

〈研究論文〉

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in Japanese University Education:
Referring to Practices at Portland State University

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Aims and Methods

In recent years, service-learning has become a notable aspect of university education in Japan. Because, as an educational approach in which students acquire a sense of citizenship by engaging in community activity, service-learning is considered to have great potential in the resolution of various challenges within university education. Private universities in particular have established Service Learning Centers, with some universities now actively supporting students' community activity. In addition, many other universities are now engaged in educational practice deeply related to service-learning, while not actually referring to it as such.

Community activity such as volunteering has been a feature of many universities for a long time. At the time of the Hanshin-Awaji and Great East Japan Earthquakes, students and faculty members formed independent networks within universities, travelling together to the affected areas and engaging in various activities as disaster relief volunteers. However, such activity was almost always undertaken as an extracurricular activity. There were some cases akin to service-learning in which disaster relief volunteers utilized knowledge and skills acquired at university to contribute to the resolution of challenges in the affected areas; however, such cases are rare. Volunteering widely practiced at universities nowadays is generally called "community service" and is significantly different in character from "service-learning."^①

The aim of this study is to clarify the achievements and challenges of service-learning as offered in Japanese university education. Recent research related to service-learning is extremely wide-ranging, and most of it relates to service-learning theory, method, and evaluation. Against this background, examples of previous research that relates directly to this study include that which relates to service-learning in university (Imazu 2015, Ando 2013), volunteer centers (Sugioka 2007), and within specialized education (Kobayashi 2007). These studies are closer to practical than theoretical research and an increase in such practical research is to be welcomed. However, the accumulation of even a very large number of individual studies into specific practice does not allow an understanding of the overall picture of service-learning practice in Japanese universities. The research in this study is conducted with this point in mind.

Please note that the following method was used in this study to achieve the aforementioned aim. First, the role of service-learning in university education reform is clarified, mainly by the analysis of reports published by various Ministry of Education, Culture, Sports, Science and Technology (MEXT) advisory panels. Second, practice at Portland State University (PSU), a prime example of a US educational institution involved in service-learning, is described, and viewpoints for the analysis of service-learning practice in Japan are extracted. Third, to grasp an overall picture of service-learning practice in Japan, relevant initiatives at three universities are analyzed, and achievements and challenges with regard to service-learning are clarified.

* Division of Education, Faculty of Human Sciences, University of Tsukuba

The Role of Service-Learning in Japanese University Education Reform

The first use of the term “service-learning” within a MEXT advisory panel report was in the 2002 report entitled “*seishounen no houshikatsudou/taikenkatsudou no suishinhousaku nado ni tsuite*” (regarding policies to promote experiential and volunteer activities by young people). This report came about because the origins of the problems of bullying and youth violence, common at the time, were said to lie in an absence of compassion and other humane qualities and in the prevalence of egocentricity that ignored the rights of others. As a first step toward solving such problems, attention turned to direct experience of people, society, and nature (experiential and volunteer activities); service-learning was considered a notable aspect of this process. The report contains the following description of service-learning.

The introduction of activities that benefit the community to the curriculum at universities, as seen in the US and elsewhere. Service-learning is ‘a method of education that fosters qualities such as social responsibility, alongside learning through hands-on experience, via practical participation by students in activities that benefit the community in response to its needs,’ and it aims to integrate university education with community activities.

In addition to the introduction of service-learning, the report suggests the active promotion of the development of specialized non-profit organization (NPO) -related courses and the awarding of course credits for independent volunteering by students, including internships. There is also mention of the establishment of university volunteer centers to support independent activity by students. It is now normal for a university to have a volunteer center, and the majority of such centers were established at the time the report was published.

In discussing subsequent relevant developments, it is necessary to touch upon the link between service-learning and the MEXT Good Practice (GP) Project. In the decade between its commencement in 2003 and its closure in 2012, a total of 960 initiatives were adopted under this project. Some of these initiatives relate to service-learning. Prime examples of such initiatives include those adopted by Ritsumeikan University and Kansai University of International Studies under the “Contemporary Educational Needs Initiative Support Program” (Contemporary GP) and those adopted by Nihon Fukushi University under the “Program for Promoting High-Quality University Education” (Educational GP). The current initiatives at these universities have grown out of service-learning implemented under the GP Project. There have also been some cases, as at the International Christian University, where service-learning initiatives have been enhanced as a result of grants obtained from MEXT under projects other than the GP Project. In addition, there are also initiatives related to the GP Project, such as those at Tsukuba Gakuin University, the content of which is closely related to service-learning, even if the actual term is not used. Most of the universities that currently offer service-learning have at some point benefited from MEXT grants, most notably those associated with the GP Project. The structure whereby MEXT, in other words the government, plays an important role when service-learning is introduced is similar to that in the US.

Notable among events surrounding service-learning in recent years is the 2012 report by the Central Council for Education entitled “*arata na mirai wo kizuku tame no daigakukyouiku no shitsutekitenkai ni mukete shougaimanabitsuzuke, shutaiteki ni kangaeru tikara wo ikusei suru daigaku*” (toward better quality university education to create a new future universities that foster lifelong learning and independent thinking

skills). This report proposes the introduction of active learning techniques into university teaching with the aim of supporting independent learning by students. Other examples of active learning would include training programs outside the classroom such as internships, service-learning, and exchanges.

In the report, service-learning is described as follows:

A method of learning and teaching based on experiential learning, linking academic learning in the classroom with contribution to practical challenges facing the local community. Learning content is enriched as students utilize knowledge learned in the classroom to tackle the challenge of resolving real problems in the local community at the same time as they learn civic responsibility, and are encouraged to participate in the community as citizens. This method has been widely adopted in the US.

There are a number of differences between the definition of service-learning in the earlier 2002 report and that in the 2012 report. The first difference is that the former requires participation in existing activities that benefit the community, whereas the latter requires the organization of new activities aimed at resolving social problems. The second difference is that there is mention of “academic learning in the classroom” in the latter, which is not touched upon in the former, and the link between learning at university and in the community is emphasized. Both reports mention social and civic responsibility and suggest the establishment of service-learning as a form of citizenship education. However, a comparison of the details of both reports reveals a number of differences in the kind of role assigned to service-learning with regard to university education reform.

Service-learning at Japanese universities has only been in the spotlight for the last 10 years or so. In contrast, a wealth of theory and practice has been accumulated in the US, where service-learning originated. How is service-learning put into practice in US university education? What are the challenges? These questions must be answered if we are to arrive at an objective understanding of service-learning practice in Japan.

Service-Learning Initiatives at Portland State University

Portland State University and Service-Learning

Portland State University (PSU), established in 1946, is an urban university in Portland in Oregon State on the west coast of the US. As of September 2015, it had 22,495 undergraduate and 5,581 graduate students, making it the university with the highest number of students in Oregon State.

There are three reasons to focus on PSU. First, service-learning at PSU is rated highly in the US⁽²⁾. Second, PSU’s service-learning is included within its general education framework known as University Studies, and is implemented systematically and methodically. Third, service-learning at PSU practice in a capstone course in the senior year, and is implemented as a required course.

Service-learning at PSU has been described in Japan in a number of studies (Koide 2000, Yokoi 2000, Ogasawara 2001, and Machii 2005). This study builds on this prior research, adding new information to deepen the discussion. Also, in preparation for later analysis of service-learning practice in Japan, perspectives for analysis of service-learning practice are suggested.

At PSU, the term “community-based learning” is used instead of service-learning. The difference between the two is not entirely clear. Both emphasize the link between learning at university and in the community. If a difference must be stated, it would be that community-based learning emphasizes a partnership between the educational institution and the local community, whereas in service-learning, the students’ learning is not

limited to the local community but also encompasses the international community. As mentioned below, this perspective of “partnership with the local community” is the philosophy that offers deep-rooted support to the establishment of community-based learning at PSU.

The minimum number of credits necessary for graduation from PSU is 180. Of those 180 credits, 45 are allocated to University Studies, a required course. University Studies arose at PSU as part of the process of reform of general education, and 2016 is the twentieth year in which it has been offered. It is a course that forms the bedrock of undergraduate education at PSU; due to its existence of University Studies, the undergraduate curriculum at PSU generally has a high reputation in the US.

The goals of University Studies are four-fold, as shown in Table 1.

Table 1 : The Goals of University Studies

University Studies Goals	Contents of Goal
Inquiry and Critical Thinking	Students will learn various modes of inquiry through interdisciplinary curricula—problem-posing, investigating, conceptualizing—in order to become active, self-motivated, and empowered learners.
Communication	Students will enhance their capacity to communicate in various ways—writing, graphics, numeracy, and other visual and oral means—to collaborate effectively with others in group work, and to be competent in appropriate communication technologies.
Diversity of Human Experience	Students will enhance their appreciation for and understanding of the rich complexity of the human experience through the study of differences in ethnic and cultural perspectives, class, race, gender, sexual orientation, and ability.
Ethics and Social Responsibility	Students will expand their understanding of the impact and value of individuals and their choices on society, both intellectually and socially, through group projects and collaboration in learning communities.

Source: <http://www.pdx.edu/unst/university-studies-goals> (06/30/2016)

Whereas service-learning in Japan tends to emphasize goals related to the attitude of social responsibility above all and give less weight to its other goals, service-learning at PSU is characterized by the comprehensive laying-out of its goals.

In addition, University Studies consist of learning built up over four years of undergraduate study and, as shown in Table 2, the curriculum has an organized structure.

Starting with Freshman Inquiry (FRINQ) in the student’s first year at university, University Studies progresses through Sophomore Inquiry & Clusters (SINQ) and Junior Clusters (Clusters) over the next two years, culminating in Senior Capstone (Capstone) in the fourth year of university. It is true that service-learning at PSU is part of the Capstone course. However, it is due to the acquisition of a range of knowledge and skills at each stage leading up to that point that the students’ Capstone community activity is properly developed. And it is because the community activity is properly developed that the students are able to acquire many qualities and abilities as they engage in it. In Japan, there is as yet no apparent example of a systematic and methodical service-learning curriculum.

Next, service-learning practice in PSU will be analyzed in more depth from three perspectives. These perspectives are afforded similar importance in service-learning practice in Japan. In other words, they could be seen as essential requirements for service-learning.

Table 2 : The Structure of University Studies

Year	Freshman	Sophomore	Junior	Senior	General Education
Title	Freshman Inquiry (FRINQ)	Sophomore Inquiry & Clusters (SINQ)	Junior Cluster (Cluster)	Senior Capstone (Capstone)	
Credit	15	12	12	6	(Total) 45
Goal	Exploration	Communication	Individualization	Cooperation	
Content	Experience a year-long mentored cohort designed to help you succeed	Choose three mentored themes to explore what matters to you	Choose one of your SINQ themes to explore more deeply, which may count toward a minor	Collaboration across disciplines on a powerful community project, applying all you've learned	Completing your major with integrated, connected learning experiences
Learning	A year-long class with two mentored sessions	Three, one term classes with one mentored sessions	Three, four credit classes from a single theme	One, six credit community-based class	

Source : <http://www.pdx.edu/unst/university-studies-chart> (06/30/2016)

The Characteristics of Service-Learning at Portland State University

1) Utilization of previously acquired knowledge and skills

Service-learning at PSU is delivered within its general education framework. As can be gathered from its position in opposition to specialized education, in general education, students study basic courses in humanities, social sciences, and natural sciences to acquire the cognitive skills and personal attributes that will form the foundation of their specialized education studies. For this reason, the educational content dealt with in general education is inevitably interdisciplinary in nature.

To understand service-learning at PSU, it is not enough to look at the Capstone course. It can only be understood by looking at its whole structure, whereby previously acquired knowledge and skills are utilized during the Capstone course.

For example, in FRINQ, in their first year, students choose one of ten themes⁽³⁾ such as “Design & Society” and “Globalization.” Students then select a course being offered within their chosen theme. As the course are run by a number of academics with different specialties, students obtain interdisciplinary skills and knowledge related to the theme. Further, in SINQ, in their second year, students choose three clusters out of 15⁽⁴⁾ such as “American Identities” and “Community Studies,” and take courses offered in those clusters. The content of these courses is more specialized than in FRINQ in the first year, and this tuition is a stepping stone into specialized education. In the third year Clusters, students choose one of the three clusters selected in SINQ in the previous academic year and take three courses in that cluster. It is worth noting that, when choosing clusters in SINQ and Clusters, students are required to select a cluster that differs from their own major. This allows the students to learn a variety of wide-ranging interdisciplinary content within the general education framework.

From the above, it can be understood that service-learning at PSU, offered under general education, places weight on the acquisition of interdisciplinary knowledge and skills ahead of the community activity carried out in the final year.

2) A focus on reflection

Within PSU, there is an institution called the Office of Academic Innovation (OAI), which is essential to the proper development of University Studies, cooperating with the course and supporting the students' service-learning. Its aim is to support the improvement of university teaching, as shown below.

The Office of Academic Innovation provides leadership and support for campus activities that explore and promote excellence in teaching and learning, innovative curricular technology use, and CBL. ”

The Office of Academic Innovation publishes a number of “tips” regarding community-based learning (as service-learning is known at PSU) on the university’s website⁶⁹.

- Partnerships: Where do I find CBL partners?
- Syllabus Construction: How do I frame CBL in my syllabus?
- Reflection: How do I create a reflective assignment?
- Assessment: How do I assess my student’s learning from CBL?

The OAI’s “tips” with regard to reflection are proposed from the four perspectives of “Outcome (what),” “Timing (when),” “Location (where),” and “Format (how).” Although it has no binding force, in practice, tuition in the area of community-based learning at PSU is conducted with reference to this proposal by the OAI.

For example, faculty member A, with Capstone responsibility, offered a six-credit course of tuition entitled “Farm Education for Youth Capstone” in the fall 2015 semester. Students taking this course have to help once a week (8.30–14.00) with hands-on farm experience for elementary school children at Sauvie Island Center, an NPO. However, the course not only consists of sessions off-site at the Center but also around two classroom sessions a week at the university. Reflection plays an important role in the classroom learning.

The goal of this course is as given below.

By the end of this course, you should be able to:

1. Distinguish among federal definitions for hunger, food insecurity, and food security. (critical thinking)
2. List the factors which contribute to food insecurity among youth in Oregon. (social and ethical responsibility, diversity)
3. Explain the concept of “community food security”. (social and ethical responsibility)
4. Describe the impact of food insecurity and our current food system on childhood health and development. (social and ethical responsibility, critical thinking)
5. Discuss and analyze short and long-term solutions to food-related challenges facing youth.
6. Apply communication, organizational, and critical thinking skills to the leadership of farm-based field trips for elementary age youth. (communication, diversity, critical thinking)

The students look back over their experience at Sauvie Island Center and learn in depth about food security and the food production/consumption system. They do not merely reflect on their community activity and link it to formation of their career; they must use this reflection in a constructive and critical analysis of social problems. In this analysis, importance is placed on the four reflection perspectives mentioned earlier, and the interdisciplinary knowledge and skills acquired over the previous three years are also useful in this.

3) Partnership with the local community

Setting up a Capstone course requires that a community partner be found. This is because only a community partner can provide a place for the students to engage in the community activity required for a Capstone course.

The motto of PSU is “Let Knowledge Serve the City.” Since it was first established in Portland, the university has been engaged in development projects in cooperation with the city authorities, along with other organizations and companies. The message of the motto is that the university’s knowledge must be passed on to the local community.

The community partner in the Capstone course offered by faculty member A was Sauvie Island Center. Established in 2005, the Center’s office is on a small island in the Columbia River, which flows through the northwest part of Portland. Its mission is to provide educational activities related to agriculture, food, and the environment for children on its expansive 120-acre site.

The role of a community partner is not merely to provide students with a place to engage in community activity. Providing students with specialist skills and knowledge related to the community activity is also an important role of the community partner. Moreover, community partner staff members not only interact with the students at the service site but also, on some occasions, are invited to teach at the university and contribute directly to the students’ education. The background to this is that the concept that the lecturer and the community partner actively cooperate from the course-planning stage to jointly develop the course is deeply embedded in Capstone.

In 2015, 181 Capstone courses were offered by the university. More precisely, 45 Capstone courses were offered in the winter 2015 semester, 53 in the spring semester, 44 during the summer vacation, and 39 in the fall semester. If 181 courses were offered, that implies a similar number of community partners. The accumulation of these individual instances of cooperation, in the end, leads to a robust partnership between the university and the local community.

Service-Learning Initiatives in Japanese University Education

There has undoubtedly been an increase in interest in service-learning among those involved in Japanese universities because, as mentioned earlier, the necessity for service-learning has been included in advisory panel reports, many initiatives related to service-learning have been adopted under the GP Project, and service-learning is now being noted as an example of active learning.

Three Japanese universities with service-learning initiatives will now be discussed with the intention of approaching the aim of this study, namely to clarify the achievements and challenges of service-learning offered at Japanese universities, through the analysis of initiatives at these three universities. These three universities, Nihon Fukushi University, International Christian University and J. F. Oberlin University, are representative ones that put service-learning into practice using the word of “service-learning”.⁽⁶⁾

Service-Learning Initiatives at Three Japanese Universities

1) Nihon Fukushi University⁽⁷⁾

The relevant special characteristic of this university is “service-learning in cooperation with NPOs.” Their initiatives will be analyzed from the three perspectives identified when investigating service-learning at PSU.

The first of these perspectives is “the utilization of previously acquired knowledge and skills.” Service-

learning at this university is included in “Basic Social Welfare Practice,” a required sophomore course offered by the Faculty of Social Welfare. The course aims to deepen and make secure “the ability to grasp, read, write, and express a wide range of things” acquired from tuition during the freshman year. Service-learning is utilized as a tool to achieve this aim. However, it is necessary to include a codicil here, namely that this course is intended to provide a foundation for the specialized education offered in the junior and senior years. To turn our discussion also to the second “focus on reflection” perspective, this course is broadly composed of three stages: local contribution planning (April–July), local contribution activity (August–September), and post-activity learning (October–January). Of these three stages, it is post-activity activity that has a deep connection with reflection. In looking back over the activity itself and also reflecting on their own attitudes and way of life, the students acquire self-awareness and citizenship. The third perspective is “partnership with the local community,” the greatest characteristic of service-learning at Nihon Fukushi University. In cooperation with Community Welfare Support Chita, an NPO, use of the NPO network is maximized, and the students are able to engage in community activity at various community welfare facilities. It is the creation of a partnership between the university and the local community that allows genuine service-learning to begin.

2) International Christian University⁽⁶⁸⁾

The relevant characteristic of this university is the coexistence of “International Service-Learning” and “Community Service-Learning.”

From the first perspective of “utilization of previously acquired knowledge and skills,” it is worth looking at the structure of the university’s service-learning curriculum. The proper development of the students’ community activity is planned out, with the “International Service-Learning” and “Community Service-Learning” courses (both carried out over 60 days during the summer vacation) being preceded by “Introduction to Service-Learning” and “Preparation for Service-Learning” (both in the spring semester) and followed by “Reflection on Service-Learning” and “Special Studies in Service-Learning” (both in the fall semester). The initiative that should be noted here is that, in relation to the course, a faculty member is assigned to each student as a service-learning advisor. The faculty member’s task is to evaluate the international or community service-learning and to offer suitable advice to the student from the perspective of specialized education. As regards the second perspective of “focus on reflection,” the International Christian University’s service-learning center offers the following description: “Various measures are in place so that the service experience does not consist of only the hands-on activity but definitely leads to learning. ‘Reflection’ in particular offers an important opportunity to link hands-on experience with learning.” Various reflection methods are also made available. The third perspective is “partnership with the local community.” Service-learning at this university is offered as an elective rather than a required course. As a result, structural partnerships reaching the whole of the local community surrounding the university, as seen at PSU and Nihon Fukushi University, have not been built up. However, individual partnerships have been struck, including with overseas universities and local NPOs, and community activity by students is supported.

3) J. F. Oberlin University⁽⁶⁹⁾

The relevant characteristic of this university is “the introduction of service-learning into general education, specialized education, and the exchange student program.”

From the first perspective of “utilization of previously acquired knowledge and skills,” it is worth looking at the variety of service-learning practices at the university. Besides introducing service-learning into specialized education, the university offers service-learning within a general education framework, having set up a “local community participation program” (domestic program) and an “international understanding education

program” (overseas program) as general education courses. In addition, unusually, the university’s exchange student program is also characterized by hands-on service-learning experience at the university where the exchange student will study. And, as regards specialized education, service-learning is included as project-based learning in various courses at the university’s five specialist colleges. As regards the second perspective of “focus on reflection,” let us consider the example of the general education course entitled “local community participation (poverty on our doorstep).” This course consists of 15 sessions and includes classroom-based sessions, namely “prior research,” “exchange of views on poverty,” and “discussion-centered reflection” along with some local community activity. This is the normal structure of the university’s local community participation courses, and can probably be seen as proof of the importance generally placed by J. F. Oberlin University on reflection, which is the bedrock of service-learning. The third perspective is “partnership with the local community.” In the 2015 academic year, the university offered service-learning via a total of 43 courses (22 general education and 21 specialized education courses). In addition, separate from these, an exchange program is a required course at one college, and service-learning is included in that program. In each of these implementations, the individuals or organizations/institutions differ, and there are partners where the students undertake the community activity. Service-learning cannot occur without such partners.

Patterns in Service-Learning Practice at Japanese Universities

From the analysis carried out thus far with the three universities as examples, it is clear that in Japan, as at PSU in the US, service-learning is offered with an emphasis on “utilization of previously acquired knowledge and skills,” “a focus on reflection,” and “partnership with the local community.” This could also be seen as an achievement with regard to service-learning at Japanese universities at the present time. However, while these three perspectives function effectively in the analysis and review of service-learning offered in individual courses or units, they are not necessarily sufficiently functional with regard to the challenge of determining the position of service-learning within the overall university curriculum.

In discussing the position of service-learning in the curriculum, whether in Japan or the US, it is necessary to focus on the two perspectives of “required or elective course” or “general or specialized education.” Figure 1 reveals the standpoint of the aforementioned three universities.

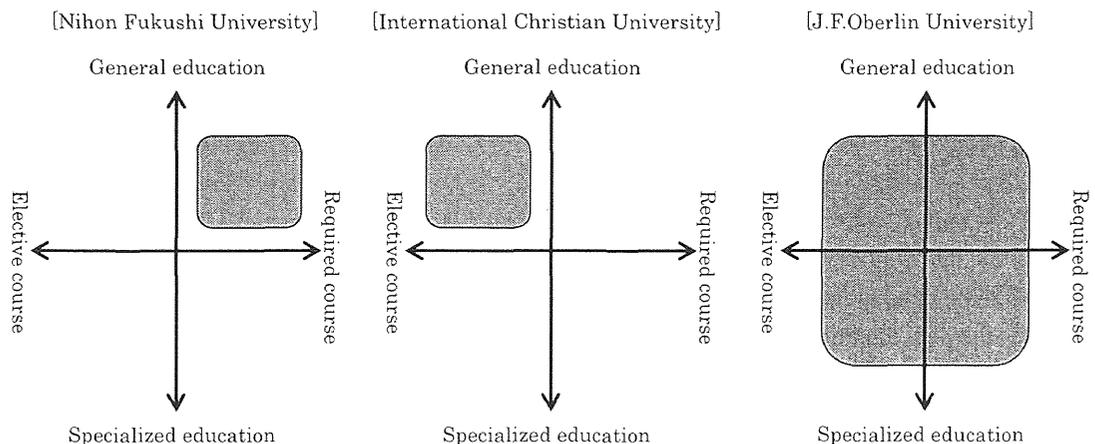


Figure 1: Four-quadrant of Service-Learning

At Nihon Fukushi University, service-learning was introduced as a “required and general education course.” It was introduced into one college, the Faculty of Social Welfare, rather than to the university as a whole, but nevertheless it is a required course. Furthermore, although specialized education is taken into consideration, service-learning is in reality introduced in the sophomore year in which students take general education.

At the International Christian University, service-learning was introduced as an “elective and general education course.” Around 50 students at the university study either international service-learning or community service-learning. In addition, most of the relevant students are sophomores. As at Nihon Fukushi University, the sophomore year is the year in which general education is mainly taken.

At J.F. Oberlin University, service-learning was introduced as “both a required and elective course and under both general and specialized education.” In other words, service-learning was introduced in the university curriculum as widely as possible. However, service-learning is only included as a required course on the exchange program for students of the College of Global Communications.

Other universities apart from these three have introduced service-learning. For example, Kansai University of International Studies has introduced it as a “required and general education course,” mainly for the freshmen year. In addition, Ritsumeikan University, which has a service-learning center, has introduced service-learning as an “elective and general education course.” In addition, Tsukuba Gakuin University, which is engaged in a practice similar to service-learning, while not using the term, introduced it as a “required and general education course.”

Taking into consideration the factors mentioned above, many of Japanese universities introduce service-learning into curriculum as “required and general education course” and courses of freshman or sophomore year. This means that the relationship between service-learning and specialized education is still weak in Japanese universities. In order for students to obtain knowledge and skills that they can use in general society and work places after graduating universities, Japanese universities have to get over this pattern.

When service-learning is introduced into the university curriculum, curriculum developers usually have difficulty deciding whether to make it “required” or “elective” and whether to include it under “general” or “specialized” education. Besides these options, there are many other challenges to be considered, such as “in which year to include service-learning,” “how much time should be allocated to community activity,” and “who will be responsible for the tuition.” MEXT has established a Center of Communities (COC) project, and it has been proposed that universities train the staff needed locally; during this initiative, more attention will probably need to be paid to service-learning in the future. Within the broad flow of university education reform, it will be interesting to track how each university resolves the challenges outlined above and what role it assigns to service-learning.

Conclusion

The aim of this study was to clarify the achievements and challenges of service-learning included in Japanese university education, which I would like to summarize below.

To look first at achievements, service-learning within Japanese university education has been implemented with an emphasis on “utilization of previously acquired knowledge and skills,” “focus on reflection,” and “partnership with the local community.” It is possible to see these as practice perspectives inherent to service-learning. Furthermore, service-learning has certainly not been introduced in only one way. A variety of

curricula have been developed from a relationship with the perspective of whether service-learning should be “required” or “elective” and under “general” or “specialized” education, in particular. Maintenance of that diversity increases the potential for service-learning to be introduced into universities.

However, challenges remain. Whenever service-learning has been introduced into a Japanese university, in every case, it has been at the freshman or sophomore stage. Meanwhile, it is characteristic of PSU that it offers service-learning in the senior year. Introducing it in the senior year facilitates community activity as a culmination to the whole university education, utilizing the knowledge and skills acquired in general and specialized education. The introduction of service-learning is causing a reappraisal of universities as places where citizenship is fostered. Nowadays, when young people can vote at 18, the mission of the university could be seen as instilling a sense of citizenship into its students.

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Notes

- (1) For example, “community service ” is defined to be; students engage in activities to meet actual community needs as an integrated aspect of the curriculum. On the other hand, “service-learning” is defined to be; students engage in community service activities with intentional academics and learning goals and opportunities for reflection that connect to their academic disciplines. Cress, Christine M., Collier, Peter J., Reitenauer, Vicki L and Associates. (2013). p.7.
- (2) U.S. News & World Report, American’s best colleges 2014-2015, ranked Portland State University as one of best service-learning colleges.
(<http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/serving-learning-programs,06/30/2016>)
- (3) 10 Themes include the following; “Design & Society”, “Health, Happiness, and Human Rights”, “Human/Nature”, “Immigration, Migration, and Belonging”, “Life Unlimited?”, “Portland”, “Poser and Imagination”, “Race and Social Justice”, “Sustainability”, “What Are Great Books?”, “The Work of Art”.
- (4) 15 Clusters include the following: “American Identities”, “Community Studies”, “Design Thinking/ Innovation/ Entrepreneurship”, “Families and Society”, “Freedom, Privacy, and Technology”, “Gender and Sexualities Studies”, “Global Environmental Change”, “Global Perspectives”, “Healthy People/ Healthy Places”, “Interpreting the Past”, “Knowledge, Values and Rationality”, “Leading Social Change”, “Popular Culture”, “Science in the Liberal Arts”.
- (5) <http://www.pdx.edu/oai/community-based-learning-toolkit> (06/30/2016)
- (6) “National Forum on Service-Learning” was held on 05/22/2016 in Tokyo, Meiji Gakuin University. The theme of this forum was “What should Japanese service-learning do now?” Presenters of panel discussion in this forum were selected from these three universities.
- (7) <http://www.n-fukushi.ac.jp/gakubu/sl/index.html> (06/30/2016)
- (8) <http://web.icu.ac.jp/slc/> (06/30/2016)
- (9) http://obiriner.obirin.ac.jp/extracurricular_activities/volunteer/learning_center.html (06/30/2016)

Current Status and Issues of Service-Learning in Japanese University Education: Referring to Practices at Portland State University

Kiyoshi KARAKI

The aim of this study is to clarify the achievements and challenges of service-learning in university education in Japan. In order to achieve this aim, this study analyzed (1) the treatment of service-learning in various MEXT (Ministry of Education) advisory panel reports; (2) the initiatives at Portland State University (PSU), a prime example of service-learning practices in the US; and (3) the initiatives at three universities seen as pioneers in service-learning in Japan (Nihon Fukushi University, International Christian University, and J.F. Oberlin University). As a result, the following conclusions emerged. First, it is an achievement that, with lessons learned from the US, service-learning included in university education in Japan is implemented with an emphasis from the three perspectives of “utilization of previously acquired knowledge and skills,” “focus on reflection,” and “partnership with the local community.” Moreover, from the perspective of whether it should be a “required or elective course” and whether it should be under “general or specialized education,” the choice has been made in a way that highlights the individuality of each university and department, giving rise to unique service-learning curricula at each university. Looking next at challenges, service-learning, included in the senior year at PSU in the US, is included in the freshman or sophomore year in Japan in almost all cases. From the perspective of fostering citizenship, in my opinion, it would be more suitable to place it in the senior year as at PSU. I would also like to see the emergence of the format adopted at PSU in Japan, namely positioning service-learning as a culmination of learning at a university and using it as an opportunity to consider one’s own career more deeply.

日本の大学教育におけるサービス・ラーニングの現状と課題 ポートランド州立大学を手がかりとして

唐木清志

本研究の目的は、日本の大学教育で展開されている Service-Learning (SL) の成果と課題を明らかにすることである。その目的を達成するために、本研究では、(1) 文部科学省の各種審議会答申における SL の取り扱いの分析、(2) 米国の代表的な SL 実践校である Portland State University (PSU) の取り組みの分析、(3) 日本の SL 先進校と目される三大学 (Nihon Fukushi University, International Christian University, J. F. Oberlin University) の取り組みの分析を行なった。その結果、以下の結論が導き出された。まず、成果であるが、米国の取り組みに学び、日本の大学教育に導入された SL は、「習得した知識・技能の活用」「リフレクションの重視」「地域とのパートナーシップ」の三つの観点を重視しながら実践されている。また、「必修科目か選択科目か」「一般教育か専門教育か」の観点において、大学並びに学部の個性を生かす方向で適切に選択がなされ、それぞれの大学に独自の SL カリキュラムが誕生している。次に、課題であるが、米国の PSU では senior に導入された SL が、日本の場合、ほとんどの大学で freshman 或いは sophomore に導入されている。citizenship の育成という点からすれば、PSU のように senior に置くことが妥当と考える。大学の学びの集大成として SL を位置付け、自らのキャリアをより深く考える PSU のようなスタイルが、今後の日本にも誕生することを期待したい。