

Study on the Application of Service-Learning Theory to Social Practice in Chinese Universities

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Abstract: This study discusses the application of service-learning theory in social practice in Chinese universities. By analyzing two typical case studies from Nankai University and Sichuan University, it reveals the ways of applying service-learning theory in Chinese university social practice, the implementation path and its positive effects on college students, universities and communities. The results show that the application of service-learning theory in Chinese social practice not only significantly improves college students' academic understanding and sense of civic responsibility, but also demonstrates positive results in cultivating college students' practical skills, interpersonal skills, and teamwork spirit and so on. At the same time, the university and the community have achieved two-way reciprocity. This study further points out that the application of service-learning theory to social practice can make up for the current problems of single content, weak reflection, and unsatisfactory results of social practice programs in Chinese universities. Based on this, the study proposes specific recommendations to promote the integration of service-learning theory and social practice, including emphasizing the education of civic responsibility, increasing social support, and strengthening the effective application of reflection mechanisms, which provide a new theoretical basis and practical strategy for improving the quality of social practice education in Chinese universities.

Keywords: Service-learning; Social Practice; Colleges and Universities; Educational Management.

1. Introduction

Universities play a central role in promoting economic growth and social progress. In addition to teaching processes and methods, university teaching includes activities that facilitate interaction with various stakeholders. As a result, the traditional mission of the university is being re-examined, the function of the university is not only to enhance scientific research, but also to develop students' technical excellent skills and personal, social and civic literacy that will enable them to respond to the need for creativity, solidarity, and social justice in society (Mouraz et al., 2013). It requires universities to focus not only on the search for scientific knowledge, but also on activities oriented to the corresponding social needs (Ribeiro & Magalhães, 2014). Therefore, service-learning, as a pedagogical approach that integrates academic learning with social service, has gained widespread attention and application internationally in recent years. The theory of service-learning originated in the United States in the 1960s, aiming to enhance the academic experience of college students and meet the needs of the community by combining community service with academic learning (Champagne, 2006), so as to achieve the purpose of "applying by doing" for college students.

Focusing on combining academic learning with social service is an educational model that is currently prevalent in many countries. In the United States, this model is the service-learning model centered on community service, and in China, it is the social practice activity model (Xu,2009). Social practice activities refer to the process in which college students apply, experience, and reflect on the specialized knowledge they have learned in social practice (Gao,2004). Or it is a comprehensive activity in which students enter the society under the organization of the school, practice and exercise to serve the society and the community (Fu,2024). By carrying out social practice activities, it can exercise the

comprehensive quality of college students and enhance the sense of responsibility to serve the society (Wang & Wang,2022). Through social practice activities, college students enhance the communication with the society, which is conducive to students' better integration into the society (Gai,2007). College students can also play an important role in solving social problems by providing services to communities through social practice (Li,2007). Therefore, the Chinese government has always attached great importance to the education of college students' social practice activities. However, at present, Chinese college students' social practice activities still face many challenges, and social practice is still a weak link in talent cultivation in many colleges and universities (Li, 2013). For example, there is a single incentive and the assessment of the implementation effect of social practice is not scientific enough (Yuan & Yang, 2014). It is difficult for students to contact suitable practice units, and they receive less support from teachers and less financial support during practice (Chan,2017). The lack of sufficient research in the pre-practice period of social practice and the shorter duration of the activities lead to the fact that the community participation is not very active and the social practice is not effective (Deng et al., 2021), and so on. Therefore, how to effectively improve the quality of social practice of Chinese college students, so that it can better play the function of social service and promote the overall development of college students has become a research value of the topic.

Service-learning theory emphasizes the combination of classroom knowledge with practical social service, so that students can gain a profound learning experience in the process of solving social problems and improve their civic responsibility and civic awareness. China's social practice activities adhere to the combination of theory and practice, and cultivate college students' ideology and morality, innovative spirit, practical ability, ability to solve practical

problems through social practice activities, this idea coincides with the service-learning theory. Therefore, service-learning theory provides a new perspective and method, which can provide theoretical and methodological reference for social practice activities in Chinese colleges and universities, and is conducive to exploring new ways of social practice parenting and improving the effectiveness of social practice parenting (Li,2013). In addition to this, service-learning theory can help students deepen their academic understanding in real social environments, while enhancing their sense of social participation and civic responsibility. Therefore, service-learning theory is a significant inspiration for strengthening social practice education in Chinese universities (Liu & Luo, 2005).

2. Literature on Service-Learning and Social Practice

Service-learning theory is a new educational philosophy and teaching methodology that emerged in the United States in the second half of the 20th century. The term “service-learning” was first proposed by Robert Sigmon and William Ramsey in 1967 at a meeting of the Southern Regional Board of Education (SRBE) in the United States (Kenny & Gallagher,2002).Service-learning is a form of experiential education in which students learn and develop their skills and understanding by engaging in well-organized service activities that take place in the community and meet community needs (Dicke et al., 2004). According to Ehrlich (1990), service-learning is a teaching method that links community service with academic study, and Ehrlich emphasized that: service-learning not only enhances students' academic competence, but also promotes personal and social development through experiential education (Jacoby & Associates, 1996). There are multiple definitions for the operational steps of service-learning theory as delineated by scholars. Kaye (2010) argued that service-learning should include five steps: research, preparation and planning, action, reflection, and demonstration, and the process has been adopted by most schools in the United States. Some scholars also believe that service-learning should include the four steps of preparation, action, reflection, and celebration (Yao & Guo, 2015; Lu, et al., 2019). Previous research on the benefits of service-learning suggests that service-learning is an effective theory of educational practice. Students who participate in community service show significant gains in leadership and willingness to continue volunteering in the community in the future (Giles & Eyler, 1994). Students who participate in service-learning courses show significant increases in professional academic performance (Michael, 2005), personal responsibility (Thornburgh et al., 2022), and civic outcomes (Bringle et al., 2011). Service-learning provides positive educational outcomes for students from diverse backgrounds (Kuh and Schneider, 2008). Service-learning has gained increasing attention globally and is widely accepted and used in a variety of disciplines such as medicine, economics, sociology, education, nursing, and computer science (Salam et al., 2019). Service-learning requires students to apply knowledge and skills learned in the classroom to community service projects, thereby enhancing cognitive and intellectual abilities through practice.

Chinese scholars have conducted in-depth research on social practice in colleges and universities from the theoretical level and the practical level (Fu,2024). Some

scholars believe that social practice is a process in which college students apply, examine and reflect on their theoretical knowledge in practice (Gao, 2004). Some scholars believe that social practice is an educational activity for ideological education and comprehensive quality cultivation that is organized and planned for college students to go out of the campus, enter the society, and conduct social investigations (Song & Yang, 2010), and relies on the power of the society to complete it (Yang, 2000). In 2005, China issued the Opinions on Further Strengthening and Improving Social Practices for College Students, which proposed that social practices for college students include “teaching practices,” “professional internships,” “military training,” “social investigations,” “production and labor,” “social services,” “scientific and technological inventions,” “work-study”, ‘Red Journey’, etc. (Li, 2023). With the continuous integration of the content of social practice by Chinese scholars, the content of social practice now mainly includes: professional internship, public welfare labor, volunteer service, work-study, production activities, etc. (Li,2017). In China, college students' social practice has become an important part of education, and the cultivation of comprehensively developed college students is an important part of social practice in colleges and universities (Wang,2020). Social practice helps college students understand the society comprehensively, enhance the sense of social responsibility, and cultivate the spirit of innovation and practical ability (Zhang &Kang,2007). Social practice can generate certain economic benefits and has an important social service function (Fan,2018). Chen (2018) found that social practice has a significant correlation with the improvement of college students' learning outcomes through the study of data collected by the China College Student Survey (CCSS) program, and college students' participation in social practice activities are beneficial.

3. Implications of Service-Learning for Social Practice Education in China

3.1. The Core Concept of Service-Learning

Service-Learning, as an educational method that combines community service with academic learning, focuses on promoting students' growth in real environments through practical actions. Its core concepts include Reflection, Community Engagement, Civic Responsibility and so on. Reflection is a core element of service learning, through reflection, students can connect their professional knowledge to real-world experiences, deepen their understanding of their professional knowledge, and increase their social consciousness (Felten et al., 2006). Community engagement allows students to develop strong connections with their communities, increase their understanding of community issues, and help improve communities through service (Power, 2010). Enhancing social responsibility is also an important element of service learning; by helping the community solve real-world problems, students can learn how to be active members of society and enhance student's sense of social responsibility and service. In addition, service-learning also includes reciprocity, participants not only serve the community, but also be able to gain practical experience at the same time, this reciprocity ensures that both students and the community can benefit from it (Brown & Schmidt, 2016).

3.2. Applicability of Service-Learning in Chinese Social Practice

The social practice of Chinese university students has developed over decades and achieved many results. However, there are still some problems, for example, in the choice of practice projects, students engage in a higher proportion of public welfare activities and labor classes, while there are fewer projects that are relevant to students' professional knowledge. More social practices are completed at one time, and fewer of them persist in forming a system for a long time (Liu & Luo, 2005). Many college students lack research on the actual needs of the community before conducting social practice, resulting in a disconnect between the content of social practice and the actual needs of the community (Yin & Tang, 2019). College students generally lack effective reflection in the process of social practice, and it is difficult to effectively use reflection to summarize the practice (Gallagher et al., 2019) and so on. The existence of these phenomena prevents social practice from playing its proper educational role. Service-learning theory, as an effective model of practice-based education, has been widely used in higher education in the United States over the past two decades (Cramblit, 2017), and its application in Europe has grown rapidly in recent years (Sotelino-Losada et al., 2021). The core concepts of service-learning, such as enhancing college students' academic competence, social responsibility, and helping to improve community conditions through community service, share many similarities with the goals of social practice activities in China (Xu, 2010). For example, in China, many colleges and universities encourage students to participate in poverty alleviation and teaching, to participate in local community environmental protection activities, and to participate in community volunteering activities, etc. These social practice activities not only enhance students' sense of social responsibility and help the community to solve practical difficulties, but also help college students to apply their theoretical knowledge to practical problem solving. Therefore, service-learning theory is appropriately applicable to social practice activities in Chinese colleges and universities.

However, the introduction of service-learning theory in Chinese colleges and universities is relatively late, and at present the Chinese colleges and universities that try to apply service-learning to social practice are Tsinghua University, Peking University, Nankai University, Sichuan University, Capital Normal University, and Shantou University and so on, which is not a large number, so there is a lack of experience of Chinese colleges and universities about service-learning application to social practice (Zhang, 2021). The application in social practice is still in the exploratory stage (Li, 2017).

4. Case Analysis

The thesis will choose the cases of Nankai University and Sichuan University because these two universities are representative. Nankai University is the earliest university in mainland China to offer service-learning applied to social practice programs, and it is also the more mature university that applies service-learning to social practice (Hao, 2013). Sichuan University applies the experience of service-learning from Hong Kong Polytechnic University (HKPU) and conducts a joint social practice program with HKPU. This cooperation shows the cross-regional and cross-cultural

educational cooperation among Chinese universities, and is able to demonstrate the adaptability and practicability of service-learning in a diverse cultural background.

4.1. Case 1: Sichuan University's "Journey of Hope" Service-Learning Social Practice Program

The "Journey of Hope" project is a social practice project initiated by Sichuan University in cooperation with The Hong Kong Polytechnic University, aiming to provide primary school students in a school in Chengdu with lectures, psychological counseling, and extracurricular activities through service-learning. The program has been implemented annually since 2019, and attracts more than 100 students from Sichuan University and The Hong Kong Polytechnic University every year.

4.2. Case 2: Service-Learning and Social Practice Program at Nankai University

Nankai University has been offering service-learning program since 2008. The program links service-learning with social practice, and is mainly carried out in the form of classroom lectures + community practice, with practice content covering a wide range of topics such as children's welfare, elderly care services, family welfare, scientific and technological poverty alleviation, etc. The participants are all university students in Nankai University.

5. Commentary

From the above two cases, it can be seen that some Chinese universities have achieved some success in their attempts to integrate service-learning theory with social practice.

5.1. Project Implementation Methods and Strategies

The implementation steps of service-learning are fully followed. Research on service-learning present a four-stage schema for service-learning planning (Bringle & Hatcher, 1996). The stages are (1) preparation, (2) implementation, (3) assessment/reflection, and (4) demonstration with celebration (Fertman, 1994; Kaye, 2004). Some studies have shown that service-learning can promote student learning and growth if the entire process is properly designed and managed. A study of the above cases shows that both universities adhered to the FOUR-STAGE schema of service-learning programs when applying service-learning theories to their social practices to ensure that the programs were standardized and scientific.

First of all, both universities conducted detailed research on community needs, which is one of the fundamental aspects of service-learning. Sichuan University, in collaboration with the Hong Kong Polytechnic University, clarified the psychological counseling and growth and education needs of the service recipients through in-depth analysis of the community; while Nankai University, in combination with the characteristics of the community, carried out an accurate needs assessment of different communities. Second, during the implementation phase of the project, students from the two universities applied their professional knowledge learned in the classroom to carry out a wide range of teaching and community service activities.

Table 1. Basic information on cases implementation

Elements of the case	Case 1: Sichuan University's "Journey of Hope" program		Case 2: Nankai University Service-Learning and Community Practice Program
Project background and objectives	In order to promote exchanges and cooperation in education between Mainland China and Hong Kong, Sichuan University and The Hong Kong Polytechnic University have jointly launched a social practice program based on the theory of service-learning called "Journey of Hope" since 2019. The program will attract more than 100 students each year. The program aims to explore the effectiveness of service-learning of The Hong Kong Polytechnic University in the social practice of Chinese mainland universities, and to further explore the role of service-learning in cultivating Chinese university students' sense of social responsibility, professional practice and interpersonal skills, as well as to strengthen the exchanges and interactions between universities in mainland China and Hong Kong, and to enhance the sentiments of the Mainland and Hong Kong.		Nankai University has launched a service-learning program since March 2008 and has included the program in its talent training plan. The program is open to all students and is constantly updated. The program is divided into two parts, one of which is course that teaches the theory of service-learning and community service skills. The other part is community service, which extends from child welfare to family welfare services and so on. Based on the lack of a systematic civic education system in mainland China's colleges and universities, the program aims to enhance students' civic awareness, sense of social responsibility, professional knowledge and skills, and to promote close ties between schools and communities by applying service-learning theories to guide students in their social practice activities.
Content of the project	University students use their professional knowledge and skills to provide teaching services, psychological counseling and organize extracurricular activities for primary school students in a school in Chengdu, China.		The program is divided into two parts. The first part is classroom learning, mainly teaching professional knowledge of community work and community service skills, as well as courses on interpersonal communication and teamwork. The second part is social practice, which is usually closely related to professional knowledge and covers a wide range of areas such as environmental protection, community service, community needs surveys, visits to welfare organizations, and the dissemination of scientific and cultural knowledge to enterprises and schools in the community and so on.
Application and implementation of service-learning theory	Preparation	Needs Study: A detailed community needs study was conducted and it was realized that the Xishu Experimental School in the community was weak in terms of students' psycho-education and personal growth education, which provided feasible conditions for Sichuan University to carry out the social practice activities. Pre-training: Prior to the start of this social practice program, students from The Hong Kong Polytechnic University need to attend a total of 30 hours of theoretical and practical training over a period of 6 months, and students from Sichuan University need to receive a total of 3 trainings. These trainings are closely related to community service skills, interpersonal communication skills, and professional knowledge.	Needs Study: Conduct detailed community demand research, Nankai University jointly analyzes and evaluates community demand based on the characteristics of each community, and determines the themes of social practice activities in conjunction with the community demand, which should also be in line with the curricular objectives of the program. Analysis of existing resources: Analyze the financial and human resources currently available to ensure adequate resources. Curriculum design: Apply service-learning theory to set up service-learning course standards for Nankai University, and provide students with courses on community work practices, community intervention techniques, community work steps, human rights learning, and interpersonal communication learning before conducting social practice to train college students and help them better carry out community service.
	Implementation	University students use their professional knowledge and skills to teach, provide psychological counseling and organize extracurricular activities for primary school students in Xishu Experimental School. Reflection: The reflection session is the core of the program, Sichuan University attaches great importance to the reflection of this social practice. Students are asked to record and summarize the effects of the day's activities and submit a reflection report every day. The instructor will also convene a daily seminar for students to reflect. Finally, after the completion of the whole social practice activity, a summary meeting is held for discussion and reflection, and recorded in text.	College students are led into community service by instructors and social work students. Reflection: Nankai University attaches great importance to the reflection of college students. Reflection takes various forms such as group discussions, report presentations, results presentations, writing reflection reports, and making community posters and so on. In the course of the activities, students do not have a fixed deadline for summarizing and reflecting, but do it frequently. Toward the end of the community service, students will be asked to continue to reflect on the integration between their professional knowledge and the content of their social practice by writing a reflective journal or commentary.
	Assessment/Reflection	The assessment of the effectiveness of the implementation of social practice is modeled on the Hong Kong Polytechnic University's service-learning assessment model, which includes self-assessment, observer assessment, teacher assessment and third-party assessment.	Drawing on the service-learning assessment model, a review team comprising professional teachers, "seed students" (social work students) and invited "course supervisors" from the community scored the performance of the university students from different perspectives.
	Celebration	At the end of the social practice, Sichuan University hold a result sharing meeting to commend all the participants of this program.	At the end of the social practice, the school organizes a wrap-up meeting in which students are praised for their excellent performance in the activity.
Project effect	Students: The service-learning practice program helps to cultivate college students' understanding and application of professional knowledge, and enhances their civic awareness and sense of social responsibility. At the same time, college students' ability to practice their profession, their ability to reflect, and their interpersonal skills are significantly enhanced. Community: Primary school students at Chengdu Xishu Experimental School have seen significant improvements in personal development, sports and health, and self-confidence through the service-learning program. The teachers at the school have experienced reduced stress, and the innovative practical teaching methods introduced to the school by Sichuan University have also helped the growth and development of local community teachers.		Students: The service-learning program provides college students with the opportunity to participate in social practice, promotes the improvement of their communication skills and rational thinking ability, and cultivates their sense of civic participation and social responsibility. University: The service-learning program promotes the improvement of teacher-student relationships. Community: College students can help the community solve different problems, and the community has been improved.

This process not only helped students enhance their sense of social responsibility, but also enhance their academic knowledge and skills. In the reflection session, both universities attached great importance to students' reflection, and Sichuan University even borrowed the reflection model of the Hong Kong Polytechnic University. In the assessment stage, both schools adopted a perfect assessment system.

Feedback on the service effects through multiple evaluations by students, schools and communities ensured that the social practice reached the expected assessment goals. Finally, both universities carried out celebratory activities to enhance the students' sense of participation and honor.

Effective use of reflection. Reflection is a key aspect of service-learning theory. The implementation of service-

learning should include frequent connections between the program and academic content (Cress et al., 2005). Throughout the implementation of a service-learning project, students should reflect on the project and academic learning in order to assess their learning, which ensures that participation in the service-learning project impacts and enhances academic learning (Astin et al.). Through reflection, students are able to gain a deeper understanding of what they have learned from their practice and continue to improve the quality of their service. In the two cases, Sichuan University and Nankai University, the effective use of reflection became an important factor in the success of their social practice. Sichuan University helped students to summarize their service experiences and shortcomings through group discussions and individual reflections to enhance their critical thinking and sense of social responsibility. Nankai University, on the other hand, through writing reflective journals and team exchanges, prompted students to deepen their understanding of the integration of theory and practice while continuously improving their services. At the end of the program, reflection not only enabled students to grow in community service, but also allowed them to improve their comprehensive quality skills in social service during the reflection process.

Application of multidimensional assessment mechanisms: Sichuan University introduced the Hong Kong Polytechnic University's service-learning assessment model, which includes self-assessment, teacher assessment, observer assessment, and third-party comprehensive assessment. In the assessment process of Nankai University, in addition to relying on professional teachers, it also introduced the participation of "seed students" and invited members of the community, which made the assessment results more comprehensive and enhanced the fairness of the social practice program. The inclusion of observer evaluation and "seed students" evaluation is the highlight of these two cases, which can provide feedback on the quality of social practice services of university students from a third-party perspective. It is worth noting that when the two universities assessed the effectiveness of social practice, teachers and the community were fully involved, and this multidimensional assessment not only improved the diversity of the evaluation, but also promoted a more fair and objective assessment result.

5.2. Effects and Impacts of Program Implementation

5.2.1. Impact on College Students' Development

Applying service-learning to social practice not only provides college students with opportunities to practice their theoretical knowledge, which contributes to their knowledge transfer (Wang et al., 2020). Through reflection, college students are also better able to achieve personal growth in the process of community service (Lin, 2021), which significantly improves students' pedagogical effectiveness, civic engagement, and career development (Painter & Howell, 2020). In the case study, the program at Sichuan University promoted college students' understanding and application of professional knowledge, the development of college students' qualities and abilities, and significant enhancement of civic awareness and social responsibility. In Nankai University's program, college students improved their skills in interacting with the community, interpersonal skills, rational thinking skills, expression skills, and other civic skills through the combination of service-learning courses and social practice,

while the social practice program had a significant effect on college students' sense of civic engagement and social responsibility. These skills which have a positive impact on their future career development and their own growth.

5.2.2. Impact on Colleges and Communities

Applying service-learning to social practice not only has a significant educational effect on individual students, but can also bring benefits to colleges and communities. For communities, service-learning brings benefits such as technology transfer, specialized knowledge, and socio-economic improvement (Azlan Abdul Latib et al., 2017). For universities, service-learning promotes interaction and collaboration between students and teachers, and expands the outreach of teaching and learning. The social practice program at Nankai University demonstrated that applying service-learning theory can help break the boundaries of traditional teaching and learning, strengthened the connection between teachers and students through social practice, as well as promoted curricular innovation, while also bringing tangible help to the community. Nankai University's social practice program not only provided services for the elderly and children in the community, but also helped the community improve its service system. By providing counseling and teaching services to elementary school students in the community, Sichuan University has helped elementary school students make significant progress in their academic and mental health. At the same time, Sichuan University provided some meaningful assistance to the schools being served, helping local teachers introduce innovative practical teaching methods and teaching styles, and promoting the growth of local teachers, realizing a two-way mutual benefit between the university and the community.

5.3. Existing Problems

However, because service-learning theory has been applied in China for a relatively short period of time, not many colleges and universities have paid attention to and attempted to apply the theory in social practice (Yao & Guo, 2023), and therefore lacked reference in the implementation process and still faced some challenges. For example, these two universities have problems such as short duration of social practice and low community involvement. Although the cross-regional cooperation project between Sichuan University and Hong Kong Polytechnic University explored a new model of service-learning application in social practice in Chinese universities, the duration of the project was only about 5 days, which resulted in unsustainable community service. Nankai University's service-learning project lasted for one semester, which is not too short, but it may also limit university students from engaging in more in-depth learning and social practice. However, the application of service-learning in Chinese social practice has shown great potential, and both the Sichuan University and Nankai University programs have had obvious positive impacts on the development of college students' comprehensive qualities and on the community, reflecting the positive effects of service-learning theories in the application of Chinese social practice activities.

6. Conclusion and Recommendations

From the above two cases, it can be seen that applying service-learning to social practice in Chinese universities is feasible and can be fruitful. Moreover, service-learning theory

can effectively remedy the problems that exist in the implementation of social practice activities in China. Of course, the application of service-learning to social practice must be transformed into a localized strategy.

6.1. Emphasize Civic Responsibility Education

The U.S. education field attaches importance to the implementation of service-learning programs as an important means of improving students' civic awareness and civic responsibility. Service-learning places students in an authentic social setting, combines community service with classroom learning (Bringle & Clayton, 2012), and gives students the opportunity for proactive civic engagement and service, and this community service also includes deeper levels of community care and action (Prentice, 2006). In these programs, students experience the unavoidable responsibilities they have as citizens. Many studies have shown that service-learning can help students become responsible citizens with a significantly higher sense of community connectedness, civic attitudes, and civic efficacy (Stewart, 2012). Social practice activities are an important way of moral character education in Chinese higher education, and there are similarities between moral character education and civic responsibility education in the United States. However, Chinese colleges and universities have not developed the moral character education function of social practice enough. Huang (2002) pointed out that: Chinese schools attach great importance to organizing students to carry out social practice and community service activities, but due to the lack of a consistent educational philosophy, these activities are basically in a fragmented and scattered state, and it is unclear what kind of exercise and benefits students receive from the social practice. Therefore, we can draw on the educational viewpoint of service-learning theory to strengthen the important role of social practice activities in civic education, and make the cultivation of a sense of social responsibility among Chinese college students one of the core objectives of social practice activities. When selecting social practice projects, colleges and universities should give full consideration to the social value and educational significance of the activities themselves, such as community volunteer service, rural teaching, rural poverty alleviation, and caring for left-behind children, etc. Through full participation in these activities, college students can learn about the responsibilities they should take on as citizens in society during the process, and enhance their sense of civic responsibility and sense of civic mission.

6.2. Strengthening Social Support

U.S. schools in the process of carrying out service-learning have established a good relationship with the surrounding community, and the perfect charities and non-profit organizations also provide support for service-learning. Under this relatively perfect social support system, social educational resources have been integrated and the effect of service-learning has been enhanced. During the implementation of social practice activities in China, one of the main factors affecting the quality of social practice education lies in the ineffective utilization of practice resources (Zhou, 2020). Most of the Chinese colleges and universities are unidirectional to other social institutions, such as seeking support and help from the community, enterprises and other organizations (Xu, 2009). The government and community seldom take the initiative to establish cooperation

related to social practice with universities, which is unfavorable to the development of social practice activities. Therefore, China should learn from the successful experience of service-learning and strengthen the cooperation between universities and governments, communities and enterprises. The government should take the initiative to provide support for social practice activities in universities in terms of funds and resources. The community should also actively participate in social practice activities, for example, the community can set up special jobs or sites to help college students' social practice. Colleges and universities should establish stable social practice bases for college students as much as possible, which can be enterprises and schools related to college students' majors, or government or other non-profit organizations. Colleges and universities can provide sufficient practice positions for college students' social practice through cooperation with these organizations. Only by fully mobilizing the resources from all sides, the social practice of college students can get more adequate support and guarantee, and achieve the due educational effect.

6.3. Emphasize the Use of Reflection

Reflection is one of the most characteristic links of service-learning, and it is also the key link to determine the effectiveness of service-learning. Service-learning programs integrate service and academic learning through ongoing reflection to promote the development of effective citizenship, skills, and cognitive abilities in students (Eyler, 2002).

Reflection enhances academic rigor and promotes curriculum-based and theory-related learning (Mlis, 2018). In the process of carrying out social practice in China, students usually write 1-2 social practice summaries for reflection, but this reflection is often less effective. Because most social practice activities do not involve instructors, in the absence of instructor guidance and assessment, many students write their practice summaries in a more casual manner. Therefore, in order to improve the reflective effect of Chinese college students' social practice, the reflective theory of service-learning can be borrowed. Chinese colleges and universities, as the organizers of social practice, should choose social practice activities for college students that are more closely linked to their professional knowledge. In the process of social practice, the Chinese colleges and universities should arrange instructors for college students, those instructors should have rich theoretical knowledge and professional knowledge about reflection. The instructors can formulate a suitable reflection plan according to the content of the activities, and organize the students to reflect regularly during the activities. For example, they can hold weekly or daily reflection seminars to guide students to reflect on the effect of combining professional knowledge and social practice, and to stimulate students to think deeply about the social problems behind the activities. Instructors should ask students to form a written report on the results of their reflections and provide timely comments and feedback on the report, so as to help students continuously improve their reflective ability and form reflective habits.

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