

**United College, The Chinese University of Hong Kong**  
**General Education Course**  
**GEUC 2101A SOCIAL SERVICE: PARTICIPATION AND REFLECTION**  
**2nd Term, 2019/20**

Course Instructor: Ms YAU Yuk Lan, Department of Social Work  
Office: 4/F, T C Cheng Building, United College  
Email: [ylyau4@gmail.com](mailto:ylyau4@gmail.com)  
Tel. No. : [To be announced](#)  
Language: Cantonese (with English materials)  
Class Dates: Monday evenings; 20 Jan; 3 Feb; and 6 Apr 2020 (6:45 pm – 9:15 pm)  
Plus community service (time to be confirmed)  
Class Venue: UCC4, T C Cheng Building, United College

### **Course Overview:**

The objective of this course is to foster students to become positive and responsible citizens through participating in community social service and visiting social enterprises. Based on the principles of service-learning, social enterprisingness, and theories of experiential learning, the course assists students to consolidate their prior and on-going community service experiences. Through self-reflection, small group discussion, community agency and social enterprise visits and project presentation, students will be able to understand the needs of vulnerable groups, aware of human issues related to social justice and develop positive attitude to community social service. The purpose of this course is to facilitate students' self-development and develop a long-term interest in caring of the community and populations in need.

*(Remark: This Course is not for students major in Social Work)*

### **Learning Objectives and Outcomes:**

After completion of this course, students will be able to:

1. Understand the theory and practice of Service-Learning;
2. Integrate community service experiences with principles of Service-Learning;
3. Relate their service-learning experience with the concepts of civic responsibility and social justice;
4. Critically appraise their personal development in relation to their Service-Learning experience;
5. Develop an awareness towards populations in need and identify ways to serve them; and
6. Initiate long-term interest to serve the community and society; and
7. Practice constant self-reflection in order to achieve self-discovery and self-expression.

### **Learning Activities:**

1. Pre-service briefing and training in classroom : 2 x 2.75 hours = 5.5 hours;
2. Community services for specified social disadvantaged groups: 5 hours  
All students taking this course will be divided into several groups of around 8-12 persons. Each group will have to plan, propose and implement community services for one of several specified social disadvantaged groups (including children from low-income families, young night drifters, new arrivals from Mainland, persons with mental disability, and elderly people) in designated social service units operated by non-government organizations; with guidance and support from Course Instructor and/or

parties concerned;

3. Post-service presentation and evaluation in classroom : 3 hours  
(Each group will take turn to make a PowerPoint presentation followed by discussion in the class during the last session); and
4. Online sharing on CUHK's e-Learning platform.

**Remarks:**

1. This course is for United College students to take in their second year or third year of study.
2. 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/emotional impact, they are encouraged to speak with the Course Instructor and to seek professional help for appropriate support.

**Course Schedule and Arrangements:**

Pre-service briefing and training:

2 Monday evenings on 21 January and 3 February 2020

Community services:

On a weekday evening, or Saturday/Sunday morning and/or afternoon in February/March 2020 (to be sorted out)

Post-service presentation and evaluation:

Monday evening on 6 April 2019

**Language:**

Cantonese

**Writing Assignment:**

Each student is required to submit an individual self-reflection report of 1,000 words in Chinese or English. They are expected to acquire understanding on the needs and problems of the target groups which they have served in their community services, as well as to identify possible solutions and their potential contribution as university students

**Course Assessment Scheme:**

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|--|-----|
| 1. Participation (including peer review) | 30% |
| 2. Group Presentation cum discussion     | 35% |
| 3. Personal Reflection Journal           | 35% |

The students will be assessed according to a check-list covering such areas as their attendance, participation, proposal and implementation in their community services, group presentation, and written assignment. They will then be given an overall Pass/Fail grade.

**Channel for Course Announcement: Details of Course Website**

Follow the following step to access the course website:

1. Log in to Blackboard Learn: <https://elearn.cuhk.edu.hk>
2. Choose the course: 2020R2-GEUC2101A
3. Choose the functions that you want to use or materials to download, e.g. discussion, mail or course slides.

4. Please visit the course website regularly to get information, announcement, give opinions and for communication with instructor, tutors and classmates.

#### **Feedback for Evaluation:**

1. Students are encouraged to put forth their viewpoints and opinions regarding the course on the Blackboard Learn discussion forum. The lecturer will log on the discussion forum and give feedback to opinions posted by students.
2. An evaluation questionnaire will also be conducted at the end of the course to collect students' opinions on the course.

#### **Required Readings:**

##### On Service-Learning

東華大學教學卓越中心社會參與教師社群 (編) (2012)。《教育小革命 -- 大學生的十堂社會參與課》。台北：心靈工坊文化事業。

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。

馬學嘉、陳章明、劉誠、麥梅芳 (主編) (2014)。《高等教育新思維：中國特式的服務學習》。北京：社會科學文獻出版社。

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。

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

Deeley, S.J. (2015), *Critical Perspectives on Service-Learning in Higher Education*, UK: Palgrave Macmillan

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

##### On Volunteerism and Personal Development

香港青年協會 (2008)。《「青年志願者領袖培訓計劃」彙編》。香港：香港青年協會。

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

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.

##### On Understanding the Social Disadvantaged Groups and Social Welfare Services in Hong Kong

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。

陳啟芳、黃昌榮、邵家臻 (編) (2012)。《會說話的社會福利》。香港：圓桌文化。

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

Batson, C.D., Admad, N. & Tsang, J.A. (2002). Four motives for community involvement. *Journal of Social Issues*, 58(3), 429 – 445.

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.

##### On Program Planning, Implementation and Evaluation

甘炳光 (2009)。《小組遊戲帶領技巧 -- 從概念到實踐》。香港：香港城市大學出版社。

黃幹知、梁玉麒 (編著) (2011)。《舉一玩十 -- 一種物質帶領多個遊戲》。香港：策馬文創。

蔡炳綱、吳漢明 (2001)。《72 個體驗活動》。香港：匯智。

##### On Experiential Learning and Reflective Thinking

Brockbank, A. & McGill, I. (2007). *Facilitating reflective learning in higher education*. (2nd ed.) NY: Open University Press.

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.

## Recommended Readings:

### Useful Websites:

The Hong Kong Council of Social Service

<http://www.hkcss.org.hk/>

## Academic Honesty and Plagiarism

Honesty in academic work: In writing their papers, students must refer 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 can be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

### Declaration to be included in assignments

Every assignment handed in should be accompanied by a signed declaration as below. For group projects, all students of the same group should be asked to sign the declaration. 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 receipt will not be graded by teachers. Only the final version of assignment should be submitted via VeriGuide.

I declare that the assignment here submitted is original except for source material explicitly acknowledged, and that the same or closely related material has not been previously submitted for another course. I also acknowledge that I am aware of University policy and regulations on honesty in academic work, and of the disciplinary guidelines and procedures applicable to breaches of such policy and regulations, as contained in the website.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name

\_\_\_\_\_  
Student ID

\_\_\_\_\_  
Course code

\_\_\_\_\_  
Course title