

**THE CHINESE UNIVERSITY OF HONG KONG**  
**Shaw College**  
**Summer Term 2023/24**

**GESC1230 Caring Heart Service Learning**  
**Course Outline**

- 1. Course Code: GESC1230BB**
- 2. English Title: Caring Heart Service Learning**
- 3. Chinese Title: 懷仁服務學習**
- 4. Course Description**

In accordance with the college founding aspiration, “Learning, innovation and benefitting mankind,” this course provides students with opportunities to care and serve the people in the society and enhance their understanding of the problems and issues of the community, as well as the capacities and assets of the community to promote students’ apprehension of social inclusion. As a service-learning course, students will engage in experiential learning that they can critically learn and apply concepts and theories in a real-world environment. To prepare students to care for others they will first learn how to care for themselves through developing loving and kindness, empathy, mindfulness, and respect for diversity. Students will review and reflect the strengths and needs of the community. As guided by the course instructor, students are expected to design and implement service projects by themselves or in association with non-government organizations, Service Learnings, or volunteer groups as host organizations. The course concludes with a post-service review that students will share and reflect their service-learning experience to re-examine their own self to gain deeper and broader appreciation how their own discipline relates to the society and to develop an enhanced sense of civic responsibility.

**5. Learning outcomes**

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

1. Develop self-awareness and self-management of one’s own psychological well-being
2. Apply knowledge and skills to assess strengths and needs of the community, and to develop corresponding courses of action.
3. Develop empathy, care and concern, and respect towards people.
4. Appreciate how volunteerism and service learning can bring about positive changes to the community.
5. Appreciate how their own discipline relates to and contributes to the society
6. Develop an enhanced sense of civic responsibility to promote greater good in the society.

## 6. Course Syllabus

Topic	Contents/ fundamental concepts
Service Learning	<ul style="list-style-type: none"> <li>• Values and attitudes of service learning</li> <li>• Process and outcomes of service learning</li> <li>• Differences between service learning and volunteerism</li> <li>• Experiences of service learning projects</li> </ul>
Understanding Self & the World	<ul style="list-style-type: none"> <li>• Self-awareness and self-management</li> <li>• Empathy</li> <li>• Loving-kindness</li> <li>• Mindfulness - Well-being &amp; Happiness</li> <li>• Justice, Equality</li> <li>• Ethical issues and dilemmas</li> </ul>
Community Work & Service Techniques	<ul style="list-style-type: none"> <li>• How to engage with users/ Kaifong?</li> <li>• Needs assessment &amp; Design thinking</li> <li>• Asset-based community development (ABCD)</li> </ul>
Program design, development and evaluation	<ul style="list-style-type: none"> <li>• Problem tree and objective tree analysis</li> <li>• Theory of change and logic model</li> <li>• Programme evaluation and impact assessment</li> </ul>

## 7. Course components (Teaching Mode and Learning activities)

**The course will employ the following methods of instruction:**

- a. *Lectures and workshops* – The instructor will introduce relevant concepts and themes during lectures. Students are encouraged to raise their areas of concern in the lectures and participate in the discussions initiated by the instructor. Students will be encouraged in making group discussions to share and reflect values as well as worldviews with each other in greater depth.
- b. *Community Visits and Service Learning Projects* – Students will visit local communities and NGOs to understand the real context as well as resources and need of people. Students will be divided into 6 groups. Each group will formulate a service project in serving the community, by utilizing the knowledge and skills learnt in the course as well as from their own discipline or profession.
- c. *Group project presentation* – Students are required to make group presentations. Through preparation for the group presentation, students will consolidate knowledge

acquired from lectures and readings and reflect their learning gained from the Service learning project.

- d. *Blackboard forum* – Students are encouraged to make use of the Blackboard forum to discuss relevant issues with the instructors and other students outside the classroom.
- e. *Readings* – Students have to read the articles stipulated for each topic before the lectures and workshops. Essential readings are also stipulated for the major themes included in the course. Students are also encouraged to consult other readings listed in the reference list.
- f. *Audio-visual aid* – Whenever appropriate, audio-visual materials will be used during class to aid the instruction.

*"This course will invite students to participate in experiential learning/ activities for personal growth and professional development. For those who are overwhelmed or with signs of psychological or emotional impact, they are encouraged to speak with the course instructor and seek professional help for appropriate support."*

## 8. Assessment Type, Percentage and Rubrics

Grading items	%	Corresponding Learning Outcome	Due Date
1) <b>Group Presentation I (Draft Project Plan)</b>	10	2,3,4	28 May 2024 (Tue) [PPT]
2) <b>Group Paper (Final Project Plan)</b>	20	2,3,4,5	1 June 2024 (Sat)
3) <b>Group Presentation II (Project Evaluation)</b>	30	2,3,4,5,6	12 June 2024 (Wed) [PPT]
4) <b>Individual Reflection Journals</b>	30	1,2,3,4,5,6	16 June 2024 (Sun)
5) <b>Participation</b>	10	1,2,5	N.A.

**1) Group Presentation I (Project Plan) (10%)**

Students will form small groups of 5 students. Each group is required to assess the needs of the elderly, identify health and falling problems they face, and evaluate why the current services/products provided by NGOs, the government, or the private market are insufficient in addressing these issues. The group should develop a feasible project plan that outlines objectives, a theory of change, and major interventions/activities to tackle the identified problem.

Each group will present their initial ideas and project plans in Group Presentation 1, scheduled for **28/5/2024 (Tuesday)**. The presentation should be within 20 minutes, followed by a 10-minute session for comments and discussion with students, the instructor, and social workers from Peace of Mind. The content of the presentation should include, but not be limited to:

- A. Objectives of the service project
- B. Theory of Change (ToC) for the project
- C. Service plan, including activities and timeline

The softcopy of the PPT and a signed VeriGuide declaration form should be submitted to BlackBoard **before 23:59 on 28/5/2024 (Tuesday)**. Please name the file as "your full name-assignment type," e.g., "Group X-Group Presentation I" and "Group X -Group Presentation I\_VeriGuide form," for easy management of submission files.

**2) Group Paper (Project Plan) (20%)**

Based on the content of their group presentation and feedback received from students, the instructor, and social workers, each group needs to revise and expand their original verbal project plan into a written project plan for assessment. The group paper should include the following structure:

- A. Brief introduction to the project context, including background and the problem addressed
- B. Project objective/mission
- C. Theory of Change (ToC)
- D. Service plan, including activities and timeline
- E. Program budget and human resources required
- F. Strategies to address potential difficulties in the project

The length of the paper should be 2000 characters in Chinese or 1400 words in English, following the APA style format with Times New Roman font, 12-

point size, and 1.5 line spacing.

The softcopy of the PPT and a signed VeriGuide declaration form should be submitted to BlackBoard **before 23:59 on 1/6/2024 (Saturday)**. Please name the file as "your full name-assignment type," e.g., "Group X-Group Proposal" and "Group X -Group Proposal\_VeriGuide form," for easy management of submission files.

### **3) Group Presentation II (Project Evaluation) (30%)**

- A. Students will form small groups of 5 students and prepare a presentation to reflect, evaluate, and consolidate their learning experience in the service projects.

Suggested Outline:

- i. Understanding the elderly in the Northern District: Identifying the "problems," "needs," and "assets" of the elderly and the community. How did you explore these problems, needs, and assets (e.g., literature review, observation, visits, agency visits)? Can you truly understand the elderly? How can understanding be improved?
- ii. Analyzing the health and falling accidents among the elderly: Examining the health and falling accident situations of the elderly. What are their needs? To what extent is loneliness related to their problems? How does the above analysis relate to your group's intervention?
- iii. Evaluating the impacts of your intervention: Describing and analyzing your solutions/interventions and evaluating their impacts on the elderly. Assessing the strengths and weaknesses of the intervention. Can it bring about changes in their health and reduce the risk of falling? Will these changes be sustainable? How can the intervention be improved?

- B. The presentation should last approximately 25 minutes and be followed by a 10-minute Q&A session.

The softcopy of the PPT and a signed VeriGuide declaration form should be submitted to BlackBoard before 23:59 on 11/6/2024 (Tuesday). Please name the file as "your full name-assignment type," e.g., "Group X-Group Presentation II" and "Group X -Group Presentation II\_VeriGuide form," for easy management of submission files.

**Grading criteria:**

**Appropriately cover all required aspects (30%)** Ensure that all the aspects mentioned in the above guidelines are adequately addressed, covering each of them comprehensively.

<b>Analytical ability (20%)</b>	Demonstrate your competency in analyzing the problems and assets of the elderly, as well as evaluating the impacts of your interventions.
<b>Reflection and learning (20%)</b>	Show your insight by reflecting on the strengths and weaknesses of your intervention, and highlight the knowledge and understanding gained from the real-life learning experience of the poverty situation in Hong Kong
<b>Effective communication in presentation (20%)</b>	Organize your presentation in a structured and coherent manner. Engage with your audience through interactive elements, avoiding the mere reading of PowerPoint slides or notes. Prepare your presentation materials, such as the PowerPoint, with precision and conciseness, ensuring no typos or grammatical errors. Utilize various presentation methods to enhance the appeal and effectiveness of your presentation.
<b>Time management (10%) .</b>	Complete your presentation within the allocated time and allow sufficient time for a question-and-answer session

**4) Individual Self Reflection Paper (30%)**

Each student is required to write a reflection journal to document their learning from the service project. The journal should include reflections on, but not limited to, the following aspects:

- a) Personal level: Reflect on whether the service project has brought about any changes in you. Have you experienced any personal growth or transformation as a result of your involvement in the project?
- b) Theory of change of the project/service: Evaluate the soundness of the project's logic and theory of change. Do you believe that the intervention approach is effective and aligned with the desired outcomes? Are there any important aspects of the intervention that are missing or could be improved upon?
- c) Lessons learned from the project/service: Share any specific values, knowledge, or skills that you have gained through your participation in

the project. Reflect on the insights and experiences acquired during visits or interactions related to the project.

The length of the reflection journal should be 1500 characters in Chinese or 1000 words in English. It should follow the APA style format, using Times New Roman font, 12-point size, and 1.5 line spacing. The softcopy of the journal and a signed VeriGuide declaration form should be submitted to BlackBoard **before 23:59 on 16/6/2024 (Sunday)**. Please name the file as "your full name-assignment type," for example, "Chan Tai Man-RJ" and "Chan Tai Man-Group Paper\_VeriGuide form," to facilitate the management of submission files

### Grading criteria:

#### Comprehensive and in-depth review of the project (40%)

- **Clearly define and introduce the service project that you conducted, providing a clear overview of its purpose and objectives.**
- **Systematically summarize the project's objectives, theory of change, intervention methods, innovative elements, and any other relevant information.**
- **Apply theories and concepts learned in the course to analyze the effectiveness of the project and its social impacts, demonstrating a deep understanding of the subject matter.**

#### Reflective and learning (40%)

- Reflect on your personal change and growth as a result of participating in the project, discussing how it has influenced your perspectives, values, or skills.
- Identify your own strengths and weaknesses in designing and implementing the service project, reflecting on areas where you excelled and areas that need improvement.
- Think critically and analyze your emotional responses to the service activities within the context of the course content, considering the underlying factors and implications.
- Discuss the lessons learned from the project or service and evaluate whether the knowledge, skills, and values acquired can be applied in future endeavors.

#### Clarity in presentation (20%)

- Organize your reflection in a clear and systematic structure, ensuring that your ideas flow logically and coherently.
- Write in a concise fashion, expressing your genuine thoughts and reflections while providing evidence to support your claims or insights.

In this course, teachers will provide feedback on assignments to students within two weeks after the submission date. This feedback is intended to be helpful for students to improve their upcoming assignments and gain a better understanding of their strengths and weaknesses in their learning process. Reviewing the feedback from previous assignments can be beneficial for students in their academic progress.

#### **5) Participation and Involvement (10%)**

Active participation and involvement of students in the service learning process are crucial. Their engagement in the preparation, delivery, and evaluation of the service will be assessed by the group tutor. Additionally, their participation in discussions during lectures will be evaluated by the instructor.



## 6) Grade Descriptors

- **Grade Overall Performance**

<b>A</b>	Outstanding performance on all learning outcomes
<b>A-</b>	Generally Outstanding performance on all (or almost all) learning outcomes
<b>B</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.
<b>C</b>	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
<b>D</b>	Barely satisfactory performance on a number of learning outcomes.
<b>F</b>	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

## 7) Attendance

Attendance is mandatory for the service project and presentations. Students are expected to attend at least 3/4 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.

## 9. Required and Recommended Readings

### **Required Readings ( can be found in the reference section of the Blackboard System)**

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

Essential Reading #2: Zastoupil, G. J. & Sarmiento, C. S. (2022), Service-learning, rights to the city, and justice in community practitioner preparation, *Journal of Community Practice*, 3(2),169-180. DOI: 10.1080/10705422.2022.2070315

Essential Reading #3: Ang (2020). Approach to falls among the elderly in the community. *Singapore Medicine Journal*, 61(3), 116-121  
<https://doi.org/10.11622/smedj.2020029>

Essential Reading #4: Gardiner et a. (2017). Older people's experiences of falling and perceived risk of falls in the community: A narrative synthesis of qualitative research. *International Journal of Older People Nursing*, 2017(12), e12151. <https://doi.org/10.1111/opn.12151>

### **Recommended Readings**

#### **Self-awareness and self-management**

Peterson, C. (2006). *A primer in positive psychology*. New York: Oxford University Press.

Lyubomirsky, S. (2013). *The myths of happiness*. New York: Penguin Press.

Brown KW, Creswell JD, Ryan RM (eds.). *Handbook of Mindfulness: Theory, Research, and Practice*. The Guildford Press. New York, NY. 2015.

Neff, K. D. (2011). *Self-Compassion*. New York: William-Morrow.

#### **Appreciating Service learning**

Cipolle, Susan. 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

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

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.

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.

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

### **Community and Societal Issues**

Chu L.W. , Chi, I,& Chiu A.Y.Y. (2005). Incidence and Predictors of Fall in the Chinese Elderly. *Annals Academy of Medicine Singapore*, 2005(34), 60-71.

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

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。

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。

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。

### **Community Work & Service Techniques**

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/>

### **Program development and evaluation**

Ingle, B. (2013). Design Thinking for Entrepreneurs and Small Businesses: Putting the Power of Design to Work. Berkeley, CA: Apress.

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.

香港中文大學尤努斯社會事業中心 (2020)。社會影響評估工具套

[https://www.icloud.com/iclouddrive/0b4VsHzfm1wGeZ-89-FW0YqCA#YSBC%40CUHK%5FSIA\\_Toolkit%5FFinal](https://www.icloud.com/iclouddrive/0b4VsHzfm1wGeZ-89-FW0YqCA#YSBC%40CUHK%5FSIA_Toolkit%5FFinal)

### **Useful Online Learning Resources**

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

<https://goo.gl/LUbQfz>

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)

## **10. Feedback for Evaluation**

Student can give their feedback on the course at the mid-term and final evaluation by completing the questionnaire.

1. Mid-term evaluation done by students, followed by discussions with students;
2. Final evaluation by means of standard course questionnaire

Teacher also welcomes student feedbacks by e-mail and face-to-face discussion.

## 11. Course Schedule

Week	Date/ Venue	Activities	Syllabus	Instructor
1	13 May (Mon) 14:30 – 17:15 @CUHK	Lecture 1: Introduction	<ul style="list-style-type: none"> <li>➤ Course structure</li> <li>➤ Clarify mutual expectation</li> <li>➤ Conceptualization: Volunteerism vs Service Learning               <ul style="list-style-type: none"> <li>✧ Values and attitudes of service learning</li> <li>✧ Process and outcomes of service learning</li> </ul> </li> <li>➤ Previous Service-Learning project ideas</li> </ul>	➤ WH
	14 May (Tue) 14:30 – 17:15 @Fanling/ Sheung Shui	Community Activities (1):  Community Profiling	<ul style="list-style-type: none"> <li>➤ Community Walk and Agency Visit</li> <li>➤ Understanding the needs and strengths of elderly.</li> <li>➤ Asset-based Community Development (ABCD) – Asset Map</li> <li>➤ Assess the design in public area about the risk of falling of elderly and their needs for commuting in the community</li> </ul>	➤ WH & PoM
	17 May (Fri) 14:30 – 17:15 @ Fanling/ Sheung Shui	Community Activities (2):  Understandin g Elderly & their living condition	<ul style="list-style-type: none"> <li>➤ Home visit</li> <li>➤ Use of skill of active listening, empathy, reflection of content and reflection of feeling to communicate with elderly</li> </ul>	➤ WH & PoM
2	20 May (Mon) 14:30 – 17:15 @CUHK	Lecture 2:  Understandin g Self & the World: Values of Social Change & Social Impacts	<ul style="list-style-type: none"> <li>➤ Self-awareness and self-management</li> <li>➤ Loving-kindness</li> <li>➤ Mindfulness - Well-being &amp; Happiness</li> <li>➤ Justice, Equality</li> <li>➤ Ethical issues and dilemmas</li> </ul>	➤ WH

	21 May (Tue) 14:30 – 17:15 @CUHK	Lecture 3:  Community Work & Service Techniques	<ul style="list-style-type: none"> <li>➤ Design thinking &amp; Needs assessment</li> <li>➤ Relationship building <ul style="list-style-type: none"> <li>◇ Ice Breaking</li> <li>◇ Exploration/ Questioning</li> <li>◇ Paraphrasing/ Summarizing</li> <li>◇ Future engagement</li> </ul> </li> <li>Elderly Empowerment</li> </ul>	➤ WH
	24 May (Fri) 14:30 – 17:15 @CUHK	Lecture 4:  Program design, development and evaluation	<ul style="list-style-type: none"> <li>➤ Problem tree and objective tree analysis</li> <li>➤ Theory of change and logic model</li> <li>➤ Programme evaluation and impact assessment</li> <li>➤ The workshop will be co-create the workplan with the kaifong elderly volunteer to prevent falling of the elderly</li> </ul>	➤ WH & PoM
<b>3</b>	27 May (Mon) 14:30 – 17:15 @ Fanling/ Sheung Shui	Community Activities (3):  Practice of Community Study & Home Visit	<ul style="list-style-type: none"> <li>➤ Use and evaluate the check list tools in Examining Falling Risk of Elderly</li> <li>➤ Understanding the feeling &amp; cognition about falling by the elderly</li> <li>➤ Exploring underlying factors and think how to work with the factors: Hoarding, lack of exercise, depression</li> </ul>	➤ WH & PoM
	28 May (Tue) 14:30 – 17:15 @CUHK	Presentation on intervention plan	<ul style="list-style-type: none"> <li>➤ Each group would introduce your theory of change (ToC) and your service plan,</li> <li>➤ followed by the immediate rating and feedback from classmates and instructors and social worker of Peace of Mind, to gain insights on polishing your ideas</li> </ul>	➤ WH & PoM

	31 May (Fri) 14:30 – 17:15 @ Fanling/ Sheung Shui	Community Service 1	➤ Pilot Test / Prototype of intervention	➤ WH & PoM
<b>4</b>	3 June (Mon) 14:30 – 17:15 @ Fanling/ Sheung Shui	Community Service 2	➤ Service Implementation & Practice	➤ PoM
	7 June (Fri) 14:30 – 17:15 @ Fanling/ Sheung Shui	Community Service 3	➤ Service Implementation & Practice	➤ PoM ➤ WH@de- briefing)
<b>5</b>	10 June (Mon)	<b>Dragon Boat Festival Holiday</b>		
	11 June (Tue) 14:30 – 17:15 @CUHK	Group Presentation II	➤ Each group should prepare a 25 minutes presentation, to summarize their learning in the group project	➤ WH & PoM
	14 June (Fri) 14:30 – 17:15 @CUHK	Conclusion and wrap up	➤ Conclusion and wrap up: ➤ Sharing on the impact and insights of the action done, so as to review and consolidate the Service- Learning experiences ➤ Course evaluation and conclusion	➤ WH

## 12. Contact Details for teacher and tutors

<b>Lecturer:</b>	Prof. Wong Hung (黃洪)
<b>Email:</b>	hwong@cuhk.edu.hk
<b>Web:</b>	<a href="http://web.swk.cuhk.edu.hk/~hwong">http://web.swk.cuhk.edu.hk/~hwong</a>
<b>Phone:</b>	3943-7510 (office)
<b>Consultation:</b>	By appointment via email
<b>Office:</b>	Rm. 411 T.C. Cheng Building, United College
<b>Venue:</b>	TBC
<b>Time:</b>	Monday, Tuesday & Friday 2:30 pm – 5:15pm

## 13. Details of Course Website

Blackboard: [https://blackboard.cuhk.edu.hk/ultra/courses/\\_187342\\_1/cl/outline](https://blackboard.cuhk.edu.hk/ultra/courses/_187342_1/cl/outline)

Wong Hung Personal Web: <https://web.swk.cuhk.edu.hk/~hwong/index.php>

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/>.

## 14. Academic honesty and plagiarism

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.
- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.

Assignments without a 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.

## **15. Use of Generative Artificial Intelligence (AI) Tools in Teaching, Learning and Assessment**

### **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.

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.).*

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.)

### 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.]*

### 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>