

The Chinese University of Hong Kong  
New Asia College  
GENA 2352 A – Service Learning Project  
1<sup>st</sup> term,2018-19

**Instructor:**

Course Instructor: YAU Yuk Lan, Janet (Department of Social Work)

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Language: Cantonese

Class Dates: September 7, 2018 to November 30 (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 or advocacy action 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 socially disadvantaged group in a local community,
- B. initiate and implement a community service project or advocacy action
- 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 **12 hours in 3 to 5 session based on the need of the service.** 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, 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 12 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 or in other format eg, drama and lead discussion** in classes during the last 2 sessions of this Course, 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:

Week	Date	Format	Topics to be covered	Remark	
1	7/9/2018	Lecture & discussion	Mutual expectation, Course structure  - Concepts of Service-Learning	Divide into groups for community services according to students' preference and availability	
2	14/9/2018		Volunteerism and personal development groups  - Social welfare services in H.K.		
3	21/9/2018		- Needs assessment  - Program planning, implementation and evaluation		
4	28/9/2018		- Principles of experiential and reflective learning		
5	5/10/2018		A pre-service visit to a selected service centre in the 4 <sup>th</sup> or 5 <sup>th</sup> weeks (Not necessarily on Friday)		
6	12/10/2018		Community service project planning		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

7-11	19/10/2018 26/10/2018 2/11/2018 9/11/2018 16/11/2018	Service projects in groups	5 sessions of community services project in a selected service centre  A project evaluation should be compiled by each group of students
12	23/11/2018	Group presentation and discussion	Highlights on the process, findings, reflection and suggestions on their service projects; followed by inter-group feedback in the class (presentation from 3 to 4 groups in each class)
13	30/11/2018		Course evaluation and conclusion

### **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 12 hours of 3 to 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>
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 2018**

### **Academic Honesty and Plagiarism**

#### 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 (編) (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。

\*Ngai, S. Y. (2009). The Effects of Program Characteristics and Psychological Engagement on Service-Learning Outcomes: A Study of University Students in Hong Kong. *Adolescence*. 44(174). 375-389.

#### \* Recommended Readings

## **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。

\*Butin, D.W. (2010). *Service-learning in theory and practice: the future of community engagement in higher education*. NY: Palgrave Macmillan. Chapter 1.

Chi, I. and Cheung, S.K. (1998). *Social work in Hong Kong*. HK: Hong Kong Social Workers Association.

Cipolle, Susan B (2010). *Service-Learning and Social Justice*, Rowman & Littlefield Publishers, Inc. Chapter 1,2 &3.

Ferrari, J.R. & Chapman, J.G. (1999). (Eds). *Educating students to make-a-difference: community-based service learning*. NY: Haworth Press.

Hammer J.B., Wilder B., Avery G. & Byrd L. (2002). *Community-Based Service Learning in the Engaged University*. *Nursing Outlook*. March/April 2012. 67-71.

Hughes, C., Steinhorn, R., Davis, B. Beckrest, S., Boyd, E. & Cashen, K. (2012). *University-Based Service Learning: Relating Mentoring Experiences to Issues of Poverty*. *Journal of College Student Development* 53(6). 767-782.

Kenny, M.E., Simon. L.A.K., Kiley-Brabeck, K. & Lerner, R.M. (2002). (Eds.). *Learning to serve: promoting civil society through service learning*. Boston: Academic Publishers.

Leung, K. K., Liu, W. J., Wang, W. D. & Chen, C. Y. *Factors affecting students' evaluation in a community service-learning program*. *Journal of Advances in Health Sciences Education*. 12 (4). 475-490.

Ngai, S. Y. (2006). *Service-Learning, Personal Development, and Social Commitment: A Case Study of University Students in Hong Kong*. *Adolescence*. 41 (161). 165-176.

Seider, S. C., Gillmor, S. C. & Rabinowicz, S. A. (2011). *The Impact of Community Service Learning Upon the Worldviews of Business Majors Versus Non-business Majors at an American University*. *Journal of Business Ethics*. 98. 485-503.

\*Wilczenski, F.L. & Coomey, S.M. (2007). *A practical guide to service learning: strategies for positive development in schools*. NY: Springer. Chapters 1 & 2.

Xing, J. & Ma, H. K. (2010). *Service-Learning in Asia: Curricular Models and Practices*. HK: Hong Kong University Press.



## **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。

Bennis, W.G. (2003). On becoming a leader. Perseus: Oxford.

Clary, E.G., Snyder, M., Ridge, R.D., Copeland, U., Stukas, A.A., Haugen, J., et al. (1998). Understanding and assessing the motivations of volunteers: a functional approach. *Journal of Social and Personality Psychology*, 74(6), 1516 – 1530.

Haldar, U.K. (2010). Leadership and team building. India: Oxford University Press.

Hodgkinson, V.A. (2003). Volunteering in global perspective. In P. Dekker & L. Halman (Eds), *The values of volunteering: cross-cultural perspective*. NY: Kluwer Academic / Plenum Publishers.

Liu S.C., Holosko, M. & Lo, T.W. (Ed.) (2008) “Youth Empowerment and Volunteerism: Principles, Policies and Practices”. City University of Hong Kong Press. 298-306.

Omoto, A.M. & Snyder, M. (2002). Considerations of community: the context and process of volunteerism. *American Behavioural Scientist*, 45(5), 846 – 867.

Stuermer, S., & Snyder, M. (2010) (Eds.). *The psychology of prosocial behaviour*. UK:Wiley-Blackwell.

Taylor, T. P., & Pancer, S. M. (2007). Community service experiences and commitment to volunteering. *Journal of Applied Social Psychology*, 37(2), 320-345.

Wilson, J. (2000). Volunteering. *Annual Review of Sociology*, 26, 215 – 240

Wong, L. P., Chui, W. H., & Kwok, Y. Y. (2010). The Volunteers Satisfaction Index: A Validation Study in the Chinese Cultural Context. *Journal of Social Indicators Research*. DOI 10.1007/s11205-010-9715-3.

## **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。

Batson, C.D., Admad, N. & Tsang, J.A. (2002). Four motives for community involvement. *Journal of Social Issues*, 58(3), 429 – 445.

Altschuld, J.W. & White, J.L. (2010). Needs Assessment, analysis and prioritization. LA: Sage.

### **Reference Materials on Program Planning, Implementation and Evaluation**

甘炳光 (2009) 。小組遊戲帶領技巧 -- 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。

McDavid, J.D. & Hawthorn, L.R.L. (2006). Program Evaluation and performance measurement. Thousand Oaks, CA: Sage.

### **Reference Materials on Experiential Learning and Reflective Thinking**

Kolb, D.A. (1984). Experiential learning: experience as the source of learning and development. Englewood Cliffs, NJ: Prentice Hall.

Brockbank, A. & McGill, I. (2007). Facilitating reflective learning in higher education. (2nd ed.) NY: Open University Press.