

Service Learning—A New Approach to Reform the Curriculum of Xinjiang Higher Education in China

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Abstract

This paper, based on the Service-Learning empirical experiences of Taiwan and the US, aims at testing a fresh and bold hypothesis, which applies Xinjiang's unique historical, geographical, and cultural advantages to develop a new approach to better understand the Silk Road studies. A SWOT analysis is applied to strengthen the argument.

Service-Learning is different from traditional internship study. While the latter is to help students make a smooth transition by testing the in-class study in practical training, the former is learning by doing approach, which adjusts service mind-set, and encourages active participation of the civil society with special emphasis on the importance of both service and learning. The key to success of Service-Learning is reflection and reciprocity. Both key elements benefit faculty and students significantly and enable mutual respect and self-esteem of the service players and receivers.

This paper first examines the current status of Taiwan and the US and then analyzes 12 higher educational institutions in Xinjiang, which award bachelor's degrees and above. A suggestive approach and method to implement Service-Learning is followed for open criticism.

This author suggests that "three uniqueness," namely culture, history and geographical politics, provides a fruitful ground for Xinjiang's academic research. In the wake of Xinjiang riot on July 5, 2009, the Chinese government is transforming its Xinjiang strategy from authoritarian control to dual tracks of control and development. The school authorities, especially Tarim University under the direct control of the Xinjiang Production and Construction Corps, should carefully examine the appropriateness of current curriculum. An ideal reform of curriculum should encompass the introduction of the Silk Road culture and multi-ethnics and launches a series of Service-Learning curriculum mixed with in-class study and off-campus service. It is essential to encourage teachers to guide students planning off-campus service activities by applying academic knowledge and search for the real needs of the service targets.

Keywords: Service-Learning, Silk Road, Xinjiang Higher Education, Curriculum

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Reform, Xinjiang Riot

服務學習：新疆高校課程改革之新途徑

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摘要

本文依據美國與台灣兩地推動服務學習(Service-Learning)課程化之實證經驗，針對新疆之獨特歷史、地理與文化優勢，提出大膽之學術假設，以服務學習為發展西域文化研究之新途徑，並且進行 SWOT 優劣勢分析。

服務學習有別於傳統教育之課程實習。後者是為印證課堂學習之實務訓練，為就業做接軌之準備；前者是一種從做中學的經驗式教學方法，從實踐調整服務心態，進而促成公民社會之參與感，尤其強調服務與學習並重。服務學習之成功關鍵在於反思與互惠，對於學習之師生均大有助益，並且在服務過程中創造服務者與被服務者之雙向尊重與自我肯定。

本文先探討美、台兩地實踐服務學習之現況與成果，其次分析比較新疆地區十二所頒授本科以上學位之高校發展現況。¹緊接著論述將服務學習概念導入高校體系課程之必要性與可行性。最後針對實施服務學習課程化之步驟與方法提出淺見以供討論批評。

新疆具有文化與歷史之獨特性，加上地緣政治之獨特性，以上「三個特別」。再加上 2009 年七五暴動事件之後，中國政府對於新疆自治區內部控制之戰略思維正從高度控制轉型為控制與發展併重，為新疆各高校奠下發展差異性學術研究之利基。以新疆生產建設兵團直屬之塔里木大學為例，新疆高校似可考慮檢討既有之課程設計與學分配置。較理想的課程改革應以既有的西域文化通論以及多元民族論為基礎，進一步設計以課堂學習與校外服務雙管齊下為內容之服務學習課程，鼓勵教師指導學生共同規劃校外服務活動，提升課堂專業知識之學習成果以及滿足服務對象之真正需求。

關鍵字：服務學習、西域文化、新疆高校、課程改革、七五事件

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¹ <http://www.xiaoyuan5.com/xinjiang/> (May 21, 2009 visited)