

## Course Outline (1<sup>st</sup> term, 2022-23)

### 🔊 Instructor 🔊

Lecturer: Mr. WONG Kon-Chi (黃幹知社工，知 sir), R.S.W., (M.S.W., CUHK)  
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Office: UCA 405B, Tsang Shiu Tim Bldg., United College (by appointment only)  
Language: Cantonese  
Class Dates: 9 September to 2 December, 2022 (Fridays)  
Class Time: Usually 2:30-4:15pm (Dismiss at 5:30pm on few service days and presentation)  
Class Venue: LSK515 (Lee Shau Kee Bldg., Central Campus)

Teaching Assistant: 劉澤偉 (Xavier)

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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 3 interlocking parts: interactive lectures, field trips or services and presentations. The class will be divided into 6-7 groups in Week 3, each composing of 5-6 students. They shall take up the following roles respectively:

- A. Group leader: contact person with the instructor/TA;
- B. Vice leader: contact person with the designated elder;
- C. Secretary: bring laptop to class and submit group assignment to Google Classroom;
- D. Treasurer: keeping receipts and submit the financial report when the semester adjourned;

- E. Recorder: Take photos and videos to enhance the reflection. Submit 3 photos and 1 group selfie to validate the attendance after each service trips / out-of-class meetings;
- F. Miscellaneous: Keep attendance record or any other specified duties needed. For the group of 5, treasurer would act this post.

In Week 3, each group shall decide to focus on one of the sections in chapter 1 of 《人生之體驗》:

1. 第三節、說寧靜之心境
2. 第四節、說自我之確立
3. 第五節、說價值之體驗：第 1-8 題 (價值觀相關主題)
4. 第五節、說價值之體驗：第 9-16 題 (人際關係相關主題)
5. 第五節、說價值之體驗：第 17-23 題 (學問相關主題)
6. 第六節、說日常生活之價值：第 1-5 題 (飲食、男女相關主題)
7. 第六節、說日常生活之價值：第 6-10 題 (權力、社會相關主題)

The Design thinking process will be incorporated throughout the service. Each group would start 2 sessions of study group with a designated elder, to understand more about their lived experience. Then, a self-initiated further action should be presented during the mid-term pitching. Afterwards, the idea could be refined and implemented in the final stage of this course.

## 🕒 Course Schedule 🕒

| Wk | Date (2022)   | Activities                          | Topics  |
|----|---|-------------------------------------|---|
| 1  | 9 Sept<br>2:30–4:15pm   | Interactive lectures and discussion | <u>Orientation</u><br><ul style="list-style-type: none"> <li>● Clarify mutual expectation</li> <li>● Conceptualization: Volunteerism vs Service-Learning</li> <li>● Previous outstanding Service-Learning project ideas</li> </ul>  |
| 2  | 16 Sept<br>1:15 - 3:45 or<br>3:00 - 5:30pm<br>(either one timeslot) | Field Trip                          | <u>Elderly-friendly home experiential tour</u><br><i>Venue: <a href="#">HK Housing Society Elderly Resources Centre, Yau Ma Tei</a></i><br><ul style="list-style-type: none"> <li>● Experience the behavior and needs of elders</li> <li>● Speed dating: initial preparation of grouping</li> </ul> <b># Individual Assessment: Padlet Persona (5%)</b>   |
| 3  | 23 Sept<br>2:30–4:15pm  | Interactive lectures and discussion | <b>**We will finalize the grouping for service projects at 2:30pm. You MUST attend this session PUNCTUALLY!</b><br><u>Overview on design thinking</u><br><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  | 30 Sept<br>2:30–4:15pm  | Interactive lectures and discussion | <u>Preparing for Empathize stage &amp; Communication skills with target</u><br><ul style="list-style-type: none"> <li>● Tools and framework of interview</li> <li>● Facilitation skills of a study group</li> </ul> <b>#Group Assessment: Observation &amp; Interview Guide (5%)</b>  |
| 5  | 7 Oct<br>2:30–5:30pm  | Service (1)^                        | <u>DT1: Empathize(Observation/Immersion)</u><br><ul style="list-style-type: none"> <li>● Icebreaking activities to facilitate mutual understanding</li> <li>● Form a study group with an elder to immerse their lived experience through reading 1-2 selected paragraphs.</li> </ul> <b>#Group Assessment: User Journey Map (5%)</b>  |
| 6  | 14 Oct  | Service (2)^                        | <u>DT1: Empathize(Interview)</u>  |

|       |  |   |   |
|-------|--|---|---|
|       | 2:30–5:30pm  |   | <ul style="list-style-type: none"> <li>● Optional tour to New Asia College to introduce our history</li> <li>● Dialogue with elder to understand their pain points and needs through reading 2-3 selected paragraphs.</li> </ul> <p><b>#Group Assessment: Empathy Map + POV (5%)</b></p>  |
| 7     | 21 Oct<br>2:30–4:15pm                              | Interactive lectures and discussion         | <p><u>DT 2: Define</u></p> <ul style="list-style-type: none"> <li>● Problem Definition: POV Statement</li> <li>● 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</li> </ul> <p><b>#Group Assessment: Ideas Canvas (5%)</b></p> |
| 8     | 28 Oct<br>2:30–4:15pm                              | Service (3)^                                | <p><u>DT3: Ideate</u></p> <ul style="list-style-type: none"> <li>● Proposal formulation and budgeting</li> <li>● Social Impact Evaluation</li> <li>● Pitching rehearsal &amp; consultation with elders</li> </ul> <p><b>#Group Assessment: Proposal &amp; Budget (5%)</b></p>   |
| 9     | 4 Nov<br>2:30–5:30pm                               | Presentation^                               | <p><u>DT4: Prototype (Pitching)</u></p> <p>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.</p>  |
| 10-12 | 11 Nov<br>18 Nov<br>25 Nov<br>(or other timeslots) | In-group online meetings or onsite services | <p><u>DT5: Test (Further actions)</u></p> <p>Each group could test, modify and extend their further action and seek feedback from the users. The action is expected to take at least 6 hours, including preparation. No formal classes during the Friday within these weeks. Each team should initiate one online meeting or onsite supervision with the instructor to seek advices.</p> <p><b>#Group Assessment: Feedback Grid (10%)</b></p>           |
| 13    | 2 Dec<br>2:30–4:15pm                               | Consolidation & Course Evaluation^          | <p><u>Reviewing &amp; Celebration</u></p> <p>Elders will have a presentation with students. The instructor will facilitate a sharing on the impact and insights of the action done, so as to consolidate the Service-Learning experiences.</p> <p><b>#Group Assessment: Timeline Review (5%)</b></p>  |

^ Dates that elders are involved in whole-class basis. Vice leader shall liaise with your designated elder to see if you need to meet them at Lady Liberty(民女) and escort them to LSK514-515. Visits should be conducted under safe and no-harm conditions. If the pandemic worsens and f2f classes is suspended, students may decide to complete the visit on f2f, mixed mode or remote basis one week before. Please kindly observe the latest instructions from the Google Classroom.

## 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 on every Tuesday;
- 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 **XXXXXXX** 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   | Learning Outcomes                   |
|---|---|-------------------------------------|
| Class Participation & Involvement in Service Projects (50%) | <p>Preparation exercises and reflection tools would be scheduled to guide the students completing the Design Thinking process of the service. The instructor 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 (<b>Facts, Feelings, Findings &amp; Future</b>). Performance will be assessed based on these tools and on-site supervision during the service.</p> <p>Marks of the group assessment of that lesson would only be awarded to those who have attended the class. To be fair, <b>sick leave</b> with medical certificate will be counted half of marks. Applying <b>leave with sound reasons in advance</b> will be considered case-by-case. Please apply with our <a href="#">Teaching Assistant via EMAIL</a>. The contribution of members in the group would be rated through peer assessment in late-Nov. Those who have scored 5+ out of 10 would be fully awarded with the marks gained in the group assessments. Those who are rated below 5, the marks gained in the group assessments would be deducted proportionately (e.g. if you got 3.7 out of 10, only 37% marks of the group assessment would be awarded) **</p> <p><b>#Marks distribution of the assessment tools are highlighted in green in the Course Schedule</b></p> | <p>√ LO 1<br/>√ LO 2<br/>√ LO 3</p> |
| Proposal Presentation (20%)                                 | <p>Each group shall pitch your proposed idea on the further action planned in final stage, followed by a Q&amp;A session discussing the immediate rating, feedback and questions from the google form. (Pitching + Q&amp;A = 20mins). The criteria of rating: fit the needs, innovation, practicality &amp; sustainability, social impact, utilization of your discipline's knowledge.</p>  | <p>√ LO 3<br/>√ LO 4</p>            |
| Individual Self-reflection paper (30%)                      | <p>Topic: <b>A letter to me beyond graduation</b> 《給自己的信-致剛畢業的我》</p> <p>Students shall 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 1500 in Chinese in Word/Doc format<br/><b>Deadline:</b> <u>11<sup>th</sup> Dec, 2022 at 23:59</u> to the assignment box on Google Classroom (Without prior approval, one sub-grade would be deducted for each 24hrs delay after the deadline)</p>  | <p>√ LO 4<br/>√ LO 5</p>            |

\*\* If the f2f class is suspended, weekly self-learning materials and exercises would be released every Tuesday, 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. Marks would only be awarded to those who have completed the pre-reading exercises AND attended the meeting. Please be ready to open the camera during the group discussions. The Lecturer would provide written feedback within a week to enhance the progress of service.*

## 🗨️ 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 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。

### Working with Elderly

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

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。

Thapa, D., Visentin, D., Kornhaber, R., & Cleary, M. (2018). Migration of adult children and mental



health of older parents 'left behind': An integrative review. *PloS One*, 13(10), E0205665.

唐君毅 (1977)。《人生之體驗》(修訂重版)。台灣：學生書局。(eBook available on CUHK Library)

### 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》) (eBook available on CUHK Library)

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)