

ADVANCES IN GLOBAL EDUCATION AND RESEARCH

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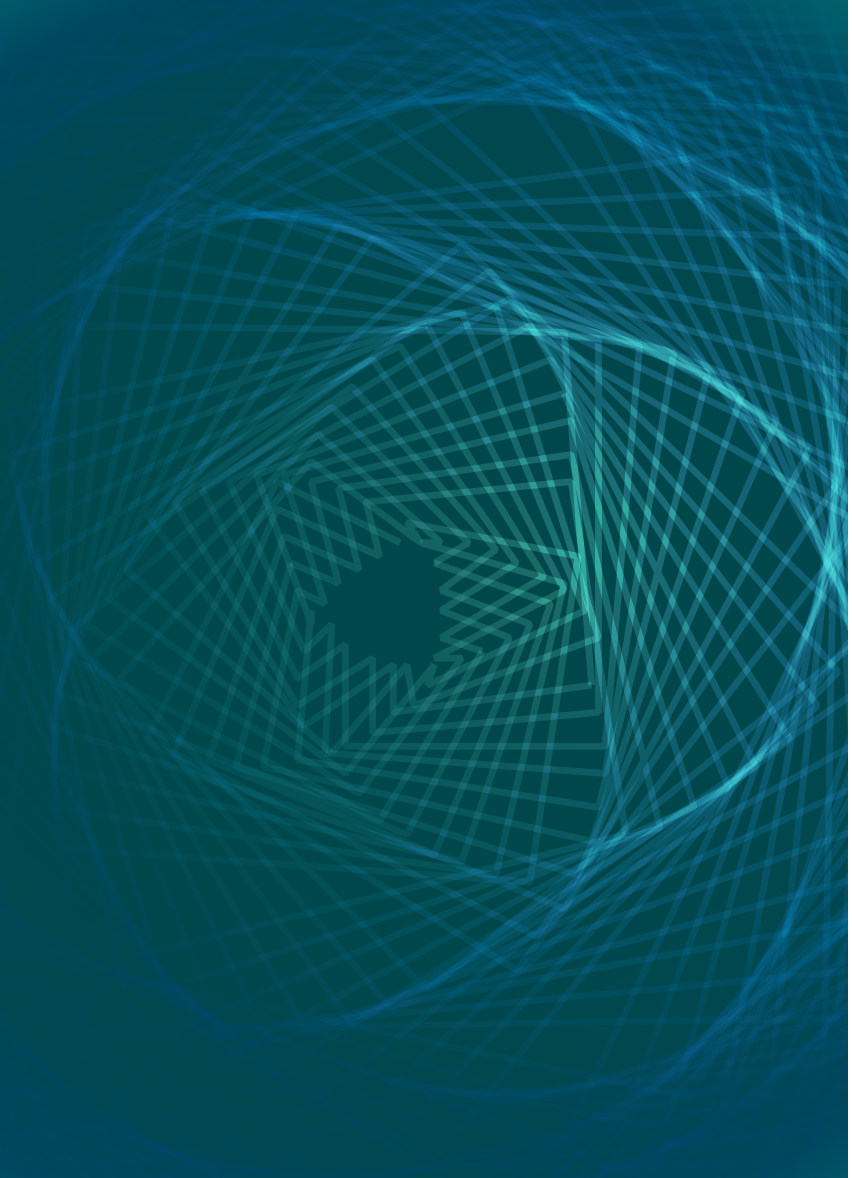
VOLUME 4

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Cross-Cultural Differences to Implement the Social Practice Research of College Students' Overseas Volunteer Work

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Abstract

The 21st century is an era in which excellence is pursued. Under the influence of a diversified society, many countries have promoted USR in universities, and the core goals of different countries are different; In recent years, because of the vigorous development of learning, building dreams, cherishing beads, and flying in the "Ministry of Education Award for Students Study Abroad", more and more college students have been baptized by cross-culturalism, and many schools have also launched corresponding internships. The main purpose of this research is to combine the "University Social Responsibility Practice Project" to flip the traditional curriculum and implement the dream-building project for college students. In addition to, from the perspective of Taiwan's preschool education industry, the most important thing is the kindergarten teaching methods. Whether art and foreign language courses are included. These are the first conditions for attracting parents to apply for admission. Finally, the purpose of this overseas internship is to bring the teaching methods and culture of early childhood education in Taiwan to foreign countries, learn the local teaching methods in Indonesia, and carry out cultural exchanges, so that both parties can achieve a win-win situation.

Keywords: social responsibility practice, cross-culture difference, internship

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Introduction

The 21st century is an era in which excellence is pursued. Under the influence of a diversified society, the pace of education is more open and autonomous, and students have a broader range of learning. "College students' social participation and social responsibility" is a topic that has been widely discussed in recent years. It is mainly one of the ways to apply what college students have learned to life, to connect and interact with the real world, and to improve civic literacy. Many countries have promoted USR in universities, and the core goals of different countries are different; the social responsibility of British students is to be influential, cultivate responsible students, and participate in social services; the United States is to enhance the world's knowledge, practical skills, Personal social responsibility and comprehensive and applied responsibility; and the Ministry of Education of Taiwan started a pilot program to promote university social responsibility practice in 2017.

The goal is to guide Taiwan's universities and colleges to "fulfill social responsibility" and list social responsibility as Starting in 2018, the school's key projects for school affairs development

have allowed all universities in China to have local connections, encourage teachers and students to participate and practice social responsibilities, and help universities to develop their own characteristics (Yang Zhengcheng, 2019).

In addition, students' learning will no longer be limited to the knowledge of textbooks and traditional learning in the classroom. The promoters of innovative educational concepts are more concerned with personal "experiential learning" and "exploratory learning"; I hope students can In the process of "learning by doing" (learning by doing), students are guided to experience real life, acquire daily life skills, cultivate good living habits, and be able to practice and operate themselves, and learn to "self-life", "family life" and " "School life", "group life", "work life" and "emotional life" and other nine major areas of life (Gao Qianghua, 2006), and gain knowledge and experience from them, and then discover and solve problems.

Furthermore, in the process of service learning, through actual dedication and input, students experience different service feelings and learn different from the school experience. This kind of experience not only enables deeper learning, but also experiences what they have learned and cultivates them. The ability to take away and the ability to be used for life can better learn by doing, improve students' self-growth, social care, promote interpersonal communication and enhance service knowledge, cultivate attention and care for community affairs, and shape civic literacy. In addition, the researchers themselves have observed that teaching in the teaching field of the original university classrooms has always faced the dilemma that both teachers and students are "senseless".

In order to break through this bottleneck, teachers think about it. Teaching by leading students to participate in social practice, transforming the learning field into the community, and conducting field-integrated field teaching, this may stimulate students' interest and enthusiasm for learning, change their stereotypes, activate teaching materials, and improve learning effectiveness If you can experience learning from action, and understand the reality of action from learning, you can reach the highest level of "the classroom is everywhere, everything is a teaching material, and learning is available."

Literature Review

The Core of University Social Responsibility

Since 107, my country has promoted the "University Social Responsibility Practice Project" (USR Project), with "local connection" and "talent cultivation" as the core, guiding universities to be people-oriented and starting from local needs. The first phase (from 107 to 108 years) set 5 major issues such as "local care", "industrial chain", "sustainable environment", "food safety and long-term care" and "other social practices", encouraging universities to propose The concrete realization and promotion of local connection and local development benefits plan, and 220 projects have been approved for 114 schools, and the practice fields are all over the counties and cities nationwide. In the second phase (109-111), two new topics will be added: "local creation" and "international connection", aiming to revitalize and innovate industries, attract population backflow, achieve "balanced Taiwan" as the goal, and encourage universities to interact with the world Universities connect to expand the horizons of international cooperation. (Executive Yuan, 2019; Ministry of Education, 2018).

Yang Zheng cheng (2019) pointed out that "local connection" and "talent cultivation" are the two cores of university social responsibility. (1) Local connection: It includes starting from local needs and solving regional problems through humanistic care and assistance, and identifying the development needs or future vision of the region or local characteristics. At the same time, the school must integrate relevant knowledge, technology and resources to promote the new The use of knowledge drives local growth. (2) Talent cultivation: Encourage teachers to lead students through cross-field, cross-department to cross-school cooperation, combined with relevant government resources, and use industry-academic cooperation to promote local talent cultivation, employment and entrepreneurship of young students after graduation , Promote local characteristics and assist the community in solving problems, create economic well-being for the community and fulfill social responsibilities.

Yin Xiao min (2008) believes that externally, universities should actively respond to the needs of the government, the country, and society, actively serve the society, innovate advanced knowledge and lead and criticize society; internally, universities should use funds rationally to optimize teaching resources and deepen Education reform, improving the quality of education and the efficiency of running schools, but also need to improve the quality of teachers and improve teachers' treatment.

Kang le (2012) summarizes university social responsibility into three points: (1) Ensure the fairness, quality and appropriateness of university education. The content includes: requiring universities to guarantee fairness and justice in admissions opportunities, and provide high-quality and diversified courses to cultivate citizens who are educated, ethical, free, democratic, and equal in society, and respect cultural and national diversity, and strengthen The social relevance of talent training. (2) The responsibility to explore knowledge and apply it to society. The content includes: strengthening the relationship between universities and society, making teaching and research suitable for society's needs, promoting social technological innovation, and providing an environment for talents in society to explore knowledge and pursue academic pursuits. (3) Responsibility to promote the progress and sustainable development of human society. The content includes: universities should help the social development of their communities to improve the lives of people in the communities; preserve, disseminate, and cultivate national cultures, promote the diversity of world cultures, and provide sources of ideas for social progress to promote social tolerance, equity, and Democracy, justice, and minimize the adverse impact of university activities on the environment.

Wu Qing shan (2018) pointed out that a school is an educational and service organization. Although it is not like some profit-making corporate organizations, it still has to bear social responsibility, which is to teach every child well and make every child a society. Useful person. It also pointed out that the two major goals of college students' social practice should be: Integrate resources to assist local development: promote through the USR project to assist teachers and students in insight, interpretation and

In the process of participating in real problems, integrate relevant knowledge, technology and resources, focus on regional or local characteristic development needs or future vision, strengthen local connections, attract talent clusters, promote the application and diffusion of innovative knowledge, and drive local growth momentum. Link regional school resources to assist urban and rural education: encourage universities to actively link regional schools. Resources to assist in the

development of urban and rural education, enhance the university's contribution to the region and the locality, promote the cultivation and employment of talents in real estate, and create new urban and rural, industrial and cultural development. In addition, Wu Qing shan (2018) also mentioned the five promotion strategies as encourage teachers and students to participate in innovation: Encourage universities to be guided by local development needs and real-world issues, and develop new local-based courses and activities, guide students to learn independently, promote a cooperative mode of learning and sharing in the field of students, and promote cross-industry cooperation among teachers, accelerate the integration and reproduction of knowledge, and jointly develop new teaching styles And research, as the knowledge basis for universities to practice social responsibility.

Strengthen regional industry-university linkages: encourage universities to build on existing industry-university cooperation and take local demand as the basis. Orientation, the development of user-centered cross-field innovation and technology integration, in addition to strengthening the social value and accumulation of industry-university cooperation, and contributing to the upgrading and value enhancement of the local industry technology, expanding the local industry development pattern, and shaping the future industry the possible looks.

Promote the integration of regional resources: the university connects the public and private sector resources in the region to form school affairs promotion and social. The platform mechanism that will participate in, by adjusting or expanding the organizational capacity of the school, establish a partnership between the university and the public and private sectors to accelerate the transformation of the system and the integration of regional resources. Lively local communication network: encourage universities to promote public communication between teachers and students and the locality through various methods. Through the use of topic concept explanations, knowledge or technical exchanges, etc., enhance the insight and narrative ability of teachers and students on real issues, drive the public to participate in the discussion of regional development issues, and build a mechanism for regional development characteristics and supply-demand docking. Going international and broadening their horizons: guiding universities to strengthen international participation and connections, Steadily invest in international participation, and invest in international field practice for verification and improvement.

In summary, the implementation of universities' social responsibilities requires the integration of resources from universities, governments, schools, and enterprises, and effective promotion strategies can be used to build up the competitiveness of education step by step. In the process of practicing social responsibility, the school is not just a provider, but can also gain valuable local experience while giving back to the society, so that the students in the school can get opportunities for cultural exchanges, enrich the learning process, and reach the school and the community. The prosperity of interdependence and mutual growth.

Experiential Learning Theory

David Kolb's "Experiential Learning Theory" (ELT) is most often cited (Yang Changyu, 2002a). Kolb, who emphasizes empirical learning, believes that learning is a process of increasing knowledge through the transformation of experience. He integrates the learning process theories of Lewin, Dewey, and Piaget, and summarizes the common characteristics of empirical learning. It is based on experience and emphasizes learning. The process is not the result. The process

includes the interaction between the individual and the environment, adaptation and resolution of conflicts, and then achieves the complete process of increasing knowledge and adapting to the world (Zeng Huimei, 2003).

Experiential learning also takes education and work as the basis for personal development, and the workplace is the learning environment. Through meaningful work and professional development, personal development can be promoted. Experiential learning combines the process of personal development, education and work, so experience is in the process of learning. Occupies an important position in China (Kolb, 1984; quoted from Guo Fangmiao, 1996).

Kolb's empirical learning characteristics are briefly described as follows:

- Learning is a process rather than a result.
- Learning is based on experience and is a continuous process.
- The learning process must resolve conflicts of opposites in order to adapt to the real-world environment.
- Learning is a complete process of adapting to the world.
- Learning includes the interaction between the individual and the environment.
- Learning is the process of increasing knowledge.

However, from the actual service experience, the learning and knowledge gained, and then transformed into specific experience, the two need to be guided by action or thinking conversion, in order to help adapt to the production of behavior patterns of life, of which review and reflection are An important factor, Kolb believes that concrete experience is the basis of reflection, and reflective thinking is to form abstract concepts. The formation of abstract concepts leads to actual behavior. In other words, concrete experience is a basic element for action (Lin Zhishan, 2002).

The "experiential learning cycle" proposed by Kolb in 1984 can help learners understand how experiences become concepts, and use concepts again to guide the selection of new experiences. People contact with concrete experience, observe and experience their own actual experience through reflection, and then realize new principles and concepts from the process of reflection, and finally apply new concepts to new concrete experience (Li Yanmei, 2003). The experiential learning cycle is similar to the preparation, implementation, reflection, and celebration stages in the service learning process. The "reflection process" is the most important part of experiential learning, and it is also the most important factor that brings learning influence in service learning.

In Kolb's experience learning cycle, he proposed a four-stage cycle model of experience learning, which believes that a complete and cyclical learning consists of four stages: Concrete Experience (CE), Reflective Observation (RO), and generating new principles. Abstract Conceptualization (AC) and the actual application of new concepts to new experience (Active Experimentation, AE). Each stage is the basis of the next stage (Xie Youqing, 2003). For example: when a person faces the impact of the emotional aspect of reality, he will concentrate on observation, think and explore in depth, unify the old and new experience and the ideological level, and finally turn it into a new point of view to participate in the process of learning.

Kolb believes that from specific experience, observation and counter activities are one of the important items for generating and forming new principles and concepts. Students participate in

service learning activities, and the discussion and reflection in the process also enable students to grow and connect between service and learning. Bridges generate new principles and concepts, which can then be applied to new experiences and create meaningful learning (Yang Changyu, 2002a). Therefore, experiential learning can usually be defined as "combining learning by doing and reflective thinking." It is a proactive rather than passive process that requires learners to have spontaneous motivation and be responsible for the learning itself (Yan Miaogui, 2001).

Methods

Traditional teaching is teacher-centered. The disadvantages of traditional teaching methods in which students are concentrated in classrooms are very obvious. The shortcomings of traditional teaching methods in the field of early childhood education are very obvious. In addition, students' attention in practice courses is limited, and the learning effect will be affected by the spirit of the class. The traditional teaching method on the scene has long been unable to meet the needs of the times. How to transform the cramming-style cross-education method into the ability of cultivating students' independent thinking, the teaching method must be innovative.

Innovative teaching is not only a slogan but also a concept, it is also a practical action that needs to be promoted. This plan is for the social practice of college students in the early childhood education professional curriculum, and the education and health professional internship curriculum is mainly for children. In the future demonstration teaching courses for students in the education professional field, the teaching mode is often nothing more than simulation demonstration teaching, teaching site visits and sharing feedback, but it still fails to implement and enhance the professional knowledge of college students. Therefore, this project uses "the essence of education" as the main body, "activating innovation" as the application, and "creating and adding value" as the purpose. It makes full use of field resources to implement college students' professional knowledge, and attracts students to focus on exploring real problems and training Students' "problem-solving" ability and the ability to connect to various knowledge areas, and also emphasize that students can take the initiative to participate in the kindergarten-based new curriculum and activities to guide college students to learn independently, and to promote the cooperation mode of practical learning and sharing in the field of students, And put into practice in the international field for verification and refinement.

Sample

The site of this research is the headquarters and PIK campus of Taiping School in Jakarta, Indonesia, and Dharma Suci School, Indonesia (Dharma Suci School, Indonesia), located in downtown Jakarta, is a Buddhist school with a long history, preceded by 1985. The kindergarten was established in June, 1997, and in 1997, a one-stop education system was established for elementary, junior high and high school. The total number of students is about 1,000. The founder of the school, Master Zong Kai, has upheld the educational philosophy that "learning starts with the love of knowledge, and the cultivation of virtue is the key to affecting children's life." In addition to the importance of children's knowledge and ability, the founder also emphasizes character education. importance

Data Collection

Students participating in this project must go to the main campus and PIK campus of Taiping School in Jakarta, Indonesia (hereinafter referred to as the main campus and PIK campus). The internship lasts for 30 days. Every Monday to Friday morning, they must follow the main campus and PIK. Full-time teachers of the campus enter classes of all ages to carry out teaching practice and assist children in learning and tutoring. The key learning of the daily internship and internship covers:

- Enter the class to observe the behaviors and reactions of children when they participate in activities.
- Actually interact with young children.
- Observe the classroom operations of kindergarten teachers (including class routines/children's behavior processing/life routines/use of transfer time, etc.).
- Parent-teacher communication skills.
- Methods of planning activities in the learning zone.
- Write the activity design and actually lead the group to tell stories and group activities.

During the afternoon of the internship day, internships will be provided by the school headquarters and PIK campus bishops and internship/internship training teachers in turn in the kindergarten conference room to provide intern student education and protection professional practical training courses and Indonesian language courses. Through the discussion of the teaching conference, the intern students can strengthen the connection between their preschool education on-site practice and professional knowledge, as well as their ability to interact with children and communicate and express. In addition, on the 6th, the school headquarters and PIK campus tutors will arrange a cultural visit to Indonesia to learn about Indonesian traditional cultural characteristics. Participating students need to cooperate with the on-site observation and study on the day to complete the designated internship report. After reviewing by the agency counselor, after the daily afternoon meeting and discussion on the next day, they will discuss the practical work related to the teaching practice with the intern students. At the same time, they will review the revisions and doubts of the content of the work, so as to help the intern students better understand what they are doing at the kindergarten practice site. See and hear

Findings

Participating Students' Reflection on Using Kolb's Experience to Learn

In this Indonesian internship, the students participating in the program went to two kindergartens with different environments. One of them had poor Chinese proficiency for most children, and the other was the opposite. The first kindergarten can immediately be seen as "traditional teaching", that is, collective forced education, while the second kindergarten is closer to "unit teaching," and the contrast between the two kindergartens is extremely high. However, it is true that both "traditional teaching" and "unit teaching" are based on the teacher determining the content of the curriculum, ignoring the "children as the main body" is most condemned. If it is the premise of early Taiwan, this method may be appropriate, but nowadays The awareness of social education is rising. Although efforts are needed, everyone has a basic understanding of early childhood education, and traditional teaching has gradually been unacceptable by society. However, in the

former kindergarten, neither the shadow of the success of "traditional teaching" has been seen, and there have also been major problems in the management of the classroom-students cannot return to their seats by themselves, and teachers will also be affected by the next step after the order is rectified. The teaching is immutable, boring and repeating the same mistakes; The latter kindergarten situation is relatively interesting.

Although most of them still use traditional teaching, they have a significant improvement in classroom management. The one-day itinerary is similar to Taiwan's kindergarten schedule, but unlike the Indonesian kindergarten, the time is only until noon, which is very important. The key-Indonesian kindergartens need to pass relevant certifications to enter the national hour. Under the background that Indonesian parents hope that their children will be promoted, this makes Indonesian kindergarten teachers want to teach courses about cognitive development, and they will also be forced by time. Limited, to learn three languages and the pressure of seasonal activities to give up cognitive development or art courses, etc.

After being aware of these problems, the interns and the local teachers discussed which period of time would be the most suitable for us to teach. The local teachers very much hope that we can bring Taiwan's traditional culture into it, whether it's a kindergarten or a teacher. After some discussion, it was decided to allocate half an hour of the one-hour Chinese class to include the beginning and end of the class. In such a limited time, to integrate Taiwanese culture into Chinese courses with cognitive development, the interns decided to start with Taiwan's traditional culture. The content is hand-made lessons, cooking lessons, traditional culture courses, etc., each week with one kind. Mainly "themes", such as: Taiwan's unique festivals, children's play, traditional arts, snacks.

The characteristics of this culture are expressed in Chinese, using word cards or music to present lessons, combined with dance or handwork to allow children to integrate into it. Almost all lessons have been given to children to experience personally as the main axis. The implementation of a very important point-learning from play. Although the effect is very limited under time constraints, the results are quite fruitful. Children can clearly understand and express what they have learned after the course is over, which makes us feel very fulfilled. Local teachers also believe that this kind of teaching can greatly help children's cognitive, social, and physical movement development, but the reality hits them severely. It is true that there is not so much time for such courses, but they will be positive in the future. Incorporate this type of curriculum and find a teaching method that belongs to local teachers.

Conclusions

From the perspective of Taiwan's preschool education industry, the most important thing is the kindergarten teaching methods. Whether art and foreign language courses are included. These are the first conditions for attracting parents to apply for admission. However, the teaching methods are varied, such as: units, topics, Montessori, Waldorf, Reggio, etc., how to train qualified teachers, and whether they know enough about the teaching method, even if the teacher has received relatively professional training and teaching, sometimes it is inevitable that teaching will become conventional. Although there is no set of perfect teaching methods, how to improve teachers' professional knowledge is to help teachers' experience.

Communicating with foreign countries has become a good medicine. With different teaching methods and cross-cultural collisions, teachers can also understand the most suitable teaching methods and can integrate the cultures of various countries, which can also enhance the cognitive development of children. Ruan Xiaoqi (2017) mentioned that Southeast Asian countries are very active in promoting technical and vocational education and training, which includes business management, tourism, handicrafts, and teacher education. The purpose of this overseas internship is to bring the teaching methods and culture of early childhood education in Taiwan to foreign countries, learn the local teaching methods in Indonesia, and carry out cultural exchanges, so that both parties can achieve a win-win situation.

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