

# **DEVELOPING GENERIC SKILLS AND ENHANCING KNOWLEDGE INTEGRATION THROUGH SERVICE-LEARNING**

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# Pilot GE Modules

- A collaborative effort of GEO & SAO to launch pilot credit-bearing modules that incorporate service-learning
- Started from 2<sup>nd</sup> semester of 2008-09
- Make service-learning a credit-bearing educational experience – students participate in organized activities that meet identified community needs , reflect on service activity, gain further understanding of course content, & enhance sense of civic responsibility

# GE & S-L

- GE – academic study of a topic within one or more academic discipline(s), and include knowledge of the concepts, facts, theories and methods of the discipline(s) at an intellectual level.
- S-L – experiential education, integrates community service with instruction & reflection to enrich learning experience, teach civic responsibility, & strengthen communities.

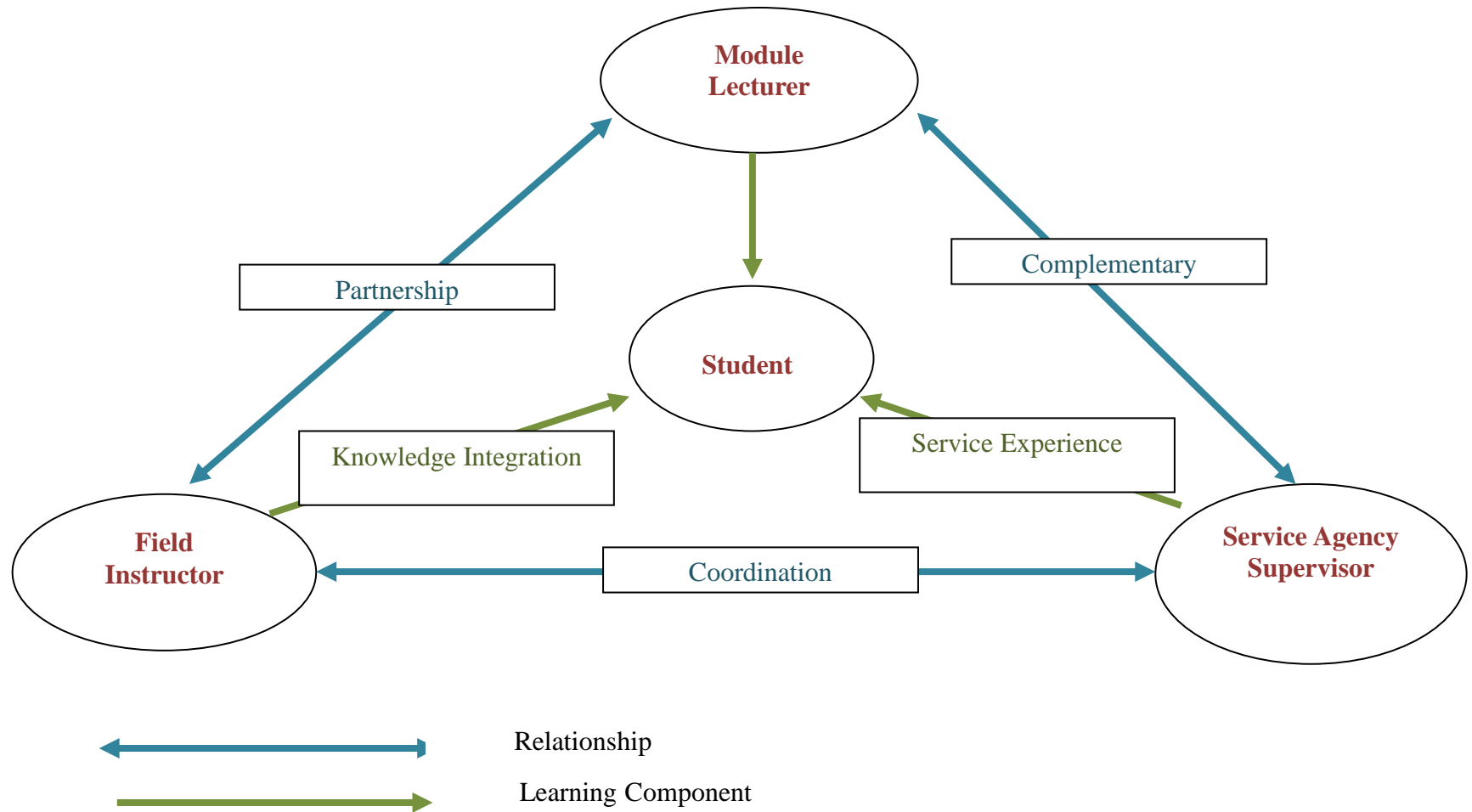
# Task Force on S-L in GE

- Develop GE modules
- Formulate course content
- Propose on the necessary roles and responsibilities of parties concerned
- Solicit for additional resources
- Suggest appropriate assessment guidelines
- Conduct briefing sessions for students on this new initiative, and so on.

# Respective Roles of Different Parties

- Module lecturers provide theoretical elements to students in classes and facilitate them to integrate and re-examine concepts and knowledge acquired with their service experiences.
- SAO staff act as field instructors, provide guidance and support to students during the practicum, while liaising and coordinating with respective service agencies to foster students' fruitful learning experiences in accordance to the educational goals of respective modules.
- Service agency supervisors of organizations or community groups provide diversified but intentionally designed learning opportunities for students.

# Service-Learning Model



# Pilot S-L GE Modules

*Understanding Human Rights*  
(GEC 1008)

40-hour concurrent  
placements in various local  
service agencies conducted  
between 3<sup>rd</sup> and 11<sup>th</sup> week  
of semester

*Christianity and Social Concern*  
(GEA 1014)

*Humanitarian Services for  
Developing Countries in a  
Globalized World*  
(GEC 1020)

11-day block placement in  
Vietnam during Easter  
holidays

# S-L Component & Assessment

- S-L Component - 40% of module time includes orientation to the service agencies, direct service to the community or work attachment, completion of reflective learning journals, presentation and sharing of learning experiences in class, individual consultative sessions & group meetings with field instructor, etc.
- Assessment - content of the learning journal, class presentation and performance during the placement. Field instructor proposed a grade that occupied 30% of overall grade to module lecturer



# Suggested Assessment Methods & Preferred Weighting

	Suggested Assessment Methods	Preferred Weighting
1	Reflective essay or analytical paper	50%
2	Class Presentation	20%
3	Class Discussion	
4	Learning Journal	30%
5	Group Discussion	
6	Service-Learning Practicum Student Performance Evaluation	
<b>Total</b>		<b>100%</b>

# Learning Journal

- S-L Agreement: learning objectives under generic skills, theory integration and performance
- 4 Components for Daily Entry: description of service activities; major accomplishments; discussion on the linkage of the day's events to course concepts, perspectives, or reading; and suggestions for better performance
- Others: critical reflection of learning experiences, unexpected issues arisen, and suggestions to improve learner's performance and service quality of respective agencies, implications of such learning experience on self, and finally, a plan for self-advancement after the service practicum

# Class Presentation & Reflective Essay





**活動中自由交換**  
外國品牌的产品

越南科技不斷進步  
Nokia, Samsung 常見  
當地五個工廠, 其中兩個  
擁有 BlackBerry  
→ 即時隨地使用互聯網  
→ 獲得全球最新的資訊  
→ 與世界各地的人溝通

最普遍的交通工具  
電單車  
Honda, 日本田汽車  
越南有名的咖啡和電單車

越南市場(街市)與超級市場比較  
貨品種類相若, 不論價錢和環境衛生都  
相距甚大  
一般市民較貧窮, 收入常被剝削, 生活水  
平低  
→ 貧富懸殊的情況十分嚴重

與越南義工建立深厚的友誼  
- 感激他們為整個行程的妥協和預備  
- 透過傾談, 了解越南的經濟、教育、文  
化  
- 雖然認識時間短, 但大家坦白地分享自  
己的軟弱和掙扎  
- 彼此真誠地關心和分擔壓力  
- 他們不計較和服侍他人的心令我反思我  
去越南的目的

我姐姐謝敏(Maggie), 二年級學生, 正修讀  
小學教育(榮譽)學士課程, 主修數學。

我對越南, 沒有什麼可以貢獻, 唯有我可  
以付出愛, 讓小孩子感受愛。  
這是我們最後一日的教學, 小朋友開心的  
笑容給予我們最大的滿足和寄望。

**資金: 貨幣交換**  
香港上海匯豐銀行  
(HSBC) 在越南設立分行  
一些旅遊區域, 可以付美  
金或人民幣

**服務: 全球化的旅遊和教育**  
課程以越南文、英文和普通話, 配合遊客的需要  
售賣員能以流利的普通話與各處行貿易

受全球化影響, 教育傾向「市場導向」。學成教育為滿足  
消費者對職業培訓的「教學者」, 對教育服務  
學校與企業合作, 提供「職業培訓」(Vocational  
Training)。讓學校自然成為商業運作伙伴

**國際援助**  
1. 香港學苑會  
Oxley  
主辦越南中級中學和北部山區貧苦  
提供職業培訓, 提供作品在港展覽和籌款  
改善貧民的生活水平, 協助他們創業「致富」

2. Agape Orange Children Centre  
由香港人主辦, 位於越南中部地區, 為一  
間非牟利, 為貧苦兒童提供教育服務  
和社會服務, 協助他們創業「致富」

This was the first time we met the children in the social  
welfare centre. They were very enthusiastic about our  
coming. Since then, they rushed to us when they saw us, to  
hold our hands and to hug us.

Those smiling faces of the children are the greatest  
satisfaction to me in this service learning practicum. After  
having lessons to these children, I realize that maybe I can't  
teach much knowledge to these children within a few days,  
but at least, I brought a happy moment to them. And through  
doing some handicrafts, they can aware that they are useful  
and capable to create something. I will never forget their  
smiling faces as it reminds me the job of a teacher is not only  
transferring knowledge, but also doing anything that can help  
them.

The fun stores were the last activity that we organized to  
the children in the social welfare centre. Both we and the  
children enjoyed the activity and had great fun in that  
afternoon.

The two men are the Vietnamese coordinators (Huan on the  
left and Quang on the right) of our service learning practicum.  
We learnt a lot from them about being a volunteer as well as  
being a leader. We also very appreciate by the attitude of  
being volunteers.

Since the failure of the first class, Maggie and I changed our  
teaching plan in the second lesson. To our surprise, the  
second class was very successful. The children and we  
enjoyed the lesson very much. Then, we realized that  
reaction between the teachers and the students is very  
important in the class, especially when teaching the students  
with special needs. For example, we taught the children the  
English of dog and fish and we also asked them to teach us  
the Vietnamese of dog and fish too. We were learning while  
we were teaching.

By Chiu Wing Man,  
Maggie and  
Lam Po King, Ice



# We Contribute ♥ We Get

Happiness depends  
on What  
you  
give

WHAT WE LEARNED FROM THE CHILDREN

FROM US  
Confidence  
Joyce

Love and Care

WHAT THE CHILDREN LEARNED

SOCIAL ISSUES

WHAT POVERTY RELATED

WE LEARNED FROM LOCAL VOLUNTEERS

Environment Pollution

Lack of innovation ability

Child Labor

Quang

Obama

Steve

Hai

Huyen

Guitarist + Magician  
IQ:138 but ss

Just broke up with  
her boyfriend

May be a millionaire in the future

Service Learning in Vietnam  
Maybe you are wondering what we taught the children during our 11 day service tour in Vietnam. In terms of knowledge and skills, we couldn't provide much for them.  
But, we brought them happiness by singing, dancing and playing games.  
We showed them our love and care by our gentle hug and big smile.  
We tried our best to build up their confidence by encouraging them at times when they felt any disappointment. What's more, we showed them things through the fun games. It was not only for culture exchange but also to let them know more about the outside world.  
Leaving these joyful moments on their faces, we felt satisfied and all our efforts are worth for the good.

Designed & made by  
Sophia  
City of Hong Kong  
2007-2008

# Personal Abilities & Supervisors' Feedback

- No. of Respondents: 25
- No statistical significance on changes of self-perceived generic skills before service-learning practicum by *t*-Test
- ALL students reported they were either “improved” or “highly improved” in collaboration and communication; 84% in critical thinking, problem-solving and self-management
- Most service agency supervisors indicate positive views on students' performance

# Content of Learning Journals

- .... Sex workers were being stereotyped... facing serious problems and discrimination...
- A law student worked to earn school fees, but she didn't know much about HK's laws related to her job...
- ...death of friend who was sex worker... unsafe workplace... not being protected by society...

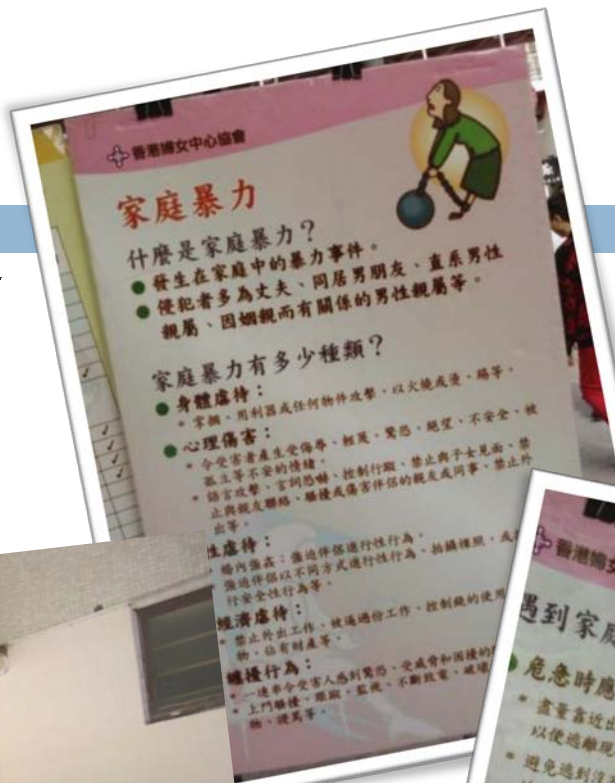
# What Students Learn?

- ❑ Skills in establishing rapport and building genuine relations through trust
- ❑ Concepts of discrimination
- ❑ Communication skills
- ❑ Cooperation skills with volunteers
- ❑ Changes of perception towards discriminated minority
- ❑ Widen scope of different sectors in society, breakthrough limited contacts within school setting...



# Knowledge Integration & Reflection

- Why critical perspectives are needed when minority can develop awareness of their own rights
- Change of political attitudes before minority groups are ready to strike for human rights improvement
- Importance of team work in NGO
- How to strike the balance between education and social action
- Why descendants of Chinese refugees in HK should bear responsibility to work with asylum seekers
- Relationship between social justice for ethnic minority population and victims of June 4<sup>th</sup> Incident....





# 財案破天荒預測經濟負增長

## 創數萬職 免兩季差餉 退稅逾半



財案今公布

財政司長曾俊華今日宣讀任內第二份財政預算案，據了解，政府對來年的經濟預測較悲觀，估計2009/10年度本港經濟出現倒退，這將是本港回歸以來，首次有財政司長在公布預算案時預測全年經濟會出現負增長。為舒緩本港經濟逐步轉壞對就業的嚴重影響，據知曾俊華將提出在未來1至3年，創造數萬個職位，包括資助殘破樓宇復修以創造萬職位，以及開設數千個供應屆畢業生參加的「實習生計劃」。

推動經濟方面，據知曾俊華會透露政府將研究發行債券，搞活本港的債券市場，以鞏固香港的國際金融中心地位，但他今日不會提出具體的時間表及發債金額。

料最少有3年赤字

債券

案，

電

算

年

大瀝數百億元「派糖」，但為舒緩被視為本地消費骨幹力量的中產階層，預算案料將提出來年減免兩季差餉，以及向繳納薪俸稅的打工仔退稅逾一半，上限6000元。

保就業措施方面，除了特首在今年1月主持經濟機遇委員會第三次會議後宣布的保就業措施及開創的職位外，曾俊華會提出額外未來1至3年創造數萬個新職位，當中包括額外撥款數億元，以現金補助方式協助殘破樓宇復修，料可創造逾萬職位；以及提供數千個「實習生」職位，讓未能找到工作的應屆畢業生，到本港及內地企業實習。長遠經濟發展方面，他亦會提出本港未來將發展綠色經濟、與珠三角的融合等。

IT界倡加快電子病歷上馬

另一方面，立法會資訊科技界議員和香港互聯網專業協會創辦人葛瑞麒也建議政府耗資11億元的電子病歷盡快上馬，轉業界就業和商機。譚偉豪認為，公營的兩人資料由醫管局牽頭，但政府要想清楚如何讓醫生加入這個病歷平台。葛瑞麒則推動電子病歷有助硬件和软件的電腦拓商機。



政府公布財政預算案前夕，爭取全民退休保障聯盟、民間爭取最低工資聯盟、關注綜援檢討聯盟昨到立法會外請願，一起向「財爺」的卡通畫像擲鞋，要求政府採取具體措施保障綜援人士、長者及失業者的生計。

財政預算案備忘

今日

上午11時

財政司長曾俊華在立法會宣布2009/10年度財政預算案  
(無線、亞視、有線、now、香港寬頻、無線收費電視、新城及預算案網站 (www.budget.gov.hk) 現場直播)

下午1時至7時

預算案演辭文本及單張在各區民政署及中環花園道

下午3時

財政司長記者會

下午7時

電視台聯合製作《財政預算案論壇》  
(無線、亞視、有線、now、無線收費電視、港

明日

上午8時

電台聯合節目《財政司長熱線》  
(商台、港台、新城、有線、香港寬頻、

不滿 官員得把口



一批市民昨趁預算案公布前夕請願，爭取全民退休保障。(蔡家緯攝)



# Knowledge Integration & Reflection

- Relationship between conservation of traditional culture and rapid globalization
- How globalization creates interdependence and international cooperation



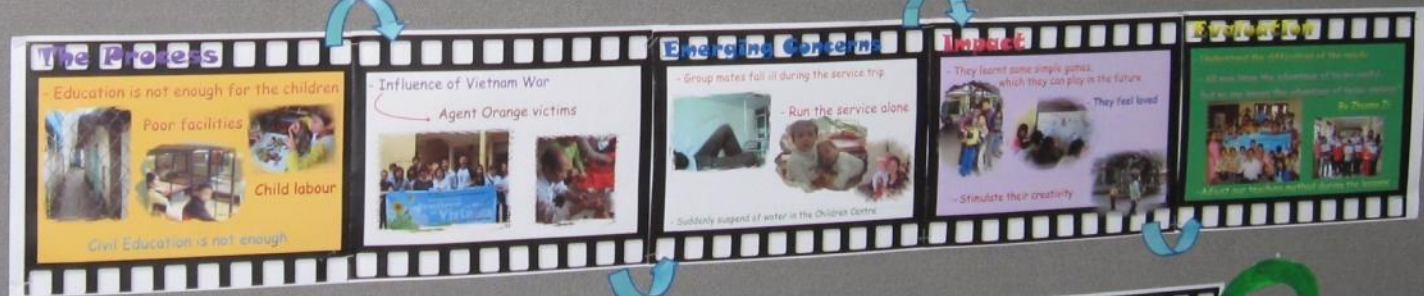


# Knowledge Integration & Reflection



- Problems created due to rapid economic development ....greater diversity and exploitation... vocational-oriented education that neglects generic skills and personal values...inclined towards internet technology and ignored medicine & public health....corruption...

# Service in Vietnam



3



# Valuable Life Experiences with Inadequate Reflection

- Real life experiences are valuable asset to analyze globalization issues
- Learning journals can only reflect what students have observed with little in-depth discussion and reflection



# Limitations & Suggestions

- Capability of students to handle assigned tasks
- Placement hours were too short to take up more long term tasks & establish work relations
- S-L experience more than just an add-on to syllabus, but lengthen the practicum period or transform into year-round course
- Help students to synthesize theoretical concepts with service activities through class discussions and identifying appropriate readings to substantiate specific topics



# Limitations & Suggestions



- Extend analysis on perceived benefits and outcomes by service recipients
- Trade-offs... time limitations



## **Service-learning in Vietnam**

Maybe you are wondering what we taught the children during our 11 days' service tour in Vietnam. In terms of knowledge and skills, we couldn't provide much for them.

But,

We brought them happiness by singing ,dancing and playing games;

We showed them our love and care by our gentle hug and big smile ^^.

We tried our best to build up their confidence by encouraging them at once when they got any improvement. What's more, we showed Hong Kong culture through the fun store. It was not only for culture exchange but also to let them know more about the outside world.

Seeing those joyful smiles on their faces, we felt satisfied and all our efforts are worth to be paid.

# Conclusion

- Build seamless learning environment & truly collaborative effort of academics and student affairs professionals
- Build shared vision and set of priorities about student learning that are congruent between academics and student affairs practitioners need to be developed
- Mutual respect

