

## GENA 2352A – Service Learning Project

# Course Outline (1<sup>st</sup> term, 2020-21) v1.1 (24/9 updated)

### 👤 Instructor 👤

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Language: Cantonese  
Class Dates: 11<sup>th</sup> September to 4<sup>th</sup> December, 2020 (Fridays)  
Class Time: Usually 2:30pm-4:15pm (Dismiss at 5:30pm on few service days and presentation)  
Class Venue: ZOOM Platform  
Teaching Assistant: 關川棋(Alan) Apply for late, early or sick leave in f2f class  
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### 📖 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 the 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 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 the community services, to share and consolidate the experiences and insights gained from the process of conducting the 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:

1. understand and assess critically a particular socially disadvantaged group in a local community;
2. initiate and implement a community service project;
3. acquire and apply knowledge on project development, implementation and evaluation;
4. integrate their Service-Learning experiences with specified perspectives and theories learnt from their own disciplines, and
5. self-reflect on personal development and citizenship in relation to their Service-Learning experiences.

### 🔗 Learning Activities and requirements 🔗

This Course is mainly composed of 4 interlocking parts: interactive lectures, field trips, community services and group presentations. The class will be divided into 8 groups in Week 3. Each composing of 6 students shall assign the following roles to different members:

A. Group leader: contact person with the instructor

- B. Vice leader(s): contact person with partner NGOs (For elders group, pls nominate 2 vice leaders)
- C. Secretary: representative to submit group assignment to Google Classroom / bring laptop to f2f class
- D. Treasurer: keeping receipts and submit the financial report when the semester finished
- E. Recorder: Taking attendance, photos and videos to enhance the reflection if needed
- F. Others: any specified duties needed

In Week 3, each group shall decide to initiate service projects on one of the following targets, under the current context of epidemic, e.g.:

1. Primary students with special education needs adapting back to school learning
2. Ethnic minorities suffered from insufficient health information / discrimination
3. Caregivers of disabled or dementia elders suffered from the closure of day-care services
4. Homeless street sleepers / Residents living in inadequate housing conditions / subdivided units
5. Any other vulnerable groups / themes that you concern (e.g. youth feeling stressful under current social movement, Year 1 students adapting university life, DSE students interested in CUHK but suffered from cancellation of info day, etc.)

The Design thinking process will be incorporated throughout the service. Each group could decide to go through various means of onsite face-to-face (f2f) or virtual field trips and interviews to a designated community, to understand more about their lived experience. Then, a self-initiated further action should be planned. Each group will take turn to pitch and polish your ideas in the presentation during the mid-term. Afterwards, the idea could be refined and implemented in the final stage of this course.

## 🕒 Course Schedule 🕒

Week	Date (2020) & Time	Format	Tentative topics to be covered
1	11 Sept 2:30 – 4:15pm	Whole-Class Interactive Zoom lecture	<u>Orientation</u> <ul style="list-style-type: none"> <li>● Clarify mutual expectations</li> <li>● Conceptualization: Volunteerism vs Service Learning</li> <li>● Previous outstanding Service-Learning project ideas</li> </ul>
2	18 Sept 2:30 – 4:15pm	Whole-Class Interactive Zoom lecture	<u>Vulnerable groups in Hong Kong</u> <ul style="list-style-type: none"> <li>● Speed dating: knowing others and prepare for grouping</li> <li>● Spotting out the vulnerable community in Hong Kong</li> <li>● Imaging an ideal community</li> </ul> <b>#Individual Assessment: Padlet – My Persona (5%)</b>
3	25 Sept 2:30 – 4:15pm	Whole-Class Interactive Zoom lecture	<b>**We will finalize the grouping for service projects at 2:30pm. You MUST attend this session PUNCTUALLY!</b> <u>Needs assessment</u> <ul style="list-style-type: none"> <li>● Rationale, principles and 5-steps model of Design Thinking</li> <li>● N3C Framework: Needs, Capacity, Character, Circumstances</li> </ul> <b>#Individual Assessment: Design Thinking Quiz (5%)</b>
4	2 Oct		Public Holiday
5	9 Oct 2:30 – 4:15pm	In-group online meeting*	<u>Communication skills with the service target</u> <ul style="list-style-type: none"> <li>● Tools of Field Observation</li> <li>● Interview Skills &amp; Preparation</li> </ul> <b># Group Assessment: Observation &amp; Interview Guide (5%)</b>
6	16 Oct Afternoon/ Evening (2hrs)	In-group Field Trip: Service (1)^	<u>Empathize(Observation): Community Walk</u> Each group will conduct an observation through walking into the community where the potential target group live.

			<b>#Group Assessment: User Journey Map + Photos (5%)</b>
7	23 Oct Afternoon/ Evening (2hrs)	In-group Field Trip: Service (2)^	<u>Empathize(Interview): Engaging the users</u> Each group will interview the potential target, to understand their pain points and needs living in this community <b>#Group Assessment: Empathy Map + POV (5%)</b>
8	30 Oct 2:30 – 5:15pm	In-group online meeting*	<u>Define &amp; Ideate</u> ● Problem Definition: POV Statement ● Brainstorm a further action idea on any scale (including but not limited to direct service / community education / online campaign / advocacy / business proposal / system / product...), utilizing students' own knowledge and skills trained in their major discipline ● Apply for budget <b>#Group Assessment: Mindmap + Budget (5%)</b>
9	6 Nov 2:30 – 5:15pm	Whole-Class Zoom Presentation	<u>Prototype: Pitching</u> Each group would pitch your ideas within 7 minutes, followed by the immediate rating and feedback from classmates, to gain insights from various disciplines on polishing your ideas.
10-12	13 Nov 20 Nov 27 Nov (or other timeslots)	In-group online meetings or services^	<u>Test: Further actions</u> Each group could test, modify and extend their further action and seek feedback from the users. The action is expected to takes in total of around 6 hours, including preparation. No formal class during the Fridays within this period. Each team could initiate an online meeting or onsite supervision with the instructor to seek advices if needed. <b>#Group Assessment: Feedback Grid (5%)</b> <b>#Individual Assessment: Peer rating on contribution (10%)</b>
13	3 Dec 2:30 – 4:15pm	Whole-Class Consolidation & Course Evaluation	<u>Reviewing</u> The instructor will facilitate a sharing on the impact and insights of the action done, so as to review and consolidate the Service-Learning experiences. <b>#Group Assessment: Timeline story (5%)</b>

\* If f2f teaching is not resumed, there will be no whole-class Zoom on that week. Leader of each group shall generate a Zoom link / Google Meet code. The instructor will sit-in your meeting for 15 minutes to answer your enquiries and provide guidance.

^ Service and visits should be conducted under safe and no-harm conditions. Students could decide to complete the field trip on f2f or virtual basis depending on the situation one week before.

### e-Learning Platform: Google Classroom

This e-Learning platform will act as our main communication channel in this course and serves the following functions:

- Organize all the learning materials, included PPT, essential readings, etc;
- Announce the details and your preparation of the services, normally 5 days before;
- Show the important dates and deadlines of this class on your own Google Calendar;
- Share your thoughts and reflection anytime for our discussion;
- Submit reflection, assignments and pre-class preparation readings or video exercises;
- Get timely feedback from the instructors to move on your project ideas;

Students could login your own GMAIL account and open Google Classroom through browser on computer or Apps on mobile devices (Download: [Android](#) / [iOS](#)). Join our Classroom using the code **rxptncb** or [click this link directly](#). Please visit regularly to get the course materials and announcement.

## ✍ Course Assessment ✍

Active participation, teamwork and self-reflection of the students throughout the entire course is deemed necessary in order to attain effective and fruitful learning. Attendance of the services and presentation is compulsory.

Rubrics	Description and Purpose
Class Participation & Involvement in Service Projects (50%)	<p>Preparation exercises and reflection tools would be implemented to guide the students completing the Design Thinking Process of the service. The Lecturer would assess whether the students could apply the principles expressed in the relevant readings and video clips released in advance. Extra credit would be awarded to sophisticated reflection including 4Fs (Facts, Feelings, Findings &amp; Future). Performance and learning of the students will be assessed based on these tools and on-site observation during the service. The contribution of the members in the group would be rated through peer assessment.</p> <p>If the class continued to run online, the self-learning materials and exercises would be released every Tuesday at 18:00, with the deadline on every Saturday at 18:00. Students are suggested to take 20 minutes to read the materials in advance and reserve the afternoon of every Friday for online meeting to complete the group assessments. The Lecturer would feedback within a week to enhance the progress of service.</p> <p>Once the f2f class could be resumed by the university, marks of the group assessment of that lesson would only be awarded to those who have attended the class. Punctuality is greatly appreciated. <i>To be fair, Sick leave with medical certificate will be counted half of marks. Applying leave with sound reasons in advance will be considered case-by-case. Please apply with our <a href="#">Teaching Assistant using EMAIL</a>.</i></p> <p><b>#Marks distribution of the assessment tools are highlighted in green in the Course Schedule</b></p>
Proposal Presentation (20%)	<p>Each group shall pitch your proposed idea on the further action planned in Nov, followed by a Q&amp;A session discussing the immediate rating, feedback and questions from the google form. (Pitching + Q&amp;A = 17mins). The criteria of rating: fit the needs, innovation, practicality &amp; sustainability, social impact, utilization of your discipline's knowledge.</p>
Individual Self-reflection paper (30%)	<p>Topic: <b>A letter to me beyond graduation</b> 《給剛畢業的我》</p> <p>Students are expected to write a letter to a fresh-graduated self, projecting your personal growth and future contribution to the service targets or the broader society, with the perspectives of your own discipline or profession, consolidating your insights gained through the service.</p> <p><b>Word Limit:</b> 1000 in English or 1200 in Chinese in Word/Doc format</p> <p><b>Deadline:</b> <u>13<sup>th</sup> Dec, 2020 at 23:59</u> to the assignment box on Google Classroom</p>

## 🗣 Feedback and Evaluation 🗣

All the students will be invited to give feedback and suggestion individually face-to-face, email, eLearning platforms or Padlet ([GENA2352 Secrets](#)) anytime. The following exercises to be conducted by completing:

1. Early Feedback Collection System(EFCS) administered by ITSC during mid-term;
2. Course Teaching Evaluation Questionnaire to be monitored by staff from New Asia College Office at last session.

## 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.

- 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 on the pdf and upload to the eLearning platform together with the assignment.
- Assignments without the receipt will not be graded by teachers

## 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

### \* Recommended Readings

#### Service-Learning, Volunteerism and Personal Development

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。

\* Kaye, C. (2014). *The complete guide to service learning : Proven, practical ways to engage students in civic responsibility, academic curriculum, & social action* (Rev. & updated 2nd ed.). Minneapolis: Free Spirit Pub.

\* Furco, A. (1996). Service-Learning: A Balanced Approach to Experiential Education. *Expanding Boundaries Service and Learning*, 1(1), 2–6

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

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

Deeley, S.J. (2015). *Critical Perspectives on Service-Learning in Higher Education*, UK: Palgrave Macmillan

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

#### Social Welfare in Hong Kong

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。

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。

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

歐陽達初、黃和平(2007) 。《未完成的香港社會保障：批判的導論》。香港：中華書局。

#### Elderly, Dementia and Caregiver

Hooyman, N., & Kiyak, H. (2011). *Social gerontology : A multidisciplinary perspective* (9th ed.). Boston, MA: Allyn & Bacon.

W.H.O. (2007). [\*Global Age-friendly Cities: A Guide\*](#). Geneva : World Health Organization 2007.

長者友善社區拓展小組(2009) 。[回應《香港高齡化行動方案》之「長者友善社區」拓展計劃推廣手冊](#)。香港社會服務聯會長者服務專責委員會。



社團法人中華民國老人福祉協會(2012)。銀髮族輔助科技應用手冊。台灣：心理出版社。

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。

香港大學秀圃老年研究中心(2002)。護老情真：護老技巧入門手冊。香港：香港大學出版社。

香港認知障礙症協會（按「認識認知障礙症」資料）：<https://www.hkada.org.hk/>

Dementia Friendly Communities: Key principles: <https://www.alz.co.uk/adi/pdf/dfc-principles.pdf>

### Children with Special Education Needs

Yuen, H. C. (2016). [Inclusive Play Space Guide](#). HK: Playright.

香港兒童權利委員會 <http://www.childrenrights.org.hk/>

Autism Partnership <http://www.autismpartnership.com.hk>

衛生署兒童體能智力測驗服務(2008)。自閉症

[https://www.dhcas.gov.hk/tc\\_chi/health\\_pro/files/SeriesII\\_ASD\\_Chi.pdf](https://www.dhcas.gov.hk/tc_chi/health_pro/files/SeriesII_ASD_Chi.pdf)

### Ethnic Minorities

南亞觀察 <http://www.southasiawatch.tw>

人口普查—主題性報告：少數族裔人士

<https://www.statistics.gov.hk/pub/B11201002016XXXXB0100.pdf>

「非常平等任務」教育資料套 2013 第 4 集 — 少數 (少數族裔與學習)

<http://www.eoc.org.hk/eoc/otherproject/educationalmodule/2013.aspx?p=eps4>

### Homeless

社會福利署：露宿者服務

[https://www.swd.gov.hk/tc/index/site\\_pubsvc/page\\_family/sub\\_listofserv/id\\_serstsleeper/](https://www.swd.gov.hk/tc/index/site_pubsvc/page_family/sub_listofserv/id_serstsleeper/)

無家者社區導賞 <https://www.cchalightwalker.org/>

「何處是吾家」關懷無家者及露宿者義工服務

[https://www.volunteerlink.net/cht/newsletters\\_details1410](https://www.volunteerlink.net/cht/newsletters_details1410)

### On Community Work & Service Techniques

Preston City Council (n.d.). [The Community Mapping Toolkit: A guide to community asset mapping for community groups and local organisations](#). UK: Design & Print Centre.

黃幹知、陳國邦、吳思朗 (編著) (2018)。活用 Apps 探全球：18 區考察路線。香港：策馬文創

/ 香港小童群益會。

甘炳光、胡文龍、馮國堅、梁祖彬 編 (1997)。 *社區工作技巧*。香港：中文大學出版社。

一小步(2018)。 *行出一小步——從我到我們的社區實驗*。香港：突破出版社。

赤瀨川原平、藤森照信、南伸坊(2016)。 *路上觀察學入門*。台灣：行人出版。

Online Resources: <https://bankofideas.com.au/handouts/>  
<https://servicedesigntools.org/tools>

### Design Thinking, social innovation and social impact assessment

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

Kumar, V., & LaConte, V.(2013). *101 Design Methods: A Structured Approach for Driving Innovation in Your Organization*. Hoboken, N.J. : John Wiley & Sons Singapore Pte. (中譯本：《打造不敗的創新方案: 101 項設計思考法則》)

Centre for Good Governance (2006). [\*A Comprehensive Guide for Social Impact Assessment\*](#).  
United Nations Public Administration Network

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

Online Resources: [Rookie's Guide to Design Thinking](#) 設計思考工具書

Ideas Generation Tools: SCAPMER - Improving Products and Services: \_  
[www.mindtools.com/pages/article/newCT\\_02.htm](http://www.mindtools.com/pages/article/newCT_02.htm)



# 附件：GENA2352A 服務及考察活動建議 (2020-21 上學期)

☺ 同學若有其他興趣的對象，歡迎向導師再提議

對象	SEN(較為自閉譜系)小學生	少數族裔小學生/職青	腦退化/體弱長者及其照顧者	無家者/不適切住房之街坊
伙伴機構/網址	明愛賽馬會喜伴同行計劃	救世軍屯門東青少年綜合服務	信義會愉翠長者鄰舍中心	基督教關懷無家者協會
Facebook	<a href="https://www.facebook.com/caritas.icac">@caritas.icac</a>	<a href="https://www.facebook.com/SATMEIS">@SATMEIS</a>	<a href="https://www.facebook.com/ELCHKYCNEC">@ELCHKYCNEC</a>	<a href="https://www.facebook.com/ccha.hk">@ccha.hk</a>
地區	太子	屯門	沙田第一城	深水埗
小組上限	2 組	2 組	4 組	2 組
<b>Wk6</b> 16/10(五) 下午/晚上*	下午 4:00 – 5:30 協助社工在 Zoom 與小學生進行遊戲/角色扮演/唱遊活動，從中觀察/了解學童的行為/特性	下午放學時間： 參觀該中心及附近少數族裔出沒之社區，以了解其生活文化	下午 2:30 – 3:30： 每組細分 2-3 人一小队，上門教導長者安裝及使用 Zoom / Whatsapp / Facebook	晚上 7:00 至 1:00 與機構約其中之兩小時：外展探訪
<b>Wk7</b> 23/10(五) 下午/晚上*	下午，時間與機構約：以 Zoom / Whatsapp Conference Call 與家長訪談	下午，時間與機構約：訪問該中心的少數族裔職員	下午 2:30 – 3:30，其中 1 人上門現場指導，另 1-2 人在家，與長者練習視像會議，並進行訪談，裝備下一波疫情時，機構可用科技延續服務	同上
<b>Wk10-12</b> 機構初步建議在 11 月可行之 6 小時後續行動 (可再作商議)	公眾教育：拍攝/剪輯短片上載社交媒體	策劃 1-2 節共融活動 (可視乎疫情決定於現場/視像進行)	例如： 1. 網上視像茶聚 2. 活化信義會的 Facebook Live 3. 陪伴照顧者參觀 <a href="#">GIES</a> 4. 為 <a href="#">社企 Eldpathy</a> 設計線上偵探遊戲 (Detective) 或 TRPG 活動，教育公眾認識腦退化/照顧者處境	例如： 1. 公眾教育：拍攝短片上載社交媒體 2. 協助活化機構的網上導賞/社區 DJ 活動 3. 設計 VR 導賞團

模式備註：

藍色為於網上進行

綠色為混合模式，或可因應疫情自行決定現場/網上進行

黃色為於現場實地進行(f2f)

\*以上時間為目前機構提供，但可能因疫情而有變，請在第 4 周派副組長與機構負責人約實，初步建議觀察/考察/訪談時間為 60-90 分鐘，組員可善用餘下之 45 分鐘自行視像會議，完成該星期之反思習作