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A handbook for using elder academy as a platform of other learning experiences

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A HANDBOOK FOR USING ELDER ACADEMY AS A PLATFORM OF OTHER LEARNING EXPERIENCES



A Handbook for Using Elder Academy as a Platform of Other Learning Experiences

Co-written by

Office of Service-Learning, Lingnan University

Asia-Pacific Institute of Ageing Studies, Lingnan University

Lingnan Education Organization

4 Table of Contents

Vision	5
Preface	6
Acknowledgement	14
Part 1 Background Information	
1.1 The New Senior Secondary (NSS) Academic Structure and Curriculum -- Other Learning Experiences (OLE)	16
1.2 The Elder Academy	17
1.3 Purpose of this Handbook	17
1.4 Structure of this Handbook	17
Part 2 Analysis of Other Learning Experiences and Structure of Elder Academy	
2.1 Other Learning Experiences	
2.1.1 Structure and Theoretical Basis	19
2.1.2 Implementation	19
2.1.3 Assessment	20
2.2 Elder Academy	
2.2.1 Vision	20
2.2.2 Mission	20
2.2.3 Structure	21
2.2.4 Implementation	21
Part 3 Cooperation among Other Learning Experiences, Elder Academy and School Syllabus	
3.1 Learning Theories of Other Learning Experiences and Elder Academy	22
3.2 Structure and Future Development of the Collaboration of Other Learning Experiences and Elder Academy	
3.2.1 Structure	23
3.2.2 Modes of Operation	24
Part 4 Preparation, Implementation and Assessment of the collaboration of Other Learning Experiences, Elder Academy and School Syllabus	
4.1 Implementation of the Scheme	
4.1.1 Cooperation among Organizations	26
4.1.2 Relationships between Partnering Organizations	26
4.2 Process of the Scheme	
4.2.1 Preparation	27
4.2.2 Implementation	28
4.2.3 Final Stage	29
4.3 Responsibilities and Tasks of Stakeholders	
4.3.1 Schools	32
4.3.2 Social Service Organizations	35

4.4 Benefits of the Stakeholders	
4.4.1 Students	36
4.4.2 The Elderly	36
4.4.3 Teachers	36
4.4.4 Staff of Social Service Organizations	36
4.4.5 Visiting Venue	36

Part 5 Integration of Other Learning Experiences and Elder Academy: Assessment	
5.1 Assessment Structure	
5.1.1 Knowledge	37
5.1.2 Attitudes/Behaviors/Skills	37
5.1.3 Values	37
5.1.4 Effectiveness of the Scheme/Learning Outcomes	38
5.2 Assessment Methods	
5.2.1 Quantitative Assessment	38
5.2.2 Qualitative Assessment	42
5.3 Analysis and Suggestions of Assessment Results	42
Part 6 Teaching Modes	
6.1 Mode 1: Solely Social Services	
6.1.1 Example 1: Lingnan Hang Yee Memorial Secondary School	44
6.1.2 Example 2: Yan Chai Hospital No.2 Secondary School	45
6.2 Mode 2: Form-Based Integrated Project Learning	
6.2.1 Example 1 : Stewards Ma Kam Ming Charitable Foundation Ma Ko Pan Memorial College	46
6.2.2 Example 2 : Yan Chai Hospital No.2 Secondary School	51
6.3 Mode 3: Cross-Grade Integrated Project Learning	
6.3.1 Example 1 : Lingnan Dr. Chung Wing Kwong Memorial Secondary School Elder Academy: Model, Structure and Experiences	52
6.3.2 Example 2 : Stewards Ma Kam Ming Charitable Foundation Ma Ko Pan Memorial College: Service-Learning Project in Elder Academy	56
Part 7 Points to Note	
7.1 The Characteristics of Elder Academy	62
7.2 Communication with Partnering Organizations	62
7.3 Students' Participation	62
7.4 Human Resources	62

Part 8	Misconceptions	
8.1	Elder Academy related activities only satisfy the area of Community Service under Other Learning Experiences	63
8.2	Other Learning Experiences is unrelated to experiential learning	63
8.3	Teachers' workload and burden will increase with the integration of school curriculum, Other Learning Experiences and Elder Academy	63
Part 9	Conclusion	64
Part 10	References	65
Part 11	Appendices	
Appendix 1	Student Service Record	66
Appendix 2	Assembly Record	67
Appendix 3	Wetland Park Ambassador Scheme	68
Appendix 4	Basic Gerontology Workshop	74
Appendix 5	Training Scheme for Student Technology Ambassadors	82
Part 12	Information of Participating Schools	
12.1	Lingnan Dr. Chung Wing Kwong Memorial Secondary School	83
12.2	Lingnan Hang Yee Memorial Secondary School	84
12.3	Stewards Ma Kam Ming Charitable Foundation Ma Ko Pan Memorial College	85
12.4	Yan Chai Hospital No.2 Secondary School	86

With increased life expectancy, Hong Kong's population structure has been changing. Intergenerational harmony is an important aspect to develop as suggested by the United Nations. A school should no longer be just a platform for students to learn professional skills and knowledge; instead, it should also cultivate youngsters' morality and values through cross-sectional, professional and generational education modes.

Young people are pillars of our future society. Providing quality education is therefore important. Youngsters are easily affected by different environments and ages. A special platform for facilitating learning, implemented by experienced elders, teachers and school principals, should be provided to youngsters. The elderly actively contributed to society in their early years and possess precious life and work experiences. We believe that elders would be able to lead a contributive and fruitful life if their experiences could be made good use of. "Elder Academy at Lingnan" does not only provide elders with learning opportunities, but it also promotes intergenerational harmony and respect towards elders in society.

The New Senior Secondary (NSS) academic structure and curriculum have just been put into implementation in 2009, which implies a great change for both secondary schools and universities. In NSS, students need to complete Other Learning Experiences (OLE) as well as study their chosen electives. OLE enables students to move away from the traditional unilateral learning and enhance their learning and subject knowledge through experiencing and practicing.

In view of that, Lingnan University does not only work in conjunction with the NSS, but also as an insightful leader in education. Office of Service-Learning and Asia-Pacific Institute of Ageing Studies of Lingnan University encourage undergraduates to serve the community using their knowledge. This could be considered as part of OLE in university education. Through community services, students reflect, learn and apply their subject knowledge. They give classes to the elderly in Elder Academy; both the instructors and the learners grow and positive life values are built.

Integrating Elder Academy into OLE provides secondary school teachers with more choices and, at the same time, reduces their administrative work in contacting partners for the experiential learning opportunities for students. Lingnan University wishes that this handbook can be used as a reference by secondary schools when putting OLE into practice, and hence providing students with a more comprehensive learning environment for personal and academic development, and helping them, our future leaders, lay a firm academic foundation.

We would like to take the opportunity to thank the Labour and Welfare Bureau, Elderly Commission, Social Welfare Department, Lingnan Education Organization, as well as various social welfare organizations and schools for their contribution to this handbook, so that these experiences and achievements could be shared.

Office of Service-Learning, Lingnan University
Asia-Pacific Institute of Ageing Studies, Lingnan University

(1)

To meet with the challenges brought about by the ageing population, the Chief Executive of the HKSAR set "Care for the Elderly" as one of the Strategic Policy Objectives in 1997. In the same year, the Elderly Commission was established, as an advisory body to the government regarding elderly-related policies.

In order to promote lifelong learning and "active ageing" among the elderly and encourage them to live a fruitful and cheerful life, the Commission worked with the government and introduced the Elder Academy Scheme. This is a school-based and cross-sectoral scheme that promotes lifelong learning and intergenerational harmony in the society. By November of 2009, there were over 100 elder academies in Hong Kong, participated by primary, secondary schools and tertiary institutions. We encourage the elderly to continue learning, keep up with the times, and contribute to the society through active social participation.

In 2008, with the support of the Labour and Welfare Bureau and Elderly Commission, the Office of Service-Learning, Asia-Pacific Institute of Ageing Studies of Lingnan University and 4 Lingnan sister schools (including primary and secondary) launched the "Elder Academy at Lingnan" (LUEA), which aims at providing elders with different levels of learning opportunities. LUEA enables elders to learn something new, to meet more friends, and hence lead a healthier lifestyle with a sense of well being and worthiness. Meanwhile, I also believe that the student volunteers would be inspired by different elders' life experiences and developed a greater sense of citizenship and social awareness.

Promoting the Elder Academy Scheme was a joyful and satisfying process with support from the government and various parties. An intergenerational learning platform was also built and seniors were able to continue acquiring new knowledge and live a colourful life.

I am glad to know that the Scheme not only promotes intergenerational harmony, but also satisfies the requirements of Other Learning Experiences set by the Education Bureau. I wish that more schools would join this scheme, using Elder Academy as a platform to let students have a taste of social services, and to facilitate mutual understanding and nurture the friendship between the elderly and students.

I would like to thank Lingnan Education Organization for the support and contribution to the Elder Academy Scheme; and Lingnan University for bridging various units and consolidating the experiences of the schools into this handbook. Their generous support and work in promoting intergenerational harmony and positive values is highly appreciated.

I believe this handbook will be a useful reference for schools. By encouraging more schools to participate in the Elder Academy scheme, I hope that continuous learning and social harmony could be further nurtured.

Dr. LEONG Che Hung
Chairman, Elderly Commission

(2)

Lingnanians have started to establish primary and secondary schools in Hong Kong since 1922. As Lingnan University in Guangzhou was suspended in 1952, some devoted friends of the school established the Lingnan College in 1967 and aimed to resume running of Lingnan University in Hong Kong. In 1969, the school groups and sponsoring bodies of Lingnan Secondary School and that of Lingnan College were merged and the current Lingnan Education Organization was formed.

The establishment of Lingnan Education Organization shows the unity and commitment of Lingnanians in expanding education services in Hong Kong. After years of work, the organization finally completed the mission of resuming the running of Lingnan University in Hong Kong in the last century. Today, Lingnan University is a government-funded university regulated by the "Lingnan University Ordinance". Moreover, today Lingnan Education Organization also includes the sponsoring bodies of Lingnan Secondary School, Lingnan Dr. Chung Wing Kwong Memorial Secondary School, Lingnan Hang Yee Memorial Secondary School, Lingnan Primary School and Kindergarten and Lingnan Day Nursery.

Last year, Elder Academy at Lingnan, sponsored by the Labour and Welfare Bureau and the Elderly Commission, was launched by Office of Service-Learning, Asia-Pacific Institute of Ageing Studies of Lingnan University and 4 sister schools under Lingnan Education Organization. Lingnan University cooperated with the sister schools again to provide various learning opportunities for the elderly. Furthermore, the scheme encouraged students to be involved in innovative community service projects. For example, the scheme allows the elderly to go to school and university classes with students. This not only satisfies the learning needs of both the young and old, but also enhances the communication and understanding between them.

The Other Learning Experiences (OLE) in the "3-3-4" New Secondary School (NSS) academic structure and curriculum, launched by the Education Bureau, shares similar purposes as that of the "Elder Academy at Lingnan". OLE emphasizes students' moral and civic education, aesthetic development, physical development, community service and career-related experiences. The Elder Academy at Lingnan is a special scheme because it is not merely a social service for the elderly, but rather, a scheme that can be integrated into the education system. This handbook shows how the collaboration of Elder Academy and OLE can provide a practical platform to enhance students' learning, promote harmony in the community and facilitate the reciprocal communication between the elderly and youngsters.

Facing waves of education reforms, Lingnan Education Organization will act according to its tradition and prepare well to meet the requirements the new age has on education. With the motto of "Education for Service", the organization will continue providing students with a good study environment and nurturing their "red-grey spirit". Consequently, students would become responsible, creative, humble, warmhearted Lingnanians and serve society with perseverance and determination.

Mr. WONG Chi Kwong, Patrick
Chairman, Lingnan Education Organization

(3)

Lifelong learning is much encouraged in our society nowadays. In spite of the decline in body functions, people in old age have the intelligence and abilities to acquire new knowledge and skills. The elderly people do grow and develop through learning and teaching. With their knowledge, life experiences and special abilities, and through continuous learning, the elderly people can inspire others and make contributions in the society. Social Welfare Department provides care for the elderly, and also launches the "Opportunities for the Elderly Scheme" every year to encourage the elderly people to be active in their daily life and to keep up with the progress of the society. The World Health Organization has emphasized that lifelong learning is a key for the elderly people to enjoy their lives, to have active participation in the society and make contributions in various ways.

Since 2007, the Labor and Welfare Bureau and the Elderly Commission have promoted the "Elder Academy Scheme" in schools and through cross-sectoral and inter-generational collaborations. On one hand, the elderly people can learn new knowledge and skills, and set new goals in their life. On the other hand, the younger generation can share the wisdom of the elderly people through participating activities and volunteering work with the elderly people. The "Elder Academy Scheme" benefits the elders, and also brings the elderly and young people together. Since its launch, there are a lot of positive feedbacks.

Living up to the motto "Education for Service", the Lingnan University actively promotes the "Elder Academy Scheme" and over the years has many elderly students. The Lingnan University earnestly connects their affiliated tertiary institutions, secondary schools, primary schools and pre-schools so as to provide the elderly students with more activities at different levels, for matching the interests and learning curves. There has been a lot of mutuality as well as reciprocity in teaching and learning for the elderly and the young people.

The Lingnan University together with its affiliates and the "Elder Academy" schools have published "A Handbook for Using Elder Academy as a Platform of Other Learning Experiences" for sharing the experiences in the implementation of the "Elder Academy". This handbook is intended to be a reference for interested organizations to understand the planning and execution of the curricula and activities of the "Elder Academy". With the use of Handbook, there would be more new ways of mutual learning to the benefits of the elderly and young students.

I have every appreciation of the schools and organizations which have taken part in the "Elder Academy Scheme" in Tuen Mun district. The Lingnan University has made splendid efforts in promoting lifelong learning and in developing the "Elder Academy Scheme".

Let us carry on with the learning spirit, learn together and understand more and better of each other, regardless we belong to the young or elder generation in the society.

Ms. LEUNG Kwai Ling
District Social Welfare Officer (Tuen Mun), Social Welfare Department

(4)

Other Learning Experiences (OLE) is one of the three components that make up the New Senior Secondary (NSS) academic structure and curriculum, taking up over 15% of the total teaching hours. Unlike regular subjects, OLE allows greater space in the curriculum for students' whole-person development, enhancing students' interest and ability to engage in lifelong learning. Accumulating activity hours is not the major focus in OLE but instead the precious opportunities for students to learn, develop, broaden horizons, and hence build a solid foundation for their future.

Unlike voluntary services, the community services in OLE enable students to not only meet different community needs but to also experience high quality learning through reflecting on their organization and participation in various activities. As a result, students' empathy, social awareness and respect for other people, as well as core values and attitudes emphasized in moral and civic education (e.g. love, respect and care for others and social responsibility, etc.) are fostered. All in all, learning is the soul of social services.

Besides, OLE provides a great platform for collaboration among schools and social service agencies. When schools and organizations work together, teachers and organizations' staff should play different roles in facilitating effective and continuous learning among students.

Tao Xingzhi, a famous modern Chinese educationist, proposed the idea of "society is school". He suggested the combination of social and school lives to increase the efficiency and effectiveness of university education. Using Elder Academy as a platform of OLE indeed demonstrates the spirit of "society is school and life is education" and a quality community collaboration mode.

Last but not least, I wish that "A Handbook for Using Elder Academy as a Platform of Other Learning Experiences", co-edited by Office of Service-Learning, Asia-Pacific Institute of Ageing Studies of Lingnan University and Lingnan Education Organization, would become a useful reference and resource for schools, youth and social service organizations, further enhancing our understanding of social services and practical knowledge.

Mr. YIP Yam Wing
Chief Curriculum Development Officer (Life-wide Learning & Library)

(5)

Having a concern for the welfare of senior citizens, Chairman of the Elderly Commission, Dr. Leong Che Hung, introduced the Elder Academy Scheme in 2007, enabling the elderly to be contributive and enhancing intergenerational harmony. With the belief of “serving the community with compassion”, Yan Chai Hospital has been actively participated in the Scheme since its launching. Elder Academies operated by Yan Chai Hospital consists of 8 institutions, including primary and secondary schools which spread over the districts of Tuen Mun, Tsuen Wan, Kowloon and Sai Kung.

In order to facilitate the operation and make the best use of the resources of Elder Academies operated Yan Chai Hospital, a post of “Yan Chai Elder Academy President” was created, who is responsible for handling executive planning for further development of Elder Academy (EA). In terms of course design, 3 schools in Tuen Mun (Yan Chai Hospital No.2 Secondary School, Yan Chai Hospital Law Chan Chor Si Primary School and Yan Chai Hospital Ho Sik Nam Primary School) are pioneers in building networks between the courses offered by primary and secondary school students. In 2009, the “credit transfer system” was introduced and has been highly supported by all the 8 elder academies in Tuen Mun.

EA is not only an academic institution, but also a platform of exchange for the elderly to fully engage into the community. In 2009, Yan Chai Hospital No.2 Secondary School and Tuen Mun Elder Academy set up a Chinese New Year market stall in the Victoria Park, with funding from a private enterprise, and sold calligraphy and New Year decorations made by the elderly. Moreover, the academy organized the Yan Chai Elder Academies Exhibition, published a book and distributed elders’ work to other education institutions. This acknowledges the elders’ dedication and progress in learning. It also reminds the public of the responsibilities in caring for elders and treasuring their families. At the same time, it enhances the public’s understanding of the Elder Academy.

Though currently the courses in EA are mainly interest classes and experiential in nature, the academic and learning elements inside merge seamlessly with the Other Learning Experiences of the New Senior Secondary academic structure and curriculum. Thus, synergy is achieved and learning is enhanced for both students and elders. I thank Lingnan University for taking a leading role in the compilation of this handbook, with other elder academies and the Elder Academy at Lingnan, contributing to the field of education.

Mr. CHAN How Chi
President, Tuen Mun Elder Academies Commission
Vice Supervisor of Yan Chai Hospital No.2 Secondary School
Advisor, Elder Academy at Lingnan

(6)

Lingnan Dr. Chung Wing Kwong Memorial Secondary School has inherited the spirit of Lingnan Education Organization, taking “Education for Service” as its education motto. The school has set a “whole-person education activities” structure for students to grow and learn from different aspects.

The New Senior Secondary (NSS) academic structure and curriculum, which aims to enhance students’ skills, knowledge and attitude through activities and experiences, echoes with the existing school focus in training students’ multiple intelligence and skills. Other Learning Experiences (OLE) in the NSS academic structure and curriculum facilitate the integration of knowledge and experiences. A new light in teaching and learning would shine if a more comprehensive platform can be built.

Lingnan University encourages the elderly in self-learning with the trend of population ageing. A few years ago, Lingnan University cooperated with primary and secondary schools of Lingnan Education Organization and launched “Elder Academy at Lingnan” (LUEA). After discussing with Lingnan University, we realized that the ideology and structure of LUEA match with the schools’ existing service learning projects. For example, “Promoting Technology in Hong Kong”, “Community Classroom”, and “Demolishing the Digital Divide in Society”, etc. Therefore, we are very glad to develop and promote Elder Academy together with the Office of Service-Learning and Asia-Pacific Institute of Ageing Studies, Lingnan University. Ideas and thoughts can be exchanged among participating schools and NGOs. We hope our experiences in implementing OLE will be able to serve as a reference for other schools or organizations and contribute to the education reform in Hong Kong.

Dr. LI Shing Sun
Principal, Lingnan Dr. Chung Wing Kwong Memorial Secondary School

(7)

With the motto of "Education for Service", Lingnan Hang Yee Memorial Secondary School has strongly encouraged students to participate in community service and care for others since 2004. By providing students with the opportunities of interacting with the disadvantaged in society, we hope that they will treasure what they have and extend a helping hand to those in need. Therefore, different classes, groups and school societies organize various social service projects frequently, aiming to create opportunities for students to serve the community.

Last September, as a member of Lingnan family preparing for community services for the Other Learning Experiences (OLE) of the New Senior Secondary (NSS) academic structure and curriculum, we joined the Elder Academy at Lingnan Scheme, together with HKLSS Harmony Garden Lutheran Centre for the Elderly, upon the invitation of Lingnan University. This scheme provided both junior and senior secondary students with a lot of Service-Learning opportunities. Service-Learning lightened teachers' workload in searching for Service-Learning activities. Students actively participated in the preparation and implementation of the activities, which allowed them to serve the elderly in the district directly. Reviewing the scheme in 2008-09, we have observed that students reported a great sense of satisfaction from organizing activities and the appreciation from the senior citizens. They also showed improvement in problem-solving and communication skills. Through interacting with the elderly, students gain a better understanding of their needs, learn from their rich life experiences, and reflect upon their own attitude towards life, which allow them to set more concrete life goals for themselves.

In the coming year, we expect that every student in Form 4 could take part in at least one Elder Academy (EA) activity organized on a class basis in order to enhance class unity and satisfy the basic requirements of OLE. We also wish that students would take the initiative to participate in EA activities, which could be course or unit-based, or in the form of extracurricular activities, in order to enjoy a more fulfilling, fruitful and effective NSS school life.

Ms. LI Sau Yee
Principal, Lingnan Hang Yee Memorial Secondary School

(8)

With the implementation of the New Senior Secondary (NSS) academic structure and curriculum, students' learning experience has become more concrete and fruitful. Unlike the traditional way of learning which was subject-directed, students' individual needs, interests and talents are taken into consideration. The Other Learning Experiences (OLE) emphasizes whole-person development, allowing students to grow and develop all round. Our school is honored to have the help from Professor Alfred Chan Cheung Ming, Dr. Carol Ma Hok Ka and research staff from Lingnan University in integrating academic knowledge into community services (i.e. Service-Learning) of OLE. Our students are able to experience world-class Service-Learning. Service-Learning not only trains students to become service leaders who care for the community, but also allows them to apply their academic knowledge and skills learned in class. All these echo the whole-person development of students required in the NSS academic structure and curriculum.

Mr. CHAN Ka Yun
Principal, Stewards Ma Kam Ming Charitable Foundation Ma Ko Pan Memorial College

(9)

In 2004, the Hong Kong government introduced the New Senior Secondary (NSS) academic structure and curriculum, aiming to provide a more diverse and equal learning opportunities for senior secondary students. The curriculum was launched in 2009, in which Service-Learning is an essential component of Other Learning Experiences (OLE), and all students must participate in it. As early as in 2003, our students were already required to serve the community for at least 4 hours every year under "One Student One Service Scheme". In fact, a lot of students have devoted more than the required 4 hours in social services. The "Social Service Committee" has been established in recent years to actively promote Service-Learning and encourage students to participate in various service projects. In 2008, the "Learning Experience Portfolio" was launched, and social services have been emphasized. More than 90% of junior form students fulfilled the minimum requirements of social services and among them, over 30% requested to serve more. The establishment of Elder Academy (EA) provides an ideal Service-Learning platform for students.

In the past, the elderly services held by schools used to be in the form of visits or fundraising, and interactions were one-way. Using EA as a sustainable learning and service platform, the quality of elderly services can be significantly improved through students' active participation in helping others to help themselves. EA allows schools to gain experience in implementing the NSS academic structure and curriculum. It also encourages the "Social Service Committee" and EA volunteers to achieve greater success. In 2009, our hard work was recognized, and the school was given the "Voluntary Services Gold Award" by the Social Welfare Department.

Elders' determination in lifelong learning was highly respected by the public. The Chinese culture of respecting and taking care of the elderly does not stop at material provision. Showing genuine respect and caring in every possible way are the most important. Senior citizens have accumulated rich life experiences, knowledge and wisdom. Youngsters are quick to learn and familiar with modern knowledge and technology. EA is therefore more than an ordinary social service project. It is a precious moral education and learning opportunity for the participants. Those who teach and those who learn both benefit from the integration of serving and learning, resulting in intergenerational harmony. Whole-person development as well as the fulfillment of the NSS academic structure requirements can be achieved. As educators, we will continue to offer full support and contribute to society, as well as provide students with more resources.

Mr. YU Tai Wai
Principal, Yan Chai Hospital No. 2 Secondary School

Without the cooperation and support from many parties, Elder Academy at Lingnan would not have succeeded. Lingnan Education Organization, Office of Service-Learning and Asia-Pacific Institute of Ageing Studies, Lingnan University thereby would like to sincerely thank Lingnan Dr. Chung Wing Kwong Memorial Secondary School, Lingnan Hang Yee Memorial Secondary School, Yan Chai Hospital No. 2 Secondary School, Stewards Ma Kam Ming Charitable Foundation Ma Ko Pan Memorial College, and all our partners. With their generous support and help, we have successfully completed this handbook, connecting the young and old generations and encouraging elders to adopt an "active ageing" lifestyle.

Once again, we would like to express our gratitude to the following personnel, organizations, and institutions:

Major Organizations and Involved Persons

Labour and Welfare Bureau, HKSAR

Elderly Commission

Dr. Leong Che Hung Chairman

Social Welfare Department

Ms. Leung Kwai Ling District Social Welfare Officer (Tuen Mun), Social Welfare Department

Education Bureau

Mr. Yip Yam Wing Chief Curriculum Development Officer (Life-wide Learning & Library)

Lingnan Education Organization

Mr. Patrick Wong Chi Kwong Chairman
Mr. Chiu Hin Kwong Honorable Chairman

Office of Service-Learning, Lingnan University

Prof. Chan Cheung Ming, Alfred Director
Dr. Ma Hok Ka, Carol Assistant Director
Ms. Wong Lai Kuen, Stella Senior Project Officer (Social Work)
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Asia-Pacific Institute of Ageing Studies, Lingnan University

Ms. Tang Pui Yin, Phoebe Project Officer
Mr. David Ho Project Officer

Lingnan Dr. Chung Wing Kwong Memorial Secondary School

Dr. Li Shing Sun Principal
Mr. Chung Wing Wah Vice-Principal, person-in-charge of elder academy
Mr. Lee Hon Wai Civic Education Coordinator
Mr. Yeung Kin Shing Chairman, Other Learning Experiences Committee
Mr. Lau Sai Chong Design and I.T. Coordinator

English Version

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Mr. Tse Kin Chung Design and I.T. Coordinator

Lingnan Hang Yee Memorial Secondary School

Ms. Li Sau Yee Principal
Mr. Kwan Kwok Hong Assistant Principal
Mr. Lee Ho Fun Teacher
Mr. Mak Siu Fai Teacher

Yan Chai Hospital No. 2 Secondary School

Mr. Chan How Chi Vice Supervisor
Mr. Yu Tai Wai Principal
Mr. Cheung Sau Wan OLE Coordinator
Mr. Cheng Tak Sum Elder Academy Coordinator

Stewards Ma Kam Ming Charitable Foundation Ma Ko Pan Memorial College

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Ms. Sze Tung Yam Wetland Park Supervisor/ Education and Community Services

Co-organizing Elder Academies and Partnering Organizations

Lingnan Dr. Chung Wing Kwong Memorial Secondary School Elder Academy

Lingnan Dr. Chung Wing Kwong Memorial Secondary School
ELCHK, Kwai Chung Elderly Neighbourhood Elderly Centre
Association of Baptists for World Evangelism (HK) Ltd.

Lingnan Hang Yee Memorial Secondary School Elder Academy

Lingnan Hang Yee Memorial Secondary School
Harmony Garden Lutheran Centre for the Elderly, Hong Kong Lutheran Social Service

Tuen Mun Elder Academy

Yan Chai Hospital No. 2 Secondary School
NAAC Tuen Mun District Integrated Home Care Service Centre

Sze Yin Elderly College

Stewards Ma Kam Ming Charitable Foundation Ma Ko Pan Memorial College
The Asian Association for Lifelong Learning
NAAC Tuen Mun District Integrated Service Centre for the Elderly

The New Senior Secondary (NSS) academic structure and curriculum of Hong Kong was officially implemented in September 2009. Instead of “3+2+2+3 education system” (3 years of junior secondary, 2 years of senior secondary, 2 preparatory years, and 3 years of university), a new “3+3+4 education system” (3 years of junior and senior secondary education respectively, and 4 years of university) has been adopted. The Hong Kong Certificate of Education Examination (HKCEE) and Hong Kong Advanced Level Examination (HKALE) have been merged into one—the Hong Kong Diploma of Secondary Education (HKDSE), in order to reduce students’ stress and time in preparing for examinations.

With the decreasing time for examinations, more time will be available for learning. Hence, students can participate in more extra-curricular activities for whole-person development. These activities and trainings are counted towards the Other Learning Experiences (OLE) and School-based Assessment. Through enriching students’ life experiences to achieve balanced and all-round development, our education system would be more comprehensive.

During the development of the new curriculum, schools’ workload may increase. Thus, making use of resources already available may reduce future and even current stress and at the same time, achieve greater effectiveness. The elderly is one of the valuable resources. Ageing population in Hong Kong can be considered as either a “problem” or a “resource”. The rich life experiences of the elderly are very valuable because they can provide different learning elements to the younger generation and become an important asset in education. This handbook takes the integration of OLE and Elder Academy (EA) as an example to demonstrate how students’ OLE could be enriched.

1.1 The New Senior Secondary (NSS) Academic Structure and Curriculum -- Other Learning Experiences (OLE)

The NSS academic structure and curriculum, introduced by the Education Bureau, is made up of 4 core subjects, 20 electives (including applied learning and language courses) and a new element called OLE that complements the other subjects. OLE aims at nurturing students all-round.

According to the Education Bureau (2009), OLE is based on 5 essential areas in basic education (Primary 1 to Form 3), namely ethics, intellect, physique, social skills and aesthetics. Thus, OLE also includes 5 elements, namely, Moral and Civic Education (nurturing students’ positive values and attitudes: Honesty, Caring, Perseverance, Respect for Others, Responsibility, National Identity and Commitment); Community Service (nourishing students’ sense of social responsibility and commitment); Career-related Experiences (linking school learning to the real world, cultivating students’ appropriate values and attitudes and developing lifelong learning ability to prepare for their future career); Aesthetic Development (nurturing students’ creativity and aesthetic sense, culture and manners, positive attitudes, ability to express, and broadening their horizons); and Physical Development (enhancing students’ physical abilities, increasing confidence, developing active and healthy lifestyle, positive attitudes and values, and abilities to cooperate, communicate, create, think critically and judge aesthetically). Through diverse learning styles, students could broaden their horizons, develop lifelong interests and their learning abilities enhanced.

1.2 The Elder Academy

Ageing population is becoming a major concern in Hong Kong. The government has always been aiming to encourage the elderly to live a fruitful life. Well-structured self-learning programs for senior citizens have been implemented in different countries since the 70’s. In order to inspire elders to pursue learning and enhance their sense of belonging, health and worthiness, the Labour and Welfare Bureau and Elderly Commission started the Elder Academy scheme in early 2007. The scheme was specially designed for Hong Kong, utilizing schools as a platform, promoting lifelong learning and harmony between different generations and sectors through the collaboration across sectors (education and social welfare), as well as among departments, schools (including primary, secondary and universities) and organizations (government and non-government).

1.3 Purpose of this Handbook

This handbook will discuss how school syllabus, OLE and EA can be integrated. It will provide some structures for schools as a reference and help develop a comprehensive learning plan. Besides, the handbook will mention different roles and responsibilities of stakeholders, as well as the suggestions and guidelines for assessment.

The programs and activities in the “Elder Academy at Lingnan” will be taken as examples to demonstrate the guidelines. This can provide a better understanding of the operation mode of the integration between school curricula, OLE and EA. Hence, interested stakeholders can perform their own plans more systematically and effectively.

1.4 Structure of this Handbook

This handbook has been divided into 12 parts:

Part 1 Background Information

Includes the background information of OLE and EA to help readers use the book more efficiently.

Part 2 Analysis of the overall structure of Other Learning Experiences and Elder Academy

Provides a comprehensive analysis of the structures of OLE and EA to help readers understand their ideology, implementation and relations between the two.

Part 3 Cooperation among Other Learning Experiences, Elder Academy and School Syllabus

Describes how the school curricula, OLE and “Elder Academy at Lingnan” will be matched with each other and in 3 different teaching and learning modes.

Part 4 Preparation, Implementation and Assessment of the collaboration of Other Learning Experiences, Elder Academy and School Syllabus

Lists the roles and responsibilities of different stakeholders, ensuring that every stakeholder is clear about their roles and providing guidelines.

Part 5 Integration of Other Learning experiences and Elder Academy: Assessment

Introduces different assessment methods and contents: effectiveness of the project, personal growth of students, changes of health, personality and learning attitude of the elderly, etc. This part also includes the analysis of the scheme results, aiming at improving the comprehensiveness of the projects.

Part 6 Teaching Modes

Describes and explains 3 different integration modes of OLE and EA to help readers understand the related operation in schools.

Part 7 Points to Note

Points out and explains the major concerns and difficulties encountered in the implementation of EA.

Part 8 Misconceptions**Part 9 Conclusions****Part 10 References****Part 11 Appendices**

Includes course, activity and teaching materials.

Part 12 Information of Participating Schools

Illustrates how the background and missions of schools relate to the operational mode for different schools.

**2.1 Other Learning Experiences****2.1.1 Structure and Theoretical Basis**

In the past, Hong Kong's education system tended to focus on students' academic achievement than the development of their personal abilities and skills. Therefore, the New Senior Secondary (NSS) academic structure and curriculum has been adopted for students' whole-person development. In addition to the 8 Key Learning Areas (KLAs)—Chinese Language Education, English Language Education, Mathematics Education, Science Education, Technology Education, Personal, Social and Humanity Education, Arts Education and Physical Education, courses with experiential learning elements are introduced to enrich students' learning as well as develop the linkage between different KLAs (See Figure 1). Other Learning Experiences (OLE) is the extension of the 5 learning experiences in the basic education curriculum. Schools are required to provide OLE (Moral and Civic Education, Community Services, Career-related Experiences, Aesthetic Development and Physical Development) opportunities to students, whether it is during contact hours or not.

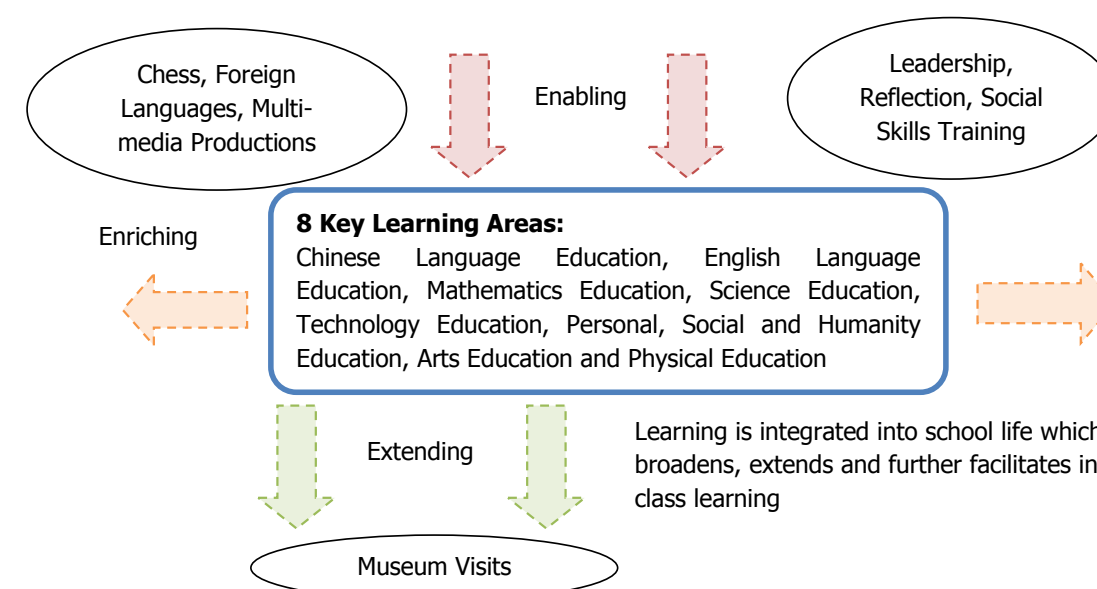


Figure 1 The relationship between Life-wide Learning and KLA

2.1.2 Implementation

Other Learning Experiences (OLE) is part of the New Senior Secondary (NSS) academic structure and curriculum. The Education Bureau advises schools to arrange the three-year Senior Secondary courses and allocate school hours accordingly: Other Learning Experiences (15-35%), Core subjects (45-55%) and Elective subjects (20-30%). Time spent on the 5 aspects should follow the guidelines (shown in Figure 2).

Other Learning Experiences	Percentage of School Hour	Minimum School Hours Recommended
Moral and Civic Education	5%	135
Community Service		
Career-Related Experiences		
Aesthetic Development	5%	135
Physical Development	5%	135

Figure 2 The implementation of Other Learning Experiences

Source: Education Bureau http://resources.edb.gov.hk/cd/lwl/ole/o1_intro_01.asp

2.1.3 Assessment

School-based assessment of OLE values both quantity and quality. In terms of quantity, the Education Bureau requires all secondary schools to allocate at least 405 hours to OLE in the timetable of senior secondary students, which help ensure that students are provided with the opportunities for all-round development as well as in-class knowledge.

In terms of quality, using the "Assessment for Learning" to examine students' achievement from OLE activities encourages their continuous learning and participation. All the activities and experiences should be recorded in "Student Learning Profile" in order to assess students' achievement. Together with the Hong Kong Diploma of Secondary Education (HKDSE) Examination, "Student Learning Profile" would be considered as a reference for students' university admission. Details can be found in Part 5 of this handbook.

2.2 Elder Academy

2.2.1 Vision

In 2007, the Elderly Commission and the Labour and Welfare Bureau launched the school-based Hong Kong-style Elder Academy scheme. Following the vision of the University of the Third Age (U3A) in Hong Kong, this scheme aims to promote the idea of "sense of belonging, sense of security and sense of worthiness in elders" and encourage the elderly to keep learning and making contribution to society. Through various learning and volunteering activities, the concept of "active ageing" and a healthy and fruitful lifestyle have been promoted.

Elder Academy (EA) promotes lifelong learning and intergenerational harmony which is beneficial to both students and the elderly. For students, EA provides them with a platform to put their academic knowledge into practice, gain experience and learn various skills through organizing different activities. For the elderly, they are encouraged to play an active role in the operation of EA, achieving the goal of elderly-directed activities. As a result, the goals of lifelong learning and cross-sectoral and intergenerational harmony can be achieved with the support from different social sectors and networks.

2.2.2 Mission

The mission of the scheme is to enrich lives through conveying the message of lifelong learning. Different courses and activities can be organized with the venues and facilities provided by schools. A communication channel and a win-win situation can be created for both younger and older generations.

The following goals are expected:

1. Enabling students to demonstrate their strengths in OLE engagement by organizing and participating in EA activities;
2. Inspiring students to care for the elderly and serve the community;
3. Developing elders' spirit of "sense of worthiness" and lifelong learning;
4. Satisfying elders' learning needs by providing various formal courses;
5. Cultivating intergenerational harmony in the community.

2.2.3 Structure

With the support of primary, secondary and tertiary institutions, EA makes the best use of existing resources and facilities (e.g. students and special rooms, etc) to offer diverse courses and activities for the elderly, enriching their retirement life. EA also provides the elderly with training opportunities, allowing them to take up organization roles, enhancing their strengths and skills.

In order to deepen the understanding between the two generations, a learn-and-teach dual identity model has been adopted in EA. Students and elders both assume the roles of tutors and learners, which further enhance learning effectiveness.

2.2.4 Implementation

There is no restriction on the implementation model of EAs, so schools and NGOs can design different courses and activities that fit the needs of different elders. Unlike the interest classes provided by some elderly centers, EA's courses mainly comprise academic elements (except compulsory courses on health information) in order to encourage lifelong learning.



3.1 Learning Theories of Other Learning Experiences and Elder Academy

Since Hong Kong is developing into a knowledge-based economy, the traditional one-way and top-down teaching method (teacher-to-students) is no longer effective under the changing environment. Figure 3 is a "Learning Pyramid" showing the effectiveness of different learning methods. In the traditional teaching method, only 5% of knowledge will be transferred to students. Therefore, searching for a more suitable teaching method, which can enhance learning effectiveness, has become a major task for educators.

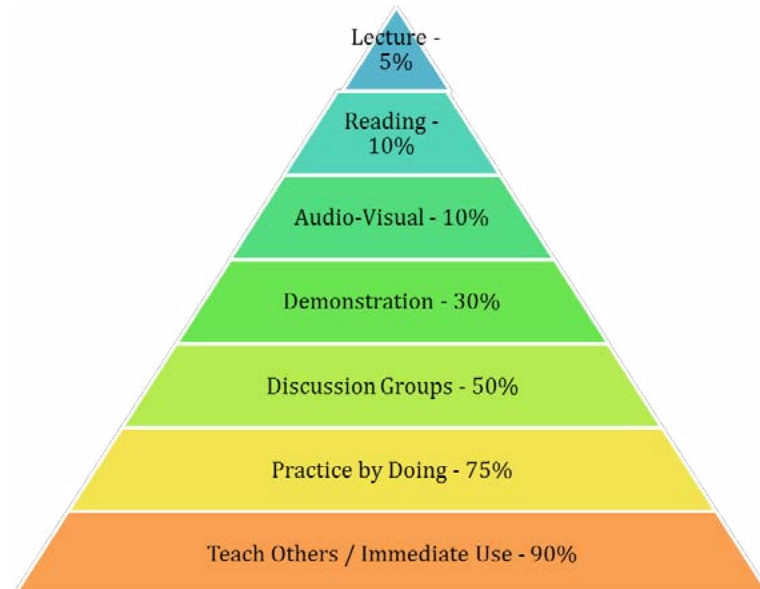


Figure 3 Learning Pyramid

Source: <http://faculty.ucc.edu/business-greenbaum/LearningPyramidPlus.htm>

Experiential learning has been introduced since the late-20th century to improve learning effectiveness. It can remedy the limitations of the traditional one-way teaching method. As shown in Figure 3, if students learn through teaching others and using knowledge immediately, which is similar to the experiential learning, 90% of the knowledge can be retained. In fact, experiential learning has proven to be very effective in recent decades since its implementation.

The education philosophy and theoretical structure of experiential learning are based on the theories of educator John Dewey, social psychologist Kurt Lewin, cognitive psychologist Jean Piaget and scholar David Kolb. Dewey (2007) suggested that learning is a continual process of restructuring and recreating experiences. Learning does not only come from reading and lecturing, but also from personal experiences, and recreating new knowledge based on individual abilities and requirements. This also echoes Dewey's idea of "Learning by Doing" (2007). Learning is a cycle of experiencing, reflecting, and reconstructing. Students' "Actions" should be related to their learned "Knowledge" and this should be adopted as the principle of taking actions.

The Experiential Learning Cycle (2009), which was developed by the social psychologist Kolb in 1984, has been widely adopted in contemporary education (see Figure 4). It includes 4 stages: firstly, students gain "Concrete Experiences" through taking actions; then they observe, reflect on and consolidate their experiences through "Reflective Observation"; together with learned knowledge, interpret the meanings behind and transform them into new knowledge in the process of "Abstract Conceptualization"; lastly, they put their new knowledge into practice by "Active Experimentation" to create new experiences. In other words, education should not focus only on teaching and assessing. Effective learning should be student-oriented, and allows them to put theory into practice and reflect on the process. Through reflective practices, students can become knowledge creators ready for the ever changing environment. Experience and knowledge are equally important for students to develop their talents and become interested in learning.

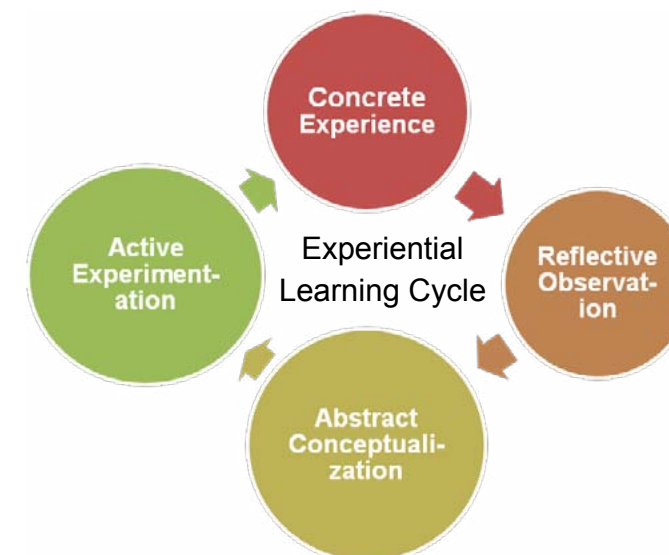


Figure 4 Experiential Learning Cycle

Reference: <http://www.learningandteaching.info/learning/experience.htm> (2009)

3.2 Structure and Future Development of the Collaboration of Other Learning Experiences and Elder Academy

3.2.1 Structure

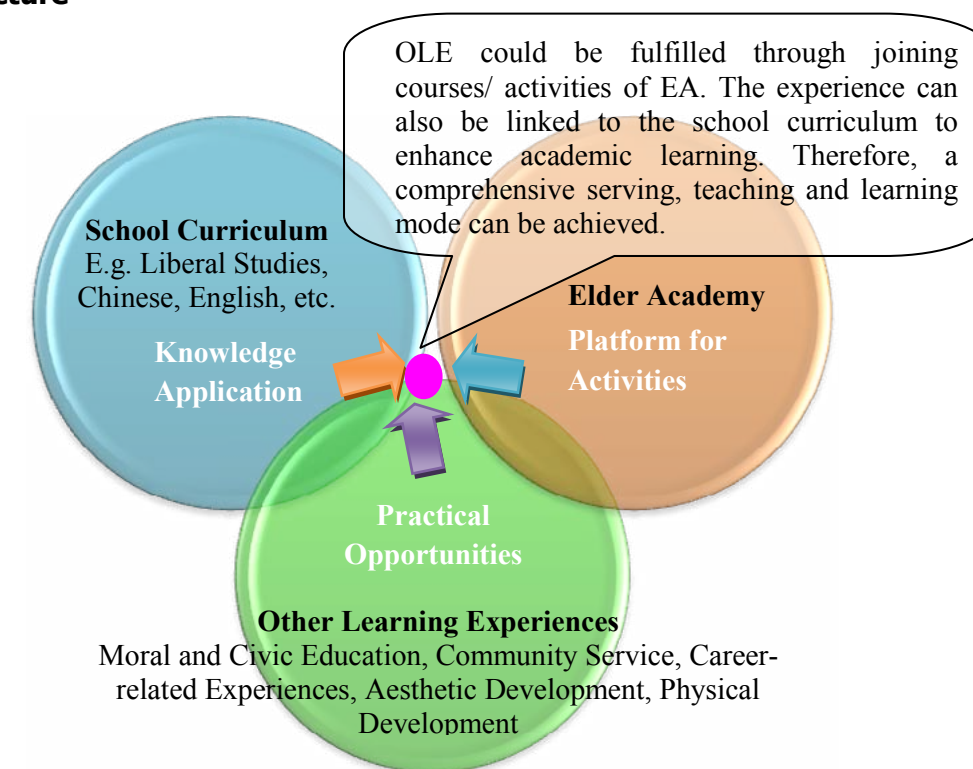


Figure 5 The integration of Other Learning Experiences and Elder Academy
© Elder Academy at Lingnan, Office of Service-Learning and Asia-Pacific Institute of Ageing Studies, Lingnan University



The integration of OLE and EA is based on the above framework, aiming to put the theory of experiential learning into practice. Through the integration, students can learn in classes, and at the same time, put their theoretical knowledge into practice. This can improve students' interpersonal communication skills and cultivate their sense of knowledge transfer.

Teachers or trainers will facilitate students' reflection by observing and taking actions. With the personal development and knowledge improvement, students would be able to develop strategies and ideas, and then take actions based on their experiences and academic knowledge.

EA does not only provide the linkage between students' learning experiences and academic knowledge, but also creates a platform for the interaction between students and the elderly. Students not only learn to respect and care for the elderly, but also learn from the elders' stories and experiences through interacting or even making friends with them. For the elderly, on one hand, they can have lifelong learning opportunities; on the other hand, they can learn up-to-date information and regain the passion for learning from students. By combining EA and OLE, the ideas of intergenerational harmony and "education is life" can be enhanced and promoted.

3.2.2 Modes of Operation

As mentioned, EA serves as a platform for fulfilling the 5 areas of OLE (Moral and Civic Education, Community Service, Career-related Experiences, Aesthetic Development, Physical Development), providing new learning experiences to students. To maintain a sustainable development of the integration and enhance students' knowledge and learning experiences, a step-by-step mode of development would be more suitable for the integration of EA, academic curriculum and OLE.

As the scheme can be implemented with great flexibility, the 3 modes suggested below are just for reference (Figure 6). Teachers could make adjustments based on their school policies and students' learning progress in order to fulfill the requirements of OLE through EA as well as making sure that they fulfill the objectives of the senior secondary school curriculum. A "Through Train" model can also be attained in a cross-form development. More details, together with case studies of different EAs, will be illustrated in Chapter 6 of the handbook.

Mode	Content
Mode 1: Integrated learning courses based on community services	<p>Courses mainly focus on community service, such as regular visits to the elderly, doing volunteer work with the elderly, etc. They provide a platform for students to gain basic knowledge and skills for organizing community services.</p> <p>Students from different forms can participate in as all forms of volunteer work are equal in terms of level. EA activities emphasize community services and are not related to school curriculum. Also, there is no obvious linkage between different service activities. Taking the intergenerational calligraphy class under Aesthetic Development as an example, it simply makes use of EA as a platform for fulfilling the OLE requirements. The discussion of caring for the elderly under the Moral and Civic Education is another example.</p> <p>Mode 1 is a good starting point or pilot study for schools that wish to evaluate the effectiveness of the programs and prepare for Mode 2.</p>

Mode	Content
Mode 2: Integrated courses for a specific academic level	<p>Taking a pilot study in a specific form, EA activities are integrated into one or more than one courses of that form. Thus, students can apply their knowledge when they participate in OLE.</p> <p>The most ideal form of implementing this mode is to cover the five areas of OLE and link them to academic study through EA. It is even better to link the activities with the curriculum of the Hong Kong Diploma of Secondary Education Examination. For example, "ageing population in Hong Kong" is one of the topics in Liberal Studies. Conducting OLE activities in related areas is good for students' learning. Students can discuss about ageing population and filial values (Moral and Civic Education) or organize a carnival about the ageing population together with the elderly and NGOs (Career-related Experiences, Aesthetic Development and Physical Development). Through this platform, students can step out of the classroom, know more about the social issues and thus achieve putting theory into practice.</p> <p>This mode fulfills the mission and vision of experiential learning. Students gain academic knowledge in class, experience and put knowledge into practice through the EA platform. Learning through this mode, not only is their knowledge enhanced, but students also have a chance to serve the community and self-reflect. By integrating experience and theory, students can achieve all-round learning.</p>
Mode 3: Integrated courses for different academic levels	<p>This is a comprehensive integrated learning mode, which fully integrates EA into school curricula and OLE. A sustainable and cross-level platform for learning and practicing is created. It does not only enable students to apply their academic knowledge into real situations, but linkages between different academic levels are also formed. Because of the "Through Train" learning model, students will gain more in-depth knowledge when they are promoted onto a higher academic level. OLE becomes essential for gaining experiences, while the formats and contents will be adjusted accordingly.</p> <p>Take "environmental protection" as an example: it is a topic in the NSS Liberal Studies curriculum (it can also start from junior secondary level). Secondary 4 students can learn about the causes and effects of environmental pollution, and in the subsequent year, the issues of global warming and insufficient natural resources can be added. EA can be a platform to facilitate this kind of "Through Train" learning model, for instance, organizing a series of OLE and environmental protection activities (courses) accordingly. For example, Secondary 4 students can plant trees with the elderly and Secondary 5/6 students can design special systems and equipment to solve the pollution problem with the elderly. Mode 3 can enhance students' learning as well as ensure continuity for both EA and the school curriculum, providing students with enough time for all-round development.</p>

Figure 6 Different modes and contents

4.1 Implementation of the Scheme

OLE has been implemented since September 2009. Clear instructions and effective communication can facilitate the operation of the scheme. Similarly, active participation and effective communication are essential for the integration among OLE, EA and school curriculum. This chapter will explain the structure and preparation work of the scheme.

4.1.1 Cooperation among Organizations

At the beginning of the scheme, an organizing committee should be set up for the preparation, implementation and assessment. The units shown below should be set up in each EA and school respectively, and representatives should be sent for future coordination tasks:

- 1) School-based Elder Academy operating in school (School-based EA)
- 2) Other Learning Experiences Organizing Committee (OLE Organizing Committee)
- 3) School Curriculum Coordinating Committee
- 4) Administrative Committee

4.1.2 Relationships between Partnering Organizations

In the organizing committee, a representative from each unit should be included to facilitate the effective communication and coordination among different units in implementing the scheme. Responsibilities and duties of different units will be described in Part 4.3.

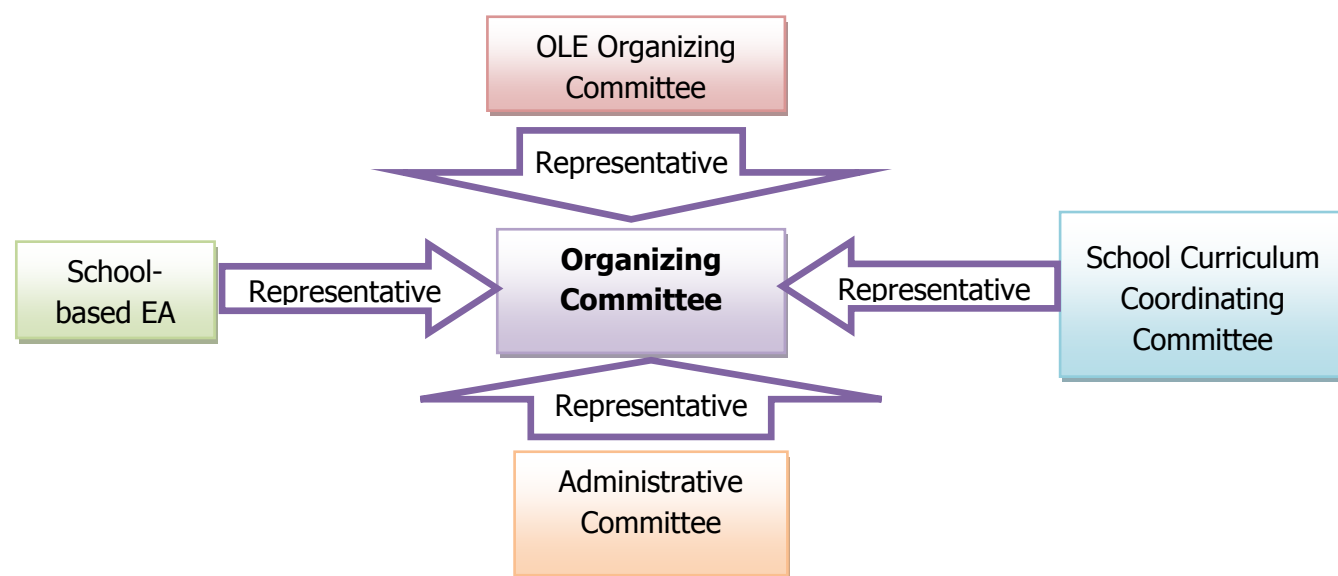


Figure 7 Structure and Relationships of the Organizing Committee

4.2 Process of the Scheme

The success of a scheme relies on the preparation, implementation, assessment and finally, the reflection which is beneficial for further improvement of the scheme.

4.2.1 Preparation

Preparation is essential as it determines and establishes the foundation of the scheme. The cooperation and communication between schools and partnering organizations are important for building an influential and sustainable operational mode (Figure 8).

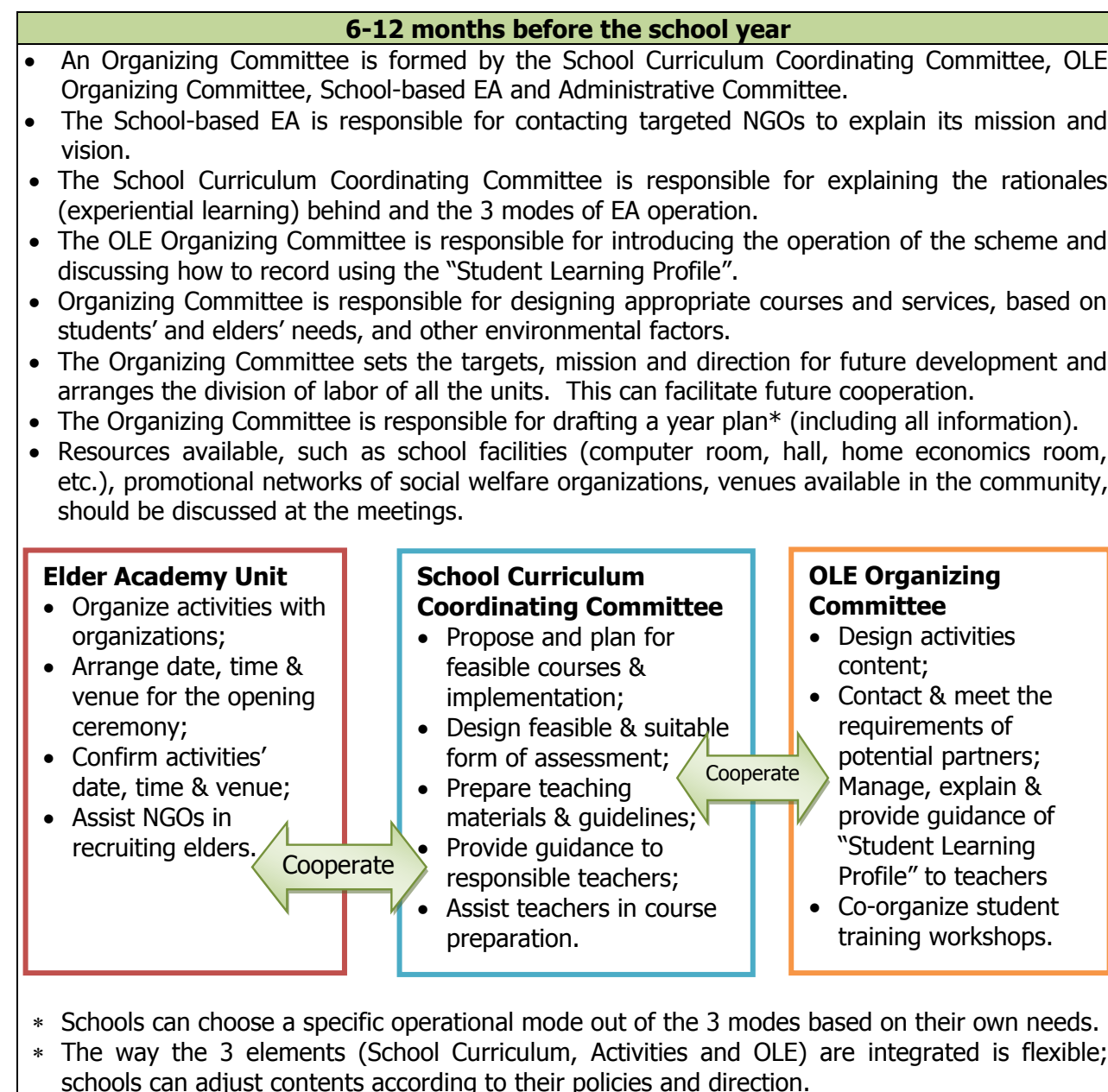


Figure 8 Preparation Stage—6-12 months before the school year

4.2.2 Implementation

After the school year starts, planned activities can be implemented. Evaluation and reflection are needed in this process. The activities should be recorded in the Student Learning Profile and become part of OLE. Details are shown in Figure 9.

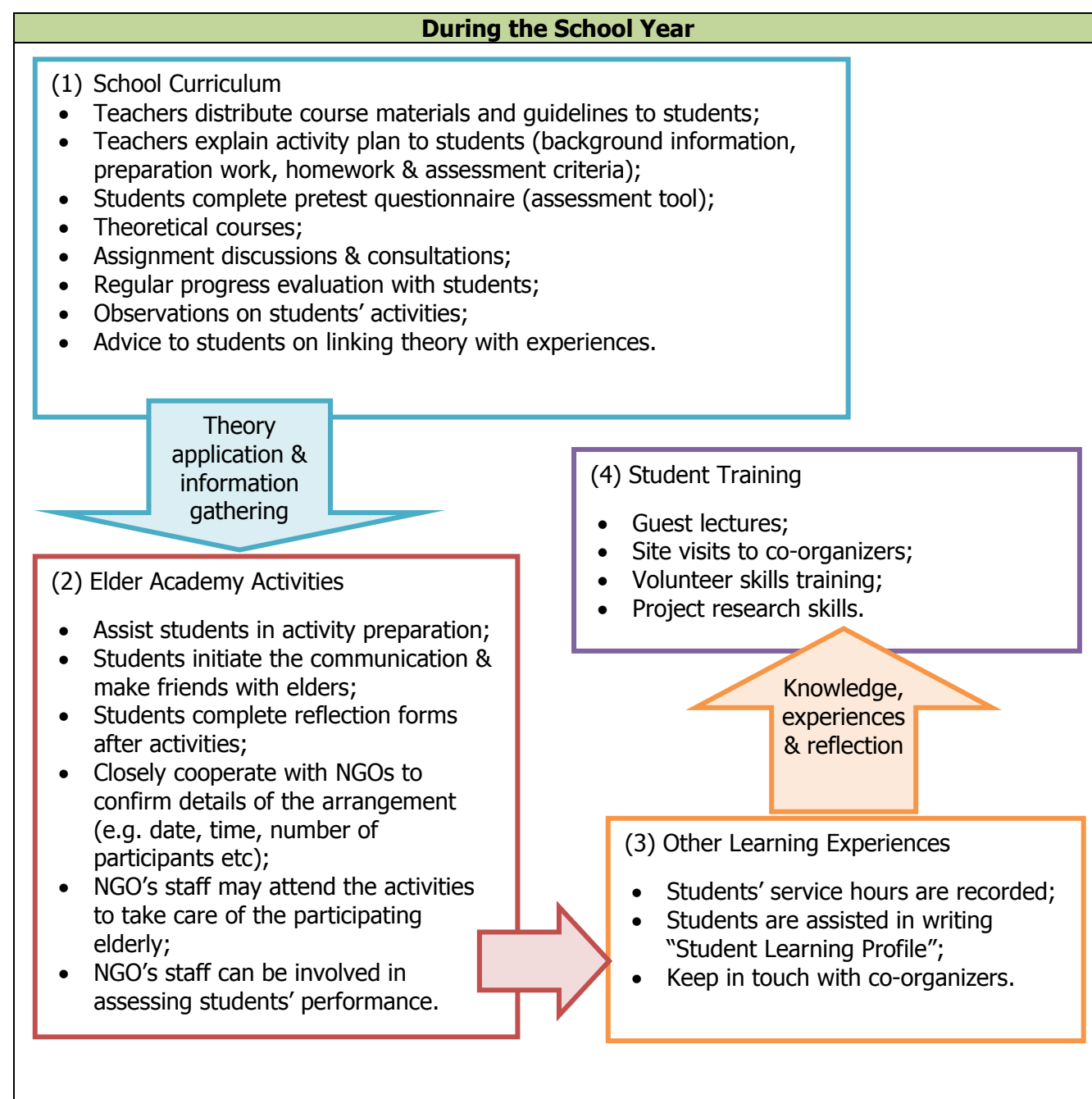


Figure 9 Implementation—during the school year

4.2.3 Final Stage

Students apply their knowledge and theory learned in the classroom onto their projects. Teachers facilitate students' reflection, enhance their knowledge as well as ensure the establishment of a solid foundation for further studies. Through the sharing sessions, teachers can assess students from various aspects, for example, academic knowledge, presentation skills, etc. For more details, please refer to Figure 10.

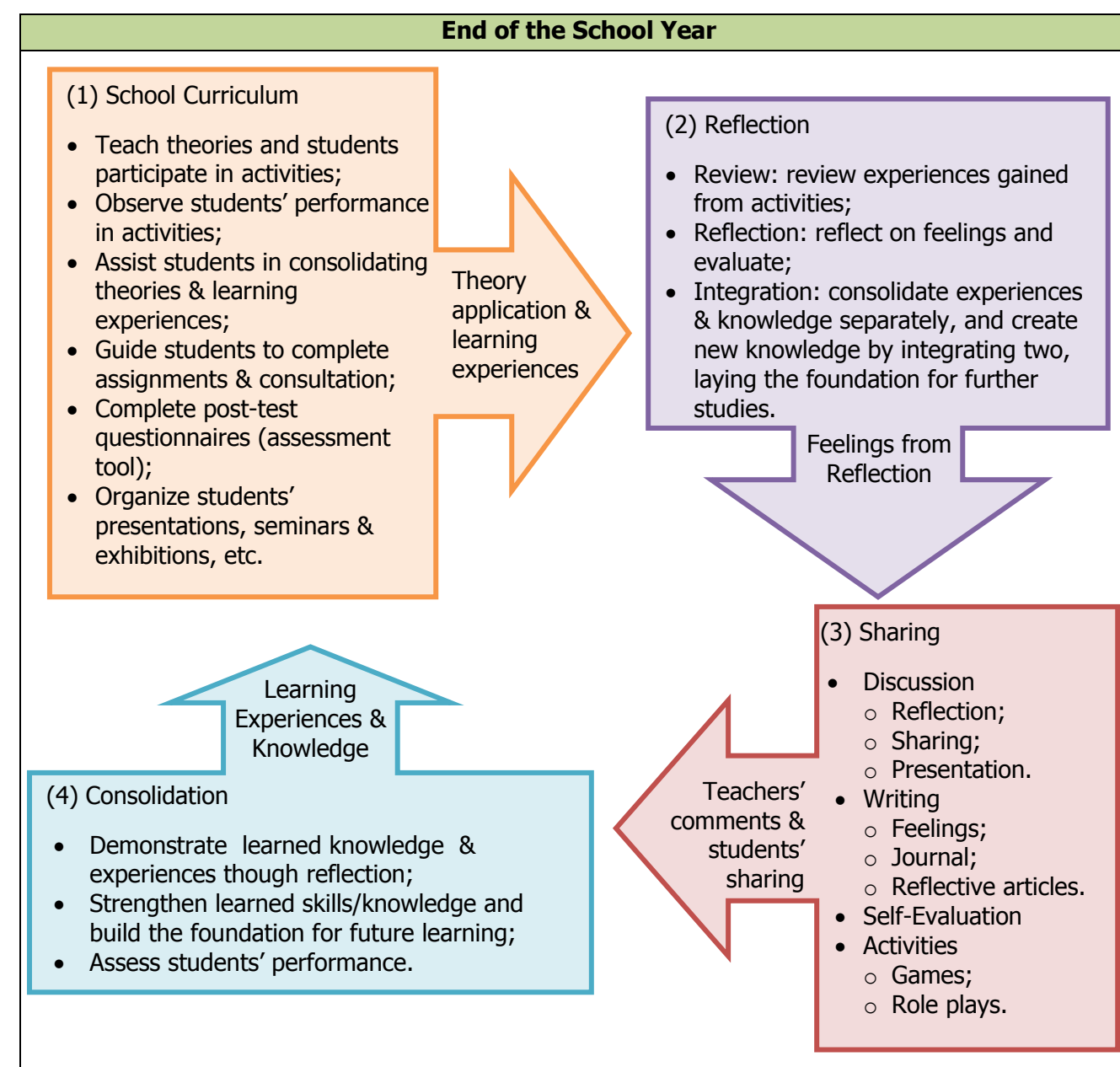


Figure 10 Final Stage—end of the school year

(1) Sharing

In order to consolidate the experiences and strengthen the learning outcomes, there is a sharing session at the end of the project. Students and elders can share their feelings and learning. Students can use their creativity as there is no restriction on the presentation format. The presentation can be held in the form of oral presentation, seminar, work exhibition, etc. Students' performance can be considered as one of the assessments, which may encourage them to prepare and reflect seriously on the learning process.

(2) Reflection

Figure 11 Elements of Reflection

Reflection is a continuous process of self-evaluation, so students should always think about their roles in the activity. The reflective process can help students gain experience, find the meaning of learning and raise their learning motivation (Figure 11). Students' personal growth and quality of learning can be improved through reflection. Experiential learning requires students to learn through personal experience and feelings, which are affected by their background and abilities. Therefore, reflection is an essential part of this learning method. It also differentiates Service-Learning from ordinary activities or voluntary services. Through the platform of EA, students can review their learning process, organize and combine experiences and knowledge, and transform the experiences into new knowledge. At the same time, by strengthening and reviewing their OLE experiences, they can express and internalize their thoughts and feelings. Since students are still learning the method of thinking, teachers' assistance is important during their reflection. Appropriate guidance and direction can help students in consolidating the experience and relevant knowledge. The process of reflection is shown in Figure 12.



Figure 12 Process of Reflection (Gibbs, 2009)

Reference: http://distributedresearch.net/wiki/index.php/Gibbs_reflective_Cycle#The_reflective_Cycle

(3) Assessment**1. Students' Grades**

No matter which mode a school adopts, they should explain to students and parents the assessment method clearly. In Mode 1, students mainly provide community services, which have little linkage to academic studies. Teachers can simply assess students according to their participation, teamwork, activity skills, etc. There can be discussion and explanation to facilitate students' learning.

Under Mode 2 and Mode 3, activities are linked to the school curriculum and OLE. Teachers can assess students' learning and outcomes qualitatively and quantitatively. With different activities, assessment methods are diversified. Moreover, since OLE information will be recorded in the Student Learning Profile, this can be part of the assessment.

2. Assessing the Effectiveness of the Scheme (integration of school curriculum, OLE and EA)

As many units are involved in the scheme, several approaches to evaluating and improving the effectiveness of the scheme can be used. Figure 13 lists the roles of different participants and means of assessment, both qualitative and quantitative.

Roles	Direction for Assessment
Schools	
Students	1. Learning mode; 2. Participation; 3. Understanding of academic knowledge; 4. Personal growth; 5. Ability of self-learning.
Teachers / Coordinators	1. Course and activity design; 2. Teaching mode; 3. Effectiveness of students' learning; 4. Sustainability of course materials.
Partnering Organizations	
Staff	1. Effectiveness of activity; 2. Participants' feedback.
The Elderly	1. Understanding of the knowledge; 2. Improvement of quality of life and psychological wellbeing.
Overall	
1. Intergenerational harmony 2. Integration of the scheme	

Figure 13 Roles of different participating parties and direction for assessment

4.3 Responsibilities and Tasks of Stakeholders

4.3.1 Schools

(1) Committee members

1. Organizing Committee

The committee should be formed by representatives from schools and NGOs. It is responsible for arranging appropriate EA activities that fit the school curriculum as well as link up different units.

Before the scheme starts, the committee needs to formulate the courses and year plan. Besides, promotional strategies, modes of operation, and financial, manpower and resources allocations have to be decided and monitored by the committee. All representatives should work together to ensure that the scheme runs smoothly, through regular observation, process recording, timely assistance and appropriate adjustment. Moreover, the committee can organize student training workshops and seminars, and even help establish student organizations. The committee not only helps train student leaders, but also assists teachers in students' reflection and organizes the record of service hours (OLE hours fulfilled by participating in EA activities). At the end of the scheme, the committee is responsible for evaluating and analyzing the work and establishing a database for the scheme.

2. School-based Elder Academy

When organizing OLE activities through the EA platform, school curriculum and OLE coordinators should first decide the future direction of the scheme, and then promote to elderly centers or NGOs for cooperation opportunities. Suitable activities (taking date, time, venue and contents into consideration) should be organized for students and the elderly. Evaluation of the activities should be reported to the organizing committee. In order to enrich EA activities, schools can co-organize activities with other EAs in different districts. Apart from organizing activities, one of the visions of EA is to enable elders to organize their own learning activities and gradually set up an elderly-and-students-directed Elder Academy Organizing Committee (like student leaders in schools), where the elderly and students can organize activities that are in line with the school's direction for development.

3. School Curriculum Coordinating Committee

The school curriculum coordinating committee is responsible for designing the course contents and means of operation. Taking EA as an example, the committee can prepare the course outline, formulate teaching materials, student guidelines, curriculum and operation guidelines, and then suggest how to integrate these courses into EA to the organizing committee. Teachers should explain to students the mode of operation of the scheme, supervise their work progress and lead the reflective and evaluating meetings, as well as assist students to complete the program.

4. Other Learning Experiences Organizing Committee

OLE is one of the essential parts of the NSS academic structure and curriculum. Since there are various extra-curricular activities and learning methods to enrich students' learning experiences, schools should suggest feasible activities under every area of OLE to the organizing committee. Then, they can contact NGOs for cooperation opportunities and coordinate the OLE activities. Moreover, the committee needs to build up and organize the Student Learning Profile, in order to manage students' OLE hours and work progress as well as assess the program effectiveness. At the same time, the committee should report activity progress to teachers regularly to help them develop teaching materials and activity arrangement.

5. Administrative Committee

The administrative committee plays an important role in the scheme as considerable amount of administrative work is involved. Administrative officers or assistants in the committee are mainly responsible for arranging meetings and contacting different parties. Other administrative work and external promotion are also the duties of this committee.

(2) Individual members

1. Principal

The success of a scheme depends on the support of various parties, especially that from the leader of the school. The principal is the scheme advisor. He/ She needs to attend organizing committee meetings, provide advice, allocate (financial and human) resources as well as be responsible for external promotion and building reputation, in order to attract more organizations or enterprises to provide learning opportunities for students.

2. Teachers

The NSS academic structure and curriculum requires students to create a Student Learning Profile, which is one of the entry assessments for their further education. When students participate in the EA or OLE activities, teachers can provide guidance on relevant knowledge, preparation works and activity arrangements, etc.

Through a series of training workshops, self-evaluation activities and sharing sessions, teachers can further assist students in combining theory with experience. Students can then complete and review their learning progress report effectively. At the same time, teachers can assist in recording students' OLE learning hours in their Student Learning Profile, and thus, assess students' performance effectively and give concrete comments and feedback on students' reports and assignments.

In order to ensure that the scheme is running smoothly, teachers should work closely with their colleagues (including those who are responsible for EA and OLE activities), attend organizing committee meetings regularly and give suggestions for improvement.

3. Students

Although students do not have to fully participate in the preparation work, as learning is no longer done through a one-way knowledge transmission, they have the opportunities to experience the whole learning process, including organizing, operating, experiencing and evaluating the effectiveness of the scheme. Apart from attending training workshops and visiting agencies, students should have a positive attitude in participating in activities and accumulating experience, complete assignments on time, conduct self-reflection and respond to teachers' advice. Upon completion of the activities, the Student Learning Profile, evaluation and presentations should be completed according to the criteria teachers have formulated.

4.3.2 Social Service Organizations

(1) Staff of the Social Service Organizations

In addition to school committees, the participation of social service organizations is also very important. To accommodate the needs of both schools and the community, representatives from social service organizations should be included in the program and activity designs. Their participation can help connect school curriculum, OLE and EA activities. Moreover, details of activities, such as date, time, venue, mission and contents of the school courses, should be arranged and promoted to the elderly. Organizations should provide assistance and guidance to students (such as that on elderly care, activity arrangements and information gathering), help assess students' performance and sign and issue related certificates. Last but not least, organizations need to keep in close contact with schools, attend organizing committee meetings regularly and provide suggestions.

(2) The Elderly

Being the core of the scheme, active participation of the elderly is essential in promoting EA. By attending sharing sessions, the elderly can interact and share their life experiences with students so that they can act as role models for the students. Intergenerational harmony can be attained and students can gain knowledge outside the classroom through joining EA activities. At the same time, the elderly can make suggestions or get involved in evaluating the scheme based on their personal experiences.



4.4 Benefits of the Stakeholders**4.4.1 Students**

Through the learning platform of EA, students can gain unique learning experiences outside the classroom, which is different from the traditional one-way teaching method. Instead, it is a student-oriented interactional learning mode. Students learn the importance of self-learning and use different learning methods (such as preparing and organizing activities) to build up their self-learning ability and knowledge. In this way, the contents and teaching materials can be flexibly adjusted according to the needs and abilities of students; at the same time, interacting or even making friends with the elderly can help develop students' communication skills and promote intergenerational harmony in society.

4.4.2 The Elderly

"Active Ageing" is a retirement concept being promoted all over the world. It emphasizes the meaningful life after retirement. Engaging in EA courses and activities, the elderly not only fully utilize their leisure time, but also achieve lifelong learning and their lives enriched. The elderly can learn new knowledge via this platform and share personal experiences and life stories with the community. They can also communicate with the younger generation and maintain healthy and normal social lives.

4.4.3 Teachers

Teachers might encounter difficulties as the scheme is still at the exploratory stage and much work on preparation and teaching materials is needed. However, once the project starts, it is not necessary for the teachers to make a new plan every time. This can reduce teachers' stress and workload. Moreover, inter-linked activities should be designed to suit different forms of students and allow students to learn progressively, as well as ensure sustainability of the program.

4.4.4 Staff of Social Service Organizations

Social service organizations can develop into a new platform for volunteering, which promotes intergenerational harmony through providing opportunities for teenagers to care for and learn from the elderly. Moreover, the scheme can help group elders based on their needs. For those who are more independent, they can join and contribute to EA, so that social service organizations can allocate more resources for elders who are weaker and need urgent help. EA enables a better resource allocation, so appropriate services can be given to those elders in need.

4.4.5 Visiting Venue

Taking the project of Hong Kong Wetland Park as an example, it was co-organized by schools, professional organizations and the elderly, aiming at serving the community by transferring wetland related knowledge. The Wetland Park also provided training workshops and internships to the participants and organizations for promoting environmental protection knowledge to the community. This also helped build positive images of the participants and related organizations.

5.1 Assessment Structure

In the NSS academic structure and curriculum, OLE is not an independent subject. Instead, it can be immersed into other subjects and extracurricular activities for student development in multiple aspects. Different from traditional academic-focused education, the new curriculum balances classroom learning and social practice, through encouraging students to apply their knowledge and develop their talents. Thus, a multi-dimensional assessment method should be adopted, so that students can consolidate their academic knowledge and have less study pressure.

With reference to the Service-Learning assessment of Office of Service-Learning, Lingnan University (2008), learning effectiveness can be divided into 6 aspects, namely, subject-related knowledge, communication skills, organizational skills, social competence, problem solving skills and research skills. Schools can take the 6 domains as reference in assessing students' performance in OLE. They can be concluded in 4 aspects and explained as below.

5.1.1 Knowledge (refer to 5.2.1, Figure 15)

It refers to students' understanding of their academic course contents (Office of Service-Learning, Lingnan University, 2008). If OLE is linked to Liberal Studies, learning process can be measured in knowledge aspect. For example, Stewards Ma Kam Ming Charitable Foundation Ma Ko Pan Memorial College organized Liberal-Study activities with OLE elements through the platform of Elder Academy. Students observe the behaviors of the elderly and collect related data through "towel exercise" and Tai Chi event (related to physical development), in order to understand elders' interests and habits in sports. Students' analysis of the data collected can show if they are capable of developing their own skills using OLE. Assessment items can include subject-related topics, analysis in research projects, understanding and utilization of research methods, language use, etc.

5.1.2 Attitudes/Behaviors/Skills (refer to 5.2.1, Figure 16)

The whole-person development of students is one of the goals of the new curriculum. Thus, academic excellence is not the only criteria in assessing students' learning performance. Students need to demonstrate their talents and skills by organizing and conducting activities in every aspect of OLE. When assessing students' learning outcomes, personal qualities and skills should be considered to detect students' changes in attitude and behavior. With reference to the model used by Office of Service-Learning, Lingnan University (2008), communication skills (ability to express and listen to others), organizational skills (ability to set priorities and allocate resources and workload), social competence (level of being accepted and ability to work in society, such as interpersonal relationships, self-confidence, social skills, etc.), problem-solving skills (ability to identify and skillfully solve core problems), research skills (ability to understand research method, conduct literature review and data analysis) can all be included as assessment criteria.

5.1.3 Values (refer to 5.2.1, Figure 17)

Personal growth and development are not the only focus in the new curriculum; positive values and the sense of belonging to society are also emphasized. Students need to broaden their horizons and develop positive worldviews through participating in different activities and social services, getting along and cooperating with different people. Thus, when assessing the effectiveness of the scheme, teachers can also observe students' changes in their values, for example, caring about the community, citizenship and intergenerational harmony, etc.

5.1.4 Effectiveness of the Scheme/Learning Outcomes (refer to 5.2.1, Figure 18)

Integrating EA into OLE not only provides students with a channel to learn and practice, but also offers the elderly the opportunities for social participation and learning. Therefore, students' performance in the process of organizing and implementing activities can become the reference for assessment, while the outcomes of activities determine the quality of students' work.

5.2 Assessment Methods

In the past, academic result was highly emphasized as an indicator of students' performance and progress, although academic performance cannot fully reflect their abilities and talents. However, under the new curriculum, especially the experiential learning mode in OLE, teaching will be done in various formats with different elements. As a result, a comprehensive and continual assessment method would be more suitable (Figure 14). Assessments could be divided into two categories: quantitative and qualitative. Quantitatively, numerical data will be used in assessment. Qualitatively, students' changes in attitude and behavior and their improvement in knowledge and personal qualities will be emphasized. Some assessment tools can measure both aspects, as listed below.

1. Quantitative Assessment

- Number of hours & participation frequency, results of questionnaires, pre- and post-test questionnaires, academic performance (tests & examinations), etc.

2. Qualitative Assessment

- Examinations, activity logs, reflective journals, project presentations, Student Learning Profiles & in-depth interviews, etc.

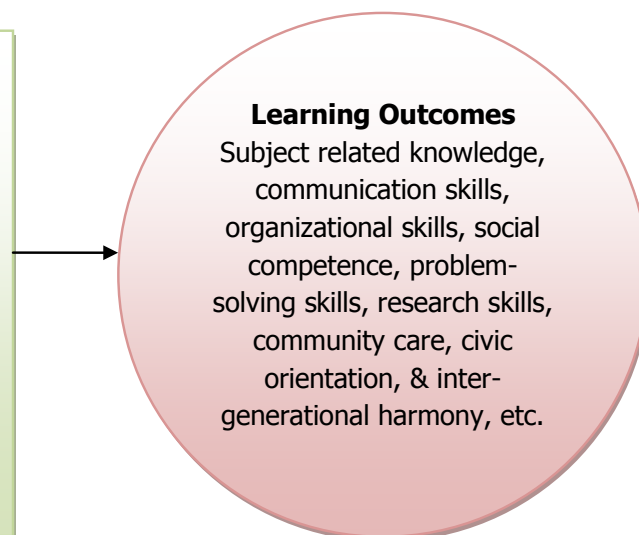


Figure 14 Assessment and Learning Outcomes

5.2.1 Quantitative Assessment

(1) Number of hours and participation frequency

Students' dedication and passion for activities can be observed from the level of their participation. Therefore the number of hours spent on activities and the frequency of participation can be used to measure students' learning.

(2) Questionnaires/ Program Evaluation

After an activity/ scheme ends, questionnaires could be conducted to investigate participants' satisfaction and suggestions towards the program's objectives, effectiveness and arrangement. The results would reflect students' ability to organize activities. By using a scoring system in the questionnaire, it would be easy for the participants to fill in; and at the same time, it would be convenient to directly compare the performance of different students. This also reflects students' learning progress. Students can also write self- and program-evaluation reports to evaluate self-performance and level of satisfaction in the learning experience.

(3) Pre- and Post-test Questionnaires

In order to examine students' understanding of subject related knowledge, pre- and post-test questionnaires can be used to compare the level of understanding before and after the activities. It is also difficult to show self-improvement and personal growth through academic results or activity profiles. Therefore, self-directed pre- and post-test questionnaires can be used. "Learning how to Learn" is important in the new curriculum. Skills and abilities, such as communication skills, organizational skills, social competence, problem-solving skills and research skills, are essential. Relevant questions can be included in order to track students' changes in behavior. Some sample questions designed to assess students in different aspects are shown below.

Figure 15 Knowledge (Part 5.1.1 above)

Items	(Disagree)	Scores	(Agree)
Subject-related Knowledge			
1. Subject-related knowledge learned e.g. social gerontology, society and social change, crime and delinquency, marketing, etc. (any one of the related subjects)	1	2	3 4 5 6 7 8 9 10

Figure 16 Attitudes/Behaviours/Skills (Part 5.1.2 above)

Items	(Disagree)	Scores	(Agree)
Communication Skills			
1. I am tense and nervous while participating in group discussion with peers/ agencies/ course instructors/ coordinators.	1	2	3 4 5 6 7 8 9 10
2. Generally, I am comfortable while participating in a discussion with peers/ agencies/ course instructors/ coordinators.	1	2	3 4 5 6 7 8 9 10
3. Presentation in front of peers/ agencies/ course instructors/ coordinators usually makes me uncomfortable.	1	2	3 4 5 6 7 8 9 10
4. I feel relaxed while talking with clients during practicum.	1	2	3 4 5 6 7 8 9 10
Organizations Skills			
1. I will evaluate myself when an activity is completed.	1	2	3 4 5 6 7 8 9 10
2. I have good time management skills.	1	2	3 4 5 6 7 8 9 10
3. I can work independently on case work.	1	2	3 4 5 6 7 8 9 10
4. I know how to allocate tasks to group members.	1	2	3 4 5 6 7 8 9 10
5. Generally speaking, I know how to take a leadership role in organizing mass activity.	1	2	3 4 5 6 7 8 9 10
Social Competence			
1. I cooperate successfully with other students in a variety of situation.	1	2	3 4 5 6 7 8 9 10
2. I remain calm when problem arises.	1	2	3 4 5 6 7 8 9 10
3. I am confident in my abilities.	1	2	3 4 5 6 7 8 9 10
4. I am more aware of social happenings in the community.	1	2	3 4 5 6 7 8 9 10
5. I am dynamic and adapt easily to new environments.	1	2	3 4 5 6 7 8 9 10

Items	(Disagree)				Scores				(Agree)		
Interpersonal Skills											
1. I can immerse myself into and appreciate performing arts.	1	2	3	4	5	6	7	8	9	10	
2. I can take part into group discussions.	1	2	3	4	5	6	7	8	9	10	
3. I am glad to share with others.	1	2	3	4	5	6	7	8	9	10	
4. I appreciate the action of taking care of others and oneself.	1	2	3	4	5	6	7	8	9	10	
Problem-solving Skills											
1. 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	
2. 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	
3. I know how to design innovative methods to solve social problems.	1	2	3	4	5	6	7	8	9	10	
4. I go through the problem-solving process again when my first option fails.	1	2	3	4	5	6	7	8	9	10	
5. I used my imagination in designing my SLRS project.	1	2	3	4	5	6	7	8	9	10	
Research Skills											
1. I know the major research methodologies in social sciences/ business studies.	1	2	3	4	5	6	7	8	9	10	
2. I know how to collect information for SLRS.	1	2	3	4	5	6	7	8	9	10	
3. I know how to write a research proposal.	1	2	3	4	5	6	7	8	9	10	
4. I know the process of doing both qualitative and quantitative research.	1	2	3	4	5	6	7	8	9	10	
5. I know how to write a research practicum report.	1	2	3	4	5	6	7	8	9	10	

Figure 17 Values (Part 5.1.3 above)

Items	(Disagree) Scores (Agree)									
Self-Reflection										
1. I can work independently.	1	2	3	4	5	6	7	8	9	10
2. I am responsible.	1	2	3	4	5	6	7	8	9	10
3. I can state my strengths and weaknesses.	1	2	3	4	5	6	7	8	9	10
4. I can accept others' criticisms.	1	2	3	4	5	6	7	8	9	10
5. I have the courage to admit my own mistakes.	1	2	3	4	5	6	7	8	9	10

Figure 18 Effectiveness of the scheme (Part 5.1.4 above)

Items	(Disagree)				Scores			(Agree)		
Overall Evaluation of SLRS: Influence on Students										
1. I can make positive changes in my life.	1	2	3	4	5	6	7	8	9	10
2. I tend to work in a career that will make contributions to the society.	1	2	3	4	5	6	7	8	9	10
3. I feel that I can alleviate social problems to some extent.	1	2	3	4	5	6	7	8	9	10
Overall Evaluation of SLRS: Students' Satisfaction										
1. Generally speaking, I feel satisfied with the SLRS.	1	2	3	4	5	6	7	8	9	10
2. Generally speaking, I can learn better from the SLRS than traditional learning mode (e.g. lectures & tutorials, and no service practicum).	1	2	3	4	5	6	7	8	9	10

EA encourages students to actively take part in social activities. Through interacting with the elderly, students' civic awareness can be cultivated. Therefore, caring for the community, intergenerational harmony and civic awareness can also be included in the questionnaire to measure the changes in students' values. Below is a questionnaire (as shown in Figure 19) to investigate elders' and youth's impressions on each other.

Figure 19 Elders' and Youth's Values and Impressions on each other

Items	(Disagree)				Scores				(Agree)		
Impression											
1. I think elders/ youth have very broad knowledge and experiences.	1	2	3	4	5	6	7	8	9	10	
2. I think elders/ youth are contributive to the community.	1	2	3	4	5	6	7	8	9	10	
3. I think that elders/ youth are parasites of the society.	1	2	3	4	5	6	7	8	9	10	
4. I think elders/ youth live a colorful life.	1	2	3	4	5	6	7	8	9	10	
5. I think that elders/ youth are knowledgeable.	1	2	3	4	5	6	7	8	9	10	
6. I think elders /youth have rich life experiences.	1	2	3	4	5	6	7	8	9	10	
Communication Attitudes and Skills											
1. When speaking to elders/ youth, clarity and correct speaking pace are required.	1	2	3	4	5	6	7	8	9	10	
2. It is necessary to repeat when speaking to elders/ youth.	1	2	3	4	5	6	7	8	9	10	
3. Elders/ youth like to be respected.	1	2	3	4	5	6	7	8	9	10	
4. Elders/ youth think praises from the youth are important.	1	2	3	4	5	6	7	8	9	10	
Self-evaluation on the Relationships with Elders											
1. I feel relaxed when I am with the elders/ youth.	1	2	3	4	5	6	7	8	9	10	
2. I tend to avoid talking when elders/ youth approach me.	1	2	3	4	5	6	7	8	9	10	
3. I can establish good relationships with elders/ youth.	1	2	3	4	5	6	7	8	9	10	
4. I am glad to learn together with elderly/ youth.	1	2	3	4	5	6	7	8	9	10	
Confidence											
1. I think others like being with me.	1	2	3	4	5	6	7	8	9	10	
2. I think others truly like talking to me.	1	2	3	4	5	6	7	8	9	10	
3. I think if I am as good as other, I can do what they can.	1	2	3	4	5	6	7	8	9	10	
4. When I am in a social occasion, I would stand aside so that nobody would notice me.	1	2	3	4	5	6	7	8	9	10	
Concepts on Intergenerational Relationship											
1. I think that children should take care of their parents.	1	2	3	4	5	6	7	8	9	10	
2. I think that taking care of the elderly is youngsters’ responsibility.	1	2	3	4	5	6	7	8	9	10	

5.2.2 Qualitative Assessment

(1) Academic Results (Tests, Examinations)

Homework and tests are traditional methods of assessing students' understanding and learning progress in terms of knowledge. As a school is a place for students to learn, their understanding and application of knowledge should be assessed. Teachers can use tests and examinations to assess students' basic knowledge as well as skill application. Based on the subject-related knowledge, a standardized assessment criterion can be developed to evaluate students' learning progress and assign different grades accordingly.

(2) Project Report

The existing education system has been criticized for over-emphasizing students' academic results and ignoring their daily learning performance and talents. Therefore, project or activity reports are added to the assessment under the NSS academic structure and curriculum, which allows students to work on the topics they are interested in. In addition to activity reports, teachers can also encourage students to write reflective journals, which include learning progress, strengths and weaknesses of the whole process, and suggestions for improvement. Moreover, regular consultations by and feedback from teachers can help track students' research progress and facilitate their personal development, through knowledge consolidation and reflection on learning experiences. Thus, the grade of students' reports can reflect their continuous learning outcomes. For more information, please refer to "Student Service Record" (Appendix 1) and "Assembly Record" (Appendix 2) of Stewards Ma Kam Ming Charitable Foundation Ma Ko Pan Memorial College.

(3) Student Learning Profile

Under the NSS academic structure and curriculum, in addition to the results from public examinations, students' participation in extra-curricular activities and out-of-classroom experiences will be counted as one of the criteria for further studies. Thus, besides academic results in school, performance in OLE, competitions (either in-school or others), various learning and training classes, achievements and personal skills and abilities (such as being a coordinator in organizing an event or a leading performers at a performance etc.) can be taken into account. In the profile, students will report and reflect on their learning experiences. The profile contents can thus help understand students' learning experiences.

5.3 Analysis and Suggestions of Assessment Results

Since the scheme is still at a piloting stage, systematic assessment and analysis are not yet available. However, this handbook provides the principles and structure of the assessment, which can be used by different EA stakeholders to evaluate the effectiveness of the scheme. Lingnan University will analyze the teaching plans shown in the handbook to examine how EA influences OLE and its effectiveness. Results would be announced upon the completion of the project.

Integrating Elder Academy (EA) into secondary school curriculum does not mean that students can only learn about the ageing population or Gerontology. Through different elder learning activities, students can apply what they have learnt, develop their talents and teach elderly learners different academic knowledge. Consequently, the elders would be able to keep up with the times, absorb knowledge and skills, and have a deeper understanding of modern technology as well as current social issues. In addition, the elderly can share experiences and communicate with youngsters through the activities. They can even make use of their strengths and experiences to teach students various skills.

As mentioned above, schools can choose a single mode or a mixed mode (Figure 20) according to their school policies and student development. The courses or activities can last for either one school year or one term. The followings are different teaching plans provided by schools. They can serve as references and adjustment should be made according to different course requirements.

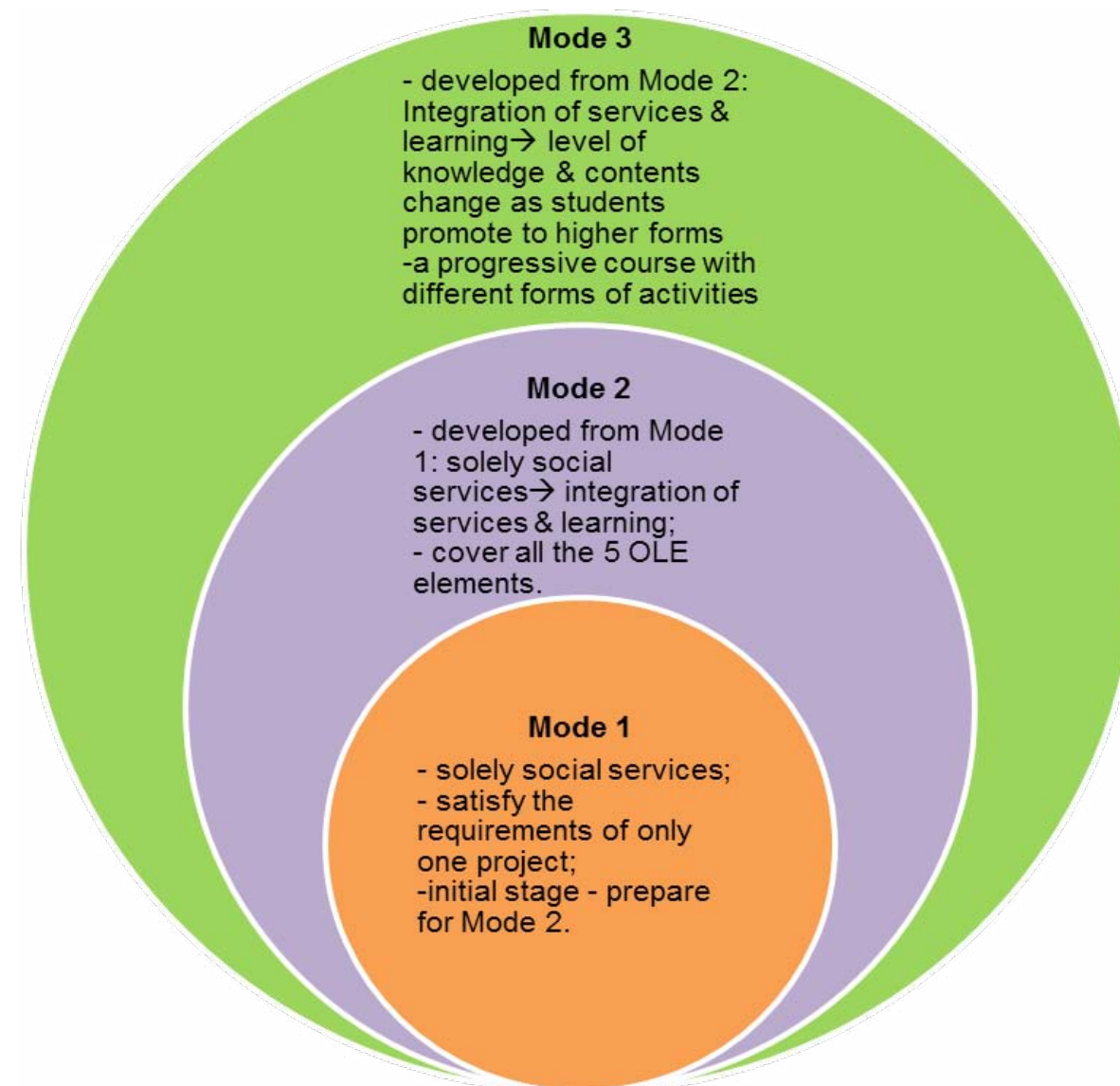


Figure 20 Development of Different Modes

6.1 Mode 1: Solely Social Services

Mode 1 focuses solely on social services. Most of them are one-off visits to the elderly with no linkage to school curriculum.

6.1.1 Example 1: Lingnan Hang Yee Memorial Secondary School

Taking activities in Lingnan Hang Yee Memorial Schools as examples (see Figure 21): Only 1-2 visits or activities and does not involve subject learning.

Figure 21 Lingnan Hang Yee Memorial Secondary School

Activity/ Course Content
Elderly Center / Home Visits
(1) Objective(s): To encourage students to communicate directly and make friends with the elderly. Through the process, students are able to understand the elders' characteristics and needs, and compare the experience with what they have learned in school. Not only the Community Service in OLE, but also the other elements can be satisfied, depending on the nature of the activity.
(2) No. of Visit(s): 1-2
(3) Format & No. of Participants: Mainly visits, performances and interactive games
(4) Contents: The first visit is mainly organized by teachers. Students are encouraged to arrange the details and gain the experience of organizing an event. Students become more important in the upcoming visits and will be entrusted with some parts of the event. Students can apply their knowledge of Gerontology and get a taste of organizing an event. In addition, students' teamwork, communication, organizational, and leadership skills can be enhanced.
(5) Possible Subject(s) involved: OLE— Community Service ; if students learn something new through preparing for a performance, the related knowledge and skills generated can be classified as Aesthetic Development or Physical Development , depending on the experience.
Stall Games Day/Carnival (Co-organized with elders)
(1) Objective(s): To encourage the cooperation between the elderly and youngsters in organizing large-scale events with the same goal. This young-old partnership enables the two generations to exchange ideas, gain better mutual understanding and learn the strengths and working habits of each other.
(2) No. of Session(s): One-off activity
(3) Format & No. of Participants: Depends on the nature of the activity
(4) Contents: A series of activities targeted to teachers, students or even the public is designed. The theme can be the physical and psychological health of the elderly, social issues and school curriculum related areas (e.g. environmental protection, anti-drug abuse, sport events, and national education).
(5) Possible Subject(s) involved: OLE— Physical Development, Aesthetic Development, Moral and Civic Education

Activity/ Course Content
Siu Sai Wan Healthy Fun Day
(1) Objective(s): To raise elders' awareness of the importance of regular body checks through offering them a simple health check administered by students. Students can learn to respect and care for the elderly through serving and organizing activities, which goes in line with the theme of moral education: "Love & Responsibility".
(2) No. of Session(s): One-off activity
(3) Format & No. of Participants: Carnival/ 300 students & 120 elders
(4) Contents: The event is co-organized with HKLSS Harmony Garden Lutheran Centre for the Elderly. Elders are accompanied by the students to participate in a simple health check. Students also give performances for the elderly such as a Cantonese opera, dances and Kung Fu.
(5) Possible Subject(s) involved: OLE— Moral and Civic Education, Service-Learning

6.1.2 Example 2: Yan Chai Hospital No.2 Secondary School

Yan Chai Hospital No.2 Secondary School co-organizes activities with Elder Academy and promotes the "One Student One Service Scheme", to nurture students' passion for serving the community. The nature and content of the activities mainly focus on promoting intergenerational harmony without involving academic learning. Please refer to Figure 22 for details.

Figure 22 Yan Chai Hospital No.2 Secondary School

Activity/ Course Content
Elderly Visits
(1) Objectives: To encourage students to communicate directly and make friends with the elderly. Through the process, students are able to understand the elders' characteristics and needs. Not only the Community Service in OLE, but also the other elements can be satisfied, depending on the nature of the activity.
(2) No. of Visit(s): 2-3 times per school year
(3) Format & No. of Participants: Mainly visits/ students from 2-3 forms every time
(4) Content: Students from various forms visit and send greetings to the elderly in different festivals (such as Dragon Boat Festival, Mid-Autumn Festival and Chinese New Year). Before the visit, a briefing session is organized to remind students of the activity details. Students' communication skills and the sense of caring for others can be enhanced.
(5) Possible Subject(s) involved: OLE— Community Service, Moral and Civic Education

Activity/ Course Content
Computer/ English Class
(1) Objectives: To enable intergenerational communication, interaction, mutual understanding and learning, by training students as course tutors to teach the elderly. Participants can also exchange opinions and suggestions about the activity.
(2) No. of Session(s): Lasts for 1 semester/ 1-2 sessions for each student
(3) Format & No. of Participants: Small class/ 10-20 students and elders respectively
(4) Content: The course is designed by teachers. Students teach what they have learnt (e.g. computer or English) to the elderly after the briefing session. Taking computer class as an example, each student will be in charge of teaching 1-2 elders after the briefing session.
(5) Possible Subject(s) involved: OLE–Community Service, Moral and Civic Education
Chinese New Year Market Booth (Co-organized with Elders)
(1) Objective(s): To facilitate the communication and mutual understanding between young and old generations through organizing New Year market booth together. Students learn to respect and care for the elderly and reframe their perspectives and values about family. Besides, they also gain career-related experiences (e.g. selling and organizing) in the activity.
(2) No. of Session(s): One-off activity
(3) Format & No. of Participants: Carnival/ 10-20 elders and students respectively
(4) Content: Elders and students co-organize the market booth. Elders' works, such as calligraphy, handmade accessories, decorations made from red pockets, are sold in the booth.
(5) Possible Subject(s) involved: OLE–Moral and Civic Education, Service-Learning, Aesthetic Development, Career-related Experiences

6.2 Mode 2: Form-based Integrated Project Learning

This is developed from Mode 1, using one form as an entry point to integrate Elder Academy with school curriculum. Students can apply their academic knowledge in OLE activities and teachers can develop a set of comprehensive teaching materials for the whole form.

6.2.1 Example 1: Stewards Ma Kam Ming Charitable Foundation Ma Ko Pan Memorial College

The school expands Mode 1 by adding academic elements into the activities and develops Mode 2 for a specific form (as shown in Figures 23 & 24).

Figure 23 Stewards Ma Kam Ming Charitable Foundation Ma Ko Pan Memorial College

Activity/Course Content
Talks/Courses in Gerontology
(1) Objective(s): To equip students with the basic knowledge on elders' physical and psychological needs through talks and lectures. Issues about the ageing population and population structure are included. Elders can also be invited to learn more about ageing. Besides, a sharing session held by elders can be integrated into the talks and lectures, so that students can understand the ageing issue better from the elders' perspective.
(2) Number of Session(s): 2-3 sessions
(3) Format & No. of Participants: Talks, lectures, group discussions and games
(4) Content: Students are divided into groups and choose topic they are interested in to study, after the lectures given by teachers/staff of the partnering organizations. Then, they need to design questionnaires and interview elders to gather information.
Session 1: Ageing population and the changes in elders' physical function, psychological well-being, and social roles in society
Session 2: Basic health knowledge among the elderly, communication and daily interaction skills with the elderly
Session 3: Elderly-related policies and activities
(5) School Curriculum: Liberal Studies, OLE—Moral and Civic Education
Cross-subject Service Project:
Physical Education, Liberal Studies, Computer Literacy, Arts
➤ Physical Education: Tai Chi
➤ Liberal Studies: Questionnaire Design
➤ Computer Literacy: Application of Information Technology
➤ Arts: Handicraft
Tai Chi Class (or Any Activity Taught by the Elderly)
(1) Objectives: To provide opportunity for the elderly to show their talent and contribute to society. This also gives students another perspective on the elderly. Except learning from teachers and students, the elderly is a group of experienced people who are capable of teaching young people life skills.
(2) Number of Session(s): 2-4 sessions
(3) Format & No. of Participants: Taught in small groups
(4) Content: Elders teach students to play Tai Chi or make handicrafts, creating a communication channel and an opportunity for enhancing mutual understanding. Activity level can be adjusted according to the needs of the elderly and students.
(5) School Curriculum: OLE—Physical Development, Aesthetic Development



Activity/Course Content
Information Technology Class
(1) Objectives: To nurture students' personal qualities (such as patience and communication skills), and raise self-confidence in giving speech and communicating with others through teaching elders. Students' teaching what they have learnt in class can enhance their learning. Moreover, the elderly can also learn new things and keep updated with society when they are taught by students.
(2) Number of Session(s): 2-4 sessions
(3) Format & No. of Participants: Mainly in the form of lectures and learning activities. Students pair up with the elderly and act as tutors.
(4) Content: Students need to learn information technology skills, for example, sending SMS, playing digital music or videos, Chinese input, writing blogs, surfing the Internet and composing web pages in class first. Then, they teach elders what they have learnt. Students' personal growth can be enhanced throughout the process.
(5) School Curriculum: Computer Literacy, Liberal Studies, OLE– Community Service
Cross-Subject Project
Chinese/English Language: Report writing skills, oral presentation skills
Learning Project
Group oral presentation and report
Assessment
Students' projects and performance are assessed by subject teachers, classmates and the elderly.



Figure 24 Stewards Ma Kam Ming Charitable Foundation Ma Ko Pan Memorial College

Course Content
Cross-Subject Studies—Liberal Studies: Hong Kong History, Chinese Culture
(1) Objectives: To raise students' subject knowledge and to understand their observation skills and analytical abilities, through the individual or group projects conducted by them.
(2) Number of Session(s): 6 lectures and a practicum
(3) Format & No. of Participants: Individual or group projects with flexible formats
(4) Content: Students are free to choose topics that they are interested in within the areas of Gerontology and elderly welfare set by the teachers. Topics are narrowed down afterwards. Students then need to collect and analyze relevant information, orally report to teachers regularly and conduct reflections in different stages. Students can gain the knowledge of their interests through observation, data collection, and life experiences. At last, students need to hand in reports with detailed descriptions of their learning process, knowledge gain, personal growth and reflection. Teachers can also require students to report their findings in class to help train their presentation and communication skills.
(5) School Curriculum: Liberal Studies, Nursing, OLE– Career-Related Experiences
(6) Note: The service hours of the activities can be included in OLE under the NSS academic structure and curriculum. Details are shown as follows: <ul style="list-style-type: none"> - Topic which the subject is broad enough and able to link up elder learning for "individual learning project", e.g. "Elderly and Information Technology", can be chosen. - Under EA, Liberal Studies' students are required to join a series of Service-Learning activities for nurturing positive attitudes (e.g. love and care, social responsibility). Students can fulfill the learning expectations of OLE as well as obtaining information and knowledge through oral history, interviews, etc. Thus, time devoted into these Service-Learning activities can also be recorded as OLE learning hours.
Visits/ Research Activities
Students work with elders to prepare for site visit and information collection.



Activity/Course Content
Basic Medical Care and knowledge about the Elderly
<p>(1) Objectives: In order to enhance students' knowledge and understanding of elders' health (both physical and psychological), a more comprehensive and professional course on elders' medical care should be created for students in higher forms. Moreover, students can work in the real world through practicum and gain precious work experience.</p> <p>(2) Number of Session(s): 6 lectures and a practicum</p> <p>(3) Format & No. of Participants: Teaching and learning activities, practicum</p> <p>(4) Content: Cooperating with professional institutions to organize a series of workshops on professional medical care knowledge. The program aims at enabling students to know more about medical care, physical and psychological health of the elderly. Through the practicum, students can consolidate their knowledge and their various skills enhanced.</p> <p><u>Part 1: Lectures</u> Session 1: Roles and responsibilities of medical professionals Session 2: Communication with the elderly & interpersonal skills Session 3: Observation and report on elders' health condition Session 4: Health, home safety and practices to prevent virus infection Session 5: Common health problems of the elderly Session 6: Common psychological problems of the elderly</p> <p><u>Part 2: Practicum</u> After the lectures, students are arranged to go to elderly centers or hospitals for the practicum. They need to assist medical professionals to take care of the elderly and learn from the work.</p> <p>(5) School Curriculum: Liberal Studies, Nursing, OLE–Career-Related Experiences</p>
Practicum
Practicum in elderly centers are arranged for students who have completed the workshops to apply what they have learnt.

6.2.2 Example 2: Yan Chai Hospital No.2 Secondary School

Yan Chai Hospital No.2 Secondary School co-organizes activities with the Yan Chai Elder Academies and promotes "One Student One Service Scheme" in school. The school aims to build students' spirit of serving the community. Except Mode 1, the school also develops learning programs which are cross-form with links to different subjects (Figure 25).

Figure 25 Yan Chai Hospital No.2 Secondary School

Activity/Course Content
Learning project – The Wetland Park Ambassador Scheme (Appendix 3)
<p>(1) Objectives: To let participants (the elderly and students) have basic understanding of the functions wetland and its preservation. The course includes both lectures and guided tours in order to raise their interests in the wetland. Participants can become ambassadors to promote the message of preservation, upon completion of the course.</p> <p>(2) Number of Session(s): A 2-day course</p> <p>(3) Format & No. of Participants: A briefing session, a guided tour and test; 15 elders and students, respectively</p> <p>(4) Content:</p> <ol style="list-style-type: none"> 1. Basic Knowledge of the Wetland <ol style="list-style-type: none"> a. What is a wetland? b. What is Ramsar wetland? c. Where are the wetlands? d. Functions of wetlands, making use of wetland resources 2. Gallery Visits 3. Wetland Reserve Visits (according to different seasons) <ol style="list-style-type: none"> a. Birds b. Dragonflies & Zygoptera c. Aquatic Creatures d. Aquatic plants <p>(5) School Curriculum: Liberal Studies, OLE–Moral and Civic Education, Career-related Experiences</p>

6.3 Mode 3: Cross-Grade Integrated Project Learning

Mode 3 is an integrated model to provide students with a platform for continual and sustainable learning. In Mode 3, EA is fully integrated into the school curriculum and this allows students to fulfill every aspect in OLE. Below are cases from Lingnan Dr. Chung Wing Kwong Memorial Secondary School and Stewards Ma Kam Ming Charitable Foundation Ma Ko Pan Memorial College, illustrating their practice of Mode 3.

6.3.1 Example 1: Lingnan Dr. Chung Wing Kwong Memorial Secondary School Elder Academy: Model, Structure and Experiences

(1) Background

Whole person development of students is the focus of the school. Echoing the school motto "Education for Service", different units and committees in schools have rich experiences in organizing social services for students. Through EA, students are encouraged to build relationships with the community, provide and promote the services for the elderly. Students can learn, grow and establish self values through interacting with the elderly. Moreover, EA also provides the elderly with learning opportunities and promotes health and a sense of worthiness, lifelong learning and intergenerational harmony.

(2) Rationale and Goal

Whole person development has always been the school's core work. After years of hard work and experience, different units of the school have developed extraordinary educational activities that meet different needs of the students. The implementation of EA enables students to learn through serving the elderly and participating in the community. Through skills training, organizing and participating in different activities with different roles, and getting to know different people, students' horizons are broadened. They accumulate experience and their personal qualities and abilities enhanced. Recently, the school has integrated the Technology Student Ambassador Scheme, which is an element in a cross-form curriculum, into EA. Students can learn continuously by applying their knowledge and skills into promoting technology to the public. In addition to learning skills and knowledge, students can understand the real meaning and value of helping others, build up confidence and develop appropriate values and attitudes in relation to other people in the community. For related teaching plans please refer to Figure 26 (Outline of Whole-person Development Education 2009-2012).

(3) Course Structure and Arrangement

The school arranges activities of "Elder Academy at Lingnan" into as part of the activities under the student profile, by taking EA as a platform for students to learn and serve. Through various activities, not only are students able to learn academic knowledge, but positive personal values, attitudes and skills, such as "integrity", "interpersonal relations", "serving spirit", "determination" and "sense of responsibility" can also be nurtured. Finally, personal growth and self-actualization are achieved.

OLE is added under the NSS academic structure and curriculum. Students can benefit from experiential learning in terms of knowledge advancement and personal growth (e.g. communication skills, interpersonal skills, personal qualities, etc.). Introducing EA to schools help them meet the requirements of education policies. EA can be completely integrated into the current education policies and act as an important channel for knowledge application.

Figure 26 Outline of Whole-person Development Education 2009-2012

Form/ Area(s)		Form 1	Form 2	Form 3	Form 4	Form 5	Form 6
Individual	Core Values	Discipline, Respect, Good Habits	Self-respect, Love, Sense of Belonging, Horizon Broadening	Self-confidence, Resilience, Goal Setting	Integrity, Interpersonal Relationship, Dedication to serve	Dedication, Caring for society, Critical Thinking	Sense of Responsibility, Self Actualization, Life Plan
	Personal Growth/ Challenging Activities	Group Challenging Activities					
		The "Love and Dream" Project					
		Happy Learning Project		Whole-Person Development Scheme			
	Moral Education	Good Student Scheme					
		1. Weekly/ Daily Assemblies			2. Moral/ Civic/ Life Education Week		
	Health Education		Sex Education Workshop		Blood Donation Activities		
		Talks in Weekly Assemblies/ Health Education					
	Life Values/ Spiritual Pursuit	Bible Lessons					
		Life Education					
		1. Christian Fellowship 2. Good News Week 3. Reading Encouragement Scheme 4. Weekly/ Daily Assemblies 5. Afternoon Faith Groups					
	Learning Foundation	1.Reflection after class 2.Basic Knowledge Enhancement Class	After class Counseling				
	Multiple Intelligence		Band/ Dance Training				
		Other Learning Experiences					
1. Elder Academy at Lingnan 2. Sports Day 3. Extra-Curricular Activities & Trainings 4. Visits 5. Project Learning 6. "Morning Reading" of Chinese, English, Putonghua 7. Reading Encouragement Scheme 8. New South Wales Competitions (English, Mathematics, Science) 9. Olympiads (Physics, Mathematics)							
Team	Caring Culture	1.Form 1 Student Orientation 2.Students' Counseling	Life Experiences Scheme (Life Education)			Sense of Belonging Enhancement Scheme	
		1. Inclusive Education Counseling /Course 2. Teachers' Week 3. Developmental Tutors Training Scheme 4. Parental Education Activities					
		Double Class Teacher Scheme		Singing Contest			
	School Culture	Self-discipline Scheme for Junior Secondary Students					
		1. Red/Yellow/Blue/Grey Team Activities 2. Outstanding Student Election 3. School Trips 4. Putonghua Week 5. English Week 6. Mathematics Week 7. Science & Technology Week 8. Business Partnership Scheme					
Community	Contribution to society	Volunteer Work			Lingnan Sunshine Student Scheme		
		1. Elder Academy at Lingnan 2. Organizing the "Promoting Technology in Hong Kong" 3. Co-organizing the "Innovation Festival" 4. Participating in the "Inno Design Tech Expo" 5. Various Fund Raising Activities					
	National Education/ World Vision	1. Overseas Exchange 2. Flag Raising Ceremony 3. Chinese Culture Week					

(4) Courses and Activity Model

Figure 27 Lingnan Dr. Chung Wing Kwong Memorial Secondary School Elder Academy

Activity/ Course Content
Gerontology Foundational Course (Appendix 4)
Talks/Workshops on Elderly Service Skills
(1) Objectives: To enable students to better prepare for organizing elderly related activities and know more about Gerontology.
(2) No. of Sessions: 1-2 sessions per year (Asia-Pacific Institute of Ageing Studies, Lingnan University could provide assistance to schools)
(3) Format & No. of Participants: Mainly in form of talks/ workshops; suitable for all senior secondary students
(4) Content: Appropriate attitudes and meaning of volunteering, ways to communicate with the elderly, general knowledge about elders' physical and psychological health.
(5) School Curriculum: Liberal Studies, Nursing, OLE– Career-Related Experiences, Moral and Civic Education
Young Tutors of Interest Class
(1) Objectives: To train students as "little teachers" in assisting elders' participation in activities or learning. Learning could be facilitated and at the same time, students can learn, reflect and be inspired through organizing activities, taking care of and interacting with the elderly.
(2) No. of Sessions: Depends on the nature of activities
(3) Format & No. of Participants: A continuous study group
(4) Content: Relevant activities and courses can be led by social workers or professional tutors. Activities include technology education activities, computer, Kung Fu, poem reading, African drum, magic, dance, handcraft class for the elderly.
(5) School Curriculum: Visual Arts, OLE – Community Service, Career-Related experiences, Physical Development, Aesthetic Development

Activity/ Course Content
Talks/ Workshops on Living Culture & Citizenship
(1) Objectives: To enable students and elders to have a deeper understanding regarding social culture and citizenship. Life education could be achieved through sharing in the activity.
(2) No. of Sessions: One-off, carried out in an assembly or Other Learning Experiences session
(3) Format & No. of Participants: Unilateral teaching method, with some group interactive activities between students and elders; all the students are from one form
(4) Content: Guest sharing, appreciation of drama, Chinese opera, Chinese music, classical music, lion dance, martial arts, art work, poem, dance and other performances, etc.
(5) School Curriculum: Visual Arts, OLE– Moral & Civic Education, Physical Development, Aesthetic Development
Sit-in Program
(1) Objectives: To allow elders to take regular and formal lessons in classrooms for lifelong learning. Elders' active participation in group discussions can positively influence the students. Moreover, school resources can be better utilized and less human power and resources would be spent on organizing EA activities.
(2) No. of Sessions: Other Learning Experiences sessions
(3) Format & No. of Participants: Different kinds of courses and activities
(4) Content: Though students are the major participants of the activities, the elderly could also sit in and learn courses and activities they are interested in. The program can be matched with group activities. It can benefit more elders. With these advantages, the scheme should be developed into a core course of Elder Academy.
(5) School Curriculum: Varied, depends on the activity or course
Student Technology Ambassador Training Scheme (Appendix 5)
(1) Objectives: To train students as "Technology Student Ambassadors", so that they can promote technology to the community, serve and assist elders, and decrease their resistance to technology by enhancing their confidence in using it. Through the scheme, generation gaps will be narrowed.
(2) No. of Sessions: Other Learning Experiences sessions
(3) Format & No. of Participants: Cross-form learning projects
(4) Content: Form 1 to Form 4 students will learn technology at different levels. They will be provided with opportunities to organize and participate in technology promotion activities. The activity can also be included in Other Learning Experiences. Please refer to Appendix 5.
(5) School Curriculum: Liberal Studies, Information Technology, OLE– Community Service, Career-Related Experiences

6.3.2 Example 2: Stewards Ma Kam Ming Charitable Foundation Ma Ko Pan Memorial College: Service-Learning Project in Elder Academy

(1) Background

Learning core values and qualities is at the heart of the school's Elder Academy scheme and Service-Learning. Through various service activities, students are able to experience different values of our society. In terms of social roles, students' roles change from participants to service leaders. In terms of knowledge, they learn both the basic knowledge and through in-depth research. The scheme well demonstrates the integration of service and learning, which enables students to learn all-roundly and transfer knowledge into real life.

(2) Principles and Goals

There are 3 major goals of the activity and scheme: (1) to promote the concept of Service-Learning to secondary school students; (2) to integrate services and learning for moral education; (3) to develop a Service-Learning concept that is progressive.

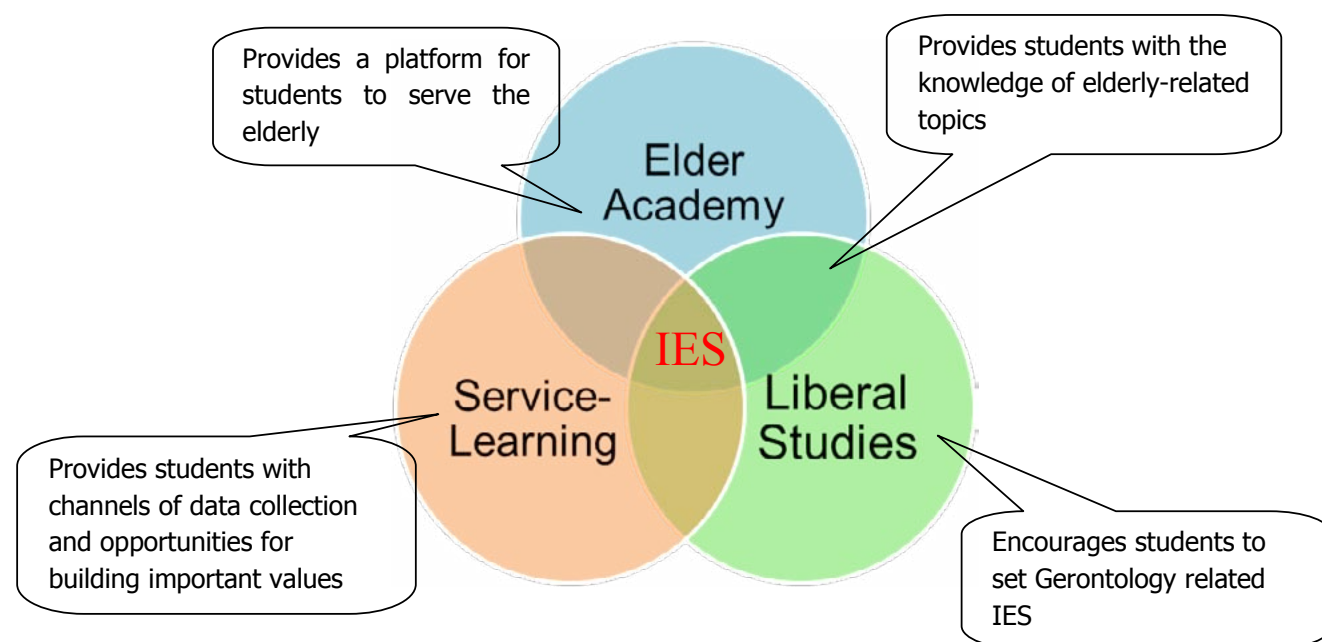


Figure 28 Integration of Elder Academy, Service-Learning and Liberal Studies

The way to achieve these goals is to let students prepare for the Independent Enquiry Studies (IES) through experiences (refer to Figure 28). Students should investigate into their areas and topics they are interested in. Teachers will only guide students in their research process—setting of the topics and hypotheses, searching for information, analyzing the data, presenting the results and drawing conclusion, etc. The amount of knowledge and skills students can gain depends on their attitude, participation and contribution. If students are active and devoted, they should be able to gain in terms of knowledge, skills and attitude (Figure 29).

The depth of research depends on the project time. Students can take part in Service-Learning through the EA platform. Data can be collected through regular visits to elderly centers by observation, oral history, interviews and action research, etc. Results can be analyzed with the theories learnt. Students' ability of transforming life experiences into knowledge would be enhanced.

Figure 29 Knowledge, Skills and Attitude that can be gained after participating in IES

Knowledge	Skills	Attitude
1. Knowledge on research topic	1. Multiple perspectives in research	1. Eagerness to learn
2. Research methods and procedures	2. Critical thinking	2. Curiosity on the origin of an issue
3. Report formats	3. Information and data understanding	3. Life reflection
	4. Communication skills	

(3) Course Structure and Arrangement

Integrating EA, Service-Learning and Liberal Studies into IES curriculum will lead to the adjustments of course structure and arrangement. Teachers can integrate various service targets and activities into related courses. It can be adjusted according to the form and course curriculum in order to teach students step-by-step, and ultimately help their studies. For more details, please refer to Figure 30.



Figure 30 Progressive Course Structure and Arrangement

Form/ Area(s)	Form 2	Form 3	Form 4	Form 5
Core Values	Respect & Communication	Care	Care for the Community	Participation in the Community
Content	1. First contact with the elderly 2. As a tour guide for the elderly in the Noah Ark visit	1. "Pass it On" 2. Liberal Studies & lives of the elderly 3. Computer Application and elders' lives 4. Research report & closing ceremony	Around 40 students take Service-Learning as a research tool to finish their IESs.	Around 40 students continue to participate in relevant services, and work on their research and finish the IESs.
Academic Related Concept	Making photo frames (Art)	1. Mini projects (Liberal Studies) 2. Computer/ Home Economics teacher's assistant (Computer Literacy/ Home Economics)	1. Concepts covered: wealth gap, public health, ageing policy, the underprivileged, social security, quality of life etc 2. IES proposal	1. Active participation in social issues 2. Assist in Service-Learning activities 3. Better understanding of research targets & finishing the IESs (Liberal Studies)
Relevant Subjects	Visual Arts, Religious Studies	Liberal Studies, Computer Literacy, Home Economics	Liberal Studies	Liberal Studies
Learning Elements	1. Communication 2. Cooperation	1. Elderly-related issues 2. Moral education	1. NSS Liberal Studies 2. Research skills 3. Life education	1. NSS Liberal Studies 2. Research skills 3. Life education 4. Organizing EA activities 5. Tutors for the Form 4 IESs
Serving Target	The Elderly	The Elderly	The elderly, new arrivals, underprivileged, poverty, environmental protection, men, etc.	The elderly, new arrivals, underprivileged, poverty, environmental protection, men, etc.

(4) Role of Teachers and Students

As students grow in age and knowledge, the roles of teachers and students will change accordingly (please refer to Figure 31). In Form 1 and Form 2, teachers play an important role in assisting students' learning while students are mainly the participants in the activities. When students are promoted to higher forms, their roles become more and more important. In Form 5, they play a major role while teachers are consultants of their projects. Students need to do their own research and even coordinate lower-form students' Service-Learning programs. This is a progressive learning model, which strengthens each learning element. For course contents, please refer to Part (5) Course and Activity Contents (Figure 32).

Figure 31 Changes in the Proportion and Work of Teachers and Students

Form	Teachers' Role/ Responsibility	Proportion	Students' Role/ Responsibility
Form 1	Reviewing students' reflective worksheets		Participation
Form 2			
Form 3	Project consultation, providing opportunities and coordinating the contact with the elderly		Project research, contacting with the elderly
Form 4	Project consultation, encouraging students to participate in and lead activities (teaching assistants)		Details of the research topic, organizing and active participation in related activities
Form 5	Project consultation	Further research on the topic, Service-Learning leaders, organizing Service-Learning programs for lower form students.	

(5) Course and Activity Contents

Figure 32 Stewards Ma Kam Ming Charitable Foundation Ma Ko Pan Memorial College

Activity/ Course Contents
Visit: Noah's Ark
(1) Objectives: To serve as the first meeting of students and elders, enabling students to get an idea of how to interact and communicate with the elderly, so that suitable activities can be arranged in the future.
(2) No. of Session(s): A one-off activity
(3) Format & No. of Participants: Visits, whole form of students and around 50 elders
(4) Content: Worksheets with learning elements are designed by the teachers to facilitate students and elders' observation. They can learn to respect and care for each other in the visit. Meanwhile, students are encouraged to search for information or plan the route, being the guides of the trip. Students' communication and collaboration skills can therefore be enhanced.
(5) School Curriculum: Visual Arts, uniformed groups, Religious Studies, OLE– Career-related Experiences

Activity/ Course Contents
Mass Event: "Pass It On"
(1) Objectives: To organize a large-scale event with the elderly, students are able to communicate and cooperate with the elderly more seamlessly and learn from each other. Moral education for students can be achieved.
(2) No. of Session(s): A one-off event
(3) Format & No. of Participants: A large-scale event/ Whole form of students
(4) Content: NGOs are responsible for designing the theme and contents of the event. Content of activities and booths should be related to ageing, such as childhood experiences of the elderly or Chinese traditional culture, etc. Activities and booths are co-organized by students and elders.
(5) School Curriculum: Liberal Studies, Computer Literacy, Home Economics, uniform groups, OLE– Career-related Experiences
Liberal Studies and Elder Living
(1) Objectives: To encourage students to do research on topics they are interested in the form of individual or group project. Students can know more about the elderly and thus, learn to respect and care for them.
(2) No. of Session(s): 4-6
(3) Format & No. of Participants: Individual/group project and report, whole form of students
(4) Content: 3 themes are discussed among classes: (a) Elders' health and sports (b) Elders' religious belief – Christianity (c) Chinese traditional culture – "Spiritual Consumption" Report
(5) School Curriculum: Liberal Studies, Nursing, OLE– Moral and Civic Education



Activity/ Course Contents

Computer Applications and Elder Living

(1) Objectives:

Students teach the elderly about what they have learned in computer classes. This not only allows students to help improve elders’ understanding of computer, but also put their learned theory into practice.

(2) No. of Session(s):

5 lessons

(3) Format & No. of Participants:

Students first demonstrate how to use computers in class; then 2 students will guide and teach 1 elder; 20 elders and 40 students (the ratio is 1:2)

(4) Content:

Session	Learning content	Note
1	1. Sitting position, duration & attitude of computer use 2. Names & functions of hardware 3. Portable storage devices	The elders will take photo with teachers or students for designing their own web pages.
2	1. The use of wireless network 2. Search Engine 3. Movie or music file playing 4. Online Album	
3	Simple “Photo Impact”	
4	Teaching elders the skills of constructing a simple webpage	Post photos taken in the first lesson or photos they like on the web pages.
5	1. Useful websites 2. Social network WebPages	Burn the elderly’s web pages onto discs and give them the discs.

(5) School Curriculum:

Computer Literacy, OLE–Moral and Civic Education, Community Service, Career-related Experiences

Independent Enquiry Studies

If schools integrate EA activities into the Liberal Studies curriculum, students can learn multi-perspective and critical thinking and other related abilities, through 3 different learning areas. Under the NSS curriculum, students need to hand in an individual IES work based on the 6 topics.

3 Learning Areas	6 IES Topics
1. Personal Development & Interpersonal Relationship	1. Media
2. Society and Culture	2. Education
3. Science, Technology & Society	3. Religion
	4. Sports
	5. Art
	6. Information and Communication Technology ✓The report should include an index, introduction, research rationale, methodology, results, discussion, conclusion, suggestions and appendices (attachments and references).

7.1 The Characteristics of Elder Academy

EA in every school should have its own characteristics and unique functions. EA can be activity-oriented, academic-oriented or focus on transferring elderly life experience and traditional culture. Schools should decide on its own EA characteristics and direction, after discussing with the co-organizers and understanding the purposes of the course curriculum as well as the backgrounds, interests and abilities of the elders. However, since elders' abilities and potentials may not be fully uncovered, it would be better if EA can provide diversified courses and activities.

The major considerations when designing the EA scheme and OLE courses should be the schools' missions and visions and the goals of student development. Thus, the mission and operation mode would be different in each school. Since EA scheme could be used as a platform for achieving the schools' missions, it is important for them to formulate a clear structure before carrying out different teaching policies. In this way, the mission and role of EA as a platform for achieving the OLE requirements would be clear and effective.

7.2 Communication with Partnering Organizations

The mode of operation of schools is different from that of social welfare organizations. Therefore, at the beginning, it is essential to have close communication, in order to find the ideal way of cooperation and make an agreement or outline to avoid unnecessary misunderstanding. For example, the promotion periods of the two co-organizing units of our school are different. One is set at the start of a month. The other one is set at the end of a month. The preparation work has to be finished 2 months earlier. Thus, close communication is the only way to ensure that activities are run smoothly.

7.3 Students' Participation

In order to encourage students to participate in EA activities, they can be required to achieve certain community-service hours during their senior secondary school years. Certain number of services should be related to elderly services. For example, at least one elderly service can be included, as a graduation requirement for students. Schools may expect every student to take part in community services and learn from these experiences. However, it is also important to consider the extra workload and burden generated to schools. Therefore, schools should not set an over-ambitious goal at the initial stage. Suitable adjustments should be made according to human resources as well as students' performance and ability after implementing the scheme.

7.4 Human Resources

Teaching assistants or administrative staff should be the executive officers of EA, responsible for contacting related parties and other practical work. As the success of the EA scheme highly depends on the communication between different stakeholders, and executive officers play an important role.

Since OLE is a new element under the NSS academic structure and curriculum, teachers are not familiar with the operation of this mode. At the same time, the EA scheme only started in 2007. Participants may not fully understand these two schemes, which might lead to misunderstandings in the process of their integration. Some common misconceptions are shown below:

8.1 Elder Academy related activities only satisfy the area of Community Service under Other Learning Experiences

The establishment of EA aims at providing students with the opportunities to go outside the classroom and serve the community. It aims to meet the requirements of the area of Community Service. However, EA can also be a platform for fulfilling the requirements of the other OLE areas. For example, students can organize dance shows when co-organizing the "Intergenerational Fun Day" with the elders. Students' preparation and rehearsal can fulfill the area of Aesthetic Development. Another example is attending seminars or field trips related to Hong Kong history together with the elders: students' knowledge in the area of Moral and Civic Education could be enhanced. In other words, EA does not only satisfy requirements under Community Service, but also that of other areas.

8.2 Other Learning Experiences is unrelated to experiential learning

OLE promotes the concept of learning non-academic knowledge outside the classroom through different kinds of activities. Under this teaching and learning mode, knowledge transfer is no longer one-way. Students need to participate in various activities and learn to organize and implement activities. Teachers will observe and guide students in their self-reflection. Thus, OLE can be a platform for implementing experiential learning.

8.3 Teachers' workload and burden will increase with the integration of school curriculum, Other Learning Experiences and Elder Academy

It is true that the initial work of achieving the same goals for the three parties may be time-consuming, due to the process of discussion, preparation and coordination. However, since they share similar missions and visions, with mutual support and integration, it will be easier for teachers to understand students' learning process and development. At the same time, EA can serve as a platform for students to learn their academic knowledge. It also reduces the teachers' workload in searching for practicum opportunities.



According to some research related to Service-Learning (Li, 2009), students' generic abilities such as communication skills, problem solving skills, judgment and creativity will increase after participating in Service-Learning (Chan, Ma and Fong, 2006). This study also pointed out that students' academic knowledge, skills and attitudes have been improved through this kind of training, assessed by the "Ladder of Learning" proposed by Bloom and other scholars (Bloom, 1956; Krathwohl, Bloom & Masia, 1964; Dave, 1975). This suggests that students are able to reflect on and critically analyze their learning experiences and academic knowledge through services. Afterwards, they can integrate the existing knowledge and experiences with new ones, and construct them into systematic concepts. This kind of experiential learning is an evidence for higher-level thinking and deep learning.

Students can become community service ambassadors, through the service training program which is promoted by schools, EA and OLE. Through participating in a series of progressive service activities, students and elders act as mentors and facilitators at the same time. They learn from each other and become their learning partners. Through learning, investigating, communicating and solving problems together, students and elders cooperate and complete the learning journey hand in hand. Under this structure and the context of the education reform, EA can act as a platform for students and elders to apply their knowledge make contribution to society and learn from the activity process.

In fact, school can develop other school-based OLE schemes in different modes. EA is only one of the possible ways of integrating academic knowledge and experience, enabling students to learn from various areas. Last but not least, students' life skills and attitudes can be nurtured systematically. They can make contribution to society with their knowledge and abilities.



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《香港第三齡學苑》網站 (Chinese Version only)
http://www.u3a.org.hk/intro_whatisu3a.php

Appendix 1 Student Service Record

(Please refer to (2) Issue-based project of 5.2.2 Qualitative Assessment)

Reflection(_____Activity name) Due date:_____

Service target:	
Student's name:	Service date:
Class (Class no.)	Date:
Reflection:	
1. What have you done in the service? What did you observe?	
2. What have you learnt from this experience? (e.g. knowledge, skills, attitude)	
3. How would you apply the new knowledge, skills or attitude mentioned above to other subjects?	
4. Evaluate your performance in this activity in 50 words.	
5. How would you improve yourself in future services?	
6. Teacher's Feedback: <input type="checkbox"/> The student could evaluate himself/herself seriously. <input type="checkbox"/> The student has benefitted from the Service-Learning process. <input type="checkbox"/> The student has actively participated in the activity. <input type="checkbox"/> The student has shown improvement throughout the Service-Learning process. <input type="checkbox"/> The student is capable of applying what is learnt from the Service-Learning process to other subjects. Student's Overall Performance <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Acceptable <input type="checkbox"/> Needs improvement	
7. Other Suggestions	

Appendix 2 Assembly Record

(Please refer to (2) Issue-based project of 5.2.2 Qualitative Assessment)

In order to enhance everyone's understanding of elders, we have invited representatives from the Office of Service-Learning, Lingnan University to speak in our two assemblies. **This worksheet is to be brought along when attending the assemblies mentioned**, so that you can record the speech contents, which can be useful for completing your IES.

Speaker:	
Topic:	
Date:	Venue:
1. Notes on the talk:	
2. Your Question(s) about the Talk:	
3. Students' Feedback	
3.1 The contents of the assembly are:	
<input type="checkbox"/> Very Rich <input type="checkbox"/> Rich <input type="checkbox"/> Average <input type="checkbox"/> Acceptable	
3.2 The talk enhance my understanding of the elderly: <input type="checkbox"/> Yes <input type="checkbox"/> No	
3.3 I have actively participated in this assembly: <input type="checkbox"/> Yes <input type="checkbox"/> No	
3.4 This assembly is useful for my IES: <input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Other Suggestions	

Appendix 3 Wetland Park Ambassador Scheme

(Visit www.wetlandpark.com for information of the organization)

(Please refer to 6.2.2 Mode 2 Example 2: Yan Chai Hospital No.2 Secondary School)

What are Wetlands?

- Areas where water is the primary controlling factor
- Places where the land and water meet, including areas of marine water with a low tide depth that does not exceed 6 meters
- Wetlands are distributed widely around the world, housing numerous wildlife and they are important ecosystems



Wetlands in Hong Kong

Freshwater: Stream, Flood Plains and River Valleys

Tai Ho (Lantau Island)



Wetlands in Hong Kong

Coastal Wetlands: Gravel Beaches



Wetlands in Hong Kong

Coastal Wetlands: Sandy Beaches



Wetlands in Hong Kong

Coastal Wetlands: Freshwater and Brackish Swamps



Wetlands in Hong Kong

Coastal Wetlands: Mangroves



Functions of Wetlands

Provide shelters

- Wetlands provide essential habitats to a great variety of wildlife. Some animals utilize wetlands intermittently for breeding and rearing young.
- More than 40% of the flora and fauna on earth living in wetlands



Functions of Wetlands

Provide Food and Necessities

- Wetlands provide resources with commercial values to human
- Wetlands provide food, medicines and raw materials e.g. Rice, Taro, Job's Tears and Water Cress



Wetlands in Hong Kong

Coastal Wetlands: Intertidal Mudflats



Wetlands in Hong Kong

Coastal Wetlands: Coral Communities



Functions of Wetlands

Provide Recreation Opportunities

- Wetlands provide venues for recreational and educational purposes, especially for Eco-tourism



Functions of Wetlands

Ecological Cycle

- Water Storage
- Flood Prevention
- Prevention of soil erosion
- Nutrient Retention
- Protection of shoreline and river banks
- Mitigation and adaptation effects in relation to climate change
- Increase land area by sedimentation
- Filtering by removing inorganic nutrients and reduce suspended sediments



Wetlands in Hong Kong

Coastal Wetlands: Fish Ponds and Gel-wai



Wetlands in Hong Kong

Wet Farmlands



Threats to Wetlands

- Coastal Construction
- Deforestation
- Water Pollution
- Over-exploitation of water resources
- Acid Rain
-



Wetlands in Hong Kong

Coastal Wetlands: Rocky Shores



《 Ramsar Convention 》

The full name of the Ramsar Convention is

“The Convention on Wetlands of International Importance, especially as Waterfowl Habitat”

■ Adopted on 2 February 1971 in the Iranian city of Ramsar

■ Enforced in 1975

• Aims to ensure the conservation and wise use of wetlands through international cooperation

<http://www.ramsar.org>

“Conserving and providing water: wetlands at the heart of sustainable development” Ramsar

Mai Po Inner Deep Bay Ramsar Site



Hong Kong Wetland Park

Biodiversity of Wetlands in Hong Kong

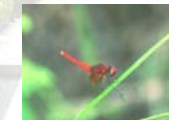
Species with high conservation value



Black-faced Spoonbill
(*Platalea minor*)



Marine Eel Grass (*Zostera japonica*)



Scarlet Dwarf (*Nannophya pygmaea*)

《 Ramsar Convention 》

Today, **163** countries have already joined the convention, **2062** wetlands are listed on the List of Ramsar wetlands of international importance, which occupy **197 million** hectares in total

Data till 17/1/2013

<http://www.ramsar.org>

“Conserving and providing water: wetlands at the heart of sustainable development” Ramsar

Biodiversity of Wetlands in Hong Kong

Species that were first recorded in Hong Kong



Romer's Tree Frog
(*Pseudacris ferox*)



Red-headed Dendrobates
(*Dendrobates tinianus*)



Hong Kong Newt
(*Pseudoeurycea hongkongensis*)

“Enjoy our Wetlands” Guider Tour

Factsheet



Green Concepts in HKWP

Natural Lighting

- Skylights are installed at the Atrium and toilets at the outdoors to fully utilise natural lights
- The use of electricity is minimised



Location: Atrium



2

Green Concepts in HKWP

Re-used materials

- Oyster shell walls were made of oyster shells collected from oyster farm in Lau Fau Shan
- Bricks collected from traditional village houses were re-used to build a brick wall outside the Ticket Office
- The granite materials collected from the demolished Police Headquarters in Wanchai were re-used for ground paving near Entry Plaza
- Old timber fenders of piers were deployed in the freshwater marshes, to serve as perching posts for birds

Location: Atrium



Oyster Walls



Re-used Brick Walls

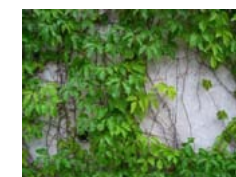


Sustainable Timbers

4

Climbing plants

- Climbing plants are planted to cover external walls of the visitor center so as to minimize heat gain of the buildings

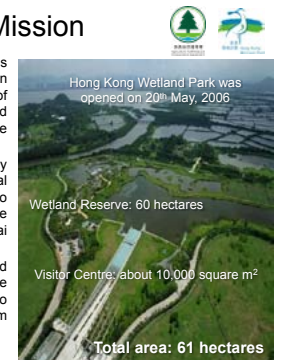


Location : At the entrance of Stream Walk

6

Background and Mission

- Hong Kong Wetland Park (HKWP) is the first thematic recreation facility in Asia incorporating functions of education, conservation and ecotourism using wetlands as the main theme
- The site of the HKWP was originally intended to be an Ecological Mitigation Area (EMA) to compensate for the wetland loss due to the development of Tin Shui Wai new town
- A feasibility study was conducted afterwards and concluded that the EMA could be further developed into a world-class wetland ecotourism attraction



Hong Kong Wetland Park was opened on 20th May, 2006
Wetland Reserve: 60 hectares
Visitor Centre: about 10,000 square m²
Total area: 61 hectares

Location: Atrium

1

Green Concepts in HKWP

Fair-faced concrete

- To reduce the use of rendered materials and to blend in the Visitor Centre with the natural environment



Location: Atrium

3

Crocodile Pui Pui

Pui Pui's profile

(Updated on 11.2012)

- Female, 2.52 meters long, around 13 years old
- Origin: Widely distributed in Cambodia, Thailand, India, Sri Lanka, the Philippines Islands, Indonesia, New Guinea to Northwest Australia
- Pui Pui is a saltwater crocodile and was first sighted in Shan Pui River in Yuen Long in 2003
- Pui Pui's Home was well-equipped, including a pool, infrared heater, heating pad, electrical weight and indoor and outdoor 24-hour CCTV



Location : Pui Pui's Home

5

Opposite Leaf Fig

- It is native to Hong Kong
- Among all the Ficus plants, only its leaves grow oppositely.
- Ficus are characterized by their bearing "figs"
- The Fig-plants depend on the wasps for their pollination



Location : At the entrance of Stream Walk

7

Fig Wasps

- females lay eggs in the syconia (in female flowers that could not reproduce)
- males hatch early would mate with the females that are not yet hatched
- males then break the syconia in order to let the females fly away
- pregnant females dip with pollen would fly to another tree for a place to lay eggs, hence the pollen is spread
- the tree needs the wasps to spread pollen while the wasps need the trees for a safe place for their eggs
- this mutually beneficial relationship is called "Mutualism"



Location : At the entrance of Stream Walk

8

Animals in the Upland Stream & their Adaptation

Big-headed Terrapin

- With big head and long tail, unable to hide back into its shell
- Flat carapace reduces the resistance of water current and helps the terrapin walk against the fast flowing water
- Omnivorous, feeds on larva, fishes, frogs and plants

flatten shell reduce water resistance



Location : Upper Stream- Stream Walk

10

Artificial Nests for Wildlife

- Since 2003, artificial nest boxes in different sizes have been installed for birds inside the park.
- They are used by Collared Scops Owl, Asian Barred Owl, Great Tit and Oriental Magpie Robin.
- To avoid disturbance to breeding birds, the boxes are mostly placed away from the visitor area
- Small cameras are installed in the boxes to monitor the using of the artificial nests by birds
- Bat boxes have also been installed to provide artificial roosts for bats. Like the bird boxes, these boxes are installed in the woodlands away from visitors but one can still be found near the butterfly garden at Wildside Walk
- Japanese Pipistrelles have been recorded roosting in our bat boxes



Location: First Pavilion of Stream Walk

12

Animals in Middle and Down Streams & their Adaption

Hong Kong Newt

Breeding after raining season to prevent their eggs from being washed away

- The only amphibian with tail in Hong Kong.
- Body Length (including tail) is 10-15cm. Body reddish brown or dark brown in color; belly black or dark brown with many irregular orange patches. The patches are unique per individual, just like the fingerprints of human beings
- Carnivorous: feeds on insects, earthworm, etc
- Hide under river stones or near the coast, active at night
- Breeding season: September to March
- Their eggs are grey, oval shape and can attach to submerged plants



Characteristics of Amphibian:

- Moist naked skin
- Eggs without hard shell
- Adults use lung & skin for respiration

Location: Second Pavilion of Stream Walk

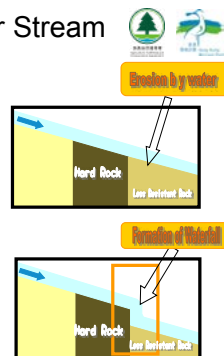
14

River Habitat – Upper Stream

- Steep gradient
- High water velocity
- Less food in water
- Limited human disturbance
- With the high velocity, small rocks are easily transported to the middle and down stream

Formation of waterfall

- With the different resistance of rocks: Soft and less resistant rock are easily eroded by the rapid water flow
- Consistent erosion and weathering cause a sudden change in gradient and form a waterfall



Location: Upper Stream- Stream Walk

9

Animals in the Upper Stream & their Adaptation

Hong Kong Cascade Frog

- Medium size and around 40-60 mm long
- Its color is similar to rocks in the river, i.e. Camouflage
- Suction-like toes enable it to suck on wet stone surfaces to avoid being washed away by the rapid water flow
- Reproduction takes place during raining seasons and it lays eggs between the cracks of rocks to avoid direct sunlight

Suction-like toes help the cascade frog attach to wet stones



Location: Upper Stream- Stream Walk

11

River Habitat – Middle & Down Stream

- The topography of downstream is gentle
- The water channel is wider with high water discharge volume
- Higher food resources are found in the water
- Higher biodiversity
- Increased human disturbance
- Many organisms struggle to complete their life-cycle before the raining season



Location: Second Pavilion of Stream Walk

13

Aquatic Plants

Malacca Galingale

- Native aquatic plant
- Upright stem with acute triangular-shaped cross section
- Very adaptable to the environment. Grow in fresh water, salt water or in different types of soil
- The plant can be sun dried to make strings for tiring food and vegetables



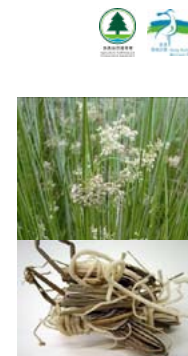
Location: Middle Stream - Stream Walk

15

Aquatic Plants

Common Rush

- Native aquatic plant
- Perennial emergent plant found at paddy fields, pondside, gullies or marshes
- The white pith inside the stem is the 'lampwick' for lights that was used in the old days
- Root and stem could serve as Chinese medicine to facilitate urination



Location: Middle Reaches- Stream Walk

16

Aquatic Insects

Water Skater

- Short fore legs are for catching preys
- Elongated mid-and hind legs for skating over the water surface
- Feeds on live and dead insects by means of its tubular beak for sucking body juice of its preys



Location: Life Zone

18

Water Lily (*Nymphaea* spp.) & Indian Lotus (*Nelumbo nucifera*)



- Floating-leaved plant
- Rooted in sediment with floating leaves that enable resting of insects



- Emergent plant
- Seeds of Indian Lotus are edible and the seed case is commonly used in medicine

How to distinguish between Water Lily and Indian Lotus:
Water Lily has waxy cuticle on leaf surface which allows water droplets to shed away. Indian Lotus leaves and part of the stem protrude out of water

Location: Wetlands at work

20

Food – Chinese Arrow-head

- White flowers blossom between May and October
- The corms are edible and are festive food during Chinese New Year



Location: Wetlands at work

Function of the Weir

- Water levels are maintained at suitable levels by controlling weirs and pumps
- Water level is crucial for plant growth and for attracting waterbirds
- HKWP has a reedbed for polishing the water quality of freshwater marshes. The reedbed traps suspended solids and absorbs excessive nutrients



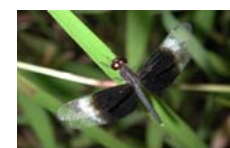
Location: the water gate

17

Aquatic Insects

Dragonflies and Damselflies

- Dragonflies and Damselflies belong to the order of Odonata
- All Odonates undergo three stages in their life cycle, i.e. egg, larva and adult (incomplete metamorphosis)
- All larvae live in water
- About 50 species of dragonflies are recorded at HKWP



Location: Life Zone

19

Food – Paddy

- Annual plant which is very water demanding
- Rice we eat is rice grains without husks
- Rice, a staple food for Chinese and South-east Asian



Location : Wetlands at work

21

Food – Taro

- Shield-like leaves
- Grow in places with plenty of water
- The corms are taro. Slightly toxic before cooked, after cooking it can be served as food
- Water proof leaves to reduce rotting

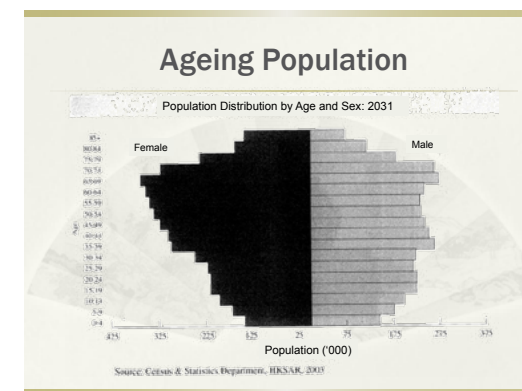
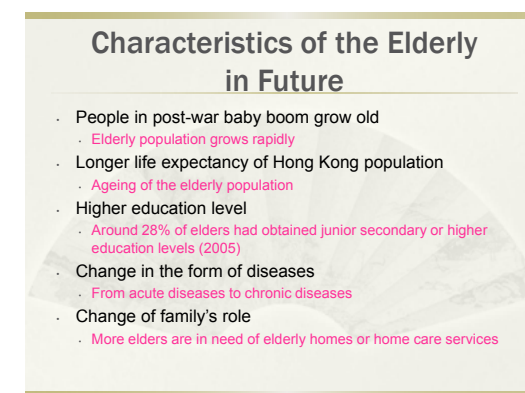
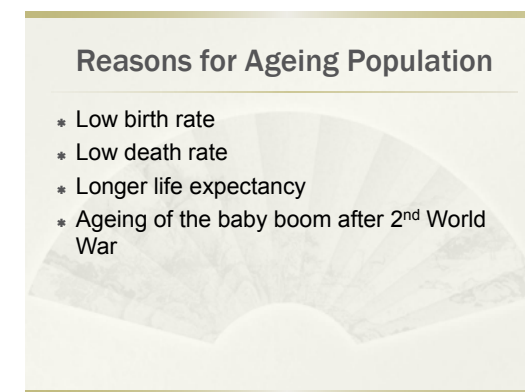
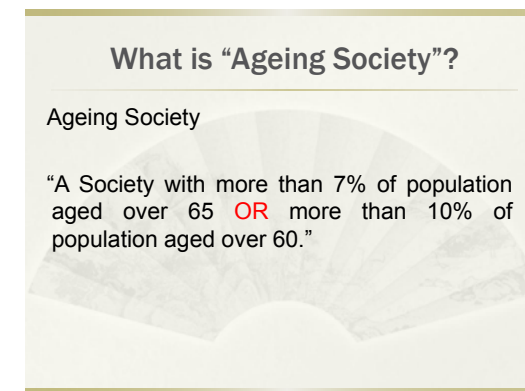
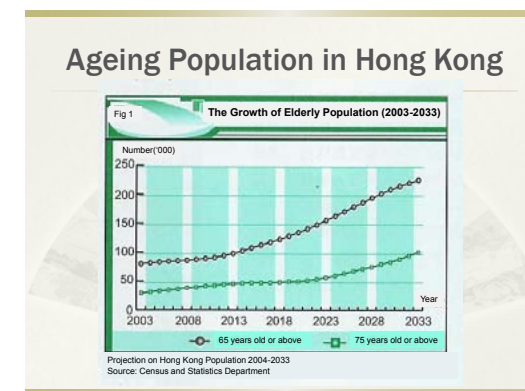
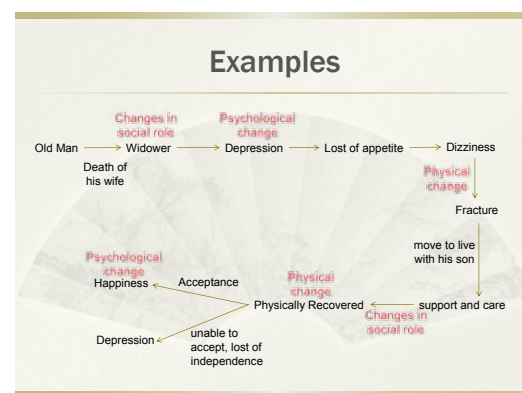
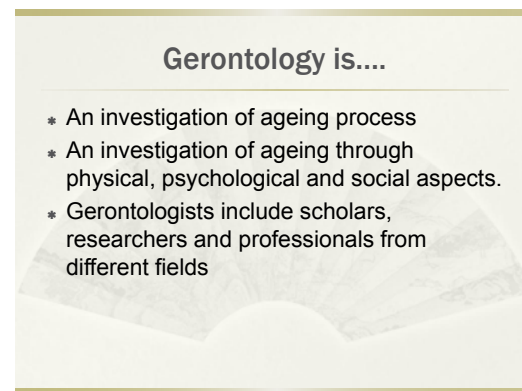
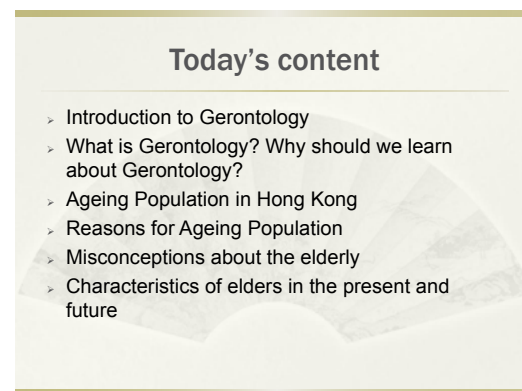
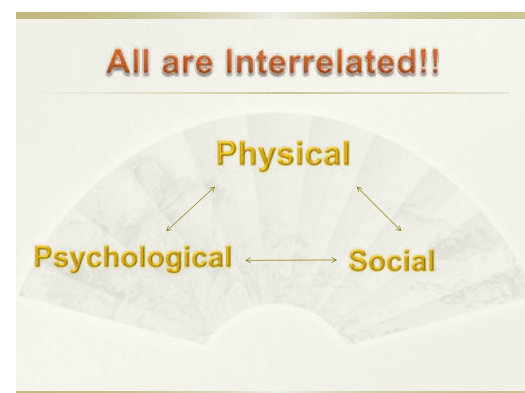
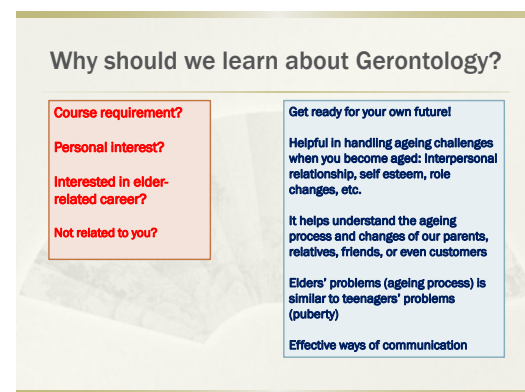
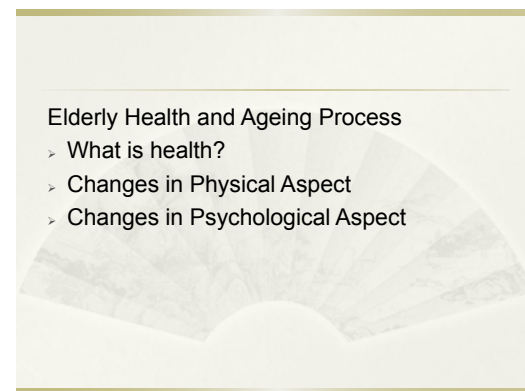


Location: Wetlands at work

23

Appendix 4 Basic Gerontology Workshop

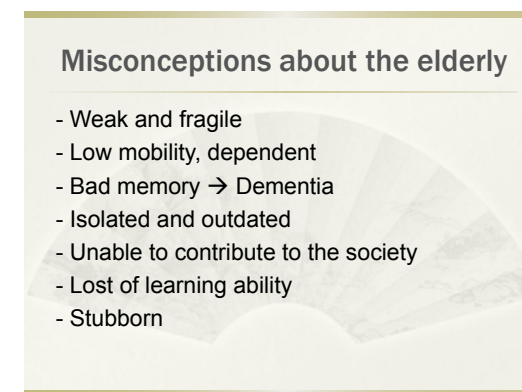
(Please refer to 6.3.1 Mode 3 Example 1: The Integration of Elder Academy and the Basic Gerontology Course of Lingnan Dr. Chung Wing Kwong Memorial Secondary School)



Characteristics of Hong Kong Population Structure

	1983		2003		2033 (Prediction)	
	M	F	M	F	M	F
Life Expectancy	72.3	78.4	78.6	84.3	82.5	88
Fertility Rate			0.9			
Legal Retirement Age* (national)	60, 65		65			

(Sources: "Socio-demographic, health and economic profiles of elderly people and soon-to-be old people" from Special Topics Report No. 27, Census and Statistics Department, 2000)



Everybody gets old...

Understand the “normal”
ageing process

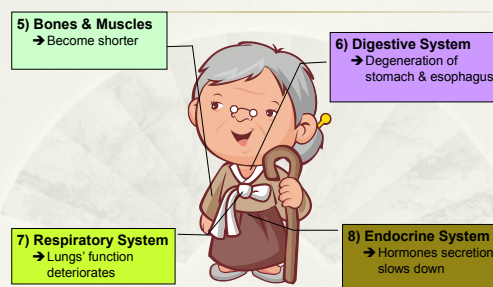
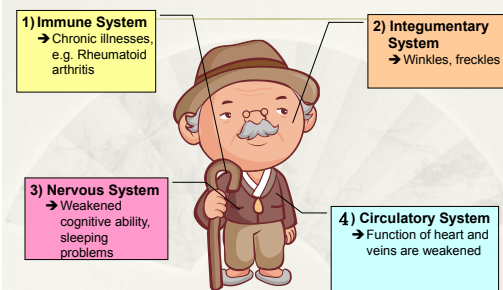
Health is...

- * Physical
 - * Psychological
 - * Social welfare/social life (spiritual)
- } Well-being

World Health Organization



Physical Change of the elders



9) Sensory system
→ Five Senses: seeing, hearing, tasting, touching, smelling



Let's Compete!



Common Illnesses of the elderly

- * Heart disease, stroke, diabetes, arthritis, high blood pressure, dementia, Parkinson's Disease, depression, etc.



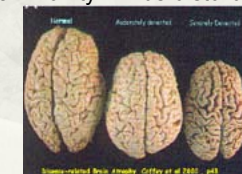
Cataract



Dementia VS Parkinson's Disease

Dementia

- * A disease originated from the brain. Patients will have problems in memory, orientation, cognitive abilities and emotions. Their daily life, career and roles in the community will be disturbed.



10 signs of Dementia

1. Lost of short-term memory, affecting work ability
2. Having troubles in dealing with familiar things
3. Decline in the ability to judge
4. Having troubles in verbal expression or understanding
5. Putting things in unsuitable places
6. Confusing with time, place and people
7. Changes of emotions or behavior
8. Changes in character
9. Becoming passive
10. Having troubles with abstract concepts



Parkinson's Disease

- Disease induced by degeneration of the brain cells
- Slow motion, especially when one start moving and change direction
- Uncontrollable shaking limbs
- Incoordination of actions but conscious



Does ageing mean suffering from diseases?



Factors Affecting Elders' Health

Health is determined by

1. Lifestyle **(60%)**
2. Genes **(15%)**
3. Social Factors **(10%)**
4. Medical Care **(8%)**
5. Climate **(7%)**

Ageing \neq Illness

Diseases can be prevented
with healthy lifestyles

Build up healthy habits since YOUNG!

Such as:

- ✓ do more exercises
- ✓ balanced diet
- ✓ don't smoke, drink or take drugs
- ✓ sleep and get up early

Psychological change of Elders

Retirement

- * Change in role
- * Expectations



Family

- * Couple Relationships
- * Family Relationships
- * "Empty Nest"



Self

- * Lack of confidence
- * Lack of interest



Social

- * Friends
- * Neighborhood



Discussions

Questions

- What impacts do the ageing population in Hong Kong bring about?
- Where did the negative image of elders come from? How to improve their image?
- The change of Hong Kong people's approaches in filial piety
- How to improve elders' health?
- How should the elderly adapt to the change in retirement lives?

Content

- * Introduction to ageing population
- * What is communication?
- * Basic communication skills with the elderly
- * Communication skills in special situations
- * Principles of communication with elders
- * The art of communication with elders
- * Discussion & Sharing by the elderly



- * It is predicted that in 2031, 24.3% of the population, which is **1 out of 4 persons**, would be elders
- * From 2002 to 2016, the elderly population grows steadily. While in 2016, people born in post-war period would be aged and elderly population would grow rapidly. **It is predicted that during the period 2030-2041 elderly population will reach the peak.**



Categories of the Elderly

- * Young-old
- * Old-old
- * Oldest-old



Communication Obstacles

- 1) communication suspension
- 2) Personal and subjective preferences, experiences
- 3) Living environment





When you communicate with the elderly.....

- * Seldom talk, so without conflict
- * Have nothing to talk to grandparents when you visit them
- * Surf on the web when grandma calls
- * Give up after repeating a question a few times loudly but still get irrelevant answer.
- * Feel it is nagging when elders exhort repeatedly
- * Elders insist their own opinions and do not accept new ideas despite of repeated explanation. Unable to convince elders to change
- * Feel annoyed when elders always talk about the past.....

Basic Communication Skills

- * Listening and Expressing
 - Listening
 - Verbal communication skills
 - Language use
 - Non-verbal communication skills



Don'ts

- * Statements that the elderly dislike
 - Imperative
 - Educative
 - Argumentative
 - Criticizing
 - Analyzing
 - Escaping
 - Questioning

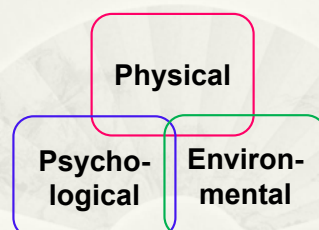


- * Elders, just like everyone of us
- * Everyone is unique
- * Everyone has his/her own character and background



To build up a good relationship, we need to act according to the characteristics and needs of every elder

Communication skills in special situations



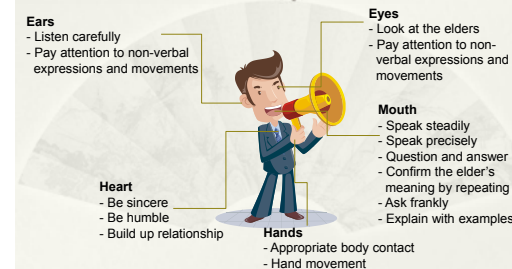
Communication skills in special situation—Physical

- * Aural degeneration
- * Visual degeneration
- * Geriatric diseases (e.g. dementia) Stroke



Conclusion

To communicate with elders, you need ...



Discussion

You are visiting elders at an elderly home, but the elders excitedly and repeatedly talk about **the past** with you.

You want to switch topic, **what would you do?**



Communication skills in special situation—Psychological

- * Differences in opinions
- * Emotion
- * Prejudice



Communication skills in special situation—Environmental

- * Disturbance in environment
- * Privacy level
- * Time sufficiency



Elder Sharing

Mr. David Cheung

- * F.3 graduate
- * 74 years old
- * Vice president in the Organizing committee of Elder Academy at Lingnan



References

- * 衛生署長者健康服務
- * 黃大仙關懷長者行動



Principles of Communication with the Elderly

- * Be respectful, friendly and sincere; listen and answer wholeheartedly
- * Be patient and take your time, avoid explaining in short time
- * Be cautious when analyzing what elders say, do not judge before they finish saying
- * Avoid arguing with elders because they might refuse to speak and become self-defensive, subsequently, destroying the relationships
- * Choose a quiet and comfortable environment when communicating with the elderly



- * Communication should be two ways
- * In addition to understand, it is also important to know how to express

- * Change ?
Effort by young and old generations



Appendix 5: Training Scheme for Student Technology Ambassadors

(Please refer to 6.3.1 Mode 3 Example 1: Lingnan Dr. Chung Wing Kwong Memorial Secondary School Elder Academy: Mode, Structure and Experiences)

The nature of this scheme is cross-subject and cross-form. Students act as tutors and teach elders about the technological knowledge after taking a course. Through this, students' knowledge can be applied when they serve the community. Although the scheme mainly focuses on information technology, students can still apply the knowledge learned from other subjects. Therefore, when designing the scheme and the course, schools can consider linking it to other subjects, so that it can be more comprehensive and solid with both cross-grade and cross-subject approaches.

**12.1 Lingnan Dr. Chung Wing Kwong Memorial Secondary School**

Lingnan Dr. Chung Wing Kwong Memorial Secondary School is a subsidized full-time secondary school founded in 1968 under the Lingnan Education Organization. There are 28 classes in total, 5 classes in each form from Form 1 to 4, 4 classes in Form 5, and 2 classes each in Form 6 and 7. There are around 1000 students and 63 teachers in total. Among the teachers, 58 of them have a bachelor's degree, 26 teachers own a master's degree while 1 of them even has a doctorate.

The school offers the following subjects: English, Chinese, Mathematics, Putonghua, Chinese Literature, Liberal Studies, Independent Enquiry Study, Integrated Humanities, Chinese History, History, Geography, Accounting, Business, Accounting and Financial Studies, Business Fundamentals, Economics, Computer Literacy, Integrated Science, Physics, Chemistry, Biology, Tourism and Hospitality Studies, Visual Arts, Music, Physical Education, Design and Applied Technology, Home Economics, Life Education, Religious knowledge and knowledge in using the library, etc.

The school has always inherited the traditions of the Lingnan Education Organization, providing education based on Christian spirit. Students are not only equipped with the knowledge and skills, but also nurtured with all-round development in personal qualities. "Learning to serve the community" is the motto of the school.

Education institutions should go through reviews from time to time in order to cope with the social changes. To act in accordance with the education reform, teachers of the school act as students' mentors in order to enhance the quality of teaching and counseling, and at the same time, facilitate students' learning and development through OLE activities. In the coming few years, the school will emphasize three major directions. The first one is to create a learning and caring culture in school. Under this atmosphere, it is hoped that students will work hard, play hard and achieve the aims of whole-person development eventually. Secondly, we aim at recording students' learning and growth systematically. Meanwhile, students will be encouraged to have multi-dimensionally intellectual development based on their own abilities and personalities. Lastly, as a school that holds a Guinness World Record, we would like to promote the technology education in Hong Kong society, in order to fulfill our school motto and make contribution to society. We will work hard to achieve these three goals and help our students to develop to the full extent at the same time.



12.2 Lingnan Hang Yee Memorial Secondary School

Lingnan Hang Yee Memorial Secondary School was founded in 1991. We believe that love and care are the best support for learning, growth, and is the foundation of success. Established for 19 years, our school does not aim at teaching “elite students”, but we try our best to facilitate the development and achievement of every single student, as we believe that everyone has his/her potential. All of them can be the honor of the school, their family, the community and even the country.

There is a school policy of having the same class teacher for a student’s three-year junior secondary study, as well as in their senior secondary study. Class teachers can be the trainers and counselors at the same time. Class teachers can therefore use different strategies to equip students with the ability to deal with difficulties and negative emotions, based on the needs of each class. One of the strategies is to encourage a whole class of students and teachers to participate in community services. This can strengthen students’ sense of belonging and teamwork spirit. Through this platform, students’ self-confidence and responsibility will be enhanced and teachers and students can learn and grow up together.

We believe that various learning experiences can be beneficial to students in terms of both personal growth and academic learning. Thus, we have provided many activities related to different learning areas since the establishment of the school. In 2004, we even started a service scheme, which encouraged each student to participate in at least one community service project. In the academic year of 2008-09, 78% of our students participated in community services and served for over 10000 hours in total. In other words, each student served 14.3 hours on average.

Undoubtedly, the establishment of EA has provided more learning opportunities for students. In 2008-09, 795 of our students participated in EA services for a total of 5,269.5 hours. Students could serve the elders without leaving the campus. Moreover, since elders had lessons and participated in school activities frequently, the relationships between students and elders have been improved. With this bonding, students are not only loved, but they also learn to love others and take up responsibilities. Also, by learning from the elders, students could reflect how to enjoy a meaningful live in the future.

12.3 Stewards Ma Kam Ming Charitable Foundation Ma Ko Pan Memorial College

The school, established in September 1, 1997, is a Government Subsidized Co-educational Grammar School operated by Stewards Limited. The establishment fund was donated by Ma Kam Ming Charitable Foundation. Currently, there are 29 classes in total, with 81 teachers, 3 laboratory technicians, 5 teaching assistants, and 4 school-based social workers. There are 15 full-time and part-time clerical staff and 11 janitorial staff. Our student body consists of 1,002 students.

The school motto “Be the Salt and the Light of the world” is based on the Book of Matthew of the New Testament, Chapter 5 Verses 13-15: “You are the salt of the earth. But if the salt loses its saltiness, how can it be made salty again? It is no longer good for anything, except to be thrown out and trampled by men. You are the light of the world. A city on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house.”

The school believes that each and every one of us is the work of God, made in His image, with God-given talents and potentials. People must each take up their part in fulfilling God’s plan. As such, we should have mutual respect and support in creating a world that would be pleasing to God.

With Christian beliefs as our foundation, the school dedicate ourselves to providing whole-person education for students and fostering their growth in spiritual, moral, intellectual, physical, social and aesthetic aspects. We are also committed to developing students’ potential to the fullest and nurturing their critical thinking and lifelong learning attitude. We endeavor to guide students to pursue the truth, goodness, mercy and reputable characters, and to serve God and others wholeheartedly.

12.4 Yan Chai Hospital No.2 Secondary School

Yan Chai Hospital No.2 Secondary School was founded in 1987 as the second secondary school of the Yan Chai Hospital, which is a charity. Over the past 20 years, the school has established a monitoring system to increase transparency and facilitate the school's development. Thanks to the hard work of all colleagues and students, the school was awarded Merit in The Outstanding School Awards under the Quality Education Fund (2001), 1st runner up of the Green Schools Award and Silver in the Hong Kong Healthy School Award Scheme (2004), Gold in the Hong Kong Healthy School Award Scheme (2006), Hong Kong Arts Development Awards - Award for Arts Education (2007) and Gold in Sustainable Development School Award Program (2006).

In 2004, the Education Bureau suggested an idea of having Chinese, English, Mathematics and Liberal Studies as core subjects in the New Senior Secondary curriculum, while using OLE as a platform for students' whole-person development. The school agrees with the direction of the reform and believes that as educators, schools should provide quality education according to the changes in society. In other words, we try to nurture our students to be creative, self-motivated, and able to think critically, communicate well with others and care about society.

Yan Chai Hospital No.2 Secondary School emphasizes whole-person development of students. Therefore, its syllabus is always up to date. Before the government announced the NSS curriculum, the school had already required all students to take part in community services since 2003. In 2007, all students have their own learning profiles in order to get ready for the implementation of the new curriculum. Thus, students can experience more and engage in high-quality studies within the education system.

In 2009-10, the school suggested that apart from academic development, it is also important to achieve the school motto of "Serving the Community in the Spirit of Benevolence" and fulfill the public's expectation of whole-person development. Students' self-confidence and ability to engage in lifelong learning would be enhanced in this way. The school has therefore set the second round of three-year goals (2009-12), aiming to 1) improve academic results; 2) create a positive school image; 3) create a reading culture on campus. The school believes that through achieving the above goals, students can become knowledgeable talents with appropriate values and perseverance, and able to succeed in the knowledge-based society and contribute to the community.





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