Visions of Service: Various Perspectives

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Song of Peace, v. 1

Pray for the peace of humanity
Pray for the peace of humanity
Pray for the peace of humanity

Humanity shall live in peace.

Shalom, shanti, pyung wha, ping an
Kapayapaan, santipheap

Humanity shall live in peace.
Song of Peace, v. 2

*Work* for the peace of humanity
*Work* for the peace of humanity
*Work* for the peace of humanity
Humanity shall live in peace.

Shalom, shanti, pyung wha, ping an
Kapayapaan, santipheap
Humanity shall live in peace.
Visions behind Service-Learning

“Vivid, imaginative conception or anticipation…”

- From education theories
- From the institutions (founders & pioneers)
- From the faith communities
- From emerging needs
Education: beyond classroom instruction...

- **Educare** – to bring up or to raise.

- **Educere** – to lead forth or to draw out.
There is a variety of methodology...

The Learning Pyramid
National Training Laboratories, Bethel, Maine
There is a variety of Learning Styles...

- Learning styles = habitual patterns of acquiring and processing knowledge

- People prefer different learning styles

- Knowing one’s preferred learning styles → appreciation of others’ learning styles
Class curriculum = a slice of life

...connects to the whole of life...

...integrates learning...

...makes learning relevant...

GIVING HANDS, HEART, HEAD AND FEET TO OUR VALUES
Vision of the Institution

What is the vision/motto of your institution?

What is the basis of such a vision/motto?

- Founders / pioneers
- Mission body / church denomination
Visions of Service – from 5 religions

- Hinduism
- Buddhism
- Judaism
- Christianity
- Islam

As Asians, we need to make sense of religious plurality since it is part of our reality.
Hinduism

“You shall serve others because they and you are one.” – Upanishads

“This is the gist of all worship: to be good and to do good to others. He who sees Siva in the poor, in the weak, and in the diseased really worships Siva. If he sees Siva only in the image, his worship is but preliminary. He who has helped one poor man, seeing Siva in him, without thinking of his caste or creed or race or anything, with him Siva is more pleased than He is with the man who sees Him only in temples.” – Swami Vivekananda
Buddhism

Summary of the Buddha’s teachings: the “Four Noble Truths”:

• **All is Dukkha** (suffering)
• Roots of suffering are **ignorance and desire**
• Enlightened state of **nirvana** (extinguishing of desires and passions)
• The **eightfold path** – right understanding & views, right intentions & thoughts, right speech, right actions, right livelihood, right effort, right awareness, right concentration.
Is not this the fast that I choose: to loose the bonds of injustice, to undo the thongs of the yoke, to let the oppressed go free, and to break every yoke?

Is it not to share your bread with the hungry, and bring the homeless poor into your house; when you see the naked, to cover them, and not to hide yourself from your own kin?

- Isaiah 58:6-7
“... for I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me.” — Matthew 25:35-36

“Those who say, ‘I love God’, and hate their brothers or sisters, are liars; for those who do not love a brother or sister whom they have seen, cannot love God whom they have not seen. The commandment we have from him is this: those who love God must love their brothers and sisters* also.” — I John 4:20-21
Islam

“It is not piety, that you turn your faces to the East and to the West. True piety is this:

to believe in God, and the Last Day, the angels, the Book and the Prophets,
to give of one’s substance, however cherished, to kinsmen, and orphans, the needy, the traveller, beggars, and

to ransom the slave, to perform the prayer, to pay the alms.

(The Qur’an 2:177)
Let us not love with words or tongue but with actions and in truth.

1 John 3:18

You must be the change you wish to see in the world. --- Mahatma Gandhi
The Golden Rule

The Golden Rule in 13 religions of the world.

Other interfaith groups count 21 religions as sharing the *ethic of reciprocity*.

Religions hold something in common despite their many differences.
Christianity

- "So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets." [Matthew 7:12, NIV]

- "Do to others as you would have them do to you." [Luke 6:31, NIV]
Confucianism

• “Do not do to others what you do not want them to do to you.”  [Analects 15:23]

• “Tse-kung asked, ‘Is there one word that can serve as a principle of conduct for life?’ Confucius replied, ‘It is the word 'shu' – reciprocity. Do not impose on others what you yourself do not desire.’”  [Doctrine of the Mean 13.3]

• “Try your best to treat others as you would wish to be treated yourself, and you will find that this is the shortest way to benevolence.”  [Mencius VII.A.4]
Hinduism

• This is the sum of duty: do not do to others what would cause pain if done to you.  [Mahabharata 5:1517]
Buddhism

• “...a state that is not pleasing or delightful to me, how could I inflict that upon another?” [Samyutta Nikaya v. 353]

• “Hurt not others in ways that you yourself would find hurtful.” [Udana-Varga 5:18]
"...thou shalt love thy neighbor as thyself."
[Leviticus 19:18]

"What is hateful to you, do not to your fellow man. This is the law: all the rest is commentary."
[Talmud, Shabbat 31a]

"And what you hate, do not do to any one."
[Tobit 4:15 6]
Islam

• "None of you [truly] believes until he wishes for his brother what he wishes for himself."

[Number 13 of Imam “Al-Nawawi's Forty Hadiths”]
Vision of Liberal Education and America’s Promise (LEAP)

Students should prepare for the 21st century by gaining:

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative and Applied Learning

(Carol Schneider, Association of American Colleges and Universities)
A 2010 survey shows that employers want colleges to “place more emphasis” on the following learning outcomes:

- Written and Oral communication (89%)
- Critical Thinking and Analytic Reasoning (87%)
- Ethical Decision Making (75%)
- Science and Technology (70%)
- Global issues (67%)

[Carol Schneider, AACU]
Survey by Randstad Malaysia

- *Randstad Workmonitor Report for Q2 2013*: three-quarters (76%) of young people (aged 25 and below) believe work experience is more important than education when it comes to securing a job.

- Employers look beyond a young person’s qualifications – i.e. experience and how it will help the organisation.

  [Randstad Malaysia - recruitment and HR services provider]

- Need: multiple tasks & talents....
ASEAN University Network

“AUN University Social Responsibility and Sustainability Conceptual Framework”:

(a) Higher Education’s Mission – teaching and learning, and research and academic services;

(b) Campus Life – internal practices for the experiences of students and personnel;

(c) University Governance and Administration – internal and structural management and administration approaches; and

(d) Community Involvement – engagement with the wider community to help improve living standards, tackle local issues and contribute a positive impact in the wider society.
Conclusion...

Service-Learning contributes to transformation of education and lives – of teachers, learners, and communities.

• From transmissive to transformative education
• From teaching in abstract to concrete
• From text to context
• From theory to experience
• From passive to active learning
• From fragmentation to integration of learning
• From competition to cooperation (of institutions and departments)
• From isolation to collaboration with wider society

Service-Learning helps higher education institutions achieve **Whole Person Education**