Learning About Aging In Hong Kong Through A Linked Service Learning Project

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ABSTRACT

With the goal of enhancing knowledge and skills related to cross-cultural aging, a linked service learning project was implemented through a partnership with an elderly community center in Hong Kong. The project linked Semester at Sea (SAS) study abroad students with gerontology students at Colorado State University through collaborative service learning activities. SAS students served as English tutors to older adults in Hong Kong. Gerontology students helped SAS students prepare for their service learning activity by creating instructional materials specific to aging in Hong Kong. The project evaluation demonstrated that all groups benefited from their involvement. SAS students reported positive cognitive and attitudinal outcomes, gerontology students believed their support of study abroad students enhanced their own learning of course content, and the Hong Kong elders reported positive benefits from their interactions with American students.

INTRODUCTION

Service learning has evolved as an alternative to the traditional passive, didactic process of education prevalent in postsecondary education. Over the past two decades, service learning courses have increased dramatically on college and university campuses and now involve approximately 12% of faculty (Campus Compact, 2007). Contemporary service learning practices are grounded in Dewey’s (1938) and Kolb’s (1984) philosophies of experiential education that purport that this form of education provides valuable opportunities to enhance conceptual understanding, apply abstract concepts, and advance communication, teamwork, and leadership skills.
Research demonstrates that through service learning, students have the opportunity to develop professional and personal competencies and perspectives that are not so easily gained with traditional teaching methodologies (Fruhauf, Jarrott, & Lambert-Shute, 2004; Flannery & Pragman, 2008). Through service learning, students are providing a service to others and, at the same time, learning and developing greater understanding about complex issues in a particular field of study.

Service learning typically involves application of content knowledge, reflection, and skill development. Reflection differentiates service learning from other forms of experiential learning in that it stimulates deeper thinking and an opportunity for students to examine their own beliefs, values, and stereotypes (Fruhauf et al., 2004). A successful service learning project also requires background knowledge about the cultural context in which the project will be implemented (Cook, 2008).

Service learning activities have expanded into the international arena in recent years. International service learning combines academic instruction and service in an international context with the general objectives of increasing global awareness and intercultural understanding (Crabtree, 2008). Bringle and Hatcher (2011) conceptualize international service learning as the intersection of three different educational domains: service learning, study abroad, and international education. Through this intersection, an opportunity is provided for study abroad students to have educationally meaningful experiences as they interact with, learn from, and contribute to an international community. The service experience adds an enriching dimension to the study abroad experience and gives the opportunity for a deeper understanding of cross-cultural content.

Effective international service learning, like service learning in general, is the result of intentional design. The most effective instructional design processes are those which begin with a clear understanding of the intended instructional outcomes for the activity (Plater, Jones, Bringle, & Clayton, 2009). While the benefits of international service learning are receiving increased attention, the number of students who currently benefit remains quite small. While study abroad participation has doubled over the past decade, the percentage is only about 1% of all students enrolled in U.S. higher education (International Institute of Education, 2010).

Cook (2008) has shown that strong potential exists for students to engage in international service learning opportunities while remaining on their own campuses. Through a collaborative grant writing project conducted electronically, Cook demonstrated the effectiveness of international service learning “at a distance” for undergraduate students unable to travel internationally. In this project, students in a senior capstone course on grant writing and program development assisted a South African non-profit organization to enhance their programs. In addition to providing a completed grant proposal to the organization based on their stated priorities, U.S. students advanced their own grant-writing skills, expanded their
awareness of contemporary societal issues in South Africa, and gained valuable knowledge in culturally-relevant program planning. Advances in technology and electronic communication enable this form of service learning to be a viable option for students to learn more about other cultures.

The project described in this article further expanded the traditional model of international service learning using a unique design that linked gerontology students studying on a U.S. campus with study abroad students visiting Hong Kong. The learning objective for both groups was to enhance learning about older adults in Hong Kong.

THE IMPORTANCE OF A GLOBAL PERSPECTIVE ON AGING

Cross-cultural gerontology has received limited attention in the international education literature, but it is a field that is growing due to changing world demographics. Estimates suggest that by 2040 the world’s population will include 1.3 billion older people (Kinsella, He, & U.S. Census Bureau, 2009). This increase in the global aging population coupled with the increase in the number of culturally diverse elders makes cross-cultural experiences an important component of students’ education and training in the United States (Elliott, 2005). Support for cross-cultural service and curriculum development has become a current focus of gerontological pedagogy as colleges and universities strive to integrate international perspectives into their courses (Ingman, Amin, Clarke, & Brune, 2010; Kunkel, 2009; Shenk & Groger, 2005). Further, the involvement of national and international organizations (e.g., the Association for Gerontology in Higher Education and the Gerontological Society of America) in global aging issues has raised awareness of the fact that gerontology is quickly becoming a globalized field of study (Kunkel, 2009). As a result, the next decade will witness the development of increased international opportunities for students studying gerontology.

Mezirow’s (2000) transformational learning theory suggests that students often approach international experiences with a set of unexamined assumptions and beliefs about other cultures. Another level of biases and expectations can exist when students interact with older adults outside their home cultures. In Mezirow’s conceptual model, an examination of one’s assumptions and stereotypes when confronted with direct experience often leads to a reconstruction of meanings, resulting in powerful learning experiences. In addition to reflecting on their own perspectives, college and university students involved in international service learning also critique the knowledge learned in the classroom and its applicability to real-life situations.

OLDER ADULTS IN HONG KONG

Hong Kong became a Special Administrative Region (SAR) of the People’s Republic of China in 1997, after 150 years as a British colony. Although West-
ern practices have been prevalent in Hong Kong among the young and better-educated, Chinese culture is still dominant among the older population (Chou, 2009). According to the Census and Statistics Department (2007), 95 percent of the Hong Kong population is ethnically Chinese. Most also come from agrarian backgrounds and are now the first generation to grow old in a highly industrialized city.

As a result of declining birth rates and increased longevity, Hong Kong has a rapidly growing aging population which is expected to double in the next 25 years (Chou, 2009; Leung, Lui, & Chi, 2005). In 2009, the elderly population 65 and over made up a total of 12.8% of the entire population in Hong Kong (Food and Health Bureau, 2011). In 2010, the life expectancy at birth for males in Hong Kong was 80.0 years and for females it was 85.9 years (Census and Statistics Department, 2011).

Due to the size and needs of the older segment of the population, a wide range of scholarly work is currently available on elderly persons in densely-populated Hong Kong (Phillips, Siu, Yeh, & Cheng, 2008; Woo, in press). One recent study focused on a large sample of Hong Kong elderly adults over 60 and found that 23.5% thought that the best years of their lives were in late adulthood (Lee, 2011).

In addition to issues of quality of life, health, social support, caregiving, and a variety of other topics, researchers have investigated the continuing education needs and attitudes of Hong Kong’s elderly population. Fok (2010) conducted in-depth interviews with Chinese older adults in Hong Kong and found that the majority were enthusiastic and had serious attitudes toward learning in the later stages of their lives, reflecting strong cultural values. These traits were demonstrated through their class attendance, willingness to study outside of class, and time devoted to learning new information and developing new skills. The most common reason the interviewees gave for taking courses was that they wanted to keep pace with society and be part of it. Other reasons included boredom and available time. Rapid technological and social change has rendered much of the knowledge and skills of older adults obsolete. In a city like Hong Kong which “glorifies productivity and success” (Fok, 2010, p. 308) older adults appear to be influenced by attitudes of contemporary society.

Research has confirmed that continued learning in old age is related to good health, life satisfaction, and independence. In a recent study, Fok (2010) found that continued learning contributed to higher self-esteem of the older adults he interviewed. The cognitive benefits of education during later life have also been well documented. According to Leung and her colleagues (2011), “Encouraging an older person to lead an active lifestyle, especially to engage in intellectual activities, offers a practical means of preserving cognitive function…” (p. 46).

Recognizing the importance of learning in the later years of life, the Hong Kong government has established policies and programs to encourage participation and enhance the quality of life of elderly persons. While learning opportunities are available to most older adults in Hong Kong and appear to be meeting an
important need, Leung, Lui, and Chi (2005) believe strategies to foster lifelong learning should be strengthened. These researchers recommend establishing collaborative systems between the government, NGOs, universities, and professionals from different disciplines for more effective planning and implementation.

DESCRIPTION OF THE PROJECT

Students in an interdisciplinary gerontology course, *Perspectives in Gerontology*, at Colorado State University (CSU) were electronically linked with Semester at Sea (SAS) study abroad students. The purpose of the linkage was twofold: (1) to enhance preparation of study abroad students for their service learning project with older adults, and (2) to enrich course content for gerontology students through a “distance” international service learning activity in which they applied course content to a community project in Hong Kong. The two groups of students involved in the project had different goals and expected learning outcomes for their complementary service activities. A common denominator was enhanced learning about cross-cultural aging through service learning, albeit through very different avenues. Figure 1 depicts the core elements of this reciprocal learning model.

Semester at Sea is a ship-based study abroad program operated by the Institute of Shipboard Education with academic credits awarded through the University of Virginia. Approximately 650-700 undergraduate students and 30 faculty from various U.S. colleges and universities circumnavigate the globe each semester, holding regular academic classes at sea and participating in field experiences in approximately ten ports. One of these field experiences involved tutoring older adult learners enrolled in an English language class at the Shun Lee Neighborhood Elderly Centre in Hong Kong. Fifteen SAS students chose to participate at the Hong Kong Elderly Centre as a service learning site. The service learning activity gave older adult learners the opportunity to practice their English language skills and expand their vocabulary while interacting with U.S. college students. The SAS students (12 females and 3 males) represented diverse majors enrolled in a service learning course; none had formal coursework or experience in gerontology.

*Perspectives in Gerontology* is a required course for the undergraduate Gerontology Interdisciplinary Minor at Colorado State University. This interdisciplinary course covers a variety of perspectives (i.e., psychological, sociological, philosophical, biological, familial and developmental) on aging. The class meets once a week for three hours, and one class session usually focuses on cross-cultural aging issues. This class session typically includes a general discussion about global aging (i.e., demographic shifts, population changes, differences in life expectancy, and implications of an aging world on society) and aging in a specific country. To strengthen and expand the study of cross-cultural aging during the term the current international service learning project was implemented, students
were given the option of preparing an instructional packet on aging in Hong Kong for SAS students. Of the 24 students enrolled in the course, eight students (6 females and 2 males) selected this option and collaborated on this service learning task. Students accessed current information from international databases, government documents, research reports, and other international online resources. Through this project gerontology students in the U.S. developed culturally-relevant instructional materials for their study abroad peers.

**Stages of the Project**

The linked course project consisted of three distinct stages: (1) instructor and international partner collaboration, (2) preparation and implementation, and (3) debriefing and evaluation.

**Stage 1: Instructor and International Partner Collaboration.** The SAS instructor supervising the Hong Kong service learning activity and the gerontology instructor met on a regular basis beginning several months prior to the start of academic term in which the project was implemented. Particular attention was given to objectives of the project and the most effective and feasible means of implementation to maximize complementarity. As a result, the project began with clear mutually-defined goals and expectations. The SAS instructor had visited the Shun Lee Neighbourhood Elderly Centre two years prior with another group of SAS students. She had maintained communication with the centre director and one of the elder leaders in the English class. This first-hand experience and the establishment of a solid relationship with the Hong Kong Neighbourhood Centre provided a crucial foundation for implementation of the current project.

**Stage 2: Preparation and Implementation.** Both groups of students were given information related to the linked service learning activity early in the academic term. As part of their planning for the service learning project in Hong Kong, the SAS student group identified key areas in which they needed more background information to interact effectively with the older adult learners. These areas were then communicated to the CSU gerontology students, who also added topics they thought to be important based on their prior knowledge of working with older adults.

In consultation with their instructor, CSU students refined the topics for the instructional modules and then proceeded to conduct library and internet research. A CSU doctoral student from Hong Kong specializing in gerontology was also available as a resource for the gerontology students. The resulting eight-page instructional packet completed by the CSU gerontology students included brief summaries and key points from the professional literature on traditional and contemporary views toward aging in Hong Kong, cultural practices and traditions, adult learning principles, and the demographics of older Hong Kong residents. This document was submitted to both the course instructor and to the SAS students.

The SAS students reviewed the materials in the instructional packet as they planned their four-hour service learning visit. The logistics of the visit had been
arranged well in advance in coordination with the centre director. The project was implemented when the Semester at Sea ship was in port in Hong Kong for two days. Upon arrival at the Community Centre, the students were greeted by approximately 20 older learners (16 females, 4 males) ranging in age from 60-80 years, their teacher, and the centre staff.

The SAS students introduced a Bingo game as a way of building vocabulary with words associated with the Semester at Sea academic voyage (i.e., ship, library). All students were paired with older learners and assisted them while the game was played. The game format allowed time for informal interaction between students and the older learners. Visual aids were also provided to reinforce learning and retention as well as to contribute to the relaxed atmosphere. This session was followed by additional group time for discussion of programs for older adults in the United States, a topic raised by the Hong Kong class members who seemed very eager to learn about their American peers. A SAS videographer and photographer were also present and documented the learning experience for later review in class.

Structured group opportunities for student reflection were provided immediately after the service learning activity and continued after returning to the ship through ongoing reflection assignments. The evaluation methods described in the following section were designed to prompt further reflection as students were asked to consider what they had learned from the experience.

**Stage 3: Debriefing and Evaluation.** Upon completion of their service learning experience in Hong Kong, SAS students were asked to evaluate the educational value of the project. Shortly thereafter, photos and a short video of the English language class at the Shun Lee Neighbourhood Elderly Centre were shown to the CSU gerontology students. Feedback from SAS students was also shared regarding the usefulness of the instructional module as well as concrete suggestions for refining the materials. CSU students were then asked to critique the value of the linked project for their own learning related to international aging.

**BENEFITS OF THE LINKED PROJECT TO PARTICIPANTS**

When creating new innovative curriculum initiatives with international partners, evaluation of outcomes is an essential ingredient. Gelmon (2000) has advocated for increased assessment of service learning activities, and points out that this component has been lacking in the professional literature. Input was collected from all participants to better understand the impact and benefit of the project of the current project.

**Semester at Sea Students.** Semester at Sea students were asked to indicate on a Likert scale (1=not at all; 5=definitely) the degree to which their participation in the service learning project resulted in enhanced cognitive and affective learning on 11 items. As indicated in Table 1, all participating SAS students thought the service learning activity was an effective way to be more meaningfully en-
gaged with the host culture while in port. High ratings were also given to aspects of learning about elderly adults in Hong Kong and their culture. As a result of the experience, students were more confident working in unfamiliar situations with individuals and groups from other cultures. They also indicated increased motivation to learn about other cultures. In addition, the service learning experience resulted in students gaining personal insights.

Only moderate ratings were given for gaining a “better understanding of my own culture.” Similar future projects might be designed to incorporate a comparative perspective. Informal discussions with SAS students revealed that many had limited experience with older adults in their own country (the United States), and had limited information on aging in United States in general. The same Likert scale asked students to report the skills the service project required them to use. High ratings were given to teaching (M = 5.0), planning (M = 4.9), communication (M = 4.7), group process (M = 4.6), and teamwork (M = 4.6).

A critical component directly related to the linked service learning approach was the evaluation of the instructional materials prepared by the CSU students. When asked to rate the value of these materials on a Likert scale from 1 (not useful at all) to 5 (very useful), 100% of the SAS students rated the materials as either useful or very useful in preparing for their service learning experience in Hong Kong. When asked how the materials could be improved, the service learning students indicated they would have liked more information on daily life of Hong Kong older adults and general background on Hong Kong as well as more information on cultural customs and additional references to websites and books. Since few of the service learning students had experience working directly with older adults, they also said they would have liked to have more information on the elderly population in the United States as well as suggestions for questions to ask the older learners to facilitate interaction.

Overall, the SAS students believed their learning about cross-cultural aging, and elderly adults in general, was significantly enhanced. One student described the experience as “life-changing.” More revealing are the student comments regarding the most significant aspect of the service-learning experience. One student wrote: “The dedication and time these elderly put into learning our language was inspiring. I learned you are never too old to do something.” Another reflected on her learning experience as follows:

“I learned that we all want to learn and have a meaningful life. Though cultures differ so much, there are still universal similarities. The significant part was the excitement and preparation of the elderly. It was impossible not to catch their enthusiasm. I left with a feeling of fulfillment and like I had done something meaningful.”

The personal insights reported by the SAS students paralleled findings in the service learning research literature on the positive effect of service learning on at-
titudes, perceptions, and level of engagement. In his review of research on service learning outcomes, Eyler (2011) reported that service learning participation has been shown to contribute to reduced stereotypes and increased tolerance and confidence.

**CSU Gerontology Students.** The feedback from CSU Gerontology students on the linked service learning project was very positive. The following students’ comments supported the model of the linked service learning design and illustrated the value-added benefits of this learning approach:

“Knowing that my work was not just being graded but was going to be used by other students made me want to do a better job on this project.”

“I think both sides benefit from educating each other on not only aging, but culture, lifestyle, and general knowledge of other cultures in the world.”

“I really liked hearing how we impacted them and how the project turned out.”

“It was a creative way to use resources.”

“It’s nice to see our work go so far.”

“I think it is awesome to have a linked course. In college it is rare to see your work pay off or actually be applicable in the real world. Helping other college students and those students contributing to others makes all the research worth it for sure.”

“I felt that since this project was actually real-life, i.e., giving information to someone who is not knowledgeable about the subject, made me feel more responsible in providing accurate information.”

The CSU gerontology instructor determined that the research by the CSU students resulted in an expanded knowledge base on cross-cultural aging that far exceeded the material covered in the textbook or through lectures. Several students said they had gained important insights about cross-cultural aging through the assignment. In addition, the students enhanced their cognitive and applied skills as illustrated by the following statements:

“The skill that I strengthened was my research skill and determining the important facts that would be important to SAS students.”

“I expanded my research skills and expanded my knowledge and respect for other cultures.”

“I learned the importance of service learning and the impact it has on students and organizations.”

“I strengthened my ability to take a bulk of information and narrow in on what was important. Also, strengthening my ability to think in the place of another (What did they really know? How would I want the material presented if I were them?)”

When asked how to improve the linked course project in the future, the major-
ity of the students mentioned more frequent and direct communication with the SAS students. More strategic use of current technology and social media (i.e., a Facebook site, videoconferencing via Skype, direct emailing to the Hong Kong elders) could have facilitated an even stronger connection between the two groups of students and with the older adults in Hong Kong.

One student suggested that the feedback from the current service activity be used to improve future projects. Another had the novel idea of CSU students training a small group of SAS students who could then work on service activities in different countries and be the “gerontology experts” on their voyage. The project appeared to have stimulated students’ thinking about creating effective training techniques and materials as well as the value of using feedback to enhance future international service learning initiatives.

Older Learners. Evaluation of the impact on the older adult learners at the Hong Kong Neighbourhood Centre was also conducted. Most service learning projects tend to focus exclusively on assessment of students without gathering feedback from the community served (Gelmon, Holland, Driscoll, Spring, & Kerrigan, 2001). In fact, Tonkin (2011) notes that it is rare that those who are served are asked about their views regarding the value of a service learning activity. He emphasizes that “community voice” is integral in international service learning assessment and research, and this community input provides a key element in identifying effective practices. Given the critical role of the partner organization to the success of the current project, feedback from the older adult learners was considered to be essential.

One older learner, together with the centre director, volunteered to solicit comments from his peers. Using a rating scale (with 5 indicating the highest level of satisfaction), the older learners gave a satisfaction level of 4.9 points to the service learning visit. Their specific comments were translated as follows:

“The visit was very successful, we learned a lot from your students, and it was such a perfect performance from your side.”

“The students paid this visit from the bottom of their heart. They are polite and easy to get along with. They take care of elders.”

“The game Bingo is very good. We are not only learning English phrases but also getting fun from this game. Bingo is advised to add more words related to Semester At Sea into the game Bingo. This will help us to have a better and deeper understanding of Semester At Sea. For those handouts, it is suggested having both English and Chinese versions.”

“Our tutor also used BINGO and re-edited the learning materials and helped us to refresh those vocabularies. Those are the things that you brought us and it was really helpful and easy for us to remember.”

The group also recommended an afternoon, instead of a morning visit, to allow a longer period of time for interaction. They also indicated an interest in
learning more about elderly centers in the United States and suggested use of a PowerPoint presentation to show visual images of older adults participating in programs at these facilities.

CONCLUSION, CHALLENGES, AND RECOMMENDATIONS

Incorporating international projects in the classroom provides students with insights not gained through traditional assignments. Today’s college and university students have grown up in the computer age, are technology savvy, and are generally comfortable communicating at a distance. Modern technologies now provide educators and students with opportunities for collaboration and access to world-wide resources. This access is particularly important given the small number of American students who study abroad. The project described in this article stretched geographical boundaries and enriched the learning experience for both students studying abroad as well as students learning in a campus-based U.S. classroom.

Overall, the project met its stated objectives. The practical application of academic content facilitated more meaningful learning about international aging by gerontology students. At the same time, study abroad students became more confident in their ability to effectively interact with an elderly adult population in Hong Kong, and stereotypes were challenged for both groups. This linked service learning activity holds potential for greater student collaboration on college/university campuses and through study abroad experiences. Giles and Eyler (1998) raised the question “How can service-learning enhance subject matter?” and stated that this question was one of the top unanswered, yet most important, questions in the field of service learning. The outcomes from the project described in this article contribute to an ever-expanding base of knowledge that addresses this question and presents a unique approach to strengthening the study of cross-cultural aging.

While most gerontology students will not seek international careers, they need to understand that global aging issues are increasingly important as the cultural diversity within one’s own country increases. In order to prepare a skilled and professional workforce primed to meet the needs of culturally diverse older adults, training should include practical and culturally relevant content (Ingman et al., 2010; Yeo & McBride, 2009). Students of today can expand their cultural horizons and cross-cultural understanding of gerontology through well structured assignments that incorporate tools such as real-time chat rooms, virtual field trips, and participation in global group projects that have real-life applications. By integrating service into the teaching and learning process, more students will have the opportunity to become engaged internationally even while remaining on their own campuses (Wall, Hardin, & Harris, 2005). The challenge for instructors is to create meaningful learning experiences that engage students with global communities in more effective ways.
It is highly recommended that partners in a linked project have prior direct experience in the country in which the service learning project will be implemented. Cross-cultural collaborations involve unique challenges as service learning partners work through different communication styles, perceptions of time, approaches to organization, and preferred methods of interaction. For example, in the current project the American instructors were accustomed to email communication with international colleagues but the Hong Kong contact preferred to hold planning sessions by phone. In this particular case, the individual was more comfortable speaking rather than writing in English. Also, detailed advance planning for Semester at Sea instruction usually takes place a full year prior to an actual voyage. While the Elderly Community Centre director was extremely cooperative during the planning stage, she preferred to do planning closer to the time when students would actually be arriving in Hong Kong since schedules and personnel can change frequently in these settings. Careful planning, clear and consistent communication, and close collaboration between instructors and with the Hong Kong partner were essential to the success of the linked project.

Communication technologies are rapidly changing and expanding. While these emerging tools present extraordinary opportunities for stronger international connections for undergraduate students, attention needs to be given to the most appropriate use of these technologies. Cost, access, and support of the project goals are critical in the choice of technologies by instructors. In the project described in this article, increased use of current technology and social media (i.e., a Facebook site, videoconferencing via Skype) would have enhanced direct student-to-student interactions. While the high costs of internet access at sea prohibited the use of advanced technologies and social networking in the current project, with sufficient advance planning these challenges can be overcome in the future. Further, we believe that connecting students via technology with the Hong Kong elders prior to their visit to the Centre would likely have made both students and the elders’ experiences much richer.

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ternational Education, 37(2), 6-16.


Learning About Aging in Hong Kong through a Linked Service Learning Project


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Figure 1
*Engaging Undergraduate Students through Linked International Service Learning Activities*
Table 1
SAS Student Evaluation of Service Learning Project

<table>
<thead>
<tr>
<th>Item</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helped me to be more meaningfully engaged while in port</td>
<td>5.0</td>
</tr>
<tr>
<td>Helped me learn about the elderly in Hong Kong</td>
<td>4.9</td>
</tr>
<tr>
<td>Made me more confident in working with individuals and groups from other cultures</td>
<td>4.7</td>
</tr>
<tr>
<td>Was very rewarding</td>
<td>4.7</td>
</tr>
<tr>
<td>Challenged me to reflect on my role as a global citizen</td>
<td>4.6</td>
</tr>
<tr>
<td>Made me more confident in unfamiliar situations</td>
<td>4.6</td>
</tr>
<tr>
<td>Helped me learn about Hong Kong/Chinese culture</td>
<td>4.4</td>
</tr>
<tr>
<td>Motivated me to learn more about this culture</td>
<td>4.4</td>
</tr>
<tr>
<td>Gave me personal insights</td>
<td>4.4</td>
</tr>
<tr>
<td>Helped me learn about teaching English as a second language</td>
<td>4.1</td>
</tr>
<tr>
<td>Gave me a better understanding of my own culture</td>
<td>3.7</td>
</tr>
</tbody>
</table>

Note. N = 15. Scale of 1 (not at all) to 5 (definitely)