New Asia College, The Chinese University of Hong Kong

Second Semester, 2025/26

Title: Service Learning　Creating a Better World through Diversity and Inclusion (服務學習：多元共融 • 齊創新天)

Code: GENA1116K

Course Description

This course aims to improve students' understanding of various socially disadvantaged groups, including underprivileged children and families, the elderly, and residents living in sub-divided units. The course involves service work at a service agency, where students learn to apply their personal experiences, strengths, and academic knowledge to their service. The course emphasizes the difference between service participation and volunteering. It combines reflection and active participation in community-based projects, where students work under the guidance of the instructor to design and implement mini service projects in collaboration with service teams. The course ends with a post-service review where students reflect on their service-learning experience, re-evaluate their self-understanding, and develop a stronger sense of civic responsibility.

Course Lecturer: Mr. CHIU Tsz-kit, Kenny (kennychiu@pschk.org)

Learning Outcomes

Upon completion of this course, students will be able to:

CILO1: Apply knowledge and skills to access strengths and needs of the community, and to develop corresponding courses of action.;

CLIO2: Initiate and/or implement a community service project;

CILO3: Acquire and apply knowledge of program planning, implementation, and evaluation;

CILO4: Integrate their Service-Learning experiences with specified perspectives and theories learned from lectures, readings and their own experiences;

CILO5: Engage in self-reflection and achieve personal development in relation to their Service-Learning experiences.

Venue and Time:

114, Humanities Building (人文館), New Asia College; Tuesdays 2:30 – 5:15pm

Course Syllabus

Week / Date	Learning Activities	
Week 1 (6 Jan 2026) *NAH 114*	Course Introduction and Agency Introduction Definition of Disadvantage, Exclusion and Inclusion	*Add-drop Period* Mr. Kenny CHIU
Week 2 (13 Jan 2026) *NAH 114*	Poverty Issues and the Community Empowerment Practice for Disadvantaged Groups	Guest Lecturer Mr. HUI Kam shing *Discussion Log (5%)*
Week 3 (20 Jan 2026) *NAH 114*	Service Learning and Volunteering Understanding the Community and Need Assessment	Guest Lecturer Dr. Constance CHAN *Discussion Log (5%)*
Week 4 (27 Jan 2026) *NAH 114*	Basic Service Skills and Programme Design Service Selection & Preparation	Guest Lecturer Ms. LEE Yiu kwan *Discussion Log (5%)*
Week 5 (3 Feb 2026) *The Agency*	**Service Orientation** Students will be divided into a group of 5 – 6 people, and each group will participate in one the following service unit: 1. Children and family; 2. Elderly health and time bank project and 3. Subdivided unit family service.	On-site Orientation
Week 6, 8 (9 – 13 Feb; 23 – 27 Feb 2026) *The Agency*	**Service Phrase I (4 – 6 hours)** Students will join the orientation and service sessions in week 6 and 8, and each group need to submit a project outline before end of week 9.	
Week 7 (17 Feb 2026)	**Lunar New Year Holiday, No Class**	
Week 9 (3 Mar 2026)	**Reading Week, No Class**	
Week 10 (10 Mar 2026) *NAH 114*	**Interm Meeting** Introduce the mini project in 12 minutes, classmates and course lecturer will give immediate feedback to facilitate brainstorming and polishing the idea.	Mr. Kenny CHIU
Week 11 – 12 (16 – 28 Mar 2026) *The Agency*	**Service Phrase II (6 – 9 hours)** After the interim meeting, students can back to the community and actualize their ideas during week 11 – 12. The minimum number of service hours is 13 hours. It is encouraged to have 5 – 6 weeks of service with 2 – 3 hours per week. Each group there will be an assigned direct instructor to have consultation or supervision.	*Service Performance (25%)* *Peer Evaluation (10%)*
Week 13 (31 Mar 2026) *NAH 114*	**Group Presentation** Each group should prepare a 20 minutes presentation, to summarise their learning in the group project, including the needs of the target group, service implementation situation, suggestions on improvement of the service as well as self-reflection are expected to be included in the presentation	*Group Presentation (30%)* *Individual Reflective Journal (20%)*

Assessment

Assessment Method	Weighting	Course Intended Learning Outcomes (CILOs)				
		1	2	3	4	5
A. Performance in service & Peer-evaluation	35%	✓	✓	✓	✓	✓
B. Individual Reflective Journal and Report	20%				✓	✓
C. Group Presentation	30%	✓	✓	✓	✓	✓
D. Discussion and attendance	15%	✓	✓	✓		
Total	100%					

A. Performance in service & Peer-evaluation

The activity proposals will be assessed by subject lecturers and social workers from the community partner to determine their appropriateness and feasibility in fulfilling the community needs.

Students' performance and attitude in providing service, their level of engagement with service recipients, collaboration with other students, and interactions with service recipients and/or collaborating NGOs are key indicators of their ability to effectively communicate with service users and stakeholders, demonstrate civic responsibility and professional ethics, show empathy for those in need, and work collaboratively to apply their knowledge and skills to address real community problems.

Subject instructors will evaluate students based on their attitude, punctuality, and performance in providing service, as well as the demonstration of generic skills such as creativity, critical thinking, and problem-solving in planning and preparing materials. Additionally, their engagement with service users and collaboration with the target group will be assessed. Subject lecturers will seek community partner’s opinions in the evaluation.

The peer-evaluation component assesses students' collaborative efforts during the service project. Key criteria include 1. Engagement: Students will evaluate each other's level of participation and commitment to the service activities; 2. Collaboration: Assessment of how well group members worked together, supported each other, and contributed to the project’s success. 3. Communication: Evaluation of the effectiveness of communication within the group, including the ability to share ideas and provide constructive feedback.

B. Individual Reflective Journal and Report

Students will need to write reflective journals and reports during and after the service learning project. This is to show that they can: (a) connect their service learning experience with the academic focus or specific content of the subject, (b) think about their service learning experience to recognize what they have learned and areas where they can improve in the future, (c) consider their roles and social responsibilities.

To help students use reflection as a learning tool and evaluate their ability to achieve the learning goals mentioned above, reflection and review sessions will be conducted during and after the service learning project.

The length of the reflection journal should be 1,500 characters in Chinese or 1,000 words in English. It should follow the APA style format, using Times New Roman font, 12-point size, and 1.5 line spacing.

C. Group Presentation

In the presentation, each group, organized by service unit, evaluates the intervention plan based on reflective journals, observations, and interviews, commenting on the effectiveness of current anti-poverty and empowerment measures, ensuring a comprehensive and cohesive approach. Key criteria include professional delivery with clear relevance of materials and artifacts, clear objectives and subject matters in the content

with ideas summarized through new learning, and effective group coordination where all members collaborate and cooperate.

D. Discussion and attendance

Attendance is mandatory for the service project and presentations. Students are expected to attend at least 75% of the lectures. Failure to meet the attendance requirement may result in a failing grade for the course. Punctuality in attending classes is highly appreciated. If there are difficulties in participating in service sessions, students should make up the session with discussions with the service unit.

The discussion component focuses on active participation in class discussions related to service-learning experiences. Students are expected to reflect, evaluate and contribute. Participation in discussions will be assessed based on the relevance and depth of contributions, as well as the ability to integrate theoretical knowledge with practical experiences.

Service Unit

Service Unit	Address	Suggested No. of Students
Children and Family Service - Sweet Heart After School Care Centre for Pre-Primary Children	Room 2A, G/F, Wing B, Lai Tak House, Lai On Estate, Sham Shui Po	6 Students x 2 Groups (12)
Elderly Service - Time Bank and Life Education Project	Unit 206, Podium Floor, Block 19, Shek Kip Mei Estate, Shum Shui Po	6 Students x 2 Groups (12)
Community Service - Subdivided Unit Service	Room 1C, Fook Yue Mansion, 272-274 Ma Tau Wai Road, To Kwa Wan	6 Students x 2 Groups (12)

Lecturers' Profile

Mr. HUI Kam Shing is a senior social worker actively involved in social and community services in Hong Kong. He serves as the Director of People Service Centre, participates in various community initiatives including volunteer service promotions and social welfare activities. His work emphasizes strengthening community support networks and addressing local needs through volunteer engagement and social services collaboration. He is also a social work fieldwork instructor and lecturer in several institutions.

Dr. Constance Chan is the Chief Supervisor of Service Development at Yan Oi Tong (YOT). Prior to joining YOT, she served as a Service-Learning Teaching Fellow at Lingnan University, where she led local service-learning projects and contributed to faculty development. Additionally, she worked with the People Service Centre at Lingnan University, where she received the Outstanding Social Capital Partnership Award and the SCB Logo Award in 2018.

Ms. Gloria LEE is a senior social worker involved in social services in Hong Kong. She has served as a Centre-in-charge at Hong Kong Christian Service, focusing on children and family service. She serves as the Vice-chairperson of People Service Centre, and she is also a social work fieldwork instructor.

Mr. Kenny CHIU is the Executive Director of the People Service Centre, where he focuses on community building and empowerment. From 2016 to 2021, he initiated a community-based food recycling and sharing project, collaborating with universities and local communities, the project was recognized with the Outstanding Social Capital Project Award in 2020.

Recommended Readings

1. Eyler, J. (2001). Creating your reflection map. *New Directions for Higher Education*, 114, 35-43.

2. Giles, D.E, Jr. and Eyler, J. (1994). The Theoretical Roots of Service-Learning in John Dewey: Towards a Theory of Service-Learning. *Michigan Journal of Community Service-Learning*, 1, 77-85.

3. Harkavy, I., and Hartley, M. (2010). Pursuing Franklin's Dream: Philosophical and

Historical Roots of Service-Learning. *American Journal of Community Psychology*,

46, 418-427.

4. Kaye, C.B. (2010). *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action*. Minneapolis: Free Spirit Publishing.

5. Flanagan, C., and Bundick, M. Civic Engagement and Psychosocial Well-Being in

College Students. American Association of Colleges and Universities, *Liberal*

Education.

6. Michigan Journal of Community Service Learning. Ann Arbor: OCSL Press, The University of Michigan. All titles under the "Advances in Service-Learning Research" series e.g. Moely, B/ E., Billig, S. H., & Holland, B. A. (2009). Creating Our Identities in Service-Learning and Community Engagement (Advances in Service-Learning Research). Charlotte, N.C.: Information Age Publishing.

7. Shumer, R. (October 1987). Taking Community Service Seriously. Community

Education Journal. Volume XV, No. 1., pp.15-17.