

Course Title : Community Engagement through Service-Learning
 Course Code : SLP 101
 Recommended Study Year : Any year
 No. of credits/term : 3
 Mode of Tuition : Lecture-service-learning practicum based: It combines lecture and practicum modes in the course
 Class contact Hours : 5 weeks-- 3.5 hours * 2 days = 35 hours
 Practicum Hours : Minimum of 30 hours
 Category of Major Prog. : -
 Discipline: : Any discipline
 Prerequisite: : -
 Co-requisite: : -
 Proposed No. of Students: 10-20
 Brief Course Description : This course is a summer-term Service-Learning program with full integration into field work (i.e. students will be engaged mostly in field work guided by field and University instructors). It provides students with an understanding of the community through doing a project jointly designed by themselves and their agency supervisors under the guidance of our instructors. Special attention is accorded to relevant service-learning theories; to the study of service providers, service users, to the institutions of welfare; to the concept of social entrepreneurship and civic engagement. This course is a model of project-based learning closely guided by instructors from Office of Service-Learning, adopting primarily the experience of popular liberal arts universities in the US e.g. UCLA, Yale, Carleton. Students are expected to learn autonomously with regular supervision and mini lectures.

Aims : This course aims to enable students to understand the dynamics of the community, from its basic structure, processes and elements to the dynamic interaction between government, welfare, business and other sectors; social phenomena, causes and correlations; several updated theories, as well as to provide a platform for the students to work and learn with different community partners. The element of experiential learning is added in the course in order to facilitate a reciprocal relationship between practice

and learning. The most important aim is to let students experience the spirit of mutual help and develop a sense of commitment in the community. Students are also expected to be independent and autonomous learners.

Learning Outcomes

- : Students should be:
1. Able to conceptualize a community issue and to develop a perspective to investigate the issue
 2. Able to learn through servicing the community targets, thus a self-evaluation is expected to be built into students' services, focusing a substantial part of the course outcome.
 3. Able to understand the community in terms of social, welfare and the business sectors through doing service-learning projects
 4. Able to develop greater sensitivity towards community needs
 5. Able to design, or organize and evaluate community activities
 6. Able to promote civic responsibility and to readily assist community leaders in their work

Indicative Content

- : **1) Review the objectives of the course**
2) Self understanding and preparation on doing Service-Learning
3) Definitions and Principles
 Historical Development of Service-Learning
 Service-Learning Definitions and Principles of Good Practice
 Service-Learning: A Balanced Approach to Experiential Education and self-understanding
 Experiential Learning Theory and Active Learning
 Need Assessment
4) Community-Based Research
 Principle of best practice for community-based research
Service Agency Visits (Elderly Centre, Youth Centre, Rehabilitation Centre ,etc)
5) Nature of Service-Learning: Theory, Application and Programs
 Service-Learning Practice: Developing a Theoretical Framework
 Toward a Theory of Engagement: A cognitive mapping of Service-Learning Experiences
6) Reflectivity --Service-Learning Reflection Meeting and Consultation
 Reflection in Service-Learning: Making Meaning of experience
 Reading, Writing and Reflection

Presentation: Being a volunteer, researcher and worker at the same time

7) Social entrepreneurship and Civic engagement (Speaker- participants from AUSL at Stanford University)

Business sector and Social entrepreneurship
Civic skill building and good citizenship
Programs supervision/ Group workshop

Teaching Method

: Biweekly onsite supervision, lectures, reflection meetings, presentation, service-learning practicum (group projects)
Service-Learning practicum not less than 30 hours in total
Students will work as a team under the general guidance of the agency supervisor and course instructor during the summer. The team will meet the course instructor a minimum of five times during the practicum (biweekly onsite supervision) to report on progress. Besides the course also has different lectures and reflection meetings to facilitate student's learning.

Role and Duties of the Students

- To get fully involved in the Service-Learning process and follow course instructors' guidelines in finishing all required work.
- To follow the agency's practice with respect to working hours, dress code, and general professional behavior.
- To respect service users' privacy. If students used any video/audio aids to assist learning, they should obtain users' prior consent in written form.
- To apply and reflect upon service-learning concepts, theories, principles and techniques relevant to the tasks, assignments and projects assigned to them
- To work minimum of 30 hours in total to the tasks, roles, duties and projects assigned by the agency supervisor.

Role and Duties of the Program Coordinator at OSL

- To explore, identify and engage in social service agencies that have the potential to match students' learning needs with the available resources in their service area.
- To match the students with social service agencies and instructors.
- To arrange credit courses with departments and related orientations and skill workshops with students.
- To co-ordinate and provide training workshops for the

students.

- To co-ordinate and monitor the progress of the service practicum.
- To provide guidelines for the service practicum and the evaluation of students' participation and performance.
- To liaise with social service agencies and instructors so as to optimize the partnership between the involved parties.

Roles and Duties of the Course Instructor

- To create and provide continuous learning opportunities so as to maximize the students' scope of appropriate Service-Learning opportunities and reduce any barriers faced by them.
- To assist students in becoming familiar with the agency policies, organization, administration and services in order for the students to function effectively within the agency context.
- To identify the learning needs and to offer on-going educational-oriented supervision to students.
- To help students develop their abilities and confidence in independent thinking and decision-making, with the goal of students achieving autonomy in practice.
- To provide encouragement, support and advice to students in difficult and challenging times throughout his/her service practicum.
- To discuss written evaluations with students and allow room for students' suggestions or comments on evaluation reports.
- To conduct thorough evaluations of students' overall performance. Instructors are also responsible for the development of subject-related assessments.

Roles and Duties of the Agency Supervisor

- To study the profiles of the assigned students and to make available a range and depth of learning opportunities in accordance with the students' learning needs.
- To provide professional advice for students when they are making their proposal and working on their service projects.
- To provide necessary support and physical facilities to students (e.g. office space, telephone service, program expenses, and other administrative and logistic support) during their service practicum.

- Measurement of Learning Outcomes : Learning outcomes will be assessed by paper, Service-learning presentation, and assessment by both course instructor and agency supervisors.
- Continuing Assessment : ● Lecture attendance (10%)
 ● Continuous assessment (50%)
 ● Individual Service-Learning Reflection Presentation (15%)
 ● Individual reflection essay (15%)
 ● Log sheet (10%)
- Essential Readings : Chan C. M, Fong M.S, Lau W.L, (2003). Service Learning Among University Students through Working with South Asian Children. In *International Journal of Learning* (Volume 10, 2003) pp. 2941-2948. Australia: University Press.
- Giles, D.E, Jr. and Eyler, (1994). The Theoretical Roots of Service-Learning in John Dewey: Towards a Theory of Service-Learning. *Michigan Journal of Community Service-Learning*, No. 1: 77-85.
- Michigan Journal of Community Service Learning. Special Issue, Fall (2000). Ann Arbor: OCSL Press, The University of Michigan. (<http://www.umich.edu/~ocsl/MJCSL/>.)
- Office of Service-Learning (OSL), (2006). *Practice Manual*. Lingnan University: OSL
- Office of Service-Learning (OSL), (2006). *Validation Study for the Evaluation Protocol of the Service-Learning Program*. Lingnan University: OSL
- Office of Service-Learning (OSL), (2006). *Report on the Pilot Study of the SLRS*. Lingnan University: OSL
- Honnet, E. and Poulson, S.J. (1989). *Principles of Good Practice for Combining Service and Learning: Wingspread Special Report*. Racine, WI: Johnson Foundation.
- Kerrissa Heffernan (2001). *Fundamentals of Service-Learning Course Construction*. Brown University: Campus Compact
- Supplementary Readings : Burbules, N. (1993). *Dialogue in Teaching: Theory and Practice*. New York: Teachers College Press, Columbia University.
- Billig Shelley, Root Sue, and Jesse Dan (2005). *The Impact of Participation in Service-Learning on High School Students' Civic Engagement*. USA: The Center for Information & Research on Civic Learning & Engagement (CIRCLE)
- Linda A. Chisholm, (2005). *Knowing and Doing: The*

Theory and Practice of Service-Learning. New York: International Partnership for Service-Learning and Leadership (IPSL)

Office of Service-Learning (OSL), (2006). *Implementation Guidelines for Course Instructors*. Lingnan University: OSL