GESC 2330 **Service-Learning : Genuine Care and Human Concern for the Society**
Shaw College, The Chinese University of Hong Kong (2024-25, Term 2)
Course Outline (Tentative)

Lecturer:	Mr. WONG Kon-Chi (黃幹知社工，知sir), RSW, MSW(CUHK)
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Venue:	LSK514
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1. Course Description

This is a College General Education course which integrates meaningful social service activity with instruction and critical reflection in class to enrich the learning and the betterment of society, aims to foster students with genuine care and human concern for the needs and problems of society.

Based on the principles of Service-Learning, volunteerism and reflective learning, students are required to apply theories and concepts to design and implement a series of services for a socially disadvantaged group. Throughout the community service projects, including direct service, inquiry and advocacy experiences, students will be facilitated to develop in-depth self-reflection and understanding on the needs of the socially disadvantaged groups, as well as the relationship between individuals and the society. Ultimately, it is expected that students are able to develop a long-term civil commitment to the well-being and betterment of society.

Social Work majors cannot take this 3-unit Course to fulfill General Education requirements.

2. Expected Learning Goals & Outcomes

Learning Goals This Course aims at developing among our students:	Expected Learning Outcomes (LO) At the completion of the course, we expect students to be able to:
A. genuine care and human concern for the needs and problems of society,	(1) appreciate the value and practice of Service-Learning, volunteerism and civic engagement in bringing about a caring society,
B. an in-depth self-reflection and understanding on the needs of the socially disadvantaged groups as well as the relationship between individuals and the society, and	(2) apply knowledge and skills which they have learnt to assess critically on the needs and situation of specific socially disadvantaged groups in local communities, as well as to plan and implement services for them, (3) enhance their own personal, social, emotional, cognitive, intellectual development in relation to their Service-Learning experiences, (4) undergo self-reflection in order to achieve self-discovery and self-advancement, and
C. civic commitment to the well-being and betterment of society.	(5) develop a long-term civic commitment to the well-being and betterment of our society.

3. Course Schedule

Wk	Date (2025)	Activities	Topics
1	10 Jan 2:30 – 5:15pm	Interactive lectures and discussion	<u>Orientation</u> ● Clarify mutual expectation ● Conceptualization: Volunteerism vs Service Learning ● Previous outstanding Service-Learning project ideas ● Speed dating: knowing others, targets and prepare for grouping
2	17 Jan 2:30 – 5:15pm	Experiential Workshop	<u>DT1: Empathize (Immersion)</u> ● Immersion through wearing Eldpathy's simulation suit ● Concepts of Age Friendly Community *#Individual Assessment: Padlet Persona (5%)*
3	24 Jan 2:30 – 5:15pm	Interactive lectures and discussion	***We will finalize the grouping for service projects at 2:30pm. You MUST attend this session PUNCTUALLY!*** <u>Overview on design thinking & empathize stage</u> ● Rationale, principles and 5-steps model of Design Thinking ● N3C Framework on assessing the needs ● Tools of Field Observation *#Individual Assessment: Design Thinking Quiz (5%)*
	31 Jan	No class	***Lunar New Year holiday***
4	7 Feb 2:30 – 5:15pm	Field Trip / Service (1) @MaOnShan	<u>DT1: Empathize (Interview) - Engaging the service target</u> Each group will match with the designated elder(s), engaging them through teaching them using mobile Apps, to gain an impression on their daily lives. *#Group Assessment: User Journey Map (5%)*
5	14 Feb 2:30 – 5:15pm	Interactive lectures and discussion	<u>DT1: Communication skills with elders</u> ● Planning on home visit or community walk ● Interview and contingency skills with elders *#Group Assessment: Observation & Interview Guide (5%)*
6	21 Feb 2:30 – 5:15pm	Field Trip / Service (2) @MaOnShan	<u>DT1: Empathize (Observation/Immersion)</u> A home visit or nearby community walk will be done together the elders. Each group will interview with your designated elders to understand their pain points and needs using ICT and living alone in the community *#Group Assessment: Empathy Map + POV (5%)*
7	28 Feb 2:30 – 5:15pm	Interactive lectures and discussion*	<u>DT2: Define</u> ● Problem Definition: POV Statement ● SCAMPER model on innovation ● Brainstorm a further action idea on any scale (including but not limited to direct service / community education / online campaign / advocacy / business proposal / system / product…), utilizing students' own knowledge and skills trained in their major discipline *#Individual Assessment: International Examples / idea canvas (5%)*
8	7 Mar* 2:30 – 5:15pm	Field Trip / Service (3) @CUHK→ MaOnShan	<u>DT3: Ideate</u> ● Project proposal and budget formulation: 6W+2H ● Social impact assessment ● Consulting the designated elders and prepare for presentation ** As the last week coinciding with the Easter holiday, and to avoid makeup classes during the exam period, we have to complete this visit during the **reading week** in view of our tight schedule.* *#Group Assessment: Proposal and Budget (5%)*
9	14 Mar 2:30 – **6:00pm**	Presentation	<u>DT4: Prototype: Pitching</u> Each group would pitch your ideas within 7 minutes, followed by the immediate rating and feedback from classmates and elder partners, to gain insights from various disciplines on polishing your ideas.
10-12	21 Mar 28 Mar	In-group online	<u>Test: Further actions</u> Each group could partner with the designated elder to test, modify and

	4 Apr (or other timeslots)	meetings or on field services	extend their further action and seek feedback from the community. The action is expected to takes in total of around 10 hours, including preparation. Each group shall invite the instructor to have <u>at least one</u> onsite supervision OR online consultation meeting if needed. Please be ready to turn on the camera during the discussion on ZOOM. *#Group Assessment: Feedback Grid (10%)*
13	11 Apr 2:30 – 5:15pm	Whole-Class Consolidation & Course Evaluation	<u>Reviewing</u> The instructor will facilitate a sharing on the impact and insights of the action done, so as to review and consolidate the Service-Learning experiences. *#Group Assessment: Timeline Review (5%)*

4. Learning Activities

This Course is mainly composed of 3 interlocking parts, viz. lectures, service, and group presentations, spanning over a period of 13 weeks as delineated above.

	Interactive Lecture & eLearning		Field Trip & Service		Tutorial	
	in-class	out-class	in-class	out-class	in-class	out-class
Time	15 hours in total	N/A	N/A	18 hours in total	6 hours in total	N/A
Attendance	Encouraged	N/A	N/A	Compulsory	Compulsory	N/A
Matching with learning outcomes (LO)	√ LO 1 √ LO 2	N/A	N/A	√ LO 1 √ LO 2 √ LO 3	√ LO 2 √ LO 3 √ LO 4 √ LO 5	N/A

I.   Interactive Lecture

Lectures, in couple with mini-talk, video clips, case studies, experiential games and exercises, role paly and group discussion will be conducted in the class.

II.   Field Trip

6-7 groups will be divided in Week 3. Each composing of 5-6 students assigned with following roles:
   A. <u>Group leader</u>: hold in-group meetings; contact person with the instructor/TA/group facilitator;
   B. <u>Vice leader(s)</u>: contact person with designated elders;
   C. <u>Secretary</u>: bring laptop to class and submit group assignment to Google Classroom;
   D. <u>Treasurer</u>: keeping props, receipts and submit the financial report when in final week;
   E. <u>Recorder</u>: Take photos and videos to enhance the reflection. Submit 3 photos and 1 group selfie to validate the attendance after each service trips / out-of-class meetings;
   F. <u>Miscellaneous</u>: other special duties e.g. liaising the second elder / community partners or NGOs;

In Week 3, each group shall decide to focus on one or two of the selected principles of Age-Friendly Community (AFC) related to elders to formulate the project and action:
   1. *Outdoor spaces and buildings*
   2. *Transportation*
   3. *Housing*
   4. *Respect and social inclusion*
   5. *Communication and information*
   6. *Community support and health services*

The Design thinking process will be incorporated throughout the service. Each group will go through field trips and interviews with 1-2 designated elder whose children has emigrated recently, to understand more about their lived experience in the community. Then, a self-initiated further action should be presented during the mid-term pitching. Afterwards, the idea could be refined and implemented in the final stage of this course.

III.   Tutorial

The Lecturer will keep contacts with the Group Leaders, mainly through email & Google Classroom. Some online group consultation sessions would be arranged in November. The Lecturer will also observe the onsite group action by invitation, so as to render on-site supervision and support.

5. Assessment Scheme

Active participation, teamwork and self-reflection of the students throughout the entire Course is deemed necessary in order to attain effective operation of the service and fruitful learning. *Attendance of the services and presentation is compulsory.*

Rubrics	Description and Purpose	Learning Outcomes
Class Participation & Involvement in Service Projects (50%)	Preparation exercises and reflection tools would be scheduled to guide the students completing the Design Thinking process of the service. The instructor would assess whether the students could apply the principles expressed in the relevant readings and video clips released in advance. Extra credit would be awarded to sophisticated reflection including 4Fs (**F**acts, **F**eelings, **F**indings & **F**uture). Performance will be assessed based on these tools and on-site supervision during the service. Marks of the group assessment of that lesson would only be awarded to those who have attended the class. To be fair, **sick leave** with medical certificate will be counted half of marks. Applying **leave with sound reasons in advance** will be considered case-by-case. Please apply with our Teaching Assistant via EMAIL. The contribution of members in the group would be rated through peer assessment in the final week. Those who have scored 5+ out of 10 would be fully awarded with the marks gained in the group assessments. Those who are rated below 5, the marks gained in the group assessments would be deducted proportionately (e.g. if you got 3.7 out of 10, only 37% marks of the group assessment would be awarded) ** *#Marks distribution of the assessment tools are highlighted in green in the Course Schedule*	√ LO 1 √ LO 2 √ LO 3
Proposal Presentation (20%)	Each group shall pitch your proposed idea on the further action planned in late Mar - Apr., followed by a Q&A session discussing the immediate rating, feedback and questions from the google form. (Pitching + Q&A = 20mins). The criteria of rating: fit the needs, innovation, practicality & sustainability, social impact, utilization of your discipline's knowledge.	√ LO 2 √ LO 3
Individual Self-reflection paper (30%)	Topic: ***A letter to me beyond graduation*** 《給剛畢業的我》 Students are expected to write a letter to a fresh-graduated self, projecting your personal growth and future contribution to the service targets or the broader society, with the perspectives of your own discipline or profession, consolidating your insights gained through the service. **Word Limit:** 1000 in English or 1500 in Chinese in Word/Doc format **Deadline:** *20th Apr, 2025 at 23:59* to the assignment box on Google Classroom (Without prior approval, one sub-grade would be deducted for each 24hrs delay after the deadline)	√ LO 3 √ LO 4 √ LO 5

*** If f2f class is suspended due to pandemic or adverse weather, the class activities will turn to virtual synchronous or asynchronous mode. The assessment scheme will be revised accordingly.*

6. Learning Resources

I.   Professional Help

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

II.   Suggested Readings
      are Recommended readings

Service-Learning, Volunteerism and Personal Development

黃玉(總校閱) (2009)。*從服務中學習 -- 跨領域服務－學習理論與實務* (第二版)。台北：洪葉文化事業。

嶺南大學服務研習處 (2008)。*服務學習計劃：嶺南模式*。香港：嶺南大學服務研習處。

* Kaye, C. (2014). *The complete guide to service learning : Proven, practical ways to engage students in civic responsibility, academic curriculum, & social action* (Rev. & updated 2nd ed.). Minneapolis: Free Spirit Pub.

* Furco, A. (1996). Service-Learning: A Balanced Approach to Experiential Education. Expanding Boundaries Service and Learning, 1(1), 2–6

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

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

Ferrari, J.R. & Chapman, J.G. (1999). (Eds). Educating students to make-a-difference: community-based service learning. NY: Haworth Press.

Liu S.C., Holosko, M. & Lo, T.W. (Ed.) (2008). *Youth Empowerment and Volunteerism: Principles, Policies and Practices*. City University of Hong Kong Press. 298-306.

Ngai, S. Y. (2009). The Effects of Program Characteristics and Psychological Engagement on Service-Learning Outcomes: A Study of University Students in Hong Kong. *Adolescence*. 44(174). 375-389.

Elderly, ageing

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

* W.H.O. (2007). *Global Age-friendly Cities: A Guide*. Geneva : World Health Organization 2007.

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。

Digital Citizenship

*Ribble, M. (2015). *Digital Citizenship in Schools : Nine Elements All Students Should Know (3rd Eds).* Oregon : International Society for Technology in Education. (eBook link)

*Janice Richardson, J. & Milovidov, E. (2019). *Digital Citizenship Education Handbook*. Council of Europe.

Bombardelli, O. (2020). Digital Citizenship and Life Long Learning. In *Cross Reality and Data Science in Engineering* (Advances in Intelligent Systems and Computing, pp. 817-826). Cham: Springer International Publishing. (eBook link)

On Community Work & Service Techniques

Preston City Council (n.d.). *The Community Mapping Toolkit: A guide to community asset mapping for community groups and local organisations*. UK: Design & Print Centre.

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。

赤瀬川原平、藤森照信、南伸坊(2016)。*路上觀察學入門*。台灣：行人出版。

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。

Online Resources: https://bankofideas.com.au/handouts/
                                    https://servicedesigntools.org/tools

Design Thinking, social innovation and social impact assessment

Altschuld, J. W. & White, J. L. (2010). *Needs Assessment, analysis and prioritization*. LA: Sage.

Kumar, V., & LaConte, V.(2013). *101 Design Methods: A Structured Approach for Driving Innovation in Your Organization.* Hoboken, N.J. : John Wiley & Sons Singapore Pte. （中譯本：《打造不敗的創新方案: 101 項設計思考法則》）

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.

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

Ideas Generation Tools: SCAPMER - Improving Products and Services:
        www.mindtools.com/pages/article/newCT_02.htm

III.   e-Learning Platform

Google Classroom will act as our main communication channel of this course and serves the following functions:

a) Organize all the learning materials, included PPT, essential readings, etc;
b) Announce the details and your preparation of the services, normally on Tuesday;
c) Show the important dates and deadlines of this class on your own Google Calendar;
d) Share your thoughts and reflection anytime for our discussion;
e) Submit reflection, assignments and pre-class preparation readings or video exercises;
f) Get timely feedback from the instructors to move on your project ideas;

Students could login your own GMAIL account and open Google Classroom through browser on computer or Apps on mobile devices (Download: Android / iOS). Join our Classroom using the code **xxxxxxx** or click this link directly. Please visit regularly to get the course materials and announcement.

7. Feedback for Evaluation

All the students will be invited to give feedback and suggestion individually f2f, email, Google Classroom or Padlet (GESC2330 Secrets) anytime. The following exercises to be conducted by completing:

1. Early Feedback Collection System(EFCS) administered by ITSC during mid-term;
2. Course Teaching Evaluation Questionnaire prepared by Shaw College at last session.

8. 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.

Use of AI tools is allowed with explicit acknowledgement and proper citation:
Students are encouraged to make constructive use of AI tools in their written assignments on the condition that they should provide explicit acknowledgement of all functional uses of a generative AI tool and make proper citations 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. Direct use and copy of AI generated text is not allowed. Any breach of the regulations will be considered an act of academic dishonesty and will be handled according to the University's Procedures.

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.)

Students are reminded to learn and use the AI tools responsibly and ethically and be aware of the limitations: https://libguides.lib.cuhk.edu.hk/c.php?g=917899&p=6975970. Students are reminded to clarify with the course teacher and obtain permission if necessary when in doubt.