

# Service-Learning in Tertiary Institutes: Nurturing a giving culture among U-students in Hong Kong



Lingnan Foundation

Presented At the

The United Board for  
Christian Higher Education



**6th Pan-Asian Initiative on Service-Learning  
2nd Asia-Pacific Regional Conference on Service-Learning**

**CROSSING BORDERS, MAKING CONNECTIONS:  
SERVICE-LEARNING IN DIVERSE COMMUNITIES**

**Lingnan University, Hong Kong June 1-5, 2009**

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# Outline

1. Why Service-Learning for U-students
2. At the cross roads – old traditions remain intact, though new values becoming strong
3. A new way of living, a new way of thinking
4. Some successful examples: serving to learn & learning to serve

# Changes in Families & values over time

Economic Mode	Hunting	Agrarian-Feudal	Waged Labour Capitalistic	Services-Knowledge Based
Family types, structure (normative)	Primitive & savage	Agrarian, Clans Extended, loyalty & group norms	Nuclear, production & technology oriented	Asymmetrical, many types
Dominant values	<ul style="list-style-type: none"> <li>* For common survival; blood-tied loyalty, no value systems</li> </ul>	<ul style="list-style-type: none"> <li>* For patriarch or matrilineal continuation</li> <li>* Family hierarchy sustained, collective fames and values</li> <li>* Cash + values transmission (down wards) with upward respect &amp; obedience</li> </ul>	<ul style="list-style-type: none"> <li>* For economic growth, profit-driven behaviours (market)</li> <li>* Cash &amp; value transmission (both ways)</li> <li>* Shared responsibilities e.g. education, cash support</li> </ul>	<ul style="list-style-type: none"> <li>* For individual choices; post modernist</li> <li>* Liberal ideologies</li> <li>* Utilitarian – contractual</li> <li>* egoistic</li> </ul>

## U-students becoming more egocentric & individualistic but less responsible & less accountable

- ◆ 2007 Demands for public housing
- ◆ 2009 Demands for more:  
\$8,000+/month
- ◆ 'liberated' behaviours; plagiarism;  
late for classes
- ◆ Jobs-hopping; moonlighting
- ◆ increasingly being criticized for  
inability to be:
  - adaptive; analytical; & creative
- ➔ egocentric, individualistic, selfish

# What do we want for our students

## Key questions for U-teachers:

Have we taught enough? Yes

Have students learned enough? No

What sort of graduates we want ???

**Our Ans.** With our motto & subsidies given to U-students from tax revenues:

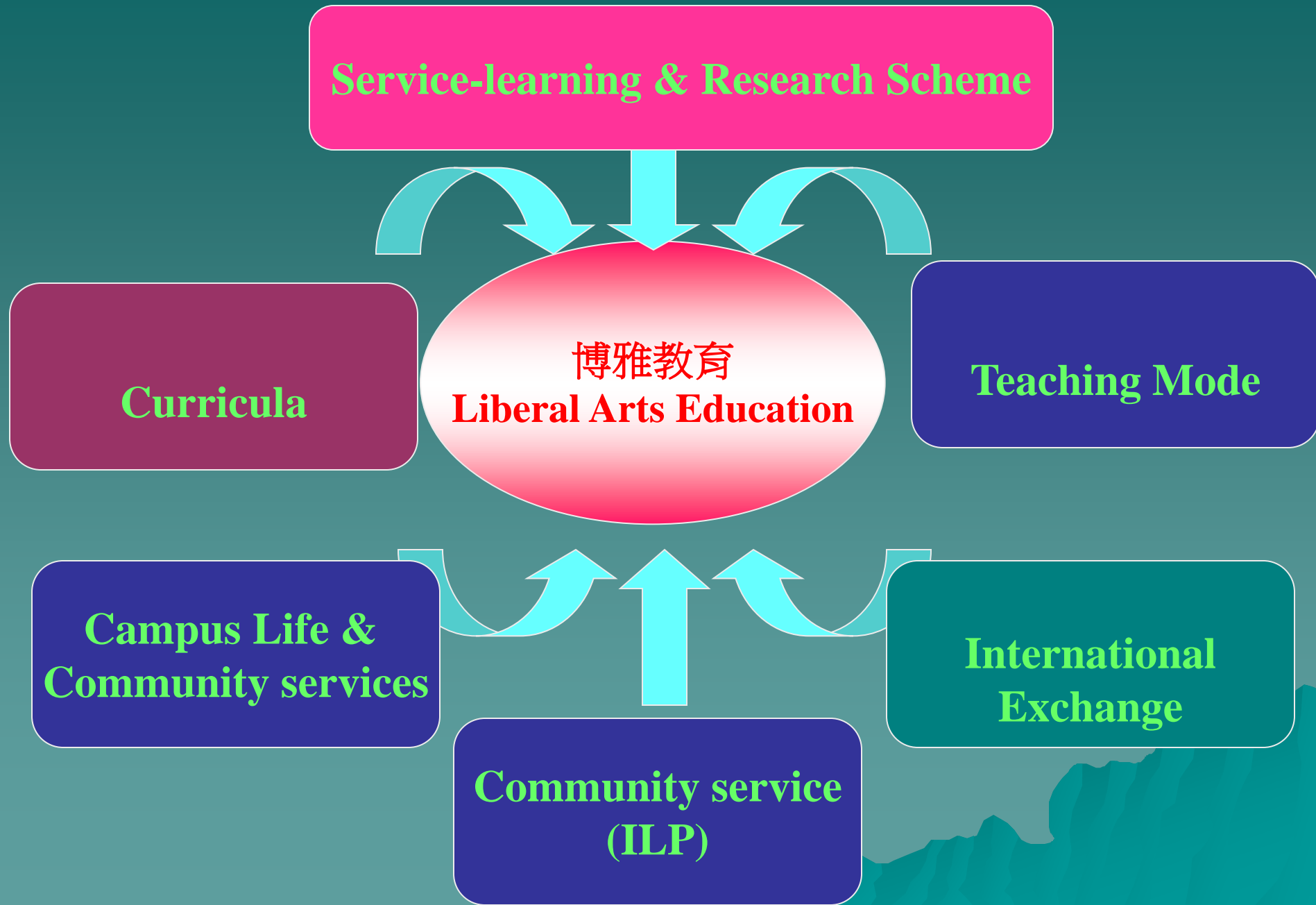
- a leader with knowledge & skills to bring better QoL for the community
- a readiness to serve & to give

# Targeted outcomes (for future community leaders) with distinctive education processes:

a new way of thinking, a new way of living (in campus)



# Teaching & Learning processes: the 6 pillars of liberal arts



# Processes: 4 Is and 3 Es

## ◆ The Four 'Is' for educators

### **Individualization:**

Voluntary Based; interactive and close student-student, student-faculty, student-service target, student-agency supervisor relationship; research element; academic advisor and mentor

### **Interdisciplinary:**

Issue-based teaching and learning; core curriculum with emphasis on reading, writing and research; presentation, writing, narrative evaluations (student will have a public presentation after the service-learning project)

### **Intra-curricular Activities:**

Academic study and community service; bring it to the campus life; influence other student associations

### **International Service-Learning Exchange:**

25% students enjoy the benefits for same school fees

### **All these for nurturing 3Cs , 3Es & ABC in students:**

Consideration, Co-operation, Compassion ; Experience, Exposure, Excitement ; Adaptability, Brain power, Creativity

# Prerequisites for success: clear motto and learning objectives

*University's Motto: Education for Service*

## ➤ Aadaptability

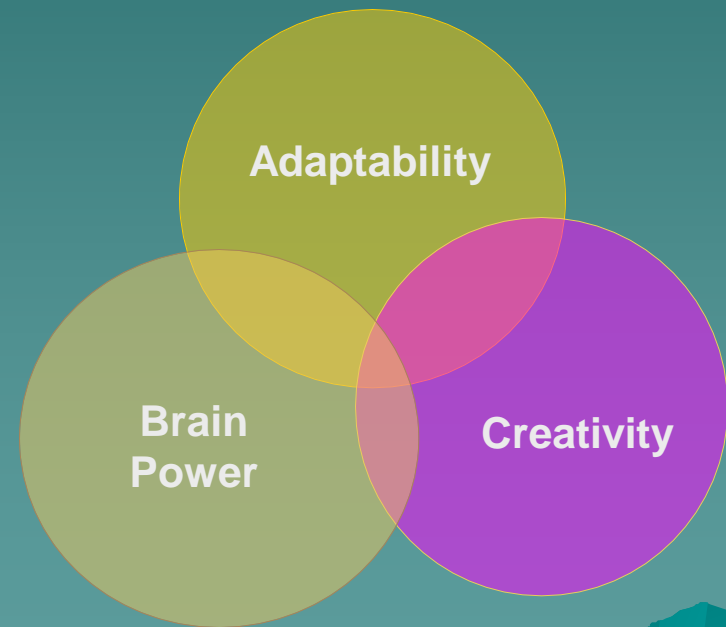
- Communication skills
- Social Competence

## ➤ Brain Power

- Subject-related knowledge
- Organizational Skills

## ➤ Creativity

- Problem-solving Skills
- Research skills



➔ student practicum supervised by teachers

# Successful Examples

- ◆ **Lingnan Health Care Program (LHCP)**
  - promoting health education for hospitals or health care agencies to all people in community. Students will be trained as health care ambassadors under the supervision of professional staff in medical/nursing settings – **addressing to the need for self-care and elder care in view of the rapid ageing population**
- ◆ **Lingnan Community Care Program (LCP)**
  - enhancing the development of civic engagement among students in different settings through inter-generational and cross-cultural, cross-sectors (including government, private and NGOs) activities – **addressing to the trans-disciplinary approach needed for the community**
- ◆ **Lingnan Service-Learning Evaluation Program (LS-LEP)**
  - training students with basic social research skills. Students are required to design a research project (or a pilot experiment) for assessing the needs of the agency or its service users; or for evaluating the services provided – **addressing to the need of evidence-based practices now demanded from community services**

# Courses involved ( 2006-2008)

## Business

BUS 101

### Introduction to Business

1. Business Management for elderly products (長者用品市場推廣計劃)
2. Fund Raising for Chinese Villages (山區扶貧籌募)

BUS 301

### Strategic Management

1. Youth Discovery (從井財街出發 – 地區青年中心探索)
2. Ethnic Minority Group in Yun Nan – Tour Proposal (山區多面睇 – 少數民族在雲南: 交流團籌組)

HRM 352

### Leadership and Teamwork

1. Create Era (創出新天地)
2. Musical & Voluntary Performance (才藝大匯演)
3. Promotion for Chinese Village (山區扶貧推廣)
4. Ethnic Minority Group in Yun Nam – Exhibition (山區多面睇 –

## Social Sciences

SOC 203

### Social Gerontology

1. Life Education in schools (學校生命教育)
2. Life Education for ageing groups (老有所為生命教育)
3. Elderly Dream (圓我一個夢)
4. Life story album (生命故事錄) SOC 204

### Society and Social Change

1. Learning Program – Art (長者藝術學習計劃)
2. Learning Program – Language / Music (長者語文學習計劃)
3. Thematic Travel Learning Program (遊蹤學習之旅)
4. Healthy Tai Chi (長青健康太極新一代)
5. Learning Program (長者學習計劃)

## Cultural Studies

CUS / GEC 317

### Narrating Hong Kong

1. Oral History of Pro-China Old Army (追擊老戰士)
2. Visual Art Program (視覺藝術新一代)
3. Teaching Assistant Program (做個小老師)

SOC 330

### Crime and Delinquency

1. Befriending Family Scheme (Marginal Youth Program) (心連心家庭融和大行動)
2. Elderly Learning Program – Cyber Crime Prevention (科技罪行睇真D)
3. Drama – Elderly abuse, knowledge about the society (長者通識學習劇場)

## Philosophy

PHI 114

### Doing Philosophy

1. 45th Anniversary Celebration (四十五周年活動誌慶籌組)

SOC 321

### Social Justice

1. Sports Day (無障礙運動會)
2. Community Integration Program (社區樂融融)
3. Disadvantage Youth Education Program (青少年教育活動)



# Featuring health & social care programmes



Young-old partnerships in action

Our students (English major wanting to enter teacher's training)  
Are training a group of kiddies for respecting each other



# Life influences Lives

- ◆ Don't ask what the country can do for you, ask yourself what you can do for your country!
- ◆ When you make the first step to give, not only your life, but others' as well, will become fuller every day!