GENA1116E Service Learning – Creating a Better World through Diversity and Inclusion

服務學習：多元共融・齊創新天

New Asia College, The Chinese University of Hong Kong

2025 – 2026, Term 2

Course Outline

Course Instructor:	Mr. LAM Ting Hin, Justin (林霆軒社工)
Time:	Wednesdays, 14:30 – 17:15 (See exceptions in course schedule)
Venue:	LSK515 & Wong Tai Sin (黃大仙) District
Email:	justin@eldpathy.hk *(Main communication channel)*
Phone:	9542 9158 *(For urgent enquiries only)*
Consultation:	By appointment
Medium of Instruction:	Services and lectures will be conducted in Cantonese

If needed, please apply for late, early or sick leave with the course instructor via email.

Course Overview

The course is designed to encourage students' reflection on intrapersonal, interpersonal, and social aspects, ultimately facilitating ***self-growth***; fostering empathy, genuine care, and concern for the community; and nurturing their social interest and civic awareness. We will collaborate with「香港聖公會黃大仙長者綜合服務中心」this semester. Students will immerse themselves in the living environment of the ***elderly***, engaging in in-depth interviews, discovering their strengths, and eventually ***partnering with them to initiate community-based actions***.

This interactive service-learning course adopts the framework of design thinking and experiential learning, integrating in-depth service field trips with reflective exercises. It aims to promote diversity and inclusion to the community. Through the delivery of service, the students will be equipped with skills to tackle social issues through collaborating with NGO partners, and ultimately, be able to apply their knowledge and skills to real-world settings in meaningful and impactful ways.

Learning Outcomes

Upon completion of this course, we expect our students to:

1. Enhance self-awareness of their interaction patterns, meanings, personal attributes, beliefs, values, worldview, or other dimensions
2. Engage in service-learning experiences that foster diversity and inclusion in community;
3. Explore and understand issues related to diversity and inclusion and how they interact with community needs;
4. Critically reflect on service-learning experiences to deepen their understanding of the role of diversity and inclusion in creating a better community;
5. Develop skills in communication, collaboration, and problem-solving through engagement with diverse communities;
6. Foster sense of social responsibility and commitment to creating inclusive and diversified communities through service-learning;

Course Schedule

Week	Date/Time(2026)	Activity	Topics
1	7-Jan 14:30 – 17:15	Interactive Lecture and Discussion	**"Orientation"** • Expectation management • Getting to know one another and preparing for grouping • Conceptualization: Volunteerism vs Service Learning • Previous impactful service-learning projects • Connecting self and the society
2	14-Jan 14:30 – 17:15	Experiential Workshop and Human Library	**"Design Thinking (I) – Empathize (Immersion)"** • Aging simulation workshop organized by Eldpathy • Elderly human library • Strengths perspective • Deconstructing ageism • *Individual Work: Padlet Persona (5%)*
3	21-Jan 14:30 – 17:15	Interactive Lecture and Discussion	**"Grouping and Overview on Design Thinking"** • Finalizing grouping • Rationale, principles and 5-stage model of Design Thinking • Interview skills with elderly • Field observation framework • *Individual Work: Design Thinking Exercise (5%)* **The grouping for service projects will be finalized at **2:30pm**. You **MUST** attend this session **PUNCTUALLY**.*
4	28-Jan 14:30 – 17:15	Service (I) at Wong Tai Sin (黃大仙)	**"Design Thinking (I) – Empathize (Interview)"** • Conducting the first onsite visit or community walk with the designated elder(s), observing their living environment and neighbourhood, gaining an impression of themselves as a person and establishing relationship • *Group Work: Empathy Map (5%)*
5	4-Feb 14:30 – 17:15	Interactive Lecture and Discussion	**"Design Thinking (II) – Empathize & Define"** • Formulating a preliminary assessment guide for the upcoming service based on the N3C needs and strengths assessment framework, aimed at getting to know the designated elder(s) on a more structured and deeper level • SMART goals and point-of-view statement • *Group Work: Assessment Guide (5%)*

6	11-Feb 14:30 – 17:15	Service (II) at Wong Tai Sin (黃大仙)	**"Design Thinking (II) – Empathize & Define"** • Conducting the second onsite visit or community walk with the designated elder(s), putting ourselves in their shoes, and understanding strengths, pain points and perceived needs of elderly • *Group Work: User Journey Map (5%)*
7	18-Feb	No Class	Lunar New Year Vacation
8	25-Feb 14:30 – 17:15	Interactive Lecture and Discussion	**"Design Thinking (III) – Ideate"** • Brainstorming actions of any scale based on previous service experience, including but not limited to direct service, community education, online campaigns, advocacy, and product invention • *Individual Work: Idea Canvas (5%)*
9	4-Mar	No Class	**Reading Week** • Groups should begin converting their ideas into feasible action plans and preparing prototypes (if applicable) for the upcoming service to allow more time for test and implementation
10	11-Mar 14:30 – 17:15	Service (III) at Wong Tai Sin (黃大仙)	**"Design Thinking (IV) – Prototype"** • Conducting the third onsite visit or community walk with the designated elder(s), consulting them on your prototype or concrete action plans • Project proposal and budget formulation • *Group Work: Mini-Proposal and Budget (10%)*
11	18-Mar 14:30 – **18:00**	Pitching	**"Design Thinking (IV) – Prototype (Pitching)"** • Groups making a pitch about the ideas and action plans to gather meaningful feedback from classmates and guests • Fine-tuning the project before the action stage • *Pitching (20%)*
12-14	19-Mar to 14-Apr (Initiated by students)	Intragroup Meetings and Services at Wong Tai Sin (黃大仙)	**"Design Thinking (V) – Test (Action)"** • Partnering with the designated elder(s) and conducting additional onsite visit(s) or community walk(s) to test, modify and initiate community-based actions • This stage, including testing and action, is expected to take approximately **8 hours** in total • Each group has to invite the course instructor to have **at least one** onsite consultation meeting • *Group Work: Action Summary (10%)*

15	15-Apr 14:30 – 17:15	Mini Showcase	**"Reflection and Consolidation"** • Groups sharing on their projects, learnings and reflections • Review and consolidation of the Service-Learning experience • Course evaluation and conclusion • *Mini showcase (10%)*

Learning Activities

1. Interactive Lectures
   The instructor will incorporate multiple interactive elements, such as discussions, exercises, experiential games, mini-lectures, music, role plays, and videos, into the lectures. Relevant concepts and messages will be raised by the instructor. Students are encouraged to remain critical and carry out in-depth personal reflection on their own beliefs, values and worldview.

2. Onsite Visits and Community Walks
   The whole class will be divided into 6 - 7 groups in Week 3, each composing of around 5 - 6 students assigned with the following roles:
   A. Group Leader: Manage the group; hold in-group meetings; contact the instructor;
   B. Vice Leader: Manage the group; contact person the designated elder(s);
   C. Secretary: Bring a laptop to class; document; submit group assignments;
   D. Treasurer: Keep props and receipts; submit the financial report during the final week;
   E. Recorder: Take and submit photos and videos to validate attendance after each service trip or out-of-class meeting; document;
   F. Promoter: Take lead in promoting your service; liaise with other parties

   Each group will match and partner with elder(s) to carry out a minimum of 13 hours of fieldwork and on-site service throughout the course. The Age-Friendly Community (AFC) principles shall be applied to assist students in developing their projects:

   1. *Outdoor spaces and buildings*
   2. *Transportation*
   3. *Housing*
   4. *Respect and social inclusion*
   5. *Communication and information*
   6. *Community support and health services*

3. Experiential Workshop and Human Library
   An aging simulation workshop and human library will be organized by Eldpathy, a Hong Kong social enterprise specialized in offering elderly simulation programs, in Week 2.

4. Pitching and Mini Showcase
   Students will make a pitch about the ideas and action plans in Week 11 to gather meaningful feedback from classmates and guests. In the last lesson (Week 15), students will participate in a mini showcase to demonstrate their projects, learnings and reflections.

Assessment Scheme

Assessment Component	Description	Weight (%)
Participation and Individual Work	Student's active participation in the service-learning process is essential for self-growth. **Attendance and punctuality are mandatory for experiential workshops, services, pitching and mini showcase after add/drop period**. Inevitable changes in service arrangements that result in absence must be discussed in advance with the course instructor. Exercises and reflection tools will be scheduled throughout the course to guide students through the Design Thinking process. **Marks for the assessments will only be awarded to students who attend class to ensure fairness**. Sick leave with a medical certificate will receive half of the marks. Requests for early leave and absence made in advance via EMAIL with valid reasons will be considered on a case-by-case basis. **Three** individual assessments are scheduled throughout the course. **Please refer to "Course Schedule" for the marks distribution**. *(Highlighted in blue)*	15
Group Work	The contributions of group members will be assessed through peer evaluation in the final week. Those who score 5 or higher out of 10 will receive full marks for the group assessments. For those rated below 5, marks from the group assessments will be deducted proportionately (e.g., if you score 3.7 out of 10, only 37% of the marks from the group assessment will be awarded). **Marks for the assessments will only be awarded to students who attend class/service to ensure fairness**. Sick leave with a medical certificate will receive half of the marks. Requests for early leave and absence made in advance via EMAIL with valid reasons will be considered on a case-by-case basis. **Five** group assessments are scheduled throughout the course. **Please refer to "Course Schedule" for the marks distribution**. *(Highlighted in green)*	35

Pitching and Mini Showcase	To facilitate the testing and execution of the service, students will first make a pitch about the ideas and action plans in **Week 11** to gather meaningful feedback from classmates and guests. In the last lesson (**Week 15**), students will participate in a mini showcase to demonstrate their projects, learnings and reflections. To manifest democracy, we will vote on the grade weighting between students and the teaching team in Week 3. **Tentative Rating Criteria**: • The extent to which the project meets its objectives • Creativity • Practicality and Sustainability • Potential degree of social impact • Application of students' self and uniqueness **Please refer to "Course Schedule" for the marks distribution**. *(Highlighted in yellow)*	30
Individual Self-reflection	***Topic:*** *"Who am I, why am I here, where am I going?"* We hope this reflective exercise can facilitate your self-awareness and personal growth. While you have the freedom to adjust the content based on your own subjective experience, you shall consolidate your thoughts, feelings, and insights gained throughout the course into a passage containing reflection on the following aspects: a) ***"Who am I"***: Your self-exploration of and reflection on different parts of yourself, such as interaction patterns, meanings, personal attributes, beliefs, values, worldview, or other dimensions. b) ***"Why am I here (as a member of the society)"***: Your relationship with society, with a particular focus on social interest. You may consider reflecting on your civil responsibility to the community, concerns for community issues, civil rights, empathy for other members in the society, sense of belonging in the human community, or other dimensions. You may wish to learn more about Alfred Adler's concept of "social interest" before writing. c) ***"Where am I going"***: How your dreams, aspirations, or discipline relate to and contribute to society; How you plan to apply the knowledge, ideas, or insights gained from the	20

	course to impact the society in the future. **Rating Criteria**: • Impact on personal growth • Social interest and civil responsibility • Critical thinking **Word Limit:** 1000 words in English or 1500 in Chinese **Format:** No specific formatting requirements. You may apply some design and consider incorporating pictures and other visual aids to enhance persuasiveness. **File Format:** .doc / .docx / .pdf **Submission:** Softcopy to the assignment box in Google Classroom **Deadline:** 26th Apr, 2026 23:59 **Late Submission Penalty:** Without prior approval, 5% of the total paper score would be deducted for each 24hrs delay after the deadline. No submission will be accepted 7 days beyond the due date.	

Grade Descriptors

Grade Overall Performance

A	Outstanding performance on all learning outcomes
A-	Generally outstanding performance on all (or almost all) learning outcomes
B	Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses
D	Barely satisfactory performance on a number of learning outcomes
F	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements

Learning Resources

1. Professional Support
   Students will participate in experiential learning activities for personal growth and future development. Those in need of support are welcomed to consult the instructor or seek professional help.

2. e-learning Platform
   We adopt Google Classroom as our primary communication channel. It serves the following main purposes:
   I. Organizing all learning materials, including PPTs, required readings, videos, etc.

II. Announcing logistical arrangements and deadlines
III. Submitting assignments
IV. Receiving timely feedback from the instructor to advance your project ideas

Students should regularly check the Classroom for updates and announcements.

Students should log in to their own Gmail accounts and access Google Classroom through a browser on a computer or the app on a mobile device (Download: Android / iOS). Join our Classroom using the code **t25ecsvr** or click this link directly. Please visit regularly to get the course materials and announcement.

3. Readings *(Recommended readings are highlighted in yellow)*

I. Personal Growth

卡爾・羅傑斯、鄧伯宸 (2023)。*存在之道：人本心理學家卡爾・羅傑斯談關係、心靈與明日的世界*。台北：心靈工坊。

阿爾貝・卡繆、張一喬 (2009)。異鄉人。台北：麥田出版。

阿圖爾・叔本華、木云、林求是 (2024)。*從悲劇中開出幸福花朵的人生智慧：叔本華（全新譯本）*。台北：方舟文化。

阿爾弗雷德・阿德勒、吳勇立 (2017)。*自卑與超越：陪你走過生命幽谷、啟發動能的阿德勒勇氣心理學*。台北：時報文化。

岸見一郎、古賀史健 (2014)。*被討厭的勇氣：自我啟發之父「阿德勒」的教導 (初版)*。台北：究竟出版社。

維克多・法蘭克、趙可式、沈錦惠 (2012)。*活出意義來：從集中營說到存在主義 (八版)*。台北：光啟文化事業。

歐文・亞隆、易之新 (2005)。叔本華的眼淚。台北：心靈工坊。

Yalom, I. D. (1980). *Existential Psychotherapy*. Basic Books.

II. Service-Learning and Volunteerism

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。

嶺南大學服務研習處 (2008)。*服務學習計劃：嶺南模式*。香港：嶺南大學服務研習處。

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

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

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

Ferrari, J.R. & Chapman, J.G. (1999). (Eds). *Educating students to make-a-difference:*

community-based service learning. NY: Haworth Press.

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

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.

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.

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.

III. Elderly and Ageing

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。

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

IV. Community Work and Service Techniques

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。

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。

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。

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

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。

黃宇軒 (2023)。*城市散步學——以香港作為起點*。香港：突破出版社。

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。

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.

Other Online Resources:

https://bankofideas.com.au/handouts/

https://servicedesigntools.org/tools

V. 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 OaksL CA: Sage.

Other Online Resources:

Rookie's Guide to Design Thinking 設計思考工具書

SCAPMER - Improving Products and Services

Feedback for Evaluation

Students are welcome to provide feedback and suggestions to the course instructor(s) at any time, either in person, via email, or on Padlet. Formal evaluation exercises will also be conducted through the following:

1. Early Feedback Collection System (EFCS), administered by ITSC during mid-term
2. Course Teaching Evaluation Questionnaire, prepared by the college at the last lecture

Academic Honesty and Plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academichonesty/.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.
- Students are fully aware that their work may be investigated by AI content detection software to determine originality.

Assignments without the properly signed declaration will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.

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.

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. If the charge is established, the penalty guidelines are as follows:

Plagiarism	*Minimum Penalties*
First offence	i) One demerit; ii) A mark of zero for that component of the course; and iii) Completion of relevant training in academic honesty
Second of further offence (and a first offence that is serious as decided by the disciplinary committee concerned / the FTP Committee)	i) Two demerit (of which one will remain in the University's record permanently and one is reviewable) and; ii) A failure grade for the course concerned

Detecting plagiarism

- 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/Eng_htm_files_(2013-

14)/p10.htm

- The declaration should be signed on the pdf, attached with the soft copy of the assignment upon submission.
- Only the final version of the assignment should be submitted via VeriGuide.

Use of AI Tools

Use of AI tools is allowed with explicit acknowledgement and proper citation. Students may use some AI tools in some class activities and assignments on the condition that they make explicit acknowledgement and proper citations of the input from AI tools.

Acknowledging support from AI tools

Students are required to acknowledge all functional uses of a generative AI tool and cite it when they paraphrase, quote, or incorporate into their own work any content (whether it is text, image, data, or other format) that was created by it.

i. An example of acknowledgement
'I acknowledge the use of (name of AI tool – e.g. ChatGPT (https://chat.openai.com/) to (specify the support, e.g. plan my essay, generate some ideas for the content, ask for examples of data collection instruments, get the dates of historical events, etc.).

ii. An example of citation
OpenAI. (2023). *ChatGPT* (Mar 20 version). https://chat.openai.com/chat
(Students are reminded that due to the rapid developments of generative AI tools, some citation formats may be updated regularly.)

iii. An example of including texts generated by an AI tool in their work
"The following text was generated by an AI tool / language model (ChatGPT):"
[Insert the text generated by ChatGPT here.]

iv. An example of including texts generated by an AI tool and the prompts that were used to elicit the text from the AI tool
"[The prompt], as generated by an AI language model (ChatGPT):"
[Insert the text generated by ChatGPT in response to the prompt.]

Students are reminded to learn and use the AI tools responsibly and ethically and be aware of the limitations.

Students are reminded to clarify with the course teacher and obtain permission if necessary when in doubt.

<End>