

行政院國家科學委員會專題研究計畫 成果報告

國際志願服務與學習之探究：以心理基模理論為基礎 研究成果報告(精簡版)

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計畫主持人：張女韋雯

計畫參與人員：碩士班研究生-兼任助理人員：洪小惠
碩士班研究生-兼任助理人員：郭勇呈
講師級-兼任助理人員：黃春滿
博士班研究生-兼任助理人員：王芩芳

報告附件：出席國際會議研究心得報告及發表論文

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中文摘要： 在全球化的今日，國際服務已日益受到教育者的重視，用以幫助參與者提昇專業能力及促進個人成長。相對的，隨著國際社會中各國互依程度的提高，許多國家所面對的重大挑戰，例如：人道危機援助、緊急災難救助、醫療照護、教育系統建立等等，均需依賴國際人才共同合作才能予以緩解。因應著這樣的需求，許多青年也選擇加入國際志願服務，一方面貢獻所學，另一方面增加跨文化經驗以期自我學習與成長。有鑑於服務對學習之重要性，本研究探討國際服務對學習的影響。

本研究採取質性途徑，以國際青年志工之實際服務經驗為基礎，以基模理論探討服務對參與者的改變。透過文獻、訪談、文件分析等方法，本研究發現，國際服務中的跨文化的事件與經驗，帶給當事者認知層次方面很大的挑戰，他們往往必須重新調整基模結構，以理解新的生活經驗，並從過程中擴大了認知的架構，產生轉化與學習。對這個歷程的認識，有助於對國際服務學習的本質有更深入的瞭解，並作為國際服務學習的方案規劃者之參考。

中文關鍵詞： 國際服務、服務學習、基模理論

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英文關鍵詞： International service, service learning, schema theory, international volunteers

行政院國家科學委員會補助專題研究計畫
成果報告(精簡)

國際志願服務與學習之探究：以心理基模理論為基礎

計畫類別：個別型計畫 整合型計畫

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計畫主持人：張煒雯

計畫參與人員：黃春滿、王苓芳、洪小慧、郭勇呈

成果報告類型：精簡報告

本計畫除繳交成果報告外，另須繳交以下出國心得報告：

出席國際學術會議心得報告

處理方式：除列管計畫及下列情形者外，得立即公開查詢

中華民國 101 年 1 月 30 日

國際志願服務與學習之探究：以心理基模理論為基礎

摘要

在全球化的今日，國際服務已日益受到教育者的重視，用以幫助參與者提昇專業能力及促進個人成長。相對的，隨著國際社會中各國互依程度的提高，許多國家所面對的重大挑戰，例如：人道危機援助、緊急災難救助、醫療照護、教育系統建立等等，均需依賴國際人才共同合作才能予以緩解。因應著這樣的需求，許多青年也選擇加入國際志願服務，一方面貢獻所學，另一方面增加跨文化經驗以期自我學習與成長。有鑑於服務對學習之重要性，本研究探討國際服務對學習的影響。

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關鍵詞：國際服務、服務學習、基模理論

International Service and Learning: A Perspective of Schema Theory

Abstract

Empirical studies have found that participation in international service increases learners' intercultural competence, language skills, appreciation of cultural differences and tolerance for ambiguity. While previous studies suggest that international service experience is potentially transformative in nature, the present study examined international service experience and explored the factors that encourage transformation. Based on schema theory perspective, data were obtained from twelve international service participants by observation, semi-structured interview, and written documents. Analysis of the data identified three components that enhanced schema transformation through in cross-cultural settings, including dramatic contrast, beyond the existing schema framework, and unknown self revealed.

Keywords: International service, service learning, schema theory, international volunteers

International Service and Learning: A Perspective of Schema Theory

Introduction

International community service has been suggested as an active means to enhance participants' learning (Astin, Vogelgesang, Ikeda, Yee, 2000; Berry & Chisholm, 1999; Crabtree, 1998; Shumer & Duckenfield, 2004). In an international society, many challenges, such as humanitarian aid, disaster relief, medical assistance, literacy and education development, rely on global collaboration between nations. International volunteers play an important role in this collaborative process. More and more young people are choosing to participate in international voluntary service with the hope of contributing their time and knowledge to a local community while gaining cross-cultural experience and personal growth.

Empirical studies have reported that participation in international service increases learners' intercultural competence, language skills, appreciation of cultural differences, tolerance for ambiguity, and experiential understanding of complex global problems (Crabtree, 1998; Porter & Monard, 2001; Kiely, 2002). Studies have described the effects of international service learning on students as "transformative." For example, Grusky (2000) stated that international service learning can fulfill its potential as a "transformational learning experience for students informing subsequent study and career choices"(p.858). Hartman and Rola (2000) contend that, as a result of their international service learning experience, "students are transformed as individuals" (p. 21). Thus, it is often suggested that international service learning programs are potentially transformative in nature (Berry & Chisholm, 1999; Grusky, 2000; Hartman & Rola, 2000; Kadel, 2002; Kiely, 2004; Roberts, 2003) and bring participants more fundamental changes. However, it does not clear why cross-cultural service enhances participant transformation. Therefore, the transformative process that occurs in cross-cultural settings remains an un-opened box, containing an unsolved mystery. As Miller and Gonzalez (2009) stated,

While it appears the international service-learning experience may have been more powerful in terms of personal/professional growth and questioning of previously held assumptions, further examination is needed to more thoroughly explore the potentially transformative nature of international field-based experiences (p.5).

Heeding such knowledge gap, this study explored the critical question of why international service is likely to produce transformative outcomes.

To accomplish this research goal, the social-psychological concept of schema theory (Piaget, 1975) was used as the theoretical foundation to examine participants' cross-cultural

experiences. The present study collected and analyzed interview data from thirteen Taiwanese international volunteers who went abroad to provide educational and medical assistance to local children or adolescents. Using the experience of the volunteers, this study examined the cognitive processes behind the transformative outcomes that occurred during international service.

Theoretical Framework

According to Piaget (1975), human development and environment cannot be separated. He suggested that the cognitive conflict between an existing schema and new information serves as a starting point for schema adjustment. Schemas develop by accumulation of life experiences. The knowledge of appropriate behaviors is stored in the schema and saved for application to similar situations. Therefore, the more experience people have regarding a specific situation, the more established their schema is for that particular situation, which allows them to more effectively and appropriately respond to a given situation (Beamer & Varner, 2003).

This process also occurs in cross-cultural settings. While a schema helps people respond more quickly and easily to stimuli in a familiar context, it often causes unexpected shocks, obstacles or even severe conflicts when people apply their existing schemas to different cultural contexts (Chang, 2009). In other words, these taken-for-granted frameworks often cause dilemmas in cross-cultural settings, particularly when they involve invisible and intangible values (Chaney & Martin, 2007; Jandt, 2004). During international encounters, Beamer and Varner (2003) suggest that, when people interact with a new culture, they create a projection regarding the target culture based on the information they collect and on their cultural framework. The projection serves as an initial stereotype (primary schema), but it inevitably varies from the true nature of the culture. The primary schema is gradually modified and moves closer to reality through more interaction with the new culture.

Literature Review

This section discusses international service and learning, as well as the schema-adjustment theory of cross-cultural adaptation.

International Service and Learning

Researchers have suggested that international service learning is transformative by nature. (Grusky, 2000; Hartman & Rola, 2000). International service involves cross-cultural adjustment. Compared with those who participate in domestic service learning, volunteers who provide international service often face more dramatic cultural differences in both their physical and psychical surroundings. However, compared with studies that have examined the impact of domestic service learning, research on international service learning is

relatively limited (Berry & Chisholm, 1999; Grusky, 2000; Hartman & Rola, 2000; Kadel, 2002; Kiely, 2004).

International service involves cross-cultural learning through which participants experience and then learn to respond to different behaviors, logic systems, communication styles, and world views (Beamer & Varner, 2003; Chaney & Martin, 2007; Mezirow, 2000). International service participants often face more challenges and greater cultural shock compared with tourists who merely visit the new culture for a short period of time. By contrast, international service participants must interact with local people, which includes exposure to local values and assumptions, to accomplish their missions. Deeper involvement often results in greater cultural differences or even conflicts, which also calls for increased critical reflection (learning) regarding one's values and the assumptions embedded in one's native culture.

Schema Adjustment in Cross-Cultural Settings

The concept of a schema is used to describe the process of human development (Piaget, 1975). He believed that an individual's general knowledge (schema) is built in stages. Based on Piaget's concept, subsequent researchers (Bartlett, 1932; Taylor & Crocker, 1981) elaborated on the schema concept, defining it as a mental structure, mental frame, or cognitive structure that stores knowledge and is used by individuals to process information in their daily lives.

Schemas develop by accumulation of life experiences. For example, people learn dining etiquette gradually through daily meals, parental instruction, school education, and observation of special occasions (e.g., business dinners, wedding banquets). The knowledge of appropriate behaviors is stored in the schema and saved for the similar occasions. Therefore, the more lessons/experience people have regarding a specific situation, such as business etiquette, the more established their schema is for the particular situation, which allows them to more effectively and appropriately respond to the given situation (Beamer & Varner, 2003). In other words, an established schema does not come suddenly; rather, it is developed with accumulation of knowledge and experience. While a schema helps people respond more quickly and easily to stimuli in a familiar context, it often causes unexpected cultural shocks and obstacles when people apply their existing schemas to different cultural contexts.

Schemas form gradually by the accumulation of knowledge learned through interactions with various environmental stimuli (Nishida, 1999). When people use a framework of accumulated experience to respond to stimuli that is new, albeit similar, it often works effectively, which, in turn, strengthens the schema. However, when people apply a well-established framework in a different cultural context and respond to new and completely unfamiliar stimuli based on the existing schema, unexpected outcomes, cultural shock, or

even severe conflicts often result (Chang, 2009). In cross-cultural settings, cultural shock and misunderstanding are similar to the concept of a “disorienting dilemma” described by Mezirow’s work (1990) as a trigger for transformative learning. Lyon (2002) used the term “cultural trigger” to describe cultural shocks that result from cross-cultural encounters. The present study utilized the schema model of international encounters (Beamer, 1995; Beamer & Varner, 2003) as the theoretical framework to understand the cognitive processes that take place during international service learning.

Research Methods

Research Approach

The present study used a qualitative approach and applied the method of significant event review. Brookfield (1990) noted that a structured and deliberate review of a significant event is a useful way to encourage reflection. Through a review of the significant events experienced by the participants, the process encourages them to describe what happened, how they made sense of the incident, and what they learned from the significant experience. This review process invites participants to discover gaps in their understanding or capabilities, which may help them adopt a different perspective.

Research Participants and Data Collection

This study enlisted twelve international service volunteers. The participants included seven females and five males who had gone to Panama, Belgium, England, Iceland, Thailand, Germany, or Brazil for international service. Their work involved adolescent counseling, health care assistance, computer instruction, or teaching English. The participants ranged in age from 18 to 35 years.

This study utilized three data collection methods: semi-structured interviews, participatory observation, and document review. The interviews were conducted with the help of a tape recorder. Significant event review or critical incident analysis was used to explore the schema of the participants’ cross-cultural experiences and the meaning of those experiences. The significant event could be both positive, i.e., an event that produced enlightenment, and negative, i.e., an event that caused anxiety or distress (Hogard, 2007). The interviewees were invited to recall special events, unforgettable incidents, and impressive stories that occurred during their service, as long as these experiences had personal significance to the participants (Bowie, Pope, & Lough, 2008). In addition to the interviews, participatory observation was also conducted. The authors participated in related conferences and activities in Taiwan, collecting relevant materials and documents. In addition, one author also volunteered as a child educator in Thailand to deepen the research team’s understanding of both the service process and the learning that occurred during international service.

For analysis, we first transcribed the interviews and followed the techniques for coding, categorizing, and comparison, suggested by Struss and Cobin (1998). We broke the transcription into small pieces, assigned codes, grouped similar concepts into categories, and identified themes that emerged from the empirical data. Since the schema theory was used as the framework for this study, the data and theoretical framework could be compared throughout the analysis.

The authors participated in related conferences and activities in Taiwan, collecting relevant materials and documents, such as brochures, training materials, and service reports. In addition, one author also joined a one-week volunteer trip to a small village in Chiang Rai in the Northern Thailand. The researcher helped teach Chinese and assist agricultural work for local people. Although the time was constrained, during data analysis, the experience helped deepen the research team's understanding of the service process and helped them to choose categories that were closer to reality.

Research Findings

In the present study, international service and learning were mentioned by each participant's recounting of their international service experience. Different stimuli from new environments served as the triggers that led participants to recognize and re-examine their existing mindsets and schema frameworks. While the triggers varied among individuals, they often challenged the participants' cognitive framework (schema), which made the learning more fundamental. In the present study, the factors that triggered change were categorized into three major themes: (a) dramatic contrast, (b) beyond the existing schema framework, and (c) unknown self revealed.

Dramatic Contrast

The first type of trigger was in the format of contrast between the existing schema and conditions that differed dramatically from those of the home county. For example, international service participants often reported that the living environment, scarce medical resources, or lack of access to education caused them to suddenly realize that these resources (sufficient food, computer equipment, education opportunities) had been greatly taken for granted at home. For example, one of the participants, Hong, was surprised and sad when she learned that the most important desire of the children she served was to visit a neighboring village, because the wish was so small compared to what children have in Taiwan. Another participant shared that local children stole his watch and sold it for a little money. He recounted the situation:

“The watch was actually worth several thousand, but they sold it just for one dollar as long as they could get the money. I really felt lucky to live in Taiwan....how could the

gap (in finance) be so huge (Hao)?”

After experiencing these dramatic contrasts, some participants (Yu, Fan, Hao, An) reported that they became thrifter and cherished the resources and opportunities they received.

Significant contrasts also occurred regarding the pace of life. An interviewee, Jia, who volunteered in Panama said, “In contrast to people here, people in Taiwan worry about too many things including social status, fame, benefit, etc., which makes life quite stressful.” From her perspective, the local people were more relaxed and never pressed for time. “I am not as nervous as before and I am happier after having learned the attitude here,” she said. These contrasting values, similar to the cultural shock mentioned in the cross-cultural literature, caused the participants to re-evaluate their existing schema.

Beyond the Existing Schema Framework

In addition to dramatic contrast, what participants encountered was beyond their existing schema and called for the creation of a new category or solution. For example, at a tangible level, a female volunteer, Fan, recalled that, although she had suffered a serious attack from mosquitoes, what really shocked her was a bat falling from the ceiling. Another volunteer learned to plant his own vegetables because of the limited supply in the local area. An volunteer shared how he found a new way when he met difficulty. To establish a local computer classroom, the volunteer, Hao, gave up his long wait for government assistance and learned to use direct emails to ask for second-hand computers. He also contacted a business association in Taiwan to help ship the second-hand computers along with its other products to Panama. Then he asked the secretary in the Embassy to get the computers from customs because the secretary was not required to pay the tax. Thus, the volunteer significantly reduced both the time and cost required to get the computers. However, because he did not have any past models for reference on how to accomplish his task, he figured out a way from scratch. He recounted the experience:

“Think. You need to think. When you meet difficulties, you just think whether there are solutions. This brought significant growth for international volunteers. If you see no way, you need to find a way.”

When international volunteers were faced with something beyond their existing mental framework, they were often stunned and needed some time to make sense of the situation. However, because of these experiences, the volunteers often sensed that their worldview was extended and a broader perspective was obtained.

Unknown Self Revealed

During the international service process, the volunteers began to learn not only about their new environments, but also new facets of themselves. The participants found themselves demonstrating these characteristics to a greater extent than before.

For example, several participants were surprised when they learned that they would discriminate against people from different races, which was a trait they had not recognized while living in Taiwan. One interviewee said, “I thought I did not have discrimination.” However, after he arrived in Middle America, working with people of color, he found the following to be true:

“[In Taiwan] we tended to pursue ‘white’ in skin color and were inclined to white people’s thinking style....I thought we did not have discrimination.... However, unconsciously, we discriminated. After being here and working with people of color for a period of time, I felt people were all the same...I gradually learned to break colors’ limitation [stereotype] and saw their nature inside.”

A similar situation occurred for other interviewees (Hong, An) who encountered people of different skin colors. The volunteers recognized their hidden discrimination, and then learned to remove it and accept diversity gradually.

In cross-cultural settings, new stimuli caused the volunteers to experience reactions that might never occur in their home environment. While the participants handled these new challenges in all aspects of their lives, they learned something new about themselves through their responses. Almost all interviewees indicated that they know themselves better because of their experience. As Fan said, “it is like that you found yourself in a different place.”

Summary of the Findings

From many decades, psychologists and educators have realized that people learn as a result of interacting with their environment. Previous studies have also suggested that international service, compared with domestic service, is more likely to bring personal transformation (Grusky, 2000; Hartman & Rola, 2000; Kadel, 2002; Kiely, 2004). Through schema theory perspective, the present study extends the existing understanding of international service and learning by further exploring the triggers and the mental processes that encourage individual transformation.

Discussion

When faced with the challenges of cross-cultural adaptation, individuals need to manage the competition between two forces—the mother culture and the new culture. Such turbulence causes people to search for a new balance between the internal and external environments (Kim, 2005). Through this type of pull-and-push process, the contrasting and beyond-frame factors caused by cultural shock extends the existing cognitive schema. As the adjusted schema move closer to the reality of the target culture, people felt more adapted because they had more opportunities to respond to the local cues appropriately. When the adjusted schema is extended, people feel their perspective enlarge, which allows them to examine issues from different perspectives. In the present study, these types of changes

provided the participants a sense of self growth and transformation.

Another important trigger of transformation identified in the present study was self-revelation. The conflicts that came from the participants themselves were as significant as those from the environment. As self-understanding increased, the participants' worldview also changed. This phenomenon is related to a concept suggested by the Johari Window. The Window, which was created by the cognitive psychologists Luft and Ingham (1955), includes four window panes according to what is known to oneself and to others: (a) public area, I know and others know; (b) private area, I know but others don't know; (c) blind area, I don't know but others know; and, (d) unknown area, I don't know and others don't know. In the present study, the international service participants, by responding to various new life stimuli, observed parts of themselves that they had not known before (c or d). This recognition extended the participants' understanding of themselves and made them feel more confident. As reported by Hartman and Rola (2000), the result of international service-learning is that it gives the participants a sense of having been transformed as "individuals" (p.21).

Implications

While the international service-learning literature suggests that the experience often results in transformational learning, the present study explored the reasons behind this connection from a cognitive schema perspective. We found that service in international settings often resulted in a dramatic contrast between the participants' new and past experiences, and the volunteers also experienced many stimuli that were beyond their existing cognitive frame. In addition, cross-cultural experience also revealed some new facets that the participants had not previously recognized about themselves. Each of these factors was included in the commonly mentioned concept—cultural shock, which was the force that caused the schema adjustment. As schemas changed, the participants' perspectives changed, and transformation occurred.

These results have implications for international service-learning programmers. First, as participant growth involves an interaction between each participant's background and the environment in which they serve, international service facilitators can help participants to review both the local culture and their own background prior to departure. A better understanding of both sides will encourage learners to begin the process of schema adjustment. Second, while the various types of cultural shock, such as contrast, beyond the current mental framework, and unknown self revealed, often served as initiators of transformational learning, mentoring and counseling systems should also be implemented. In so doing, guidance and assistance will be provided while participants apply their skills to service and explore a new environment, so that the quality of both service and learning can be more effectively enhanced.

Conclusion

While the international service learning literature suggests that the experience of international service often results in individual transformation, the present study, from a social-psychological perspective, found that service in international settings often resulted in a dramatic contrast between the participants' new and past experiences and incidents that went beyond their existing cognitive frameworks. In addition, cross-cultural experience also revealed some new facets that the participants had not previously recognized about themselves. Each of these factors served to initiate schema adjustment and self-revelation. While schemas changed and more unknown self was revealed, the orientation of one's worldview changed, which made the individual transformation and learning more likely to occur.

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國科會補助專題研究計畫成果報告自評表

1. 請就研究內容與原計畫相符程度、達成預期目標情況作一綜合評估

達成目標

未達成目標 (請說明, 以 100 字為限)

實驗失敗

因故實驗中斷

其他原因

說明：

2. 研究成果在學術期刊發表或申請專利等情形：

論文： 已發表 未發表之文稿 撰寫中 無

專利： 已獲得 申請中 無

技轉： 已技轉 洽談中 無

其他：(以 100 字為限)

3. 請依學術成就、技術創新、社會影響等方面，評估研究成果之學術或應用價值 (簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性) (以 500 字為限)

在全球化的今日，國際社會中各國互依程度的提高，許多國家所面對的重大挑戰，例如：人道危機援助、緊急災難救助、醫療照護、教育系統建立等等，均需依賴國際人才共同合作才能予以緩解。因應著這樣的需求，許多青年也選擇加入國際志願服務，一方面貢獻所學，另一方面增加跨文化經驗以期自我學習與成長。有鑑於服務對學習之重要性，本研究即是探討國際服務對學習的影響。

本研究以社會心理領域的「基模理論」作為主要之理論架構，並以台灣從事國際志願服務之青年為對象，了解服務經驗，並探究促進轉化學習的因素。研究發現國際服務有助於在本質上具有能改變參與者、產生轉化性的學習的特性。藉由對個人心理認知層面的探討，以及對這個歷程的認識，有助於對國際服務學習的本質有更深入的瞭解。本研究提供國際服務學習方案對參與者之影響，以作為相關方案規劃者及參與人員之參考。

國科會補助專題研究計畫出席國際學術會議心得報告

日期：101年1月30日

計畫編號	NSC 99-2410-H-003 -018		
計畫名稱	國際志願服務與學習之探究：以心理基模理論為基礎		
出國人員姓名	張煒雯	服務機構及職稱	國立臺灣師範大學國際人力資源發展研究所副教授
會議時間	2011年7月24日至28日	會議地點	新加坡
會議名稱	(中文)跨文化研究國際雙年研討會 (英文)7 th Biennial Conference International Academy for Intercultural Research		
發表論文題目	(中文) 國際志工之適應與社區意識 (英文) Overseas Adaptation: Foreigner Volunteering and Sense of Community		

一、參加會議經過

2011年「跨文化研究國際雙年研討會」(7th Biennial Conference International Academy for Intercultural Research)是該學會第七次舉辦國際型研討會。今年度於新加坡舉行，會議時間是從2011年7月24日至7月28日，共計五天。7月24點當天早上9點開始有為期一天的工作坊，下午5:30工作坊結束後，研究會正式開幕，展開了為期4天半的國際研討會。主辦單位為International Academy for Intercultural Research，長年致力於跨文化的研究與推廣，今年重要的主題之一是文化之間的衝突解決。

研討會期間大會安排了多場主題演講、22場分組報告、10場座談。每一場發表時間約1個小時半，共有5個發表人，每人15分鐘，最後由引言人代領綜合討論15分鐘，場與場之間有半小時Coffee Break進行交流。而大會於第三日晚上將舉辦圓桌討論會，每位參與者可依自己興趣自由參加主題小組的討論會，更加深參加者的認識。

在第四天上午，大會安排視訊會議，與美國學者進行討論。晚間則是全體參與者的聚餐會。研討會在7月28日中午的閉會茶會中告一段落。


VII Biennial Conference
International Academy for Intercultural Research
Leadership in the Multicultural World:
Exploring New Frontiers of Leadership Theory, Method and Practice
24-28 JULY 2011 **Regional Language Center, SEAMEO** **SINGAPORE**


Conference Venue

RELC International Hotel
30 Orange Grove Road (off Orchard Road), Singapore.
 Tel: (65) 6885 7888 Website: www.relcih.com.sg

Organized by:  **Hosted by:**  **Sponsors:**   

Conference Secretariat: Stevens Room, 5th Floor
Registration Hours: 8am – 4pm (24th- 27th July)
Unless otherwise stated, all presentations will take place on the 5th Floor (Chancery, NAPIER & Dalvey Rooms).
 All keynotes/special presentations will take place in the Auditorium.
 Coffee/Tea Breaks and Lunch will be served in Stevens Room on the 5th Floor.

JULY 24, SUNDAY
5.30pm - 8.30pm: Opening Ceremony
Venue: Auditorium

5.30pm – 6.30pm – Cultural Performance
 Master of Ceremony: Meena Wilson and Sukkrivaa Vijayan
 Veena Performance – Swati Vijayan with Gridhar Prasad (Tabla) - Maithri Vidhya Kendram
 LAA Ballerinas – Little Arts Academy
 Fresh Vibe – Little Arts Academy
 Light Dance – North View Primary School
 剪车儿(Dance of Joy) - North View Primary School
 Inang Seri – North View Primary School
 Bharathanatyam - Dr. Jaya Natya Vidhushi

6.30pm – 7.00pm Welcome Address
Dr. Colleen Ward (President, IAIR)
Dr. Dan Landis (Executive Director, IAIR)
Dr. Jennifer Martineau (Global Research Director, CCL)
Mr. Sureish Nathan (Vice President, CCL APAC)

7.00pm – 8.30pm Reception

二、與會心得

本次參與國際跨文化學術研討會，收獲相當豐富。在跨文化的前題下，所有與會者的座談討論，不僅內容多元且開放，更是一場難得的國際交流，由於學者來自世界各地不同領域，不同的國家學術發表，議題廣泛且增進學術的國際視野。

	Room CHANCERY	Room NAPIER	Room DALVEY
10.50-11.50am July 25 Monday	Paper Session 1: Intercultural Relations and Acculturation Chair: Nigar G. Khawaja	Paper Session 2: Intercultural Relations and Adaptation Chair: David Lackland Sam	Paper Session 3: Student's Attitude on Achievement – A cross-cultural perspective Chair: Marta Fülöp
	The Impact of Acculturation Stress on Marital Relations: A Sudanese Perspective Nigar G. Khawaja, Karla Milner	Adaptation of youth from immigrant families: The role of society of settlement David Lackland Sam, Gabriel Horenczyk	Chinese and Hungarian high school students' attitude towards business competition Marta Fülöp
	The Construction and Validation of a Revised Measure of Sociocultural Adaptation Jessie Wilson	Overseas Adaptation: Foreigner Volunteering and Sense of Community Chin Fang Wang, Wei-Wen Chang, Maria Jadwiga Nawrocik	The Relation Between Taiwanese Parental Influences and Academic Achievement: The Effects of Students' Academic Beliefs Wei-Wen Chen, Hsiu-Zu Ho
Issues of Overseas Citizens' Acculturation in Russian Big Cities: Cultural Assimilator Methodology Rimma K. Tangalycheva	Cross-Cultural Adaptation of Hispanic Youth: A Study of Communication Patterns, Ethnic Group Strength, and Intercultural Transformation Kelly McKay-Semmler, Young Yun Kim	Cognitive and Behavioral Assessment of Intercultural Communication Competence in China's College English Test Band Four (CET-4) Yanhong Hu Weiwei Fan	

此次大會設計的活動很活潑多元，除了有主題演講、小組報告，也利用視訊科技和遠在夏威夷的資深學者對話。並且，將全體成員分為幾個小組，舉辦圓桌討論，讓參與的學者能更加認識彼此，對於研究的領域也有機會深入討論。此外，用餐時間與閉幕茶會，更是與會人士交流的時機，藉由不同國家的經驗交流，除了在學術上的議題討論，更豐富此趟行程的跨文化之旅。參與這樣國際大型的研討會，整個活動中，有很多活動細節是國人舉辦類似活動很好的參考。

5.30PM – 7.00PM
ROUNDTABLE CONVERSATIONS AND DINNER
Stevens Room (5th Floor)
End of Day Two

三、參觀活動

7月27日傍晚主辦單位安排所有參與者在當地景點的參與的晚餐。從研討會場搭車前往新加坡著名的 The Jewel Box，由於位處高點，可觀察海港風景，在晚宴後，搭乘纜車參觀全景。之後，再趨車前往海洋公園觀賞簡短的表演。

主辦單位除了安排學術活動，也納入當地的觀光活動，以及專業性的藝術表演，這對於國外來的參加者能在很短時間內，看到新加坡的特色與發展，讓一場學術研討會擴大為對該國的認識與瞭解。

July 27, Wednesday
Conference Banquet and Award Ceremony
4.50PM – 10.00 PM

4.50pm – Bus leaves for “The Jewel Box” Mount Faber
5.30 – 6.15pm Cocktail Reception
6.15pm – 8.00pm Dinner and Award Presentations
8.00 – 8.30pm Cable Car Ride
(Mt. Faber to Imbiah Lookout)
8.30 – 9.00pm Award Winning Songs of the Sea Performance
9.30 Return to hotel

END OF DAY THREE

目前，台灣也在積極加強會展產業，爭取國際會議與活動，如果能用心將活動與城市的多元性與專業性在外國旅客簡短的行程中，作一適切的安排與結合，便可以透過國際化的活動為台灣帶來多方面的效益。

四、建議

新加坡是一個相當多元的社會，不同的種族與語言同時存在。此次參與研討會，除了瞭解了跨文化研究的新趨勢，也於研討會參與多場小組交流，增加與其他參加者之認識，也作為未來國內舉辦研討會之參考。另外，國際會議結合城市簡短會精緻的介紹，增加國際與會者對城市發展與歷史的瞭解，也是相當值得學習與推廣的作法。

五、攜回資料名稱及內容

論文摘要: Book of Abstract

其中包括所有的議程及發表報告之摘要

六、其他：以下茲附上研討會論文摘要

Overseas Adaptation: Foreigner Volunteering and Sense of Community

Extended Abstract

Research Background and Purposes

Along with the advance of technology and economic development, global mobility has become a prerequisite for the success of an international business. Influenced by today's climate of globalization, more people have traveled around the world to expand their business or for advanced study. Faced with a new cultural context, these sojourners often meet new challenges and use different approaches to adjust their lives

in the new environment. One of the approaches used by some foreign residents was to become active voluntary members in the new social environment. Such voluntary activities provided a channel for many foreigners to gradually connect and adjust to the local cultural context. While in practice volunteering has been used as a way to engage people from different cultural backgrounds, sojourners' motivation for volunteering and its potential influence on their cultural adaptation have not been well examined. To understand this process, this research explored foreigners' motivation to be volunteers and how the volunteering experience influenced their adaptation in the new cultural environment. The research participants were the Western residents in Asian cultural context. The concept in social psychology, *sense of community*, was utilized as the theoretical framework to examine foreigners' volunteering experience and cultural adaptation.

Research Methods

The study uses qualitative approach in order to establish an explorative account on the experience of Western volunteers in Taiwan. The researchers took a position of an *active learner* (Cresswell, 1994), in a sense that they have a strong motivation to know the story of participants at the same time avoiding the 'expert' perspective.

The research participants in this study met two criteria: (a) they were Western migrants who worked in Taiwan, (b) they engaged in volunteering in their leisure time. Volunteers from two Taiwanese non-profit organizations, Animals Taiwan and Taiwan Society for the Prevention of Cruelty to Animals, were enlisted as participants.

For data collection, both semi-structured interview and document review were used. All the collected data were analyzed through reviewing, coding, and categorizing. The theoretical framework was used for comparison in the analysis process.

Major Findings

Through the research, it appears that some of these interviewed foreign volunteers felt a need for participation that they would not feel in their home countries. Their motivation included local involvement and meaningful engagement. This search for a way to participate can signify an attempt to manage one's free time in a meaningful way in a new social environment. Number of aspects of their volunteering experience showed that volunteering influenced their general well-being and their perception of the new culture and local people. Their experience was divided into two categories, including psychological adaptation, and socio-cultural adaptation (Figure 1).

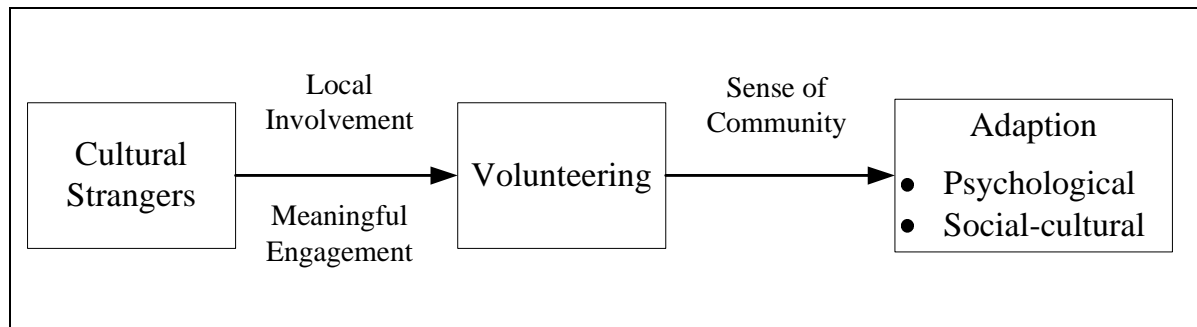


Figure 1. Foreigners' Volunteering and Cultural Adaptation

Psychological adaptation

Psychological adaptation is related to individual's well-being and satisfaction. A sense of community emerged when they feel that people involved in the organization share similar values. In addition, becoming a volunteer means establishing a psychological contract with the organizations that should be realized in terms of psychological fulfilment and satisfaction.

Socio-cultural adaptation

Socio-cultural adaptation refers to an individual's ability to "fit in" with the host society and function within in with ease and ability. From socio-cultural perspective, volunteering offers opportunities to enhance their social capital, and through an online community it enables volunteers to maintain participation in the organization's doings.

In conclusion, this study found that through volunteering participation, a sense of community emerged, and it enhanced sojourners' connection and adaption to a new cultural context.

國科會補助計畫衍生研發成果推廣資料表

日期:2012/02/19

國科會補助計畫	計畫名稱: 國際志願服務與學習之探究: 以心理基模理論為基礎
	計畫主持人: 張女韋雯
	計畫編號: 99-2410-H-003-018- 學門領域: 社會教育
無研發成果推廣資料	

99 年度專題研究計畫研究成果彙整表

計畫主持人：張女韋雯		計畫編號：99-2410-H-003-018-					
計畫名稱：國際志願服務與學習之探究：以心理基模理論為基礎							
成果項目		量化			單位	備註（質化說明：如數個計畫共同成果、成果列為該期刊之封面故事...等）	
		實際已達成數（被接受或已發表）	預期總達成數（含實際已達成數）	本計畫實際貢獻百分比			
國內	論文著作	期刊論文	1	1	100%	篇	
		研究報告/技術報告	0	0	100%		
		研討會論文	0	0	100%		
		專書	0	0	100%		
	專利	申請中件數	0	0	100%	件	
		已獲得件數	0	0	100%		
	技術移轉	件數	0	0	100%	件	
		權利金	0	0	100%	千元	
	參與計畫人力（本國籍）	碩士生	2	2	100%	人次	
		博士生	1	1	100%		
		博士後研究員	0	0	100%		
		專任助理	0	0	100%		
國外	論文著作	期刊論文	1	1	100%	篇	
		研究報告/技術報告	0	0	100%		
		研討會論文	2	2	100%		
		專書	0	0	100%	章/本	
	專利	申請中件數	0	0	100%	件	
		已獲得件數	0	0	100%		
	技術移轉	件數	0	0	100%	件	
		權利金	0	0	100%	千元	
	參與計畫人力（外國籍）	碩士生	0	0	100%	人次	
		博士生	0	0	100%		
		博士後研究員	0	0	100%		
		專任助理	0	0	100%		

<p>其他成果 (無法以量化表達之成果如辦理學術活動、獲得獎項、重要國際合作、研究成果國際影響力及其他協助產業技術發展之具體效益事項等，請以文字敘述填列。)</p>	<p>今日國際社會中各國互依程度的提高，許多國際社會之人道危機援助、緊急災難救助、醫療照護、教育系統建立等等，均需依賴國際人才共同合作才能予以緩解。由於這樣的需求，許多國際志工投入海外服務，貢獻所學也增加跨文化經驗以期自我學習與成長。本研究以社會心理領域的「基模理論」作為主要之理論架構，並以台灣從事國際志願服務之青年為對象，了解服務經驗，並探究促進轉化學習的因素。研究發現國際服務有助於在本質上具有能改變參與者、產生轉化性的學習的特性。藉由對個人心理認知層面的探討，以及對這個歷程的認識，有助於對國際服務學習的本質有更深入的瞭解。</p>
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	成果項目	量化	名稱或內容性質簡述
科 教 處 計 畫 加 填 項 目	測驗工具(含質性與量性)	0	
	課程/模組	0	
	電腦及網路系統或工具	0	
	教材	0	
	舉辦之活動/競賽	0	
	研討會/工作坊	0	
	電子報、網站	0	
	計畫成果推廣之參與(閱聽)人數	0	

國科會補助專題研究計畫成果報告自評表

請就研究內容與原計畫相符程度、達成預期目標情況、研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）、是否適合在學術期刊發表或申請專利、主要發現或其他有關價值等，作一綜合評估。

1. 請就研究內容與原計畫相符程度、達成預期目標情況作一綜合評估

達成目標

未達成目標（請說明，以 100 字為限）

實驗失敗

因故實驗中斷

其他原因

說明：

2. 研究成果在學術期刊發表或申請專利等情形：

論文： 已發表 未發表之文稿 撰寫中 無

專利： 已獲得 申請中 無

技轉： 已技轉 洽談中 無

其他：（以 100 字為限）

3. 請依學術成就、技術創新、社會影響等方面，評估研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）（以 500 字為限）

在全球化的今日，國際社會中各國互依程度的提高，許多國家所面對的重大挑戰，例如：人道危機援助、緊急災難救助、醫療照護、教育系統建立等等，均需依賴國際人才共同合作才能予以緩解。因應著這樣的需求，許多青年也選擇加入國際志願服務，一方面貢獻所學，另一方面增加跨文化經驗以期自我學習與成長。有鑑於服務對學習之重要性，本研究即是探討國際服務對學習的影響。

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