

## Activating advertisement on Facebook based on volunteer activities conducted by both Korean and Japanese students

Jeongah Woo  
Chonnam National University,  
Korea  
wooramz@hanmail.net

Hyeongjin Guk  
Chonnam National University,  
Korea  
qwertydsa1123@gmail.com

Kuno Junpei  
Nihon Fukushi University,  
Japan  
nw110166@n-fukushi.ac.jp

Tamami Tsuchiya  
Nihon Fukushi University,  
Japan  
nw110299@n-fukushi.ac.jp

Kwonhee cho  
Chonnam National University,  
Korea  
mjsmozza@naver.com

**Abstract :** Considering some of the studies on experiential learning, it would be suggested that for young generation to tackle the global issues such as child welfare, education, and poverty, more attentions should be directed in overseas volunteer works, rather than passively receiving information and studying in the classroom. Sense of achievement and sympathy surely moves young generation to realize how to live.

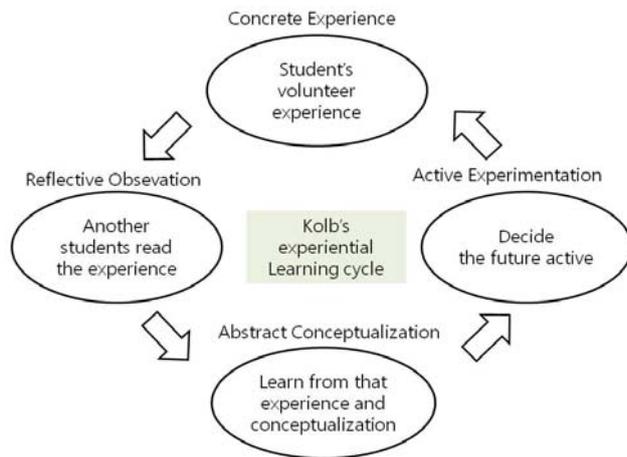
Korean students and Japanese students have been experiencing volunteer works while acquiring the key elements of Media utilization such as Facebook or mailing list as indispensable tools. Despite the fact many groups as forerunners have been finding out key solutions to improve their works there, their results tend to lose accessibility to the followers.

This paper proposes plans for activating advertisement of volunteer program on Facebook referring to Kolb's experiential learning cycle. Someone who tries to find volunteer program can observe those posts and find out something new. Finally, they can find the new direction and future activities and can decide whether they participate in those programs or not.

**Keywords:** *advertise, volunteer program, Facebook, Kolb's experiential learning cycle.*

## Introduction

This paper proposes plans for activating advertisement of volunteer activities on Facebook referring to Kolb's experiential learning cycle. This paper's expected effects are summarized as follows. Firstly, Volunteer activities information can be obtained. Secondly, Communication about volunteer activities between Korea and Japan is activated. Because of the advantages of Facebook that is accessibility and effectiveness, we use the Facebook page. Thirdly, Volunteers get a motivation to do volunteer activities. The more important thing is to do responsible acting more than just to enroll volunteers. They need sociable responsibilities to get motivations based on their potential abilities.



[Figure1] Kolb's "Experiential Learning Cycle"

heterogeneous environment. Due to difference circumstances, how to avoid misunderstanding in communication is crucial to carry out their activities. They need other's concrete experience. In here, other Facebook page users who already have experience on volunteer activity give them many ideas. So who try to find volunteer program can observe those posts and find out something new. Finally, they can find the new direction and future activities and can decide whether they participate in those programs or not.

According to 'Compete.com', Facebook is not just a simple social networking tool, but a tool that enable learners to establish social networks similar to existing human relationships. Thus, it is possible for learners to engage in social interaction that is important in traditional learning environment (Cho Yun kyoung, 2010). Because various Facebook's functions such as "like", "reply" or "share" can provide immediate and real-time responses(Cho Yun kyoung, 2010), using a Facebook has a high accessibility. This study suggests that through the Facebook with volunteering activity information, Newcommers can share their experience on it.

## Method

Korean and Japanese students have tried overseas volunteer activities. Overviewing these activities in Laos or Philippines based on Kolb's learning experience cycle, we found what should be handed on the newcomers.

- 1) Report---after finishing the volunteer work, reports are evaluated according to the Kolb's cycle. Especially tips that surely lie on the future works are selected. What enhanced the communication, what kinds of tools are efficient and what's the key elements on each activities.
- 2) Video reflection--- overviewing activities by video clip, what kinds of cues action are important are clearly articulated.
- 3) Google drive---We used Google drive aiming to discuss how to design project that enhance the quality of the activities with children there.

After finding tips from the view point "abstract conceptualization", we set the Facebook site that newcomers retrieve to challenge their new volunteer works. To get the feedback on the site, both quantitative and formulate analysis was designed.

## Result



We can explain Facebook page's structure and management rule through figure below. First, [Figure2], shows one nation album that contains related writings and pictures. The page is divided into each nation's album regarding Philippine and Laos each other. In those albums, including 'overseas volunteer experience'. the main page reports guideline of this site. By Kolb's learning experience cycle, 'First process' is 'Concrete Experience'. After Students read that experience, 'Reflective Observation' and 'Abstract Conceptualization' are showed by 'comment'. And then process of replying, students are to be in 'Active Experimentation'-decide future volunteering.

## Discussion and Conclusion

**Korean Side** To know this Facebook page's effect, we conduct interview. Interview is constructed OPEN-END interview. We interview 20 students in Korea. They are all students in Chonnam National University. Interview questions are followed; "What do you think about overseas volunteer activities after using this page?" Representative of Interview answers are as followed.

Sex/age	Answer
W/20	I have no experience about overseas volunteer activity. But seeing writings and pictures about the volunteer activity, I can experience indirectly in this writing and picture. Also, if I have a chance to do volunteer activity in abroad, I must participate in that program.
W/22	I thought that overseas volunteer activities are available when I have a many money, so I refer internal volunteer. But after this page, I know that very important thing is challenge and passion. I want to keep this page upload.

**Japanese Side** Formative evaluation was conducted to check the students useful information from our fieldwork. The participants are consisted of 60 people. The questionnaire was given to them at the end of July. The instrument comprised 3 items with a 4-point multi-choice Likert-type scale. (1. I strongly agree. was given 4 points, 2. I agree. = 3, 3. I disagree = 2, 4. I strongly disagree = 1) "Would you like to access there?, if the site related to volunteer activities was set on Facebook?" Body's means were 3.18. We can say many people want to join the overseas volunteer activities. we think ICT in Japan came to stay all over Japan last one decade. ICT including Facebook, twitter, Google+ are sharing insights to broadening their lives internationally. As for item 3, "Achievement of forerunners is useful for newcomer

In conclusion, the ways to voluntary activate are summarized as follows. First, Information was easy to obtain. Second, Students had the motivation to volunteer activate. Therefore Facebook page that advertises overseas volunteer activities makes almost students positive about overseas volunteer activities.

## Reference

- Kolb, D. A. (1984). *Experiential Learning experience as a source of learning and development*, New Jersey: Prentice Hall.
- Kolb, D. A., & Osland, J., & Rubin, I) (1984). *Organizational Behavior: An Experiential Approach to Human Behavior in Organizations*, Englewood Cliffs, NJ: Prentice Hall
- Cho Yun kyoung(2011), *Social Learning Platform Design on Facebook*, Unpublished master's degree dissertation, Ewha Womans University.

**Facebook page address** : <https://www.facebook.com/VolunteerActivityTeachingHowToLive>