朝陽科技大學 095學年度第1學期教學大綱
SERVICE-LEARNING 服務學習

當期課號	0165	Course Number	0165
授課教師	陳馨馨	Instructor	CHEN,SHIN SHIN
中文課名	服務學習	Course Name	SERVICE-LEARNING
開課單位	跨院通識(日)	Department	
修習別	選擇必修	Required/Elective	Intercollegiate General Education Topics
學分數	2	Credits	2
課程目標	涵育人文素養，展現社會關懷是本校教學策略之一；而推展終身學習，落實社群服務又爲本校辦學的服務策略。開設此一「服務學習」跨院通識課程，是希望透過這種創新的教學法，將社區服務與學業課程結合。在服務學習中，課堂教學可補足社區服務，使學生能反省地方及全國性的問題，並滿足這些問題的需求。服務學習課程擴大了學生的學習範圍，從課堂擴大到社區。經過協調及縝密思考的活動，可鼓勵學生對各種課題做好準備，加以反省，讓學生利用其學術專業能力，對社區提供有效的服務，讓服務學習使學生從消極的資訊學習者轉變成積極的學習者，並成爲社區的成員，學生負責任的行動和服務，可革新並改變社區的面貌。透過服務學習不但改變學生的學習方式，增加服務人群的體驗，以促進自我成長，也改變社會上對教育及服務的看法。	Objectives	Service-learning is a teaching method that enriches learning by engaging students in meaningful service to their schools and communities. Students apply academic skills to solving real-world issues, linking established learning objectives with genuine needs. They lead the process, with adults as partners, applying critical thinking and problem-solving skills to concerns such as hunger, pollution, and diversity. Students are active partners in a service-learning project, with strong voices in identifying community needs and planning service activities. They also play active roles in the evaluation of the project and its impact on the community. This nurtures students ownership of the project, which in turn empowers students to take control of their learning, develop leadership skills, and take their places as valuable, decision-making members of their communities.
教材	1.指定教材:服務學習指導手冊（林勝義，民90） 2.服務學習手冊－青年可以改變世界（行政院青年輔導委員會編印，民93） 3.參考資料:行政院青年輔導委員會－服務學習資源網(http://service-learning.nyc.gov.tw) 4.「服務－學習」教師指導手冊（輔仁大學編印，民91） 5.SERVICE-LEARNING in Higher Education: Concepts and Practices (Barbara Jacoby and Associates, 1996) 6.SERVICE-LEARNING: A Movement's Pioneers Reflect on Its Origins, Practice, and Future (Stanton, T.K., Giles, D. E. Jr., and Cruz, N. I., 1999)	Teaching Materials	1.Lin, Sheng-I (2001).Service-Learning Guiding Handbook. 2.National Youth Commission (2004).Service-Learning Handbook-Youth can Change the World. 3.SERVICE-LEARNING in Higher Education: Concepts and Practices (Barbara Jacoby and Associates, 1996) 4.SERVICE-LEARNING: A Movement's Pioneers Reflect on Its Origins, Practice, and Future (Stanton, T.K., Giles, D. E. Jr., and Cruz, N. I., 1999)
成績評量方式	1.上課及小組團督出缺席狀況 20% 2.分組服務學習計畫書 30% 3.服務狀況、服務學習報告、成果發表 50%	Grading	1.Attendance 20% 2.Group Service-Learning Proposal 30% 3.Service Delivery, Service-Learning Report, Outcome Presentation 50%
教師網頁			
	「服務學習」課程之運作模式，將擷取部份可與社會中較弱勢之非營利組織運作契合的知識概念予以聯結，並開發以實作知識爲主軸的服務學習實作單元，強調知識的實踐涵意，一則以滿足各弱勢組織機構之服務人力需		This course is based on "learning by doing" philosophy. Not only lectures delivered by the teacher , but students will also have to propose and execute their group Service-Learning projects which will focus on

教學內容	求；另一則提供了同學深刻體驗其專業內涵之人文素養，使能各蒙其利，創造雙贏，也期望透過此模式之推動，讓大學全人教育之實踐有所植根，也讓本校辦學之精神與理念能順利展。本課程教學方法如下: 1.講演。 2.依專業主修分小組，完成分組服務學習計畫書。 3.每位學生需依其服務學習計畫書之內容，至少須有二十個小時的服務學習經驗，並繳交配合服務次數的服務學習紀錄。 4.小組團督。 5.成果發表。	**Syllabus**	serving the disadvantaged population.

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