Service Learning and School Community Partnership

Teaching Team, The Hong Kong Polytechnic University

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School of Nursing

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Lee Winnie
Office of Service Learning

Kwok Aron
Department of Civil Environmental Engineering
Students from …

<table>
<thead>
<tr>
<th>Academic Discipline</th>
<th>No. of Students</th>
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<tbody>
<tr>
<td>Nursing (SN)</td>
<td>9</td>
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<tr>
<td>Health Technology and Informatics (HTI)</td>
<td>4</td>
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<tr>
<td>Rehabilitation Sciences (RS)</td>
<td>3</td>
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<tr>
<td>Civil and Environmental Engineering (CEE)</td>
<td>3</td>
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<tr>
<td>Others*</td>
<td>5</td>
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<td><strong>Total</strong></td>
<td><strong>24</strong></td>
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</table>

* Other disciplines include Accounting and Finance (AF), Business Administration (BBA), Computing (COMP), Design (SD), Hotel & Tourism Management (SHTM)
## Course information

<table>
<thead>
<tr>
<th>Subject Name:</th>
<th>Collaborative Care in School Health and Safety</th>
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<tbody>
<tr>
<td>Offer Period:</td>
<td>Semester 1</td>
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</table>
| Host Dept Co-teaching Departments: | • School of Nursing  
• Department of Applied Biology and Chemical Technology (ABCT)  
• Department of Civil Environmental Engineering  
• The Office of Service Learning (OSL) |
| Service Recipient: | Schools in Sham Shui Po |
Pioneer Project School

- Located in Cheung Sha Wan, Sham Shui Po District
- Co-education
- Government school
- Around 1,100 students inclusive of 434 junior form students
- Co-education
The Design of Service Learning

• Service Learning is …

a teaching and learning strategy that integrates community service with instruction, guidance and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Source: Office of Service Learning
Themes of Learning
Balanced Lifestyle
Nutrition and Food Safety

[Image of moldy food, milk bottles, petri dishes, and a graph showing cell number vs. OD 450-650 nm with PCR negative and PCR positive markers.]
Learning and Assessment

- Participatory Learning Approaches
- Process of Assessment and Evaluation
- Reflection on Experience
From instructive guidance to self-directed learning
The Participatory Learning Cycles

Action process

Need/Problem identification

Planning activity

Implementing activity

Evaluating outcome

Learning process

Participate, observe and reflect

Participate, observe and reflect

Participate, observe and reflect

Participate, observe and reflect
The major school health events
Motivating school students to try new sports —
Healthy Beverages
Interpersonal communication
Learning Methods

- Lecture and Tutorial
- Reflective writing
- Online Learning
- Team Service

Graphics Source: New Super Mario Bros. - Nintendo
Learning Methods

Lecture and Tutorial
- to highlight key concepts and clarify related health issues of the subject

Online Learning
- to reinforce self-directed learning

School Health Service Project

Reflective Journal Writing
- to reflect on the impressive experiences of promoting health at school

Team Service

Guided Practice  Service Skills
Assessment Methods

- Reflective Journal (40%) – Students write on their learning experience at three stages:
  1. Pre-service planning
  2. Service provision
  3. Post-service evaluation

- Service plan and presentation (30%) – Work as teams to design a systematic and organized plan

- Service provision (30%) – Students will conduct their health promotion activities in 8-10 weeks
Subject code: SN2831

Subject name: Collaborative care in school health and safety

Service Learning project: Service Hour Record Sheet

Name of student: ______________________

Student registration number: ______________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Number of hours</th>
<th>Nature of service</th>
<th>Comment</th>
<th>Signature, names and roles taken at school if not the supervisors e.g teacher, counselor, social worker</th>
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My reflection journals

First Journal - Pre-service Phase – Wk 1-4
Developing the sense of a community
Seeking interest and challenges

Second Journal - Service Phase – Wk 5-10
Process of knowledge application
Identification of roles and contribution

Third Journal - Post Service Phase – Wk 11-14
Readiness of promoting health at school
Unexpected learning experience
Whole experience and personal meanings
Results
Reason of taking this service learning activity

<table>
<thead>
<tr>
<th>Reasons:</th>
<th>No. of students (n=25)</th>
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<tbody>
<tr>
<td>1 Contribute to the society</td>
<td>13</td>
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<tr>
<td>2 Broaden my horizon on understanding the life of the underprivileged people inside/ outside HK</td>
<td>13</td>
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<tr>
<td>3 Do something meaningful and important</td>
<td>12</td>
</tr>
<tr>
<td>4 Help others in need</td>
<td>11</td>
</tr>
<tr>
<td>5 Better communicate with others</td>
<td>11</td>
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<tr>
<td>6 Develop my teamwork skills</td>
<td>9</td>
</tr>
<tr>
<td>7 Course requirement</td>
<td>7</td>
</tr>
<tr>
<td>8 Develop my problem solving skills</td>
<td>7</td>
</tr>
<tr>
<td>9 Invited by my friends/ teachers</td>
<td>4</td>
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Others:
- It is on Saturday
- To facilitate myself in the pediatric field
- Meet my future occupational need

13 students chose "Contribute to the society" as their primary reason for participating in the service learning activity.
Post-survey – Evaluation

Overall Learning Experience (n=18)

[Po_Q10] I will recommend friends or classmates to participate in service learning activities.

[Po_Q9] I will participate in service learning activities in the future.

[Po_Q8] Generally speaking, I learn better from the service learning activity / project than traditional classroom learning mode.

[Po_Q7] The activity / project was well prepared and organized.

[Po_Q6] I agree that it is meaningful to serve the needy people.

[Po_Q5] The project has allowed me to serve the needy people in the district for a longer period.

[Po_Q4] I treasured the learning experience throughout the activity / project.

[Po_Q3] I applied the professional knowledge / skills that I learnt from class at the service learning activity / project.
Comparison of students’ pre and post generic/soft skills (n=18)

- Interpersonal effectiveness
- Teamwork
- Problem solving
- Social responsibility

Mean score (full score: 20)

* four areas of generic/soft skill, including interpersonal effectiveness, teamwork, problem solving and social responsibility
Voices from Students’ Reflective Journal
Team Building

“…Though we lose the shoes-building-tower game …we build up [win] friendship and trust with each other …”
Team work

"...We were very impressed by his leadership skills and we become followers .... Do not misunderstand that a follower does nothing, we had to discuss, give opinion and actually conduct the plan and bring it into reality ..."
Bringing Changes
“…Change is not always welcomed, yet it offers opportunities. We worked it the other way round …...the outcomes were satisfying …”
Prepare for the worst

“...important to consider the worst situation [the plan was not accepted] when organizing or planning a project .... I can now deal with this situation with a good preparation ...... “
Seeking mutual concern and keeping views

.. although the school prefers us to teach soft (interpersonal) skills, I still think it is really important to increase awareness of bullying issues ...
Be leader and follower

“My role was a leader and a follower at the same time … it is essential to listen to followers’ opinions and make adjustment …
Problem Solving
Problem identification

“We gained more information about the health problem in Hong Kong especially the obesity problem among the secondary school students ...”
Matching needs

“… 40% not always have the breakfast and fruits or vegetables … they also do not know the importance of breakfast … … our service is matching their needs …”
Mobilising community resources

“I could identify the available resources like leaflet from Centre of Food Safety of SAR ….”
Creating communication channels

“members from different programs … to communicate better, we created whatapps and facebook, they are very good platform for us to share the document and information…."
With the spirit - problem solved

“With team spirits, we managed to solve the problems and made changes ...”
Personal growth

“I always …passive …shy and lazy …doing nothing is the best result for me…I am going to be more active in working with other …more cooperative and communicate with other group member …now I am still passive, but I think I had a great improvement …..”
“...Every moment in the project is challenging as we have to create whole thing from nothing...”
Message from the School Participants
“After the activity, I learned about the adverse consequences of skipping breakfast…, we are aware of the misconception e.g. skipping breakfast does not mean we could get slim….”

“… I plan to have breakfast every day. Even time is tight, I do prepare myself a healthy breakfast every day …”
Message from the School Participants – new experience

Value the social contact with higher form students

“We always talk to or work with our schoolmates in the same form but rarely contact with the upper and lower-form students … ”

“In the activity, senior form students led the lower-form students (to play games) in the activity. We got to know the lower-form students through the activity … It expands our contacts …”
Message from the School Participants – how frequent should it be?

- One or two time(s) of (organizing) the activity cannot help us … One to two times a month may help
Interview video
Significance and implication
Collaboration Makes Perfect
Significant outcomes –

- Involving schools in health promotion
- Faculty students improve interpersonal and team building skills
- All participants gain knowledge and skills from health activity learning
- Promoting healthy lifestyles among children and adolescents are global initiatives
Implication - What is Next?

• Refine current program materials for service and health education

• Establish partnership with the service schools

• Match school health needs with service learning projects

• Seek funding for the betterment of the program delivery
Be Connected for Future Health of Child Community
We have made it!

Thanks all for your coming
Acknowledgement

• Service school and student participants
• Funding from PolyU
• Supporting Dept : OSL, EDC
Question Time
Thank You