

# THE CHINESE UNIVERSITY OF HONG KONG

## Shaw College General Education (GESC)

### Course Outline

|   |  |
|---|--|
| Course Code/Section: GESC1230DA   | Year: Term 2, 2024/25                      |
| Course Title: Caring Heart Service Learning   |  |
| Time: Tuesday 18:30 – 21:15   | Venue: Rm 201, Lee Shau Kee Building (LSK) |
| Course Teachers:<br>Dr. Simon Sai-hau HO (何世孝) (SH) (Email: <a href="mailto:simon.ho@cuhk.edu.hk">simon.ho@cuhk.edu.hk</a> )<br>Ms Dylis Ching-man LI (李菁文) (DL) (Email: <a href="mailto:chingmanli@cuhk.edu.hk">chingmanli@cuhk.edu.hk</a> )<br>Ms Anna Yat-sum CHOI (蔡一心) (AC) (Email: <a href="mailto:yatsumannachoi@cuhk.edu.hk">yatsumannachoi@cuhk.edu.hk</a> ) |  |

### Course Overview

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.

### 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   |

IMPORTANT: Service project is an integral part of this course. In order to pass this course, all students are required to complete the service project satisfactorily. Students who are not able to complete the Service Project satisfactorily will be given a “F” grade automatically.

## **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.

## **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 potential partner (campsites, schools, or NGO centres) to understand the real context as well as resources and need of people. Students will be divided into 5-6 groups. Each group will formulate a service project in serving the partners, 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 after the lectures and workshops to consolidate the experience gained from the participatory work. 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."*

## Weekly Course Schedule and Reading Assignment

| Week/Date                  | Topic   | Required readings/other requirements  |
|----------------------------|---|---|
| W1<br>7 Jan 2025<br>(Tue)  | <ul style="list-style-type: none"> <li>❖ Introduction</li> <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> </ul>                                   | Lecture 1 (SH & AC)<br><br>Essential Reading #7   |
| W2<br>14 Jan 2025<br>(Tue) | <ul style="list-style-type: none"> <li>❖ Understanding Self &amp; the World: Values of Social Change &amp; Social Impacts</li> <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>➤ Education equality</li> </ul>   | Lecture 2 (DL)<br><br>Essential Reading #2-4  |
| W3<br>21 Jan 2025<br>(Tue) | <ul style="list-style-type: none"> <li>❖ Community Work &amp; Service Techniques</li> <li>➤ Needs assessment</li> <li>➤ Working with young people</li> </ul>  | Lecture 3 (DL)<br><br>Essential Reading #4-6  |
| W4<br>28 Jan 2025<br>(Tue) | Lunar New Year Vacation   |   |
| W5                         | <ul style="list-style-type: none"> <li>❖ Experiential Learning Activities (I) : School Visit.</li> <li>❖ <b>No Regular Class: Visit will be conducted in an afternoon between 3 and 7 February.</b></li> <li>➤ Students will be arranged to visit a school and understand educational needs of a primary school and investigate potential support/programme that they can be provided.</li> </ul>   | Community Visit I<br>(Afternoon 14:15-17:15)<br>(DL & AC)<br><br>Essential Reading #4-5 |
| W6                         | <ul style="list-style-type: none"> <li>❖ Experiential Learning Activities (II): School visit.</li> <li>❖ <b>No Regular Class: Visit will be conducted in an afternoon between 10 and 14 February.</b></li> <li>➤ Students will be arranged to visit a school and understand educational needs of a primary school and investigate potential support/programme that they can be provided.</li> </ul> | Community Visit II<br>(Afternoon 14:15-17:15)<br>(DL)<br><br>Essential Reading #4-5     |
| W7<br>18 Feb 2025<br>(Tue) | <ul style="list-style-type: none"> <li>❖ Program design, development and evaluation</li> <li>➤ Problem tree and objective tree analysis</li> <li>➤ Theory of change and logic model</li> <li>➤ Programme evaluation and impact assessment</li> </ul>  | Lecture 4 (AC)<br><br>Essential Reading #4-5  |

| Week/Date                   | Topic  | Required readings/other requirements             |
|-----------------------------|--|--|
| W8<br>25 Feb 2025<br>(Tue)  | <ul style="list-style-type: none"> <li>❖ Program planning workshop</li> <li>➤ Students will plan a service project with their group members for the children and young at schools:               <ul style="list-style-type: none"> <li>✧ Environment Awareness activities at school</li> <li>✧ Other project approved by the course instructor</li> </ul> </li> </ul>   | Workshop (AC & DL)<br><br>Essential Reading #1-3 |
| W9<br>4 Mar 2025<br>(Tue)   | Reading Week   |  |
| W10<br>11 Mar 2025<br>(Tue) | <ul style="list-style-type: none"> <li>❖ Pitching</li> <li>➤ Each group would pitch your ideas, followed by the immediate rating and feedback from classmates, instructors and potential service partners to gain insights from various disciplines on polishing your ideas</li> <li>➤ After the pitching, presentation file (PowerPoint) needed to be submitted after making necessary updates and revision as <b>Groupwork I.</b></li> </ul> | (SH, AC & DL)                                    |
| W11                         | <ul style="list-style-type: none"> <li>❖ Service Project (Partner meeting: finalizing and preparation)</li> <li>❖ <b>No Regular Class</b></li> <li>➤ Students will be arranged to meet with the staff from school or relevant organization to finalize their service plan between <b>12 Mar</b> and 22 Mar</li> <li>➤ Prepare activity content and materials in advance at school</li> </ul>   | Service Project (AC & DL)                        |
| W12 to W13                  | <ul style="list-style-type: none"> <li>❖ Service Project (Service implementation)</li> <li>❖ <b>No Regular Class</b></li> <li>➤ Each group implements their prototype service to the target group before the end of W13</li> <li>➤ Extra time in evening or weekend may be used for the prototype service</li> </ul>   | Service Project (AC & DL)                        |
| W14<br>8 Apr 2025<br>(Tue)  | <ul style="list-style-type: none"> <li>❖ Group Presentation (<b>Groupwork II</b>)</li> <li>➤ Each group should prepare a 20 minutes presentation, to summarize their learning in the group project</li> <li>➤ Needs of target group, service implementation report, suggestions on improvement of the service as well as self-reflection are expected to be included in the presentation</li> </ul>  | Presentation (AC & DL)                           |
| W15<br>15 Apr 2025<br>(Tue) | <ul style="list-style-type: none"> <li>❖ Conclusion and wrap up:</li> <li>➤ Sharing on the impact and insights of the action done, so as to review and consolidate the Service-Learning experiences</li> <li>➤ Course evaluation and conclusion</li> </ul>   | Lecture 5 (SH, AC & DL)                          |

## **Required readings and other recommended readings/ learning resources**

### **Required readings**

- Essential Reading #1: 張兆球, 蘇國安., & 陳錦漢. (1999). 活動程序: 計劃、執行和評鑑. 香港城市大學出版社.
- Essential Reading #2 Peterson, C. (2006). A primer in positive psychology. New York: Oxford University Press.
- Essential Reading #3 Lyubomirsky, S. (2013). The myths of happiness. New York: Penguin Press.
- Essential Reading #4: 黃幹知、梁玉麒. 編著 (2013)。《一呼百應：二百個訓練活動帶領技巧》。於社會工作小組叢書六。梁玉麒、游達裕、黃幹知主編。香港：策馬出版。
- Essential Reading #5 : Ray, D. (2016). A therapist's guide to child development. New York, NY: Routledge.
- Essential Reading #6 青少年多元智能培訓手冊 (第 1 版). (2001). 香港小童群益會.
- Essential Reading #7: Butin, D.W. (2010). Service-learning in theory and practice: the future of community engagement in higher education. NY: Palgrave Macmillan. Chapter 1.

### **Recommended readings**

#### **Service Learning**

- Jacoby, B. (2018). 服務-學習的本質：問題、解答與啟示 = Service-learning essentials : questions, answers, and lessons learned (劉若蘭, Trans.; 初版.). 學富文化事業有限公司.
- Kaye, C. B. (2010). The complete guide to service learning : proven, practical ways to engage students in civic responsibility, academic curriculum, & social action (Rev. & updated 2nd ed.). Free Spirit Pub.

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

- 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**

- Deeley, S.J. (2015). Critical Perspectives on Service-Learning in Higher Education, UK: Palgrave Macmillan
- 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.
- Xing, J. & Ma, H. K. (2010). Service-Learning in Asia: Curricular Models and Practices. HK: Hong Kong University Press.

#### **Community Work, Group Work & Service Techniques**

- Brandler, S., & Roman, C. P. (1999). Group work : skills and strategies for effective interventions (2nd ed.). Haworth Press.
- 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 Oaks CA: Sage.

**Assessment Scheme** *(Please also refer to the Appendix for Grading Criteria.)*

| <b>Assessment component</b>         | <b>Description</b>  | <b>Weight (%)</b> |
|-------------------------------------|---|-------------------|
| Class Participation and Involvement | <p>Attendance and punctuality are mandatory for all classes after add/drop period. Failure to comply with attendance requirements will result in a point penalty.</p> <p>Applying for leave with sound reasons in advance will be considered case-by-case. Students who are absent from classes due to illness must provide a "Sick Leave Certificate" for that day as proof.</p> <p>Lateness will be recorded and will result in a point penalty. Students who are late for more than 20 minutes without valid reasons will be considered absent.</p> <p>Student's active participation in the workshop sessions and service-learning process is essential which their participation in the preparation, delivery and evaluation of the service will be assessed by teachers.</p>  | <b>10%</b>        |
| Group Presentation – Pitching       | <p>Students will form a small group of 3-5 students to plan a programme in accordance to the needs of the partner(s).</p> <p>a) The group will prepare a presentation to present the proposal of their service projects in the class on <b>11 March 2025</b> (Tue).</p> <p>b) The length of the presentation should be around 20 minutes and follow up by a Q&amp;A session of 10 minutes.</p>  | <b>20%</b>        |
| Groupwork I (Project Plan)          | <p>The groups are expected to revise their plan according to the comments and concerns raised during the pitching session and submit their revised plan in form of presentation slides. The structure of the presentation slides should include the list of group members and:</p> <ul style="list-style-type: none"> <li>A. Need of the Partner(s)</li> <li>B. Project Objective / Mission</li> <li>C. Proposed Programme Details</li> <li>D. Expected Programme Outcomes &amp; Method of Evaluation</li> </ul> <p><b>Format:</b> Presentation slides (e.g. PowerPoint)</p> <p><b>Deadline of submission to VeriGuide:</b> softcopy of the paper and signed VeriGuide declaration form should be submitted <b>by the Group Coordinator</b> to BlackBoard before 23:59, <b>23 March 2025</b> (Sunday). (Without prior approval, 5% from the paper total would be deducted for each 24hrs delay after the deadline. No submission will be accepted 7 days beyond the due date.)</p> <p>For easy management of your submission files, please name the file in this format: "Group No.- assignment type"; for example: "Group1-Plan" and "Group1-Plan_VG".</p> | <b>30%</b>        |

| Assessment component             | Description  | Weight (%) |
|----------------------------------|--|------------|
| Groupwork II (Project Report)    | <p>a) The group will prepare a presentation to reflect, evaluate and consolidate their learning experience in the service projects that they have delivered, and present to the class on <b>8 April 2025</b>.</p> <p>b) The length of the presentation should be around 20 minutes and follow up by a Q&amp;A session of 10 minutes.</p> <p>c) After the presentation, their presentation slides, after making necessary amendment(s), should be submitted to the teachers via BlackBoard.</p> <p><b>Deadline of submission to VeriGuide:</b> softcopy of the paper and signed VeriGuide declaration form should be submitted <b>by the Group Coordinator</b> to BlackBoard before 23:59, <b>13 April 2025</b> (Sunday). (Without prior approval, 5% from the paper total would be deducted for each 24hrs delay after the deadline. No submission will be accepted 7 days beyond the due date.)</p> <p>For easy management of your submission files, please name the file in this format: “Group No.- Student ID - assignment type”; for example: “Group1-Report” and “Group1-Report_VG”</p>  | <b>30%</b> |
| Individual Self Reflection Essay | <p>A reflection paper to reflect their learning from the service project needed to be submitted at the end of the Course. The paper should contain reflections on but not be limited to the following aspects:</p> <p>a) Personal level: Did this service projects change you in any aspect?</p> <p>b) Theory of change of project/service: Do you think the logic is sound? Any important aspect of intervention is missing?</p> <p>c) Lessons learn from the project/service: Any particular values, knowledge, and skill learn from the visit?</p> <p><b>Length:</b> 500 words in Chinese or 400 words in English.</p> <p><b>Format:</b> APA style, Font: Times New Roman, 12 point. 1.5 Line Spacing</p> <p><b>Deadline of submission to VeriGuide:</b> softcopy of the paper and signed VeriGuide declaration form should be submitted to BlackBoard before 23:59, <b>20 April 2025</b> (Sunday). (Without prior approval, 5% from the paper total would be deducted for each 24hrs delay after the deadline. No submission will be accepted 7 days beyond the due date.)</p> <p>For easy management of your submission files, please name the file in this format: “your full name-assignment type”; for example: “Chan Tai Man-SR” and “Chan Tai Man-SR_VG”</p> | <b>10%</b> |

For this course, teachers will return all assignments with feedback to students not later than two weeks after the submission date of the assignment. The feedback of the previous assignments would be useful for students to work on their upcoming assignments. It is expected that students may know more about their strengths and weaknesses in their learning.

**Summary of Assignments and Deadlines**

| <b>Date / Deadline</b> | <b>Format</b>                  | <b>Item</b>                |
|------------------------|--------------------------------|----------------------------|
| 11 March               | In-Class Presentation          | Pitching                   |
| 23 March               | Presentation File (PowerPoint) | Groupwork I                |
| 08 Apr                 | In-Class Presentation          | Groupwork II               |
| 13 Apr                 | Presentation File (PowerPoint) |                            |
| 20 Apr                 | Essay                          | Individual Self-reflection |

IMPORTANT: Service project is an integral part of this course. In order to pass this course, all students are required to complete the service project satisfactorily. Students who are not able to complete the Service Project satisfactorily will be given a “F” grade automatically.



## **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:

| <i>Plagiarism</i>  | <i>Minimum Penalties</i>  |
|--|---|
| First offence  | i) One demerit;<br>ii) A mark of zero for that component of the course; and<br>iii) Completion of relevant training in academic honesty                     |
| Second or 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;<br>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\\_html\\_files\\_\(2013-14\)/p10.htm](http://www.cuhk.edu.hk/policy/academichonesty/Eng_html_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.

## **Feedback for Evaluation**

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

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

**Grading Criteria****Pitching**

|   |  |
|---|--|
| Objectives<br>(15%)                               | The objectives should address the needs of the potential participants.   |
| Proposed Activities<br>(35%)                      | The proposed activities should be able to be implemented in the specific venue, within the provided timeframe and appropriate for the participants. These activities should also aligned with the objectives.  |
| Takeaways of the participants<br>(20%)            | Participants should learn something from the activities.   |
| Effective communications in presentation<br>(20%) | Organize the presentation in a structured and smooth manner. Have more interaction with your audience and avoid simply reading PPT or notes. Prepare PPT (or equivalent presentation materials) in a precise and concise fashion, and avoid typos and grammatical mistakes. Make use of different presentation methods to increase the attractiveness and effectiveness. |
| Time management<br>(10%)                          | Complete the presentation on time and allow sufficient time for Q&A  |

**Groupwork I/II**

|   |   |
|---|---|
| Appropriately cover all of the required aspects<br>(30%)                            | Comprehensively cover all the three aspects listed in the above guidelines.   |
| Analyzing ability<br>(20%)  | Demonstrate your analytical competency in assessing problems and assets of your clients, and the impacts of your interventions  |
| Reflection and learning<br>(20%)  | Demonstrative your insight in reflecting the strength and weakness of your intervention and the benefits brought to your clients.   |
| <i>(For Groupwork II only)</i><br>Effective communications in presentation<br>(20%) | Organize the presentation in a structured and smooth manner. Have more interaction with your audience and avoid simply reading PPT or notes. Prepare PPT (or equivalent presentation materials) in a precise and concise fashion and avoid typos and grammatical mistakes. Make use of different presentation methods to increase the attractiveness and effectiveness. |
| <i>(For Groupwork II only)</i><br>Time management (10%)                             | Complete the presentation on time and allow sufficient time for Q&A   |

**Individual Self Reflection Essay**

|   |   |
|---|---|
| Comprehensive and in-depth review of the project<br>(40%) | <ul style="list-style-type: none"> <li>Clearly define and introduce the service project that you conducted.</li> <li>Systematically summarise the project 's objectives, theory of change, intervention methods, innovative elements, and other relevant information.</li> <li>Apply theories and concepts learned in the course to analyze its effectiveness and social impacts.</li> </ul>  |
| Reflective and learning<br>(40%)                          | <ul style="list-style-type: none"> <li>Demonstrative your insight in reflecting your personal change after the project.</li> <li>Identify your own strength and weakness in the designing and implementing the service project</li> <li>Think critically about and analyze emotional responses to service activities in the context of course content.</li> <li>Discuss the lessons learnt from the projects/ service. Can this knowledge, skills, and values learnt can be use in future?</li> </ul> |
| Clarity in presentation<br>(20%)                          | <ul style="list-style-type: none"> <li>Organize your reflection a clear and systemic structure</li> <li>Write in a concise fashion with genuine thinking and reflection as well as evidence support.</li> </ul>   |