Service-Learning for Youth Leadership

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Abstract

The book title Service-Learning for Youth Leadership is edited by Shek, T. L., Ngai, G. and Chan, S. C. includes several important studies on service learning and youth leadership. The book includes several important studies on service learning and youth leadership. Firstly, service-learning is a dynamic foundation in the elevation of public engagement and leadership for youth in scholars via making them able to apply their skills and knowledge to deserving people in society. Even though service-learning has significant importance in the West, its progression in various Chinese societies is still at the beginning. This book includes momentous studies on the successful application, forthcoming guidelines of service-learning with the inclusion of success stories of movement in China. Moreover, the book has included the impacts of service-learning on the life of students in term of quality of life, social awareness, civic engagement, youth leadership, social responsibility, and empathy. Furthermore, the book highlights how service learning for youth leadership has a significant role in the happiness and well-being of people. In addition, it encourages and accelerates the thoughts of students, managers and the people who want to perfect the life quality of students and service beneficiaries by service-learning.

Keywords Service learning · Youth · Leadership · China

The primary objective of any government is to provide a quality life standard to their people. So, the quality of life is a very trending topic nowadays. Furthermore, Asia is the largest and the most populous continent in the world. Hence, the discussion on the quality of life standard in this region is a very important and trendy topic. Correspondingly, the education

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that directly impacts on economies is a very emerging and most focused topic in the current scenario. Thus, most economies are now focused on the education systems in developed countries. Therefore, this book could explore the evidence and figures related to university education in Asia, especially East Asia, the home of the world'sgreatest lively area. Furthermore, history shows that in Western societies, service learning is the most trending topic, as a result, by the implementation of service learning in real life can facilitate university students. Consequently, it improves public assignation and youth leadership in societies. Specifically, the course of service learning has many positive outcomes, for instance, implementation of subject knowledge in day-to-day life, a reflection of a role in choosing professional disciplines, demonstration of empathy for needy people and alignmentof the subject and educational contents.

This book exclusively focuses on two main hinders of university education towards development, that are attributes of the university student's abilities compared with changing the economy and social responsibility of the students similarly, the promotion of psychological abilities and social reasonability of university students. For instance, a study of young leaders on service learning ultimately increases the life quality of communities and students. Furthermore, this book is based on 20 chapters. Each chapter is based on the different case on service learning. Authors of these studies have major work on the quality of life for in Asian Universities. These cases may be adopted and implemented for enhancement of university education to unravel the problems.

Chapter 1 explained the CSLP Community Service-Learning Program that was applied in The Hong Kong Polytechnic University and observed very effective results related to social awareness and socially reasonability of students. Furthermore, the core vision of this program is the promotion of the development of undergraduate students. For instance, six major attributes particularly competency in professionalism, critical thinking, long-lasting interactions, resolving problems, life-time knowledge, and moral leadership. Furthermore, they have faced some difficulties regarding the success of this program, anyhow they conducted many surveys for the better understanding of the project. They also used self-determination theory in their study for implementation.

Service-learning for young leaders in Hong Kong, unprivileged children based in Shanghai, and Service Learning Program in Mainland China has been discussed in Chapters 2, 3 and 4. Put differently, they have focused on youth leadership for the service learning of the students of universities, while reviewing the programs of social responsibility and the global outlook of the university are more critical areas. Furthermore, they have adopted many methods and techniques from African, American and UK's Universities. Likewise, adolescence development is the most recommended course and it was observed that it has very significant results towards service learning in Shanghai. Accordingly, experiential learning theory, quantitative and qualitative approaches were employed to measure the results, so far, the results were very favorable.

Chapters 5 and 6 covered the promotion of service leadership among the university students and its factor, the client in a drug rehabilitation center. Moreover, service leadership for socially underprivileged students, including the real-life cases of the experience gained from the corporate community. Particularly, at Christian Zheng Sheng College; investigation on the influence or consequence of service learning on leadership. Conclusively, few factors that reflect in the students was analyzed that are including "fruitfulness out of hardness," "caring disposition," "paradigm shift," and "reflection of self." Furthermore, Wharf Limited, a partnership program based on the corporate community named "Project We Can" has

launched for underserved community students. Mainly the impact of credit-bearing in service learning and feedback of different stakeholders on the success of a project is analyzed. Findings suggest that in the development of the student's academics, leadership, development and a student's psychology service-learning based on the corporate communityhas a positive impact.

Chapter 7 is about Corporate-Community-University Partnership that includes Nurturing University Students in terms of service leadership abilities. The Hong Kong Polytechnic University underway its associationthru "We Can" – a project of 2014 for the implication of courses related to university service learning. A study was conducted based on interviews with 4 teachers for testing the collaboration venture. Therefore, results show that there are many hinders between the university and secondary school, for instance, communication and time conflict. Furthermore, it was observed that despite so many challenges, university students have self-reflection aptitude, biggerprospect, moral appeal and well versed in the social engagement. Moreover, teachers were observed with an improved relationship with their colleagues and students. Further, it is suggested thatservice-learning is not limited to a learning opportunity, but it also allows individuals to be a community that can provide a safe environment for students for efficiently and effectively learning and using their strengths.

Chapter 8 of this book is based on how sustainable development is interrelated with the other learning activities in the curriculum of the school. Furthermore, it includes; how service learning can be effective for the achievement of objectives. For instance, the integration of sustainability with day-to-day life by opening the situations of poor families to students, motivation for further studies by the engagement of university students and awareness of scientific tools and developing behaviors for the working environment.

Chapter 9 addresses that service-learning programs in the department of engineering atthe international level will have the ability of soft skills and civic responsibilities up to 2020. Engineer's competence, intellectual abilities, leadership, communication, and management will contribute to society. Moreover, this chapter includes the plan of the engineering service learning program as a subject and its benefits in the development of skills and abilities of students.

Chapter 10 describes the service-learning course that was offered to computing department students, the program was included the skills to meet social needs. The impacts of the program on students' abilities. Furthermore, it is described that undergraduate students in computer science developed a product that works very well.

Chapter 11 is about the influence of the fashion-related service learning program on the life quality of the students and teachers of the university. Consequently, results show that the well-being of physical well-being and development activities promoted in the students of the university. Chapter 12 and 13 includes the service learning and the engagement of a community overthe textile arts, fashion, and a study based on Cambodia, which tells us the journey of service a learning program for the advancement of life quality and health among students and citizens. Chapter 14 is all about the relationship of service learning and the environment including the physical environment and the natural environment. Furthermore, it includes the impact of those environments on the life quality and health of the citizen. Chapter 15 aims the assimilation ofthe communityin thepromotion of learning opportunities for students. Furthermore, this chapter tells the importance of societal needs associated with the health of citizens and the impact of integration of service-learning program on these public issues. Chapter 16 and 17 describes the teacher's learning processes

through the teaching and scholarly work of service-learning courses. Furthermore, this chapter includes the impact of the implementation of service learning on a teacher's knowledge. Moreover, these chaptersdescribe how the student's preparation affects learning through service-learning courses. Further, this chapter covers the progress of the e-learning element that helps in the preparation of students for service-learning courses. Chapter 18 tells how the engagement of the teacher with service learning subjects affects the service-learning process. Its strategies and issues in the process of implementation are also defined.

Last two chapters describe the physiognomies of theaffiliation of the service-learning program at a higher education level, its evaluations and benefits are also described. Furthermore, opportunities and threats of the Polytechnic University at Honk Kong during the practical implementation ofthe service-learning program are described.

Moreover, this book used Self-Determination, Experiential Learning, and New Educational theories, more social approaches, for instance, socio-economics, socio-demographics, sociology, social-awareness, social-responsibility, social-consciousness so on, and added animprovedunderstandability of the influence of service learning programs in higher level education on multiple disciplines that ultimately leads to the development of humans. In addition, this book has explained the real-life opportunities, methods, and challenges ahead for the formulation, implementation, and assessment of service-learningplans in higher education.

Compliance with Ethical Standards