The Chinese University of Hong Kong

New Asia College

GENA 2352 A – Service Learning Project

1st term, 2017-2018

Instructor:

Course Instructor: Ms. TSE Kit-yee, Miranda (Department of Social Work)

Office: Rm512, T. C. Cheng Building, United College

Email: kytse@swk.cuhk.edu.hk

Tel. No. : 3943-7546

Language: Cantonese

Class Dates: September 8, 2017 to December 1, 2017 (Friday)

Class Time: 2:30pm-4:15pm

Class Venue: NAH 11 (Humanities Building, New Asia College)

Course Description

This College General Education Course aims at enhancing the understanding among the students of the needs and problems of various socially disadvantaged groups in Hong Kong, helping them to integrate their service and learning experiences, as well as to cultivate a caring attitude for our society.

Based on the concepts and principles of Service-Learning and experiential learning, the students are required to plan and implement a series of services for selected socially disadvantaged groups being served by non-government organizations in local communities. Through lectures, sharing, discussion, group presentation and individual reflective paper, the students are facilitated to review the relationship between individuals and the society, to apply knowledge and skills learnt in classes to their community services, to share and consolidate their experiences and insights gained from the process of conducting their community services, to undergo in-depth self-reflection at personal, team and societal levels, as well as to develop care and concern with socially disadvantaged groups in our society.
**Learning Outcome**

Upon the completion of this Course, the students will be able to:

A. understand and assess critically a particular socially disadvantaged group in a local community,

B. initiate and implement a community service project,

C. acquire and apply knowledge on program planning, implementation and evaluation,

D. integrate their Service-Learning experiences with specified perspectives and theories learnt from the lectures and their own readings, and

E. self-reflect and attain personal development in relation to their Service-Learning experiences.

**Learning Activities and requirements**

This Course is mainly composed of 3 sequential parts, lectures, community service projects and group presentations.

After having gone through a series of 4 lectures and discussion in the class, the students will be divided into several groups, with around 6 - 8 persons in each group.

All the students are required to conduct community service projects in groups as volunteers, lasting for no less than 10 hours in 5 sessions. Each group will serve a socially disadvantaged group selected by the Course Instructor.

A Group Leader and Deputy Group Leader will be elected among the group members in each group, in liaising with various parties concerned for the community service projects. All members of each group are required to pay a pre-service visit to the service unit in which they are going to conduct their service projects, so as to acquire understanding of the community and target groups and to discuss project details with the Unit-in-charge of the service center.

After that each group is required to plan and implement a series of services lasting for at least 10 hours in 5 sessions. They are required to meet with Course Instructor for discussion of the project proposal and session plans. After discussion, each group of students is required to submit a project proposal, and session plan before each corresponding session in accordance with specified dates. The Course Instructor will conduct at least 1 session of live supervision for each group during their services, as well as an interim meeting with all the Group Leaders and/or Deputy Group Leaders.
Finally, each group will take turn to make a power-point presentation and lead discussion in classes during the last 2 sessions of this Course, so as to review and consolidate their own Service-Learning experiences.

**Course Structure and Schedule**

The structure, content, flow and schedule of this Course are delineated in the following table:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Format</th>
<th>Topics to be covered</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/9/2017</td>
<td>Lecture &amp; discussion</td>
<td>Mutual expectation, Course structure, Volunteerism and personal development</td>
<td>Divide into groups for community services according to students’ preference and availability</td>
</tr>
<tr>
<td>2</td>
<td>15/9/2017</td>
<td></td>
<td>- Concepts of Service-Learning</td>
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<td></td>
<td></td>
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<td>- Perspectives on human vulnerability</td>
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<td>- Socially disadvantaged groups</td>
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<td>- Social welfare services in H.K.</td>
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<tr>
<td>3</td>
<td>22/9/2017</td>
<td></td>
<td>- Needs assessment</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>- Program planning, implementation and evaluation</td>
<td></td>
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<tr>
<td>4</td>
<td>29/9/2017</td>
<td></td>
<td>- Principles of experiential and reflective learning</td>
<td></td>
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<tr>
<td>5</td>
<td>6/10/2017</td>
<td>A pre-service visit to a selected service centre in the 4th or 5th weeks (Not necessarily on Friday)</td>
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<tr>
<td>6</td>
<td>13/10/2017</td>
<td>Community service project planning</td>
<td>Each group of students is required to design the content of community service project, meet with Course Instructor and submit a project proposal and session plans</td>
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</tbody>
</table>
Course Requirement and Assessment

Students will be assessed according to the following:

1. **Attendance**: *Attendance of the pre-service visit, community service project, meeting with Course Instructor for discussion of service project content and presentation is compulsory.* 70% of attendance in lectures is required. Failure to comply with the attendance requirement will lead to failure in this course. Punctuality for classes is greatly appreciated.

2. **Participation**: Students are expected to participate actively in class activities. They are expected to explore related information with initiatives and read recommended readings, as well as prepare for and participate in discussions.

3. **Pre-service Visit and Community Service Project**: The class is divided into 6 small groups, each composing of 6-8 students. Each group will conduct a **5 sessions of community service project in a selected service centre**. Each group of students is required to have a pre-service visit and discuss the proposed community service group sessions content with unit-in-charge before the commencement of community service project.

4. **Presentation**: Each group will then make a presentation as well as lead a discussion to facilitate critical reflection on the community service project. Total time for each group is 25 minutes. Each group is required to submit the presentation outline and meet the Course Instructor at least once for preparation of the presentation.
5. **Personal Reflective Paper:** Each student is required to submit a personal reflective paper individually.

**Channel for Course Announcement: Details of Course Website**

Follow the following step to access the course website:

1. Log in to Blackboard Learn: [https://elearn.cuhk.edu.hk](https://elearn.cuhk.edu.hk)
2. Choose the course: 2017R1-GENA2352A
3. Choose the functions that you want to use or materials to download slides.
4. Please visit the course website regularly to get information, course materials and announcement.

**Course Assessment Scheme**

1. Attendance and participation 20%
2. Involvement and performance in the service projects 20%
3. Peer Review 10%
4. Group presentation, discussion and feedback on the service projects 20%
5. Individual reflective paper 30%

**Feedback and Evaluation**

All the students will be invited to give feedback and suggestion individually, through the following exercises to be conducted during the last 2 sessions of this Course, by completing a:

1. Course Evaluation Questionnaire to be monitored by staff from New Asia College Office, and
2. Feedback Form about their community services, to be monitored by the Course teacher and his teammates.

**Course Assignment**

Each student is required to submit a **reflective paper** individually on the following areas:
- learning from the service-learning course,
- the preparation and implementation of service for the socially disadvantaged group in the service learning project, and
- the personal growth in the service-learning project (for example, change of personal values and beliefs, one’s sense of civic responsibility or engagement, perspective change in perceiving social disadvantage groups in Hong Kong, etc.).

Length of the reflective paper: not more than 1,000 words in either English or Chinese. (Double spacing, font 12)

Reflective paper submission deadline: 15 December 2017.

Academic Honesty and Plagiarism

Information regarding the academic honesty and plagiarism policy in the University is located at http://www.cuhk.edu.hk/policy/academichonesty/. Some further advice is given below.

Guideline about plagiarism

Any assignment (i.e., project, essay, or paper) that shows evidence of plagiarism will be marked down severely. In simple terms, plagiarism is copying passages and/or ideas from other sources without referencing those sources. Moreover, when you report someone else’s ideas/findings you must put it in your own words and not merely copy full sentences or parts of sentences from the source article. It is your responsibility as a scholar-in-training to cite the ideas and work of others correctly. Please visit the following websites for discussions of how to recognize and avoid plagiarism.

http://ec.hku.hk/plagiarism/introduction.htm

http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

http://www.hamilton.edu/writing/style/plagiarism/plagiarism.html

If you commit plagiarism in an assignment, and it is your first offence in the course, the penalty will range from a minimum of a single letter grade reduction in score on the assignment to a maximum of failure on the assignment. A second offence within the same course will result in a minimum penalty of a single letter grade reduction in the course grade to a maximum penalty of course failure. The specific penalty applied is up to the discretion of the professor. In all cases of plagiarism, the student's name will be recorded in a central database maintained by the general office. If a student is referred
for plagiarism in more than one course, or more than one instance in the same course, the student's case will be forwarded to the university administration for follow-up action.

Detecting plagiarism

The Senate Committee on Teaching and Learning requires that all student assignments in undergraduate programmes should be submitted via VeriGuide. This policy will only apply to assignments in the form of a computer-generated document that is principally text-based (i.e., excluding calculations in science, brief laboratory reports, drawings in fine arts and architecture, etc.).

- Each student must upload a soft copy of the completed assignment to the plagiarism detection engine VeriGuide, at https://veriguide1.cse.cuhk.edu.hk/cuhk/
- The system will issue a receipt which also contains a declaration of honesty, which is the same as that in http://www.cuhk.edu.hk/policy/academichonesty/p09.htm
- The declaration should be signed, and the receipt stapled to a hard copy of the assignment upon submission.
- Assignments without the receipt will not be graded by teachers

Learning Resources

Professional Help

The students in this Course will be invited to participate in experiential learning / activities for personal growth and professional development. For those who are overwhelmed or with signs of psychological / emotional impact, they are encouraged to speak with the Course Teacher and to seek professional help for appropriate support.

Suggested Readings

何潔雲、阮曾媛琪 (编) (1999)。邁向新世紀 - 社會工作理論與實踐新趨勢。香港：八方文化企業。

香港社會服務聯會 (2009)。香港社會福利概況。香港：香港社會服務聯會。

香港青年協會 (2009)。社會服務學習經歷 -- 青年服務長者專集。香港：香港青年協會。

Reference Materials on Service-Learning

向榮、董欣梅 (著) (2011)。服務 -- 學習手冊。北京：中國社會出版社。

東華大學教學卓越中心社會參與教師社群 (編) (2012)。教育小革命 -- 大學生的十堂社會參與課。台北：心靈工坊文化事業。

*黃玉 (總校閱) (2009)。從服務中學習 -- 跨領域服務 - 學習理論與實務 (第二版)。台北：洪葉文化事業。


Reference Materials on Volunteerism and Personal Development

香港青年協會 (2008)。「青年志願者領袖培訓計劃」彙編。香港：香港青年協會。


Reference Materials on Understanding the Social Disadvantaged Groups and Social Welfare Services in Hong Kong

周永新 (2013)。社會政策的觀念和制度。香港：中華書局。

黃洪 (2013)。「無窮」的盼望 -- 香港貧窮問題探析。香港：中華書局。

陳啟芳、黃昌榮、邵家臻 (編) (2012)。會說話的社會福利。香港：圓桌文化。


Reference Materials on Program Planning, Implementation and Evaluation
甘炳光 (2009)。小组遊戲帶領技巧 -- 從概念到實踐。香港：香港城市大學出版社。
黃幹知、梁玉麒 (編著) (2011)。舉一玩十 -- 一種物質帶領多個遊戲。香港：策馬文創。
張兆球、蘇國安、陳錦漢 (1999)。活動程序：計劃、執行和評鑑。香港：香港城市大學出版社。
蔡炳綱、吳漢明 (2001)。72 個體驗活動。香港：匯智。


Reference Materials on Experiential Learning and Reflective Thinking