busy, that I have a feeling the everyone said that they were already done, even if they weren't, just because they were watching Aldub.

Document: Triangle 1\Student

Weight: 0

Position: 1859 - 2127

Code: Community Voice\Mutual Understanding

ahm, some were insecure and scared around the surroundings because, there wasn't much authority around us. So there are people who would just be staring, and then it would be a bit... since as students, we weren't escorted by the barangay head so, you know... the look...

Document: Triangle 1\Student

Weight: 0

Position: 2381 - 2460

Code: Community Voice\Mutual Understanding

I don't think anything too bad happened naman. Just a few catcalling lang siguro

Document: Triangle 1\Student

Weight: 0

Position: 1530 - 1635

Code: Community Voice\Mutual Understanding

R: No, it was primarily Ms. Mitzie. Before the actual interview, she never asked us to go and talk to them

Document: Triangle 1\Student

Weight: 0

Position: 719 - 923

Code: Community Voice\Mutual Understanding

R: I think one of their primary roles was to assure that each of the groups has a household to interview. I thinks that's mostly if. But other than that, I think we didn't have much interaction with them

Document: Triangle 1\Student

Weight: 0

Position: 1009 - 1295

Code: Community Voice\Mutual Understanding

R: The area was ok, but I remember it was raining. But they prepared for it. I remember there was a tarp, on the basketball court. It was good. Very small barangay, but you know, we were accommodated well. I mean, nothing too bad happened, and there were enough chairs for everyone

Document: Triangle 1\Student

Weight: 0

Position: 1784 - 2015

Code: Community Voice\Mutual Understanding

R: If I recall, there was a time that there was one representative from... representative from the community and one COSCA representative, who took over our EconDev class, to give an overview you know... what to do, what not to do.

Document: Triangle 1\Student

Weight: 0

Position: 2185 - 2346

Code: Community Voice\Community Partner Voice and Leadership

There was one about education, there was one income, and the like. And each of the group was tasked based on the data that we got. Our class's data and the ???

Document: Triangle 1\Student

Weight: 0

Position: 143 - 286

Code: Community Voice\Community Partner Voice and Leadership

To my knowledge, Ms. Mitzie chose three groups to present in front of COSCA and the partner... I think a representative from the organization...

Document: Triangle 1\Faculty

Weight: 0

Position: 1480 - 1559

Code: Emerging Codes\Impact on Real Community Needs

not only helping the students but also the community in terms of the data ba

Document: Triangle 1\Faculty

Weight: 0

Position: 599 - 919

Code: Emerging Codes\Types of SL

basically the SL project is more of a demographic survey that we do for the community, and the survey aims to identify or to come up with a profile for the community that will help the barangay officials identify what are the issues or causes, or issues that they can address in order to help them with their programs

Document: Triangle 1\Faculty

Weight: 0

Position: 599 - 919

Code: Emerging Codes\SL Implementation Process

basically the SL project is more of a demographic survey that we do for the community, and the survey aims to identify or to come up with a profile for the community that will help the barangay officials identify what are the issues or causes, or issues that they can address in order to help them with their programs

Document: Triangle 1\Faculty

Weight: 0

Position: 1603 - 1630

Code: Emerging Codes\SL Implementation Process

Usually, 30 to 40 percent.

Document: Triangle 1\Faculty

Weight: 0

Position: 22 - 242

Code: Emerging Codes\SL Implementation Process

We're not able to cover the entire population 'cause usually the... for example the average population of households ah... of community is 500 to 600 households, but we're only able to cover mga 200 to 300 household

Document: Triangle 1\Faculty

Weight: 0

Position: 507 - 657

Code: Emerging Codes\SL Implementation Process

the say itself of the survey that's when we go to the household, so kung sumagot sila, then fine... pero kung hindi... so more of purposive samplin

Document: Triangle 1\Faculty
Weight: 0
Position: 1268 - 1344
Code: Emerging Codes\SL Implementation Process
we have ahm orientation with the community. Orientation with the officials

Document: Triangle 1\Faculty
Weight: 0
Position: 1761 - 1786
Code: Emerging Codes\SL Implementation Process
So mga konting FGD kami,

Document: Triangle 1\Faculty
Weight: 0
Position: 266 - 535
Code: Emerging Codes\SL Implementation Process
But after that, mas naging meaningful yung activity for the students because they were given guide questions beforehand, before the field survey was conducted. After the field survey may processing and then may carry over pa sa next two or three lecture days namin.

Document: Triangle 1\Faculty
Weight: 0
Position: 1959 - 2024
Code: Emerging Codes\SL Implementation Process
in consultation with our chair and the vice chair during that time

Document: Triangle 1\Faculty
Weight: 0
Position: 1858 - 1955
Code: Emerging Codes\SL Implementation Process

R: Half... As much as possible, we try to stay there half day lang. Para hindi kami masyadong

Document: Triangle 1\Faculty
Weight: 0
Position: 35 - 102
Code: Emerging Codes\SL Implementation Process
R: One visit lang, oo. So yon, we spent 4 to 5 hours with them doo

Document: Triangle 1\Faculty
Weight: 0
Position: 1019 - 1068
Code: Pedagogy and Epistemology\Reflection on Service
Kasi every term, we survey a different barangay.

Document: Triangle 1\Faculty
Weight: 0
Position: 1353 - 1420
Code: Pedagogy and Epistemology\Reflection on Service
if I'm not mistaken, it's around 10 to 11 barangays already

Document: Triangle 1\Faculty

Weight: 0
Position: 1430 - 1559
Code: Pedagogy and Epistemology\Reflection on Service
I: Hindi kayo nag-uulit ng barangay Ma'am no?

R: Hindi. Never. So have ano... it's always a new set of households per term.

Document: Triangle 1\Faculty
Weight: 0
Position: 1202 - 1440
Code: Pedagogy and Epistemology\Reflection on learning / Academic Significance
the items in the survey or the indicators in the survey are topics that we discussed in class. So we discussed the topics on income, income and employment, ahm health, education, ahm migration... they are all part of the EconDev survey.

Document: Triangle 1\Faculty
Weight: 0
Position: 1219 - 1498
Code: Pedagogy and Epistemology\Reflection on learning / Academic Significance
in terms of it as an academically credible method, I think it is. It's a good way to ensure that the students are able to apply whatever theories they've learned in class, dun sa ano... once they go to the real... what do you call this... to the community. So yes, I agree...

Document: Triangle 1\Faculty
Weight: 0
Position: 987 - 1317
Code: Pedagogy and Epistemology\Reflection on learning / Academic Significance
the best way para... para mas maintindihan ng mga estudyante ang ibig sabihin ng concept ng poverty, ibig sabihin ng concept ng unemployment, ng ah... health issues, mga gano'n. So, itong SL na 'to, naging daan siya para mas maging meaningful yung discussions namin sa klase. So I guess that's my main incentive for the ano..

Document: Triangle 1\Faculty
Weight: 0
Position: 37 - 182
Code: Pedagogy and Epistemology\Alignment to Lasallian Reflection Framework
iyong LRF kasi naintroduce lang siya sa amin, or naintroduce ko lang siya... siguro after two or three terms into the... into this SL activity

Document: Triangle 1\Faculty
Weight: 0
Position: 932 - 1202
Code: Faculty Development\Faculty Knowledge and Awareness
R: Very different subject, it's ConoDev... Economic Development for NonCBE, for non Eco Majors. Yon, so I guess the other faculty members are also doing the same thing, except that they're not aware that it's already SL. Yon yung ano... I think that's the difference.

Document: Triangle 1\Faculty
Weight: 0
Position: 1710 - 1965
Code: Faculty Development\Faculty Involvement and Support
R: Yes, we have... well... we got that reaction when we did the first... first set of training on SL. I think last year yata or the previous school year. So parang hesitant yung iba kasi for them there are other ways or other means on how to... ahm...

Document: Triangle 1\Faculty
Weight: 0
Position: 1996 - 2055
Code: Faculty Development\Faculty Involvement and Support
To teach or to gauge academic ah... what do you call this...

Document: Triangle 1\Faculty
Weight: 0
Position: 187 - 362
Code: Faculty Development\Faculty Involvement and Support
some people are more comfortable with the theory based discussions and then some people are more comfortable with combining theory and ano... and this learning experiences

Document: Triangle 1\Faculty
Weight: 0
Position: 514 - 642
Code: Faculty Development\Faculty Involvement and Support
R: As far as I know, dito sa EconDev, ahm... in terms of the, yung the... formality of the SL, I'm the only one implementing

Document: Triangle 1\Faculty
Weight: 0
Position: 1281 - 1640
Code: Faculty Development\Administrative Support to Faculty Development in SL
R: I learned about this through the invitation to the seminars conducted by COSCA. But I realized that I was doing this all along. I mean, I already had this in mind. Because I have been teaching EconDev ahm even before, even before the SL was implemented. So ahm, I had... na-formalize lang siya after... after ko umattend ng mga seminars and trainings.

Document: Triangle 1\Faculty
Weight: 0
Position: 894 - 1001
Code: Faculty Development\Administrative Support to Faculty Development in SL
So it was the college who brought them in... and taught us, the faculty members on how to conduct a survey

Document: Triangle 1\Faculty
Weight: 0
Position: 1208 - 1261
Code: Faculty Development\Administrative Support to Faculty Development in SL
And of course yung sa ano din... sa financial aspect.

Document: Triangle 1\Faculty
Weight: 0
Position: 1734 - 1756
Code: Faculty Development\Administrative Support to Faculty Development in SL
naka-sama na sa budge

Document: Triangle 1\Faculty
Weight: 0
Position: 2059 - 2201
Code: Faculty Development\Administrative Support to Faculty Development in SL
Yung seminars ang trainings, and the support coming from the admin in terms of encouraging the faculty members to engage in the SL.

Document: Triangle 1\Faculty
Weight: 0
Position: 4 - 68
Code: Faculty Development\Administrative Support to Faculty Development in SL
I think there's still a lot... there's a room from improvemen

Document: Triangle 1\Faculty
Weight: 0
Position: 2103 - 2229
Code: Faculty Development\Administrative Support to Faculty Development in SL
Then we also have the external affairs director who also takes care of the... who also oversees yung mga SL activities namin.

Document: Triangle 1\Faculty
Weight: 0
Position: 2446 - 2550
Code: Faculty Development\Administrative Support to Faculty Development in SL
Yes! The COSCA and the VCLM office. The Vice Chancellor for Lasallian Mission office of Brother Michael.

Document: Triangle 1\Faculty
Weight: 0
Position: 2045 - 2121
Code: Faculty Development\Administrative Support to Faculty Development in SL
COSCA has been doing a very good job in terms of linking us to the barangay

Document: Triangle 1\Faculty
Weight: 0
Position: 495 - 724
Code: Faculty Development\Administrative Support to Faculty Development in SL
But, in terms of support, yung financial support and human resources, and other resources na support, I think that's also an important aspect, and I guess that's one of the incentives that has propelled me to implement this SL

Document: Triangle 1\Faculty
Weight: 0
Position: 1281 - 1640
Code: Administrative and Academic Leadership\Administrative Support (Deans, EADs, RASDs, College Committees)
R: I learned about this through the invitation to the seminars conducted by COSCA. But I realized that I was doing this all along. I mean, I already had this in mind. Because I have been teaching EconDev ahm even before, even before the SL was implemented. So ahm, I had... na-formalize lang siya after... after ko umattend ng mga seminars and trainings.

Document: Triangle 1\Faculty
Weight: 0
Position: 1343 - 1643
Code: Administrative and Academic Leadership\Administrative Support (Deans, EADs, RASDs, College Committees)
COSCA and the office also of Brother Michael Broughton has been very supportive in terms of providing financial support as well as the logistic support coming from COSCA. So I guess kung wala yung support

na 'yon, coming from COSCA especially, mahhirapan kami na implement yung service learning

Document: Triangle 1\Faculty
Weight: 0
Position: 2103 - 2230
Code: Administrative and Academic Leadership\Administrative Support (Deans, EADs, RASDs, College Committees)

Then we also have the external affairs director who also takes care of the... who also oversees yung mga SL activities namin.

Document: Triangle 1\Faculty
Weight: 0
Position: 2446 - 2550
Code: Administrative and Academic Leadership\Administrative Support (Deans, EADs, RASDs, College Committees)

Yes! The COSCA and the VCLM office. The Vice Chancellor for Lasallian Mission office of Brother Michael.

Document: Triangle 1\Faculty
Weight: 0
Position: 2045 - 2121
Code: Administrative and Academic Leadership\Administrative Support (Deans, EADs, RASDs, College Committees)

COSCA has been doing a very good job in terms of linking us to the barangay

Document: Triangle 1\Faculty
Weight: 0
Position: 1353 - 1420
Code: Enabling Mechanism\Evaluation and Assessment

if I'm not mistaken, it's around 10 to 11 barangays already

Document: Triangle 1\Faculty
Weight: 0
Position: 1114 - 1205
Code: Enabling Mechanism\Evaluation and Assessment

Before kasi it was only like 2 hours to 3 hours. Now it's 4 hours to 5 hours. Aside from

Document: Triangle 1\Faculty
Weight: 0
Position: 2095 - 2245
Code: Enabling Mechanism\Evaluation and Assessment

And then, also after the series of seminars I attended with COSCA... ah... that's when I refined the ano... the SL... the service learning activity

Document: Triangle 1\Faculty
Weight: 0
Position: 1504 - 1566
Code: Enabling Mechanism\Evaluation and Assessment

I: Kasama niyo yung barangay...

R: Hindi na kami na lang

Document: Triangle 1\Faculty

Weight: 0
Position: 1734 - 1756
Code: Resource Allocation\Funding and Resources
naka-sama na sa budget

Document: Triangle 1\Faculty

Weight: 0
Position: 1343 - 1513
Code: Resource Allocation\Funding and Resources

COSCA and the office also of Brother Michael Broughton has been very supportive in terms of providing financial support as well as the logistic support coming from COSCA

Document: Triangle 1\Faculty

Weight: 0
Position: 1035 - 1413
Code: Resource Allocation\Funding and Resources

Yes, yung material resources, like... more of the venue. Pag kunyari kailangan namin ng venue for the orientation, and even the venue for the validation report towards the end, the report with the barangay, the department is very helpful in terms of providing us with the venue. So yeah, even financial resources and material resources. Ako lang talaga yung human resources.

Document: Triangle 1\Faculty

Weight: 0
Position: 495 - 724
Code: Resource Allocation\Funding and Resources

But, in terms of support, yung financial support and human resources, and other resources na support, I think that's also an important aspect, and I guess that's one of the incentives that has propelled me to implement this SL

Document: Triangle 1\Faculty

Weight: 0
Position: 1932 - 2093
Code: Faculty Roles and Rewards\Faculty Role

Tapos from there, ayun na, in consultation with our chair and the vice chair during that time. I submitted my proposed syllabus together with the SL guidelines.

Document: Triangle 1\Faculty

Weight: 0
Position: 2803 - 2990
Code: Faculty Roles and Rewards\Faculty Incentives and Rewards

I hope the university will be more flexible in allowing SL to be a component of... let's say for example promotion or for... kasi parang sa promotion natin, kulang yung extension servi

Document: Triangle 1\Faculty

Weight: 0
Position: 368 - 493
Code: Faculty Roles and Rewards\Faculty Incentives and Rewards

Well as I have mentioned earlier, wala masyadong incentives in terms of yung sa promotion... including it in the promotion.

Document: Triangle 1\Faculty

Weight: 0
Position: 1326 - 1448
Code: Faculty Roles and Rewards\Faculty Incentives and Rewards
I: Ah for your... for your part incentive 'yon kais nga para mas natutunan nila in real life.

R: Yes... oo... true.

Document: Triangle 1\Faculty
Weight: 0
Position: 1778 - 2032
Code: Faculty Roles and Rewards\Faculty Incentives and Rewards
R: Hmm, there would be reward... Yeah, I think ano naman, the university has been very generous. Actually, very generous in terms of providing support for the ano... for the college. So, I think yeah, that's more than enough incentive for us to ano...

Document: Triangle 1\Faculty
Weight: 0
Position: 2174 - 2270
Code: Faculty Roles and Rewards\Faculty Incentives and Rewards
R: Siguro bonus na yung, kung may incentives for research. But kung wala yun ok lang din. Kasi...

Document: Triangle 1\Faculty
Weight: 0
Position: 494 - 550
Code: Disciplines, Departments, Interdisciplinarity\Extent of SL Practice Per Department
Yeah, we started with the SL project in our EconDev cla

Document: Triangle 1\Faculty
Weight: 0
Position: 1664 - 1729
Code: Disciplines, Departments, Interdisciplinarity\Extent of SL Practice Per Department
if on the average kasi every term we have two sections of EconDev

Document: Triangle 1\Faculty
Weight: 0
Position: 3 - 389
Code: Disciplines, Departments, Interdisciplinarity\Extent of SL Practice Per Department
R: Yes, since 2012. So ahm, so far except for one term na nag-service leave ako, that was last year. Ah not service leaver but ah dissertation leave pala. Oo, last term, third term. Unfortunately the faculty handling EconDev during that time was not... hindi siya nag-SL. Siya yung nagturo ng EconDev pero hindi siya nag-SL. But ah if I can remember... sandali average lang tayo...

Document: Triangle 1\Faculty
Weight: 0
Position: 2025 - 2092
Code: Disciplines, Departments, Interdisciplinarity\Extent of SL Practice Per Department
I submitted my proposed syllabus together with the SL guidelin

Document: Triangle 1\Faculty
Weight: 0
Position: 124 - 228
Code: Disciplines, Departments, Interdisciplinarity\Extent of SL Practice Per Department
First time siya na-include sa syllabus, and even the grading system. Do'n ko lang siya na-incorporate.

Document: Triangle 1\Faculty
Weight: 0
Position: 187 - 246
Code: Disciplines, Departments, Interdisciplinarity\Extent of SL Practice Per Department
Lalo na sa college namin, isa lang ako na nag-i-implement..

Document: Triangle 1\Faculty
Weight: 0
Position: 332 - 426
Code: Disciplines, Departments, Interdisciplinarity\Extent of SL Practice Per Department
R: Programs namin, EconDev... meron silang EconDev. Eh lahat ng EconDev ako yung nagha-handle.

Document: Triangle 1\Faculty
Weight: 0
Position: 720 - 947
Code: Disciplines, Departments, Interdisciplinarity\Interdisciplinarity
I was thinking... more of interdisciplinary with the college. I was thinking kasi na, the database that we come up with, will be used by other... the other subjects. Like for example yung, we have Econometrics and Statistics.

Document: Triangle 1\Faculty
Weight: 0
Position: 141 - 537
Code: Disciplines, Departments, Interdisciplinarity\Interdisciplinarity
I think it's a possibility and it would be good to involve different colleges, kasi maraming aspects ang ano eh... economic development, may health, may political, merong educational na pwedeng i-integrate dun sa ano... so we could coordinate with the college of ah... education perhaps, or political science yun, but I haven't thought about it yet. So ano muna ko, internal... internal muna

Document: Triangle 1\Faculty
Weight: 0
Position: 1504 - 1566
Code: Community Voice\Community Partner Awareness
I: Kasama niyo yung barangay...

R: Hindi na kami na lang,

Document: Triangle 1\Faculty
Weight: 0
Position: 1641 - 2154
Code: Community Voice\Community Partner Awareness
R: Hmmm, yeah. Hopefully, well, ahm... the only difficulty that I'm seeing here is the... yung... kung magiging feasible siya over the long term. Kung.. ah... if it will be... what do you call this... if it will be sustainable over the long term. But hopefully, ahm... kasi when I discussed this with one of our faculty members, she was open to the idea of sharing the database to the ano... using the database for another subjects, lalo na yung mga Statistics and Econometrics, ia-analyze nila. Yan... so.

Document: Triangle 1\Faculty
Weight: 0
Position: 846 - 1501
Code: Community Voice\Community Partner Awareness
R: A few weeks before the term starts, I already give Ms. Mei of COSCA an idea how many sections of

EconDev would there be for the next term. And then, from there ah... COSCA helps me identify what community will best suit the number of sections that I have and the number of students that I have. Pero from what I observed from COSCA, what they do is that they try to saturate a community... like for example yung Leveriza, I think for the longest time, we've ahm... we've had a service in Leveriza. Marami nang barangay kaming na-survey sa Leveriza. And after that, we were fielded out by COSCA to another community in a Manila, dito sa may...

Document: Triangle 1\Faculty

Weight: 0

Position: 686 - 919

Code: Community Voice\Mutual Understanding

and the survey aims to identify or to come up with a profile for the community that will help the barangay officials identify what are the issues or causes, or issues that they can address in order to help them with their programs

Document: Triangle 1\Faculty

Weight: 0

Position: 230 - 588

Code: Community Voice\Mutual Understanding

R: I'm happy to say that the barangays so far that we have partnered with, have been very cooperative with us. Kahit na, konti yung resources nila or kahit na maliit yung barangay hall nila, they try to accommodate us. And they really give us ahm... they give us the space, na dapat gagamitin nila for their office. Kahit meron silang mga tao doon or...

Document: Triangle 1\Faculty

Weight: 0

Position: 651 - 780

Code: Community Voice\Mutual Understanding

R: Oo, or meron silang ina-allocate na... yung conference room nila, ina-allocate nila para sa 'min or yung basketball court...

Document: Triangle 1\Faculty

Weight: 0

Position: 261 - 441

Code: Community Voice\Mutual Understanding

R: The barangays? No, we don't actually require them to shell out money. And as far as I know, they haven't ano... they did not shell out money for this. Just the resources lang

Document: Triangle 1\Faculty

Weight: 0

Position: 1234 - 1310

Code: Community Voice\Mutual Understanding

R: Yun lang... yung space, yung venue at saka yung staff yung kanilang ano...

Document: Triangle 1\Faculty

Weight: 0

Position: 1364 - 1506

Code: Community Voice\Mutual Understanding

: Ay yung time sorry... May I add pala. Yung time din nila kasi, of course 'pag nagko-conduct kami ng survey, usually Friday 'yon or Saturday

Document: Triangle 1\Faculty

Weight: 0

Position: 1789 - 2242

Code: Community Voice\Community Partner Voice and Leadership

I: In terms of designing the course, may naging role ba sila, yung partner, sa design, implementation and evaluation?

R: Yung COSCA, well yung COSCA... COSCA has helped in... ang naging contribution ng COSCA dun sa design ng SL course is yung ahm... more of identifying the community partner as well as providing the guide questions for the FGD and for the evaluation. So yun ang naging... excuse me... yung ang naging contribution ng COSCA.

Document: Triangle 1\Faculty

Weight: 0

Position: 2320 - 2468

Code: Community Voice\Community Partner Voice and Leadership

g. Pero during the workshops and drafting the syllabus, ahm, the involvement nung barangay during that time was yung sharing nila?

R: Oo, yes

Document: Triangle 1\Faculty

Weight: 0

Position: 497 - 813

Code: Community Voice\Community Partner Voice and Leadership

Pero this time, we involved the community and the barangay officials in the reporting, kasi at the end of the term students will report the results. So that's when the barangay officials ahm.. attend, tapos they tried to comment kung anong...

I: Ah, so the comments nila will be used...

R: Exactly...

Document: Triangle 1\Faculty

Weight: 0

Position: 997 - 1537

Code: Community Voice\Community Partner Voice and Leadership

Oo, good point. Kasi nung, before wala, ngayon... during the orientation with COSCA, before the field survey, sinasama na namin yung mga barangay officials. Tapos, nagbibigay sila ng overview kung ano yung barangay. What the barangay is, kung ano yung mga programs nila. Tapos they try to tell us kung ano yung current problems ng barangay... current needs. For example, mataas ang crime rates, or mataas ang teenage pregnancy, yung mga gano'n. So kasama yon.

I: So nako-confirm ng results?

R: Yes, oo confirm ng results.

Document: Triangle 1\Faculty

Weight: 0

Position: 1943 - 2368

Code: Community Voice\Community Partner Voice and Leadership

Yes, I think the barangay officials could contribute more. And I think I should involve them more, now that you ask this questions, kasi... before kasi, indirectly lang yung ano nila... but ah, yes it's a go idea to involve them more kasi siyempre, in the end, it will benefit them eh. So, the design of the course should be in consultation not just with COSCA, but also, more importantly, with the barangay officials.

Document: Triangle 1\Faculty

Weight: 0

Position: 24 - 557

Code: Mission and Purpose\Alignment with Institutional Mission

I think the service learning, the mission-vision is... what do you call this... the goals of the service learning is a reflection of the mission-vision of the college and of the university. Kasi diba for the university... at the... sorry... at the department level and the college level, we try to anchor our mission, vision and to the strategic goals of the university. So ahm, yun... as much as possible, we try to ah... we try to make sure na yung service learning namin ina-address the mission, vision and strategic goals

Document: Triangle 1\Faculty

Weight: 0

Position: 725 - 971

Code: Mission and Purpose\Alignment with Institutional Mission

Oo, that will address the different goals of the department... the strategic goals of the department. And we're very conscious about it. Na kailangan... well not just the SL, pero other activities... CE... community engagement yung mga ganyan.

Appendix B Memo Manager

Title Mission and Purpose
Code Mission and Purpose
Author USER
Creation date 17/05/2016

1. Explicit articulation of the college or university's mission in its commitment to the public purposes of higher education and higher education's civic responsibility to educate for democratic participation.
2. Aspects of the mission are openly valued and identified to reinforce the public activities of the campus.
3. There is substantive reality to match such stated purposes as opposed to being viewed merely as rhetoric

Title Alignment with Educational Reform Efforts
Code Mission and Purpose\Alignment with Educational Reform Efforts
Author USER
Creation date 17/05/2016

(Furco, Dimension 1)

Service-learning is tied formally and purposefully to other important, high profile efforts on campus (e.g., campus/community partnership efforts, establishments of learning communities, improvement of undergraduate teaching, writing excellence emphasis, etc.)

Title Alignment with Institutional Mission
Code Mission and Purpose\Alignment with Institutional Mission
Author USER
Creation date 17/05/2016

(Furco, Dimension 1)

Service-learning is part of the primary concern of the institution. Service-learning is included in the campus' official mission and/or strategic plan.

1. SL is based on strategic goals of the college/department, which are also anchored on University's mission and vision.
2. SL is anchored on University's mission and vision (not substantiated).

T3-- prof

1. service to the poor

Title Strategic Planning
Code Mission and Purpose\Strategic Planning
Author USER
Creation date 17/05/2016

(Furco, Dimension 1)

The campus has developed an official strategic plan for advancing service-learning on campus, which includes viable short-range and long-range institutionalization goals.

Triangle 2

1. it is articulated in the strategic goal of the department iv: the department I would say it is adequate. It is articulated there. as a matter of fact we are reviewing it (to make SL a standalone course, nto just a component of practicum)

Title	Definition of Service Learning
Code	Mission and Purpose\Definition of Service Learning
Author	USER
Creation date	17/05/2016

(Furco, Dimension 1)

The institution has a formal, universally accepted definition for high quality service-learning that is used consistently to operationalize many or most aspects of service-learning on campus.

Title	Community Voice
Code	Community Voice
Author	USER
Creation date	17/05/2016

Depth of community involvement in terms of roles and contribution to education and to what degree can the community shape institutional involvement to maximize its benefits to the community

Title	Community Partner Voice and Leadership
Code	Community Voice\Community Partner Voice and Leadership
Author	USER
Creation date	17/05/2016

(Furco, Dimension 4)

Appropriate community agency representatives are formally welcomed and encouraged to serve as advocates and ambassadors for institutionalizing service-learning on the campus; community agency representatives are provided substantial opportunities to express their particular agency needs or recruit student and faculty participation in service learning.

1. Interviewee hinted that community partners are not engaged in the design, implementation, and evaluation of SL activities.
2. Results of barangay sharing helped in drafting the syllabus - What is this sharing? When did this happen?

3. Partners' comments during term-end report of students are used in the design of SL activities. How is the term end reporting done? How are partners involved?
4. Partners are involved in the orientation of COSCA for an SL activity. Barangays are introduced to SL providers, including their profile. Survey done was a validation of the mentioned profile.
5. Participant explicitly mentioned that current involvement of partners is not sufficient. Participant believes that partners can contribute more.

----T1-student---

1. This answers the concern on term-end reporting. Students are grouped to report certain aspects of the data such as poverty, education, etc.. then the teacher picks three groups to present before COSCA that may have been attended by the partner barangay.

---T1 Community---

1. Community partners were called to attend the report of students.

T2-Community

1. Involved the community in preparation of activity flow - entails awareness of partner community of plans. iv: . Pinadala nila sa amin kung ano yung gagawin nila, tapos nag-set ng schedule.
2. As probed, partners were informed but were not part of the planning but were given the opportunity to "comment" on the plan (flow of activities).
3. program (seminar topics) is based on actual needs: Naa-appreciate ko 'yon kasi hindi nga lang sila basta-basta nagbigay lang ng ano ng... ito yung gagawin ng psychology students namin, yun 'yong lumabas na kailangan ng mga bata.
4. partners are involved in evaluation but not in planning: IV: R: Opo, kasama po ako sa pag e-evaluate. Inano ko ni Doc Luddy, isinama niya ko. Nagbigay ako ng feedback, mga insight ko po, opinions, sa ano ni

T3 Community

1. Not involved in planning. iv: R: Parang planado na eh, tiningnan... tinanong nga lang sa akin kung saan-saan. So ibinigay ko ito (the map), d'yan na nga sila sila nag-ano... nagbuo ng kung anong gagawin nila.

Title	Mutual Understanding
Code	Community Voice\Mutual Understanding
Author	USER
Creation date	17/05/2016

(Furco, Dimension 4)

Both the campus and community representatives are aware of and sensitive (maybe add the component "support") to each other's needs, timelines, goals, resources, and capacity for developing and implementing service-learning activities. There is generally broad agreement between the campus and community on the goals for service-learning.

1. SL provider is aware and sensitive to the needs of the community prior to implementing an SL.(iv: basically the SL project is more of a demographic survey that we do for the community, and the survey aims to identify or to come up with a profile for the community that will help the barangay officials identify what are the issues or causes, or issues that they can address in order to help them with their programs)
2. Community partners are cooperative.
 - a. provides resources such as space for the SL activities like conference room and basketball court. they also provide staff.
 - b. No money required or asked from partners.
 - c. Availability. The partners allot time for the SL providers.
3. Community partners seemed to prefer to watch TV than to be interviewed or to participate in the survey.

--- T1 Student----

1. On safety of SL providers - Students were left on their own conducting surveys. There was incident of catcalling (iv: I don't think anything too bad happened naman. Just a few catcalling lang siguro)

---T1 community---

1. Community partners have mother leaders who assist the students in going house to house. The number though is limited. only 1 mother leader per jeep (12-15 students).

-----T2-----

Prof.

1. Only staff who assist the the sl providers during profiling.

2. . partners provide only the staff

3. but partners support is sufficient. iv: They are always there and they would really give support. They visited

the training they gave us info about the place. Then if we go to the place, they make sure that the place is secured

for us. Kasi, sa Leveriza kami sometimes pumupunta

T2 Student

1. The trainings provided are based on the identified needs through a needs assessment activity. iv: Pero before pa 'yon, nagkaroon kami ng ah... Needs Assessment. So

kung ano yung kailangan ng community, which is nga.. yung self-esteem, mga seminar na 'yon.

2. Students were asked thru survey profile (find out more)... then community was asked to validate. iv: R:

Hindi naman, parang napagkasunduan lang namipara hindi lang yung view ng

students, para kung ano rin yung sa tingin nilang kailangan ng students. So yun yung parang pang-counter validate namin, kung tama yung sinasabi ng students at yung kailangan ni

T2 - Community

1. Assessing the needs of the community. iv: Parang in-assess nila ano yung kailangan.. Ano yung "need" ng mga bata."

2. Coordination and preparation - ensuring safety, convenience and comfort of students - iv: Siyempre po, lagi po naming ina-ano, yung kaligtasan po ng mga estudyante ng La Salle. Na nasa maayos po silang lugar, yung pagka-conduct-an po nila, spacious po. Although hindi naman po aircon yung naibigay namin, pero maaliwalas naman po.

3. program (seminar topics) is based on actual needs: Naa-appreciate ko 'yon kasi hindi nga lang sila basta-basta nagbigay lang ng ano ng... ito yung gagawin ng psychology students namin, yun 'yong lumabas na kailangan ng mga bata.

T3 - Prof.

1. Partners assist the sl team iv: So we were able to meet

with the Mayor, and then yung mga tao sa munisipyo. Sila din yung tumulong sa amin, kasi nag-mapa kami eh, so

they were the one assisting us around the area.

2. partners were very cooperative. support of community is very crucial. unless the community partners will cooperate, your sl will not succeed.

3. partners were

T3 Student

1 coordination with community partner

2. post implementation role (role upon transfer)... ang primary role lang nila ay to keep the map updated.

Yung IT department nila. So with that, gagana yung system, kahit hindi nila mismong ayusin yung system.

3. community is supportive - local official helped

T4 - Prof

1. Community identified are those with prior or existing established connection with the university. example: the community surrounding Br. Allfred Shields Marine Station of DLSU in Batangas.
2. SL activities and provisions are in the language of the community - materials are translated to Filipino.
3. SL Activities have a clear target of beneficiaries. example an IE campaign on intestinal parasites gather mostly the parents.

T4 Community

1. SL program must have follow up activities. not just a one time shot.

T6 prof

1. community is first consulted

T7 Faculty

1. SL team after ocular inspection met with the community (bgy. chairman). one objective is to discuss the problems of the bgy. IV: nakipag-kwentuhan sa baragay chairperson. So ganoon. Nagkaroon ng more in-depth questions... nalaman nila na madalas silang magkaroon ng fire dahil ang daming jumper at ano, pag tinanggalan sila ng ilaw ngayon, tue next day balik ulit. So talagang continuous.

Title	Community Partner Awareness
Code	Community Voice\Community Partner Awareness
Author	USER
Creation date	17/05/2016

(Furco, Dimension 4)

Most community agencies that partner with the college or university are aware of the campus' goals for service-learning and the full range of service-learning opportunities that are available to students.

1. Community partners not involved in post activity evaluation.
2. SL outputs may include a researchable dataset. Are partners aware of the possibility of utilizing such data for research?
3. Community partners are determined by COSCA. Probe on how COSCA coordinates with the community. What is the basis of determining which community becomes recipient of SL

---T1 community---

1. Partners are not involved in the planning. No prior consultation.
2. Not clear with partners why they were chosen. Interviewee thinks that maybe because there area is not so depressed that is why they were chosen.

T4 Prof

1. Did not coordinate with bgy

T4 Community

1. Community coordinator not aware that activities they are involved in are part of a service learning program (may support to claim of faculty that it started not really as an SL program).
2. Role of community is facilitate coordination.
3. School may also partner with community volunteer individuals or groups. not necessarily those who are in local government.
4. coordination was with private individuals. not necessarily local government officials.

T5 Community

1. community not aware that the activity is service learning
2. community partners dont participate in the planning. example: organizers did not solicit suggestions on topics in the seminar workshop.

T6 Community

1. Community are mere recipients of the program - no involvement in the planning

T7 Faculty

1. SL team after ocular inspection met with the community (bgy. chairman). one objective is to discuss the problems of the bgy. IV: nakipag-kwentuhan sa barangay chairperson. So ganoon. Nagkaroon ng more in-depth questions... nalaman nila na madalas silang magkaroon ng fire dahil ang daming jumper at ano, pag tinanggalan sila ng ilaw ngayon, tue next day balik ulit. So talagang continuous.

T7 Community

1. Barangay ws engaged at the beginning example. students conducted ocular inspection

Title Disciplines, Departments, Interdisciplinarity
Code Disciplines, Departments, Interdisciplinarity
Author USER
Creation date 17/05/2016

1. Is SL relegated to a small number of social science disciplines, or is it embedded in the arts and humanities, hard sciences, technical disciplines, professional studies, and interdisciplinary programs as well.
2. Extent of existence on the margins of the curriculum, and penetration to the institution's academic core

Title Interdisciplinarity
Code Disciplines, Departments, Interdisciplinarity\Interdisciplinarity
Author USER
Creation date 17/05/2016

The service-learning activity done is applicable across colleges.

1. Another way of looking interdisciplinarity of SL is to share SL outputs such as survey results to other subjects.
2. content of SL activities is strongly linked to other disciplines. Example. demographic data on ecodew may be useful in areas like health, politics, and education

T3---prof

1. not interdisciplinary- iv: hindi pa.. it would also be graet to have an interisciplinary implementation.

T4 Prof

1. SL is implemented in the Biology Department - in Vertebrate Zoology, Parasitology, Advaned Parasitology
2. What is meant by a full blown SL? - note that respondent said the SL program used to be a "not official" SL

program.

3. What happened (what did you do) to make the "not official" SL into a full blown SL?

T5 prof

1. did nto colloaborate with other deprtments

Title	Extent of SL Practice Per Department
Code	Disciplines, Departments, Interdisciplinarity\Extent of SL Practice Per Department
Author	USER
Creation date	17/05/2016

Above 70% academic programs with SL per department.

1. Syllabus is supplemented by an SL guidelines. Not Clear yet if SL is integrated in the syllabus.
2. Explicitly stated that SL is integrated in the syllabus and grading system.
3. Explicitly stated that participant is the only faculty implementing SL in the college.
4. It came out that the teacher is the only one handling the subject that offers SL

---T1 Student---

1. All SOE (college) students take EconDev. All EconDev is handled by the teacher who does SL. Hence All SOE graduates went through an SL activity.

T2 Prof.

--

1. SL program is integrated in the practicum.
2. other subjects may have SL, but not certain about it.
3. No departmental efforts yet. Still working towards combined efforts with other subjects. iv: So maybe that is an area we will look into because if we want it really implemented maybe interdisciplinary also
4. Not a standalone subject: Iv: As of now, we still want to really sit down and study on it.. so that we can really have... like it is soel service learning (not part of practicum)...

T2 Student

1. Other subject that has SL is SikoPil. (find out more about SikoPil. check the syllabus

T3 Prof-----

1. IV: nag skip ng isang year (dahil) walang humawak - implication to extent of departmental practice. Suggestive that only limited programs an faculty are engaged in SL. (Probe further)
2. Started by an office in the college inspired to balance resarch, scial engagement, and teaching.
3. SL program is inititated by the faculty (one faculty) responding to the challenge to balance resarch, scial engagement, and teaching.

T3 Student

1. look into possible situation of SL integration among school academic organizations. IV: R: Sa org. Ko, since CCS course naman. Two years ago, nung president ako, we had this, computer literacy program. So we teach children the basic uses of computers. So yung mga word, ganyan...

T5 Prof

1. More than 1 faculty are engaged in SL.
2. No memo (guidelines) as to how to go about it.

3. SL is not yet reflected in the syllabus.

T6 Prof

1. SL is incorporated in the course. 40 to 50% of the grade of students is service learning.
2. SL is a core course. its integrated across all courses. (Validate)

T7

1. faculty members are required to develop a service learning module.
2. SL integrated in Occupational Safety Course in 2013 (inquire about other subjects)

Title Faculty Roles and Rewards
Code Faculty Roles and Rewards
Author USER
Creation date 17/05/2016

Tenure and promotion guidelines used in the institution reflect the kind of reconsideration of scholarly activity proposed by Ernest Boyer (1990) whereby a scholarship of teaching and application are viewed on a par with the scholarship of discovery

Title Faculty Incentives and Rewards
Code Faculty Roles and Rewards\Faculty Incentives and Rewards
Author USER
Creation date 17/05/2016

(Furco, Dimension 2)

Faculty who are involved in service learning receive recognition for it during the campus' review, tenure, and promotion process; faculty are encouraged and are provided various incentives (e.g., minigrants, sabbaticals, funds for conferences, etc.) to pursue service-learning activities.

1. Faculty engaged in SL prays that SL be counted as extension service for purposes of promotion.
2. Explicitly mentioned that not so much incentives (promotion) are given to teachers doing SL
3. Non-material incentives - students learning the concepts based on real life applications.
4. Its a bonus if research incentives be given also.

-----Triangle 2-----

Prof:

1. None except for professional growth (iv: developmental). Its an addedd knowledge.
2. and maybe for future promotion too
3. I personally enjoy doing it (iv: I enjoy it naman)

T4 - Prof

1. Promotion
2. Award (Nominated for Pillar of Excellence)

Title Faculty Role
Code Faculty Roles and Rewards\Faculty Role
Author USER
Creation date 17/05/2016

c/o Jovito

1. Orient students about SL
2. Coordinated with COSCA and/or community
3. Planning/ Designing the SL activity
4. Logistic preparations (transportation, waivers, evaluation)
5. Monitoring, on site visits with students)
6. Facilitating reflections
7. Project turnover to the community
8. Student consultation

1. Preparation of SL activity guidelines
 - a. consultation with higher academic ranks such as Chair and Vice chair
2. Design of syllabus which integrates service learning.

T2---

1. Students consult with the teacher on training content and delivery methodologies.

T2 Community

1. presence of the prof during implementation of program
iv: Kahit yung pinaka professor po nila, andyan lan
2. teacher monitors the trainings

T3 Prof.

1. teacher is actively involved in the implementation of the sl program

T3 Student

1. Faculty adviser: Mainly, siya yung naging... consultant namin with regards sa technicalities ng thesis. Na parang papaalam muna kami kung ganito yung gagawin namin, kung ok ba 'to.

T3 Community

1. No faculty present - which part of the program that no faculty was present? iv: Wala namang, wala akong na-ano na faculty na pumun

T4 - Prof

1. for an IEC, teacher gave the overview, rationale/background/objectives.

T4.Student

1. Faculty conducted orientation.

T5 Prof

1. Prof and students brainstormed on the following: willingness to participate in an SL activity, schedule, target beneficiaries or participants.
2. planning..
3. SL activity may align to teacher's interest. IV: sanay kasi ako sa seminar (hence the professor initiated a seminar.
4. Teacher decides the appropriate year level for a specific SL activity

T6 prof

1. Faculty makes sure: he practices what he is preaching example if you teach ethics nad corproate responsibility, you model ethical practices to students.
2. Faculty provides opportunities for students to knwo each other well because SL is a group effort.
3. faculty initiates the SL activities. example. goes to COSCA for advise on SL preliminaries.
4. Faculty may decide for the students or the students will decide for the SL program. "IV" "Ah let's have the orientation first, and let the students decide." Because they should be part of the decision maker. So, kasi sila ang maggagawa nun eh, hindi naman ako eh. I'll just guide them. So what we will do, that orientation, latag ang needs, they pick and then, what are expectations. And then, I do in the classroom, a general orientation.
5. Faculty looks at strengths of students and assigns students SL functions where they are good at. "Kasi kung ano yung kagalingan nila, iyon dapat ang ishare sa ano eh".
6. Faculty expresses availability to help before potential SL recipients. IV: "If you need help, andito lang ako sa La Salle. Huwag kayong mahiya. I will always always give you time." I cannot just go there and say "Anong problem niyo?" diba. There has to be a need. "You have to tell us the need."
7. Faculty resolves issues and conducts processing (debriefing ewhen appropriate) of all experiences.
8. Faculty himself must have inclination to service. SL is a personal commitment of the teacher.

T6 Student

1. teachers reviews students SL proposals\

T7 Faculty

1. facilitated the conduct of ocular inspection (iidentifying all hazards - biological, electrical, chemical, etc)... IV: R: At first, pumunta kami doon para ano... mag-ocular inspection. And they... they students try to see what are the hazards that they could identify sa roads, sa ano... sa glass ng bahay, ganoon. And they saw a lot. Kasi c-inlasify namin. Bago sila dumating doon, mayroon silang list of... may check list. Electrical, may biological, chemical... ano pa? Yung fire hazards, may mga dusts pa. Iyon! Tapos yon, so they were able to do that. Tapos kung anong ginawa nila... ano, medyo eye opener sa kanila eh.

Appendix C The Memo Matrix

Factor		Triangle 1	Triangle 2	Triangle 3	Triangle 4	Triangle 5	Triangle 6	Triangle 7
Emerging Codes								
	Type of SL	Profiling and baseline research	Training/Seminar	Innovation to address a prevailing problem	Training/Seminar (IE campaign)	Training/Seminar	Training/Seminar	Training/Seminar
	Salient Features of SL Projects	<ol style="list-style-type: none"> 1. Formal 2. 3. 4. 5. 6. Limited engagement 7. SLPs are prepared 	<ol style="list-style-type: none"> 1. Formal 2. 3. Replication 4. 5. 6. Limited engagement 7. SLPs are prepared 	<ol style="list-style-type: none"> 1. Informal 2. 3. 4. Economical 5. 	<ol style="list-style-type: none"> 1. Formal 2. Dynamic 3. Complementary 4. Economical 5. 6. 7. 	<ol style="list-style-type: none"> 1. Informal 2. 3. Complementary 4. Economical 5. 6. Limited engagement 7. SLPs are prepared 	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. SLPs are passionate about service 6. Limited engagement 	<ol style="list-style-type: none"> 1. Formal 2. Dynamic 3. 4. Economical 5.
Pedagogy and Epistemology								
	Alignment to Lasallian Framework	<ol style="list-style-type: none"> 1. Develops Lasallian values 2. Strengthens commitment to help 3. 	<ol style="list-style-type: none"> 1. Develops Lasallian values 2. Strengthens commitment to help 3. 	<ol style="list-style-type: none"> 1. 2. 3. SL promotes (servant)leadership 			<ol style="list-style-type: none"> 1. 2. Strengthens commitment to help 	<ol style="list-style-type: none"> 1. Develops Lasallian values
	Reflection on Learning or Academic Significance	<ol style="list-style-type: none"> 1. SL tenders evidence of transfer/application of knowledge 2. 3. 4. SL offers meaningful transfer/application of knowledge 	<ol style="list-style-type: none"> 1. 2. SL develops social skills 3. 4. Perceived mismatch between SL and learned knowledge 	<ol style="list-style-type: none"> 1. 2. 3. 4. SL offers meaningful transfer/application of knowledge 	<ol style="list-style-type: none"> 1. 2. 3. SL enhances retention 4. 	<ol style="list-style-type: none"> 1. 2. SL also develops social skills 		<ol style="list-style-type: none"> 1. SL tenders evidence of transfer/application of knowledge 2. 3. 4.
	Reflection on Service	<ol style="list-style-type: none"> 1. Sporadic 2. Selection by convenience 	<ol style="list-style-type: none"> 1. 2. Addresses "Real" community needs 3. Limited focus 4. 5. SL Cultivates volunteerism among SLPs 	<ol style="list-style-type: none"> 1. Continuous 2. Inappropriate recipients (flood, route) 3. Diverse impact 4. Offers novel contribution 5. SL cultivates volunteerism among SLPs 	<ol style="list-style-type: none"> 1. Continuous 2. Selection by convenience 3. Diverse impact 	<ol style="list-style-type: none"> 1. 2. Selection by convenience 	<ol style="list-style-type: none"> 1. 2. Addresses "Real" community needs 	<ol style="list-style-type: none"> 1. Continuous 2. Addresses "Real" community needs 3.
Faculty Development								
	Administrative Support to Faculty Development							<p style="color: red; font-size: small;">Probe on attendance to trainings and conferences outside DL SU</p>

	Faculty Leadership							1. SL focus/area is dictated by the dept.
	Faculty Involvement and Support	1. Unsupportive faculty (other projects are better than SL)		1. Isolated SL projects	1. Unsupportive faculty (prefers theory)			1. Faculty Complement
	Faculty Knowledge and Awareness	1. Faculty undergoes training by COSCA.	1. Faculty undergoes training by COSCA.		1. Faculty undergoes training by COSCA.	1. Faculty not aware about COSCA 2 No formal training on SL	1. 2. Faculty attends trainings, conferences, and fora outside DLSU	1. Faculty undergoes training by COSCA. 2. Faculty attends trainings, conferences, and fora outside DLSU
Administrative and Academic Leadership								
	Policy Making Entity		SL must be a standalone subject					There should be one office primarily for SL
	Administrative Support (Deans, RASD)			1. Weak to NO capacity building provided by dept. 2. Morale Support 3. Informal SL	1. Faculty learned about SL from admin			
	Departmental Support (may cross refer to Faculty Involvement and Support)		1. 2. 3. Provided budget		1. SL is embedded in Department Mission and Vision	1. 2. No training on SL 3. Facilitated budget request		
	Campus Publications							
Enabling Mechanism								
	Evaluation and Assessment	1. Evaluation of Students	1. Evaluation of Students 2. 3. Evaluation by the Students 4. Evaluation by the Participants	1. Evaluation of Students	1. Evaluation of Students			1. Evaluation of Students 2. Evaluation of Participants
	Staffing							
	Coordinating Entity	1. COSCA leads the coordination	1. COSCA leads the coordination	1. COSCA leads the coordination	1. COSCA leads the coordination		1. COSCA leads the coordination	
	Student Incentives and Rewards					1. SL develops social /interpersonal skills		
	Student Leadership	1. Students are not involved in coordination 2. 3. Students may	1. 2. Students have leadership roles/ respective asks		1. Students are active in all stages of the project	1. Students are active in all stages of the project	1. 2. Students have leadership roles/ respective asks	1. 2. 3.

		modify SL design						
	Student Opportunities							
	Student Awareness	1. Students were given SL orientation/seminar	1. Students were given SL orientation/seminar					
Community Voice								
	Mutual Understanding <i>(may cross refer to Reflection on Service)</i>	1. Partner is not engaged 2. 3. Partner is not supportive or cooperative	1. Partner is engaged	1. Partner is not engaged	1. Partner is engaged	1. 2. Partner is not aware of SL nature	1. Partner is not engaged	1. Partner is engaged
	Community Partner Awareness							
	Community Partner Voice and Leadership							
Disciplines, Departments, Interdisciplinarity								
	Interdisciplinarity	1. Shared data		1. No Collaboration with other departments		1. No Collaboration with other departments		
	Extent of SL per Department	1. Integrated in Courses (70%) 2. 3. Grade Component (15%)	1. Integrated in Courses 2. 3. Grade Component (10%)	1. No guidelines 2. 3. 4. Involvement of Academic Orgs		1. Informal 2.	1. Integrated in Courses 2. 3. Grade Component (40-50)	1. Integrated in Courses 2. Faculty Requirement
Faculty Roles and Rewards								
	Faculty Incentives and Rewards		1. 2. Promotion 3. Professional growth (and other non-material incentives)		1. University Award 2. Promotion			
	Faculty Roles - Passionate about service (self-driven), inclined to serve	1. Facilitator 2. Monitoring and Evaluation 3. 4. 5. Participates in syllabus design integrating SL	1. Facilitator	1. Facilitator	1. Facilitator	1. Facilitator	1. Facilitator 2. Monitoring and Evaluation 3. Resolves issues 4. Conducts debriefing	1. Facilitator
Mission and Purpose								
	Alignment with Institutional Mission							
	Strategic Planning							
	Definition of Service Learning							

	Alignment with Educational Reform Efforts							
Funding and Resource		1. DLSU 2. 3. Students	1. 2. 3. Students	1. 2. Teacher 3. Students				1. 2. 3. Partners

*Note: Items in purple are recommendations given by the participants.

Important Terms:

1. Informal “SL” project –SL is not integrated in the syllabus.
2. Full-blown (Formal) SL project – The SL project is integrated in the course syllabus.
 - a. The SL faculty had consultation on the proposed SL activities to higher officials like the chair and dean.
3. Dynamic – The SL project is characterized by constant improvement or enhancement.
4. Complementary – SL project aligns to an existing program or practice, government or private. It aims to support or enhance the existing program.
5. Replication – Replication refers to SL projects that are exactly the same as the existing project or program.
6. Initial Ideas of SL
 - a. Some SL started as community work or outreach.
 - b. Some SL started as an output of integrating values in teaching a course.
7. Continuous – The SL project ensures continuity.
 - a. Capacitate key people (trainers) to echo a training or seminar. Provide the materials such as slides and other training content materials.
 - b. There is a follow up activity
 - c. SL exhibits replicability and transferability
 - i. Replication – can be copied or administered with minimal supervision of the SLPs
 - ii. Transferability – administration and management of the SL project may be transferred completely to the recipient
 - d. The follow up SL programs are given on the same community. **Sporadic means the SL is occurring occasionally, singly, or in irregular or random instances**
8. Real Community needs – Needs are considered real when:
 - a. The supposed needs are in consultation with the recipient. Consultation does not only mean “coordination”. Meaning the recipients are actively engaged even in the needs assessment stage.
 - b. The supposed needs are identified through needs assessment surveys and similar activities. Needs assessment must show that problem indeed prevails and that intervention is indeed needed.
 - i. conducted review of existing baseline data (e.g. data from COSCA)
 - ii. conducted ocular inspection
 - iii. conducted meetings with the local officials
 - c. The SL project aims to change people’s lives, touch hearts, and teach minds.
 - d. There is a systematic process of identifying the recipients. Selection does not rely on proximity, accessibility, and convenience only.
 - e. The SL Project is relevant to the community – example if community language is Tagalog, project language is also Tagalog

9. Service Learning Providers (SLPs) – Persons involved in implementing the Service Learning project. They are:
 - a. The Faculty handling the SL course
 - b. The students
 - c. Personnel from a University office handling community service programs like the COSCA.
10. SL Providers passion to serve – Community members report that SL providers’ love for service manifests in what they do.
11. SLPs are Prepared
 - a. conducted simulations and dry run
 - b. Conducts pre-visit and familiarization
 - c. Conducts Ocular inspection
12. Diverse Impact - The SL project tenders secondary contribution/help to the recipients (unprecedented or intended). SL is characterized by a series of activities which have diverse impact.
13. Evaluation and Assessment
 - a. Evaluation of Students (**Transfer of Knowledge**) – Students’ showcase of competency/mastery of the subject matter in the SL is an evidence of successful integration of classroom knowledge to SL activities. Simply put, participating students exhibit knowledge about the course. Meaningful transfer of knowledge includes enhancing one’s knowledge as a result of SL.
 - i. Formal Report
 - ii. Reflection
 - iii. Validation Workshop
 - iv. Informal Evaluation
 - b. Evaluation of Participants – Participants’ Learning must also be evaluated as an evidence of students’ learning.
14. Volunteerism
 - a. Students become self-driven and inspired to serve
15. Resource Allocation
 - a. Teacher – Transportation, food
 - b. Students – Students spend for tokens, school supplies, fare,
 - c.
 - d. Community – venue, coordinator, tanod, guide, facilitator, staff,
16. Mismatch
 - a. Practicum setting is different from specialization – e.g. practicum for industrial psych or clinical psych majors engages them to teaching as SL
17. Commitment to help – Students are inspired to offer big time help (not just meager help). Example students are inspired to help the foundations that offer community service.
 - a. Servant Leadership
18. Lasallian Values developed by SL
 - a. empathy - iv: to see the world not only from my own perspective but also from others' .. in order to understand their interests.
 - b. humility and content, generosity, zeal, awareness of others, sharing and spreading helpful experiences to the community
 - c. the program exemplifies: bridging faith service and communion thru outreach activities and community service.
 - i. See-Experience (Masid-Danas) - Common Experience
 - ii. Analysis-Reflection (Suri-Nilay) - it teaches students to be sensitive to the respondents context in asking questions (i.e. ask in a

manner that is not offensive), express gratitude after the survey, it teaches them to empathize with the poor, it challenges the students to further practice the Lasallian values of faith, service, and communion (iv: because after seeing and knowing the situations of those people in the community, it moves me to do more to help them move forward from poverty.

- iii. Commitment-Action (Taya-Kilos) - It moved the students to study well to help eradicate poverty or improve the current situation of the less fortunate people.
19. Faculty Complement – SL project of one faculty is adopted by another faculty from the same department.
20. Isolated SL projects – There may be more than one SL projects in the department but faculty do not communicate (collaborate) or coordinate with each other.
21. Weak to NO – Weak means the existence of the training but dissemination is poor such that faculty members are not aware or NO trainings offered at all.
22. Students are Actively engaged in all stages
 - a. Teacher conducts brainstorming with students. - willingness to participate in an SL activity, schedule, target beneficiaries or participants
 - b. Basically students are active in the planning, execution, and evaluation (if there is any)
23. Faculty as Facilitator
 - a. delegates tasks
 - b. conducts planning and brainstorming session
 - c. Conducts orientation
 - d. Available for consultation
 - e. Present during implementation
24. University Awards – Engagement of faculty members in SL will form part of the criteria of a relevant University award.
 - a. Pillar of Excellence
25. Faculty Requirement – Faculty members are required to develop an SL module
26. Partner engagement – Partner community plays active role in the planning, conduct, and evaluation of the SL project
 - a. Participation in preliminary discussions and not just mere receivers of the program
 - b. Partners participate in the evaluation

Appendix D
Job Description of Service Learning Coordinator

JOB DESCRIPTION

Position: Service Learning Coordinator
 Program: Community Engaged Learning Program
 Accountable to: CELP Program Manager and Director
 Objective: To facilitate the overall SL Program operations and management
 To coordinate with faculty members and administration regarding SL institutionalization

Roles and Responsibilities	Percentile
1. Ensures Institutionalization of Service-Learning	30%
1.1. Receives and screens request for service learning activities	
1.1. Reviews and updates Manual of Operations	
1.2. Conducts SL orientation and workshops in colleges, departments and other offices	
1.3. Updates systems and mechanisms for monitoring and evaluation of service learning initiatives	
1.4. Facilitate implementation International Service Learning (ISL) and assists college/department in facilitating their ISL request	
1.5. Reviews and updates Service Learning Program framework and concept paper	
1.6. Coordinates with students, faculty, community partners and other stakeholders with regards to program implementation	
1.7. Facilitates service learning program implementation (ie field deployment and coordination, orientation, etc) at the college/department level and community partners	
2. Promotes SL within and outside the University	30%
2.1. Identifies and promotes SL to partner universities locally and internationally	
2.2. Collaborates with faculty members in-charge of course with SL	
2.3. Participates in local and international trainings, conferences on SL and related topics	
2.4. Collaborate with VCA, VCLM, and deans regarding SL implementation	
2.5. Promotes service learning program and other COSCA programs in various colleges/departments	
2.6. Consults and meets with External Affairs Director of each college on establishing service learning curriculum integration	
2.7. Facilitates integration of SL in course curriculum with faculty	

members	
2.8. Develops IEC materials for the program	
1. Research and Documentation	30%
1.1. Prepares and submits monitoring, evaluation and progress report	
1.2. Develops Satisfaction Tool in coordination with OCCS and ITEO and monitors its implementation	
1.3. Enhances monitoring and evaluation tool	
1.4. Feedbacks the faculty members result of SL program evaluation/impact assessment	
1.5. Develops SL impact assessment tool	
1.6. Reviews and edits SL success stories written by CELP staff and facilitates its publication	
1.7. Consolidates report and other documentation results	
2. Other tasks	10%
2.1. Participates in University Mission Committee (UMC) meetings and other activities	
2.2. Assists and participates other COSCA units, Student Affairs and VCLM activities	
2.3. Collaborates with COSCA other programs such as UCED, NSTP, RTD and LSFE	
2.4. Attends to students', faculty members' and parents' concerns	
2.5. Contributes in COSCA publication as needed	
2.6. Performs tasks assigned by the CEL Program Manager or Director	

Appendix E
Job Description of Service Learning Coordinator (External)

JOB DESCRIPTIONS

Position: SERVICE-LEARNING COORDINATOR – External
 Program: COSCA Community Engaged Learning Program
 Accountable to: CELP Program Manager
 Objective: To coordinate and facilitate the overall Service-Learning (SL) Program implementation and management of partner organizations and students

Roles and Responsibilities	Percentile
1. Coordination and Management of Partner Institutions (20 partner institutions)	30%
1.1. Coordinate regularly with partner institutions with regard to SL program implementation, needs and concerns	
1.2. Provide SL orientation to new partner institutions	
1.3. Identify partners’ direct service needs and conceptualizes developmental activities with partner institutions	
1.4. Conduct regular community visits to partner organization to prepare them for the service activities of students	
1.5. Provide guidance and sound advice on partners organization’s concerns	
1.6. Relay concern of students, faculty, and COSCA to partners organizations	
1.7. Conceptualize, design and implement SL capacity building trainings of key leaders and members of partner institutions	
1.8. Lead the facilitation of assessment and evaluation sessions with partners	
1.9. Ensure participation of partner organizations in assessment, meetings, validation, etc.	
1.10. Assist partner centers and communities during processing/reflection sessions	
2. Student Management (at least 700 students per term)	30%
2.1. Conduct class orientation and provide materials to guide students during community visits	
2.2. Monitor students’ service activities and participation during community activity	
2.3. Ensure students’ compliance to university policies while on field	
2.4. Extend guidance and advise on concerns of students then relays information to partner centers and communities	
2.5. Ensure completion and turn-over of students’ project outputs to partner organization	
2.6. Respond to students’ queries and concerns regarding service learning activity either through one-on-one consultation, social	

networking, e-mail and SMS (completion of service; grades, course requirements, etc)	
3. Research, Documentation and Databases Management	30%
3.1. Together with SL Coordinator-Internal, documents, consolidates the evaluation results of SL Partners' training, assessment and evaluation	
3.2. Enhance monitoring and evaluation tools for partners	
3.3. Document reflection papers and SL experience of students	
3.4. Update regularly partner communities and centers' profiles and directory	
3.5. Update partner center and student database and ensures that these are updated and submitted to COSCA Central database	
3.6. Writes SL success stories	
4. Other tasks	10%
1.1. Co-facilitate SL workshops and seminars	
1.2. Facilitate meetings (if assigned by the CELP Program Manager or COSCA Director)	
1.3. Participate in SL related local conferences/forum	
1.4. Assists in the documentation of SL meetings, workshops, conferences and other related activities	
1.5. Participate in VPLM, Student Affairs and other related activities (ie. FTK, LM week, recollection, etc) and committees	
1.6. Perform other tasks that maybe assigned by the Program Manager and Director	