

# **Service-Learning and Research Scheme (SLRS) 2010-2011**

## **Student Guideline**

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# **1. General Framework of the Service-Learning and Research Scheme (SLRS) at Lingnan University**

## ***1.1 Statement of Principles***

Service-learning is a concept that imparts practical meaning to Lingnan University's long-standing motto, "Education for Service". It is a pedagogy that is manifested first and foremost in providing tangible assistance to others that involves a reflective element for student participants. Service-learning reflects a whole-person approach to education. It is designed to provide students with a valuable educational tool, while at the same time deliver a meaningful service to individuals. Lingnan University has traditionally stressed both academic excellence and outstanding service which cannot be actualized solely within the confines of an ivory tower. Individuals find fulfillment not in isolation, but rather in a social context; thus Service-Learning seeks to provide a vital link between the university and the community.

## ***1.2 What Is Service-Learning?***

Service-learning combines rigorous academic study with voluntary community service. The service performed by students illustrates and reinforces their academic study through the process of critical thought and self-reflection. Service-learning involves a constant interaction between three main stakeholders: the students, the relevant service agencies and the service targets.

The service performed may involve a wide range of activities, including knowledge delivery, community development, tackling social or environmental issues, or any activities that contribute to the well-being of individuals and communities.

The academic study may focus on a wide range of Lingnan's disciplines including humanities, business administration, social sciences and other majors. The activities are carried out by students on a voluntary basis with close cooperation by faculty members and social service agencies. Unlike field studies or internships, Service-Learning requires the active participation of students and it imparts the critical elements of reflection and analysis.

Service-learning is distinct from what has been referred to as "community service" in two significant ways. First, Service-Learning requires students to have some understanding of the overall mission, structure and governance of the scheme. In addition, students are expected to take an active role in serving the community and possibly gain an appreciation from other sectors. Second, there is a cooperative relationship whereby students learn from the social service agencies and service targets within the community, and in turn students aid the needs of the service targets.

## ***1.3 Where and How Is Service-Learning Practiced?***

An increasing number of universities and colleges around the world have been incorporating the concept of Service-Learning into their modes of study. These programs are not conforming to one established model; instead, they are being adapted to meet the specific educational needs of each institution and have great flexibility in operation.

While there is no particular ideological pattern for these programs, Service-Learning is often carried out on the departmental level as an elective course. This may include an element of Service-Learning as a part of the requirements for a given course. Service-learning may also be carried out on an inter-disciplinary basis, or even as a mode of independent study.

The establishment of the Office of Service-Learning (OSL) offers real-life opportunities for students to apply the knowledge and skills that they have gained from course work into the community and integrate useful knowledge into practice. Students' personal growth, self-fulfillment

and satisfaction are expected to be enhanced after joining the SLRS.

Lingnan University's Service-Learning program was designed to develop students' motivation and cultivate their life skills through actively assisting those individuals in need including the elderly, high-risk youth, ethnic minorities, migrant workers and people with specific medical needs.

#### ***1.4 Principles of Good Practice***

The most well-designed and executed Service-Learning scheme ensures that:

- There is reciprocity between the social service agencies' supervisors, course instructors, service targets, and students from Lingnan University. Their relationships are based on mutual respect and trust.
  - The learning is rigorous, sound and appropriate to the needs and academic level of the students involved. Any studies undertaken do not entail sweeping assumptions or foregone conclusions; instead, the program of study is based on the spirit of academic inquiry and exposes students to a wide range of viewpoints. Students are encouraged to examine critically any theories or viewpoints in the light of their own service experience.
  - The service is truly beneficial to the service target and the agency. The type of service activity performed, the amount of time spent and the quality of work done must be of value to the service target.
  - There must be a clear connection between the program of study and the service activity.
  - The opportunity for analysis and reflection is structured; for example, students may be required to keep regular entries in their log sheets of their day-to-day service activities
- 
- Support services are provided to students in the preparation and execution of the service; meaning that students are properly prepared for the activities and that they are given continuous help in terms of advice and practical matters such as safety and health care.

#### ***1.5 Measuring the Effectiveness of the SLRS***

In order to measure the effectiveness of the SLRS, a validated evaluative instrument should be developed to measure students' learning outcomes in terms of their subject-related knowledge, communication skills, organizational skills, social competence, problem-solving skills and research skills. Throughout the participation in the SLRS, it is believed that both course instructors and social service agencies can benefit from the programs; the former can have a new and innovative approach to teaching and the latter can be benefited by having more manpower to support their daily operations. The pilot test in 2004-2005 proved that the SLRS had substantial impacts on the community in terms of enhancing social solidarity and building up social responsibility and the leadership role of Lingnan University.

As a pilot scheme of the first semester of 2004-2005, an action research methodology was used to measure the effectiveness of the SLRS in three Service-Learning modes (the details of the evaluation were outlined in the Evaluation Protocol). The advantage of adopting an action research approach is to enable a greater flexibility in program implementation and modification of the design throughout the research.

## **2. The Roles and Responsibilities of Students**

### **2.1 General Description**

This section presents the major duties that students will be required to undertake during the Service-Learning program.

### **2.2 Roles of Students**

The OSL facilitates partnerships between three parties: course instructors, students, and social service agency supervisors. In order for Service-Learning partnerships to be effective and beneficial for all parties involved, students are required to abide by the following regulations:

- Students are expected to get fully involved in the Service-Learning process and follow course instructors' guidelines in finishing all required work.
- Students are expected to follow the agency's practice with respect to working hours, dress code, and general professional behavior.
- Students should pay attention in handling personal and confidential information, and ensure it is being used for academic purposes only.
- Students should respect service users' privacy. Students must obtain prior written consent for the use of any video/audio learning aids.

### **2.3 Pre-practicum Stage**

#### **2.3.1 Orientation**

There are two types of orientations required for all students:

- **Course orientation:** This is designed to give students an overview of the community services, medical care settings and the facilities/centers of which they would be working. It includes information concerning students' obligations and expectations to physically and psychologically prepare student for service practicum. Students are to understand the values, skills and knowledge required in community service as well as recognize the importance of privacy of personal data which requires signed disclosure consent (Please refer to *Service-Learning and Research Scheme: The Lingnan Model*, Appendix 11 for English version and Appendix 12 for Chinese version)
- **Agency orientation:** This orientation enables students to gain a better understanding of their designated agency. Prior to service, students should understand the basic functions and background of the agency and its role in the community.

The objectives of the orientation for students are:

- To understand the role and responsibilities of students in the Service-Learning process.
- To understand the community service settings.
- To understand the core roles and expected level of competence of the courses, agencies and the OSL and the assessment mechanism.

#### **2.3.2 Training Workshops**

There are two kinds of training workshops--Leadership Training Workshops organized by OSL and Specific Training Workshops conducted by service agencies (if any) . Students are required to attend the Leadership Training Workshop to learn and practice appropriate, service-provision attitudes and skills such as leadership skills, organization skills, communication skills and social competence in service agency, medical care, and laboratory settings. Students are necessary to join the Specific Training Workshops\* (e.g., social sciences research skills and service-related skills) to enhance Service-Learning practicum. These workshops seek to increase student confidence and better equip students with necessary practicum skills and competencies with the following objectives:

- To understand the meaning and significance of service practicum.
- To acquire essential communication and problem-solving skills needed during the service process.
- To develop greater sensitivity towards service targets.
- To formulate learning objectives to discuss with agency supervisors during site visits.

\* *Specific training workshops will be arranged by correspondent service agencies in some Service-Learning programs*

## **2.4 Service-Learning Agreement**

It is essential for students to identify what they expect to learn and accomplish throughout the Service-Learning program. The Service-Learning Agreement serves as a tool for self-directed learning since it is planned by each student to accommodate individual needs, vision and development expectations.

## **2.5 Implementation of Community Service**

During the practicum period, students might be asked to perform tasks similar to general program assistants. A minimum of one and half hours per week are devoted to supervision, group discussion or the equivalent. The performance of students is mainly assessed by the course instructors. Students are required to complete tasks throughout the service practicum in Modes 2 and 3 (please refer to 2.5.5). Major tasks to be undertaken by students include:

### **2.5.1 Service Proposal**

The Service Proposal guides student practicum. Students should submit a proposal outline to program coordinators and discuss with agency supervisors before attending the agency orientation. Ask “WH” questions during program preparations to channel learning objectives:

- *What* are the clear objectives?
- *How* are these objectives justified?
- *How* and *where* can these objectives be fulfilled?
- *When* will the program be completed?

Prior to beginning work at the agency, a course instructor approved Service Proposal is required. Students must state clearly the time schedule, budget plans, and progress reports. The finalized proposal should be submitted prior to the first consultation meeting. The proposal must include:

- Rationale and objectives of the task.
- Target service users of the task.
- Brief description of the task.
- Theories, methodologies, specific knowledge and skills to be applied.
- Tentative plan with proposed intervention.
- Time, venue, manpower, budget and resources needed for the task.
- Expectations of learning opportunities, objectives and outcomes.
- Limitations and solutions, if any.
- Evaluation form for obtaining feedback from service users.

\* Please refer to Appendix 3 for “Program Proposal template”.

### **2.5.2 Consultation Meetings**

In order to understand the progress, program coordinators will conduct two consultation meetings at the beginning and the middle of practicum. Students are required to attend the meetings with their course instructors. Each group should provide 3-5 available meeting dates and times to program coordinators. During the consultation meetings, students are expected to report their progress and any difficulties. The course instructors will guide students to link

practicum experience with academic knowledge while the program coordinators assess logistic needs and offer relevant support. Students are also welcome to contact the program coordinators and their course instructors regularly for further advice. The purposes of the two consultation meetings are as follows:

- 1<sup>st</sup> consultation
  - Submit program proposal
  - Report program progress
  - Discuss initial linkage between service & academic knowledge
- 2<sup>nd</sup> consultation
  - Report program progress
  - Submit written linkage between service & academic knowledge

In order to facilitate a better communication in the consultation meetings, students should talk about their program progress, observations and feelings and how they have linked up their academic knowledge with the service practicum. For better preparation, please find the following guidelines.

### Guidelines for preparing consultation meetings

1st meeting preparation	Details
Prepare program proposal	<ul style="list-style-type: none"> <li>● How is the program progress?</li> <li>● What are the plans for the coming activities?</li> <li>● What are the purposes of the program?</li> <li>● What are your group / individual learning objectives?</li> </ul>
Prepare log sheet	<ul style="list-style-type: none"> <li>● What have you done in the orientation / activities?</li> <li>● How did the participants feel? Was there any feedback from them?</li> <li>● Do you have any feeling or special experience gained from the activities?</li> <li>● Do you have any observation that can be linked up with your course?</li> </ul>
Prepare evaluation notes	<ul style="list-style-type: none"> <li>● Have you held debriefing after each activity?</li> <li>● Was there anything that you think you did well?</li> <li>● Was there anything that you can improve?</li> </ul>
Explore the linkage between service practicum and academic knowledge	<ul style="list-style-type: none"> <li>● Is there any theories / methodologies / academic knowledge that you can apply in the program?</li> </ul>
2nd meeting preparation	Details
Prepare log sheet	<ul style="list-style-type: none"> <li>● What have you done in the orientation / activities?</li> <li>● How did the participants feel? Was there any feedback from them?</li> <li>● Do you have any feeling or special experience gained from the activities?</li> <li>● Do you have any observation that can be linked up with your course?</li> </ul>
Prepare evaluation notes	<ul style="list-style-type: none"> <li>● Have you held debriefing after each activity?</li> <li>● Was there anything that you think you did well?</li> <li>● Was there anything that you can improve?</li> </ul>
Prepare written outline of the group report and reflective essay	<ul style="list-style-type: none"> <li>● Do you have any observation that can link up with your academic knowledge?</li> <li>● Which area(s) you would like to focus on your group report and reflective essay?</li> </ul>
Evaluate program effectiveness	<ul style="list-style-type: none"> <li>● Have you achieved the program objectives?</li> <li>● Have you achieved your learning objectives?</li> <li>● Have you collected any feedbacks from participants?</li> </ul>

### **2.5.3 Service Practicum**

There are three forms of service practicum (Please refer to Appendix 1):

- One-to-one work
- Group work
- Community programs

### **2.5.4 Weekly Records (Reflective Diary)**

Recording experiences is essential to reflection as students are provided the space to summarize and analyze program and personal progress. Each student will receive their own Service-Learning log sheet for weekly entries.

\* Please refer to Appendix 5 for Reflective Diary

### **2.5.5 Written Work**

A student's practicum evaluation report is an important part of self-assessment as it provides students the opportunity to review their experiential learning progress through analysis of personal learning objectives and volunteer development supported by theories learned in class. Learning experiences are reviewed on the basis of learning agreements.

- **Mode 1: Community-based ILP Mode**  
Course instructors are required to sign weekly log sheets and assignments; no specific report needs to be submitted.
- **Mode 2: Partially Integrated Course Mode (PICM)\*\***  
Students are required to submit the service practicum proposal and report.
- **Mode 3: Fully Integrated Course Mode (FICM)**  
Year-based: Students are required to submit the research proposal and senior thesis.  
Summer-based: Students are required to submit the service practicum proposal and report.

\*\*Most students in our program are in Mode 2.

### **Group Report Required Elements**

- Introduction
- Background information about service agency
- Description of conducted service or activities organized
- Evaluation of conducted service or program
- Budget plan
- Limitations
- Recommendations
- Conclusion

### **Reflective Essay Required Elements**

- Brief description of service experience
- Feelings about the service, service targets and service agency
- Academic theories related to service experience
- Experiences and reflections throughout service period
- Overall reflection composed of Service-Learning experience

**Remarks: It is for reference only. Please refer to the requirement of course instructors (if any)**

### 2.5.6 Logistic Support

Some logistic support may be needed during the service practicum. Agency supervisors will provide basic facilities and support for students. On-campus program coordinators are also available to students and may be contacted in the following ways:

<b>Inquiry Topic</b>	<b>Protocol</b>	<b>Remarks</b>
Mass e-mail sending	Forward an email in English version and /or Chinese version (if necessary) to <a href="mailto:osL@Ln.edu.hk">osL@Ln.edu.hk</a> before 3 working days.	Please check information carefully.
Venue booking	Send an e-mail to <a href="mailto:osL@Ln.edu.hk">osL@Ln.edu.hk</a> at least two weeks in advance with the following information: <ul style="list-style-type: none"> <li>• Contact information (i.e. group name, contact person, phone number, e-mail)</li> <li>• Date</li> <li>• Time</li> <li>• Venue (size needed)</li> <li>• Number of users</li> <li>• Purpose</li> <li>• Additional materials / equipment needed</li> </ul>	OSL General Office- (Rm 322, NAB)
I. T. equipment booking	Fill in the “User Request Form” at the OSL General Office. Submit the completed form with OSL approval to I.T.S.C. directly.	General Office (I.T.S.C.) - MB 401, Main Building, Lingnan University, Tuen Mun
Other materials booking (e.g. Service-Learning Publications, Digital Video, Digital Camera, Stationery)	List out the items and quantity needed and email to OSL email address at least 5 working day in advance.	Rules & Regulations: Subjected to form requirements.
Expense Reimbursement (Maxi HK\$500)  Transportation Allowance (HK\$100)	Fill in the Reimbursement & Transportation Allowance Claim Form (Appendix 6) and attach official expense receipts (with company name and chop) on A4 paper.  ONLY students who need to visit the agency over 8 times and attended all the S-L related activities e.g. training, consultations, etc can claim the transportation allowance	Money will be automatically deposited to the given account number  For transportation allowance, please make sure that you have given the account number to university before (You can check it from the banner system)

OSL General Office working hours is from 0900-1230, 1400-1730 (Mon-Fri).

### 2.5.7 Financial Fund

Generally, sponsorship will be provided by service agencies for students activities. Students can also apply for financial funding from OSL if necessary. Except for special circumstances, each group can be sponsored up to HKD\$500. If students choose to have a poster presentation for the report-back seminar, a maximum of \$150 will be subsidized for this alone. Students should submit all receipts (original copies with a simple financial report) to the OSL General Office at the end of the program.

## **2.6 Assessment**

### **2.6.1 Students' self-evaluation**

Students are required to submit pre- and post-test questionnaires in Modes 2 and 3, and mid-term and final self-evaluation reports in Mode 3, in order to show what they have learnt and how they have developed.

### **2.6.2 Course instructors' evaluation**

Course instructors have the authority to decide whether or not students have met the learning objectives and assign relevant grades. Continuous assessment will be carried out based on students' performance throughout the practicum period. Different kinds of assessment will be used by the course instructor. Students should work according to the instructions of the course instructors through the whole process.

### **2.6.3 Social service agencies' assessment**

Agency representatives will review student performance via questionnaires as well as mid-term and final evaluation forms.

### **2.6.4 Program coordinators' evaluation**

Program coordinators will review the implementation process through evaluation questionnaires. An evaluation of the SLRS is built into the current programs. Students are required to complete all of the following:

- Pre-test questionnaire;
- Reflective Diary;
- Post-test questionnaire;

### **2.6.5 Overall assessment criteria**

The overall assessment criteria are based on the following six learning domains:

- Subject-related knowledge
- Communication skills
- Organizational skills
- Social competence
- Problem-solving skills
- Research skills

## **2.7 Miscellaneous**

### **2.7.1 Failure in the service practicum**

A student who fails the course must retake it or take a suitable substitute course approved in writing by the department concerned.

### **2.7.2 Absence from the service practicum**

If students was absent from the service practicum deal to health reasons or any other emergencies, they should inform and seek approval from course instructors, service supervisors and officers at OSL.

### **2.7.3 Grading system**

Performance of students is graded in both Modes 2 and 3. Grades are awarded according to the grading system of Lingnan University.

### **2.7.4 Appeal mechanism**

Grades and reassessment are governed by the same regulations issued from Lingnan University:

- A student might appeal to the Registrar for a review of grades. The Registrar would then refer the appeal to the Program Director/Head of Academic Unit concerned, who would inform the subject teacher. The Program Director/Head of Academic Unit would return the result of the review to the Registrar, who would then inform the student.
- A student might appeal to the Registrar for a reassessment. The Registrar would then refer the appeal to the Program Director/Head of Academic Unit concerned. The Program Director/Head of Academic Unit would return the result of the reassessment to the Registrar, who would then inform the student.
- An appeal for review or reassessment requires a deposit, which would be refunded only if the appeal results in upgrading.
- Appeals must be made within 5 working days from the release of preliminary examination results.
- Results of appeals would be determined within 7 working days from the day when the application is lodged.

(Source: Part VII: Regulations Governing University Examinations pg. 273-288, Lingnan University Calendar 2004-2005.)

### 3. Schedules

#### 3.1 Time Schedule for activities and documents submission (1<sup>st</sup> Semester, 2010-2011)

Time Schedule	Tasks
1 to 7 Sept , 2010	<ul style="list-style-type: none"> <li>S-L Program recruitment and Add-drop period</li> </ul>
10 Sept , 2010	<ul style="list-style-type: none"> <li>Enrollment Form cum Pre-test Questionnaire</li> </ul>
8 – 21 Sept, 2010	<ul style="list-style-type: none"> <li>Agency Orientation – Site visit<sup>1</sup></li> </ul>
25 Sept, 2010	<ul style="list-style-type: none"> <li>S-L Leadership Training<sup>2</sup></li> </ul>
Sept - Nov, 2010	<ul style="list-style-type: none"> <li>Service Practicum (Minimum service hours: 30<sup>3</sup>)</li> </ul>
	<ul style="list-style-type: none"> <li>Specific Training Workshops<sup>3</sup></li> </ul>
11-15 Oct, 2010#	<ul style="list-style-type: none"> <li>1<sup>st</sup> Consultation Meeting#</li> </ul>
3 Nov, 2010	<ul style="list-style-type: none"> <li>Reflective Meeting<sup>4</sup> (BSS students only)</li> </ul>
15-19 Nov, 2010#	<ul style="list-style-type: none"> <li>2<sup>nd</sup> Consultation Meeting#</li> </ul>
26 Nov, 2010	<ul style="list-style-type: none"> <li>Registration Form ( Preference of Presentation Mode in Report-back Celebration) (For BSS&amp;BA only)</li> </ul>
BBA: 6 Dec, 2010 BSS & BA: 20 Dec, 2010	<ul style="list-style-type: none"> <li>Report-back Celebration</li> </ul>
BBA: 29 Nov, 2010 BSS & BA: 8 Dec, 2010	<ul style="list-style-type: none"> <li>Post-test Questionnaire</li> </ul>
	<ul style="list-style-type: none"> <li>Volunteer handbook</li> </ul>
8 Dec, 2010	<ul style="list-style-type: none"> <li>Attendance Sheet (For BSS&amp;BA only)</li> </ul>
	<ul style="list-style-type: none"> <li>Service Target Record Sheet (For BSS&amp;BA only)</li> </ul>
BBA: 6 Dec, 2010 BSS & BA: 20 Dec, 2010	<ul style="list-style-type: none"> <li>Reimbursement and Transportation Allowance Claim Form</li> </ul>

**# The schedule dates are for BSS and BA courses ONLY. For BBA courses, please refer to course outline for the consultation schedule.**

<sup>1</sup> Please prepare program plan and service practicum schedule before attending

<sup>2</sup> **Compulsory for all students who joined Service-Learning programs. If you have special reason, please inform OSL with supporting documents on or before 17 Sept 5pm. For those who absent without prior approval, HK\$200 will be charged for training fee.**

<sup>3</sup> Including leadership training workshop, specific training workshops, agency visit, consultation meetings, reflective meeting, preparation time and activity hours. Please refer to the program information sheet for the details of service hours.

<sup>3</sup> Specific training might be held by agency if necessary

<sup>4</sup> Compulsory for BSS courses, Optional for BBA and BA courses

### 3.2 Sample of Documents

Item	Remark
Enrollment Form cum Pre-test Questionnaire	Appendix 1
Grouping Form	Appendix 2
Program Proposal (if applicable)	Appendix 3 (Proposal template)
✧ Attendance Sheet	Appendix 4
✧ Reflective Diary	Appendix 5
✧ Reimbursement & Transportation Allowance Claim Form	Appendix 6
✧ Service Target Record	Appendix 7
✧ Post-test Questionnaire	Appendix 8
✧ Agency Evaluation Score (For student's reference only)	Appendix 9
✧ Individual Reflection Essay #	2,000 – 3,000 words #
✧ Group Report #	Around 20 pages #

**# Please refer to the course outlines for specific requirements.**

### 3.3 Details of Training Workshops & Seminars

#### Training Workshops

Time Schedule	Tasks	Targets
<p><b>Date:</b> 25 Sept, 2010 (Sat)</p> <p><b>Time:</b> 9:00am-6:00 pm</p>	<p><b>2a. Service-Learning Leadership Training</b></p> <ul style="list-style-type: none"> <li>- Briefing of SLRS</li> <li>- Program planning</li> <li>- Team building activities</li> </ul> <p><b>Venue:</b> AM: Art Gallery PM: Dialogue in the dark / Crossroads Foundation</p> <p>Gathering Time &amp; Place: 8:00am at Art Gallery (2/F, Main Building)</p>	<p>Compulsory for all Service-Learning students</p>
<p><b>Date:</b> 3 Nov, 2010 (Wed)</p> <p><b>Time:</b> 6:30 - 8:30pm (Dinner will be included)</p>	<p><b>2. Reflective Meeting</b></p> <ul style="list-style-type: none"> <li>- reflection</li> <li>- group discussion</li> </ul> <p><b>Venue:</b> Art Gallery</p>	<p>Compulsory for All BSS Courses;</p> <p>Optional for BBA &amp; BA Courses</p>



20. Have you participated in Service-Learning before? If so, what was your previous program?

No.

Yes. I have participated in S-L program for \_\_\_\_\_ times.

The previous program was/were: \_\_\_\_\_

21. Why do you choose to participate in SLRS?

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22. What do you expect to learn through SLRS?

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23. Which region below do you prefer to conduct Service-Learning program if you are selected to be an outstanding Service-Learning student? Why?

Yunnan

Taiwan

Guangzhou

Beijing

USA

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### **B. Service Practicum**

Please put a '√' in the following box to indicate your S-L Program (*according to your relevant course*).

BUS101 Introduction to Business	<input type="checkbox"/> Association for Engineering and Medical Volunteer Services – The Endeavor : Direct Sale Promotion Program 直銷市場推廣計劃
BUS301 Sec. 1 Strategic Management	<input type="checkbox"/> Dialogue in the Dark: Strategic Planning on Dialogue in the Dark 黑暗中對話策略發展計劃
BUS301 Sec. 4 Strategic Management	<input type="checkbox"/> Hong Kong Free Methodist Church: Strategic Planning on Fantastic Ladies Cafe Project 悠閑閣策略發展計劃
HRM352 Leadership and Teamwork	<input type="checkbox"/> Hong Kong Christian Council: 「Rebuilding Collapsing School Project」 Donors' Night 「危校重建計劃」分享之夜 <input type="checkbox"/> Elder Academy at Lingnan: Strive to be an Elder Leader 向長者領袖出發 <input type="checkbox"/> LU Department of Management: Lingnan University Info Day 2010 嶺南大學資訊日 2010 <input type="checkbox"/> Tsuen Wan Kwai Ching District Women's Association: Women Leadership Training Program 婦女領袖培訓計劃

SOC203 Social Gerontology	<input type="checkbox"/> TWGHs (Tai Tung Pui Care and Attention Home): Life Story Album 生命故事錄 <input type="checkbox"/> NAAC Fu Tai Neighbourhood Elderly Centre : Be a Happy Person Program 開心快活人 <input type="checkbox"/> NAAC Tin Shui Neighbourhood Elderly Centre : Happy 1+1 Program 開心 1+1 計劃
SOC324 Work and Occupation	<input type="checkbox"/> Social Welfare Department: Hand-in-Hand, Life to Life Project 手牽手・生命傳承計劃 <input type="checkbox"/> S. R. B. C. E. P. S. A Lee Yat Ngok Memorial Primary School: Digital Classroom Project 網上交流「悅」讀計劃 <input type="checkbox"/> TWGHs Tuen Mun Integrated Centre: Hope Development Account Program 希望戶口計劃 <input type="checkbox"/> International Social Service Hong Kong Branch: Cross Boundary & Inter-country Casework service 跨境及國際個案工作服務 <input type="checkbox"/> Lingnan Primary School: English Drama Fun 趣味小英劇
SOC327 Social Welfare & Social Problems in HK	<input type="checkbox"/> Tsung Tsin College: Health Frontiers in Tuen Mun II 健康 TWINS 計劃 II <input type="checkbox"/> Yan Chai No.2 Secondary School : Health Frontiers in Tuen Mun 健康 TWINS 計劃 <input type="checkbox"/> Hong Kong Federation of Youth Groups: Befriending Scheme 友情 SUN 天地 <input type="checkbox"/> TWGHs Tai Tung Pui Dac cum Hostel: Sports & Artworks Program 活力無限藝動之旅
ECO208 Principles of Public Policy	<input type="checkbox"/> Stewards Ma Kam Ming Charitable Foundation Ma Ko Pan Memorial College: Happiness Index Project 開心指數計劃
BEH332 Environmental Psychology	<input type="checkbox"/> Environmental Protection Department: Waste Management Project 屯門區廢物管理意識調查計劃
PHI114 Doing Philosophy	<input type="checkbox"/> Philosophia Cultural Society: Philosophia Cultural Workshop 哲學文化多面睇
GEB220 Media Ethics	<input type="checkbox"/> The Salvation Army Hong Kong & Macau Command, Tuen Mun East Integrated Service :: South Asian Express 南亞資訊
VIS355 Environmental Aesthetics and the Visual Environment	<input type="checkbox"/> TKEB Lui Kwok Pat Fong Kindergarten : Environmental Art Workshop 環境藝術小天地

### **C. Pre-test Questionnaire: Overall Evaluation of the Program**

The Service-Learning and Research Scheme (SLRS) is designed to support the development of university-wide Service-Learning Programs (SLP) at Lingnan University and enhance students' learning abilities through community services. The aim of this questionnaire is to evaluate your learning efficacy and outcomes throughout SLRS participation. The questionnaire is set in a pre-test and post-test basis. You are requested to administrate the questionnaire based on your current situations. There are no right or wrong answers. Your responses will be used to evaluate the overall impacts of the SLRS to suggest future program improvements. Thank you!

Please circle the appropriate scores (1=least competent, 10=very competent) to indicate your learning abilities in the following aspects.

Items	Score									
	1	2	3	4	5	6	7	8	9	10
1. Subject-related knowledge (Overall)										
i) I am able to describe the nature of strategic management and its value for modern business, with particular emphasis on the globalization of modern business and external demands for corporate social responsibility and ethical practices.	1	2	3	4	5	6	7	8	9	10
ii) I am able to explain the basic concepts, principles and practices associated with strategy formulation and implementation.	1	2	3	4	5	6	7	8	9	10
iii) I am able to apply knowledge gained in other courses to the formulation and implementation of strategy from holistic and cross-functional perspectives.	1	2	3	4	5	6	7	8	9	10
iv) I am able to analyze and evaluate critically real life company situations and develop creative solutions, using a strategic management perspective.	1	2	3	4	5	6	7	8	9	10
v) I am able to present a credible business case in a team setting.	1	2	3	4	5	6	7	8	9	10
2. I am tense and nervous while participating in group discussions with peers / agencies / instructors / coordinators	1	2	3	4	5	6	7	8	9	10
3. Generally, I am comfortable while participating in a discussion with peers / agencies / instructors / coordinators	1	2	3	4	5	6	7	8	9	10
4. Presentation in front of peers / agencies / instructors/ coordinators usually makes me uncomfortable	1	2	3	4	5	6	7	8	9	10
5. I feel relaxed while talking with others	1	2	3	4	5	6	7	8	9	10
6. I will evaluate myself when an activity is completed	1	2	3	4	5	6	7	8	9	10
7. I have good time management skills	1	2	3	4	5	6	7	8	9	10
8. I can work independently on case work	1	2	3	4	5	6	7	8	9	10
9. I know how to allocate tasks to group members	1	2	3	4	5	6	7	8	9	10
10. Generally speaking, I know how to take a leadership role in organizing a mass activity	1	2	3	4	5	6	7	8	9	10
11. I cooperate successfully with other students in a variety of situations	1	2	3	4	5	6	7	8	9	10
12. I remain calm when problems arises	1	2	3	4	5	6	7	8	9	10
13. I am confident in my abilities	1	2	3	4	5	6	7	8	9	10
14. I am more aware of social happenings in the community	1	2	3	4	5	6	7	8	9	10

15. I am dynamic and adapt easily to new environments	1	2	3	4	5	6	7	8	9	10
16. When faced with a hard problem, I believe that, if I try, I will be able to solve it on my own	1	2	3	4	5	6	7	8	9	10
17. Before I solve a problem, I gather as many facts about the problem as I can	1	2	3	4	5	6	7	8	9	10
18. I know how to design innovative methods to solve social issues	1	2	3	4	5	6	7	8	9	10
19. I go through the problem-solving process again when my first option fails	1	2	3	4	5	6	7	8	9	10
20. I used my imagination in designing my SLRS / school project	1	2	3	4	5	6	7	8	9	10
21. I know the major research methodologies in social sciences / business studies	1	2	3	4	5	6	7	8	9	10
22. I know how to collect data for different research projects	1	2	3	4	5	6	7	8	9	10
23. I know how to write up a research proposal	1	2	3	4	5	6	7	8	9	10
24. I know the process of doing both qualitative and quantitative researches	1	2	3	4	5	6	7	8	9	10
25. I know how to write up a research practicum report	1	2	3	4	5	6	7	8	9	10
26. I can make a positive change in my life	1	2	3	4	5	6	7	8	9	10
27. I intend to work in a career that will make contributions to the society	1	2	3	4	5	6	7	8	9	10
28. I feel that I can alleviate social problems to some extent	1	2	3	4	5	6	7	8	9	10
29. I know I will feel satisfied with doing Service-Learning Project	1	2	3	4	5	6	7	8	9	10
30. I know I can learn better from the SLRS than traditional learning mode (e.g. lecture & tutorial, no service practicum)	1	2	3	4	5	6	7	8	9	10

Additional comments about the program

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**Remarks:**

Once you have enrolled the Service-Learning Programs, you will automatically become members of Service-Learning Alumni Club and Wofoo Leadership Network (WLN), while you can have to right to join our activities, like various social service opportunities, Dinner gathering, Charity functions, and recreational / educational activities / tour, i.e. Expo

I DO NOT WISH to become members of \*S-L Alumni Club and / or Wofoo Leadership Network (WLN), and receive promotion and updated information.

\* Please circle the appropriate one

**Please use \* to indicate group leader**

**Office of Service-Learning 2010-2011  
Service-Learning and Research Scheme**

**Grouping Form**

**BUS101 Association for Engineering and Medical Volunteer Services The Endeavor: Direct Sale Marketing Program (直銷市場推廣計劃)**

	Full Name & Nickname	Student ID	Tel	Email@ln.edu.hk	Alternative Email
1					
2					
3					
4					
5					

**BUS 101 Salvation Army: Handcraft Business (手工藝商業計劃)**

	Full Name & Nickname	Student ID	Tel	Email@ln.edu.hk	Alternative Email
1					
2					
3					
4					
5					

**Office of Service-Learning, Lingnan University**  
**Service-Learning and Research Scheme**

**Program Proposal Template**

No.	Item	Details
<b>1</b>	<b>General Information (基本資料)</b>	
	Title of the S-L Program	
	Service agency partner	
	Practicum period / date, time, venue	
	Service target	
	Number of service target / volunteers	
	Program fee & Pay method	
<b>2</b>	<b>Background (活動背景 / 活動由來)</b>	Why this service target is being chosen? What are the purposes of the S-L program?
<b>3</b>	<b>Theme of the Program (活動主題)</b>	Any topics / issues that you would like to bring into attention?
	Program name (If any)	
<b>4</b>	<b>Aims and Objectives (目的及目標)</b>	
	For service target	
	For students	
	For agency	
	For other stakeholders (If any)	
<b>5</b>	<b>Service work plan (活動內容)</b>	
	Date, time, venue	
	Unit title	
	Activity objectives	
	Introduction / Programs / Activities / Instruction / Rundown	
	Person-in-charge / Division of labour	
	Materials / Equipment	

	Fee & Payment method	
	Other logistics arrangement	
6	<b>Promotion &amp; Recruitment (宣傳及招募)</b>	
	Promotional method & Budget	
	Selection criteria	
7	<b>Division of Labour (人力資源分配)</b>	
	Roles & Responsibilities of different functions or activities	
8	<b>Materials / Equipment (物資列表)</b>	
	Materials to buy	List out quantity needed as well
	Materials to prepare but not to buy	
	Souvenirs / Prizes	
9	<b>Budget Plan (財政預算)</b>	
10	<b>Evaluation (活動評估)</b>	
	Program evaluation method	Data collection & analysis
	Self evaluation method	How will you know if the objectives and goals of the S-L students have been met?
11	<b>Contingency Plan (預計困難及解決方法)</b>	Limitations and solutions
<b>Additional areas:</b>		
12	<i>Expected theories / methodologies / specific knowledge and skills to be applied in the practicum</i>	<i>Briefing go through the course outline and see which area(s) to focus on</i>
13	<i>Expectations of learning opportunities, objectives and outcomes</i>	<i>Think about what you would like to achieve after the program</i>

**Office of Service-Learning, Lingnan University**

*Appendix 4*

**Attendance Sheet**

**Student's attendance record  
(for agency supervisors)**

For Official Use Only  
Enrolment No. \_\_\_\_\_

Name of Student: \_\_\_\_\_

Name of Course Instructor: \_\_\_\_\_

Service Agency: \_\_\_\_\_

Department: \_\_\_\_\_

Attendance					Remarks	
No.	Date	Start	Finish	Total hours	Staff's Signature	on-going project(s)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

Additional comments from agency supervisor/ course instructor

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**Office of Service-Learning, Lingnan University  
Service-Learning and Research Scheme 2010-2011**

**Reflective Diary**

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

Course: \_\_\_\_\_ Program Name: \_\_\_\_\_

Date: \_\_\_\_\_ to \_\_\_\_\_

1. What did you do? What did you observe?

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2. What did you learn (Skills, abilities, academic knowledge e.g. theories learnt in lecture)?

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3. How can your learning or observation related to your academic knowledge?

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4. How would you evaluate your performance in the practicum?

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5. How can you improve in the next activity or for your personal life learning?

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**Office of Service-Learning, Lingnan University**  
**Service-Learning and Research Scheme**

**Reimbursement & Transportation Allowance Claim Form (One for each group)**

Course Title: \_\_\_\_\_

Program Name: \_\_\_\_\_

Reimbursement:

Student Name: \_\_\_\_\_

Student No.: \_\_\_\_\_

Contact No.: \_\_\_\_\_

E-mail: \_\_\_\_\_

Bank Name: \_\_\_\_\_

A/C No.: \_\_\_\_\_

Transportation Allowance:

No.	Student Name	Student No
1		
2		
3		
4		
5		
6		
7		
8		

**IMPORTANT NOTES:**

- 1) OSL sponsors EACH S-L Group for a maximum of HKD\$500 for the S-L Activities and HKD\$150 for the Poster Presentation (even if the actual expenses exceeds \$150).
- 2) OSL sponsors each student for HKD\$100 for transportation allowance  
*Requirement: Students need to visit the agency over 8 times and attended all the S-L related activities e.g. training, consultations, etc. Special circumstances require pre-approval.*
- 3) ALL original receipts with company chops should be stucked on A4 paper and numbered according to the number items on the form. Please submit this form to OSL Office (NAB322) at the end of the program.
- 4) Submitting receipts of catering services and entry tickets requires additional explanations and a name list of attendants.
- 5) ALL reimbursements will be auto-transferred to the claimer's A/C.

Claimed by Students: \_\_\_\_\_  
 (Name: \_\_\_\_\_)

Approved by OSL: \_\_\_\_\_  
 (Name: \_\_\_\_\_)

Date: \_\_\_\_\_

Date: \_\_\_\_\_

For the S-L Activities (Max.: HKD\$500)

No.	Date of Expenditure	Description	Amount HKD
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
Sub-total =			

For the Poster Presentation (Max. HKD\$150)

No.	Date of Expenditure	Description	Amount HKD
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
Sub-total =			

TOTAL = \_\_\_\_\_

**Office of Service-Learning, Lingnan University**  
**Service-Learning and Research Scheme 2010-2011**

**Service Target Record (One for each group)**

Semester: \_\_\_\_\_  
 Group Name: \_\_\_\_\_  
 Course Code & Name \_\_\_\_\_  
 Course Instructor: \_\_\_\_\_  
 Service-Learning Program: \_\_\_\_\_  
 Social Service Agency: \_\_\_\_\_

**Activity 1**

*Date of Activity:* \_\_\_\_\_  
*Name of Activity:* \_\_\_\_\_  
*Content:* \_\_\_\_\_

*Target Participants:* \_\_\_\_\_ Elderly / Youth / Ethnic Minority / Economically Deprived / Patients  
 (Please circle) Others: \_\_\_\_\_

*Number of Participants:* \_\_\_\_\_

**Activity 2**

*Date of Activity:* \_\_\_\_\_  
*Name of Activity:* \_\_\_\_\_  
*Content:* \_\_\_\_\_

*Target Participants:* \_\_\_\_\_ Elderly / Youth / Ethnic Minority / Economically Deprived / Patients  
 (Please circle) Others: \_\_\_\_\_

*Number of Participants:* \_\_\_\_\_

**Activity 3**

*Date of Activity:* \_\_\_\_\_  
*Name of Activity:* \_\_\_\_\_  
*Content:* \_\_\_\_\_

*Target Participants:* \_\_\_\_\_ Elderly / Youth / Ethnic Minority / Economically Deprived / Patients  
 (Please circle) Others: \_\_\_\_\_

*Number of Participants:* \_\_\_\_\_

**Post-test Questionnaire (For Student)**

SLRS is designed to support the development of University-wide Service-Learning Programs (SLP) at Lingnan University and enhance students' learning ability through community services. The aim of this questionnaire is to evaluate your learning efficacy and outcomes over time through participating in the SLRS. The questionnaire is in pre-test and post-test basis. The pre-test shall be self-administrated within two weeks after the commencement of SLRS and the post-test shall be administrated within two weeks upon the completion of SLRS. Your responses will be kept strictly confidential and this evaluation will not affect your overall grading in this course. All parts of the survey should be completed.

Date: \_\_\_\_\_

**Part I: Personal Profiles**

- I. Name in English: \_\_\_\_\_
- II. Name in Chinese (if applicable): \_\_\_\_\_
- III. Student ID: \_\_\_\_\_
- IV. Services targets in the SLRS: Elderly / Youth / New Immigrant / Sick / Poor / Ethnic Minority / Women / Other: \_\_\_\_\_
- V. Number of service target: \_\_\_\_\_
- VI. Estimated number of hours participated in SLRS: \_\_\_\_\_

**Part II: Service Practicum**

Please put '√' in the following box(es) to indicate the program(s) that you are participating in

BUS101 Introduction to Business	<input type="checkbox"/> Association for Engineering and Medical Volunteer Services – The Endeavor : Direct Sale Promotion Program 直銷市場推廣計劃
BUS301 Sec. 1 Strategic Management	<input type="checkbox"/> Dialogue in the Dark: Strategic Planning on Dialogue in the Dark 黑暗中對話策略發展計劃
BUS301 Sec. 4 Strategic Management	<input type="checkbox"/> Hong Kong Free Methodist Church: Strategic Planning on Fantastic Ladies Cafe Project 悠閑閣策略發展計劃
HRM352 Leadership and Teamwork	<input type="checkbox"/> Hong Kong Christian Council: 「Rebuilding Collapsing School Project」 Donors' Night 「危校重建計劃」 分享之夜 <input type="checkbox"/> Elder Academy at Lingnan: Strive to be an Elder Leader 向長者領袖出發 <input type="checkbox"/> LU Department of Management: Lingnan University Info Day 2010 嶺南大學資訊日 2010 Tsuen Wan Kwai Ching District Women's Association: Women Leadership Training Program 婦女領袖培訓計劃

SOC203 Social Gerontology	<input type="checkbox"/> TWGHs (Tai Tung Pui Care and Attention Home): Life Story Album 生命故事錄 <input type="checkbox"/> NAAC Fu Tai Neighbourhood Elderly Centre : Be a Happy Person Program 開心快活人 <input type="checkbox"/> NAAC Tin Shui Neighbourhood Elderly Centre : Happy 1+1 Program 開心 1+1 計劃
SOC324 Work and Occupation	<input type="checkbox"/> Social Welfare Department: Hand-in-Hand, Life to Life Project 手牽手・生命傳承計劃 <input type="checkbox"/> S. R. B. C. E. P. S. A Lee Yat Ngok Memorial Primary School: Digital Classroom Project 網上交流「悅」讀計劃 <input type="checkbox"/> TWGHs Tuen Mun Integrated Centre: Hope Development Account Program 希望戶口計劃 <input type="checkbox"/> International Social Service Hong Kong Branch: Cross Boundary & Inter-country Casework service 跨境及國際個案工作服務 <input type="checkbox"/> Lingnan Primary School: English Drama Fun 趣味小英劇
SOC327 Social Welfare & Social Problems in HK	<input type="checkbox"/> Tsung Tsin College: Health Frontiers in Tuen Mun II 健康 TWINS 計劃 II <input type="checkbox"/> Yan Chai No.2 Secondary School : Health Frontiers in Tuen Mun 健康 TWINS 計劃 <input type="checkbox"/> Hong Kong Federation of Youth Groups: Befriending Scheme 友情 SUN 天地 <input type="checkbox"/> TWGHs Tai Tung Pui Dac cum Hostel: Sports & Artworks Program 活力無限藝動之旅
ECO208 Principles of Public Policy	<input type="checkbox"/> Stewards Ma Kam Ming Charitable Foundation Ma Ko Pan Memorial College: Happiness Index Project 開心指數計劃
BEH332 Environmental Psychology	<input type="checkbox"/> Environmental Protection Department: Waste Management Project 屯門區廢物管理意識調查計劃
PHI114 Doing Philosophy	<input type="checkbox"/> Philosophia Cultural Society: Philosophia Cultural Workshop 哲 學文化多面睇
GEB220 Media Ethics	<input type="checkbox"/> The Salvation Army Hong Kong & Macau Command, Tuen Mun East Integrated Service :: South Asian Express 南亞資訊
VIS355 Environmental Aesthetics and the Visual Environment	<input type="checkbox"/> TKEB Lui Kwok Pat Fong Kindergarten : Environmental Art Workshop 環境藝術小天地

### **Part III: Overall Evaluation of the Program**

Please circle the appropriate scores (1=lowest, 10=highest) to indicate your abilities in the following aspects upon completion of the SLRS.

Items	Score									
	1	2	3	4	5	6	7	8	9	10
1. Subject-related knowledge										
i) I am able to describe the nature of strategic management and its value for modern business, with particular emphasis on the globalization of modern business and external demands for corporate social responsibility and ethical practices.	1	2	3	4	5	6	7	8	9	10
ii) I am able to explain the basic concepts, principles and practices associated with strategy formulation and implementation.	1	2	3	4	5	6	7	8	9	10
iii) I am able to apply knowledge gained in other courses to the formulation and implementation of strategy from holistic and cross-functional perspectives.	1	2	3	4	5	6	7	8	9	10
iv) I am able to analyze and evaluate critically real life company situations and develop creative solutions, using a strategic management perspective.	1	2	3	4	5	6	7	8	9	10
v) I am able to present a credible business case in a team setting.	1	2	3	4	5	6	7	8	9	10
2. I am tense and nervous while participating in group discussions with peers / agencies / instructors / coordinators	1	2	3	4	5	6	7	8	9	10
3. Generally, I am comfortable while participating in a discussion with peers / agencies / instructors / coordinators	1	2	3	4	5	6	7	8	9	10
4. Presentation in front of peers / agencies / instructors/ coordinators usually makes me uncomfortable	1	2	3	4	5	6	7	8	9	10
5. I feel relaxed while talking with others	1	2	3	4	5	6	7	8	9	10
6. I will evaluate myself when an activity is completed	1	2	3	4	5	6	7	8	9	10
7. I have good time management skills	1	2	3	4	5	6	7	8	9	10
8. I can work independently on case work	1	2	3	4	5	6	7	8	9	10
9. I know how to allocate tasks to group members	1	2	3	4	5	6	7	8	9	10

10. Generally speaking, I know how to take a leadership role in organizing a mass activity	1	2	3	4	5	6	7	8	9	10
11. I cooperate successfully with other students in a variety of situations	1	2	3	4	5	6	7	8	9	10
12. I remain calm when problems arises	1	2	3	4	5	6	7	8	9	10
13. I am confident in my abilities	1	2	3	4	5	6	7	8	9	10
14. I am more aware of social happenings in the community	1	2	3	4	5	6	7	8	9	10
15. I am dynamic and adapt easily to new environments	1	2	3	4	5	6	7	8	9	10
16. When faced with a hard problem, I believe that, if I try, I will be able to solve it on my own	1	2	3	4	5	6	7	8	9	10
17. Before I solve a problem, I gather as many facts about the problem as I can	1	2	3	4	5	6	7	8	9	10
18. I know how to design innovative methods to solve social issues	1	2	3	4	5	6	7	8	9	10
19. I go through the problem-solving process again when my first option fails	1	2	3	4	5	6	7	8	9	10
20. I used my imagination in designing my SLRS / school project	1	2	3	4	5	6	7	8	9	10
21. I know the major research methodologies in social sciences / business studies	1	2	3	4	5	6	7	8	9	10
22. I know how to collect data for different research projects	1	2	3	4	5	6	7	8	9	10
23. I know how to write up a research proposal	1	2	3	4	5	6	7	8	9	10
24. I know the process of doing both qualitative and quantitative researches	1	2	3	4	5	6	7	8	9	10
25. I know how to write up a research practicum report	1	2	3	4	5	6	7	8	9	10
26. I can make a positive change in my life	1	2	3	4	5	6	7	8	9	10
27. I intend to work in a career that will make contributions to the society	1	2	3	4	5	6	7	8	9	10
28. I feel that I can alleviate social problems to some extent	1	2	3	4	5	6	7	8	9	10
29. I know I will feel satisfied with doing Service-Learning Project	1	2	3	4	5	6	7	8	9	10
30. I know I can learn better from the SLRS than traditional learning mode (e.g. lecture & tutorial, no service practicum)	1	2	3	4	5	6	7	8	9	10

**Part IV: (Qualitative Comments for the SLRS, if any)**

31. What have you learned through joining the SLRS? How do you rate your overall performance? Please provide example (s).

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32. Do you plan to continue your services with the agency? Yes / No? Yes or No? Why?

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33. Do you intend to serve the community in the future? Yes / No? Why?

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34. Did your participation in the service practicum enhance your understanding of the course material? Yes / No? Why?

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35. Did the Service-Learning components (training / lecture / service practicum) meet your expectations? Why or why not?

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36. Do you have any suggestions to for SLRS improvements for the SLRS in the next semester?

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Thank you for your time.

**Office of Service-Learning, Lingnan University**  
**Service-Learning and Research Scheme 2010-2011**

**Student Performance Evaluation Form (For Social Service Agency)**

Agency: \_\_\_\_\_

Person-in charge: \_\_\_\_\_

Student name: \_\_\_\_\_

Student no: \_\_\_\_\_

**Evaluation**

Please evaluate the student's performance and circle the appropriate number below:

1 = Very Unsatisfactory; 10 = Very Satisfactory

Attendance / Product Quality:	1	2	3	4	5	6	7	8	9	10
Work Attitude:	1	2	3	4	5	6	7	8	9	10
Individual Commitment:	1	2	3	4	5	6	7	8	9	10
Communication Skills:	1	2	3	4	5	6	7	8	9	10
Cooperation with Team:	1	2	3	4	5	6	7	8	9	10

Other comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Total Marks: \_\_\_\_\_ (Maximum 50 marks)