

**United College, The Chinese University of Hong Kong**  
**General Education Course**  
**GEUC 2101D SOCIAL SERVICE: PARTICIPATION AND REFLECTION**  
**2<sup>nd</sup> Term, 2022/23**

Course Instructor: Dr. CHOY Bing Kong, Department of Social Work  
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Tel. No. : 9155-8385  
Language: English  
Class Dates: Monday evenings; 6, 13 Feb, 17 Apr 2023 (7:00 pm – 9:30 pm)  
Class Venue: UCA 104

**Course Overview:**

The objective of this course is to foster students to become positive and responsible citizens through participating in community social service. Based on the principles of service-learning 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 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 serving the community and populations in need.

**Social enterprise** will be reviewed and studied in the course.

*(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.

Grade Descriptors:

<b>P</b>	All learning outcomes/assessment criteria have been met. The work demonstrates most or all the following characteristics in related to those expected at the given level of study within the discipline: 1. Adequate to good understand and exploration
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	<ol style="list-style-type: none"> <li>2. No significant inaccuracies, misunderstandings or errors</li> <li>3. The specifications for the assessment task, including word limit/time limit where appropriate, have been adhered to</li> <li>4. The outside classroom activities are well organized, coherent and the standard presentation, including referencing where appropriate, is up to standard</li> <li>5. Appropriate contextualization, including relevant theory / literature / artefacts /performance</li> <li>6. Evidence of quality analysis, synthesis, reflection and critical appraisal</li> </ol>
<b>F</b>	<p>One or more key learning outcome/assessment criterion has/have not been met. The work fails to meet the requirements in relation to those expected at the given level of study within the discipline, exemplified by any of the followings:</p> <ol style="list-style-type: none"> <li>1. Poor understanding and exploration of ideas</li> <li>2. Some significant inaccuracies, misunderstandings or errors</li> <li>3. Not participating required classroom activities, including group presentations</li> <li>4. Not participating required outside classroom activities, including service projects or visit to organizations</li> <li>5. No evidence of analysis, synthesis, reflection and critical appraisal</li> <li>6. Insufficient attention paid to some of the assessment criteria and some significant aberrations from the specifications for the assessment task</li> </ol>

### Teaching and Learning Method:

The course will be presented by lectures, discussion, interactive exercises, on site visits and interviews with key informants. Case materials, videotapes and exercises will be used to convey the concepts and principles of disadvantaged groups and social entrepreneurship. Recommended readings are set for further reflection. Class will be divided into small groups, each comprises of around 10 students, to conduct one-site visits and interviews. Students' active participation in class and visits is highly encouraged. Discussion board on Blackboard is set to provide for discussion beyond classroom.

### Course Schedule:

Lecture	Field Visit <sup>2</sup>	Date	Time	Venue	Lecture Themes
Class		6 February 2023	Monday 7:00 – 9:30 pm	TBC	Introduction Course requirement Conceptualization
Class		13 February 2023	Monday 7:00 – 9:30 pm	TBC	Understanding service learning Principles and skills
	Small groups	Between Feb and Mar	Varied	Designated organizations	
Class		17 April 2023	Monday 7:00 – 9:30 pm	TBC	Presentation Evaluation

1. Conceptualization and Training Lectures: 2 x 2.5 hours = 5 hours;

2. Visit to social enterprise and interview staff concerned: 1 x 4 hours = 4 hours;  
(All the students will be divided into groups of 10 persons. Each group will pay an on-site visit to one of the designated social enterprises, participate as far as possible into the business; interview staff concerned; and make critical review of the experience);
3. Post-visit Presentation and Evaluation in classroom: 1 x 2.5 hours = 2.5 hours and
4. Online sharing on Blackboard.

### Course Requirement & Assignment:

Students will be assessed according to the following:

1. **Attendance:** Attendance of the field visit cum interview is compulsory. 2/3 of attendance in lectures is required (2 out of 3 lectures). Failure to comply with the attendance requirement will lead to failure in this course. Punctuality for classes is greatly appreciated.
2. **Participation:** Students are expected to participate actively in class activities. They are expected to explore related information with initiatives and read recommended readings, as well as prepare for and participate in discussions.
3. **Field Visit cum Presentation:** The class is divided into 5 small groups, each composing of around 10 students. Each group will pay a visit to a designated social enterprise and interview key informants. Each group will then make a presentation as well as lead a discussion to facilitate critical reflection on social enterprise. Total time for each group is 25 minutes. Each group is required to meet the course instructor at least once for preparation of the presentation. Presentation outline is encouraged but not graded.
4. **Personal Reflection Journal:** Each student will submit a reflection journal individually on issues of social enterprise that he/she considers important.

Deadline	<b>21 April 2023</b>
Length	Not more than 1,000 words in either English or Chinese. (Double spacing, font 12)
Submission Method	<ol style="list-style-type: none"> <li>1. Each student must upload <b>on or before</b> 21 April 2023 a soft copy of the completed assignment to the plagiarism detection engine <b>VeriGuide</b>, at the URL: <a href="http://www.cuhk.edu.hk/veriguide">http://www.cuhk.edu.hk/veriguide</a> (each student should upload only once to this engine).</li> <li>2. The system will issue a receipt which also contains a declaration of honesty. The declaration should be signed by the student, and the receipt should be uploaded together with the paper via the "Assignment drop box" of Blackboard Learn of this course.</li> <li>3. Assignments without the receipt will not be graded by teacher.</li> <li>4. Please format the file name as: "student name-student ID-GEUC2101D",</li> <li>5. <u>Late submission:</u> Late submission without prior written approval will result in deduction of marks.</li> </ol>
Format	<u>APA citation and reference format:</u> American Psychological Association (2010) (6 <sup>th</sup> ed.) <i>Publication Manual of the American Psychological Association</i> . Washington, DC.

### Course Assessment Scheme:

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|--------------------------------------|-----|
| 1. Participation                     | 20% |
| 2. Peer Review                       | 10% |
| 3. Group Presentation cum discussion | 35% |
| 4. Personal Reflection Journal       | 35% |

Students scoring 50% or above will be given "Pass" for the course.

## 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: 2022R2-GEUC2101D
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.

## Recommended Readings:

### On Service-Learning

1. 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。
2. 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。
3. 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。
4. 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。
5. 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。
6. Butin, D.W. (2010). *Service-learning in theory and practice: the future of community engagement in higher education*. NY: Palgrave Macmillan. Chapter 1.
7. Deeley, S.J. (2015). *Critical Perspectives on Service-Learning in Higher Education*, UK: Palgrave Macmillan
8. Xing, J. & Ma, H. K. (2010). *Service-Learning in Asia: Curricular Models and Practices*. HK: Hong Kong University Press.

### On Volunteerism and Personal Development

1. 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。
2. Haldar, U.K. (2010). *Leadership and team building*. India: Oxford University Press.
3. 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.
4. 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

1. 周永新 (2013)。《社會政策的觀念和制度》。香港：中華書局。
2. 黃洪 (2013)。《「無窮」的盼望 -- 香港貧窮問題探析》。香港：中華書局。
3. 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。
4. Altschuld, J.W. & White, J.L. (2010). *Needs Assessment, analysis and prioritization*. LA: Sage.
5. Batson, C.D., Admad, N. & Tsang, J.A. (2002). Four motives for community involvement. *Journal of Social Issues*, 58(3), 429 – 445.
6. 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.

7. On Program Planning, Implementation and Evaluation

- 8. 甘炳光 (2009) 。 *小组遊戲帶領技巧 -- 從概念到實踐*。香港：香港城市大學出版社。
- 9. 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。
- 10. 蔡炳綱、吳漢明 (2001) 。 *72 個體驗活動*。香港：匯智。

On Experiential Learning and Reflective Thinking

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

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