

(AT SOME POINT) THE SOCIALLY-ENGAGED SCHOLARSHIP IN THE 4 IN 1 POINT FOR ONE PROGRAM ONE COMMUNITY OF MAHASARAKHAM UNIVERSITY

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Abstract

The Socially-engaged Scholarship or the academic work to serve the society of Mahasarakham University in this paper has the specific meaning since it involves the proactive project in the dimension of “Service Learning” namely the One Program One Community Project under the Socially-engaged Scholarship, the One Faculty One Art and Culture Project under the Art and Culture Preservation Project, and the Research for the Local Area and Mahasarakham University Research Project for the Community under the Research. These three projects are three main missions of Mahasarakham University that integrate with an aim of improving the quality of graduate or teaching. However, this paper focuses on details of One Program One Community.

Keywords: Service learning, Socially-engaged scholarship, One program one community

1. INTRODUCTION

One Program One Community is the academic service and study program for the university-community and society, which is the compulsory program provided for all students of Mahasarakham University, Thailand. The program emphasizes on bringing the specialized knowledge to service or develop the community of each program. Moreover, the program also focuses on the participation among parties that are university, community and other related organizations. For the dimension of service, the program is the service learning program which aims at learning between university

and community; furthermore, to integrate the technology and new knowledge of university and the knowledge of the community.

The integration between university and community is likely to be the natural thought system which concentrates at the strength and the sustainability of the community through the participatory learning of that community to make it aware of its potential. Thus, it is not the same old academic service which focuses only on teaching regardless of what the community has or do not teach the community to stand by itself. On the other hand, the community is depending on or waiting for the assistance from an outsider.

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The more important is One Program One Community is the participatory learning process, as well as, participatory workshop. It is not only work just “one times” but also work continuously or “work and study” intermittently. Figure 1 shows the increasing number of projects under the One Program One Community of Mahasarakham University between year 2015-2018. (Student Activities Information and Database, 2018)

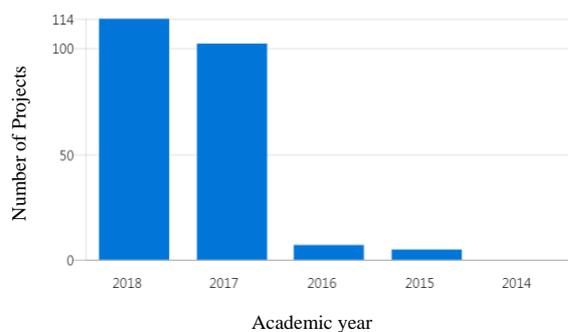


Figure 1: Number of projects operated under One Program One Community program provided by Mahasarakham University, Thailand (Student Activities Information and Database, 2018)

2. THE QUESTION COMBINATION BETWEEN UNIVERSITY AND COMMUNITY

One Program One Community is the academic service base on the question combination between university and community that is the service learning on the basis of community requirement. The question or the issue must come from the community itself in order to hit the nail on the head and relate to the potential or specialize of each program. It should not be that the program services the society by borrowing other’s potential and knowledge. Thus, One Program One Community initiates from the determination to solve the problem of community by its own potential first and

integrates with other knowledge both from the inside and the outside of university to strengthen the power. One more important is to open a space for students to be a part of service learning visibly not to “use them” as before. It means that to assign them to response for registration, document distribution, and etc. From mentioned above, One Program One Community aims to develop together with both in the dimension of university, lecturer and student, and the dimension of community, villager and parties.

3. THE LEARNING REVOLUTION FROM THE INSIDE TO THE OUTSIDE OF THE CLASSROOM

One Program One Community is the academic service that takes on as one of the teaching and studying system in that program by setting up one subject in one program or more to be a part of service learning with community which appear in “TQF” of each project clearly. It reflects that One Program One Community becomes the revolution of learning or studying and teaching from the classroom in university to the classroom in the community. It is the learning by using the profession applies to the real performance with the community in the frame of student-centered learning by community based learning through project-based learning and problem-based learning, moreover, the community and the party will join teaching or passing on knowledge.

This process effects to the stakeholder such as lecture, student, villager, and parties. They play the switch roles among the “teacher”, the “student”, and the “receiver” according to the way of the question or the methodology of the learning design. This ways are to support the awareness that “there

is no place or no one be rid of the knowledge”. It also emphasizes on the framework of learning from the truth of society not to learn from the theory without practicing. We cannot deny that this learning service is another choice to instill consciousness of preserving hometown implicitly. This methodology can use with lecturer, student, and community identically. Furthermore, it is the way to learn as teamwork not individual. All of these are couple on learning that arise the important skills in this twenty century both hard and soft skill.

At least, this learning is the opportunity creation to student to apply the knowledge to the real performance with community. Studying through action will give them the clearance about theory and when they return to the classroom, they can learn more and easy to crystallize to “practical wisdom”. When it is time to evaluate, it will be easy to break through the knowledge of its own hard skills and receive more a result of an excellence spiritually or the soft skills. Since it is the teamwork learning on a real context of society and that is the preparation of the readiness for student to “see through the life and society’s trick” as well.

4. THE LEARNING PROCESS IN ALL DIMENSIONS FROM THE UPSTREAM, MIDSTREAM, TO DOWNSTREAM

To drive the process of One Program One Community, Mahasarakham University together with the academic section of Maha Sarakham Province, Thailand, the Academics Cooperation Center for Local Researcher of Maha Sarakham Province, Thailand, design three phases in order to create the alive and powerful learning circle for parties as followings:

The Upstream: The representative of the program and the central committee had joined developing the issues or problems or relevant questions. They open space to support the knowledge and skills about driving an academic service for the community in the importance point such as using tool to analyze the community, knowledge management of the community, knowledge management, and writing the storytelling.

The Midstream: This process provides the knowledge sharing forum among teachers, students, and people from the community, to make them realize the progress of activity arrangement. Moreover, the midstream approach also drives the staff from the center to support a movement in the area of each program throughout the knowledge management from time to time systematically and continuously.

The Downstream: This process provides the knowledge sharing forum after working to reflect the results of inclusive engagement in the form of forums, exhibitions, VDO clips, storytelling, photographs, program models and community model glorifications, and to upgrade the project to the “research”.

In addition, it consists of a data analysis into “informatics” for the purpose of information dissemination or using it as a forum to communicate to the public area and as a database to extend the content to the websites, facebook, electronics books, VDO clips, other types of social media and etc.

Besides, it also includes the training and seminar to develop the knowledge and skills or to produce the paper for the society, furthermore, to improve the academic work for serving the society continuously. This is the cooperation of dissemination between university and the Knowledge Network Institute of Thailand. Moreover, to develop

the professional progress of an academician who works on the road of socially-engaged scholarship.

5. UPGRADE THE RESEARCH TO THE EXTRACURRICULAR ACTIVITY

From 2012 to the present, the One Program One Community as the socially-engaged scholarship is upgraded to the research for local area in many points under the cooperation with Community and Social Development Division of the Thailand Research Fund (TRF). It means that the project in the local area is driven continuously to create a strong and sustainable community. Furthermore, it helps creative changes to the graduate production system such as the Breeding Fish and Sex Reversal of Nile Tilapia (*Oreochromis niloticus*) Project of the Faculty of Technology, Maha Sarakham Identity Project of the Faculty of Architecture, Urban Design and Creative Arts, Rice Bank Project of Mahasarakham Business School, Termite Mound Soil, Reducing the cost of production and distribution of local vegetables Project of the Faculty of Environment and Resource Studies, and Food and Nutrition in the Community Project of the Faculty of Public Health.

At the same time, the Support Unit also produce the research from socially-engaged scholarship, for instance, the Participatory Learning Management between Student and Community Project of the Division of Student Affairs and Conflict Resolution of Youth in the Community Project of the Research Institute of Northeastern Art and Culture.

In addition to, there are many projects that granted a scholarship from university are upgraded to the Community-Based Research

form, for example, the Indigo and Natural Color Dyeing Project, the Parachute Rice Transplanting Methodology Project, the Chi River Basin Museum Project, the Organic Hang Rice or Brown Rice Production Project, and the Community Learning Resources Management.

Even if, to extend this project into teaching in the General Education, the selective subjects, under the name “One Program One Community” since academic year 2015.

6. UPGRADE TO THE TARGETED SERVICES

From 2015-2016, Mahasarakham University drove the socially-engaged scholarship in another dimension proactively which absolutely different from the general one that is the “Targeted Services”. It relates to the main situation of the local and the community as followings:

- Empowering the Elderly to Self-care Competency in House and Community Project of the Faculty of Nursing,
- The Promotion of Biogas production from Animal Manure, Organic Waste, and the Waste Product in the Community Project of the Faculty of Environment and Resource Studies,
- The 150th anniversary Outstanding products of Maha Sarakham Project of the Faculty of Architecture, Urban Design and Creative Arts,
- The Buffalo’s Ordination Ritual Project of The Research Institute of Northeastern Art and Culture.

However, this upgrade included promoting and supporting the model faculty to conduct at least one research to study the system and mechanism of driving

the socially-engaged scholarship in the faculty level. The faculty itself can choose a point of studying independently both related to the guideline within the faculty, the proactive issue, the personnel project or even to reconsider the set of knowledge about the socially-engaged scholarship and so on.

7. THE FIVE MECHANISMS OF DRIVING

Nowadays, the socially-engaged scholarship under the name of One Program One Community has driven with five important systems and mechanisms as followings:

1. Screening Mechanism: This process focused on knowledge sharing or knowledge management between the committee and the project owner of each program. The crucial qualification of a committee consists of having knowledge and experience about community-based research, quality assurance, knowledge management, and participatory learning process management.

2. Following and Supporting Mechanism: This process provides the working groups or the mentors to follow up, support, and empower the collaborative activity of each program for both the community and university areas. The working groups include three classes namely Science and Technology Class, Health Science Class, and Humanities and Social Sciences Class.

3. Knowledge Management Mechanism: This process has the collaborative knowledge management fitfully from the upstream, midstream, to downstream. This process also provided some meeting to screen and develop question, program and faculty knowledge sharing, lesson learned visualization among

stakeholders, to hold a meeting for conclusion the overall operation as the learning exhibition through midstream and downstream, as well as, throughout a compliment of model program base on collaborative success story sharing.

4. Powerful Communication Mechanism: This process created the system and mechanism of distribution a service learning process to the public variously and in many forms such as database (the database management system), video, poster, exhibition, book, handbook, storytelling, photo, website, newsletter, and e-book.

5. Project and Budget Management Mechanism: This process created the participation among faculties. Each faculty contributed the budget to the university budget at a ratio 80:20. Furthermore, to encourage the related party with the community to manage a project and budget along with creating the system and mechanism in the program level to bring about the teamwork in the level of teacher with teacher, student with student, and teacher with student.

8. CONCLUSION (AT SOME POINT)

One Program One Community Project was announced to perform in A.D. 2012, before that, it is the socially-engaged scholarship in the same old form that follows the interest of a lecturer or an academician, as well as, it does not involve with any programs directly. Student has a fat chance to participate in and it does not relate to the community requirement. In 2011, it was driven under the name of One Faculty One Community Project, moreover, in 2012, not only drove One Program One Community Project but also went side by side with the One Program One Community with the

extracurricular activity of the Division of Student Affairs, the Student Organization, that is One Club One Community Project which was the extended program from “MSU, Helping and Caring the Community” of the Division of Student Affairs. This project was performed in the 2002 before becoming famous in 2010 and it was called unofficially among students as “One Faculty One Village”.

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