

THE CHINESE UNIVERSITY OF HONG KONG
Shaw College
Term 2 2023/24

GESC1230DA Caring Heart Service Learning
Course Outline

Lecturer:	Dr. Simon Sai-hau HO (何世孝) (SH) Senior College Tutor, Shaw College
Email:	simon.ho@cuhk.edu.hk
Venue:	Rm 201, Lee Shau Kee Building (LSK)
Time:	Tuesday 18:30-21:15
Project Supervisors:	Ms Dylis Ching-man LI (李菁文) (DL) Ms Anna Yat-sum CHOI (蔡一心) (AC)

1. 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.

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	Syllabus	Learning Activities
W1 9/1	<ul style="list-style-type: none"> ❖ Introduction <ul style="list-style-type: none"> ➤ Course structure ➤ Clarify mutual expectation ➤ Conceptualization: Volunteerism vs Service Learning <ul style="list-style-type: none"> ❖ Values and attitudes of service learning ❖ Process and outcomes of service learning 	Lecture 1 (SH)
W2 16/1	<ul style="list-style-type: none"> ❖ Understanding Self & the World: Values of Social Change & Social Impacts <ul style="list-style-type: none"> ➤ Self-awareness and self-management ➤ Empathy ➤ Loving-kindness ➤ Mindfulness - Well-being & Happiness ➤ Justice, Equality ➤ Education equality 	Lecture 2 (SH)
W3 23/1	<ul style="list-style-type: none"> ❖ Community Work & Service Techniques <ul style="list-style-type: none"> ➤ Needs assessment ➤ Working with young people 	Lecture 3 (DL)

<p>W4 3 or 4/ 2 [Sat/Sun]</p>	<p>❖ Experiential Learning Activities (I) : Camp Visit.</p> <ul style="list-style-type: none"> ○ Students will be arranged to visit a campsite in Sai Kung. 	<p>Community Visit I (Afternoon 14:30-16:30) (AC)</p>
<p>W5 6/2</p>	<p>❖ Experiential Learning Activities (II): School visit.</p> <ul style="list-style-type: none"> ○ 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. 	<p>Community Visit II (Afternoon 14:30-16:30) (DL)</p>
<p>W6 13/2</p>	<p>Lunar New Year Vacation</p>	
<p>W7 20/2</p>	<p>❖ Program design, development and evaluation</p> <ul style="list-style-type: none"> ○ Problem tree and objective tree analysis ○ Theory of change and logic model ○ Programme evaluation and impact assessment 	<p>Lecture 4 (AC)</p>
<p>W8 27/2</p>	<p>❖ Program planning workshop</p> <p>➤ Students will plan one of the following projects with their group members:</p> <ul style="list-style-type: none"> ○ Environment Awareness Day Camp (to be delivered in campsite) ○ School Activity Day (to be delivered in school/kindergarten) ○ Other project approved by the course instructor 	<p>Workshop (AC & DL)</p>
<p>W9 5/3</p>	<p>Reading Week</p>	
<p>W10 12/3</p>	<p>❖ Pitching</p> <p>➤ 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</p>	<p>Presentation (AC & DL)</p>

Before W13 13/3 to 6/4	<ul style="list-style-type: none"> ❖ Service Project ➤ Each group implements their prototype service to the target group before W13 ➤ Extra time in Friday evening or Weekend may be used for the prototype service 	Service Project Camp - AC School - DL
W14 9/4	<ul style="list-style-type: none"> ❖ Group Presentation ➤ Each group should prepare a 20 minutes presentation, to summarize their learning in the group project ➤ Need of target group, service implementation situation, suggestions on improvement of the service as well as self-reflection are expected to be included in the presentation 	Presentation (AC & DL)
W15 16/4	<ul style="list-style-type: none"> ❖ 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 	Lecture 5 (SH)

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 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 (camp and schools) 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 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

Grading items	%
Participation and Involvement	10%
Group Paper (Project Plan)	30%
Group Presentation (Pitching)	20%
Group Presentation (Report)	30%
Individual Self Reflection Paper	10%

1) Participation (10%)

Student active participation in the service learning process is essential, their participation in the preparation, delivery and evaluation of the service will be assessed by the group tutor.

2) Group Paper (Project Plan) (30%)

Students will form a small group of 3-5 students to plan a programme in accordance to the needs of the partner.

The structure of the group paper should include the list of group members and:

- A. Need of the Partner
- B. Project Objective / Mission
- C. Proposed Programme Details
- D. Expected Programme Outcomes & Method of Evaluation

Length: 2000 words in Chinese or 1500 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 **by the Group Coordinator** to BlackBoard before 23:59, 17 March 2024 (Sunday).

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_VeriGuideForm.”

3) Group Presentation - Pitching (20%) [12 March 2024]

- a) The group will prepare a presentation to present the proposal of their service projects.
- b) The length of the presentation should be around 20 minutes and follow up by a Q&A session of 10 minutes.
- c) The presentation PowerPoint should be submitted via the blackboard system before 23:59, 17 March 2024 (Sunday).

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-Pitch_VeriGuideForm.”

Grading criteria:

Objectives (15%)	The objectives should address the needs of the potential participants.
Proposed Activities (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.
Takeaway for the participants (20%)	Participants should learn something from the activities.

Effective communications in presentation (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 (10%)	Complete the presentation on time and allow sufficient time for Q&A

4) Group Presentation - Report (30%) [9 April 2024]

- a) The group will prepare a presentation to reflect, evaluate and consolidate their learning experience in the service projects.
- b) The length of the presentation should be around 20 minutes and follow up by a Q&A session of 10 minutes.
- c) The presentation PowerPoint should be submitted via the blackboard system before the mid-night (11:59 pm) on 14 Apr 2023 (Sunday).

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_VeriGuideForm.”

Grading criteria:

Appropriately cover all of the required aspects (30%)	Comprehensively cover all the three aspects listed in the above guidelines.
Analyzing ability (20%)	Demonstrate your analytical competency in assessing problems and assets of your clients, and the impacts of your interventions
Reflection and learning (20%)	Demonstrative your insight in reflecting the strength and weakness of your intervention and the benefits brought to your clients.
Effective communications in presentation (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 (10%)	Complete the presentation on time and allow sufficient time for Q&A

5) Individual Self Reflection Paper (10%)

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:

- a) Personal level: Did this service projects change you in any aspect?
- b) Theory of change of project/service: Do you think the logic is sound? Any important aspect of intervention is missing?
- c) Lessons learn from the project/service: Any particular values, knowledge, and skill learn from the visit?

Length: 500 words in Chinese or 400 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, 30 April 2023 (Tuesday).

For easy management of your submission files, please name the file in this format: “your full name-assignment type”; for example: “Chan Tai Man-RJ” and “Chan Tai Man-SE_VeriGuide form.”

Grading criteria:

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

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.

6. Attendance

Attendance of the service project and presentations are compulsory. 3/4 of attendance in lectures is required. Failure to comply with the attendance requirement will lead to failure in this course. Punctuality for classes is greatly appreciated.

7. Required and recommended readings

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

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.

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

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

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.

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.
- 文化保育活動手冊. (第 1 版. ed.). (2010). 長春社文化古蹟資源中心.
- 青少年多元智能培訓手冊 (第 1 版. ed.). (2001). 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.

8. Useful Online Learning Resources

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

<https://goo.gl/LUbQfz>

9. 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; and
2. Final evaluation by means of standard course questionnaire.

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

10. 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

11. Academic honesty and plagiarism

All student assignments should be first submitted via a Plagiarism Identification Engine System named VeriGuide (維誠) for checking of plagiarism.
https://veriguide2.cse.cuhk.edu.hk/cuhk/login_CUHK.jsp

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