運用群眾募資於社區工作課程以實踐 USR 與 SDGs-11

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中文摘要

　　對於資源缺乏的社區，如能運用專案式合作學習，讓學生於修習社區工作課程時，即學會如何設計及運用群眾募資專案，協助社區籌募經費以推動對弱勢族群的服務工作，以及提升社區居民的生活品質。不只可以達到學用合一的目標，同時也可以實踐 USR 與 SDGs-11。本研究運用 Rubric 評分指標使用統一的評分標準，來評量學生的群眾募資專案，讓學生了解學習的目標和自己的學習情形，並用教學回饋問卷蒐集學生的意見，以評估運用專案式合作學習與群眾募資於社區工作課程之學習與教學成果。本研究所建構的教學模式為：首先講授社區工作理論與技術，接著學生以專案式合作學習方式，實地參訪社區、訪談社區意見領袖、盤點社區資源、進行社區需求評估、撰寫服務社區弱勢族群的群眾募資專案、於反思與修正後公開發表專案、到群眾募資平台發起專案與執行之。學生們認同且滿意於本研究所建構之教學模式，且認知到這有助於實習與實務工作。因此，建議全面性地推動應用專案式合作學習與群眾募資的社區工作課程，以利學生能有效地將社區工作專業知能和技巧與實務結合，進而達到學用合一及實踐 USR 與 SDGs-11 的目標。

關鍵詞：社區工作課程、專案式合作學習、群眾募資、大學社會責任、永續發展目標 11

A Study to Fulfil USR and SDGs-11 through Applying Crowdfunding to Community Social Work Course

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Abstract

Particularly in resource-limited communities, if project based collaborative learning can be integrated in community social work course, students can learn how to plan crowdfunding to collect funding for project to promote service for disadvantaged group and improve quality of life for community residents. It can reach the goal of integration of knowledge and action as well as fulfill University Social Responsibility and Sustainable Development Goal 11. This study employed Rubric with consistent standards to evaluate students' crowdfunding projects, to assist them to understand learning objectives and their progress. Additionally, student feedback was collected through teaching evaluation questionnaires to assess the learning and teaching outcomes of applying project-based collaborative learning and crowdfunding in community work course. The teaching model developed in this study involves several key steps. Firstly, theories and techniques of community work are introduced in lectures. Secondly, students engage in project based collaborative learning, which includes field visits to communities, interviews with community opinion leaders, resource mapping, community needs assessments, drafting crowdfunding proposals for services targeting disadvantaged groups, and presenting their projects after reflection and revision. Thirdly, students launch their projects on crowdfunding platforms, and execute the project in the community as funds are released. Lastly, the implementation outcomes are documented in videos and shared on social media platforms. The results showed that the students expressed high levels of recognition and satisfaction with this crowdfunding teaching model, acknowledging its relevance to internships and clinical work. It is recommended that this approach be widely implemented in community work course to assist students effectively to integrate knowledge and action and to fulfill USR and SDGs-11.

Keywords: Community Social Work Course, Crowdfunding, Project Based Collaborative Learning, University Social Responsibility, Sustainable Development Goal 11

1. Introduction

Students participated in community work course acquire the professional knowledge and skills necessary for community in the classroom. However, they often lack opportunities to apply this knowledge in real-world settings to assess its practicality, leading to a gap between learning and practice. This issue is particularly pronounced in resource-limited communities, which face both manpower and funding shortages. Integrating project based collaborative learning (PBCL) into community work course can teach students how to design and implement crowdfunding projects while participated. These crowdfunding projects could assist communities in raising funds to support services for disadvantaged groups and improve the quality of life for residents. This approach not only bridges the gap between theory and practice but also contributes to achieving University Social Responsibility (USR) and Sustainable Development Goal 11 (SDGs-11).

There are 7,025 Community Development Associations in Taiwan (Department of Social Assistance and Social Work, 2024), which are legally established as non-profit social organizations. Their purpose is to promote community development, enhance residents' welfare, and foster a modern society characterized by harmony, solidarity, and mutual assistance (Ministry of the Interior, 1991). However, unlike other non-profit organizations, these associations have unique missions and objectives, which make it difficult for them to secure external funding for community projects. Most associations rely on government subsidies, donations from local temples, large enterprises, or individuals, and pollution compensation funds. Additionally, the lack of professional social workers limits their ability to draft effective fundraising proposals, resulting in insufficient funds to autonomously support services for disadvantaged groups within the community. At present, the main source of funding for community development associations is government subsidies. Under the government's Long-Term Care 2.0 policy, these subsidies are primarily allocated for elderly services, leaving limited resources to address other community needs. Without adequate funding or professional social work staff to prepare fundraising proposals, these associations struggle to expand their services for disadvantaged groups.

Crowdfunding involves raising financial resources through online platforms to support a fundraiser's pre-defined goals or micro-ventures, without requiring the fundraiser to provide initial capital (Lin, 2014). Contributors are motivated not only by potential rewards but also by the desire to help others, become part of a community, and support an ideology (Gerber & Hui, 2013). For non-profit organizations, 'ideology'

serves as a focal point for advocacy marketing, inspiring public engagement in social or public affairs projects without expectation of return. The donation-based model of crowdfunding is particularly beneficial for non-profits to secure operational funds. Except for fundraising, crowdfunding fosters interactions between organizations and the public, which can motivate long-term participation (Chen & Chen, 2016). Crowdfunding projects addressing public affairs, such as children's education and care for disadvantaged groups, have shown higher success rates (Red Turtle, 2021). Therefore, with the proper utilization of crowdfunding, it is possible to raise funds for financially constrained communities to support services for disadvantaged groups.

Project Based Learning (PBL) is a kind of student-centered teaching approach, where students collaborate on solving real problems or challenges. PBL engages students in investigating real-world, meaningful problems. It allows them to hypothesize, explain, discuss, and challenge ideas while exploring innovative solutions (Krajcik & Shin, 2014). Integrating PBL into community work courses is essential because it encourages students to explore community 's public affairs or social issues, analyze information, and design practical solutions collaboratively. Throughout the process, teachers play a facilitative role, guiding students to develop self-directed learning and collaborative skills. Through peer and teacher-student interactions, students construct new knowledge and skills relevant to community work.

University students and faculty should not limit themselves to theoretical discussions of community work. They must fulfill their social responsibility by transforming their professional knowledge and skills into practical solutions that support community development. Integrating project-based collaborative learning into community work course could enable students to acquire crowdfunding design and implementation skills. This empowers them to assist resource-limited communities near their universities in raising funds to support services for disadvantaged groups. This approach integrates theoretical knowledge with practical application while achieving the goals of USR and SDGs-11. Despite the potential benefits, crowdfunding has not yet been incorporated into undergraduate community work course in Taiwan to assist nearby communities in addressing funding shortages for services targeting disadvantaged groups. Furthermore, the effectiveness of such an approach has not been systematically evaluated. Therefore, this study aimed to:

1.1 To understand and assess students' abilities in community resource mapping, community needs assessment, and problem-solving.

1.2 To evaluate the outcomes and quality of integrating crowdfunding into community work course through project-based collaborative learning.

1.3 To develop a teaching model for community work course that effectively addresses community challenges while fulfilling USR and SDGs-11, and to assist teachers in teaching community work course more effectively.

2. Literature Review

2.1 USR and SDGs-11

University Social Responsibility (USR) refers to the obligation of universities not only to coexist with their surrounding communities but also to actively engage in community affairs and assist in solving community problems (Vasilescu et al., 2010). Thus, practicing social responsibility in higher education differs from traditional classroom-based teaching and learning. It requires both faculty and students to step out of the campus, interact with community residents, and thereby collaboratively construct new knowledge and skills (Huang, 2018). USR represents a university's commitment to contributing to local communities and society, beyond its core functions of teaching, research, and service (Yang, 2019). A key aspect of USR is fostering a connection between talent development and local engagement, positioning universities as accountable actors in their surrounding communities. Utilizing nearby communities as settings for exploring public affairs and social issues can enhance students' sense of place and belonging (Chou, 2019). Moreover, when faculty and students practice USR through course planning and learning, students are likely to gain a heightened sense of professional responsibility, civic awareness, service-oriented ideals, critical thinking, and creativity (Gomez, 2014). Through thoughtfully designed university courses, the integration of USR into community service not only allows students to apply their academic knowledge and skills but also helps connect resources to support disadvantaged groups in local communities. This approach ultimately enhances the quality of life for community residents and embodies the university's commitment to local care and social responsibility.

Sustainable Development Goal 11 (SDGs-11) aims to build inclusive, safe, resilient, and sustainable cities and communities. Educators teaching community work course must help students understand the basic physiological, social, and psychological needs of community residents and how to meet those needs. Students should develop a social awareness of their responsibility to the community and learn to utilize and

connect various community resources to build a sustainable vision. Moreover, students must be able to design and evaluate sustainable programs that meet community needs and implement these sustainable community action plans. By employing project-based collaborative learning as a foundation, integrating crowdfunding into community work course represents an effective strategy for addressing resource shortages in communities. This approach empowers students to assist nearby communities in overcoming challenges related to manpower and funding for services targeting disadvantaged groups. This approach not only fulfills SDGs-11but also aligns with the broader mission of USR.

2.2 Crowdfunding

Crowdfunding projects allow sponsors to fulfill their philanthropic aspirations by combining personal dreams with charitable causes (Chen & Chen, 2016). Crowdfunding can be categorized into several types: financial reward-based models such as peer-to-peer lending, equity crowdfunding, debt-securities crowdfunding, rewards-based crowdfunding, profit-sharing/revenue-sharing, and hybrid models; and non-financial reward-based models, such as donation-based crowdfunding (European Commission, 2021). This study focuses on donation-based crowdfunding, where individuals contribute small amounts without expecting any financial return to support specific charitable or public-interest projects and achieve predetermined fundraising goals (European Commission, 2021).

The advantages of crowdfunding include starting a business without personal capital while maintaining operational independence, forecasting production to minimize investment risks, aiding marketing, and increasing visibility (Lin, 2014). However, it has potential drawbacks, such as the lack of a guarantee mechanism and the inability to protect intellectual property effectively (Lin, 2014). Sponsors on crowdfunding platforms face three main risks: creator incompetence, fraud, and project risk (Agrawal, Catalini, & Goldfarb, 2014). These factors often lead to market failures, resulting in adverse selection, moral hazard, and free-riding (Agrawal, Catalini, & Goldfarb, 2014). Therefore, both fundraisers and sponsors experience specific motivations and barriers when participating in crowdfunding (Gerber & Hui, 2013). To address information asymmetry and mitigate market failures, it is essential to disclose reputational information, establish rules and regulations, conduct crowd due diligence, and implement provision-point mechanisms where funds are only released if fundraising goals are met (Agrawal, Catalini, & Goldfarb, 2014).

Several factors contribute to the success of crowdfunding projects. Nonprofit projects, particularly those addressing socio-cultural issues, tend to be more successful (Chen & Lin, 2016). Nevertheless, key success factors for crowdfunding include appropriate fundraising goals, well-produced project introduction videos, regular progress updates, high levels of interaction between fundraisers and sponsors, and transparency to reduce information asymmetry, fostering trust in the proper and rational use of raised funds (Chen & Lin, 2016). Factors like user participation, higher reward amounts, and project popularity also contribute to crowdfunding success (Chu & Lin, 2016). Additionally, the fundraiser's social network, the ability to expand that network, the crowdfunding platform, and the number of potential sponsors accessible via crowdfunding platforms and social media are significant success factors (Chen & Chen, 2016). Past fundraising performance and prior successes on other platforms also positively influence crowdfunding success (Yeh, 2019). According to Red Turtle (2021), successful crowdfunding projects require clearly defined goals and logical, well-structured narratives; precise and reasonable financial plans; impactful headlines; thematic and storytelling-focused imagery; practical execution methods; measurable outcomes; promotional videos highlighting issues; and handwritten thank-you notes with photos of beneficiaries are also essential.

Integrating community work courses with community engagement and applying the key success factors of crowdfunding enables students to design projects addressing resource shortages for supporting disadvantaged groups. This approach allows students to apply community work theories and techniques to real-world issues, helping communities resolve practical social problems, enhancing more livable environments, and fulfilling both USR and SDGs-11.

2.3 Project Based Learning

Project Based Learning (PBL) is an instructional method where students learn through practice and the application of ideas. Through PBL, students actively construct knowledge by engaging in activities that simulate real-world experiences, aiming to solve problems or develop products (Krajcik & Shin, 2014). PBL is grounded in four major principles of learning science: active construction, situated learning, social interaction, and cognitive tools (Krajcik & Shin, 2014). Active construction involves students constructing and reconstructing knowledge through the integration of prior and new experiences; situated learning allows students to experience phenomena by engaging in scientific practices, such as designing investigations, constructing explanations, modeling, and presenting ideas; social interaction deepens understanding

as students share, debate, and use ideas collaboratively, creating a learning community; cognitive tools, such as charts and various forms of computer software, enhance and extend what students can learn by supporting them in completing complex tasks (Krajcik & Shin, 2014).

PBL aims to develop critical knowledge, understanding, and success skills. Through PBL, students learn to apply their knowledge in real-world contexts, address complex problems, create high-quality products, and develop critical thinking, problem-solving, collaboration, and project management skills (Larmer, Mergendoller, & Boss, 2015). Krajcik and Shin (2014) identify five key characteristics of PBL environments: (1) projects begin with a core question or problem that needs solving; (2) students explore the core problem through processes that reflect professional practices within the discipline, learning and applying critical concepts along the way; (3) students, teachers, and community members collaborate to find solutions, reflecting the complex social contexts of professional problem-solving; (4) learning technologies enable students to engage in activities beyond their individual capabilities; and (5) students create tangible products that address the core problem, representing the learning outcomes of the entire class and serving as shared, publicly accessible artifacts.

Seven practical strategies for implementing PBL in courses include: (1) Design & Plan—teachers develop or adapt projects based on the teaching context and student needs, planning project initiation and conclusion while allowing room for student input and choice; (2) Align to Standards—teachers ensure that projects should encompass critical disciplinary knowledge and align with curriculum standards; (3) Build the Culture—teachers foster independence, inquiry, teamwork, and a commitment to quality among students; (4) Manage Activities—teachers and students collaboratively organize tasks, set timelines, identify resources, create products, and publicly present outcomes; (5) Scaffold Student Learning—teachers use diverse tools, resources, and strategies to support students in achieving project goals; (6) Assess Student Learning— teachers employ formative and summative assessments to evaluate students' knowledge, understanding, and skills, including self- and peer-assessments for both team and individual contributions; (7) Engage & Coach—teachers actively engage students in their learning, working with them to identify needs for skill development, reorientation, motivation, and celebration (Larmer, Mergendoller, & Boss, 2015).

PBCL encourages students to address real-world challenges through collaborative learning and project completion. When PBCL is used as a foundation to integrate crowdfunding into community work course, students are not only supported in

designing feasible projects to address community challenges, such as resource and manpower shortages, but also contribute to achieving USR and SDGs-11. Through teacher-student interaction, new knowledge and skills relevant to community work are constructed.

3. Instructional Design and Research Methods

3.1 Instructional Design and Planning

This community social work course is divided into three main modules: (1) lectures on community work theories and techniques; (2) project based collaborative learning, where students conduct fieldwork to assess community resources and needs; and (3) the development of a crowdfunding project aimed at serving disadvantaged groups within the community. To achieve the integration of theoretical knowledge and practical application while fulfilling USR and SDGs-11, the community social work course combines crowdfunding with project based collaborative learning. This approach enables students to conduct field visits and interview community leaders, learning to map community resources and assess community needs. Based on their fieldwork findings, students draft reports that include:(1) Community Demographics: Information on gender, occupation, education level, age, ethnicity, and disadvantaged groups;(2) Community Resources: Details about schools, medical institutions, public facilities, welfare organizations, religious venues, and non-governmental organizations;(3) Key Influential Figures: Identifications of local leaders, including village chiefs, religious leaders, NGO heads, and elders within kinship groups;(4) Geographical Context: Descriptions of geographic location, surrounding environment, and ecological conditions;(5) Historical Background: Insights into the origins of place names, community history, and significant historical events;(6) Community Needs: Identification and prioritization of local requirements;(7) Community SWOT Analysis: Strengths, weaknesses, opportunities, and threats specific to the community.

The completeness of the student reports is evaluated to assess their understanding of the actual community conditions and the results of their resource mapping and needs assessments. These evaluations serve as a reference for designing crowdfunding projects.

A rubric is used to evaluate the key criteria of crowdfunding project, such as the focus of the crowdfunding theme, fundraising amount, promotional video, and reward item. After reflections and revisions, students publicly present their crowdfunding

projects and launch them on crowdfunding platforms dedicated to public affairs and social issues. Upon reaching the fundraising goals, students organize the detailed implementation of the projects, with the assistance of Community Development Associations for promotional activities. As funds are released according to the platform's payment schedule, students execute the project in the community. The implementation outcomes are documented in videos and shared on social media platforms. The course plan and teaching schedule are outlined in Table 1.

3.2 Participants

Due to limitations in time, manpower, and financial resources, the research participants are undergraduate students in the Department of Social Work who have taken the community work course that integrates crowdfunding into PBCL. Data were collected from 53 students who successfully completed crowdfunding projects and had not yet undertaken internships. Their academic performance, feedback questionnaires, and one comprehensive field evaluation report were analyzed.

3.3 Research Methods

This study employed field research and questionnaire survey methods to evaluate the implementation outcomes of integrating crowdfunding with PBCL in the undergraduate community work course in the Department of Social Work. The field research method, which centers on the researcher as an observer, was used to collect data (Jian & Tzou, 2016). Accordingly, a field evaluation was conducted to assess students who participated in this teaching approach, and aimed to thoroughly understand its application and evaluate its overall effectiveness. Based on these findings, recommendations were proposed to bridge the gap between implementation outcomes and instructional objectives.

In order to ensure students could understand both the learning goals and their own performance, the study employed a rubric with standardized scoring criteria (Table 1) to evaluate their crowdfunding project proposals. A questionnaire survey was also used to examine the effects of integrating PBCL and crowdfunding into the course on the reaction, learning, and behavior levels of the New World Kirkpatrick Model (Kirkpatrick & Kirkpatrick, 2016). The New World Kirkpatrick Model, widely used to evaluate educational training outcomes, includes 12 indicators across the reaction, learning, and behavior levels. The validity and reliability of these indicators were confirmed by Tsai & Lin (2020). The study used these indicators to assess the

instructional outcomes of integrating PBCL and crowdfunding into the community work course. A feedback questionnaire, using a ten-point Likert scale (Table 2), was distributed to collect quantitative data from students. This allowed for the objective evaluation of the course outcomes within limited resources and time constraints.

Table 1 Crowdfunding Project Evaluation Rubric

Evaluation Standard	1	2	3	4
Focus of the Crowdfunding Theme	No description of project execution method and its outcome	Impractical execution method and unclear outcome	Feasible execution method and moderately clear outcome	Specific and feasible execution method with clear outcome
Fundraising Amount	Unclear, incomplete, and unreasonable	Clear but incomplete and unreasonable	Clear and detailed but unreasonable	Clear, detailed, and reasonable
Reward Item	No reward	Standard thank-you card or bookmark	Handwritten thank-you card	Handwritten thank-you card with a photo of the beneficiary
Promotional Video	None	Not self-produced and fails to convey the issue	Self-produced but inadequately conveys the issue	Self-produced and effectively conveys the issue

Table 2 Student Feedback Questionnaire on Community Work Course Participation

Level	Item
Reaction	1. I participated in the project exercises in this course.
	2. The course content is related to the internship.
	3. I am satisfied with the teaching methods used in this course.
Learning	4. I gained professional knowledge and skills from this course.
	5. I can immediately apply the knowledge and skills learned from this course.
	6. I believe the knowledge and skills learned from this course are beneficial for my internship.
	7. I am confident in applying the knowledge and skills learned from this course to my internship.
	8. I will apply the knowledge and skills learned from this course to my internship.
Behavior	9. During the internship, I will apply the knowledge and skills learned from this course whenever needed.
	10. Applying the knowledge and skills from this course can enhance my internship capability.
	11. Applying the knowledge and skills from this course can improve my internship effectiveness.
	12. Applying the knowledge and skills from this course can increase my internship achievement.

3.4 Data Analysis

The data collected were analyzed using frequency distribution, percentage, mean, standard deviation, and rank mean to describe the distribution of variables. The Wilcoxon matched-pairs signed-ranks test (also known as the Wilcoxon test) was used to evaluate whether there were significant differences in four key aspects—focus of the crowdfunding theme, fundraising amount, reward item, and promotional video—before and after the completion of crowdfunding projects. Additionally, the reaction, learning, and behavior levels were analyzed for significant changes. The study employed Pearson product-moment correlation to examine the relationships among the reaction, learning, and behavior levels. The alignment between the field evaluation data and the study's objectives was also analyzed to assess the effectiveness of using PBCL and crowdfunding in the community work course.

4. Results and Discussion

4.1 Analysis of Student Learning Outcomes

4.1.1 Significant Improvement in Crowdfunding Proposal Drafting Ability

As shown in Table 3, there were 53 valid participants. The pre-test mean score for the focus of the crowdfunding theme among the 53 students was 2.09 (SD = 0.405), while the post-test mean score was 3.17 (SD = 0.379). The Wilcoxon test results indicated that none of the 53 participants scored higher on the pre-test than on the post-test for the focus of the crowdfunding theme. Conversely, 48 participants scored higher on the post-test than on the pre-test. After ranking the differences in test scores, the mean rank of these 48 participants was 24.5. The Z-value for the difference in mean ranks was -6.471, $p<0.001$, reaching a significant level. This indicates that the post-test scores for the focus of the crowdfunding theme were significantly higher than the pre-test scores.

The pre-test mean score for fundraising amount was 2.21 (SD = 0.409), and the post-test mean score was 3.13 (SD = 0.342). The Wilcoxon test revealed no participants scored higher on the pre-test compared to the post-test, while 45 participants scored higher on the post-test. The ranked score differences for these 45 participants resulted in a mean rank of 23. The Z-value was -6.462, with $p<0.001$, showing a significant improvement in the fundraising amount in the post-test.

Table 3 Wilcoxon Test Results for Crowdfunding Projects

Evaluation Item	N	Pre-Test Mean (SD)	Post-Test Mean (SD)	Rank Mean (Pre-Post)	Z	p-value
Focus of the Crowdfunding Theme	53	2.09(0.405)	3.17(0.379)	24.5	-6.471	0.000
Fundraising Amount	53	2.21(0.409)	3.13(0.342)	23	-6.462	0.000
Reward Items	53	2.08(0.267)	3.49(0.505)	27	-6.554	0.000
Promotional Video	53	2.49(0.505)	3.72(0.455)	24	-6.190	0.000

The pre-test mean score for reward item was 2.08 (SD = 0.267), while the post-test mean score was 3.49 (SD = 0.505). The Wilcoxon test results showed no participants scored higher on the pre-test than on the post-test. All 53 participants scored higher on the post-test than on the pre-test. After ranking the differences in test scores, the mean rank of these 53 participants was 27. The Z-value for the difference in mean ranks was -6.554, $p<0.001$, reaching a significant level. This demonstrates that the post-test scores for reward item were significantly higher than the pre-test scores.

The pre-test mean score for promotional video was 2.49 (SD = 0.505), while the post-test mean score was 3.72 (SD = 0.455). No participants scored higher on the pre-test than on the post-test. Forty-seven participants scored higher on the post-test, with a mean rank difference of 24. The Z-value was -6.19, $p<0.001$, indicating a significant improvement in promotional video.

4.1.2 Achievement in Completing Crowdfunding Projects through PBCL

Students expressed a strong sense of accomplishment from being unfamiliar with community work and crowdfunding projects to successfully completing a crowdfunding project that met both communities need and platform standards. Through collaborative learning, students analyzed and understood community resources and needs, drafted compelling crowdfunding proposals, refined their plans based on feedback from peers and instructors, and ultimately created impactful projects.

Before taking this course, I did not understand why it was a required subject, nor was I aware that social worker exists within communities. Through preparing reports on community projects, I began to pay attention to community development and organization, which gradually heightened my sensitivity to community issues. I started

to see myself as connected to the broader community rather than existing as an isolated individual in society (S1).

I gained a better understanding of the processes and meaning of community work (S2).

I learned about the roles of community workers and the competencies and qualifications required for this work (S3).

I acquired various skills necessary for implementing community projects, such as designing initiatives, connecting resources, planning activities, and crowdfunding (S4).

I became more familiar with how communities operate, their available resources, and how to translate a crowdfunding project idea into real community activities (S5).

I learned how to identify the strengths and weaknesses of the community and discussing the feasibility of proposed solutions with peers and instructors, ultimately planning a crowdfunding project (S6).

I learned how to introduce a community, including its features, strengths, weaknesses, opportunities, and threats (S7).

I identified community issues and conducted SWOT analysis (S8).

Transitioning from knowing nothing to completing a crowdfunding project gave me a tremendous sense of achievement (S9).

I gained experience in layout design and explanatory skills during my first attempt at writing a crowdfunding project (S10).

I learned how to collect data, write proposals, and budget for crowdfunding projects (S11).

I analyzed and considered how to design crowdfunding projects that would attract support from sponsors (S12).

I understood the operations of crowdfunding platforms (S13).

I learned to carefully assess the feasibility of plans and gained inspiration from my

peers' projects, realizing that community projects can take on a variety of approaches (S14).

I realized that overly idealistic ideas can lead to excessively high costs, prompting me to consider alternative solutions—for instance, borrowing tables from a nearby school instead of purchasing them for an event (S15).

I learned the basics of crowdfunding and the key elements of community work (S16).

I now understand how to organize and execute a crowdfunding project (S17).

I learned how to create presentation videos (S18).

I gained skills in compiling information provided by team members into coherent presentations (S19).

When presenting, I realized the importance of using "we" to describe the crowdfunding project, which fostered a sense of identity and connection with the community (S20).

I learned to pay attention to details when planning activity schedules, embracing challenges and striving for excellence (S21).

I learned how to collaborate in a team and think about issues from multiple perspectives (S22).

I understood the importance of group discussions and teamwork (S23).

4.1.3 Self-Assurance Through Project Success and Implementation

The success of the crowdfunding efforts and the completion of the project brought positive recognition from participants. This not only increased students' interest in the course but also motivated them to design and implement community work projects through PBCL. The experience also strengthened their commitment to community work and fostered a professional attitude toward the field.

Through this summer camp, I gained practical skills such as icebreaker games, activity design, resource allocation, and survey methods. This project, funded through crowdfunding, provided a valuable opportunity to refine my social work skills.

Applying theoretical knowledge from class to real activities was incredibly rewarding. However, there were areas for improvement, and I aim to do even better in future events. One highlight was observing the creativity of children during a seemingly ordinary foot-soaking activity, which they found surprisingly delightful. Their ability to think outside the box inspired me to do the same. I hope these children grow to be the most compassionate, just, and brave forces in society (S24).

This was our first attempt at organizing a community group activity, and I saw the hard work of my classmates throughout the process, from initial planning and fundraising to final execution. It was filled with challenges, but I gained invaluable experience and a sense of achievement, particularly from the gratitude and feedback from parents and children. Although my contribution was modest, it was a joy to share the success with everyone, deepening my passion for my future career in social work (S25).

The activity was built from scratch entirely by our team. Despite encountering numerous obstacles, we overcame them through collective brainstorming and by seeking alternative solutions, which was a key lesson for me. This was the first time the community organized an event exclusively for children. Although attendance was modest, it allowed us to focus more on each child's feelings and needs. The overwhelmingly positive feedback, including children asking their parents if there would be similar activities during winter break, was the best encouragement. As the team leader and a first-time organizer, I dedicated considerable time and effort to this activity. Seeing it conclude successfully was deeply gratifying. I am grateful to my team, volunteers, and the support of the community development association's leadership, who helped us better utilize community resources. Special thanks go to our instructor for providing guidance and feedback, as well as to the children for their cooperation, which made this summer camp complete. While there were areas for improvement, I will reflect on them to ensure the next event is even better (S26).

Hosting a summer camp for the first time involved considering multiple dimensions and making numerous revisions during the planning process. Despite the limited number of participants, the experience taught us a great deal. Our team's strong sense of collaboration and mutual support ensured everything proceeded smoothly. Personally, I love working with children, and the interactions were a source of great joy, making this a truly unforgettable experience. One particularly mischievous child initially refused to participate, but with patient encouragement, they eventually joined in. This taught us how to calmly resolve unexpected situations, making it an invaluable learning experience. I look forward to the next summer camp and am eager to

participate again (S27).

From brainstorming to planning, fundraising, and executing this activity, every step required considerable time and effort. Although it was my first time organizing an event from start to finish, seeing the children's positive feedback made it all worthwhile. Despite the numerous logistical and fundraising challenges during the preparation phase, looking back, it was a special experience (S28).

This was my first time organizing a camp with classmates. Everyone invested a great deal of time and effort, frequently working late into the night to revise plans and discuss details. The seriousness and dedication of the team left a deep impression on me. As it was our first time, there were inevitable nerves and worries before the event started. However, the positive feedback and encouragement from parents during the activity were incredibly moving and gratifying, making all the hard work worthwhile. Although some issues arose, such as challenges during games, the children's enthusiasm and enjoyment gave me a great sense of accomplishment. There is much room for improvement, and I am confident we can do even better next time. I am grateful to our instructor for giving us the courage to take this first step, to the parents for trusting us with their children, and to our sponsors for providing the funding that made this summer camp possible (S29).

This was my first time participating in an event organized by classmates. Although I was not a team leader, I felt deeply involved and gained valuable experience in observing and interacting with children. Their active and joyful participation was inspiring, and I am grateful for the opportunity to learn and grow through this activity (S30).

From this activity, I learned how to lead, coordinate, and guide participants while designing and executing programs. Seeing the participants' happy smiles during the activities was incredibly rewarding (S31).

4.1.4 Positive Feedback on the Effectiveness of PBCL

The integration of PBCL and crowdfunding into the community work course received positive feedback from students. The hands-on approach of the course design significantly enhanced their motivation to learn and provided them with practical knowledge and skills applicable to future professional work.

The instructor allowed us to execute a crowdfunding project, which greatly improved my skills in community work. I am very grateful for this opportunity (S32).

Initially, our project took the wrong direction. Following the instructor's advice, we revisited the community with a more thoughtful and observant approach, conducting interviews with community elders (S33).

With the instructor's guidance, we progressed step by step toward completing a comprehensive crowdfunding project. The process was not overly difficult and felt quite manageable (S34).

Throughout the process, whenever challenges arose, the instructor provided consistent reminders and patiently accompanied us, teaching us how to resolve problems until we successfully completed the project (S35).

We appreciate the instructor's suggestions for improving our crowdfunding project, which greatly contributed to refining and perfecting it (S36).

The instructor's dedication made this course particularly enjoyable (S37).

The results of this study demonstrated that the post-test scores of the 53 students who participated in the crowdfunding project were significantly higher than their pre-test scores across all four aspects: focus of crowdfunding theme, fundraising amount, reward item, and promotional video. Students expressed a strong sense of achievement in completing crowdfunding projects through PBCL. They felt confident by their success in both crowdfunding and project implementation, affirming that the course effectively enhanced their learning outcomes. Furthermore, the crowdfunding projects successfully fostered a sense of identification and participation among sponsors, contributing to the fundraising success of nonprofit organizations (Chen & Chen, 2016).

4.2 Analysis of Teaching Outcomes

As shown in Table 4, 53 valid participants were included in the analysis. The reaction level had a pre-test mean score of 8.13 (SD = 0.276) and a post-test mean score of 9.3 (SD = 0.635). The Wilcoxon test revealed that none of the 53 participants scored higher on the pre-test than on the post-test. Conversely, 52 participants scored higher on the post-test. After ranking the score differences, the mean rank for these 52 participants was 26.5. The Z-value for the difference in mean ranks was -6.288,

p<0.001, reaching a significant level. This indicated that the reaction level scores after participating in the course were significantly higher than those before participating.

Table 4 Wilcoxon Test Results for the New Kirkpatrick Model

Level	N	Pre-Test Mean (SD)	Post-Test Mean (SD)	Rank Mean (Pre-Post)	Z	p-value
Reaction	53	8.13(0.276)	9.30(0.635)	26.5	-6.288	0.000
Learning	53	7.97(0.401)	9.13(0.787)	24	-5.987	0.000
Behavior	53	7.94(0.582)	9.17(0.789)	26	-6.234	0.000

For the learning level, the pre-test mean score was 7.97 (SD = 0.401), and the post-test mean score was 9.13 (SD = 0.787). The Wilcoxon test indicated that no participants scored higher on the pre-test than on the post-test. However, 47 participants scored higher on the post-test. The ranked score differences for these 47 participants resulted in a mean rank of 24. The Z-value was -5.987, with p<0.001, demonstrating a statistically significant increase in learning level scores following participation in the course.

The behavior level had a pre-test mean score of 7.94 (SD = 0.582) and a post-test mean score of 9.17 (SD = 0.789). The Wilcoxon test results showed that none of the participants scored higher on the pre-test than on the post-test. Meanwhile, 51 participants scored higher on the post-test. After ranking the score differences, the mean rank for these 51 participants was 26. The Z-value for the difference in mean ranks was -6.234, p<0.001, reaching a significant level. This showed that the behavior level scores after participating in the course were significantly higher than those before participating.

The results of this study revealed that the post-test scores of the 53 students who participated in a community work course integrating PBCL and crowdfunding were significantly higher than their pre-test scores across the three dimensions of reaction, learning, and behavior levels. These findings were consistent with the studies of Kirkpatrick and Kirkpatrick (2016), who demonstrated that effective learning models can significantly improve feedback scores in these three dimensions.

Table 5 showed the correlation analysis results for the three levels of the New World Kirkpatrick Model. The correlation coefficient between the reaction level and the learning level was 0.838**, indicating a significant positive correlation. This suggested that the more students agreed with items in the reaction level, the more they agreed with items in the learning level. The coefficient of determination r2 was 0.7,

meaning that 70% of the variance in the reaction level can be explained by the learning level, and vice versa. The correlation coefficient between the learning level and the behavior level was 0.794**, also indicating a significant positive correlation. This suggested that students who strongly agreed with learning-level items also strongly agreed with items in the behavior level. The coefficient of determination r2 was 0.63, meaning that 63% of the variance in the learning level could be explained by the behavior level, and vice versa.

Table 5 Correlation Analysis of the New Kirkpatrick Model Levels (N=53)

Level	Reaction Level	Learning Level	Behavior Level
Reaction Level	1	.838**	.767**
Learning Level		1	.794**
Behavior Level			1

Note: ** $p<0.01$

These findings demonstrated that after participating in the community work course integrating PBCL and crowdfunding, the reaction, learning, and behavior levels were significantly and positively correlated. This result was consistent with the findings of Tsai and Lin (2020), Lin (2021), and Lin (2022). Specifically, students who strongly agreed with the goals of the reaction level evaluation items—such as student participation, student satisfaction, and the connection between the course and internships—also strongly agreed with the goals of the learning level evaluation items, including growth in knowledge and skills, changes in attitude, confidence, and commitment. Similarly, these students strongly agreed with the goals of the behavior level evaluation items, including behavioral changes and the necessary motivation to achieve the intended goals.

In summary, students expressed satisfaction with the integration of PBCL (PBCL) and crowdfunding into the community work course. This satisfaction stems from the logical and step-by-step teaching process designed for the course, which effectively enhances students' community work skills. It also encourages reflection on their own shortcomings in knowledge and techniques, enabling them to correct errors and improve their community work competencies.

5. Conclusions and Recommendations

5.1 Conclusions

Community work course instructors can adopt the teaching model developed in this study—based on PBCL and integrating crowdfunding into social work course to

fulfill the goals of USR and SDGs-11. This model empowers communities with limited resources to actively raise funds for services that meet their specific needs. It also enables communities to shift from passively receiving subsidies or donations to proactively leveraging crowdfunding platforms to secure public financial support.

5.1.1 Significant Improvements in Students' Abilities in Community Resource Mapping, Community Needs Assessment, and Problem-Solving.

Students' midterm reports and their crowdfunding proposals showed that after conducting community research, students were able to propose service programs addressing the needs of disadvantaged groups within the community. This process demonstrates that the students have acquired the skills in community resource mapping and needs assessment, students also developed the ability to solve community problems.

5.1.2 Significant Outcomes and Quality of Integrating PBCL and Crowdfunding into Community Work Course

Both quantitative and qualitative data collected through teaching evaluations indicated that integrating PBCL and crowdfunding into community work course showed significant positive teaching outcomes and instructional quality improvements. Quantitative post-test scores from the crowdfunding rubric were significantly higher than pre-test scores. Furthermore, the Wilcoxon test results and correlation analyses of the three levels in the New World Kirkpatrick Model indicated that integrating PBCL and crowdfunding into community work course is not only feasible but also highly effective. Students expressed strong satisfaction with the course and acknowledged its contributions to their preparedness for internships and practical work. This suggests that comprehensive implementation of this teaching model is both feasible and beneficial.

5.1.3 Development of a Teaching Model Combining PBCL and Crowdfunding in Community Work Course

The teaching model involves the following steps:(1)Introduction to Theories and Techniques—theories and techniques of community work are introduced through classroom lectures, providing students with the necessary foundational knowledge; (2)Participation in PBCL—students participate in PBCL activities, which involve: conducting field visits to local communities; interviewing community opinion leaders

to gather insights and perspectives; developing resource maps to analyze the distribution and utilization of community resources; undertaking community needs assessments to identify and evaluate priority issues; drafting crowdfunding proposals aimed at supporting services for disadvantaged groups; providing scoring rubrics and feedback for improvement; reflecting on and revising their work before presenting their project outcomes ;(3)Project Launch and Implementation—students initiate their projects by launching them on crowdfunding platforms; upon receiving the required funds, the projects are executed within the community according to the proposed action plans;(4)Documentation and Dissemination of Outcomes—the outcomes of the projects are documented in the form of videos, which are subsequently shared on social media platforms to enhance visibility and impact.

5.2 Recommendations

The teaching model developed in this study can reduce the gap between academic learning and practical application, equipping social work students with confidence to engage in community work during internships or employment. However, the model should be adjusted and modified based on available teaching resources to maximize its effectiveness.

5.2.1 Adapting the Teaching Model to Specific Course Goals

Based on the characteristics and learning objectives of the community work course designed by individual institution, adjustment or modification can be made to the instructional process, rubric items, scoring standards, and evaluation criteria constructed in this study. These adaptations aim to align with the specific requirements of the respective community work course.

5.2.2 Encouraging Students to Practice Community Work Skills

Although students acquire practical skills through the course, they should be encouraged to practice these skills further. This will help reduce anxiety about engaging in community work and enable them to interact with community residents with greater confidence.

5.2.3 Emphasizing Professional Responsibility and Resource Integration

Students must understand that social workers cannot resolve all community

problems but should strive to use their knowledge effectively, actively connect with appropriate resources, and adhere to the ethical principles of social work to assist residents and improve their quality of life.

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