



Spring 4-17-2023

Promote Service Learning

Yoshihiko Ariizumi

Brigham Young University, yariizumi@hotmail.com

Follow this and additional works at: <https://scholarsarchive.byu.edu/sproficiency>

Recommended Citation

Ariizumi, Yoshihiko, "Promote Service Learning" (2023). *Spiritual Proficiency*. 2.
<https://scholarsarchive.byu.edu/sproficiency/2>

This Article is brought to you for free and open access by the ANEL at BYU ScholarsArchive. It has been accepted for inclusion in *Spiritual Proficiency* by an authorized administrator of BYU ScholarsArchive. For more information, please contact ellen_amatangelo@byu.edu.

Enter to Learn & Serve, Go Forth to Inspire the World

Yoshihiko Ariizumi, Ph. D.
yoshi.ariizumi@gmail.com
Asian and Near Eastern Languages Department
Spring of 2023

Why does BYU need more Service Learning?



In 2019 Dr. Casey Peterson, the associate dean of students, the leader who promoted Y-Serve to the current active programs, shared with me personally his unmet expectation by saying something like, “Our students still have a consumer mentality. **If they become more service-oriented, they can grow much faster.**”

Extensive research results have proved that Service Learning (SL) can transform students into uniquely productive/contributing citizens of any society. Even though BYU is a leading institution in this regard, many students among us are not yet actively engaged in service on a daily basis. Our vision is to spread the service spirit beyond Y-Serve and other small organizations of this university. We want to promote SL to be an essential part of every course offered on campus; thus **BYU becomes an exceptionally strong light of the world**. Your input helps us lay a sure foundation of our research/development project on SL.

Let us look at the 54 merits of SL that I culled from some 25 research papers on this topic:

Merits of Service Learning

<ol style="list-style-type: none">1. Fosters leadership skills2. Helps learn about those in different social circumstance3. Enhances civic engagement4. Connects them to their communities5. Nurtures the sense of caring6. Increases the sense of responsibility7. Helps them understand others' lives8. Helps them learn about themselves and their communities9. Increases their skills in interpersonal problem solving10. Helps them learn about emotions11. Teaches them empathy12. Helps them develop perspective-taking skills13. Helps them see a different world14. Leads them to positive academic outcomes, personal growth, career development, and civic responsibility15. Broadens their perspective16. Helps them become well-rounded and engaged citizens17. Improves their professional and social skills18. Helps them gain new contacts that extend their career network19. Helps them access potential employment opportunities20. Helps their personal growth that involves learning about their own feelings, biases, strengths and weaknesses as well as obtaining social skills, such as leadership, teamwork and effective communication21. Helps them in-depth thinking to integrate theories into the overall learning process or the application in the real world22. Enhances their volunteer motivation23. Helps them achieve other learning outcomes, such as career, academic or personal growth24. Helps them attain a better understanding of what they have studied when they put it into practice and gain experience through community service25. Helps them obtain higher levels of self-efficacy26. Helps them make improvements in their personal insights and self-perceptions, especially in areas related to resilient characteristics27. Helps them manage the mental health issues faced by a growing number of college students	<ol style="list-style-type: none">28. Increases their sense of civic responsibility, their sense of effectiveness, and their professional and interpersonal skills29. Creates in them greater commitment, justice, and social responsibility30. Improves their self-esteem and self-confidence31. Improves their teamwork skills32. Helps them have meaningful learning33. Enhances their leadership skills34. Increases their awareness of the nature of social issues and better knowledge of actual society35. Assists them to apply the theory to the "real world," transformational learning36. Increases their motivation37. Improves their problem-solving skills38. Greater recognition of the diversity and intellectual understanding39. Helps them have greater sense of solidarity through empathy and community engagement40. Assists them to improve their critical thinking41. Helps them develop presentation skills42. Improves their self-efficacy and self-management43. Helps them further reflection on their own privileges and values44. Increases their recognition of volunteering and perception of positive work model45. Deepens their sense of community, appreciation for others' perspectives, and helps them identify avenues for contributing to social change46. Helps them develop increased compassion for others47. Helps them have higher self-confidence, empowered feeling, and higher self-awareness48. Helps them develop patience and compassion49. Helps them recognize their privilege, and develop a connection and commitment to their community50. Helps them have greater understanding and familiarity of the roles and settings of professional practitioners51. Helps them deepen understanding of their professional roles52. Helps them have valuable networking experiences with other professionals53. Helps them have increased compassion for the population with whom they work54. Helps them foster greater compassion, empathy, and cultural sensitivity
--	---

How can we transform our campus?



When our students are so much engaged in their academic pursuit, their feelings tend to become like a desert-like state. On the other hand, when their minds are on the welfare of others, they can beautifully grow and flourish. Thus, we want to promote the SL spirit throughout our campus. Our borrowed motto, "Enter to Learn, Go forth to Serve " doesn't work so well, if our students literally wait to serve until graduation. Our observation is that when our students postpone service learning opportunities until graduation, they are not ready to serve in the world, and the natural tendency is that they will never learn how to serve meaningfully and effectively as they are left to learn on their own. We can teach our students SL from Day One on campus in their freshman year. Thus, we can train and nurture the spirit of service during their challenging college life. And when they graduate, they are ready to serve and inspire the world **meaningfully and powerfully**.

Every course taught on campus can have some elements that enhance the spirit of SL among our students by slightly and gently modifying our curricula to facilitate SL. Please share your thoughts, observations and experiences with us to promote the SL spirit 10 times more on our campus.

A link for a survey:

<https://docs.google.com/forms/d/1b78-eM9Sch-3H18DdO1hF-zRfp3cSQzUeBsGPY9ZiPY/edit>

QR code for the survey:

