The Need for a *Sensus Communis* in the Classroom in Teaching the “Labor & Service” Curriculum

Chin-Kuo Wu
Graduate Institute of Education, National Taiwan Ocean University

Abstract

In the teacher education program, the Labor & Service (also called Service-Learning) course is usually a compulsory zero-credit subject. Some may be confused by the meaning and purpose of this course, since the voluntary nature of “service” might seem to contradict the compulsory nature of “labor” and also the fact that this is a compulsory (not elective or “volunteer”) course. Thus the teacher of this course must establish at the outset a *sensus communis* in the classroom in order to clarify for students the meaning and purpose of this course, and thereby maximize their learning motivation. This study uses questionnaires, document-analysis and interviews in an effort to analyze the importance of having a *sensus communis* in the classroom, as far as the learning intentions of students are concerned. Furthermore, the researcher recommends the use of a lived-experience curriculum in the teaching of this course, which will promote students’ relationships in the classroom and promote their emotional as well as intellectual growth.

**Keywords:** Service-Learning, Labor & Service, *sensus communis* in the classroom