THE CHINESE UNIVERSITY OF HONG KONG

Shaw College

Summer Term 2023/24

GESC1230CB Caring Heart Service Learning

Course Outline

Lecturer:	Mr. Ben LEUNG Lam-hing
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Consultation:	By appointment via email
Teaching Venue:	TBC
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1. Course description

In accordance with the college founding aspiration, "Learning, innovation and benefitting humankind," 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.

2. 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 access 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.

3. Course Syllabus

Week	Date/Time/ Venue	Activities	Syllabus
1	13 May (Mon) 10:30 – 13:15 @CUHK	Interactive lecture and discussion	<u>Introduction</u> ➢ Course structure ➢ Clarify mutual expectation ➢ Conceptualization: Volunteerism vs Service Learning 　　1. Values and attitudes of service learning 　　2. Process and outcomes of service learning 　　3. Previous Service-Learning project ideas
	14 May (Tue) 09:30 – 16:15 @Mong Kok	Experiential Learning Activities /Service	<u>Experiential Learning Activities : Be an informal waste worker (拾荒體驗)</u> ➢ Work as waste pickers to understand their work reality, working conditions and spiritual self to understand their problems and difficulties.
	16 May (Thu) 10:30 – 13:15 @North District	Experiential Learning Activities	<u>Experiential Learning Activities : Visit the environmental recycling company factory</u> ➢ Understand the recycling industry that connects the work of waste pickers, and enter the recycling industry scene to understand the operation and development of the entire industrial chain.
2	20 May (Mon) 09:30 – 16:15 @Mong Kok/ To Kwa Wan/ North Point/ Kwai Chung/Others	Experiential Learning Activities/ Service	<u>Experiential Learning Activities : Community visit and observation</u> ➢ Each group will match with the designated waste pickers, to finish their daily work, contact with recycle shop, shops, pedestrian, and Food and Environmental Hygiene Department, experiencing the recycling process on the street and understand the difference between reality and imagination.

	21 May (Tue) 10:30 – 13:15 @CUHK	Reflective Meeting	Reflective Meeting ➢ Students will reflect and share their experiences and observation about the situations of the waste pickers
		Interactive lecture and discussion	➢ Programme Planning (Need assessment & Theory of Change)
	23 May (Thu) 10:30 – 13:15 @Mong Kok	Experiential Learning Activities	Experiential Learning Activities: Human Library (真人圖書館) ➢ Shared by stakeholders from the recycling industry and community, students will gain a more diverse perspective on understanding waste pickers issues.
3	27 May (Mon)	/	/
	28 May (Tue) 10:30 – 13:15 @Mong Kok	Experiential Learning Activities	Experiential Learning Activities: Design Thinking (創意思維工作坊) ➢ Rationale, principles and 5-steps model of Design Thinking
	30 May (Thu) 10:30 – 13:15 @Mong Kok	Service	Service: investigation ➢ What waste pickers think about GREEN@COMMUNITY (綠在區區)
4	3 Jun (Mon)	/	/
	4 Jun (Tue)	/	/
	6 Jun (Thu) 10:30 – 13:15 @Mong Kok	Service	Public Education ➢ Set up mobile street stations to conduct public education based on the Hong Kong Waste Pickers Research 2023 (全港拾荒者研究調查 2023)
5	10 Jun (Mon)	/	/ (Tuen Ng Festival)
	11 Jun (Tue) 10:30 – 13:15 @CUHK	Group Presentation	Group Presentation ➢ Refer to assessment
	13 Jun (Thu) 10:30 – 13:15 @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

4. Course components (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 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 5 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."

5. Assessment

Class Participation & Involvement (30%)	Students' active participation in the service learning process is essential, their participation an involvement in class will be assessed by the group tutor and course instructor. ==Attendance and punctuality are mandatory for all lesson and activities.== Failure to comply with attendance requirements will result in a point penalty. Applying for leave with sound reasons in advance will be considered case-by-case.
Group presentation (25%)	Each group should integrate their experiences and reflections on activities and services, and present on one of the following topics: a. GREEN@COMMUNITY (綠在區區) 　　Suggested Outline: 　-　The relationship between GREEN@COMMUNITY and waste pickers. 　-　Analyze the problems you observed. What are their needs? Do existing resources or policies meet their needs? 　-　How should different stakeholders collaborate on the above issues? What are the short-term and long-term difficulties? 　-　What can you and the public do to optimize the above issues? (Theory of Change) b. MSW Charging (垃圾徵費) 　　Suggested Outline: 　-　Impact of implementing MSW charging on waste pickers. 　-　Analyze the problems you observed. What are their needs? Do existing resources or policies meet their needs? 　-　How should different stakeholders collaborate on the above issues? What are the short-term and long-term difficulties? 　-　What can you and the public do to optimize the above issues? (Theory of Change) The length of the presentation should be around 20 minutes and followed up by a Q&A session of 10 minutes. **Deadline of submission:** The presentation PowerPoint should be submitted through the Blackboard system before 09:00 on the presentation date (i.e. 11 June 2024).
Group Report (15%)	Based on the content of group presentation and feedback received from students, the instructor, and the partner organization, each group needs to revise and expand their original presentation into a written report for assessment. **Length:** no less than 3000 words in Chinese or 3600 words in English **Format:** APA style, Font: Times New Roman, 12 point, 1.5 Line Spacing **Deadline of submission to VeriGuide:** softcopy of the paper and signed VeriGuide declaration form should be submitted to BlackBoard before 23:59, 18 June 2024 (Fri)

Individual Self Reflection Paper (30%)	Each student needs to write a reflection journal to reflect their learning from the service project (or the course). The journal should contain reflections on but not be limited to the following aspects: a. **Personal level**: What is the most impressive thing in this service project/course? How is your experience different from what you expected? Did this service project/course change you in any aspect? b. **Summary**: Any particular values, knowledge, or skills learned from the service project/course? Do you hope that you can consolidate it and contribute to the service targets or the broader society in the future? **Length:** no less than 1500 words in Chinese or 1800 words in English **Format:** APA style, Font: Times New Roman, 12 point, 1.5 Line Spacing **Deadline of submission to VeriGuide:** softcopy of the paper and signed VeriGuide declaration form should be submitted to BlackBoard before 23:59, 25 June 2024 (Fri)

6. 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: 黃洪及李劍明。(2001)。*困局、排斥與出路：香港「邊緣勞工」質性研究*。香港: 樂施會。

Essential Reading #4: 樓瑋群。(2007)。*香港拾荒長者研究報告*。香港: 香港社會服務聯會。

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

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。

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

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)。護老情眞：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

7. 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

8. 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

9. 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.

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.

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

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 (i.e., excluding calculations in science, brief laboratory reports, drawings in fine arts and architecture, etc.).

- 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.

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

<mark>Use of AI tools is allowed with explicit acknowledgement and proper citation</mark>

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>